



Allow Learners to Reflect on their Learning in Brightspace

Janice Florent, Technology Coordinator

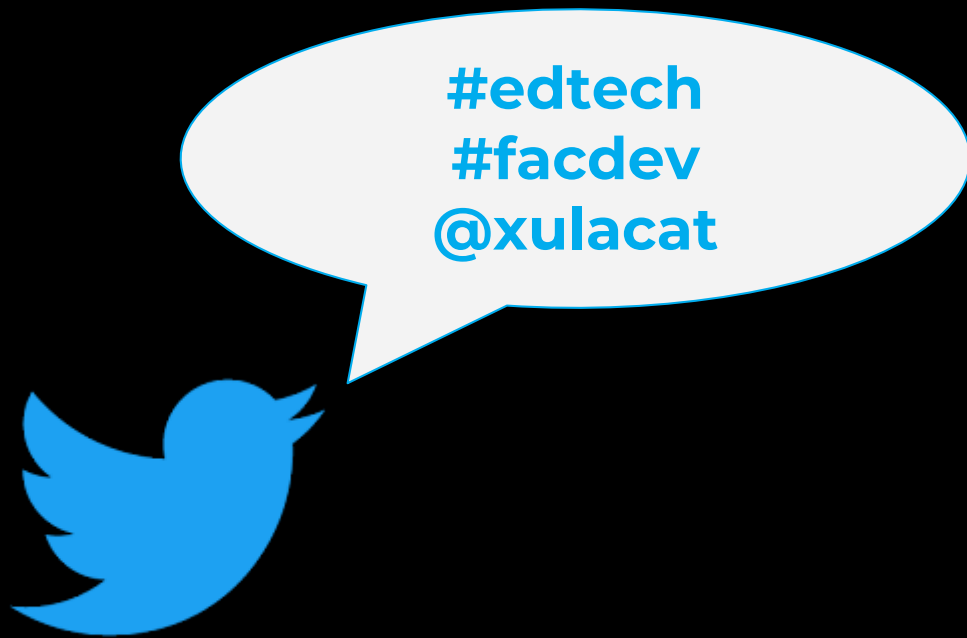
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Workshop Slides and Resources

<https://catwiki.xula.edu/self>



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Quality Matters

- QM Standard 3 - Assessment & Measurement
 - 3.1 - The assessments measure the achievement of the stated learning objectives or competencies.
 - 3.2 - The course grading policy is stated clearly at the beginning of the course.
 - 3.3. - Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.
 - 3.4 - The assessments used are sequenced, varied, and suited to the level of the course.
 - **3.5 - The course provides learners with multiple opportunities to track their learning progress with timely feedback.**



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Seven Principles of Good Pedagogical Practice

1. Encourages contact between students and faculty.
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
- 4. Gives prompt feedback.**
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.



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4. Gives Prompt Feedback

“Knowing what you know and do not know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement.”



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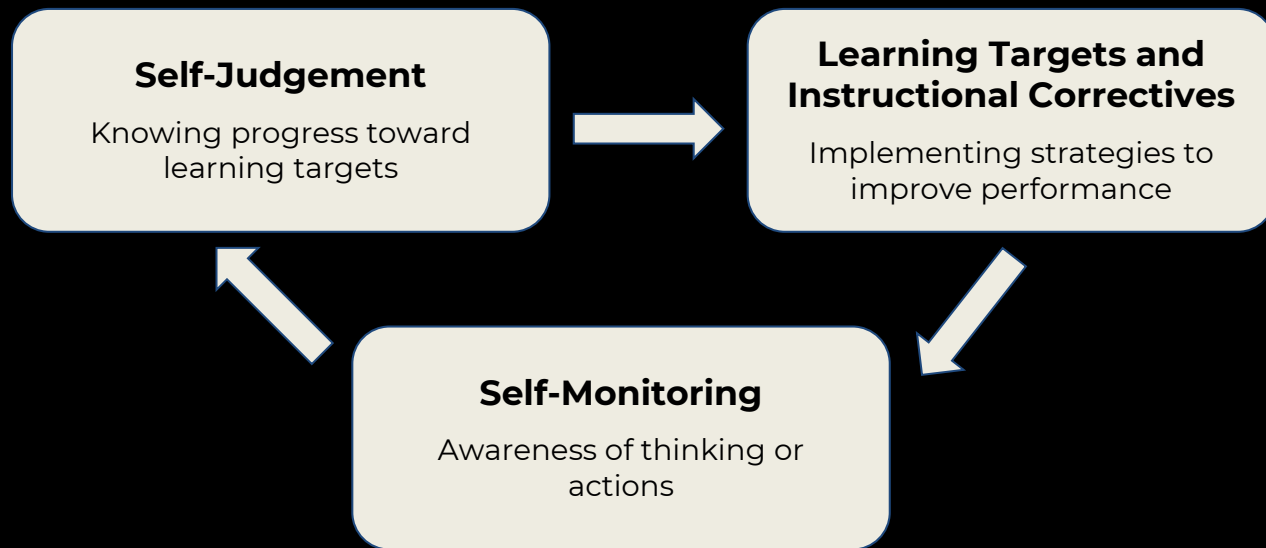
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Student Self-Assessment

