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As a new school year approaches, Box is hoping to march into more campuses right alongside students and teachers with its cloud storage and file sharing application. The company has struck a new set of partnerships with education software vendors in order to expand the use of its product among schools and universities, Box said on Thursday. The education vertical has been a good one for Box, whose sales in that market have grown about 120 percent in the past year, according to Whitney Bouck, general manager of Box's enterprise business. "We're announcing we're going big in education," she said. Current education customers include Georgetown University, the University of Maryland, the University of Mississippi, Stanford University, Temple University and Tufts University, as well as Atlas Preparatory School, Gideon Hausner Jewish Day School and KIPP D.C. Trends helping drive adoption of cloud-hosted software in schools include widespread use of mobile devices, an increase in Web-based courses and e-learning tools and familiarity with online social collaboration, according to Bouck. Box is partnering with a new set of education application vendors, including Celly, which is joining Box's OneCloud mobile ecosystem Some of the new partners have integrated their education applications with Crocodoc, which Box acquired in May for its HTML5 document rendering and viewing technology. Education software vendors that have incorporated the Crocodoc technology into their products for improved document rendering, viewing and annotation include Blackboard, Deltak, Edmodo, Haiku Learning, MediaCore and ShowMyHomework. Box still hasn't integrated Crocodoc with its own application, but it is hard at work on the project. Box plans to replace its existing document preview feature with Crocodoc's technology, which is currently used by high-profile technology companies including Microsoft's Yammer, Facebook and LinkedIn. In addition, Instructure is integrating the full set of Box features and capabilities into its Canvas cloud-based learning management system via the HTML5 framework Box Embed. This integration will give users the option of storing and managing the application's files in Box instead of in Canvas, thus making these documents available to other applications and easier to share, according to Bouck. "It's a more portable, accessible environment for the content," she said. Instructure expects to have the Box Embed integration completed in the first quarter of next year. Canvas already uses the Crocodoc technology. Box is also announcing new mobile application vendors that are joining its OneCloud ecosystem. OneCloud is designed to give customers the option of using Box as the underlying storage and file sharing platform for their mobile applications and the documents and data generated with them. New OneCloud partners in the education market include Engrade, Nearpod, Celly, Fluid Notes, UX Write and 9Slides. Their applications are already available in the Box Apps Marketplace, except for Engrade's, which will be ready before the end of this quarter. Open Access Peer-reviewed This study analyzes the effects of COVID-19 confinement on the autonomous learning performance of students in higher education. Using a field experiment with 458 students from three different subjects at Universidad Autónoma de Madrid (Spain), we study the differences in assessments by dividing students into two groups. The first group (control) corresponds to academic years 2017/2018 and 2018/2019. The second group (experimental) corresponds to students from 2019/2020, which is the group of students that had their face-to-face activities interrupted because of the confinement. The results show that there is a significant positive effect of the COVID-19 confinement on students' performance. This effect is also significant in activities that did not change their format when performed after the confinement. We find that this effect is significant both in subjects that increased the number of assessment activities and subjects that did not change the student workload. Additionally, an analysis of students' learning strategies before confinement shows that students did not study on a continuous basis. Based on these results, we conclude that COVID-19 confinement changed students' learning strategies to a more continuous habit, improving their efficiency. For these reasons, better scores in students' assessment are expected due to COVID-19 confinement that can be explained by an improvement in their learning performance. Citation: Gonzalez T, de la Rubia MA, Hincz KP, Comas-Lopez M, Subirats L, Fort S, et al. (2020) Influence of COVID-19 confinement on students' performance in higher education. PLoS ONE 15(10): e0239490. Haoran Xie, Lingnan University, HONG KONGReceived: April 28, 2020; Accepted: August 30, 2020; Published: October 9, 2020Copyright: © 2020 Gonzalez et al. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.Data Availability: All relevant data are within the manuscript and its Supporting Information files.Funding: This research was funded by ADeAPTIVE (Advanced Design of e-Learning Applications Personalizing Teaching to Improve Virtual Education) project with the support of the Erasmus+ programme of the European Union (grant number 2017-1-ES01-KA203-038266). This study was also funded by ACCIÓ, Spain (Pla d'Actuació de Centres Tecnològics 2019) under the project Augmented Workplace. This study was also funded by the Fondo Supera COVID-19 (Project: Development of tools for the assessment in higher education in the COVID-19 confinement).Competing interests: The authors have declared that no competing interests exist. The coronavirus COVID-19 outbreak disrupted life around the globe in 2020. As in any other sector, the COVID-19 pandemic affected education in many ways. Government actions have