



Remote attendance Learning Model
#stayathome 🏠
April 2020 - University of Deusto



**ASEAN
University
Network**



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University of Deusto

Prior to start: some rules

Mute your microphones please!



Write your questions and comments in the chat

We will record the session and share it



Should you have any question, write an email to

aun.deusto@gmail.com

A photograph of three people—two men and one woman—collaborating at a desk. They are looking at a laptop screen. The man on the left is wearing a white shirt and is typing. The woman in the middle is wearing a striped shirt. The man on the right is wearing a blue shirt and is pointing at the screen. The background shows bookshelves filled with books, suggesting a library or office environment.

Introduction

Introduction

Your calls

University World News

THE GLOBAL WINDOW ON HIGHER EDUCATION

Global Edition Africa Edition Asia Hub Transformative Leadership Special Reports Events



Photos: iStock

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ASIA
Universities shut down across South and Southeast Asia
Dinesh De Alwis, Shadi Khan Saif and Shuriah Niazi 20 March 2020

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Countries across South and Southeast Asia have in quick succession announced the closure of their schools and universities for a minimum of two weeks in order to contain the spread of the COVID-19 virus which has been declared a global pandemic by the World Health Organization. But authorities in many of the countries acknowledge that closures could last much longer.

WORLD NEWS MARCH 16, 2020 / 12:00 PM / 18 DAYS AGO

Malaysia closes borders, schools and businesses as virus tally climbs

Joseph Sipalan 2 MIN READ 

Coronavirus outbreak

Philippines isolates hundreds of health workers as coronavirus cases rise in south-east Asia

Indonesian capital shuts entertainment venues to prevent spread and cases spike in Thailand and Cambodia

WORLD, ASIA, PACIFIC, LATEST ON CORONAVIRUS OUTBREAK

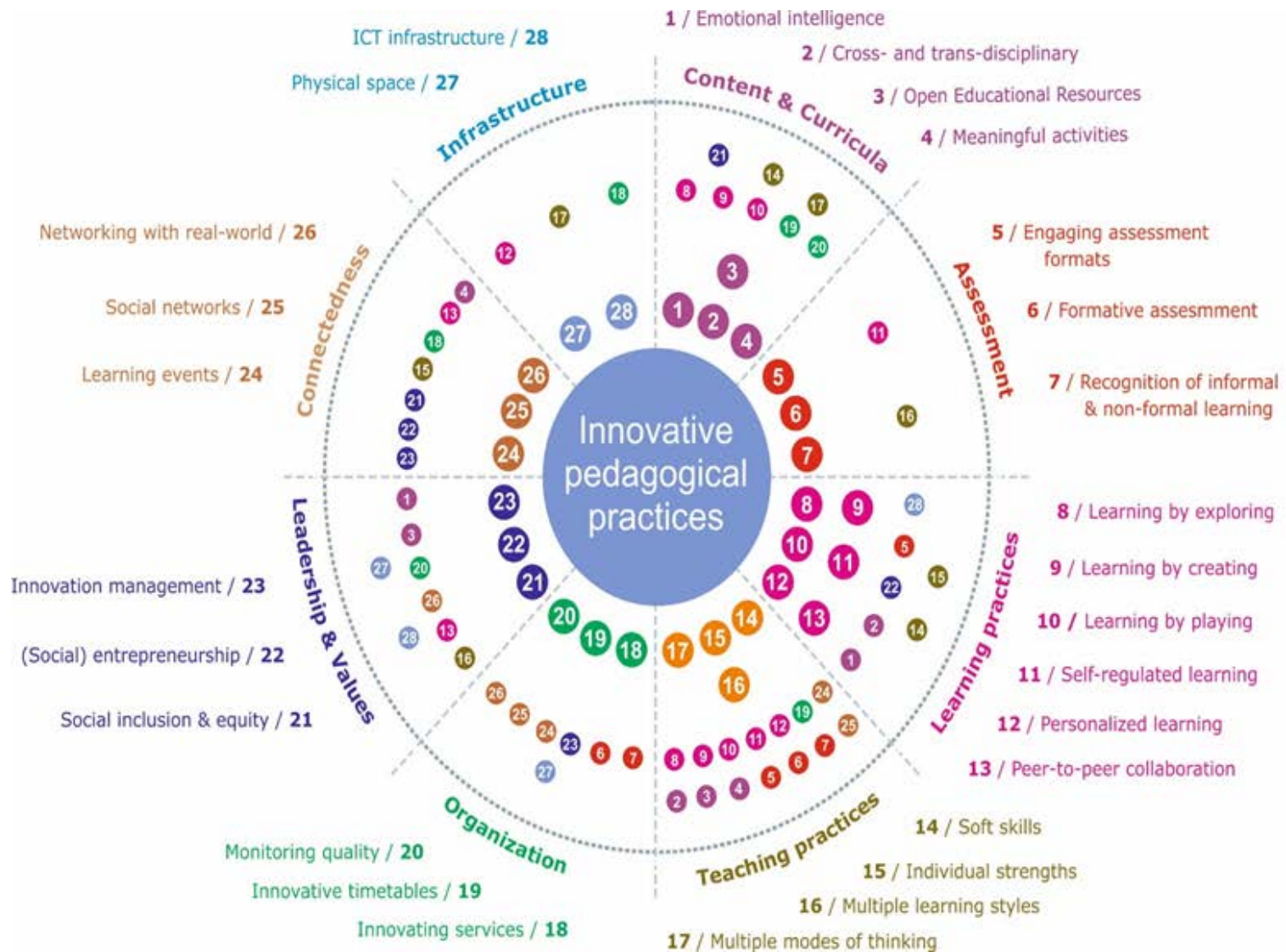
Thailand declares emergency to combat COVID-19 spread

State of emergency set come in to force mid-night Wednesday, remain in force until April 30