- Process by which students
 - Monitor and evaluate the quality of their thinking and behavior when learning
 - Identify strategies that improve their understanding and skills



Student Self-Assessment Cycle



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Source: Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement
by James H. McMillan and Jessica Hearn (2008)

Why Use Self-Assessments

- Promotes the skills of reflective practice and self-monitoring.
- Promotes academic integrity through student self-reporting of learning progress.
- Develops self-directed learning.
- Increases student motivation.
- Helps students develop a range of personal, transferable skills.



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Source: [Self-Assessments](#)

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Considerations for Using Self-Assessments

- The difference between self-assessment and self-grading will need clarification.
- The process of effective self-assessment will require instruction and sufficient time for students to learn.
- Students may be used to a system where they have little or no input in how they are assessed and are often unaware of assessment criteria.



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Source: [Self-Assessments](#)
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Considerations for Using Self-Assessments

(continued)

- Students will want to know how much self-assessed assignments will count toward their final grade in the course.
- Incorporating self-assessment can motivate students to engage with the material more deeply.



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Considerations for Using Self-Assessments

(continued)

- Self-assessment assignments can take more time.
- Research shows that students can be more stringent in their self-assessment than the instructor.



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Getting Started with Self-Assessments

- Identify which assignments and criteria are to be assessed.
- Articulate expectations and clear criteria for the task.
 - Can be accomplished with rubrics and checklists



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Getting Started with Self-Assessments

(continued)

- Motivate students
 - Frame assignment as opportunity to reflect objectively on their work
 - Determine how this work aligns with the assignment criteria
 - Determine ways for improvement



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Getting Started with Self-Assessments

(continued)

- Provide an opportunity for students to agree upon and take ownership of the assessment criteria



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Getting Started with Self-Assessments

(continued)

- Consider using an exam wrapper or assignment wrapper
 - Short worksheets ask students to reflect on their performance on the exam or assignment, how they studied or prepared, and what they might do differently in the future.



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Self-Assessments Tool

The screenshot shows the Canvas LMS interface for a course titled "Elementary French (Spring 2021)". The user is Janice Florent. The navigation bar includes links for Help, Course Admin, Content, Discussions, Grades, Classlist, Groups, Activities, ePortfolio, and Zoom. The "Activities" dropdown menu is open, showing options: Assignments, Quizzes, Surveys, Class Progress, Checklists, and Self Assessments. A red arrow points to the "Self Assessments" option. The main content area features a banner image of a cathedral with the text "Hi Janice, Welcome to Elementary French (Spring 2021)!" and several announcement boxes.

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Self-Assessments Tool

- Formative assessment tool that provides users with a series of questions and immediate feedback for their response
- Responses are not graded
- Questions do not have a points value or difficulty level indication



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Question Types

- **Multiple Choice** and **True False** are best choices for Self-Assessments
 - These allow you to include feedback for **WHY** each answer option is correct or incorrect so students learn more as they make their answer choices



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Question Types

Other question types that can be used:

- **Written Response**
 - Feedback can only indicate what a typical correct “essay” or long answer would be
- **Short Answer**
 - Feedback can only indicate what the correct answer is for this type of question since there is no way of knowing what the student may have typed as their answer



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Question Types

Other question types that can be used:

- **Fill in the Blanks**
 - Feedback can only indicate what the correct answer is for this type of question since there is no way of knowing what the student may have typed as their answer



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Question Types

Other question types that can be used:

- **Arithmetic**

- Since the numbers in the questions vary for every student, the check my answer that students see in the Self-Assessment can only provide them with the correct formula and not why their actual answer is incorrect



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Question Types

Other question types that can be used:

- **Ordering**

- Even if specific information for each answer option is provided only the overall feedback for the question can be viewed in the Self-Assessment. The overall feedback could show the options in the correct order.



