Video Monitoring During Online Testing: A Game Changer for Students and Instructors

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INTRODUCTION

• **Problem Statement**: Many students believe the use of open resources is not considered cheating during an online exam.

• **Purpose Statement**: The purpose of this study was to explore the impact of video monitoring during exams as an effective deterrent to online cheating in higher education.

• **Research Question**: How does the use of video monitoring impact exam scores for students enrolled in online higher education courses?
• **Sample**: The first cohort included higher education students enrolled in an online course without video monitoring (n = 253). The second cohort of students were enrolled in the same online course with video monitoring (n = 280).

• **Data Collection**: Three exam scores for each cohort were de-identified for statistical analysis with UWF IRB approval (2018-110).
METHODOLOGY

• Data Analysis:
  • SPSS Version 24 was used to analyze the data
  • Independent-samples t-test was conducted to compare the mean exam scores between the two cohorts
• Findings:

  • Aggregate mean scores for all three exams were lower for the cohort with video monitoring:
    • $1248.40 \pm 69.15$ vs. $1020.97 \pm 126.21$
    • Average grade percentage: $92.47\%$ vs $75.63\%$

  • This difference was statistically significant:
    • $227.42(95\%CI 210.31 \text{ to } 244.53), t(531)=25.2, p<.005$
• **Implications:**

  • Significantly lower scores for the cohort with video monitoring imply the use of this technology may be an effective deterrent to cheating during online exams in higher education.

  • Reducing the incidence of online cheating may help to improve the credibility of online courses in higher education.
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