

Outline

10 August

Feedback with polls

Grades

Peer assessment tool

Activity tracking tools

Feedback

FOR LEARNERS

is perhaps the single most important factor in increasing student success and learning.

Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.

FROM LEARNERS

can inform the delivery of instruction and help improve the student's satisfaction, as reflected in student feedback scores (SFQ/SET).

Early Term Feedback on Teaching, <https://cei.umn.edu/teaching-resources/early-term-feedback-teaching>.

McGowan & Osguthorpe (2011)

example “feedback” activity for first day of a course:

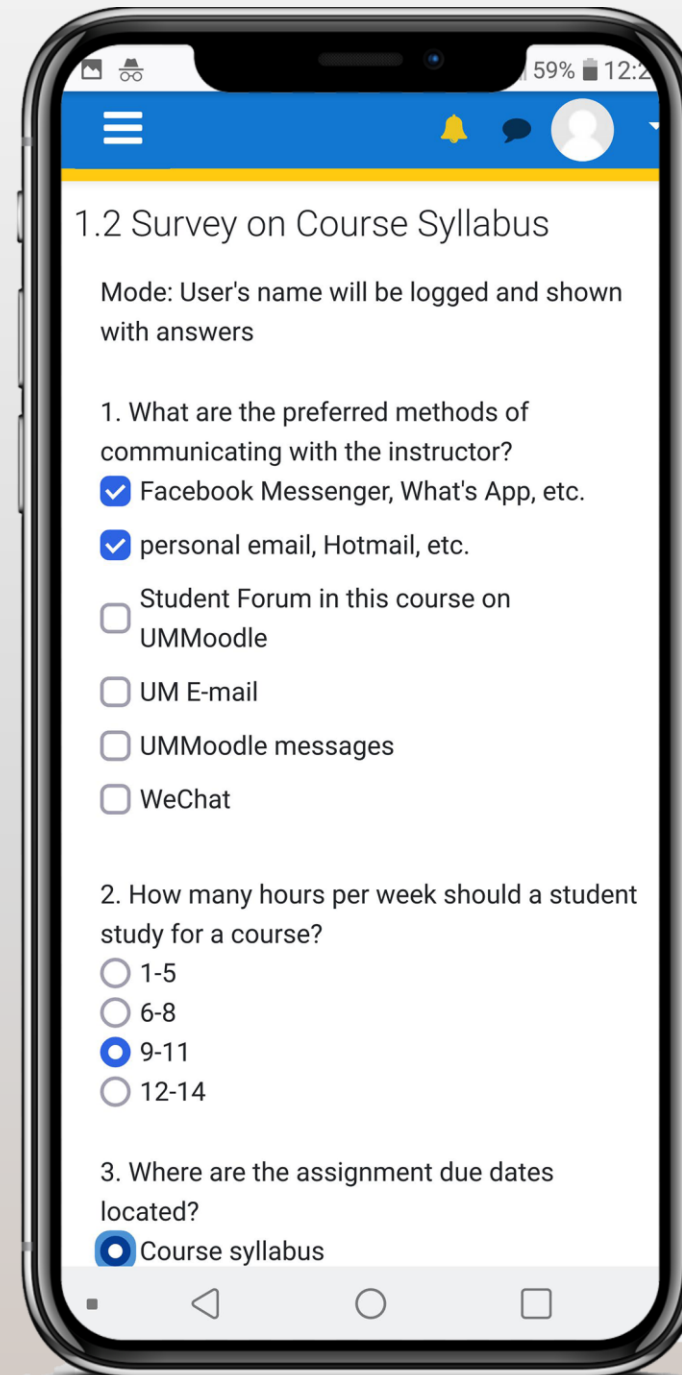
syllabus quiz

*Check to see how well students know what is expected

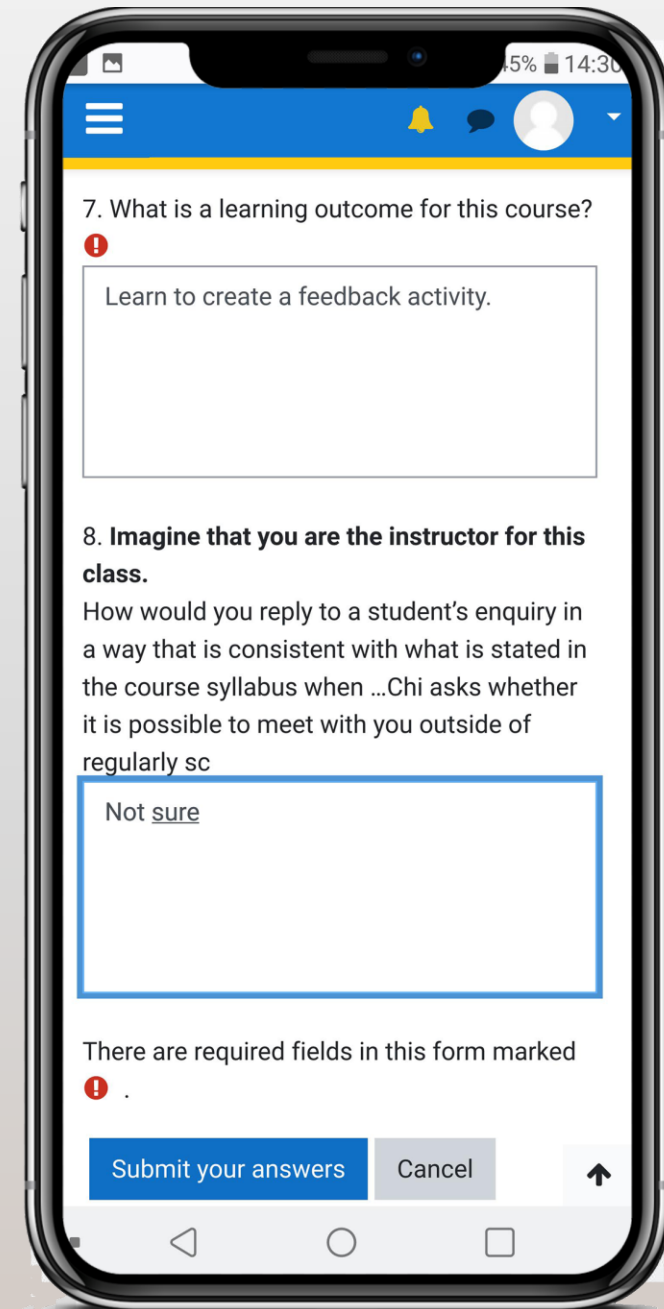
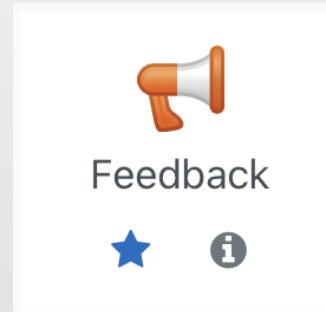
* Responses can be discussed in class

Raymark, P. H., & Connor-Greene, P. A. (2002). The syllabus quiz. *Teaching of Psychology*, 29(4).


Keast, D. (2019). The Syllabus Quiz as an Indicator of Course Performance.




Use a “feedback” activity for **surveys** with multiple-choice and open-ended questions.




example 2:
student mid-term
feedback survey
(anonymous)

The pace of the course is: 


- Too fast
- Good
- Too slow

The format of this class (e.g., lecture, discussion, problem-solving) helps me learn course contents. 

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

How well do you understand the course contents? 

- Totally
- Very well
- Good enough
- Not well
- Not at all

How well do you understand your teacher's instructions? 

- Totally
- Very well
- Good enough
- Not well
- Not at all

Do you have any suggestions on how to improve this course?
Please write in the box below.

Tip

add or delete questions
in YOUR survey
depending on YOUR
teaching approach

Questions related to group work:

I feel I learn more when I work in a group.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