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Add Feedback to Questions

- This feedback could be more effective if **WHY** each answer choice is correct or incorrect was included in the feedback

Feedback

The screenshot displays a quiz interface for a multiple-choice question. The question text is "Estate plans:". There are four answer choices, each with a radio button and a feedback field. The first three choices are incorrect, and the fourth is correct. The feedback for the incorrect answers states "Your answer is not correct." The feedback for the correct answer states "Your answer is correct." The overall feedback at the bottom states: "The primary objective of an estate plan is to determine and meet the client's objectives for the disposition of assets; to minimize income, estate, and inheritance taxes; to reduce probate transfer costs; and to conserve and enhance principal both currently and after death."

Multiple Choice

Options

Question Text *

Estate plans:

Answers *

☐ Can be prepared by a tax professional alone. ☐

Feedback

Your answer is not correct.

☐ Do not cover the adequacy of income for retirement. ☐

Feedback

Your answer is not correct.

☒ Include more than financial information. ☐

Feedback

Your answer is correct.

☐ Once prepared, they do not need to be updated. ☐

Feedback

Your answer is not correct.

Overall Feedback

The primary objective of an estate plan is to determine and meet the client's objectives for the disposition of assets; to minimize income, estate, and inheritance taxes; to reduce probate transfer costs; and to conserve and enhance principal both currently and after death.

Question Preview

Check Your Understanding: Estate Planning - Preview

Question 1

Estate plans:

- ☐ Can be prepared by a tax professional alone.
- ☐ Do not cover the adequacy of income for retirement.
- ☐ Include more than financial information.
- ☐ Once prepared, they do not need to be updated.

▶ [Check my answer](#)

← **Overall Feedback**



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Add Feedback to Questions

- Feedback is effective when **WHY** each answer choice is correct or incorrect is included in the feedback

Feedback

Multiple Choice

Options

Question Text *

For estate planning, ascertaining all the facts DOES NOT include:

Answers *

☐ Estimating future income sources

Feedback

Your answer is NOT correct. A complete estate tax analysis should include a cash-flow schedule that identifies present and future sources of gross income and cash requirements.

☐ Identifying and locating potential heirs.

Feedback

Your answer is NOT correct. It is important to identify the beneficiaries of the client's property transfers. This information should include their name, location, age, and health status.

☒ Identifying and valuing property sold within the last three years.

Feedback

Your answer is correct. The value of property sold for full and adequate consideration in money or money's worth is not relevant to the estate planning process.

☐ Identifying existing insurance policies applicable to the client.

Feedback

Your answer is NOT correct. It is important for estate planning to determine whether existing casualty insurance and other accident policies adequately cover any liabilities that may materialize.

Overall Feedback

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Question Preview

Check Your Understanding: Estate Planning - Preview

Question 2

For estate planning, ascertaining all the facts DOES NOT include:

- ☐ Estimating future income sources
- ☐ Identifying and locating potential heirs.
- ☐ Identifying and valuing property sold within the last three years.
- ☐ Identifying existing insurance policies applicable to the client.

NOTE: The check my answer option is not available because there is no Overall Feedback in the question.



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Question Preview

Question 2

For estate planning, ascertaining all the facts DOES NOT

- ☐ Estimating future income sources
- ☐ Identifying and locating potential heirs.
- ☐ Identifying and valuing property sold within the last
- ☒ Identifying existing insurance policies applicable to the client.

Your answer is NOT correct. It is important for estate planning to determine whether existing casualty insurance and other accident policies adequately cover any liabilities that may materialize.

Feedback



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Question Library

- Create questions in the Question Library
- Create multiple sections within the Question Library to organize your questions by type and topic



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Self- Assessments in Action



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Quiz Question Converter Tool

How do I access it?

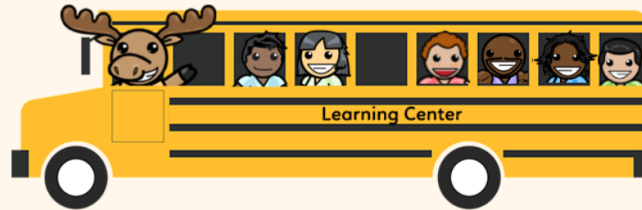
Select the School Bus to take a quick ride to the Quiz Converter Tool.

Verified Members of the Brightspace Community can access the Learning Center when they are logged in. Select the link to the Learning Center from the Navigation Bar, or use the Quicklinks on articles like this one to navigate to a specific resource's location in the Learning Center.

