



Diversity, Equity, & Inclusion in Online Learning

5-Part eBook

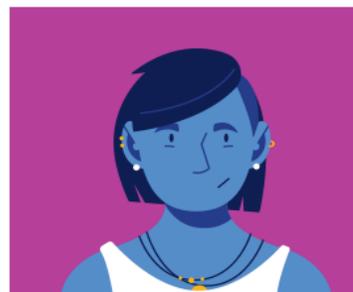


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Diversity, equity, and inclusion are fundamental elements of online learning. From communicating with students and developing course content, to considering the resources needed to take your courses, DEI impacts every part of the educational experience. *(pp 9-21)*

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Part 1:

Addressing DEI in online learning



Education is a gateway to expanded opportunities for many students, and online learning plays a key role in broadening access for more students. While online learning helps create more access, barriers still exist, and some students have a much tougher path to a quality education than others.

Understanding DEI

Before any groundwork goes into creating your online course, it's important to understand what diversity, equity, and inclusion (DEI) are and what they mean for you and your students.

What is diversity in education?

Diversity in education means acknowledging, respecting, understanding, and embracing everything that makes students different such as age, race, ethnicity, disability, sexual orientation, gender, socio-economic status, life experiences, and backgrounds.

What is equity in education?

Equity in education means providing every student with the individual resources and support they need to reach the common goals of their in-person or online course.

Equity vs. equality

While both aim to provide access and opportunity, equality and equity are different. Equality provides all students with the same rights and access, but equity means providing each student with the resources and access to meet their individual needs.

Consider the distinction:

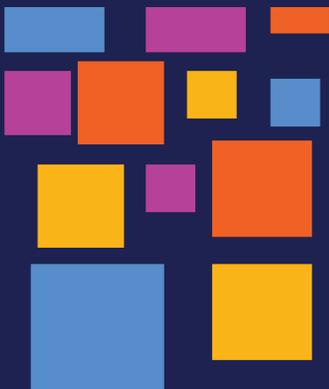
Equality provides all students with 24/7 access to the online course and a study guide.

Equity provides students with 24/7 access to a fully accessible online course that provides a study guide, multiple ways to reach out for help, office hours, and the individualized resources and support they require to succeed.

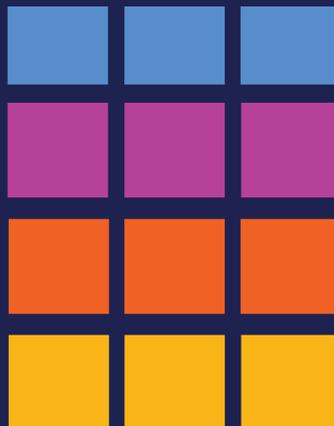
What is inclusion in education?

Inclusion in education means creating an environment that genuinely welcomes every student and creates a sense of belonging.

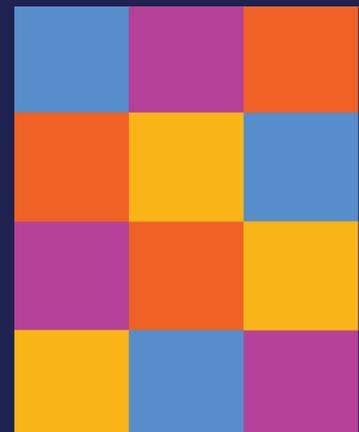
Diversity



Equity



Inclusion



DEI takes commitment

Diversity, equity, and inclusion in education aren't just policies or paragraphs in a syllabus – they demand a firm commitment to creating and improving opportunities for all students regardless of race, ethnicity, age, gender, sexual orientation, and socioeconomic background.

A diverse student population has more impact than many people realize. It helps create a learning environment that encourages students to:

- Consider the perspectives, opinions, and experiences of others
- Recognize biases and stereotypes
- Understand how they can help bring change and open doors for others

The population is getting more diverse each year.

The 2020 Census showed that the “White alone” population decreased from 63.7% in 2010 to 57.8% in 2020.

As other racial and ethnic groups grow, institutions and educators must commit to creating an inclusive and diverse learning environment, whether it's on-campus or an online class.

The technology divide is greater than you may think

Most students own a computer or another device, which makes the transition to online learning pretty easy, right? Not quite.

While most own a computer, that doesn't mean it's reliable or meets technology requirements for online learning.

The technology problems could be a broken keyboard, cracked screen, faulty batteries, or even a bad internet connection. Further amplifying this technology issue, it isn't uncommon for online classes to require a functioning webcam or microphone.

Technology issues can hurt performance and increase test anxiety

Taking an online class or test can inherently cause stress and anxiety for students. In a [recent survey](#), 64% of students indicated that taking an online exam makes them nervous and technology concerns are a leading cause of test anxiety.

Naturally, this added stress can negatively impact a student's performance during an exam. Instead of focusing on what they know, they're dealing with disruptive technology issues.

But how do you create an inclusive classroom that's diverse and equitable for your students?

In part 2, we'll show you real-world strategies to build an inclusive classroom online and how you can adapt to change.

What do you do in this situation?

You're a low-income student with little money to spare, and your laptop doesn't meet the minimum technology requirements for your online course.

Suddenly, you have to find access to another device or purchase a new computer with a webcam.

It's a very real situation for many students from low-income families.

The student in this example has limited options compared to a student from an affluent background who may have access to other devices or the ability to purchase another computer.

Part 2:

How to create inclusive, diverse, and equitable online courses



From the way you interact with your students to the way you plan and create course content, ensuring course design that's inclusive, diverse, and equitable is crucial for all of your efforts.

Consider a few of these questions before we detail how to create an inclusive online course:

What's needed to take your course?

- Are you considering varied socioeconomic backgrounds?
- Do all students have access to resources needed to complete the course?
- How much does the technology required to take the course cost?

