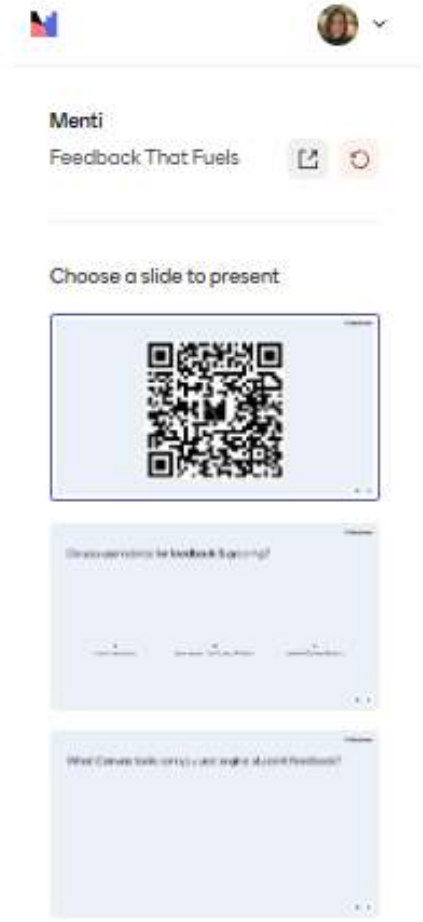


Presentation will begin at 11:50. Enjoy your lunch!!! 🍽️

Feedback That Fuels

Designing Assessments That Align And Inform

LUNCH AND LEARN | WORKSHOP 2

UHD CENTER FOR TEACHING AND LEARNING EXCELLENCE

FACULTY-DRIVEN | EVIDENCE-BASED | STUDENT-CENTERED

WELCOME FROM THE

UHD Center For Teaching and Learning Excellence!

Executive Director:
Gregory Dement, Ph.D.

Associate Director:
Megan Scales

Instructional Designer:
Fabiola Vacatoledo

Graphic Designer:
Courtney Banks

Our Mission

"Promote student success by providing targeted faculty support promoting evidenced based instructional strategies, and cultivating an innovative and collaborative learning environment at UHD."

FEEDBACK THAT FUELS

Explore how to design formative and summative assessments that support continuous learning, via feedback loops. Learn how Canvas tools like Quizzes, SpeedGrader, and Rubrics can make feedback more timely, meaningful, and manageable.

Objectives

CLO 1:

Utilize evidence-based research to improve student outcomes.

a. Analyze factors affecting student engagement & withdrawal.

b. Connect early feedback support with student success.

c. Use feedback tools to prepare students for assessments.

d. Give students opportunities to apply feedback.

ACTIVITY

Reflection Questions

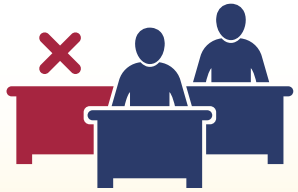
Choose one of the following questions:

- When in the semester do students disengage?
- Does this have anything to do their grades?
- How predictive is the first major assessment in student withdrawal rates?

RESEARCH BRIEF:
Major Assessments & Student Success

Success on the first major assessment predicts likelihood of withdrawal, regardless of weight or timing.

Students who perform well on the major assessments are more likely to achieve a satisfactory grade in the course and are less likely to drop.



Students who fail the first major assessment are 2–4 times more likely to drop or withdraw from the course.

ACTIVITY

Research Takeaways

Choose one of the following questions:

- "What challenged your thinking in this brief?"
- "How does the research connect with experiences in your own classroom?"

Formative vs. Summative

Formative Assessment

- Occurs *during* the learning process
- Low-stakes, ongoing, and flexible

Summative Assessment

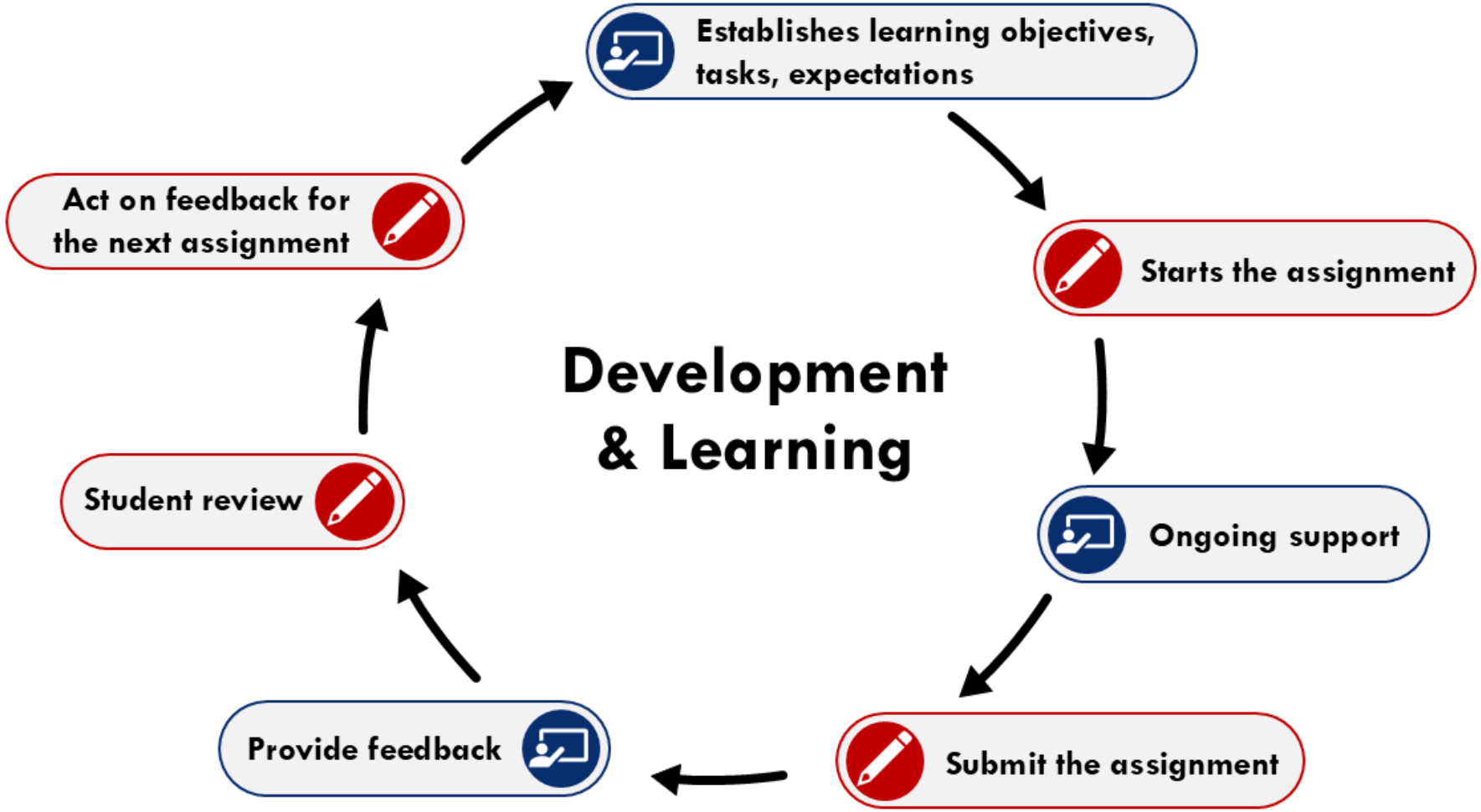
- Occurs *after* instruction
- High-stakes and evaluative
- Measures achievement of learning outcomes
- Feedback is often limited or retrospective

