

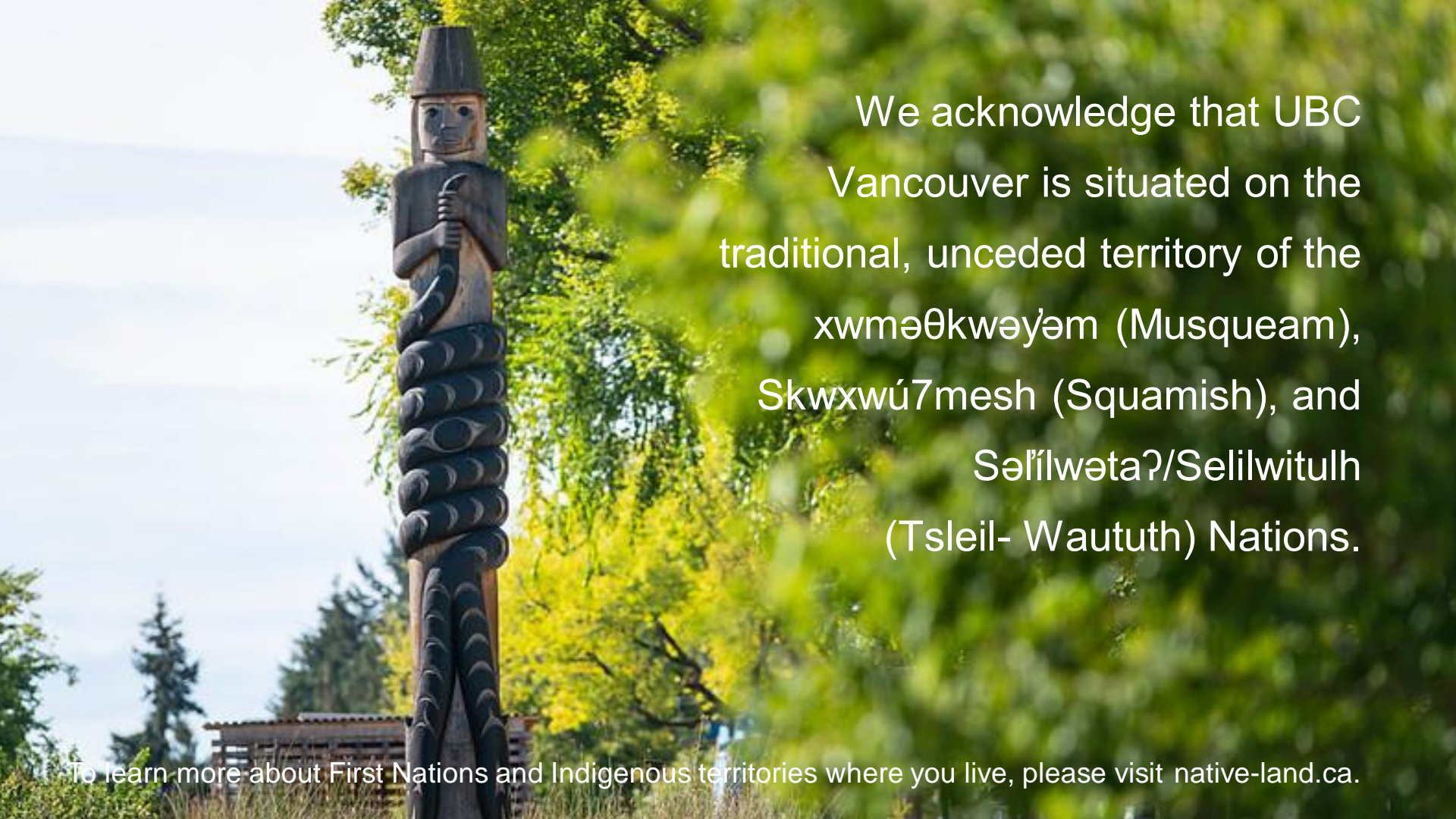
GRADING IN CANVAS

Evaluation in SpeedGrader

JASLEENA RAINA & FAEYZA MUFTI



UBC Educational Technology Support



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

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

YOUR GOALS FOR THIS WORKSHOP

- What are you hoping to achieve from this workshop?
- Are you new to grading in Canvas or have you used it before? 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)