Are you using diverse course content?

- Does your course content accommodate all learning styles?
- Are you using content references from a diverse range of people, groups, and perspectives?
- What opportunities do students have to demonstrate their knowledge in different ways?

Does your online course content provide web accessibility for each student?

- Does the online course content meet web accessibility compliance standards?
- Are you providing accommodations for each student?
- Do the assistive technologies used in the course integrate?

Establishing DEI from the beginning

Start with a clean slate

Forget assumptions, acknowledge biases, and have the self-awareness that you may have a lot to learn.

This self-awareness is a key element of creating a genuinely inclusive and diverse educational experience for all students. It considers all variables – from background and experiences to creating a learning environment that is fair and equitable for every student in your online course.

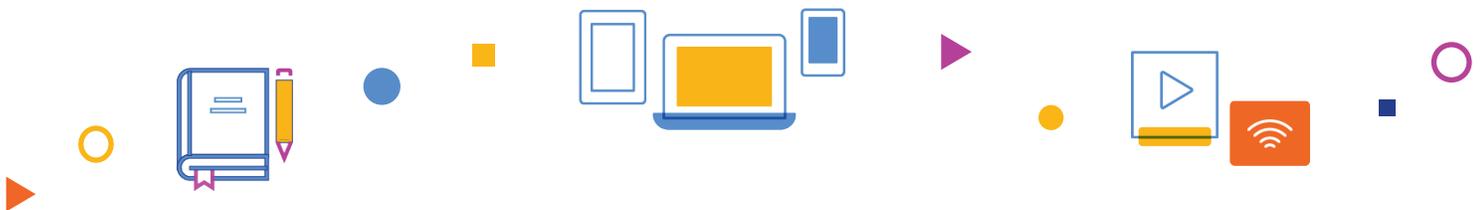
Embrace trial and error

You'll experience trial and error, but don't look at it as a negative – look at it as an opportunity to learn and adapt to better online teaching and learning. Inevitably, every course will have different variables that will impact your course design. What you created last semester may need to be tweaked and could even be out of compliance based on previous standards.

Understand different learning styles

Understanding different learning styles isn't just acknowledging that some students prefer watching videos while others prefer reading case studies. It's a comprehensive approach to teaching and learning that considers all variables such as accessibility, learner capacity, available resources, and different content types, to name a few.

A comprehensive approach helps to plan, create, and diversify your online course content so that students can show what they know in different ways that work for them.



Use emotional intelligence

Emotional intelligence is important for everyone, but particularly for educators and students.

What is emotional intelligence?

Emotional intelligence means being aware of your emotions and being able to regulate them while handling and building relationships with empathy, self-awareness, and good judgment.

Can emotional intelligence be taught?

While many believe that emotional intelligence is something that you either have or don't have, it can be learned and improved.



“We often think that emotional intelligence is something you have or you don't have, but the good news is that isn't necessarily true. It's a skill that we can develop.”

- Bethany J. Adams, MA, SHRM-SCP, Villanova University Instructor and Associate Director of the Graduate Programs in Human Resource Development

Include information from a variety of sources

As you're selecting sources for more information, use at least two sources from different backgrounds, such as those from other genders, races, ethnicities, and religions.

A variety of sources also entails finding information from different types of publications, which helps give different perspectives and contexts. Look for research studies, news, magazines, case studies, books, and interviews to help give a diverse look at the information in your lesson.

Create a diversity statement

Provide a meaningful diversity statement that describes your institution's mission and your own. Be genuine and consider where the statement lives within your online learning environment.

What is a diversity statement?

A diversity statement is an opportunity to communicate what diversity and inclusion mean to you and your students. It describes your experience, commitment, expectations, and the impact it makes on your class.

DIVERSITY STATEMENT

How to create a diversity statement

Keep it simple and concise

Diversity statements don't have to be an essay. There's no optimal word count or page requirement expectation - the most important things are being direct about your mission and purpose and telling your story in a meaningful way.

Describe the impact and importance of DEI

Students need to know how DEI impacts their education. Explain that it provides an equitable learning experience with fresh perspectives and opportunities to expand their knowledge about topics, people, and experiences.

Regardless of your race, gender, age, background, social role, or condition, you can still describe your understanding of each student's experience and your ongoing commitment to creating an inclusive and diverse educational experience for all students

Describe your experience and commitment

Speak to your experience with diversity and inclusion. No matter what your race, gender, age, background, social role, or condition, you can still describe your understanding of each student's experience and your ongoing commitment to creating an inclusive and diverse educational experience for all students.

Be clear about your expectations

Students should know what behavior is expected and how they can help create an inclusive learning environment.

Use inclusive language and stay positive

Be sensitive to the beliefs, perspectives, and experiences of your students and use inclusive language to help establish mutual trust and respect.

Sharing your diversity statement

After you complete your diversity statement, provide it through different channels and make sure students know where to access it.

Example academic diversity statement

I am committed to creating an educational experience and community that acknowledges, understands, values, and respects diversity, equity, and inclusion in my [course name].

This community-like online classroom will use any and all differences to improve the educational experience for all students.

These differences can include age, race, ethnicity, socioeconomic status, disability, religion, sexual orientation, gender identity, experiences, and any other way a person identifies.

We are all part of this dedicated and ongoing effort to foster an inclusive learning environment that welcomes all individuals, encourages open, tolerant, and respectful communication, and supports students throughout their educational journey.

I am committed to this effort because it inspires education, inspires creativity, supports students, and creates a community that drives progress.

DEI online course design strategies

Inclusive course design includes many strategies – some simple, some complex – to foster a learning environment that provides each student with a sense of belonging and an equal opportunity to achieve their educational goals.

Plan and create diverse course content

Inclusive course design acknowledges that all students learn differently, and they need flexible ways to show what they know. It's a well-thought-out teaching and learning process that's adaptable, unique, and engaging.