Formative Feedback Drives Engagement and Deep Learning

Formative feedback

- Engages students in reflection
- Promotes self-regulation and critical thinking
- Helps students
  - Adjust learning strategies
  - Take an active role in their learning
  - Plan, monitor and evaluate their progress
  - Improve future performance
- **Academic engagement increases when feedback is:**
  - Timely, specific, and actionable
  - Focused on growth, not just grades

Feedback Loop Example



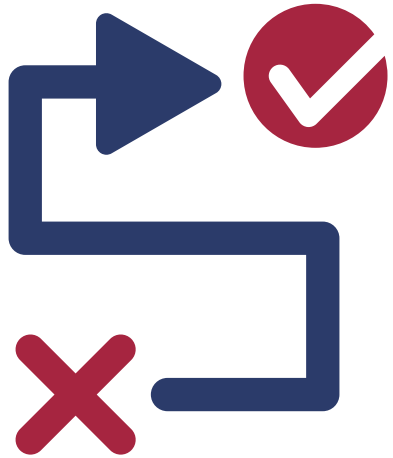
> For feedback to be formative it should involve not only identification by the learner of the gap between the desired goal and present state, but also provide the information needed to close the gap with sufficient explanation to enable students to use this information.

(Glover & Brown 2006)

Three Categories of In-Depth Written Feedback:

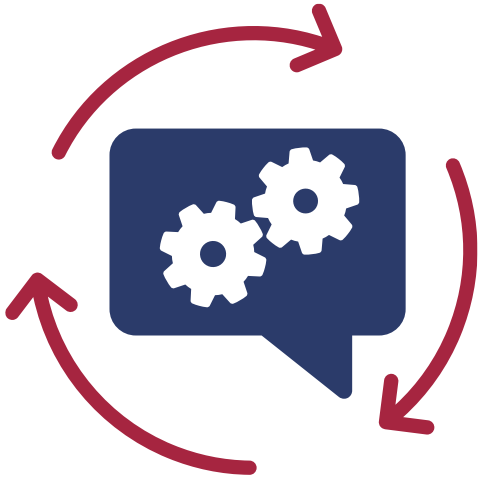
CATEGORY 1:

Issue Acknowledgement



CATEGORY 2:

Corrective Advice Provided

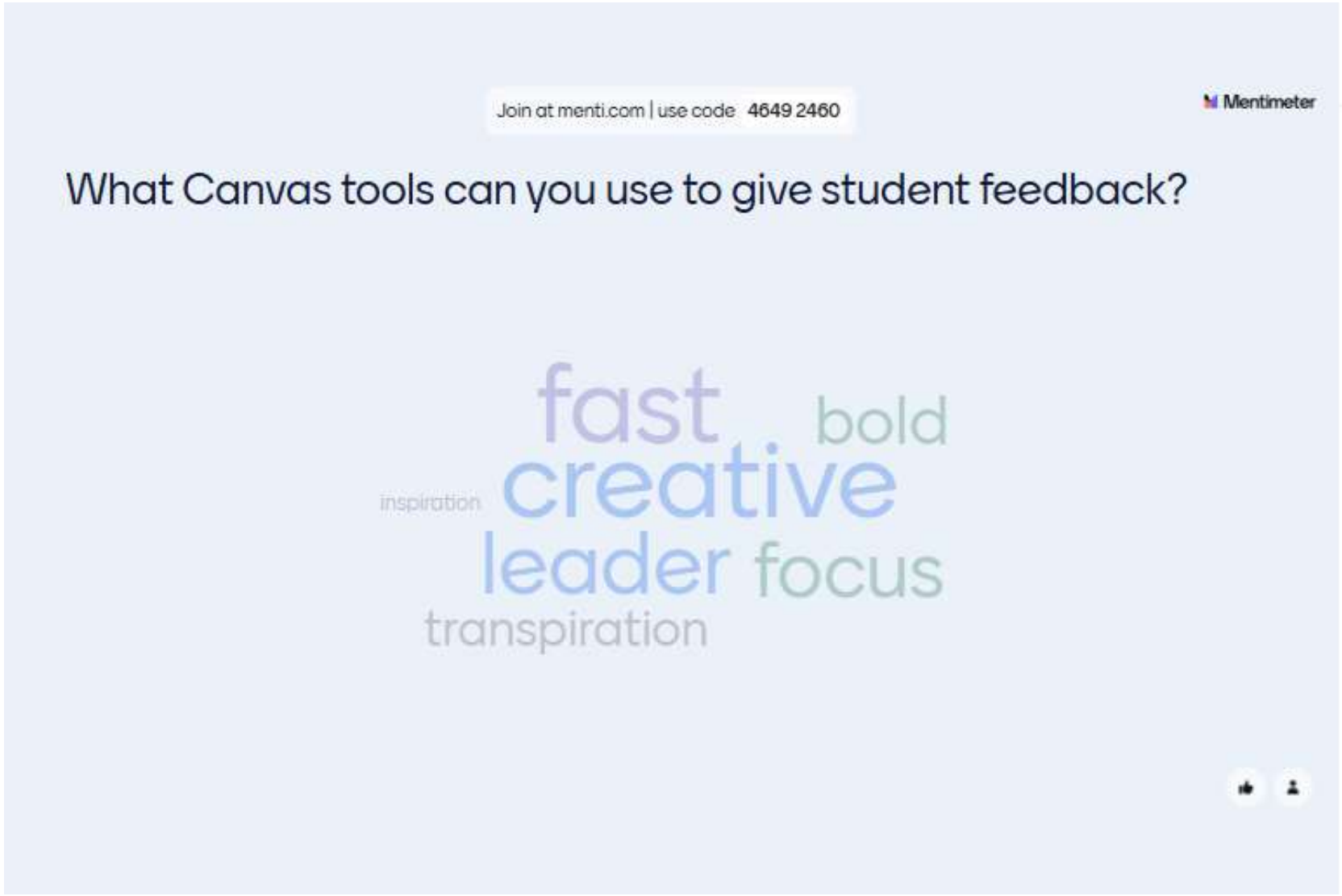


CATEGORY 3:

Explanation of the Issue and/or Correction provided

Canvas Feedback Tools

Canvas Tools



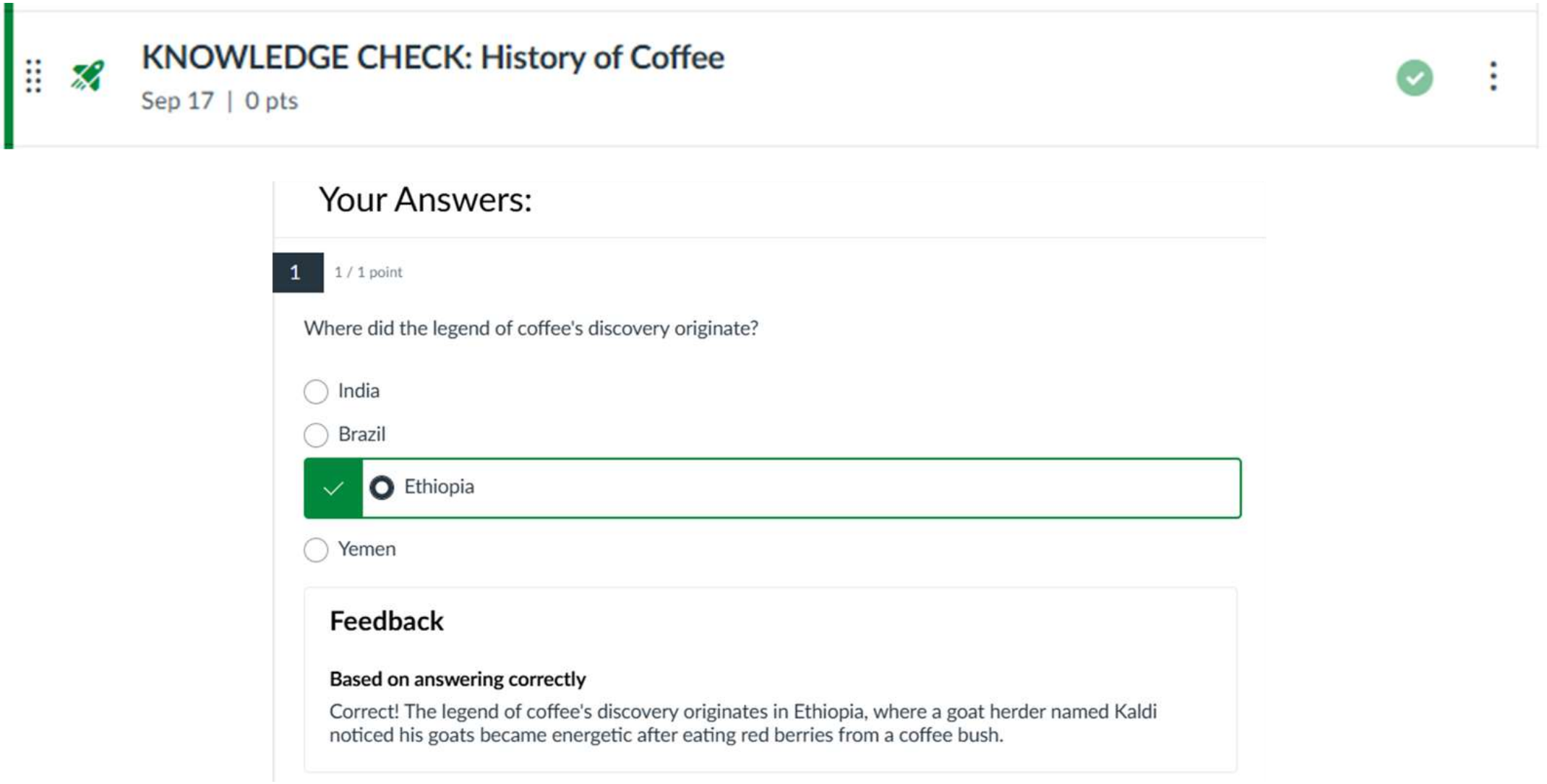
Quizzes For Practice & Feedback

Quizzes can serve as great formative assessments or even no-stakes practice activities:

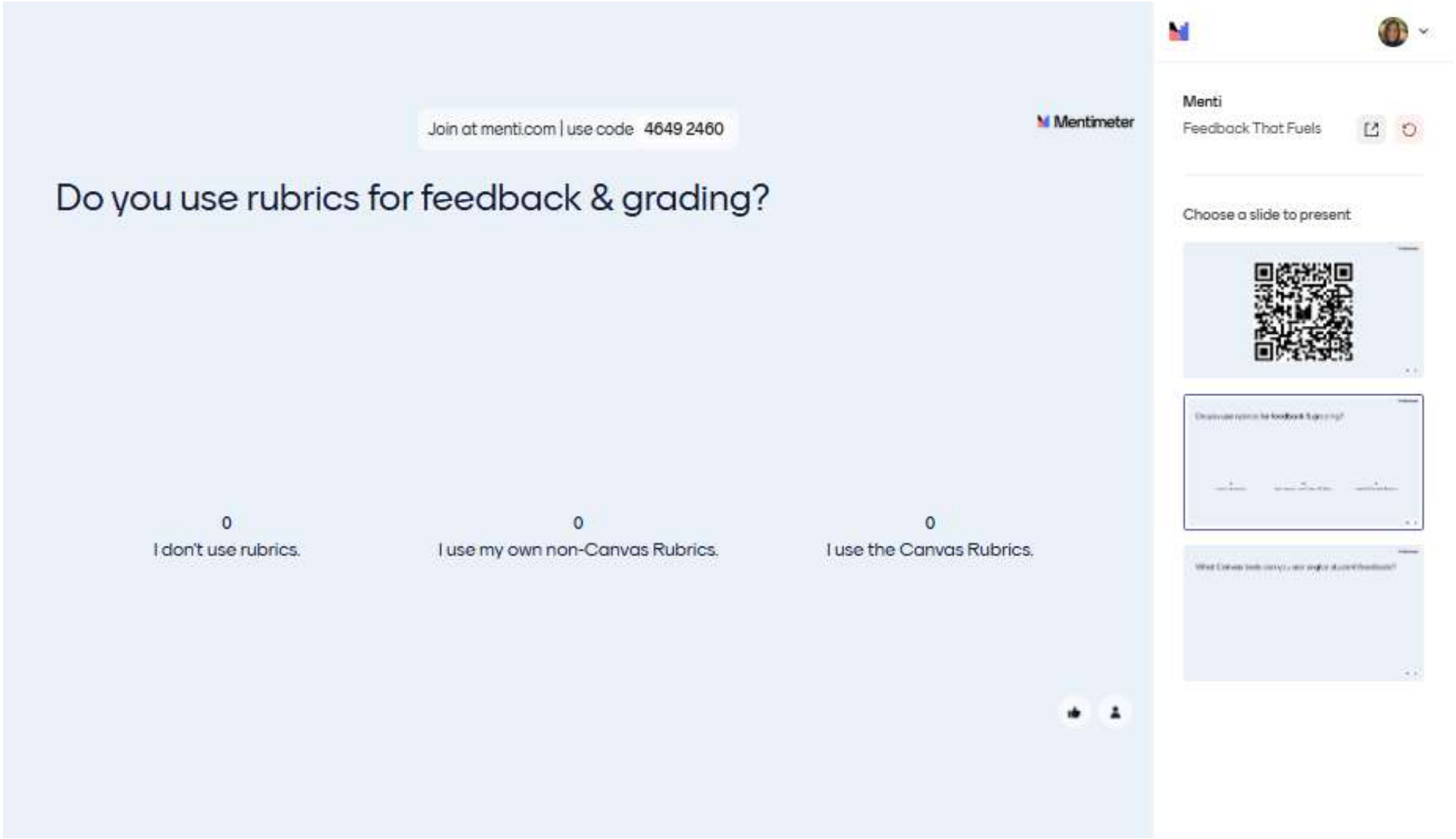
- Quick Checks
- Knowledge Checks
- Self Checks
- Review Activities

Written feedback, guidance, and hints can be built into each question, answer, and at the end of the quiz.