Riyaz ul Khaliq | 25.03.2020

Introduction

Broad (new) picture



Introduction

Elements

(1) Learning Methodology

(2) Technology

(3) Motivation and community engagement

(4) Student workload

(5) Assessment

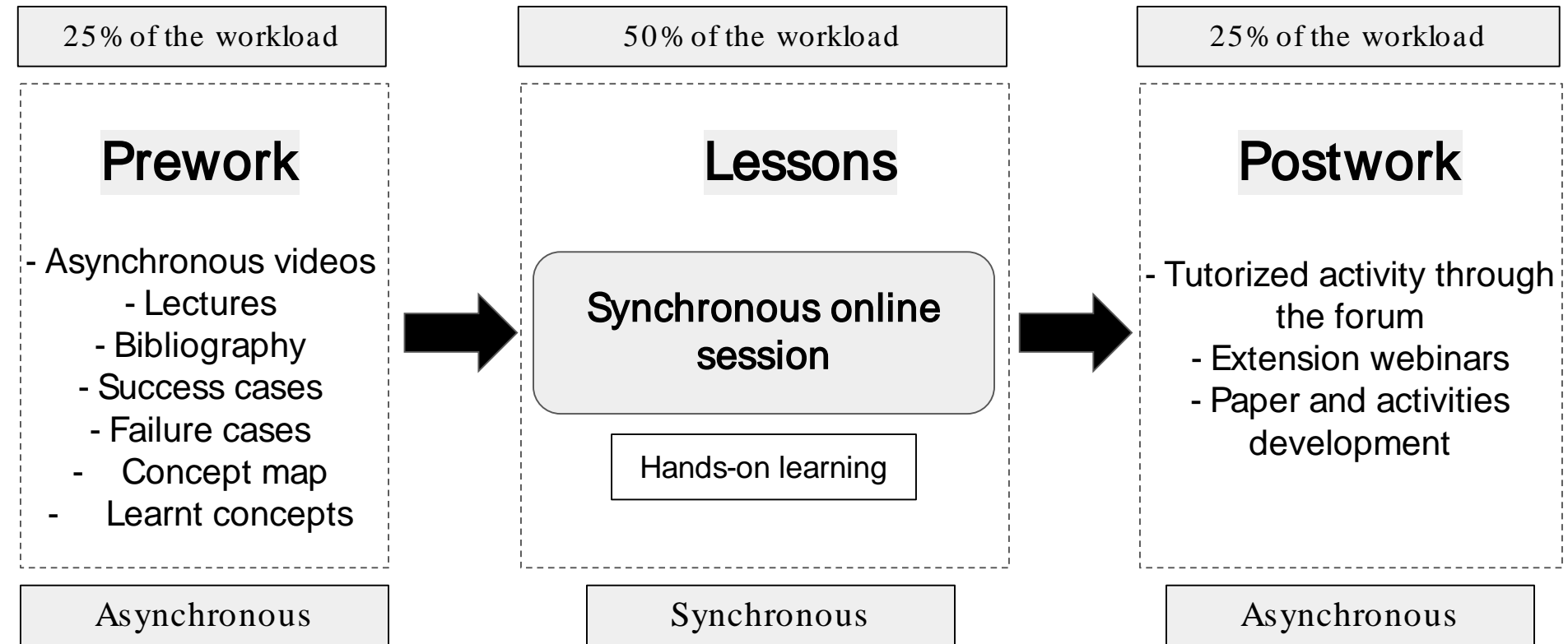
A photograph of three students in a library setting. On the left, a man in a white shirt is typing on a laptop. In the center, a woman in a striped shirt is looking at a laptop screen. On the right, a man in a blue shirt is looking at a laptop screen. The background shows bookshelves filled with books.

(1) Learning Methodology

(1) Remote Attendance Methodology



Overview of the methodology



All examples and practical cases done during face-to-face sessions will be based in sector data and procedures

(1) Remote Attendance Methodology

Approaches

- There are **two options for instructors** to facilitate class sessions remotely:
 - **Synchronous:** instructors and students gather at the same time and interact in “*real time*” with a very short or “*near-real time*” exchange between instructors and students.
 - **Asynchronous:** instructors prepare course materials for students in advance of students’ access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time.
- Instructors may choose to engage their students synchronously or asynchronously depending on the course content or material that needs to be taught
 - There are many advantages and disadvantages to asynchronous and synchronous teaching options.

(1) Remote Attendance Methodology

Approaches (II)

50%

50%

Synchronous Teaching	Asynchronous Teaching
<i>Advantages</i>	<i>Advantages</i>
<ul style="list-style-type: none"> - Immediate personal engagement between students and instructors, which may create greater feelings of community and lessen feelings of isolation - More responsive exchanges between students and instructors, which may prevent miscommunication or misunderstanding 	<ul style="list-style-type: none"> - Higher levels of temporal flexibility, which may simultaneously make the learning experiences more accessible to different students and also make an archive of past materials accessible. - Increased cognitive engagement since students will have more time to engage with and explore the course material.
<i>Disadvantages</i>	<i>Disadvantages</i>
<ul style="list-style-type: none"> - More challenging to schedule shared times for all students and instructors - Some students may face technical challenges or difficulties if they do not have fast or powerful Wi-Fi networks accessible 	<ul style="list-style-type: none"> - Students may feel less personally exchanged and less satisfied without the social interaction between their peers and instructors. - Course material may be misunderstood or have the potential to be misconstrued without the real-time interaction.

(1) Remote Attendance Methodology

Approaches (III)

- **Synchronous learning** is instruction and collaboration in “real time” via the Internet. It typically involves tools, such as:
 - Live chat
 - Audio and video conferencing
 - Data and application sharing
 - Shared whiteboard
 - Virtual "hand raising"
 - Joint viewing of multimedia presentations and online slide shows
- **Asynchronous learning** methods use the time-delayed capabilities of the Internet. It typically involves tools, such as:
 - E-mail
 - Threaded discussion → forum
 - Newsgroups and bulletin boards
 - File attachments

A photograph of three people (two men and one woman) sitting at a desk in a modern office environment. They are all looking at their laptops, which are open in front of them. The background shows office shelves and a bright, well-lit space. The text "(2) Technology to support" is overlaid in large, bold, black font across the center of the image.

