Active Teaching Lab (bit.ly/teachactive)
Sponsored by DoIT Academic Technology & Teaching Academy

Canvas Discussion Assessment (03.13.17)
Find this worksheet, video, and more information from this session at bit.ly/ATL-ejournal

MEDIUM: Create a Discussion

1. Click Discussion **Discussions** and +Discussion **+ Discussion**.
2. Add topic title, description, and adjust options, (Group won't mean much without students to assign to it), and availability dates.
   a. Optional: Enable a podcast feed in the discussion.
3. Save **Save** it.
4. Change your role to Student View and comment on someone else's thread. *Share with your table: What has helped you have a successful course discussion in the past, either online or face-to-face? How might different discussion board capabilities affect a discussion?*

Watch the presentation *Depth Perception: Identifying Quality Posts in Online Discussions* **from InstructureCon 2012**

Options	
☑	Allow threaded replies
☑	Users must post before seeing replies
☐	Enable podcast feed
☑	Graded
☑	Allow liking
	☐ Only graders can like
	☐ Sort by likes

EASY: Types of Discussions (community.canvaslms.com/docs/DOC-2742)

Focused are short-lived and "disappear" as the course progresses (e.g. weekly forum for questions related to that week's activities. Use Focused for single posts and related comments. One discussion leader typically posts a message and multiple learners comment on it. Participants may leave a side comment to a reply, but cannot develop the conversation beyond two layers of nesting. **Threaded** let students refine complex ideas with an easily navigated hierarchical structure. They may be long-standing spaces for thoughts that persist throughout a course. Use Threaded for multiple posts and related comments. One or more discussion leaders post a message and multiple learners comment on it with freedom to create related discussion topics and comments (infinite layers of nesting).

EASY: Gain a deeper understanding of the different types of rubrics

1. See Dan Pell's Feb 3, 2017 activity sheet, and watch Dan's story and/or the discussion that followed.
2. See Beth Fahlberg's Oct 28, 2016 activity sheet , and watch Beth's story and/or the discussion that followed.

MEDIUM: Create a rubric in Canvas guides.instructure.com/m/4152/l/86227-how-do-i-create-a-rubric

1. Open "Outcomes" **Outcomes** from the navigation menu on the left.
2. On the *Setting up Outcomes* page, click on the 3 dots to manage rubrics.
3. Select "Add Rubric" ⊕ Add Rubric and title it.
4. To update criterion description, hover over box and click pencil ✏.
   ○ To include a longer description of criterion click on "view longer description" view longer description.
   ○ **NOTE:** You can not reorder criterion, so add them the way you want students to see.
5. Update ratings/scores. The default is 5 points for full marks and 0 for no marks. To split ratings hover over line between boxes and click on double-arrow to expand.
6. Edit descriptions and point values, delete ratings categories ✏⊗⊕ , and add adjacent categories by hovering inside one ratings box and clicking on icons.
7. To add additional criterion select +Criterion ⊕ Criterion .
8. To delete a criterion click on blue x ⊗ next to point value.

Ratings	
Full Marks	No Marks
5 pts	0 pts
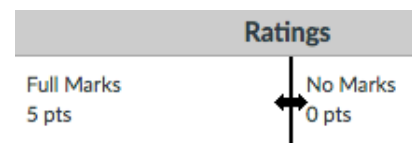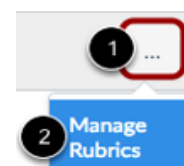
EASY: Subscribe to a Discussion (community.canvaslms.com/docs/DOC-2799)

1. In Course Navigation, click *Discussions → View Discussions →* and the discussion to subscribe to.
2. Click the *Subscribe* option. Green = subscribed; red = unsubscribed.

MEDIUM: Add a rubric to a discussion in Canvas

1. Open "Discussions".
2. Create a discussion **+ Discussion**. Keep it simple — consider discussion options later. Select "graded" so "rubrics" appear as an option. Select "save" when complete. (Or use existing discussion).
3. In the discussion, select settings ⚙▾ and "Add Rubric" **Add Rubric**.
4. Apply an existing rubric, or create a new one.

5. We have created several rubrics to use. In "create rubric" select "Find a Rubric" 🔍 **Find a Rubric** . Note courses on left — several rubric options are available under "Active Teaching Lab".
6. **Tip**: to support Universal Design for Learning principles, build broad rubrics that support multiple means that students can express what they've learned. Apply the same rubric to every discussion.

EASY: Check out the "SpeedGrader" Labs
We'll be digging into SpeedGrader in an upcoming lab on Friday April 28, or you can check out Sue Wenker's presentation from Monday February 13.

ADVANCED: Visualize a Discussion with *Threadz*
Check out this method to visualize discussions (threadz.ewu.edu) →

TEACHING & LEARNING PRINCIPLES (and hints)
Understanding By Design stresses assessing primary Learning Objectives. Effective rubrics can assess many project types (Universal Design) and also provide pre- / post-course assessments for teaching and course design.
1. Identify *enduring understandings* (habits/behaviors/epistemologies, etc.).
2. Align *criteria categories* to assess (ensure assignment are defined and align too!))
3. Determine rubric type, how many levels, and distinct attributes of each level.
4. Determine how to involve students in rubric creation/adaptation for more ownership.
5. Learn more about General Accessibility Design Guidelines.

Think Big — use Outcomes with rubrics: guides.instructure.com/m/4152/l/67950-what-are-outcomes
- Add Outcomes to your course and connect them with rubrics so that students can see how each assignment contributes to mastery of the course material
- Explore Learning Mastery Paths in Canvas to personalize student learning

RUBRIC TIPS
1. Plan rubric in a document before moving into LMS
2. Use clear and simple language (reserve details for individual feedback)
3. For new rubrics, reserve right to adjust by +/-10% to compensate for aspects missed in rubric development.
4. Give rubrics to students when *assignment* is given and/or involve them in rubric creation.
5. If grading with others, norm grading variation with anchor assignments.
6. Revise levels of achievement, descriptions, and scale if needed after applying rubric to student work. Involve students. What worked? What was missing? What was confusing?
7. Test your rubric with this rubric: uwf.edu/media/university-of-west-florida/offices/cutla/documents/A-Rubric-for-Rubrics.pdf

LAB NOTES
- Data from the LMS helps Catherine make her course more effective by showing her what students access, how long they access them, and what they do.
- She's utilized a "Participation Rubric" From the TeachOnline@UW course (get from Maria Widmer?)
- Each student hosts a "room" for a week in week 8
- Each student is graded twice in a semester (randomized table). She shares the first time with them to give them feedback, but withholds the second time's grade so they don't know to stop trying ;-)
- Discussions look better in Canvas than in D2L (more whitespace?)
- She opens the discussions in Speedgrader, and uses the Participation rubric to grade them.
- First thing to look at is the time range — do they just participate once, or do they stay engaged throughout the discussion?
- Ideas:
  - Synthesize (individually) the 2 supplemental readings with the course materials (students fed off each other's insights to make theirs and to learn more)
  - Connect course material to your own prior experiences
  - Give them roles
  - Give them specific instructions on how and what to reply or post.
  - Make an assignment where students have to identify and summarize their five best discussion posts.
  - Have discussions with smaller groups (easy to set up groups in Canvas!)
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