Diverse course content acknowledges how students learn and their capacity, preferences, disabilities, and available resources.

Consider this example scenario:

You're teaching an online class with 30 students with several students that have one or more of the following conditions:

- Deaf
- Blind
- Colorblind
- Unable to type or use a mouse
- Unable to afford a webcam

So, what do you do? How do you accommodate these students so that they have an equal opportunity to learn and show what they know?

Using multimedia as an alternative

Using multimedia can help your students engage with course content in different ways that work for them.

All multimedia used in your online class has to meet [web accessibility standards](#) and best practices which cover:

- Captioning, subtitles, and transcriptions
- Alternative-text and descriptions
- Appropriate color contrast
- Font sizes and types
- Organization and structure

Allowing assistive technology

Some students in your course may need to use [assistive technology](#) to engage and interact with your online class content. The assistive technologies should be compatible with all hardware and software used in the online course, such as the LMS, [online proctoring](#), video conferencing, and any other multimedia.

Students with blindness or color blindness can use a screen reader to convey text and images into speech or touch (Braille).

Students who cannot type can use an assistive keyboard and an adaptive mouse. These assistive technologies help students with motor function impairments.

Providing different ways to communicate and engage

Make sure that students have multiple options to engage with your class content and different ways to interact with you and other students. Whether it's technology-related, communication methods, or group work, make sure students have options, access, and understanding.

While most students have a laptop or computer, some don't have other necessary resources. Such as, a student might have a computer but the microphone is broken and they can't afford to buy one.

How can they engage and interact with your class in this scenario? If their webcam and/or microphone is broken, provide them with an option to use chat during a live lecture or respond to class questions through a forum, for example.

Allowing accommodations

Accommodations are a lifeline for many students. Whether they have a condition that requires them to take frequent bathroom breaks or they need the hardware to complete a proctored exam, accommodations are crucial for their success.



“Whether it’s being on camera, speaking, using the chat, or just listening in, you want them to have every opportunity to interact in different ways when they’re ready,”

- Patrick DeLapp, VA Special Olympics Board Member and Coach

Let's look at an example of two students taking a proctored online exam.

Student 1 has a condition that requires them to take a bathroom break every 15 minutes.

Student 2 does not have a laptop with a functioning webcam.

How can accommodations be used to enable these two students to successfully complete their proctored exams?

For student 1, you can provide the test proctor with specific accommodations for the student that allows them to take bathroom breaks every 15 minutes. You'd simply send notes to the test proctor with details of the accommodations needed.

For student 2, you can give the remote proctor instructions to bypass the student not using a webcam and face detection can be turned off.

This way, the student can still complete the proctored exam without the webcam but other test monitoring features remain in place to protect the exam.

Use low-stakes tests

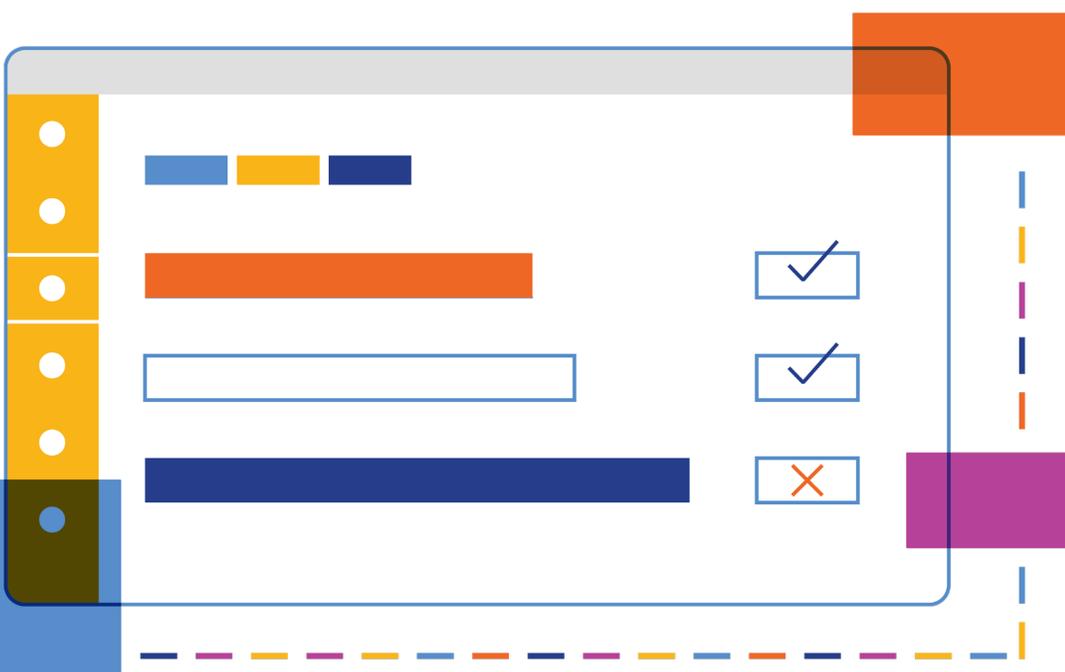
Low stakes tests, such as practice tests, are beneficial for a variety of reasons, such as reducing student test anxiety and getting feedback.

A recent student survey indicated that one of the main causes of test anxiety was concerns about technology working correctly. If you provide frequent practice tests, you help all of your students understand how the online testing platform works, thus giving them equal opportunity to prepare.

Low stakes testing also includes non-graded “tests” which are essentially asking for feedback in different forms. Whether it’s a poll question about their learning preferences or a written response reflecting on their course experience so far, it’s a great opportunity for instructors to learn more about their students.

