University of South Florida Workshop
October 2020

Workshop Plan:

1. Challenges about online assessment; establishment of "problem statement"
2. Categorization of problem statements into separate categories
3. Map categories onto the previously-created Bay View Alliance (BVA) principles:
   a. Clear Objectives
   b. Conceptual Tasks
   c. Equity
   d. Transparency
   e. Integrity
   f. Scaffolding
   g. Feedback
4. Discussion of BVA principles: do any seem more important than the others?
5. Discussion of individual principles. What can be changed next semester as a result?
6. Report out of discussion of principles. What are the take-aways, and to-do items?

Lessons Learned:

1. Faculty on our campus were primarily concerned with academic integrity, followed by issues of equity
2. In a workshop environment, faculty needed longer than expected to debrief examples, current workarounds, and remaining problems with academic integrity
   a. This suggests a need to create space for faculty to unpack the issues they are facing, brainstorm ideas with colleagues, and involve campus experts as needed to explore workarounds
   b. Faculty are likely interested in discussing with their department colleagues, as there may be local nuances
3. Faculty did not automatically make connections between the BVA principles, even though they are interrelated. This too will take time to unpack and explore.

University of Kansas Workshops
October 5 and 12, 2019

Workshop Plan

Workshop participants type into chat window either a top-of-mind concern they have about assessment or a course-specific success story.

One workshop facilitator shares an in-depth example of course-specific assessment that embodies each of the BVA design principles. In the background, another workshop facilitator "maps" responses into the design principles, then displays the distribution of responses.
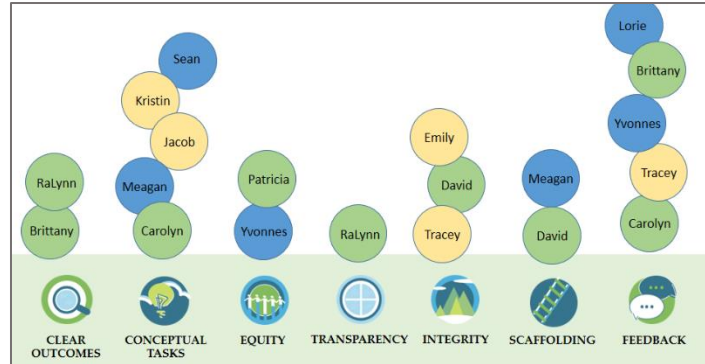
The group discusses why certain principles are more prevalent than others before taking 10 minutes of self-reflection time. During this time, facilitators link participants to the BVA online assessment design webpage and the KU flexible teaching webpage, which they are able to peruse at their own leisure.

First in small groups, then together as a large group, the facilitators lead participants to select a single principle to begin troubleshooting in their current course. Emphasis is placed on drawing connections between the planned revisions participants describe.

Lessons Learned

When surveyed after the workshop, nearly 90% of faculty indicated that they were either "highly likely" or "likely" to discuss the design principles with colleagues in their department.

Heading into the workshops, we expected that most faculty would indicate that Equity and Integrity were their most pressing concerns. In actuality, their responses were far more diffuse. Afterward, when surveyed, we found a good degree more convergence around Equity and Conceptual Tasks, which led us to conclude that something about the workshop discussions seemed to orient faculty toward these principles as being especially critical.