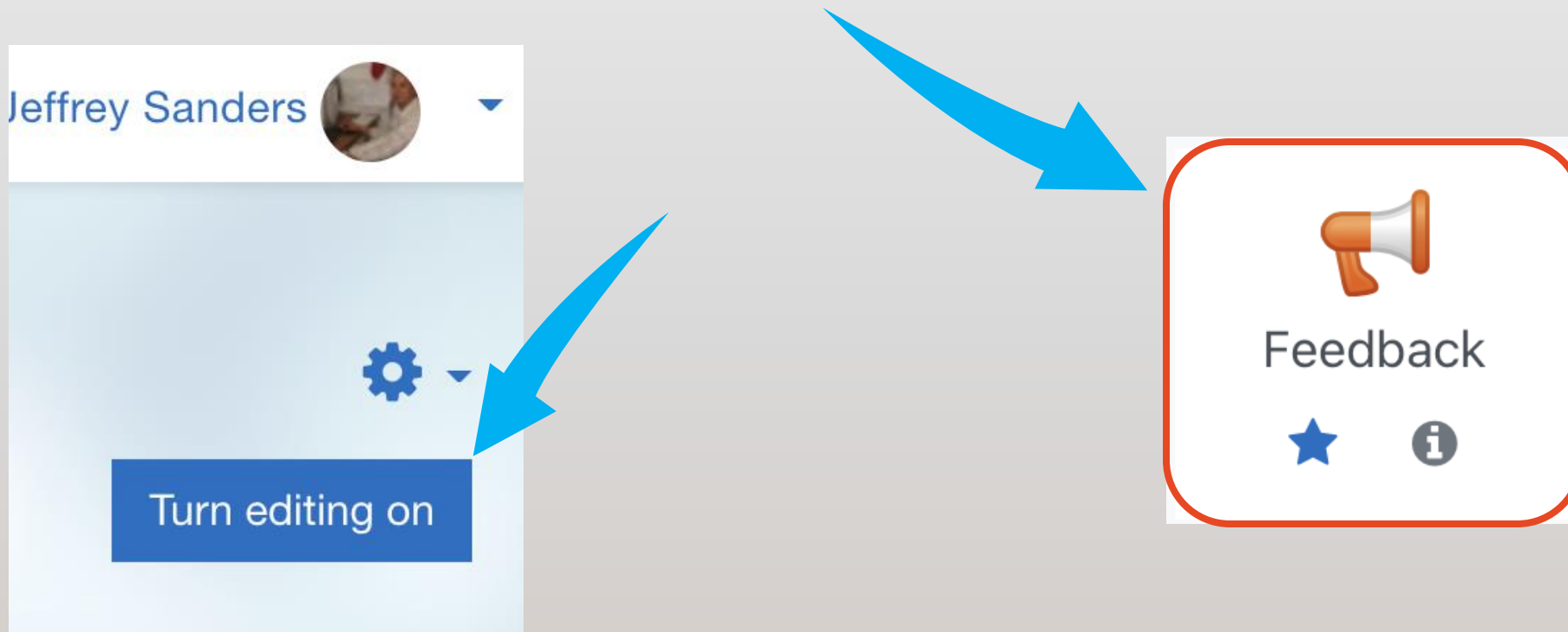
Each person in a group should be assigned a role.

My group is working together effectively.

Demo

How to set up a poll with multiple questions (feedback activity)

Points can be given only for completing a feedback activity. To record a score, e.g., 8/10, use a quiz.



Select settings for a poll/survey

Record users' names?

Show results/analysis
page to students

Click Save and display.

The screenshot shows a configuration interface for a poll/survey. The 'Name' field is set to '1.2 Survey on Course Syllabus'. The 'Description' field is empty, with a toolbar containing icons for text formatting (bold, italic, underline, link, unlink, list, list, link, unlink, image) and a 'W' icon. A checkbox for 'Display description on course page' is present. The 'Availability' section is partially visible. The 'Question and submission settings' section is highlighted with a green border and contains the following options:

- Record user names: User's name will be logged and shown with answers
- Allow multiple submissions: No
- Enable notification of submissions: No
- Auto number questions: Yes

The 'After submission' section is also highlighted with a green border and contains the following option:

- Show analysis page: Yes

Settings for a mid-term feedback survey

Anonymous

Don't show analysis page,

Save and display.

The screenshot shows a settings page for a survey titled "Early or Mid-Term Student Feedback Survey". The "Name" field contains the survey title. The "Description" field is empty, with a toolbar above it containing icons for undo, bold, italic, text color, list, link, and unlink. A checkbox labeled "Display description on course page" is unchecked. Below this is a section titled "Availability". Underneath is a section titled "Question and submission settings", which is highlighted with a red box. This section contains three settings: "Record user names" set to "Anonymous", "Allow multiple submissions" set to "No", and "Enable notification of submissions" set to "No". Below this is another section titled "After submission", also highlighted with a red box, containing one setting: "Show analysis page" set to "No".

Name ! Early or Mid-Term Student Feedback Survey

Description

Display description on course page ?

Availability

Question and submission settings

Record user names Anonymous ▾

Allow multiple submissions ? No

Enable notification of submissions ? No ▾

Auto number questions ? No ▾

After submission

Show analysis page No ▾

1.2 Survey on Course Syllabus

Overview

Edit questions

Templates

Analysis

Show responses

Add question

✓ Choose...

Add a page break

Captcha

Information

Label

Longer text answer

Multiple choice

1. What are the ways of communicating with the instructor?

Edit ▾

communicating with the instructor?

Edit / Add questions

Write a question and choices

- Write one choice on each line.
- Save

To *duplicate* a question:

- open a question,
- edit the new question,
- then “Save as a new question.”