Use fair grading methods

An easy way to remove any potential grading bias is using anonymous grading, sometimes referred to as blind grading. In sum, a student submits their assignment with no name or ID number provided. With most modern LMSs, instructors can turn on anonymous grading at the course level, which hides students’ names during the grading process and automatically distributes the score back to the student. This method of grading can help build trust with students because they know that it’s a fair and equitable process that removes any potential bias.



Provide a list of student help resources

Compile a list of student help resources such as the writing center, tutoring services, online library, technical support, student study groups, and any accessibility offices and contacts.

In addition, you can provide helpful guides and FAQs about any technology and software used in your online classroom, such as how to use the LMS, online proctoring information, and minimum system requirements such as the appropriate operating system, browser, and internet speed.

Having a list of these resources can help students better understand exactly what's available, how to access it, and clear up any questions they may have.

Be human and make a connection with your students

Just like anonymous grading can help improve trust, getting to know your students can help make a connection with them that can build trust and improve the overall teaching and learning experience. With this trust and connection, students may be more open to communicating with you about sensitive topics such as any conditions they have that need accommodations.

How can you do this? Don't overthink it. Tell them about yourself; where you're from, your favorite hobbies and interests, or a funny story from your past. Be authentic, relatable, and human.

Part 4 of this series expands on how to build a connection with your students and shows you how to interact with your students in a better way.

In Part 3, we'll show you how to create an accessible online classroom and how to use assistive technology to create an equitable learning environment.

Part 3:

How to create accessible online courses



You expect mobility ramps and elevators on campus so that everyone has equal access, right? Think of your online course the same exact way – every student should be able to equally interact with class content regardless of their disability or condition.

Part 3 of this series will provide you with:

- The importance and purpose of accessibility in the classroom
- An overview of common web accessibility compliance standards
- How to create accessible online courses – tips & actual examples
- What assistive technology is and its role in the classroom

Accessibility in the classroom

What is web accessibility for online learning?

Web accessibility means that every student and user has equal access and the ability to use all online course content, technologies, websites, and other tools.

Creating accessible online class content means being aware and understanding how users with disabilities learn and interact with that content. Developing an accessible online course requires a well-planned approach that covers a broad spectrum of considerations and requirements needed to set your students up for success.



Why is accessibility important in online learning?

Web accessibility can be the difference between either being able to access and learn or being left out. Whether it's a glaring issue, such as not allowing for assistive technology, or a seemingly minor concern, like alt-text for images, it all matters and impacts the learning experience for many students.



“The one argument for accessibility that doesn’t get made nearly often enough is how extraordinarily better it makes some people’s lives. How many opportunities do we have to dramatically improve people’s lives just by doing our job a little better?”

– Steve Krug, Author and User Experience Expert

What are the common web accessibility compliance standards?

The most common web accessibility compliance standards are:

- American Disability Act (ADA)
- Web Content Accessibility Guideline (WCAG)
- Section 508

What is ADA?

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities and among other protections, ensures that text, multimedia, navigation, any other electronic devices and technology are easily accessible.

It covers areas such as text and hyperlink readability, appropriate text descriptions for images, and audio/video with written transcriptions.

What is WCAG?

WCAG means Web Content Accessibility Guidelines and its goal is to create shared accessibility standards for all web content which includes things like text, design, multimedia, and structure.

What is Section 508?

Section 508 of the Rehabilitation Act is a federal requirement to create and maintain accessible information and communications technology (ICT) for people who have disabilities. ICT means things like hardware and software, operating systems, multimedia, and more.

How to create accessible online courses

Accessible online courses are:

- Easy to understand
- Structured and organized
- Able to provide accommodations
- Operable across different technologies

Follow POUR principles

POUR stands for Perceivable, Operable, Understandable, and Robust.

Always keep POUR principles in mind because they can impact how students interact with course content and their ability to navigate your class content across different technologies.

POUR principles



Perceivable



Operable



Understandable



Robust

Make sure your content is easy to read

Be sure to use online course content that uses suitable:

- Color contrast between the text color and background color
- Font types and sizes
- Hyperlinking structures
- Alternative text information and descriptions

Structure and organize your online course

Structure and organization makes your online course easier to understand and navigate and it helps assistive technologies, such as screen readers, better understand your content.

- Use headings, not bold font
- Use headers in the right order
 - Do: **H1**, **H2**, **H3**
 - Do not: **H1**, **H3**, **H2**
- Create lists using numbers or bullets, not hyphens

Provide accommodations

Accommodations can mean many things such as extending time limits on exams, adjusting assignment due dates, or allowing assistive technology.

Providing accommodations helps support various student needs and ensures that they have equal access to interact with your course content.

Embrace assistive technology that works across all devices

To make sure your online classes are operable across different devices and platforms, focus on allowing assistive technology.

What is assistive technology?

Assistive technology is generally referred to as software and hardware that helps students read, use, and understand your course content.