(2) Technology to support

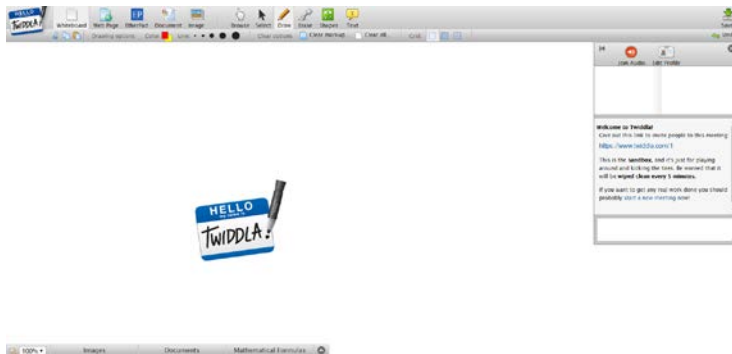
(2) Technology

How to make it?

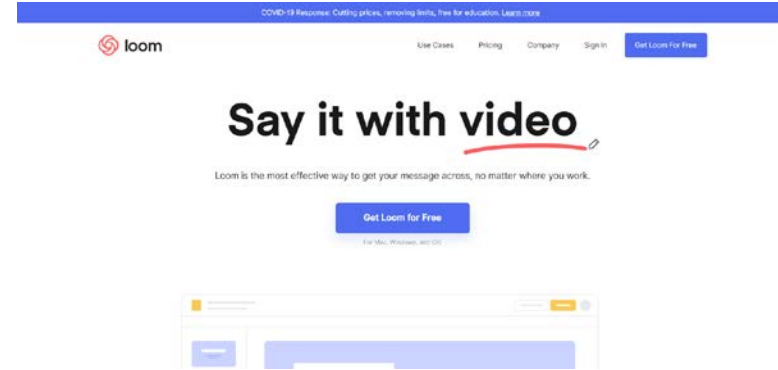
Google Jamboard: white board



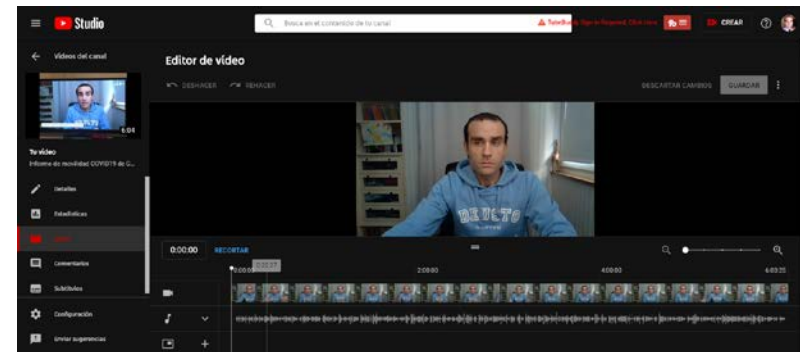
Twiddla: white board



Loom: auto-recording



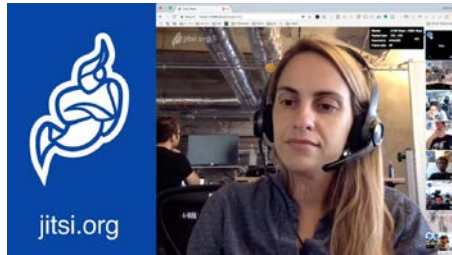
Youtube Studio: video editor



(2) Technology

How to make it? (II)