Multiple choice

Required

Question

Label

Multiple choice type

Adjustment

Do not analyse empty submits

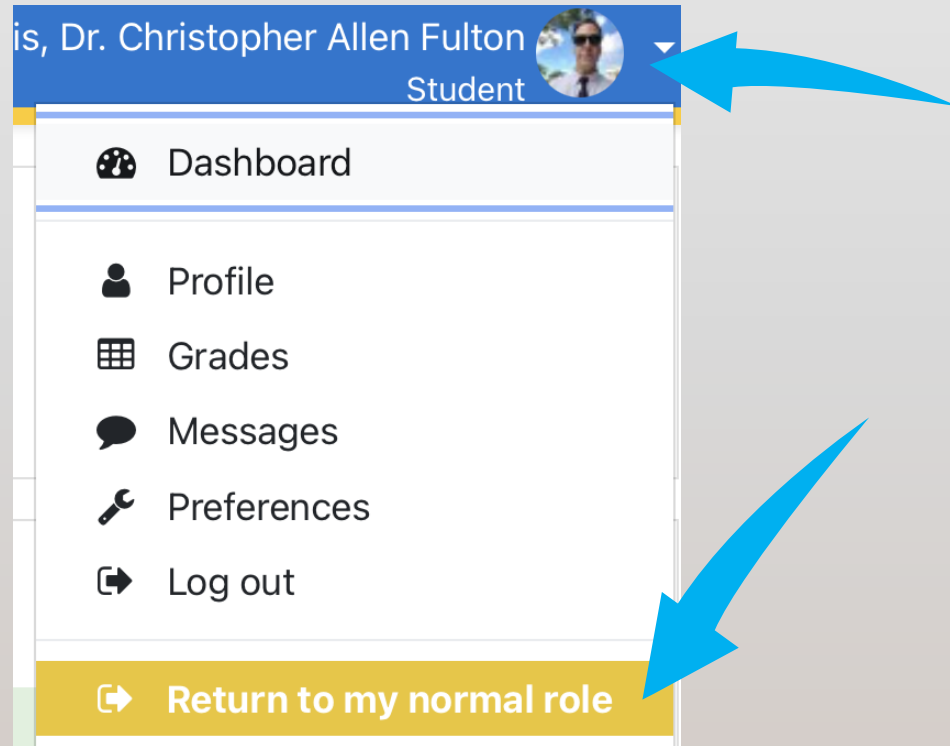
Multiple choice values

Use one line for each answer!

Position

View survey as a student

SWITCH BACK TO TEACHER VIEW



The image shows a user profile dropdown menu. At the top, it displays the name 'is, Dr. Christopher Allen Fulton' and the role 'Student' next to a profile picture. Below this, a list of menu items is shown: Dashboard, Profile, Grades, Messages, Preferences, and Log out. At the bottom of the menu, there is a yellow button with a right-pointing arrow and the text 'Return to my normal role'. Two blue arrows point to the profile picture and the 'Return to my normal role' button.

- Dashboard
- Profile
- Grades
- Messages
- Preferences
- Log out
- Return to my normal role**

Tips for *engaging* learners

1

When you are in class, show students how to respond.

2

Give students time to discuss the questions in pairs, or ask you for help.

3

Show the results and

- ask students to explain their choices.
- discuss misunderstandings.

How to **view** responses in class

Click [Analysis](#) to see a summary.

Refresh the page to update.

Discuss in class.

Poll 1: Are you Prepared for Assignment 1?

[Overview](#) [Edit questions](#) [Templates](#) [Analysis](#)

[Show responses](#) [Show non-respondents](#)

[Export to Excel](#)

Submitted answers: 1
Questions: 6

What is the due date of assignment 1?

Responses

Date	Percentage of Responses
8 Sept 2021	0.0
10 Sept 2021	0.0
15 Sept 2021	1.0
22 Sept 2021	0.0

[Show chart data](#)

Where do you submit assignment 1?

Summary

1. **Polls/surveys** are used collect/give feedback
2. can help students reflect on their learning
3. can help teachers adjust course delivery