BACKWARD DESIGN

1. Identify desired results

2. Determine acceptable evidence

3. Plan learning experiences & instruction

Assessment methods for the learning goals:

- Term papers
- Reflective journal
- Quizzes
- Free-response questions
- Learning portfolios
- Case studies
- Student-led presentations
- Group projects
- Among many others...



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)

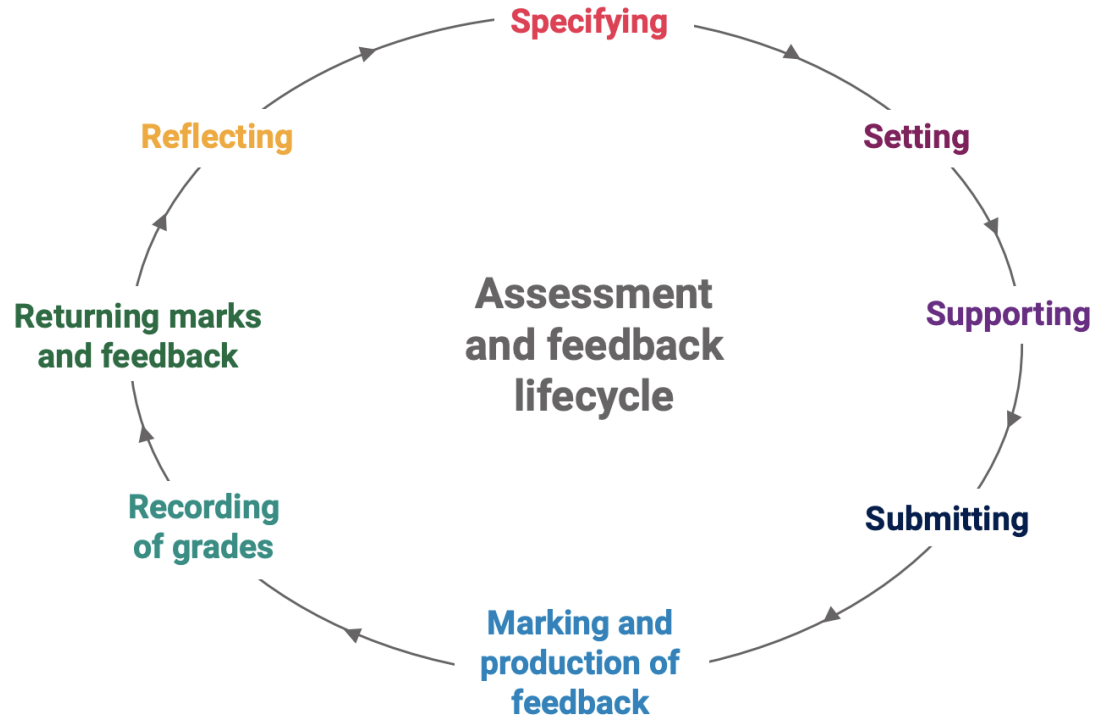


1. Goal-Referenced
2. Tangible & Transparent
3. Actionable: Feedforward
4. User-friendly
5. Timely
6. Ongoing
7. Consistent

(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

- Provides an ongoing record on student learning
- 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
- **Support for 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



UBC Educational Technology Support



NEW OPTION (COMING JUNE 19)

Comments Library in SpeedGrader

[Watch the Video](#)

The screenshot displays the SpeedGrader interface for a submission review. The top navigation bar includes icons for a document, eye, and settings, along with the text "1.2 Reading" and "Due: No Due Date - NC101". On the right side of the top bar, it shows "0/1 Graded" and "1/1", and a dropdown menu for "Canvas Student".

