Participant disciplines: German, Chemistry, Adult Ed, Communication studies, digital media/art, English x 2, Chemistry

Participant colleges: Cabrillo college x 2, Los Angeles City College, Santa Rosa x 2, Chabot college, San Bernardino Valley College, Mission College

**Why is there academic misconduct?**

Participant responses:

* Pressed for time
* Feel stressed
* Want a good grade
* Want to get through the class
* Stress and pressure to get it done
* Frustration can lead to desperation

**Hotspots for academic dishonesty?**

Participant responses:

* Downloading assignments and/or essays
* Plagiarism
* Students sharing quiz and exam questions with each other
* Most students have someone in their life who is a native German speaker
* Turning things in in stages can help limit some dishonesty. Helps to see how they think.

Ultimate goal is that they learn the material so they can succeed in the next class. Summative versus formative assessment question. Which one is best here?

How do we do things online that we used to do face-to-face?

One of the concerns is related to equity issues. Issues with internet. Using phones and apps. Decided to open quizzes up for longer. Also need to show work to get any points. They have 24 hours to do it which helps to lower stress. Not getting all As and 100% (like expected).

There’s a whole level of challenge on top of regular assessment.

Telling students that you trust them and asking them to be honest. I want them to learn.

What can we do for finals? Everyone is going to treat those differently. What can we do moving towards a higher stakes exam? Breaking things up into smaller pieces can help. Faculty are having students logging into zoom and completing the exam that way.

Not looking to the summer right now. Focused on getting through this semester. The uncertainty of not knowing what’s happening next semester. We just don’t know.

Questions about how summer is going to run.

What do we do for the final? Do I make it a different style? Synchronous? I just don’t know. I already do the low stakes assignments. Should I keep doing that.

Keep doing what you are doing. The students will rise to the occasion.

Chemistry faculty are struggling because there is a misalignment between SLOs and online assessment. When students are given a chance to talk to each other that can help some. Group work can help (with a good rubric).

We are learning that not everything can go virtual.

Asking students to give speeches online is not the same as a face-to-face speech. Online quizzes grade themselves and can free up time for other types of feedback. Use technology to free up your time.

Requiring one-on-one time can be beneficial.

How do we account for lab time? For example, if an art student is working on art, how do we record the amount of time they spend working on it?