Quiz Question Feedback

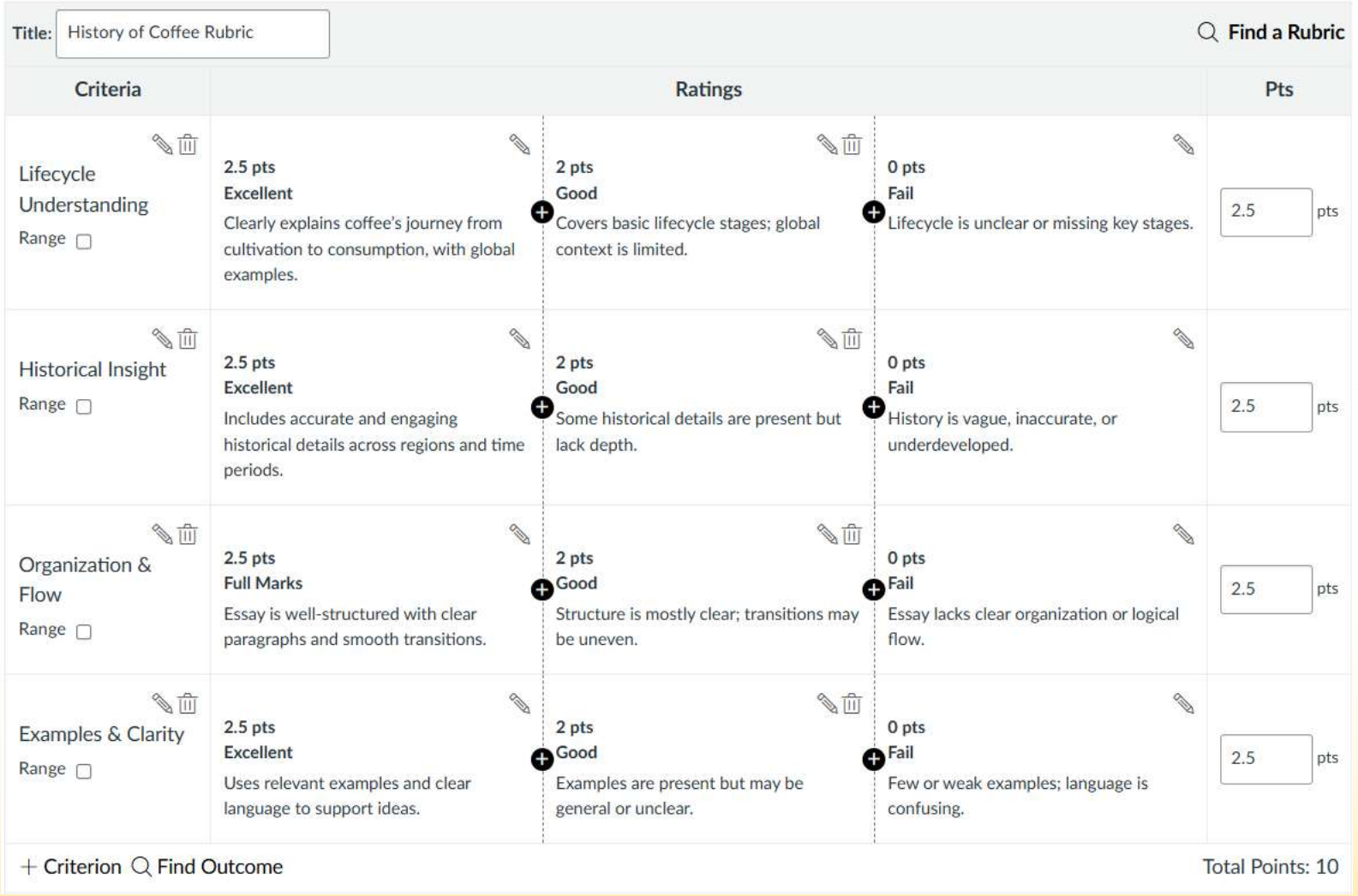


Quick Poll Rubrics

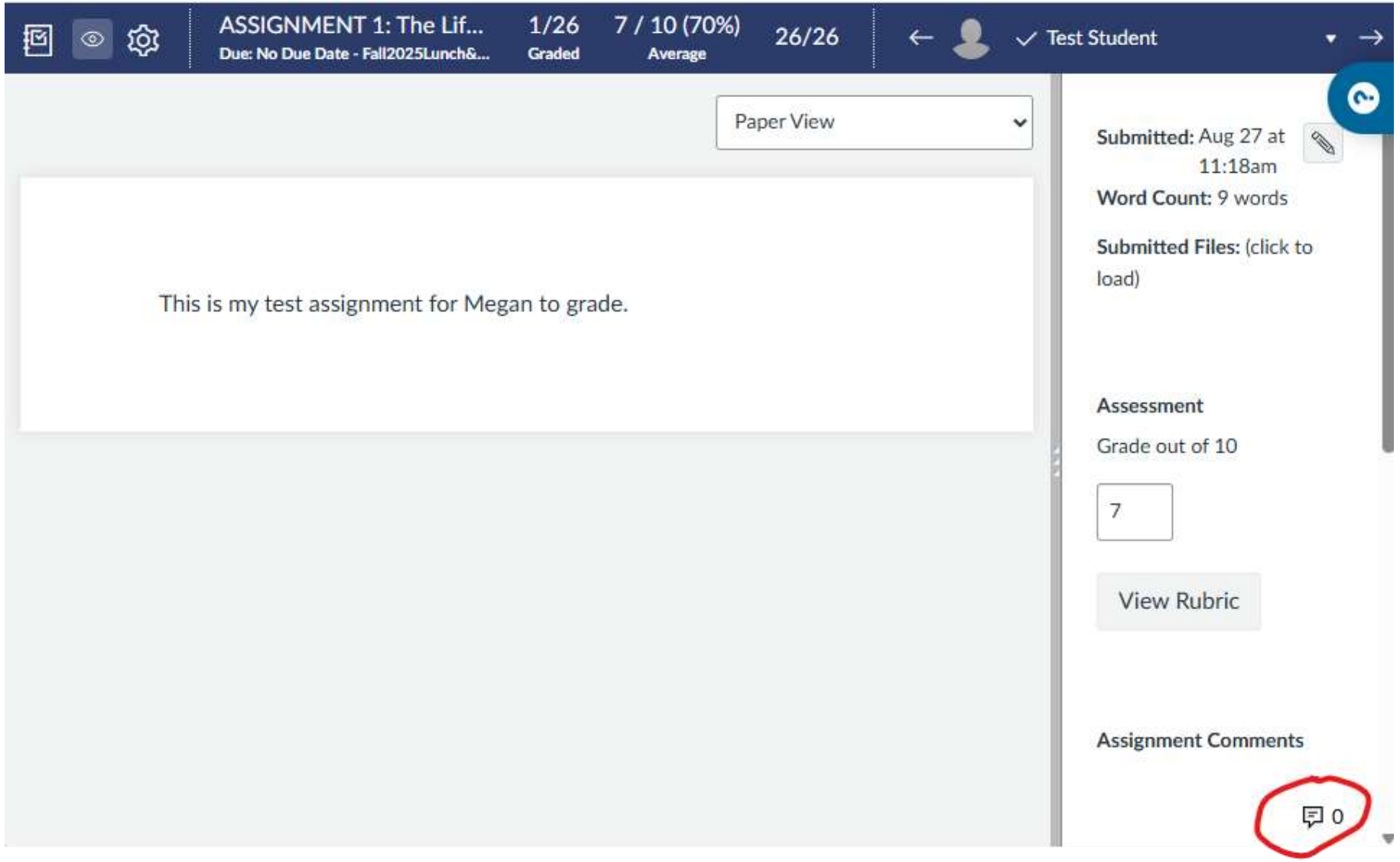


Rubrics

- Clear Criteria
- Specific Feedback
- Faster Grading



Comments Library



Comments Library

The Comment Library allows instructors to save and reuse commonly used text feedback.

1. Open SpeedGrader
2. Open Student Submission
3. Open Comment Library
4. Add Comment To Library

Comments Library

RESEARCH BRIEF

Audio Feedback