The main content area shows a "Paper View" dropdown menu and a large text area containing several paragraphs of placeholder text (Lorem ipsum). The text is as follows:

Paragraph 1: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Proin fermentum mi vel arcu euismod, vel pharetra felis faucibus. Mauris nec nibh est. Duis porta est enim, et tempus odio consequat ultrices. Quisque semper suscipit justo sit amet tincidunt. Proin justo ante, vulputate a elit sed, pretium cursus sem. Quisque eget malesuada nisi. Donec in porttitor odio, mattis porta purus. Duis ultricies at neque quis convallis. Sed in urna vulputate, molestie metus non, molestie dolor. Donec pellentesque eu leo vel congue. Etiam egestas, nunc aliquam venenatis cursus, nisl metus dictum leo, ut ultricies est lorem in mi. Nullam ut nulla ac enim ultrices rhoncus.

Paragraph 2: Fusce vehicula dignissim lectus, eu viverra quam consectetur eu. Maecenas suscipit ipsum quis neque lobortis, et egestas metus varius. Nulla ullamcorper eu turpis non congue. Sed gravida lacus eget nibh eleifend luctus. Quisque eget ullamcorper diam, quis consectetur orci. Donec id eleifend ligula, id adipiscing sapien. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nunc ante arcu, bibendum eget lacinia quis, scelerisque sit amet quam. Aliquam ultrices in nunc vehicula fermentum. Donec mollis sed ipsum et vulputate. Donec congue aliquet risus, a feugiat massa cursus sed.

Paragraph 3: Nulla venenatis volutpat lacus, sed tincidunt neque blandit nec. Aliquam libero quam, pellentesque eget tortor eget, feugiat condimentum neque. Etiam cursus, ante at dapibus fermentum, massa est suscipit ipsum, sit amet lobortis felis sem quis urna. Cras ac odio dolor. Aenean ac quam velit. Suspendisse vitae erat eget metus fermentum gravida. Duis eget ipsum commodo, interdum odio a, dapibus velit.

Paragraph 4: Nullam rhoncus, nunc at vehicula faucibus, nibh elit tempor ante, vel auctor turpis lectus nec metus. Nulla in pellentesque ante, id feugiat nulla. In suscipit nibh leo, a facilisis ipsum facilisis in. Nunc venenatis mi et dui blandit, vitae euismod neque cursus. Phasellus ultrices metus vel elit placerat venenatis. Quisque cursus, magna id mollis tristique, libero ante volutpat purus, vel rutrum urna est non nisl. Aenean convallis mauris eget neque hendrerit consequat. Pellentesque semper venenatis orci et sodales. Mauris nec est ut risus porta ultrices. Nam ut orci vel odio bibendum pretium eget et nibh. Ut ac massa rhoncus, sollicitudin lectus vitae, ullamcorper magna. Vivamus congue est quis neque vulputate, eu venenatis odio posuere. Mauris at pretium velit, non vestibulum nisl. Class aptent taciti

The right sidebar contains the following sections:

- Submission to view:** A dropdown menu showing "May 26 at 12:54pm".
- Submitted Files:** A link that says "(click to load)".
- Assessment:** Shows "Grade out of 30" and a progress indicator.
- Assignment Comments:** Includes a comment count of "0" and a text input field with the placeholder "Add a Comment". Below the input field are icons for editing and audio, and a blue "Submit" button.
- Download Submission Comments:** A link at the bottom of the sidebar.

UPCOMING WORKSHOPS

Visit

<https://ets.educ.ubc.ca/workshops-events>



Contact us

ets.educ@ubc.ca



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Educational Technology Support



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

Sequencing assignments

[University of Waterloo. \(n.d.\). Assignment Design: Sequencing Assignments](#)

[MIT Comparative Media. \(n.d.\). Advice on Sequencing Assignments](#)



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.