followed a common goal of reducing the spread of coronavirus by introducing measures limiting social contact. Many countries suspended face-to-face teaching and exams as well as placing restrictions on immigration affecting Erasmus students [1]. Where possible, traditional classes are being replaced with books and materials taken from school. Various e-learning platforms enable interaction between teachers and students, and, in some cases, national television shows or social media platforms are being used for education. Some education systems announced exceptional holidays to better prepare for this distance-learning scenario. In terms of the impact of the COVID-19 pandemic on different countries' education systems many differences exist. This lack of homogeneity is caused by such factors as the start and end dates of academic years and the timing of school holidays. While some countries suspended in-person classes from March/April until further notice, others were less restrictive, and universities were only advised to reduce face-to-face teaching and replace it with online solutions wherever practicable. In other cases, depending on the academic calendar, it was possible to postpone the start of the summer semester [2]. Fortunately, there is a range of modern tools available to face the challenge of distance learning imposed by the COVID-19 pandemic [3]. Using these tools, the modification of contents that were previously taught face-to-face is easily conceivable. There are however other important tasks in the learning process, such as assessment or autonomous learning, that can still be challenging without the direct supervision of teachers. All these arguments end in a common topic: how to ensure the assessment's adequacy to correctly measure students' progress. Thus, how can teachers compare students' results if they differ from previous years? On one hand, if students achieve higher scores than in previous years, this could be linked with cheating in online exams or with changes in the format of the evaluation tools. On the other hand, lower grades could also be caused by the evaluation format change or be attributable to autonomous learning as a less effective teaching method. The objective of this article is to reduce the uncertainty in the assessment process in higher education during the COVID-19 pandemic. To achieve this goal, we analyze students' learning strategies before and after confinement. Altogether, our data indicates that autonomous learning in this scenario has increased students' performance and higher scores should be expected. We also discuss the reasons underneath this effect. We present a study that involves more than 450 students enrolled in 3 subjects from different degrees from the Universidad Autónoma de Madrid (Spain) during three academic years, including data obtained in the 2019/2020 academic year, when the restrictions due to the COVID-19 pandemic have been in force. E-learning has experienced significant change due to the exponential growth of the internet and information technology [4]. New e-learning platforms are being developed for tutors to facilitate assessments and for learners to participate in lectures [4, 5]. Both assessment processes and self-evaluation have been proven to benefit from technological advancement. Even courses that solely offer online contents such as Massive Open Online Courses (MOOCs) [6, 7] have also become popular. The inclusion of e-Learning tools in higher education implies that a greater amount of information can be analyzed, improving teaching quality [8–10]. In recent years, many studies have been performed analyzing the advantages and challenges of massive data analysis in higher education [11]. For example, a study of Gasevic et al. [12] indicates that time management tactics had significant correlations with academic performance. Jovanovic et al also demonstrated that assisting students in their management of learning resources is critical for a correct management of their learning strategies in terms of regularity [13]. Within few days, the COVID-19 pandemic enhanced the role of remote working, e-learning, video streaming, etc. on a broad scale [14]. In [15], we can see that the most popular remote collaboration tools are private chat messages, followed by two-participant-calls, multi-person-meetings, and team chat messages. In addition, several recommendations to help teachers in the process of online instruction have appeared [16]. Furthermore, mobile learning has become an alternative suitable for some students with fewer technological resources. Regarding the feedback of e-classes given by students, some studies [17] point out that students were satisfied with the teacher's way of delivering the lecture and that the main problem was poor internet connection. Related to autonomous learning, many studies have been performed regarding the concept of self-regulated learning (SRL), in which students are active and responsible for their own learning process [18, 19] as well as being knowledgeable, self-aware and able to select their own approach to learning [20, 21]. Some studies indicated that SRL significantly affected students' academic achievement and learning performance [22–24]. Researchers indicated that students with strongly developed SRL skills were more likely to be successful both in classrooms [25] and online learning [26]. These studies and the development of adequate tools for evaluation and self-evaluation of learners have become especially necessary in the COVID-19 pandemic in order to guarantee good performance in e-learning environments [27]. Linear tests, which require all students to take the same assessment in terms of the number and order of items during a test session, are among the most common tools used in computer-based testing. Computer adaptive test (CAT), based on item response theory, was formally proposed by Lord