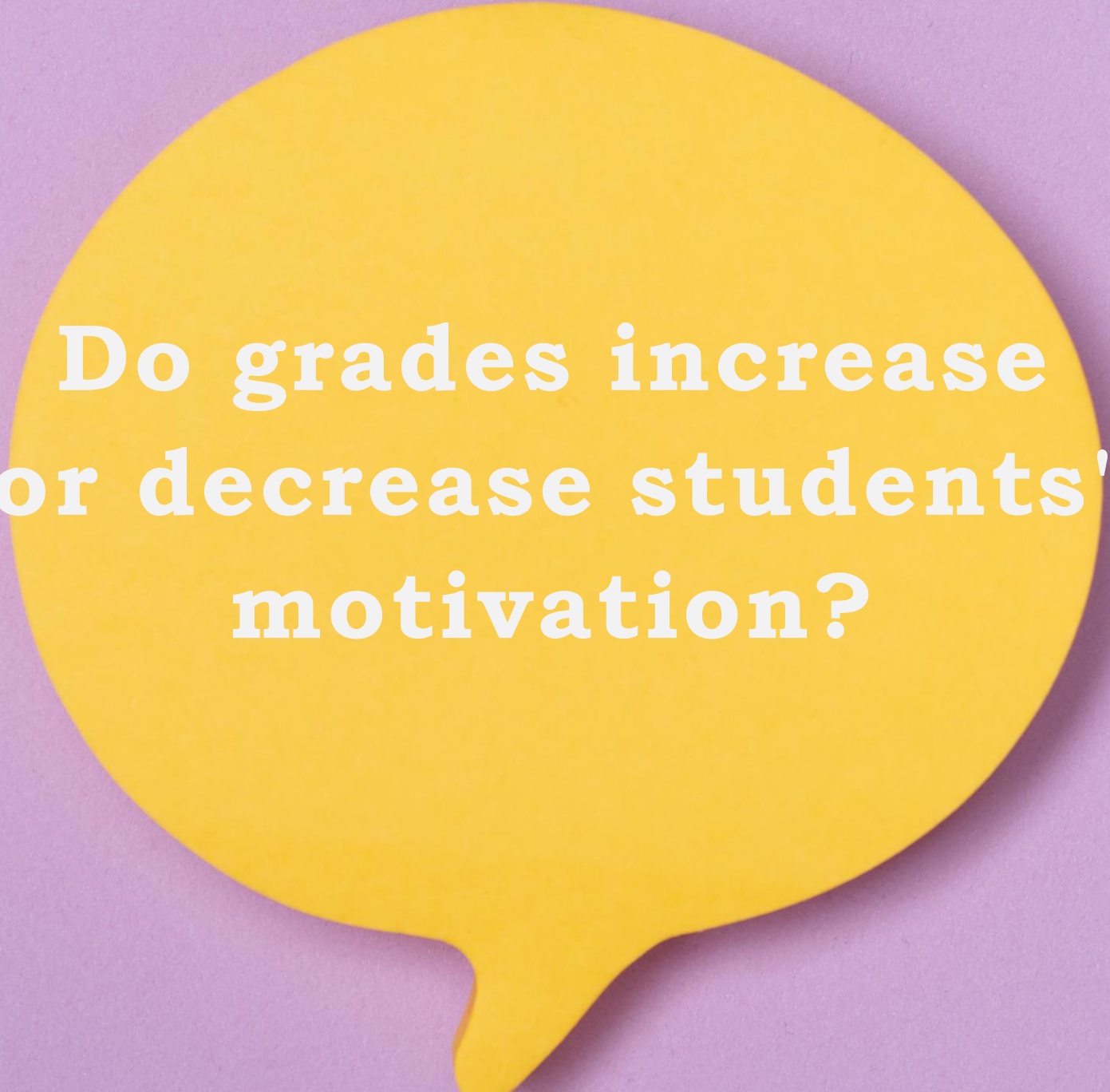
Advantages over other polling tools

1. • reusable polls & duplicated with a course
2. • familiar / no additional software to learn
3. • keeps track of students' participation
4. • can be anonymous
5. • stable platform & data is in your course
6. • supported by ICTO so students and teachers can get help by phone or at ICTO's Helpdesk

Note, to record *scores*, use a *quiz*.



Questions or comments



**Do grades increase
or decrease students'
motivation?**

Grade motivation

- a) Students may be motivated to achieve high grades and so teachers can reveal the grades in Moodle.
- b) Evidence that grades on assignments may increase students' stress and have a negative impact on one's motivation to learn.

Chamberlin K, Yasué M, Chiang I-CA. The impact of grades on student motivation. *Active Learning in Higher Education*. December 2018.

By default grades are hidden

Edit course settings.

Show gradebook (yes)

The screenshot displays a course settings interface. At the top right, there is a gear icon for settings. Below it, a yellow bar highlights the 'Edit settings' option. Other options in the settings menu include 'Course completion', 'Filters', and 'Gradebook setup'. The main content area is divided into sections: 'Course format' and 'Appearance'. The 'Appearance' section is highlighted with a blue box. It contains four settings, each with a help icon (question mark) and a dropdown menu:

- Force language: Do not force
- Number of announcements: 1
- Show gradebook to students: Yes (highlighted with a yellow circle)
- Show activity reports: No

At the bottom right of the interface, there are icons for Creative Commons (CC), a vertical bar, a speech bubble, and a gear.

