


GRADING IN CANVAS

Evaluation in SpeedGrader

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UBC Educational Technology Support

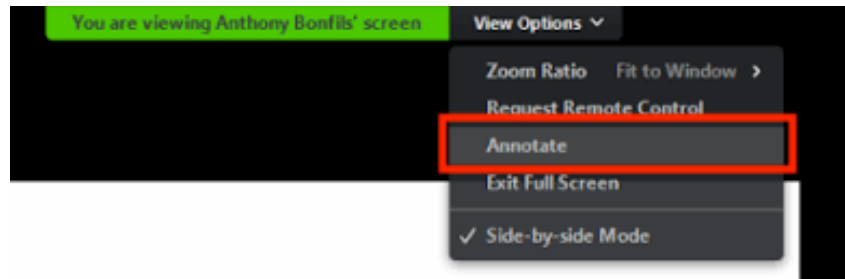


We acknowledge that
UBC Vancouver is situated on
the traditional, unceded territory of
the xwməθkwəy̓əm (Musqueam),
Skwxwú7mesh (Squamish),
and Səlílwətaʔ/Selilwitulh
(Tsleil- Waututh) Nations.

To learn more about First Nations and Indigenous territories where you live, please visit native-land.ca.

YOUR GOALS FOR THIS WORKSHOP

- Are you new to grading in Canvas?
- Do you have any specific questions?
- Are you excited or skeptical about using technology for grading?



AGENDA TODAY

- Why Canvas SpeedGrader?
- Hands-on demonstration



ASSESSMENT



“It is assessment rather than teaching that has a major influence on students’ learning. It directs attention to what is important. It acts as an incentive for study. And it has a powerful effect on what students do and how they do it.”

(Boud & Falchikov, 2007, p. 3)

FEEDBACK

“Feedback is a process (not a one time event) where the learner makes sense of performance-relevant information to promote their learning.”

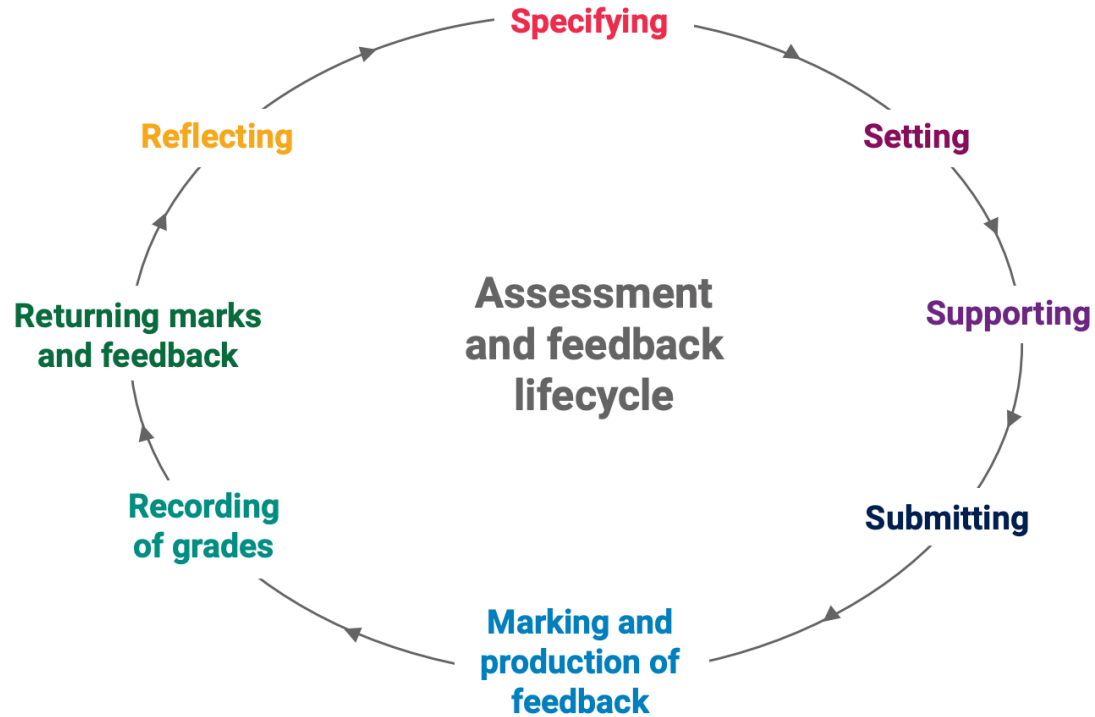
(Henderson, Ajjawi, Boud & Molloy, 2019)



1. Goal-Referenced
2. Tangible & Transparent
3. Actionable: Feedforward
4. User-friendly
5. Timely
6. Ongoing
7. Consistent

(Grant Wiggins, 2012)

CANVAS FOR GRADING



(JISC, 2020)

CANVAS FOR STUDENTS

- Secure, FIPPA compliant
- One central place to access and submit assessments
- One central place to view feedback
- Ability to respond to instructor feedback
- Ability to view grades
- Easy to submit and track group assignments
- Consistent way of submitting assignment across courses



SPEEDGRADER FOR INSTRUCTORS

- Easy to grade assignments, especially if rubrics are set up
- Ability to annotate documents
- Ability to track late submissions
- Easy to distribute grading task among TAs and/or multiple instructors
- Ability to see feedback provided by TAs and/ or multiple instructors
- Can support multiple feedback formats
 - Written text
 - Audio
 - Video



	Text	Audio	Video
Time	Fast to write	Fast to record	Slow to record
Affordance	<p>Conceived as more formal</p> <p>Printed out and read at any time</p>	<p>Conceived as more personal</p> <p>Vocal tone & emphasis improves understanding</p> <p>Strong comprehension</p> <p>More detailed</p>	<p>All the affordances of audio feedback</p> <p>Greater insight into student performance</p>
Limitations	Static and can be conceived as less substantial	Lacks visual element	<p>Large file size</p> <p>Effort to produce & distribute</p>

HANDS-ON DEMONSTRATION



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REFERENCES

Boud, D., & Falchikov, N. (Eds.). (2007). *Rethinking assessment in higher education: Learning for the longer term*. Routledge.

[JISC. \(2020\). *The future of assessment: five principles, five targets for 2025*](#)

[Manchester Metropolitan University. \(2021\). *The assessment lifecycle*](#)

[McCarthy, J. \(2015\). *Evaluating written, audio and video feedback in higher education summative assessment tasks*](#)

Wiggins, G. (2012). Seven keys to effective feedback. *Feedback*, 70(1), 10-16.



SUGGESTED RESOURCES

Henderson, M., Ajjawi, R., Boud, D., & Molloy, E. (Eds.). (2019). *The Impact of Feedback in Higher Education: Improving Assessment Outcomes for Learners*. Springer Nature.

Hirsch, J. (2017). *The Feedback Fix: Dump the Past, Embrace the Future, and Lead the Way to Change*. Rowman & Littlefield.

McConlogue, T. (2020). *Assessment and Feedback in Higher Education: A Guide for Teachers*. UCL Press.



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