in 1980 [28–30] to overcome the shortfalls of the linear test. CAT allows dynamic changes for each test item based on previous answers of the student [31]. More advanced CAT platforms use personalization to individual learner´s characteristics by adapting questions and providing tailored feedback [32]. Research contains numerous examples of assessment tools that can guide students [33–35] and many advances have also been developed in the theoretical background of CAT [36]. In this aspect, advantages offered by CAT go beyond simply providing a snapshot score [37], as is the case with linear testing. Some platforms couple the advantages of CAT-specific feedback with multistage adaptive testing [38]. The use of CAT is also increasingly being promoted in clinical practice to improve patient quality of life. Over the decades, different systems and approaches based on CAT have been used in the educational space to enhance the learning process [39, 40]. Considering the usage of CAT as a learning tool, establishing the knowledge of the learner is crucial for personalizing subsequent question difficulty. CAT does have some negative aspects such as continued test item exposure, which allows learners to memorize the test answers and share them with their peers [41, 42]. As a solution to limit test item exposure, a large question bank has been suggested. This solution is unfeasible in most cases, since most of the CAT models already require more items than comparable linear testing [43]. The aim of this study is to identify the effect of COVID-19 confinement on students' performance. This main objective leads to the first hypothesis of this study which can be formulated as H1: COVID-19 confinement has a significant effect on students' performance. The confirmation of this hypothesis should be done discarding any potential side effects such as students cheating in their assessment process related to remote learning. Moreover, a further analysis should be done to investigate which factors of COVID-19 confinement are responsible for the change. A second hypothesis is H2: COVID-19 confinement has a significant effect on the assessment process. The aim of the project was therefore to investigate the following questions: Is there any effect (positive or negative) of the COVID-19 confinement on students' performance? Is it possible to be sure that the COVID-19 confinement is the origin of the different performance (if any)? What are the reasons for the differences (if any) in students' performance? What are the expected effects of the differences in students' performance (if any) in the assessment process? We have used two online platforms. The first one is e-valUAM [44], an online platform that aims to increase the quality of tests by improving the objectivity, robustness, security and relevance of assessment content. e-valUAM implements all the CAT tests described in the following sections. The second online platform used in this study is the Moodle platform provided by the Biochemistry Department from Universidad Autónoma de Madrid, where all the tests that do not use adaptive questions are implemented. Adaptive tests have been used in the subjects "Applied Computing" and "Design of Water Treatment Facilities". Traditional tests have been used in the subject "Metabolism". Let us consider a test composed by NQ items. In the most general form, the normalized grade Sj obtained by a student in the j-attempt will be a function of the weights of all the questions α and the normalized scores ψ (Sj = Sj(α, φ)), and can be defined as: (1) where the φi is defined as (2) where δ is the Kronecker delta, Ai the correct answer and Ri the student's answer to the i-question. By using this definition, we limit φi to only two possible values: 1 and 0; φi = 1 when the student's answer is correct and φi = 0 when the student gives a wrong value. This definition is valid for both open answer and multiple-choice tests. In the case of multiple-choice test with NR possible answers, φi can be reduced to consider the random effect. In this case: (3) Independently of using Eqs 2 or 3, to be sure that Sj(α, φ) is normalized (i.e. 0< = Sj (α, φ)< = 1), we must impose the following additional condition on α: (4) In the context of needing a final grade (FG) between 0 and a certain value M, which typically takes values such as 10 or 100, we just need to rescale the Sj(α, φ) value obtained in our model by a factor K, i.e. FGj = K Sj(α, φ). We will now include the option of having questions with an additional parameter L, which will be related to the level of relevance of the question. L is a number that we will assign to all the questions included in the repository of the test (i.e. the pool of questions from where the questions of a j-test will be selected). The concept of relevance can take different significances depending on the context and the opinion of the teachers. In our model, the questions with lower L values will be shown initially to the students, when the students answer correctly a certain number of questions with the lower L value, the system starts proposing questions from the next L value. By defining NL as the number of possible L values, the L value that must be obtained in the k-question of the j-test can be defined as: (5) where trunc means the truncation of the value between brackets. It is worth noting that Lk is proportional to the sum of the student's answers to all the previous questions in the test. This fact means that, in our model, the Lk depends on the full history of answers given by the student. Lk is inversely proportional to NQ, which means that it takes a higher number of correct answers to increase Lk. Once Lk is defined, a randomly selected question is shown to the student. Another important fact that implies the use of Eq 5 in the adaptive test is that we will never have Lk

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