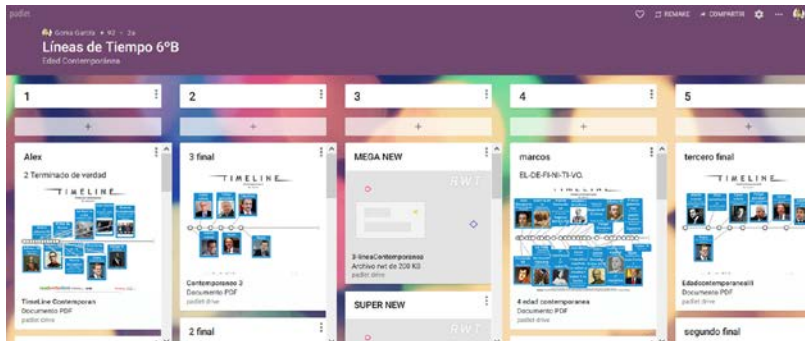
Videoconference large audiences



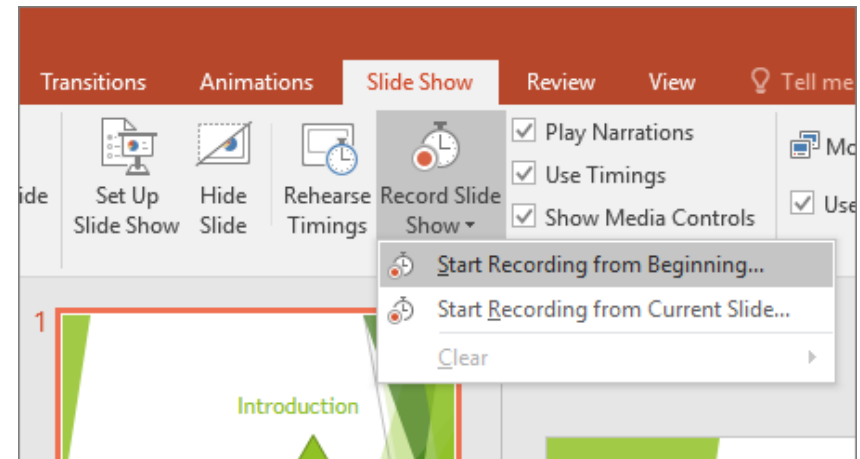
Perusall: social e-reader



Padlet: online bulletin board



Power Point recording

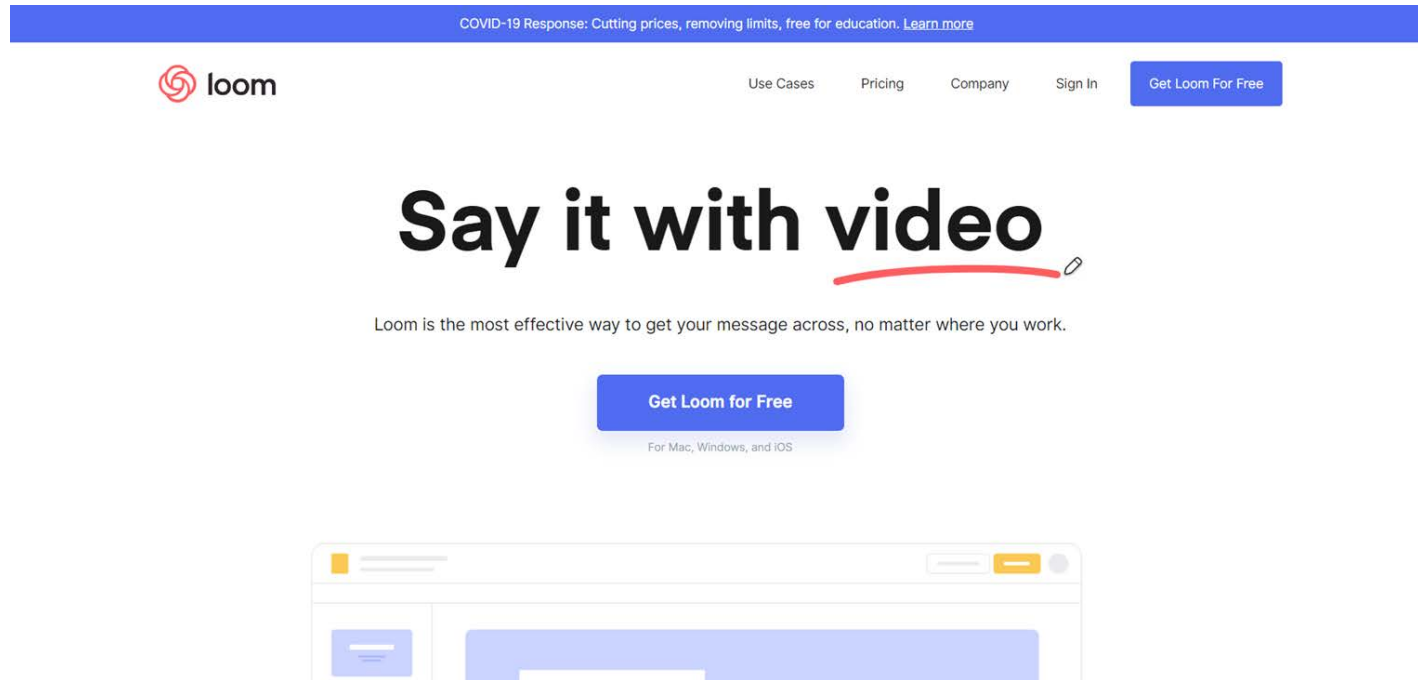


(2) Technology

Record your desktop with Loom

Loom Pro Free for Students and Teachers

Loom Pro is 100% free for verified students and teachers! 



(2) Technology

Video recording

- We're not professional video editors or animators, so if your hand-drawn diagrams are OK for the whiteboard, they're OK for an online lecture or discussion.



Five ways to increase the effectiveness of instructional video

Richard E. Mayer [✉](#), Logan Fiorella & Andrew Stull

Educational Technology Research and Development (2020) | [Cite this article](#)

622 Accesses | 46 Altmetric | [Metrics](#)


Abstract

This paper reviews five ways to increase the effectiveness of instructional video and one way not to use instructional video. People learn better from an instructional video when the onscreen instructor draws graphics on the board while lecturing (dynamic drawing principle), the onscreen instructor shifts eye gaze between the audience and the board while lecturing (gaze guidance principle), the lesson contains prompts to engage in summarizing or explaining the material (generative activity principle), a demonstration is filmed from a first-person perspective (perspective principle), or subtitles are added to a narrated video that contains speech in the learner's second language (subtitle principle). People do not learn better from a multimedia lesson when interesting but extraneous video is added (seductive details principle). Additional work is needed to determine the conditions under which these principles apply and the underlying learning mechanisms.

(2) Technology

Video recording (II)

Learner control of the pacing of an online slideshow lesson: Does segmenting help?

Richard E. Mayer , Ashleigh Wells, Jocelyn Parong, Jeffrey T. Howarth

First published: 13 April 2019 | <https://doi.org/10.1002/acp.3560>

[Read the full text >](#)



PDF



TOOLS



SHARE

Summary

How can we improve the instructional effectiveness of an online slideshow lesson? In the present study, college students received a 12-slide multimedia slideshow lesson on how a geographic information system works. In a 2×2 design, the lesson was presented one complete slide at a time (large segment) or added one section of the slide at a time (small segment) when the student pressed the CONTINUE key, and the words were presented in printed form (text) or spoken form (voice). Students performed significantly better on a transfer posttest when the lesson was paced in small segments rather than large segments ($d = 0.34$); there was no effect or interaction involving modality. The small-segment version was rated as less difficult than the large-segment version ($d = 0.43$). The segmenting principle was supported in the context of online slideshows.

(2) Technology

Video recording (III)

● Keep videos short and lively

- It is harder to focus on a video than on a person! Check out [some tips for creating lively short online videos](#) from online educator Karen Costa.

● Consider using a headset

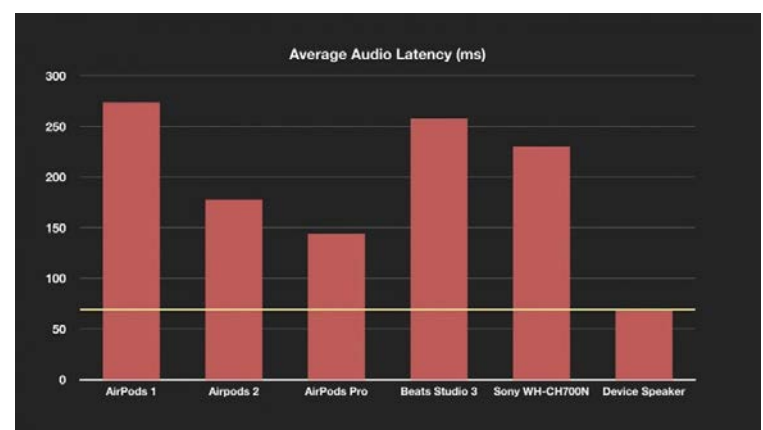
- With an external microphone to capture better audio.