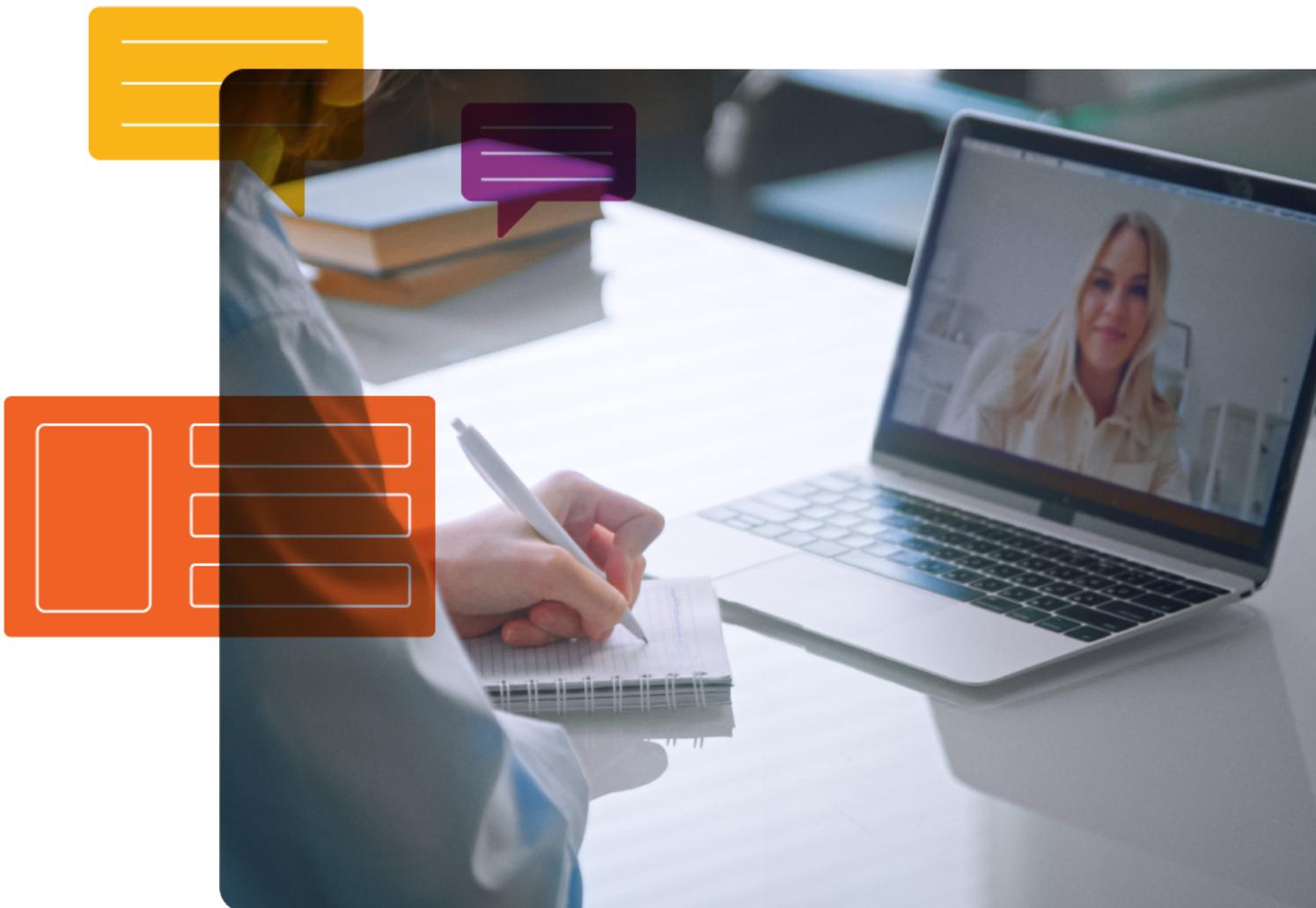
In addition, these technologies provide different ways for students to communicate and engage with others in class. A few common assistive technologies are screen readers, dictation software, braille displays, and accessible keyboards.

In addition to creating an accessible classroom that provides different communication options, it's important to recognize that how you interact with your students is just as important. Interacting with students may seem straightforward, but there are many different ways to improve those interactions with small fixes that create big benefits.

In Part 4 we'll show you how to better interact with your students in the online course.

Part 4:

How to connect with students in an online class



In an educational setting, whether it's online or in the classroom, the ability to truly connect with students goes a long way in creating an inclusive learning environment.

Ways to improve your connection with students in online courses

Make yourself human

Know your audience

To truly connect with your students, you need to understand who they are. (In the last section of this article, we provide a list of sample questions to ask your students in a course introduction survey)

Use their preferred name

Learning your students' preferred names isn't just an icebreaker; it's an opportunity to begin building a connection and trust.

In the beginning of the course, ask your students to provide you with their preferred name, how to pronounce it, and their pronoun. You can collect this in a number of ways such as general open discussions, low-stakes quiz questions, surveys, chat, and forums in the LMS. This shows them that they're an individual, not just another student.

Understand student expectations

You have expectations for your students and they likewise have expectations for you. Take the time to understand what they expect to get out of the course and how you can help make that happen.

Learn their background

Show them that you're genuinely interested in learning about them and what makes them unique.

Ask about their background, learning styles, experiences, perspectives, interests, and hobbies. By doing so, students may find commonalities with other students and even yourself.

Tell them about you

Just like it's important for you to know about your students, they need to know about you as well. Take this chance to further establish credibility and build trust with your students.

Be genuine and don't overthink it

Keep it simple. Tell them about who you are. Share your hobbies, interests, background, education, and even an impactful or funny story that has helped shape who you are.



“I’ve been involved in the Special Olympics for the majority of my life and I always want the athletes to know why I’m in this and what it means to me. Having a family member with special needs was my initial driver – I saw the impact that a program like this makes on their life. Sharing a bit about myself helps the athletes and parents understand my perspective and how I can relate to them.”

– Patrick DeLapp, VA Special Olympics Board Member and Coach

Use inclusive language

Your use of inclusive language should be considered in all communications, whether it's a live discussion, email, syllabus language, and even test questions – be inclusive.

- Keep an open mind and don't make assumptions or use stereotypes
- Focus on strengths and abilities instead of anything considered negative
- Be sensitive to backgrounds, experiences, and perspectives
- Stay up-to-date on terminology and avoid slang
 - [Acceptable terminology](#) is always changing and adapting, so be sensitive and aware
 - Many people use slang with innocent intentions but they may not realize the root of the expression and that it can be offensive
 - You've probably heard the expressions "peanut gallery" or "long time no see" without realizing that they're both rooted in racism and mockery of marginalized groups.
- Be inclusive
 - Do not use: "You guys should complete the assignment by Friday."
 - Use: "Everyone should complete the assignment by Friday."

