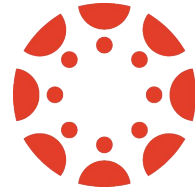


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# Coffee &



# canvas

BY INSTRUCTURE

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## Teaching and Learning Technologies

**May the Fourth  
be with you!**



# Agenda

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- 👍 Program updates (15 min)
  - 👍 The Chan School presents (15 min)
  - 👍 Activity around deep Canvas use (45 min)
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# Program Updates

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**Kristin Sullivan**

Program Director, TLT

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# Program news

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- Race to the finish line!
  - Um, what happens after the finish line?
  - A few updates:
    - Decisions about Commons and about Catalog
    - Status of TLT's projects with IPS
    - Conclusion of TLT-hosted live online trainings
-

# Important dates!

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- **5/16:** new UI on Canvas Beta for final school confirmation
  - **5/23:** new UI in Qualtrics
  - **5/31:** new UI in Canvas
  - **5/31:** enhanced version of Course Locator
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# Using Canvas for Group & Peer Assessment

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**Erin Provensal**

Senior Instructional Technologist, T.H. Chan School of Public Health

**Lucy Killewo**

Instructional Technologist, T.H. Chan School of Public Health

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# Overview

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- Background
  - Process
  - Benefits
  - Challenges
-

# Background

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- MPH Epi Program
    - Fall Course - Group Process Evaluation in Qualtrics
    - Spring Course - Peer Assessment in Canvas
-



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# **Group Process Evaluation using Qualtrics**

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# Creation Process

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Evaluated options and chose Qualtrics:

- Created surveys for each group
  - Embedded surveys into individual group discussion pages
  - Embedded results for students to discuss into group discussion page
-

▼ Pinned Discussions

**Group Process Evaluation Results** Last post Oct 27, 2015



This survey is anonymous. Reflect on your group's dynamics and rate them according to each of the following variables (using a scale from 1 to 5).

**Goals**

The goals laid out by the group are clear, understood, and have the full commitment of team members.

Strongly Disagree      Disagree      Neither Agree nor Disagree      Agree      Strongly Agree  
1                              2                              3                              4                              5

Your rating



Group Process Evaluation Results

Erin Provensal

**Initial Report**

Filter By: Report Subgroup

Last Modified: 11/10/2015

**1. Goals** The goals laid out by the group are clear, understood, and have the full commitment of team members.

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Your rating	4.00	5.00	4.50	0.58	4

# Group Process Evaluation Surveys

# Benefits

## of Using Qualtrics for Group Process Evaluation

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- Allowed for more options
  - Allowed sharing of anonymous results to students for discussion and evaluation
  - Students could take the survey and view the results within Canvas
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# Challenges

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- Time consuming to create surveys and display results
  - Data not stored in Canvas
  - Was not widely used
  - Did not provide a way for students to access individual group members
-

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# **Peer Assessment using Canvas**

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# Creation Process

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We started by making a number of decisions:

- Type of quiz (Graded/Ungraded - Survey)
  - Type of questions
  - Number of groups
  - Available creation time
  - Peer review process
  - Anonymity
-

# Our Decision

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- Ungraded Survey
  - Multiple Dropdown questions
  - Non-anonymous
  - Individuals will only review their peers
  - Students will have the ability to see their quiz responses
-



# Benefits

## Of Using Canvas for Peer Evaluation

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- Allows students to review their peers within Canvas
  - Survey looks clean from student side
  - Students can see their submitted responses
  - Students can review their peers in more than one criteria within one question
  - Survey data is saved in Canvas
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# Challenges

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- It is time consuming
- It is difficult for teachers to grade the survey

Demo

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**Activity:**

**Operation DUBI \***

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# The contest

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What does DUBI stand for?

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# The contest

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----- to -----

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# The contest

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D \_ \_ \_ \_ \_ U \_ \_ to B \_ \_ \_ \_ \_ I \_ \_ \_ \_ \_

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# The contest

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Deepen Use to Broaden Impact

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# The process

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1. Break into groups.
  2. Select a scribe who will take notes and share back.
  3. Part 1: “I time”
  4. Part 2: Brainstorm as a group while scribe documents.
  5. Part 3: Scribe reports back / TLT collects notes.
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# The activity

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1. Brainstorm 4-6 teaching / learning challenges.
2. Brainstorm ways technology can address each challenge.
3. Jot down perceived / actual barriers.
4. Come up with resources / supports to reduce / remove each barrier.

**Start with a success story!**

What teaching / learning challenge has already been met with technology?

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# Wrap-up

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Questions?

Comments?

**Thank you!**

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