## Initial Ideas
- Give frequent, singularly focused quizzes, one or more times per day, soon after covering a topic
- Self-graded
- Offer HW as a way to recover missed points
- Give pre-review assessments to measure retention compared to previous times teaching

## Interruption
- Switch to remote instruction
- Quizzes administered online via Canvas, limiting question type and self-grading
- Students either not doing the quizzes or acing them, not much in between
- Suspicious work on HW, exams, etc. leads to discovery of many instances of cheating
- Assessments lack validity

## Redirection
- Attention turns to "How to fairly and accurately assess online"
- Many methods considered, but most seem unfair, logistically difficult, or ineffective
- Finally decided on oral assessment, though it is time-consuming for large classes
- Post-exam student interviews are conducted to give exam feedback and deter dishonesty

## Pros/Cons of Post-Exam Meet
- Gives students a chance to explain what they thought
- Makes other test security measures redundant
- Gives clearer picture of what topics are an issue and why
- Time-consuming
- Difficult to logistically set up private individual meetings that can vary in length
- Can be very anxiety inducing

"I was really scared about having to meet after the first exam, but it ended up not being too bad"
"It was great to discuss the exam with the professor instead of just seeing the grade and taking it"

### What Works? What Doesn't?
- Framing the interviews as a way to deter dishonesty while actually using them in more of a discussion/feedback capacity
- Go over the exam submission ahead of time and have specific questions about their work ready
- Being overly accusatory or conciliatory
- Too much between taking the assessment and holding the interview

### Summary
While the data obtained from having frequent, singularly focused, low-stake assessments was determined to be corrupted, surveys did elicit some positive feedback in terms of retention, and I have plans to implement a system of topic/outcome driven, oral assessments in future classes, regardless of modality.