Increased feeling of being more involved in the course.

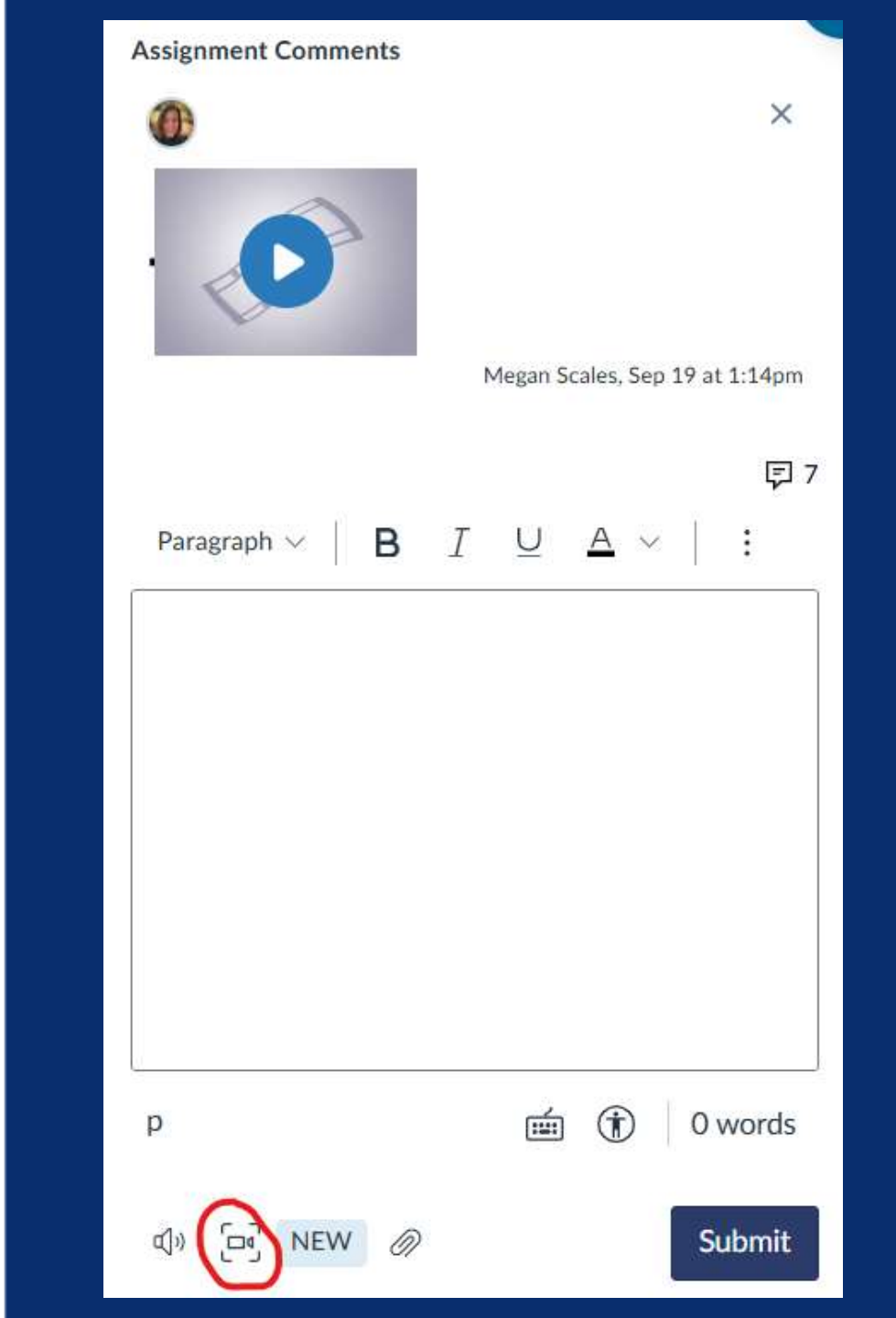
Increased the belief that the instructor cared about the students' learning.

Improved retention of content.

Students were far more likely to apply **higher order thinking and problem solving skills** to content for which they received audio feedback.

Audio Feedback

- You can leave audio comments on student assignment submissions.
- Comments can be added before or after grading a submission.