● Consider Disability compliance

- Automatic closed-captioning is not perfect. Speak clearly and not too quickly to make the content as accurate as possible. Consider uploading your videos to YouTube to take advantage of their automatic (though not perfect) closed-captioning.

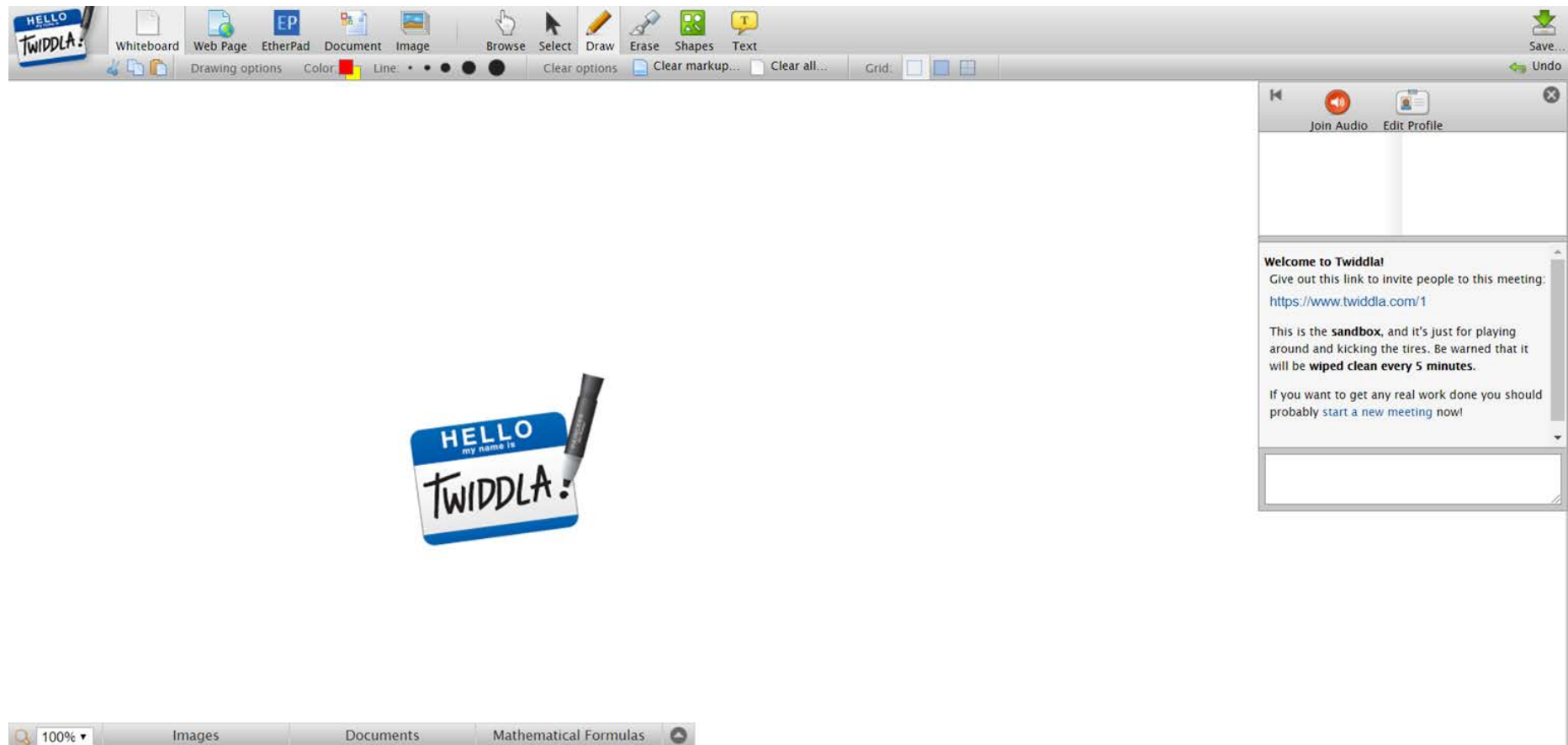
● Integrate interaction with the lecture material

- You might consider setting up a Canvas discussion board with some specific questions, using a quiz, or setting up a chat session for a text-based live discussion.



