Give your feedback a voice

Students want to know what you think of their work. On campus, students who want to improve their work have the option to come to office hours and receive face-to-face feedback. They can hear the reasons for a grade or the tone of voice or inflection behind written feedback. Online students can receive comparable feedback and encouragement through media comments in SpeedGrader. This type of feedback can enhance the student-to-instructor connection and give students the desire to create better submissions in the future.

Ingredients:
- Canvas course
- Assignment where you can provide feedback
- Webcam/microphone
- Submission of assignment from students

Directions:
1. Create an assignment for students.
2. After submissions, enter the SpeedGrader.
3. Review the assignment, grading with a rubric, if you have one.
4. Just below the “Add a Comment” box on the right-hand side, select the media button.
5. Allow permissions for either the video recording or for the audio-only recording.
6. Record your feedback by pressing the “Record” button. Once done, press “Stop.”
7. Review your media.
8. Press “Save”. Your student will then receive any written feedback along with the audio/video feedback.
Tags:
- Feedback
- Media
- Student-to-instructor interaction

Resources:
- Canvas Guides – Media Feedback: goo.gl/j0PGxm
- Faculty Focus – Improve Feedback with Audio and Video Commentary: goo.gl/qtI8VQ

Notes:
Adding reflection and closure without adding grading time

Research shows that certain questions and activities can be an effective way for students to reflect upon their learning and integrate it into their prior knowledge, thus deepening their understanding. Instructors also benefit from formative feedback on topics in their course. However, adding short, reflective activities can be prohibitive, as instructors also need to ensure that their own time spent is manageable within the course. Utilizing the Canvas Survey tool can add a reflective component to an online course without adding to your grading time.

Ingredients:
- Canvas survey tool
- Reflective question or activity

Directions:
1. Develop a reflective question or short activity that can be delivered utilizing an automated survey tool. Some suggestions are listed in the resources below.
2. Develop the Canvas Survey and choose the appropriate settings. Specify the points that students should receive for completing the survey, decide if it should be anonymous or not, set a Due Date, publish the survey and link it to a Module.
3. As the Survey tool will auto-grade the students, the instructor does not need to manually score the surveys. Instead, the instructor can quickly scan the Survey Statistics in Canvas to gain knowledge about the reflections and use them to provide feedback to the class through an Announcement or Mail message.
Tags:
• Reflection
• Classroom assessment

Resources:
• Canvas guides – Media feedback: goo.gl/j0PGxm
• Faculty focus – Improve feedback with audio and video commentary: goo.gl/qtt8VQ

Notes:
Virtual field trips and webquests

Active learning activities are effective ways to help students reach learning outcomes. In some disciplines, visiting a particular location can be a significant aid in understanding a concept. How can this be achieved in an online course? One possibility is to arrange a virtual field trip, guided by a webquest and capped with an opportunity for discussion and reflection about the experience. There are a number of museums that have online collections or organizations that have created immersive websites designed to help the visitor understand or appreciate a location or event more fully.

Ingredients:

- Link to virtual location(s). See the resources below for examples.
- Webquest instructions for students. Webquest: An inquiry-oriented lesson format in which the information that learners are evaluating comes from the web.
- Discussion board topic or Canvas collaboration.

Directions:

1. Identify an online location that allows students to organically explore an appropriate topic (see the resources below for samples).
2. Carefully pre-select a limited number of web resources so that students don’t become lost.
3. Develop the instructions for the webquest and post them on a Canvas page. (You can substitute a Word document or link to a Zunal webquest.) Instructions may include:
   - An introduction, including the objectives of the webquest
   - The task that students should identify or complete during the webquest (possibly including several questions that focus on analysis, synthesis or evaluation of information found and/or a related problem that students should consider for discussion)
   - The resource(s) that will be explored
   - Evaluation and grading rubric
4. Provide a space for discussion and reflection on the experience using the discussion board or collaboration area.
Tags:
- Assessment
- Media
- Active learning

Resources:
- Formative assessment techniques: http://tinyurl.com/testkitchen1
- Let it marinate – The importance of reflection and closing: http://tinyurl.com/testkitchen2
- 40 ways to leave a lesson: http://tinyurl.com/testkitchen3
- 50 CATS by Angelo and Cross: http://tinyurl.com/testkitchen4

Notes:
Did that make sense to my students?

In an online setting, how do you gauge comprehension without the nonverbal cues or impromptu responses, prior to graded assessment? Being able to quickly assess students’ understanding of or engagement with a topic is valuable in an online context, as it allows you to adjust content and provide students with supplemental explanation. There are a variety of online tools that can support this process. With the Canvas Polls tool you can spontaneously receive anonymous feedback from students. The Polls tool is much like using a clicker in a face-to-face classroom.

**Ingredients:**
- Polls app on student and instructor smart devices
- Canvas course
- A multiple choice question

**Directions:**
1. Go to the app store on your mobile device and download Canvas Polls by Instructure.
2. Open the Polls app and for the “Your Canvas URL,” enter oregonstate.instructure.com
3. Enter your ONID login credentials.
4. Click “Log In” to grant Polls access to your account.
5. Click “Create a Poll.”
6. Draft your question and answer possibilities.
7. Click “Start Poll.”
8. In the drop-down menu, select the course and term you’d like to send the poll to.
9. Select the section (you will mostly only have one section).
10. Click “Start Poll.”
11. Contact your student to alert them of the existing poll. (You may have to include instructions on how to download the app.)
12. Leave the poll open for at least 48 hours.
13. To access the results, open the app in your mobile device and click on the poll title.
Tags:
- Polls app on student and instructor smart devices
- Canvas course
- A multiple choice question

Resources:
- Instructure guides for all devices: http://goo.gl/yrRBIM

Notes:
Developing experts through peer tutoring

Student-to-student peer teaching offers a variety of benefits for students and instructors. As peer reviewers, students develop greater expertise and discover areas in which they can improve. They may also be more aware of the obstacles to understanding as fellow novices than someone with content expertise, such as the instructor. An additional benefit is that students receive more feedback, therefore improving the quality of their work before they submit it to you.