Access Quiz Question Converter Tool

This tool can be used directly from the Learning Center by selecting the following link, or by downloading the zip file found at the beginning of this article and imported into your own instance of Brightspace.

Stop on by the [Learning Center](#)



*Learning Center Access is provided to Instructors and Administrators who are currently using Brightspace. You must be signed into the Community with your School or Organization's email address to verify your access to freemium and premium Learning Center content.

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Quiz Question Converter Tool

1. Tom, a shareholder, holds 200 shares of common stock of Q Corp. with a basis of \$24 per share, or a total basis of \$4,800. Q pays a 20% stock dividend (40 shares) that is nontaxable. What is Tom's new basis per share in the stock dividend?

- a) \$0
- b) \$20
- c) \$24
- d) \$48

Correct Answer

1. Tom, a shareholder, holds 200 shares of common stock of Q Corp. with a basis of \$24 per share, or a total basis of \$4,800. Q pays a 20% stock dividend (40 shares) that is nontaxable. What is Tom's new basis per share in the stock dividend?

?Consider the overall shares and total cost.

a) \$0

@@It does not follow that, because a stock dividend is nontaxable, such stock should have no basis.

***b) \$20**

@@If a nontaxable stock dividend is paid in shares similar to the underlying stock, the allocation is done by simply dividing the basis of the original stock by the total number of shares (old shares plus those received as a dividend). The new basis per share of the 240 shares of common stock held after the stock dividend is \$20 ($\$4,800 / 240$ shares).

c) \$24

@@You calculated Tom's basis per share before the dividend. Calculation of the new basis must consider the stock dividend.

d) \$48

@@The new basis per share is not double the basis of the original shares. Remember, the stock dividend is not taxable to Tom and therefore dilutes his amount of basis per share.



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Hint

1. Tom, a shareholder, holds 200 shares of common stock of Q Corp. with a basis of \$24 per share, or a total basis of \$4,800. Q pays a 20% stock dividend (40 shares) that is nontaxable. What is Tom's new basis per share in the stock dividend?

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Feedback



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Quiz Question Converter Tool

Table of Contents > Quiz Question Converter > Quiz Question Converter

Quiz Question Converter

[View Question Formatting Instructions](#)
[Download Sample Question Text File](#)

This tool allows you to create a CSV file for import into the Brightspace [Question Library](#).

Paste the text for your quiz in the box.

1. Tom, a shareholder, holds 200 shares of common stock of Q Corp. with a basis of \$24 per share, or a total basis of \$4,800. Q pays a 20% stock dividend (40 shares) that is nontaxable. What is Tom's new basis per share in the stock dividend?
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d) \$48
@@The new basis per share is not double the basis of the original shares. Remember, the stock dividend is not taxable to Tom and therefore dilutes his amount of basis per share.

Options

Default point value for each question:

Default difficulty value for each question:

☒ Remove enumeration from answers



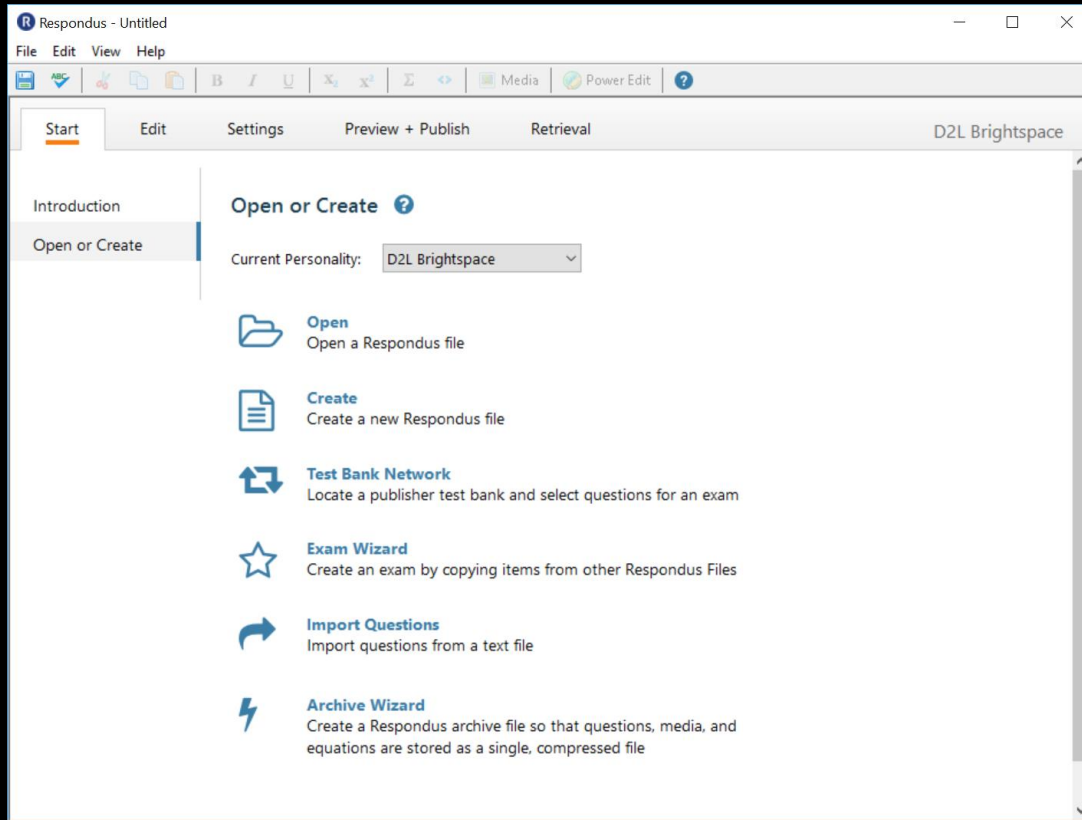
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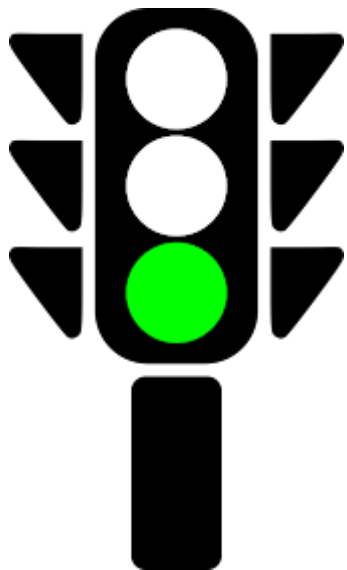
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Quiz, Survey, or Self-Assessment

| | Quizzes | Surveys | Self-Assessments |
|--------------------------|---|--|---|
| Feedback for learner | Feedback is released based on setup of Quiz Submission View. Feedback may not be instant. | Feedback is released after completion in the form of a report. | Feedback is instantaneous after answering question. |
| Reporting for instructor | Yes, instructor can see summative feedback on scores and particular answers. | Yes, reports are generated and can be done so anonymously. | Yes, but report is limited to who has taken Self-Assessment and for time spent. |



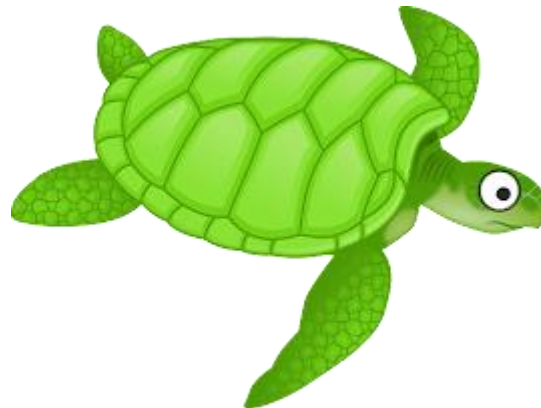
Check-in



I'm good to go



Stop, I need help



I'm a little confused



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4. Gives Prompt Feedback

“Knowing what you know and do not know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement.”



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4. Gives Prompt Feedback

- Implementation ideas:
 - Return examinations promptly, preferably within a week, if not sooner.
 - Schedule brief meetings with the students to discuss their progress.
 - Prepare problems or exercises that give students immediate feedback on how well they are doing. (e.g., Angelo, 1993)
 - Give frequent quizzes and homework assignments to help students monitor their progress.
 - Give students written comments on the strengths and weakness of their tests/papers.
 - Give students focused feedback on their work early in the term.
 - Consider giving a mid-term assessment or progress report.
 - Be clear in relating performance level/expectations to grade.
 - Communicate regularly with students via email about various aspects of the class.