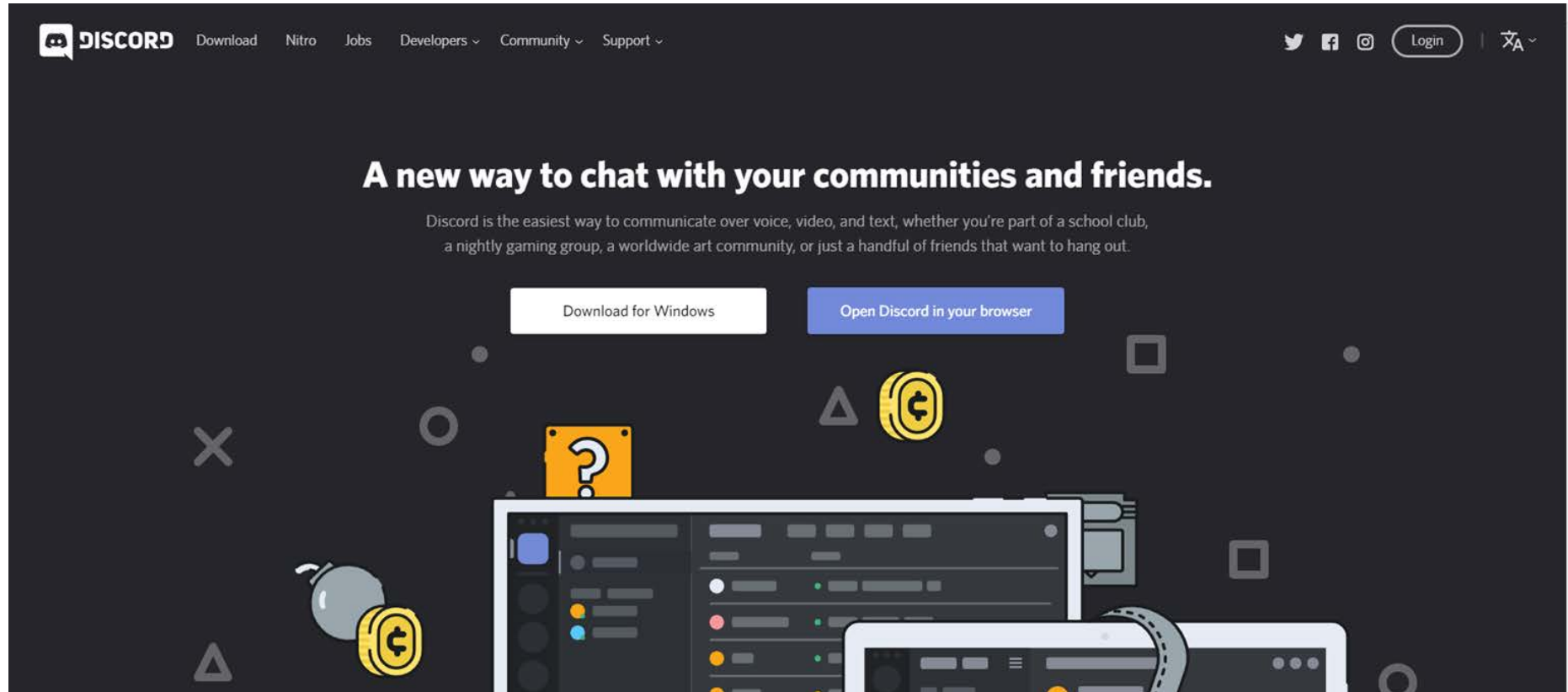
(2) Technology

Twiddla! (whiteboards online)



(2) Technology

Discord (work in groups by rooms)



(2) Technology

Feedback and remote control?

The screenshot shows the AnyDesk website homepage. At the top, there is a navigation bar with links for 'Call Sales: +49 711 217 246 705', 'Help Center', 'Blog', 'Jobs', 'Login', and a language dropdown set to 'English'. Below this is the AnyDesk logo and a secondary navigation bar with links for 'Features', 'Home Office', 'Downloads' (highlighted in red), 'Pricing', and 'The Company'. The main heading is 'Get AnyDesk for Windows' in large black font. Below the heading is a prominent red 'Download Now' button, with the text 'Windows, v5.4.2 (3.2 MB)' underneath it. A horizontal row of icons represents various operating systems: Windows (highlighted in red), macOS, Android, iOS, Linux, FreeBSD, Raspberry Pi, and Chrome OS. Below the icons, there is a section titled 'Discover AnyDesk - Your Remote Desktop Software for Windows'. This section includes a checkmark icon and the text: 'Connect the desktop environment of individual Windows client devices and servers via remote access'. To the right of this text is a screenshot of the AnyDesk application interface, showing a 'This Desk' panel with contact information and a 'Remote Desk' panel with a search bar and a 'Connect' button. The bottom of the screenshot shows a taskbar with several AnyDesk icons.


A photograph of three people (two men and one woman) sitting at a table in a bright, modern office or library setting. They are looking at laptops and appear to be engaged in a collaborative work session. The background shows bookshelves filled with books and framed pictures.

(3) Motivation and community engagement

(3) Motivation & engagement

Creating Community

Five facets of social presence in online distance education

Eunmo Sung ^a  , Richard E. Mayer ^b  

 [Show more](#)

<https://doi.org/10.1016/j.chb.2012.04.014>

[Get rights and content](#)

Abstract

Social presence in online learning environments refers to the degree to which a learner feels personally connected with other students and the instructor in an online learning community. Based on a 19 item Online Social Presence Questionnaire (OSPQ) given to college students in two different online learning courses, a series of exploratory and confirmatory factor analyses consistently revealed five factors representing facets of social presence in online learning environments: social respect (e.g. receiving timely responses), social sharing (e.g., sharing information or expressing beliefs), open mind (e.g., expressing agreement or receiving positive feedback), social identity (e.g., being called by name), and intimacy (e.g., sharing personal experiences). Together, the five factors accounted for 58% of the variance and were based on 19 items. Although much previous research focuses on cognitive aspects of learning in online environments, understanding the role of the learner's sense of presence may be particularly important in distance learning situations in which students and the instructor are physically separated.

(3) Motivation & engagement

Creating Community (II)

- Student-to-Student Interaction
 - Limit the size of discussion groups
 - Allow students to post student-to-student communication (as well as student-to-teacher) to get answers to questions
 - Pair each student with a “buddy” in the course
 - Encourage peer response
 - Structure opportunities for personal interaction
- Faculty-to-Student Interaction
 - In your written communication, present yourself as accessible to students
 - Schedule an in-person meeting of the entire class
 - Generate frequent communication
 - Assign discussion group leaders or project team leaders to facilitate group work

(3) Motivation & engagement

Creating Community (III)

- In some cases, your students **may have established working groups that they will want to continue**
 - It is important to ensure that interruptions in the course do not disrupt existing collaborations or prevent the development of meaningful student-centered instruction
 - You may also have required group work and it will be important to think about how you will make students accountable for group work done at a distance.
- Simple asynchronous tools such as email, text, and discussion boards in an LMS offer low barriers to entry so that students do not fear that their inability to master a chosen tool will negatively impact their learning
 - Bear in mind that students are not in the course to acquire technology skills but rather to focus on the course learning objectives as they relate to the discipline.

(3) Motivation & engagement

Problems...and solutions

- **Network overload**

- Some universities require professors to follow their normal schedule
- Yet the reality is that thousands, and sometimes even tens of thousands of students, will be on the same platform at the same time, which massively challenges the network.
- One way of dealing with this is to encourage professors to upload their teaching resource beforehand and guide students to learn at their own pace and time. The professors only organise discussions and Q&As according to their normal schedule.



(3) Motivation & engagement

Problems...and solutions (II)

- **Learning collaboration**

- Sometimes communication between students is not effective. However, if universities can design collaborative learning content or homework assignments this can be addressed.
- The professors could instruct students to form study groups according to their hobbies and cooperate to complete group assignments.
- This will increase communication between students, stimulate students' enthusiasm for learning, promote an autonomous learning atmosphere and enhance the breadth and depth of students' thinking.



(3) Motivation & engagement

Problems...and solutions (III)



- **Too much choice**

- A moderate amount of learning material is required
- Providing too many materials will put too much pressure on students.