Add categories based on course assignments, and save changes

Course Assignments	Weighting
Speaking Assignments	20
Speaking 1	10
Speaking 2	10
Writing Assignments	20
Writing 1	5
Writing 2	15

Gradebook setup | Course grade settings | Preferences: Grader report

Name	Weights	Max grade
2021_1_EELC1011_001 - University English I (NEW)		-
Speaking assignments	0.0	-
Speaking assignments total Weighted mean of grades.		100.00
Course total Weighted mean of grades. Include empty grades.		100.00

Save changes

Move selected items to: Choose...

Add grade item | Add outcome item | Add category

Moodle Docs for this page

Video:

<https://um.yuja.com/V/Video?v=533753&node=2176432&a=544531029&autoplay=1>

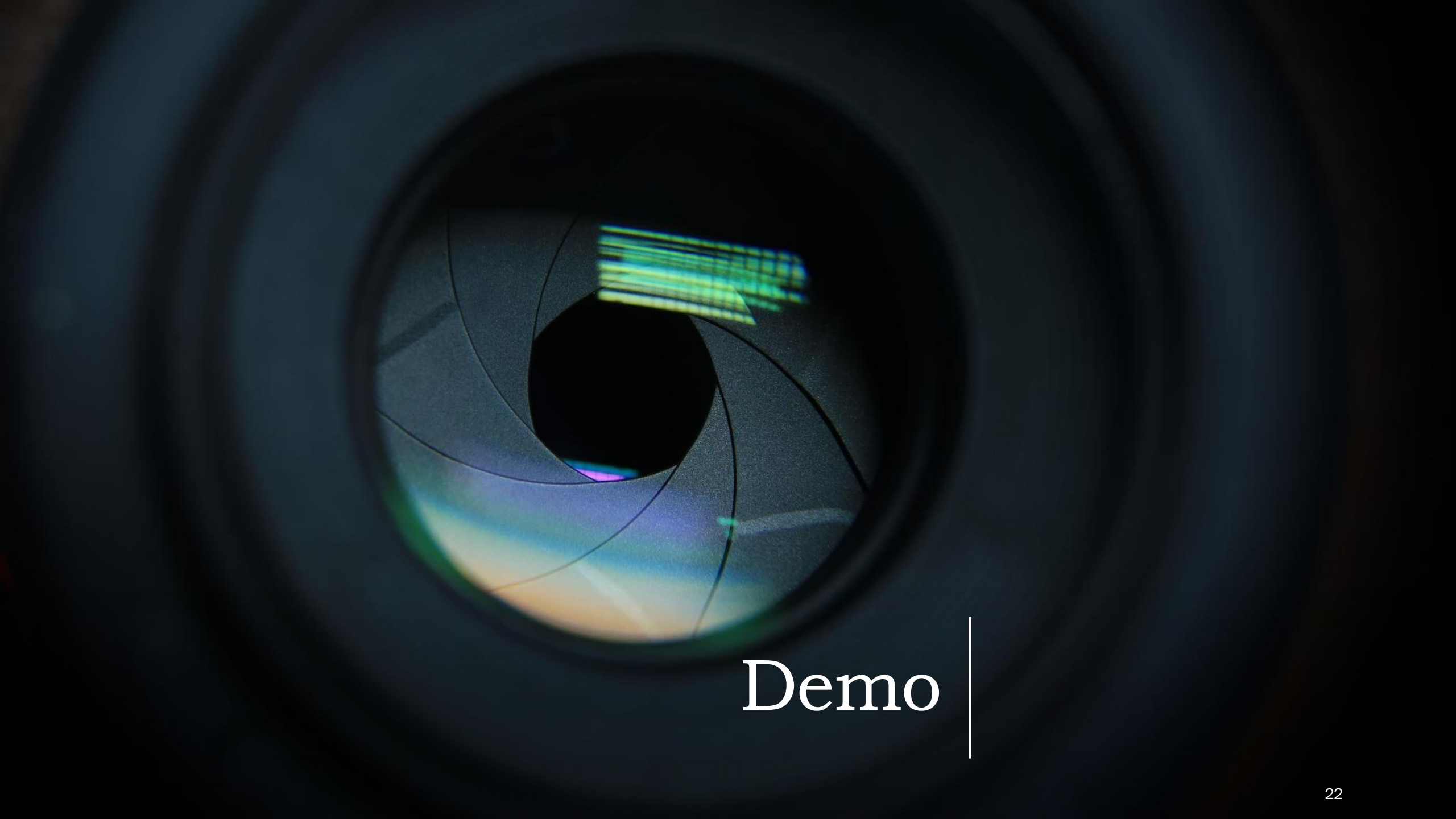
Tip

MAKE A GRADE CATEGORY FOR UNGRADED ACTIVITIES.