RESEARCH BRIEF

Peer Review Feedback

- ✓ Lowers Teacher Workload
- ✓ Feedback from peers is more understandable and helpful.
- ✓ Quantity of feedback is greater when multiple peers are involved.
- ✓ More variety of feedback when multiple peers are involved.
- ✓ Students are more likely to make improvements

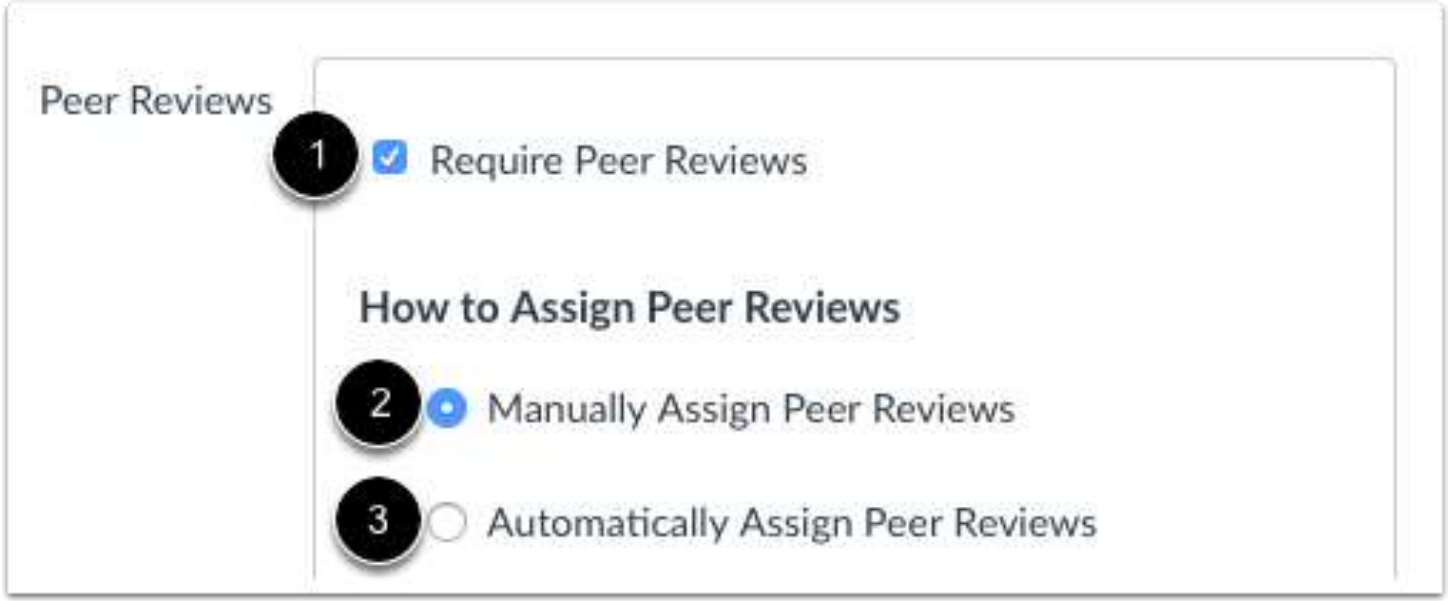
86% RESPONDED that the peer review process was positive.

76% made modifications to improve their assignment

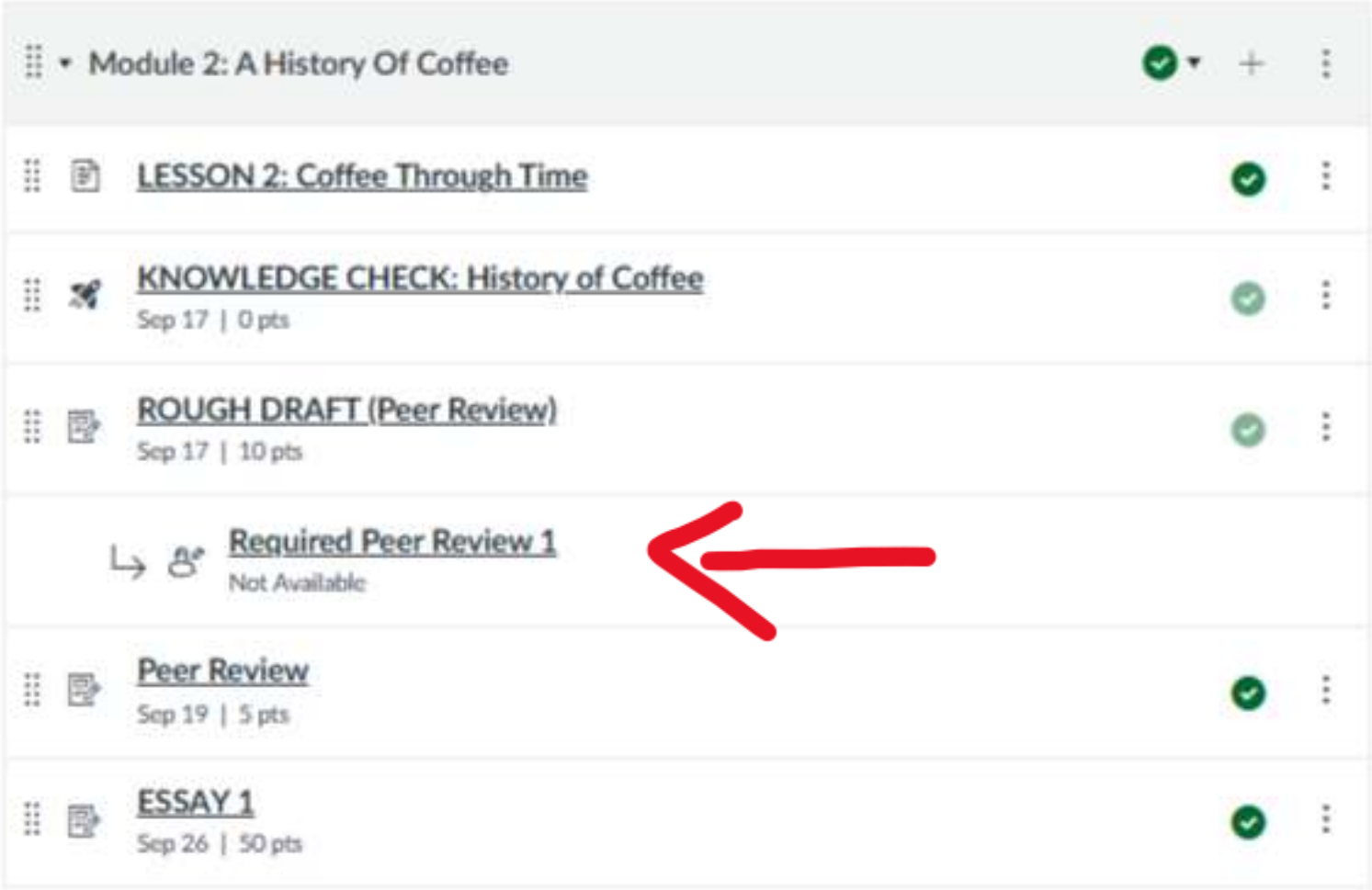
93% felt that they **learned from the peer review activity**