- **Isolation of professors**

- Universities should extend physical teaching and research activities to the online network, conduct teaching seminars online, jointly solve new problems that may arise in the teaching process, allow professors to have a chance to learn effective solutions from each other and ensure professors do not feel alone.

A photograph of three students, two men and one woman, sitting at a desk in a library or study area. They are looking at laptops and papers, appearing to be engaged in a collaborative study session. The background shows bookshelves filled with books.

(4) Student workload

(4) Student workload

An iceberg floating in the ocean. The tip of the iceberg is above the water surface, and the much larger base is submerged below. A red arrow points from the text 'Contact Hours' to the visible tip of the iceberg. A yellow arrow points from the text 'Independent Work' to the submerged part of the iceberg.

Contact Hours

Independent Work

- Reading texts and/or literature
- Preparation and presentation of written work (essays, reports, etc.)
- Fieldwork
- Laboratory
- Preparation for interim assessment, final examination
- etc.

(4) Student workload

Work Plan

Unit	COMPETENCES	ACTIVITIES	DOCUMENTATION	TYPE Activity	TIME		Week/Day Starting	Week/Day End / Submission
					In Class	Out Class		
	maps, wikis, videos, e-learning platforms, among others) and deduce criteria for selecting using and integrating them in learning-teaching processes.	for designing effective English language teaching materials (2005) (ALUD 2.0) Activity: My experience using / designing educational materials – Using materials already made or making own materials?	Text: Guidelines for designing effective English language teaching materials (2005) (ALUD 2.0)	EC -RO EC	1h 1h	5h	7/03/2014	14/03/2014
Unit 2	SC1: Analyze the educational possibilities of diverse educational resources (textbooks, blogs, sites and webquests, multimedia presentations, conceptual maps, wikis, videos, e-learning platforms, among others) and deduce criteria for selecting using and integrating them in learning-teaching processes.	Lecture: The use of ICT in the curriculum: history and new tendencies Lecture: Rethinking Education in the Age of Technology: The digital revolution and the schools (2009) Activity: Analysis of webpage eskola 2.0, and participation in the FORUM ESKOLA 2.0 (Alud 2.0 platform)	The use of ICT in the curriculum: history and new tendencies - .ppt Text Rethinking Education in the Age of Technology: The digital revolution and the schools (2009) (Alud 2.0) http://www.eskola20.euskadi.net/web/guest	C C-RO-EV C-RO	1h 1h	 5h 6h	10/03/2014 10/03/2014 11/03/2014	 10/03/2014

(4) Student workload

Structuring an online course (III)

- **Course Organization**

- Break assignments into chunks with “touch points”
- Use “touch points” at which point students do something—write in a journal, send an email, enter into a discussion—to help chunk course content and give the course more structure.

ASSIGNMENTS FOR THEIR EYES WERE WATCHING GOD

1) BACKGROUND INFORMATION: Before you begin to read Their Eyes Were Watching God (TEWWG), please read the background information that I have provided.

2) READ CHAPTERS 1-10 (pp. 1-99) and write a two-page, single-spaced reading response that you will put in your Journal on the course homepage journal link. This response will be more informal than an essay, and is due by MIDNIGHT, JULY 23.

3) FINISH READING THE BOOK and POST at least twice TO YOUR GROUP DISCUSSION BOARD 8 p.m. July 25.

4) RESPOND TO YOUR GROUP DISCUSSION BOARD SEVERAL TIMES (more than two) by noon, July 26.

(4) Student workload

Structuring an online course (IV)

- **Course Organization**

- **Provide due dates for assignments**

- Each assignment should have a clear due date and time (for example, “midnight EST on July 8”). In addition, multiple due dates every week keep students on track with course requirements.

- **Provide multiple opportunities for graded activities**

- Assess students on writing assignments, standard test formats, and class participation
- The online course format offers a number of opportunities for graded written assignments, including threaded discussions, papers, web research, and online exercises
- Multiple measurement points will stimulate students to become involved in multiple activities and keep them participating in class.

- **Give credit for participating in online discussions**

- Give students credit for the substantive learning that students provide for each other through online discussions. In many online courses, these discussions are essential for advancing the course goals
- By assigning credit for participation in online discussions, instructors can deter “lurking,” where students listen to the conversation but do not participate.

A photograph of three people—two men and one woman—collaborating at a table. They are looking at laptops and documents. The background shows bookshelves filled with books, suggesting a library or study environment. The text "(5) Assessment" is overlaid in the center of the image.

(5) Assessment

(5) Assessment

Introduction

- In assessing online learning, it is important to create a **“mix” of assignments** that cover the multiple dimensions of learning
 - Traditional tests become a smaller part of the grade as you move towards encouraging student interaction on group projects and other activities
- Different forms of assessment include:
 - End of semester paper
 - Weekly tests
 - Group projects
 - Case study analysis
 - Journals
 - Reading responses
 - Chatroom responses
 - Threaded discussions participation

(5) Assessment

Elements in consideration

- Communicate expectations
 - Develop specific grading guidelines for course assignments and activities ahead of time so students know in advance what is expected of them.
- **Keep track** of student **performance**
- Give prompt **feedback**
- Design **effective tests**
- Encourage **active learning**
- Evaluate participation in threaded discussions

(5) Assessment

Online Teaching Rubric

Assessing Effectiveness of Student Participation in Online Discussions					
<i>Student Name:</i>					
Category	1	2	3	4	Points
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic	
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group efforts; marginal effort to become involved in the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	
				Total:	

(5) Assessment

Collect assignments

- Here are a few things to **keep in mind**
 - **Avoid email for assignment collection**
 - It may be easy to collect assignments in small classes via email, but larger classes might swamp your email inbox
 - Consider using Google Shared Drives or LMS Assignments instead
 - Balance what is simplest for students with what is easiest for you to manage.
 - **State expectations, but be ready to allow extensions**
 - In the case of a campus closure or other crisis, some students will undoubtedly have difficulties meeting deadlines
 - Make expectations clear, but be ready to provide more flexibility than you normally would in your class.
 - **Require specific filenames**
 - It may sound trivial, but anyone who collects papers electronically knows the pain of getting 20 files named Essay1.docx
 - Give your students a simple file naming convention, for example, FirstnameLastname-Essay1.docx.