Encourage open communication

Your online class should foster open communication from your students. Whether it's answering questions, engaging during discussions, asking for help, and providing feedback – they need to know that they have a voice in your online classroom and that they belong.

Part of creating this communicative environment is helping students feel comfortable. Speaking up or asking questions comes naturally for some but it can be very uncomfortable for others.

“Some athletes love to interact during our online meetings and practices but others prefer to just listen. Regardless of their communication style, you want them to feel comfortable and they need to know that they’ll be heard if they decide to interact,” DeLapp explained.

Whether it’s a student chiming in during a lecture to share their perspective or a student emailing for help – treat all student interactions with the sensitivity, respect, and thoughtfulness that shows your students that you care and are willing to help and listen.

Be consistent

From accessibility and virtual office hours to gathering feedback and using inclusive language – be consistent. Online classes will constantly change but it’s crucial that you consistently provide what students need to feel included and supported in your class.

Gather feedback and information

Use periodic surveys or quizzes to gather feedback and information from your students. It’s a great way to learn about your students and how you can improve their learning experience.

You can use an introduction survey in the beginning of the class to gather information about them and anonymous course feedback surveys to monitor student progress and areas of improvement.

It’s important to let your students know that their information is valued and their responses will be used to help improve their learning experience.

Sample introduction survey questions:

- **What's your name?** (Course roster name)
- **What name do you prefer I call you?** (If it's different from course roster name)
- **Do you have a preferred pronoun?**
- **What are three activities or hobbies that you enjoy?**
- **What's one interesting fact about you?**
- **How do you prefer communicating?**
 - Multiple choice: Phone, email, video calls, text message, other (fill in).
- **How do you learn best?**
 - Multiple choice: Live lectures, recorded lectures, group work, individual work, written assignments, other (fill in)
- **What are you looking forward to learning in this class?**
- **What virtual office hours work best for your schedule?**
 - Multiple choice: Morning (9 - 12), Afternoon (12 - 3), Evening (4-7)

Sample feedback survey questions:

- **What are three things you've learned in the class so far?**
- **What is helping you learn in this class?**
- **What can I do to improve your learning experience?**

After you've gathered student responses, look at the bigger picture of their feedback.

- Are there any common themes?
- What can you improve on immediately?
- Are there any follow-up questions to their responses?

Part 5:

How to create a fair test environment using educational technology



Educators and institutions ultimately aim to create a better learning experience for students, and part of that includes creating a fair and equitable testing environment.

By using educational technologies such as online proctoring and assistive devices along with various LMS exam settings, you can help create a fair playing field for all students.

We'll walk through four real-world scenarios to show you to help create a fair testing environment with the use of technology:

- **Scenario 1:** Student lives in a busy household and/or care for a child or others
- **Scenario 2:** Student has a disability or condition
- **Scenario 3:** Student requires religious attire or accessories worn during the exam
- **Scenario 4:** Student can access additional devices

Scenario 1: A student lives in a busy household and/or cares for a child or other family members

Sometimes, it's impossible for a student to take their online exam in a quiet environment with no other people, sounds, and objects nearby.

This circumstance can create added anxiety for the student in a proctored test environment because they may assume that they'll be flagged for something they have little control over.

Here's how to help this situation through exam settings and online proctoring

Students can take the exam at any time

Honorlock's online proctoring services are available 24/7/365. This allows each student to take the exam at a time that works for them – such as when family members are at work or when their child is taking a nap.

Instructors can advise the proctor of accommodations and instructions

If the instructor is aware of the situation, they can provide accommodation instructions to the live remote proctor that allows:

- Other people in the room
- Voices and noises
- Breaks to care for their child or family member

The instructor simply adds specific guidelines for the student that are easy for the live proctor to see. This way, the student won't have to worry about being flagged if a family member walks by, voices are heard, or if they need to step away from the exam to care for their child.

Scenario 2: The student has a disability or condition

About 1 in 5 students have a disability according to the US Department of Education. There are a wide range of disabilities that include physical conditions, visual and hearing impairments, learning disabilities, and other health conditions.

If the proctoring software doesn't provide accessibility and accommodations, how can every student have a fair testing environment?

Here's how online proctoring services and other exam settings can help this situation

Allowing accommodations to meet student needs

As mentioned in scenario 1, the instructor can provide specific accommodations for individual students that helps provide them with a fair testing experience.

Accommodations can vary but here are just a few examples that allow:

- Bathroom breaks
- Other people in the room to assist the student
- Extending time limits and due dates
- Assistive technology and devices

Using platforms that integrate with assistive technology and devices

Assistive technology helps students with a variety of conditions and disabilities to have a fair opportunity to engage with all software and hardware needed for online learning.

A few examples of assistive technology are:

- Screen readers
- Keyboards for motor functions and visual impairments
- Dictation software (speech-to-text & text-to-speech software)
- Subtitles and transcripts

Honorlock's online proctoring software is fully ADA accessible and compliant with Section 508 of the Americans with Disabilities Act. It's also developed and tested to conform to WCAG 2.0 level AA guidelines for accessible use.

Scenario 3: Students wearing religious attire and accessories

Some religions require students to wear attire and accessories such as face coverings, hats, and other head coverings. The issue is that often online proctoring services and software don't provide students with the ability to wear these during the proctored exams, which can cause anxiety for the student.

Here's how Honorlock's online proctoring services can help this situation

Instructors can provide specific accommodations that allow students to wear various religious attire during the online proctored exam.