The screenshot shows the Moodle Gradebook setup interface. At the top, there are three tabs: 'View', 'Setup' (highlighted with a red box), and 'Scales'. Below the tabs is a table with the following structure:

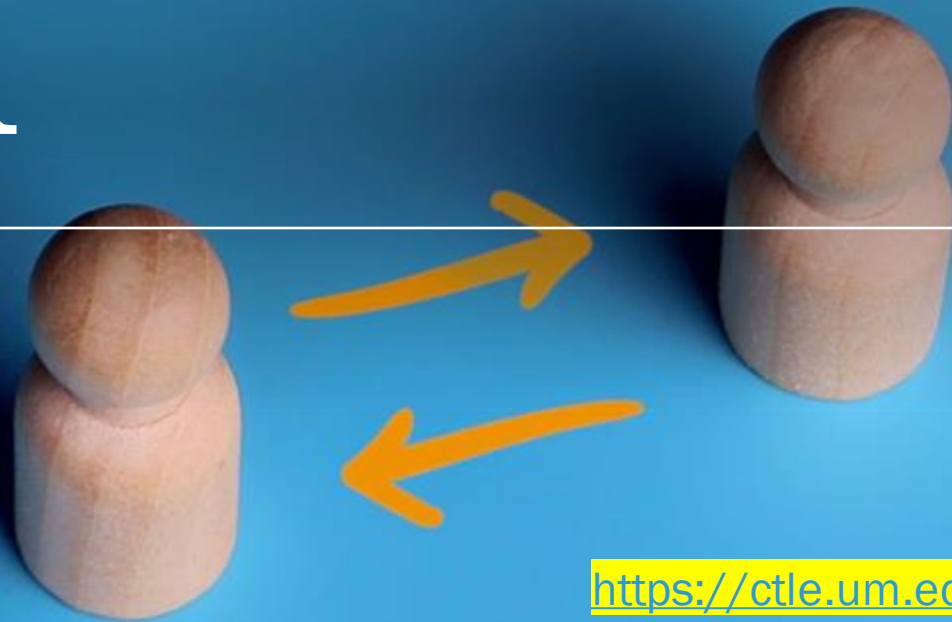
Name	Weights?	
2021 Moodle 3.9 · Activity Examples		
Exams	30.0	
Online Quiz/Exam Demo	50.0	
Ungraded items	0.0	-
Student Forum rating	1.0	Like 👍 (1)

The 'Setup' button and the row containing 'Ungraded items' with a weight of 0.0 are highlighted with a red box.



Demo |

3. Peer Assessment tool






<https://ctle.um.edu.mo/resource/peer-assessment-tool/>

Add an activity

Assessment |

4 results found

 Peer Assessment

▼ Tutor grading




Group grade out of 100

65

Peer assessment weighting

50

Calculated grades

Name	Contribution 	Calculated grade 	Penalty	Final weighted grade	Revised grade 
Jayden Brown	0.8997	58.48	0%	61.74	<input type="text"/>
Leonie Wagner	0.8894	57.81	0%	61.41	<input type="text"/>
Анастасия Козлова	0.7855	51.06	0%	58.03	<input type="text"/>
美咲 小林	1.4253	92.65	10%	70.94	<input type="text"/>
Total		260.00		252.12	

"Peerwork Activity" by Moodle is licensed under [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)

*new Peer Assessment tool

https://support.moodle.ul.ie/?epkb_post_type_1=conducting-peer-assessment-with-peerwork

Participants

Badges

Competencies

Grades

Examples

Team Builder

[Dashboard](#) / [My courses](#) / [2022-CTLE-Activity Examples](#) / [Users](#) / [Groups](#)

Groups

Groupings

Overview

2022-CTLE-Activity Examples Groups

Groups

Project 1 Team 1 (2)

Project 1 Team 2 (3)

Project 1 Team 3 (0)

Members of: Project 1 Team 1 (2)

Student

ctletest01, Ctle Test 01 (ctletest01@um.edu.mo, ,
ctletest03, Ctle Test 03 (ctletest03@um.edu.mo,

