Transform Assessment and Feedback Through...
Aims

• Brief Introductions
  – Canvas VLE/LMS and I
• TESTA Findings
• Canvas assessment and feedback narrative
• The holy grail for assessment and feedback
  – 1 to 1, Dialogic, Sequenced Assessment and Feedback
We are likely over-assessing through summative assessments and modularity.

Wide variety of assessment types may not be helpful for learning.

Iterative cycles of formative assessment leading into summative points help learning.

Internalisation of standards is difficult for students – due to marker variation and lack of engagement with the marking process.

(Jessop, El Hakim and Gibbs, 2014)
But Canvas can:
Give incredible feedback
Embed peer review

- Require Peer Reviews

**How to Assign Peer Reviews**

- Manually assign Peer Reviews
- Automatically assign Peer Reviews

**Reviews per user**

- 1

**Assign reviews**

- Jun 12 at 11:59pm

Local: Fri Jun 12, 2015 11:59pm
Course: Sat Jun 13, 2015 6:59am

Must come after due date. If blank, uses due date.

**Anonymity**

- Peer Reviews Appear Anonymously
Mark assessment criteria and programmatic outcomes

<table>
<thead>
<tr>
<th>Points</th>
<th>100</th>
</tr>
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<tbody>
<tr>
<td>Submitting</td>
<td>a text entry box, a website url, a media recording, or a file upload</td>
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<thead>
<tr>
<th>Due</th>
<th>For</th>
<th>Available from</th>
<th>Until</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 12</td>
<td>Everyone</td>
<td>Apr 1 at 0:00</td>
<td>Jun 26 at 23:59</td>
</tr>
</tbody>
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**Popular vs. Peer-Reviewed**
You've already rated students with this rubric. Any major changes could affect their assessment results.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Response to questions</td>
<td>Complete sentences and answers to all questions; thoughtful and insightful responses 20 pts</td>
<td>20 pts</td>
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<tr>
<td></td>
<td>Mostly complete sentences and answers to some questions; questions not answered completely or inconsistently 10 pts</td>
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<td></td>
<td>Incomplete sentences; questions not answered; assignment not completed 0 pts</td>
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| Evidence of Coherent Thought and Communication | Full marks 20 pts | Rating Description 16 pts | Rating Description 12 pts | Rating Description 8 pts | Rating Description 4 pts | No marks 0 pts | 20 pts |
| Evidence of Wider Reading and Referencing     | Full marks 20 pts | Rating Description 16 pts | Rating Description 12 pts | Rating Description 8 pts | Rating Description 4 pts | No marks 0 pts | 20 pts |
| Criticality in reading research               | Full marks 20 pts | Rating Description 16 pts | Rating Description 12 pts | Rating Description 8 pts | Rating Description 4 pts | No marks 0 pts | 20 pts |

**1.1.e**
| View longer description threshold: 3 pts | Exceeds Expectations 10 pts | Meets Expectations 6 pts | Does Not Meet Expectations 0 pts | 10 pts |

**1.2.d**
| View longer description threshold: 3 pts | Exceeds Expectations 10 pts | Meets Expectations 6 pts | Does Not Meet Expectations 0 pts | 10 pts |

Total points: 100
Create iterative formative feedback cycles

Points: 100
Assignment group: Formative Assignments
Display Grade as: Complete/Incomplete
Submission type: Online

Online Entry Options:
- Text entry
- Website URL
- Media Recordings
- File Uploads
- Restrict upload file types
Save time and enhance learning, through great design and adoption

1. EASE OF USE
   Keep it simple silly...

2. PURPOSE OF USE
   See a need, fill a need...

3. RELIABILITY
   Big Data Helps

4. BY DESIGN, NOT BOLTED ON!
   Software born in the 21st Century