Scenario 4: Some students have access to multiple devices

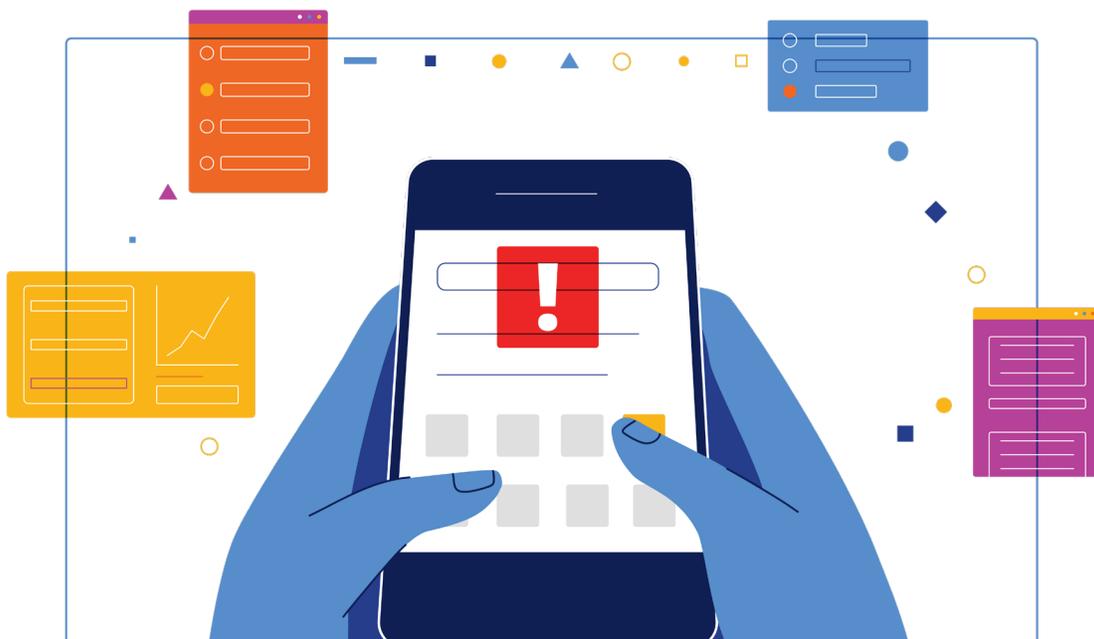
If online proctoring isn't in place, students can easily use their cell phone or another device to look up test answers. And if exams are proctored using AI-only or a browser lockdown software, students can still use other devices. This situation creates unfair advantages for students who may have multiple devices.

Here's how Honorlock's online proctoring services can help this situation

Honorlock's online proctoring software can detect when students attempt to use their cell phones to access test bank content during the exam.

Our proctoring software collects and provides evidence by:

- Capturing a screen recording and creating a flag in the exam report
- Sending an audible sound through the secondary device that will be picked up by the student's computer microphone and audible on the exam recording
- Alerting a live test proctor to enter the test session and address the situation
- Providing the evidence to the instructor within the Honorlock dashboard after the proctored exam



Extra layers to protect exams

Honorlock's proctoring software and services provide additional protection for your online exams.

In addition to the features and functionality in the four scenarios above, Honorlock provides many other ways to help create a fair testing environment during proctored exams:

Combining AI and live remote proctors

Honorlock combines the benefits of AI test monitoring software with those of live remote proctors to help protect online exams and support students.

Honorlock's AI monitors each student's online exam session and alerts a live, US-based proctor if it detects any potential academic dishonesty. The remote proctor can then use an analysis window to review the situation before entering the exam session via chat in real-time to address the situation.

Helping reduce student test anxiety

It's easy to understand why students can experience **test anxiety** - especially in an online environment when there are potential technology concerns and other factors. But in a recent student survey, Honorlock's combination of AI and live proctors was shown to help reduce student test anxiety.



“The proctor popping in was different than I expected – in a positive way. I imagined them being more strict. I felt that the proctor was helpful and a lot less intimidating than I thought.”

– Student quote in a post-exam interview

Training live proctors to support students during times of stress

To further support students, Honorlock’s full-time online proctoring team received training by a nationally certified counselor and educator on providing students with help and support during moments of test anxiety and frustration.

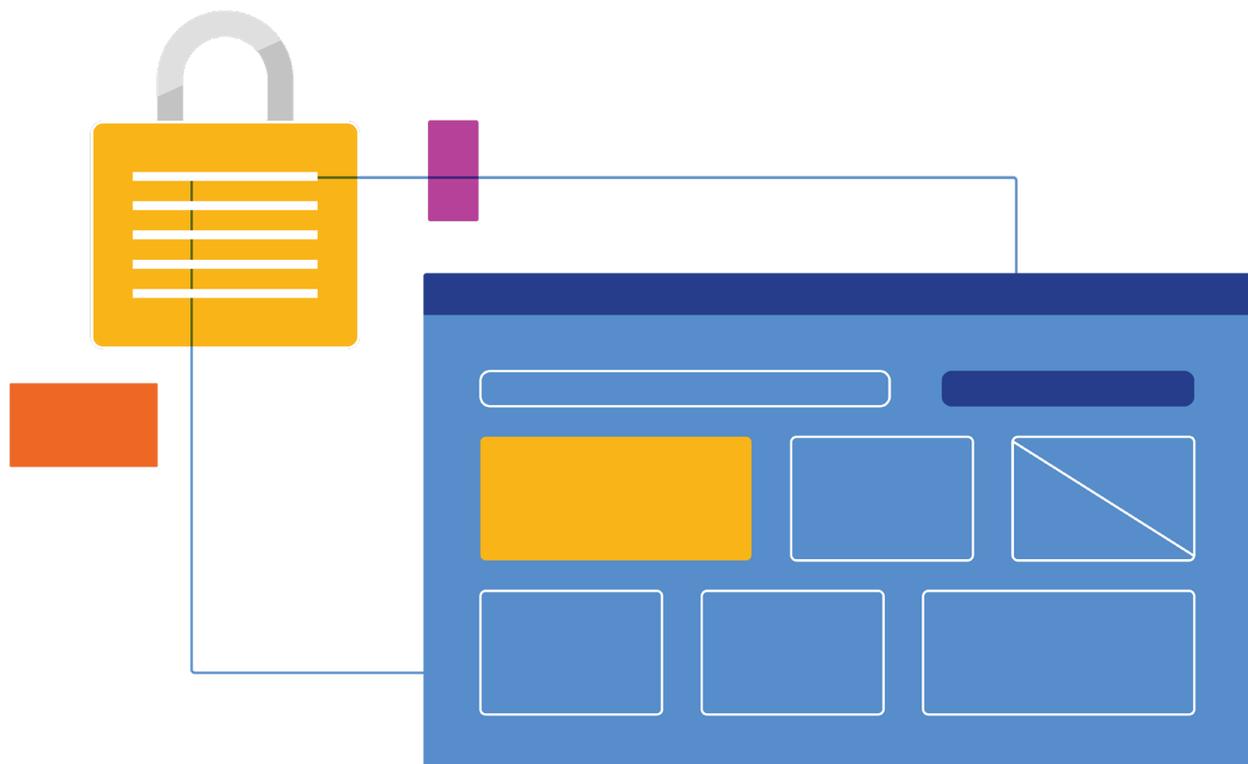
This human-centric communication helps students gain confidence both in the process and with our test proctors.