Set up groups in Moodle

<https://faq.icto.um.edu.mo/how-to-create-a-new-group-in-ummoodle/>

Assessment criteria

EXAMPLE USING DEFAULT

5-POINT SCALE:

EXCELLENT (4) – VERY POOR (0)

<https://www.umass.edu/it/support/moodle/standard-custom-grading-scales-moodle>

<https://telsupport.brookes.ac.uk/articles/how-do-i-create-a-custom-scale-in-moodle/>

Assessment criteria settings

Peer grades visibility

Require justification

Criteria 1 description

Criteria 1 scoring type

Criteria 2 description

Criteria 2 scoring type

Criteria 3 description

Criteria 3 scoring type

Hidden from students

Disabled

How well has this group member worked with the group during practices?

How well has this group member worked with the group during practices?

Excellent/Very poor (5 point)

How well has this group member delivered their role(s) during the performance?

How well has this group member delivered their role(s) during the performance?

Excellent/Very poor (5 point)

The overall quality of this group member's contribution is...

The overall quality of this group member's contribution is...

Excellent/Very poor (5 point)

Scores from peers (4-0)

How well has this group member worked with the group during practices?

	<i>Alpha</i>	<i>Beta</i>	<i>Tamma</i>	Student D				
Student	-	4	4	4	4	4	4	4
<i>Beta</i>	4	-	4	4	4	4	4	4
<i>Tamma</i>	4	4	-	4	4	4	4	4
Student D	0	4	0	-	0	4	4	
	4	4	4	4	-	4	4	
	4	4	4	4	4	-	4	
	4	4	4	4	4	4	-	

Guide: How to set up PA



[Effective Practice Using WebPA](https://webpaproject.lboro.ac.uk/academic-guidance/effective-practice-using-webpa/#assessment)

- The WebPA Algorithm and WebPA Score

<https://webpaproject.lboro.ac.uk/academic-guidance/effective-practice-using-webpa/#assessment>

<https://ctle.um.edu.mo/resource/peer-assessment-tool/>



Questions or comments

Activity completion...

May help students be aware of upcoming assignments

- Students see all activities on a calendar / timeline in Moodle

Automated notifications and can help keep students on track

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Upcoming events

 **Course evaluation feedback should be completed**

Tomorrow, 5:05 PM

Setting up activity completion



Tip:

Track only the most important activities, e.g., assignments

Review settings for main activities

Activity completion:

**Set conditions for each activity:

...viewed

...is submitted.

***Setting a date will create a notification for student one day before.

Default for new activities is "Do not indicate..."

The screenshot shows the 'Activity completion' settings for a new activity. The 'Completion tracking' section is highlighted with a green box and contains a dropdown menu with the following options: 'Do not indicate activity completion' (selected), 'Students can manually mark the activity as completed', and 'Show activity as complete when conditions are met'. Below this, the 'Require view' section has a checkbox for 'Student must view this activity to complete it' which is unchecked, and another checkbox for 'View as completed if the feedback is submitted' which is checked. The 'Expect completed on' section is highlighted with a grey box and includes a date picker set to '28 August 2021' at '10:30' and an 'Enable' checkbox which is checked.

. Save .



Activity completion: Track progress



Learn noodle

Basics

Activity completion...

works better with a "completion progress" block

1. Student's view → a visual reminder of what they have completed and what needs to be completed (in blue or red)

Assignments 論壇 + 出勤










Progress: 86%

 Assignment 6
Completed 

Expected: 7 October 2020

Teacher's view

studentname1
studentname2
studentname3
studentname4
studentname5
studentname6
studentname7

Completion Progress	Progress ▾
	86%
	86%
	86%
	86%
	86%
	86%
	86%

1. Teacher's view: provides a visual list of all students and their completion status.
2. Click on a student's name to send a message of encouragement in Moodle messages.

Set up a course progress block

1. Turn editing on
2. Add a block:
Completion Progress
3. Show more...
4. Select activities:

Configuring a Completion Progress: Activities block

Block settings

Order bar by

Time using "Expect completed on" date ↕

How to present long bars

Squeeze ↕

Use icons in bar ✓ ✗

No ↕

Show percentage to students

No ↕

[Show less...](#)

Alternate title

Completion Progress: Activ

Activities included

Selected activities ↕

Select activities

1.1 Syllabus question
1.2 Survey on Course Syllabus
2.1 Quiz (Question Set)



Questions or comments

Thank you


Resources & support


Related guides and slides

<https://ctle.um.edu.mo/event/ctle-teaching-with-technology-training/>

ICTO Help Desk

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 9 am – 5:45 pm

 E5-2085

 8822 8600

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