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Source: Enhancing Student Learning: Seven Principles for Good Practice
Center for Research on Learning & Teaching, University of Michigan



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Self-Assessments Tip #1

- Create questions in Question Library
 - Good for organization and easy access
 - Questions created within the Quizzes, Surveys, and Self Assessments tools can be imported back into Question Library



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Self-Assessments Tip #2

- There is no option to indicate # of questions per page
 - Divide Self-Assessments with a large number of questions into smaller assessments



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Self-Assessments Tip #3

- Restrictions option is not available
 - You cannot prevent students from taking Self-Assessments that are in the course, they can take a Self-Assessment at any time.



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Self-Assessments Tip #4

- Provide clear, specific feedback on each wrong answer so students know **WHY** the answer is wrong
 - Feedback should direct students back to content topics



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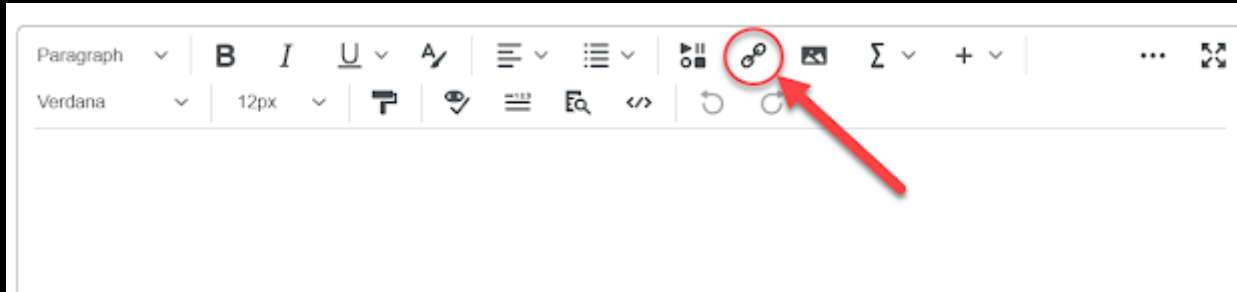


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Self-Assessments Tip #5

- Insert Quicklinks to course content in the feedback



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Self-Assessments Tip #6

- Instructors cannot see how learners performed on Self-Assessments
 - Use Class Progress, Content Reports and Completion Tracking to see which learners have accessed the Self-Assessment
 - Use the “Existing Activities” option to insert Self-Assessment into module to see data



Image Credit: [Image](#) by OpenClipart-Vectors from [Pixabay](#)



Self-Assessments Tip #7

- Consider naming your Self-Assessment something less stressful like "**Check Your Understanding**" so learners know that it isn't an actual graded quiz.



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Potential Pitfall #1

- Utilizing Self-Assessment tool when another tool would be better
 - Consider the capabilities of the tool to determine if it's the right tool for the job



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Potential Pitfall #2

- Learners willingness to self-assess
 - Learners often do not understand the benefits of self-assessment or do not see it as a valuable exercise and so do not put much effort into the self-assessment process



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Interactive Rubrics

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Interactive Rubrics: Get Started ▾

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Brightspace Tip #254: Tests and Quizzes

Janice Florent • September 5, 2021 • [Leave a comment](#)



The disruption due to hurricane Ida may be forcing you to rethink how you will administer tests and quizzes in your courses during the disruption. When classes resume this week, many faculty will move to meeting with their classes remotely at the regularly assigned class time or perhaps move to asynchronous class meetings.

One question we have been asked is about administering quizzes, tests, and exams in Brightspace. The Quizzes Tool in Brightspace enables you to create and manage points-measured assessments in your courses. We held two workshops on using the Quizzes Tool. ICYMI, you can watch a recording of the workshops:

- [Back to Basics: Tests & Quizzes workshop recording \[25:00\]](#)
- [Complex Tests in Brightspace workshop recording \[43:40\]](#)

BRIGHTSPACE

BRIGHTSPACE DOCUMENTS

- [Guide to Taking Tests in Brightspace](#)
- [Record, Upload, and Share Video on YouTube](#)

BRIGHTSPACE FAQ

- [Respondus LockDown Browser FAQ](#)
- [Respondus Monitor FAQ](#)
- [VoiceThread FAQ](#)
- [ePortfolios FAQ](#)

PODCAST

Teaching, Learning, and Everything Else

Conversation #108: Joe Bandy on Equitable Assessment

📅 December 7, 2021

🕒 29 minutes

Conversation #107: Mark Quinn on a Sales Course with a Purpose

📅 November 23, 2021

🕒 24 minutes

Conversation #106: Teaching a Just Transition (panel)

📅 September 28, 2021

🕒 53 minutes

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Workshop Slides, Recording, & Resources

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Any Questions



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