Ingredients:
- Canvas assignment
- Student-created work (essays, presentations, etc.)

Directions:
1. Create a Canvas Assignment with a due date.
2. Put a checkmark on “Require Peer Reviews.”
3. Add Peer Review expectations, guidelines, or rubric.
   - Encourage a focus on content mastery and appropriate argumentation, rather than lower order concerns, such as proofreading.
   - Emphasize critique as a positive and constructive process.
   - Select how many peers’ work each student should review.
4. Select “Automatic” (unless you prefer to manually assign peer reviews).
5. Optional: Create another assignment due a few days later in which students submit work revised after taking into account the feedback they received in the peer reviews.
6. Optional: Create another assignment to evaluate the peer reviews.
Tags:
- Peer review
- Assessment
- Feedback

Resources:
- Peer review pedagogy: http://goo.gl/E5AUTS
- Canvas guide: http://goo.gl/nvRzHZ

Notes:
Media uploads in the wild

How can you gauge understanding without a written assignment or quiz? With the media submission tool, students can submit videos of themselves speaking, videos of key items within their environment, or demonstrate their use of a tool. Students are more likely to understand and retain knowledge when they have to use what they have learned. Additionally, they are more likely to cement their understanding when it is integrated into their worldview and/or practice.

**Ingredients:**
- Student smart device with camera (can substitute camera)
- Assignment with visual/video component
  - Examples: tree identification in your hometown, showing language pronunciation, daily create, interviews, design critique

**Directions:**
1. Create a media submission assignment.
2. Include instructions with clear guidelines.
   - Ensure students know they can either record and submit media directly from a smart device or can pre-record on a digital camera and then upload.
   - Be prepared to accommodate students without access to the necessary technology.
3. Under Submission Type, select “Online” from the drop-down menu, then check the box for “Media Recording.”
4. Allow students time to submit a media response.
5. Grade student submissions within the SpeedGrader.
Tags:
- Reflection
- Assessments
- Media
- Mobile

Resources:
- Student submission instructions: http://goo.gl/m6cJ52
- Examples of media assignment prompts: http://goo.gl/69tu68

Notes:
Student collaborations to deepen understanding

Building a sense of community and promoting active learning enhances any course and is especially important in an online environment. Creating collaborative assignments and projects not only fosters community but also engages students more deeply with the learning activity. Using Collaborations within Canvas, or a collaborative tool, students can co-create projects.

**Ingredients:**
- Groups
- Collaborations (substitute: Google Docs, Buzzword, Zoho, EtherPad within a group assignment)
- Discussion forum, chat

**Directions:**
1. Set up a number of groups based on your requirements.
2. Create a collaboration space using your chosen tool.
3. Share the activity guidelines with students.
   - If not using the Collaborations tool within Canvas, the students will need to submit the sharable link to the collaboration document as an assignment submission.
4. Direct students to start a group collaboration, using chat and discussion forum, and allow time for the project.
5. Grade the group submissions.
6. Optional: assign groups to peer review other groups' work, or share final submission as a presentation to enhance the student learning experience.
Tags:
• Collaboration
• Student-to-student interactions
• Active learning

Resources:
• Research on effective collaboration methods: http://goo.gl/QP8JYI
• Research and technology for collaborations: http://goo.gl/RQhKEE

Notes:
Incorporating student voice in an online classroom

In your online course, how often do you get to hear students talking to each other? Giving students multiple modes for expressing themselves can increase the students’ voice, interaction and engagement within the course. There are many tools to support this, including the Conferences tool that is built into Canvas. With the Conferences tool, students can record a dialog with as few as two students or as many as 50. The instructor can then listen to the recordings from the Group Homepage. This could help evaluate language usage, host a debate, develop a group project or emphasize verbal communication.

Ingredients:

- Canvas course with Conferences enabled
- Students — as few as two, maximum of 50
- Conversation topic

Directions:

1. Design an assignment that requires a verbal component (offer alternatives for students who do not have the necessary technology or desire to remain anonymous).
2. Provide students with clear guidelines.
3. Click on “Conferences” in Course Navigation.
4. Click the blue “New Conference” button.
5. Set Conference details such as a description, duration, time limit and recording preferences.
6. Invite course members to the Conference; they will each receive an email notification.
7. Note: Students in Groups can start their own Conferences.
8. Save your conference settings by clicking the blue “Update” button.
9. Students join the Conference by following the link in their email or joining the from the Conference page.
10. The Conference automatically concludes when the instructor clicks the End button, after the set conference duration has expired, or when all attendees have exited the Conference.
11. Concluded Conferences can be viewed in the Concluded Conferences section of the Conferences page in Course Navigation.
12. Concluded Conferences will be deleted after 14 days.
Tags:
• Assessment
• Collaboration
• Student-to-student interaction

Resources:
• Canvas instructor guide – Conferences: http://goo.gl/H0GoZ6

Notes: