

Journal of Computer Assisted Learning. Call for Extended Abstracts

Title:

Trustworthy Assessment and Academic Integrity in Remote Learning: design, technologies, policies, privacy, and the disruption of COVID-19

Guest Editors:

José A. Ruipérez Valiente <jruiperez@um.es>. Universidad de Murcia (Spain). José holds a PhD from Universidad Carlos III of Madrid and he works in the area of technology-enhanced learning, where he has specialized in learning analytics and educational data mining. He has conducted extensive research on the development of algorithmic detectors and the effect of course/assessment design on academic dishonesty and gaming the system behaviors. He has received more than 20 academic/research awards and fellowships, has co-authored more than 65 scientific publications in high impact venues and participated in over 14 funded projects and contracts. He has also held leadership positions within the community, such as being part of the steering committee of Learning@Scale, Learning with MOOCs and track chair on two occasions of EMOOCs conferences. Jose currently holds the prestigious Juan de la Cierva fellowship at the University of Murcia. More details at <https://joseruiperez.me/>.

Giora Alexandron <giora.alexandron@weizmann.ac.il>. Weizmann Institute of Science (Israel). Giora is an Assistant Professor in the Department of Science Teaching, Weizmann Institute of Science, and leads the Computational Approaches to Science Education (CASEd) research group. His research centers on Learning Analytics, Educational Data Science, and CS Education, focusing on K-12 blended learning environments and MOOCs. His current and previous research also spans HCI, AI for Hardware Verification, and Computational Geometry. In the last few years, he is extensively studying the topic of Academic Dishonesty in Online Learning, and together with J.A. Ruipérez-Valiente and D.E Pritchard, has pioneered this area of research in MOOCs. His research on the topic ranges from algorithms to detect cheating, through studying the interplay between assessment design, incentives to cheat, and trustworthiness of the assessment, to measuring the negative effects of cheating on the reliability of educational research.

Isabel Hilliger <ihillige@ing.puc.cl>. Pontificia Universidad Católica de Chile (Chile). Isabel is the Associate Director for Assessment and Evaluation at the School of Engineering in Pontificia Universidad Católica de Chile (PUC-Chile). Isabel received a Ph.D. degree in Engineering Sciences from PUC-Chile (Computer Science field), and a Master's degree in Politics, Organization and Leadership Studies from Stanford Graduate School of Education in the U.S. She has been involved in different projects in general and higher education, contributing from her experience in the design and implementation of assessment and evaluation processes at a course- and at a program-level. Her current research focuses on the development of processes for the continuous improvement of higher education curricula in Latin America, using analytical tools centered on the needs of managers, teaching staff, and students. She currently serves as an executive member of the Society for Learning Analytics Research (SoLAR).

Dragan Gašević <dragan.gasevic@monash.edu>. Monash University (Australia). Dragan is Distinguished Professor of Learning Analytics in the Faculty of Information Technology and Director of the Centre for Learning Analytics at Monash University. He served as the President (2015–2017) of the Society for Learning Analytics Research (SoLAR), Vice-President (2019–present) of the International Society for Quantitative Ethnography (ISQE), and has held several honorary appointments in Australia, Asia, Europe, and North America. Dragan’s research in learning analytics involves development of computational methods that can shape next-generation learning technologies and advance our understanding of self-regulated and collaborative learning. Dragan had the pleasure to serve as a founding program chair of the International Conference on Learning Analytics & Knowledge (LAK) in 2011 and 2012 and the Learning Analytics Summer Institute in 2013 and 2014, the general chair of LAK’16, and a founding editor-in-chief of the Journal of Learning Analytics (2012–2017) and Computer & Education: Artificial Intelligence (2020–present). Dragan is a (co-)author of numerous research papers and books and a frequent keynote speaker.

Motivation and focus of the SI:

With the widespread adoption of online and hybrid learning models in academia, the emergence of new models such as MOOCs, and the disruptive effect of COVID-19 that forced institutions to switch to remote learning, schools and higher education institutions are in a crucial need to conduct valid and reliable assessment remotely. However, recent work on academic dishonesty in online learning suggests that digital learning environments foster and encourage academic dishonesty such as plagiarism and cheating, increasing a problem that was already severe in conventional brick-and-mortar settings. Therefore, it is key to provide research-based practices, guidelines and technology that can diminish this issue without hurting the learning process.

There have been several sets of studies that have looked into academic dishonesty within the online learning ecosystem from different perspectives. One of the primary directions has been to study the role of instructional design in promoting academic integrity, for example by using assessment models and question types that make academic dishonesty less rewarding. A second important direction has been related to the use of honor codes and similar approaches to increasing student awareness to ethical issues. Another direction has been the application of learning analytics and machine learning methods to detect and understand dishonest behaviors. Proctoring systems, which is an emerging market segment of practical importance, seems to have received less attention within the research community.

The worldwide irruption of the COVID-19 pandemic has pushed educational institutions from all over the world to forcefully move from the predominant face to face environments, to remote teaching. While transforming teaching practices has been already challenging, one of the most critical aspects highlighted by practitioners has been conducting trustworthy and fair assessments online. Thus, more research is needed to inform this transformation. To address the challenge of reliable and trustworthy assessment in remote learning, this special issue invites contributions on “Trustworthy Assessment and Academic Integrity in Remote Learning”. The topics of interest include but are not limited to:

- Mapping the terrain: The scope of academic dishonesty, factors affecting it, ways in which it is manifested, and its effect on learning and teaching.

- The institutional perspective: stakeholders' perceptions, structural and cultural elements, and the processes and policies that can be implemented to promote trustworthy assessment at an institutional level
- Student- and teacher-centered perspectives of academic dishonesty.
- Case studies: Courses that have implemented and evaluated new designs or technology to improve this issue.
- Algorithms: Algorithms or technologies that can be used to deter, detect and respond to academic dishonesty, in real-time or after the fact.
- Ethics: Critical views on the privacy and ethical concerns related to the use of technology in this context.
- Systematic reviews: Literature reviews on the issue of academic dishonesty in online environments that can generate transversal insights and guidelines.
- COVID-19: The current and future impact of the global pandemic on conducting valid and reliable assessments

Description of each of the contributions:

We will have a semi-open call where we will have a mandatory initial extended abstract submission, and the guest editors will be the ones to pre-screen those extended abstracts and select those contributions that we want to invite for a full manuscript submission to the special issue. We will prioritize inviting full manuscript submissions from highly reputed scholars that present a significant contribution to the literature, as well as having diversity in terms of contexts and methodologies.

Timeline for submission of the SI:

Authors submit extended abstracts (1000 words) to José A. Ruipérez Valiente < jruiperez@um.es >	April 1, 2021
Editorial decision on extended abstract (invitation/rejection)	April 30, 2021
Authors of accepted extended abstracts submit full paper	June 30, 2021
1st review cycle and editorial decision (revision/rejection)	October 31, 2021
Authors submit revised manuscript	December 15, 2021
2nd review cycle (optional)	February-March, 2022
Final editorial decision (acceptance/rejection)	April, 2022
Publication of the special issue	June, 2022