Create A Peer Review Assignment

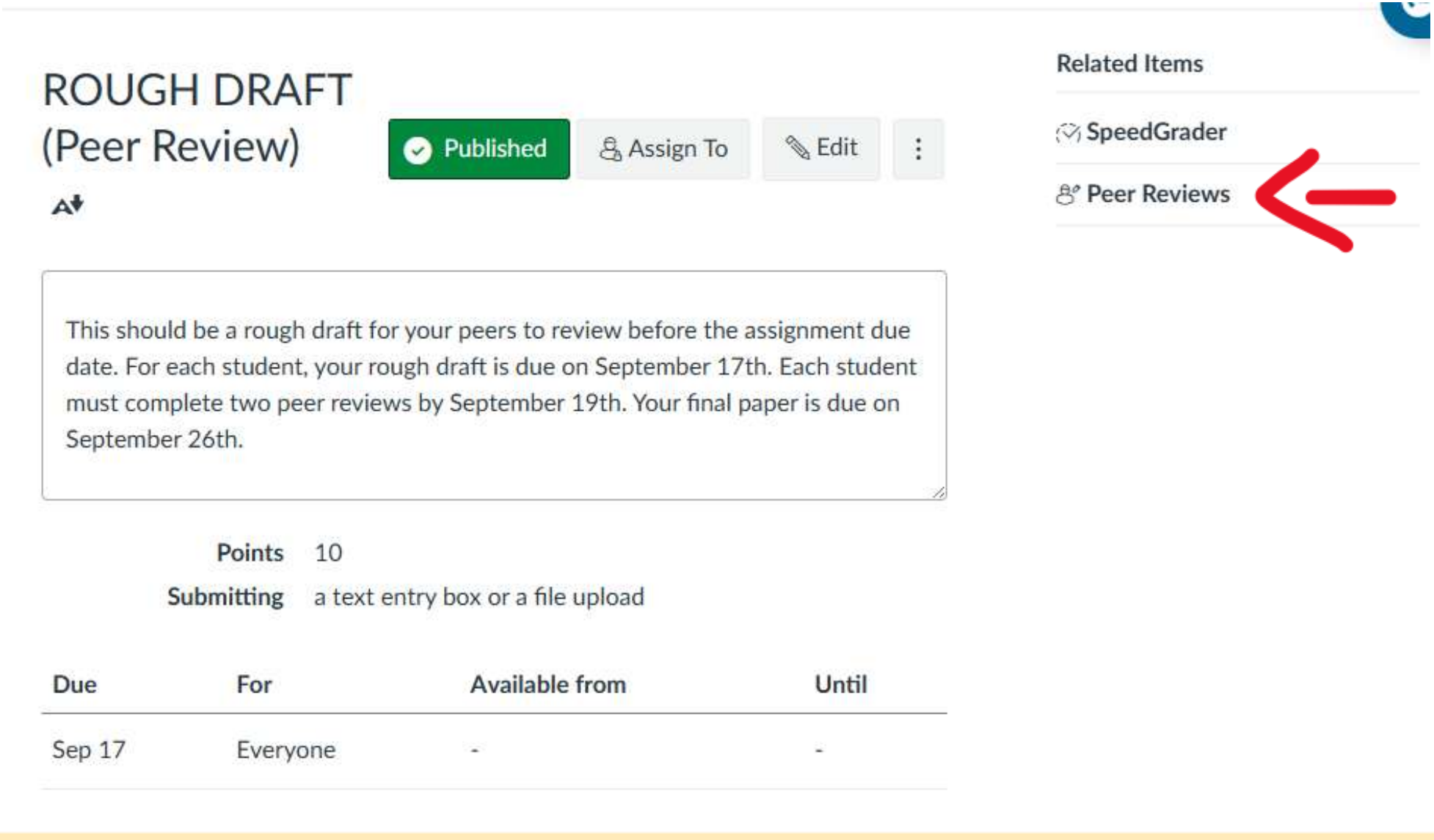
- Click the **Add Assignment** button.
- Click the **Require Peer Reviews** checkbox [1]. By default, peer reviews are assigned manually [2].



Peer Review


Module 2: A History Of Coffee
LESSON 2: Coffee Through Time
KNOWLEDGE CHECK: History of Coffee
Sep 17 | 0 pts
ROUGH DRAFT (Peer Review)
Sep 17 | 10 pts
Required Peer Review 1
Not Available
Peer Review
Sep 19 | 5 pts
ESSAY 1
Sep 26 | 50 pts

Peer Reviews Page



BIG LIST OF
Canvas Feedback Tools

- **Quizzes Feedback**
- **Rubrics**
- **Comments Library**
- **Audio Feedback**
- **Peer Review Tool**
- Announcements
- Announcement Comments
- SpeedGrader
- SpeedGrader Comments
- Inbox
- Anonymous Peer Reviews
- Groups
- Video Feedback
- Discussions
- Discussion Liking
- Anonymous Discussions

Contact Us!

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Drop In: ACAD 700A

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