Detecting voices

Our online proctoring software listens for specific keywords or phrases, such as “Hey Siri” or “OK Google,” to identify students who may be attempting to gain an unfair advantage. If any voices are detected, the AI alerts a live remote proctor to enter the online exam session via chat to intervene and redirect the student.

Verifying student identity

Honorlock’s ID verification makes it quick and easy to ensure that the student taking the proctored exam is the student getting credit. The AI captures a picture of the student and their photo ID and they can begin the proctored online exam in about a minute.



Protecting test questions and answers

Faculty spend a lot of time creating test questions and answers only to find out that they're being shared on the Internet. With Honorlock's Search & Destroy™ technology, instructors can know when their test questions are shared online and take actions to ensure their exams are fair and secure.

How does Honorlock's Search and Destroy work?

1. Searches the Web

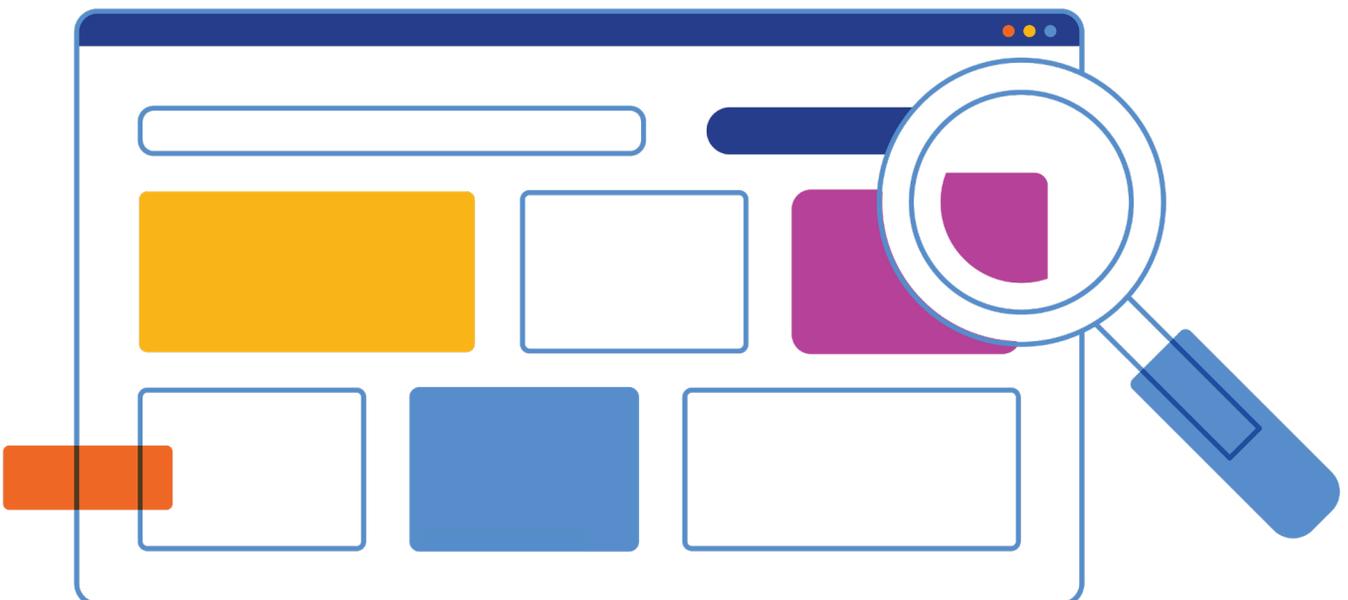
Searches the web to identify exam questions that have been shared online.

2. Instructors review results

Instructors can review results about exam questions that have been compromised.

3. Instructors take action

Instructors can choose to update their exam questions and send content takedown requests (when applicable).



Providing exam reports

It's important for instructors to understand student behavior and how they approach an exam. Honorlock's online proctoring software collects extensive data during the exam and provides easy-to-read, actionable reports and time-stamped recordings within the LMS dashboard.

Securing third-party exams

Honorlock's remote proctoring software allows faculty to protect exams on third-party platforms outside the LMS such as MyMathLab, ALEKS, Pearson, and McGraw Hill.



“Honorlock was more than a tool to guard or block students from using inappropriate information. It was also a means to detect and determine many different ways that students approach the exams. Because of access to the wealth of data/information through Honorlock, I became better able to utilize it.”

– Ryan P. Mears, PhD University of Florida

Choose to Proctor with Integrity & Humanity

Our purpose isn't to simply catch cheating – we strive to create a better online testing experience that supports students and protects academic integrity.



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