(5) Assessment

Lab Activities

PhET Interactive Simulations

SIMULATIONS TEACHING RESEARCH ACCESSIBILITY DONATE

We are here to support your remote learning needs. See our [remote teaching tips](#) and [early access to sims in progress](#).

Interactive Simulations for Science and Math

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American Chemical Society > Students & Educators > Students > High School > ACS ChemClub > Activities > Virtual Chemistry and Simulations

ACS CHEMCLUB
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Club Activities Resources Directory Blog

Virtual Chemistry and Simulations

Chemistry moves from the lab and the classroom to the computer, as working in a virtual chemistry laboratory and viewing simulations provide additional ways of learning chemistry.



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Experience a Virtual World of Science Education

Biology

PraxiLabs offers more than a microscope for each student to understand biology on a molecular level. Enrich your students' knowledge and understanding with immersive virtual experiments on topics ranging from DNA extraction and genetic cloning to tissue culture and protein electrophoresis.

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Chemistry

PraxiLabs provides educational organizations and their learners with a large and growing library of virtual chemistry experiments. Experiments currently available cover areas in general, analytical, and organic chemistry. Students can learn and understand through experimentation without the hazards or high costs.

[Read More](#)

Physics

The PraxiLabs experiments available in the fields of physics cover a wide range of topics in the areas of nuclear physics, thermodynamics, electricity, and more. Provide your students and learners with virtual physics labs that encourage interaction and enhance understanding.

[Read More](#)

PraxiLabs



(5) Assessment

Adapting your final exam

- **Distribute Exam PDF electronically and ask students to scan with their phones**
 - You can distribute a PDF of your exam at an appointed time for printing using Files or Assignments
 - Students can work on it in the privacy of their room and scan it to a multi-page PDF using an app like [GeniusScan](#), then upload it either to the LMA Assignments or [Gradescope](#)
- **LMS exam online**
 - Most LMS allows final exams to be timed and offered online.
 - This may not work for all classes, however it may be an option for many.
 - LMS can also auto-grade in many instances

(5) Assessment

Adapting your final exam (II)

- **Browser lockers**



(5) Assessment

Giving feedback to students

- To be an effective online teacher, it's crucial to master the art of giving feedback to online learners
- Some tips
 - Use appropriate language and tone.
 - Be specific
 - Be positive whenever possible
 - Offer timely feedback
 - Point them to other relevant resources



(5) Assessment

Online Exam Proctoring

Our Bodies Encoded: Algorithmic Test Proctoring in Higher Education

- Proctoring in the classroom simply means observing students who are taking a test
 - use video technology to prevent/deter cheating during online exams;
 - allows a faculty person to monitor student's test taking behavior;
 - assures an institution that students are not cheating;
 - and "levels the playing field" for students.
- Several categories
 - **Auto authentication.** Before the exam starts, the student takes a photo of her ID and face, answers a few challenge questions and enters a biometric keystroke signature (typically the student's first and last name).
 - **Live authentication.** After the student performs ID verifications, answers challenge questions and enters a keystroke signature, a live proctor does a facial comparison.
 - **Automatic proctoring.** After the student is authenticated, the test taker and her environment are monitored for sounds, motions and systemic changes.
 - **Record-and-review proctoring.** After completing authentication, the person is videotaped from the start to finish of the exam. A proctor later reviews the video.
 - **Live proctoring.** After completing authentication, the student and her surroundings are monitored by a live proctor, who can troubleshoot potential testing infractions as they occur.

(5) Assessment

Online Exam Proctoring (II)

Undergraduate Cheating.

Moffatt, Michael

This paper examines the phenomenon of undergraduate cheating and reports on a survey returned by 232 students at Rutgers University (New Jersey) concerning their cheating experiences. Findings indicated 22 percent of students said they had never cheated in college, 45 percent indicated they had cheated occasionally (in "one or two" courses), and 33 percent admitted to having cheated in an average of eight courses to date. The most common cheating methods involved looking at other students' exam papers, arranging for someone else to take the exam, using "cheat-sheets" or other aids, and obtaining advance copies of the exam. Good students rarely objected to cheating by other students, and students often reported starting cheating because they saw lazy students getting better grades through cheating. Other findings indicated higher cheating by fraternity and sorority members; highest cheating by economics majors; least cheating by students majoring in the sciences; increased incidence of cheating by upperclass students; and a slight negative correlation between degrees of cheating and grade point average. A major reason for non-cheating was fear of getting caught. The cheating questionnaire is appended. (DB)

CHAPTER 14

The Failed Pedagogy of Punishment

Moving Discussions of Plagiarism beyond Detection and Discipline

Kevin P. Seeber

PLAGIARISM IS THOUGHT TO be a pervasive problem in higher education, and despite hardline approaches to discipline and advanced detection techniques, it is often regarded as an ever-growing issue. The status quo could perhaps best be summarized by Richard Hardy, who notes that "in recent years...academic dishonesty among colleges and universities appears to have reached epidemic proportions."¹ Hardy goes on to attribute this epidemic to the recent "information explosion," which has made locating and copying information easier than ever.² The end result is that faculty can "no longer assume that traditional methods of testing and grading are valid. New methods of detecting and preventing academic dishonesty must be developed."³ The interesting part of this assessment from Hardy is that it was written in 1981 (the information explosion in question was the availability of photocopiers). And although three and a half decades have now passed, this account contains the same core elements of the narrative surrounding plagiarism today—first, that plagiarism is rampant and dangerous; second, that technology is to blame; and third, that improved detection is at least part of the solution.

Behind the Webcam's Watchful Eye, Online Proctoring Takes Hold





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Questions

Q1. How to address academics' integrity when assessing online? What is your experience regarding online assessment? Is there any defined methodology implemented at University of Deusto?

Q2. What can be done to assist the students from low economic backgrounds considering the financial implications on students?

Q3. How to set up different classrooms for different subjects that we have to teach? Which are the resources used at University of Deusto to online teaching all different subjects (Social Sciences, Medicine, Engineering..)

Q4. How many students are recommended to have in this type of online classes?

Q5. Please explain the case of blended learning with respect to synchronous and asynchronous communication.