

Feedback



eLearning
Innovation
Center

Universitat Oberta
de Catalunya

Contents

Why give feedback?	3
What is feedback?	3
Feedback, a process based on dialogue	4
Students and feedback	5
Viewing feedback in the Gradebook as a student	5
Viewing feedback with a rubric as a student	6
Viewing feedback with peer assessment as a student	7
Characteristics of feedback	8
Where can students find out about the feedback they'll receive?	9
Feedback strategies	10
Student literacy in feedback	10
To redo a learning activity	12
Self-assessment based on a solution	13
Video feedback	15
Feedback within the learning activity response	17
Feedback using rubrics	19
Feedback: synchronous session	21
Feedback message to each student	22
Feedback message to a small students group	24
Feedback message to the whole class group	25
Feedback tools	25
Rubrics	26
Marking using DocViewer in SpeedGrader	30
Gradebook and SpeedGrader comments	33
Peer reviews (peer assessment)	42
Feedback for groups	44
Feedback and artificial intelligence	44

Why give feedback?

In teaching and learning processes based on continuous assessment activities carried out for training purposes, **feedback** is an **educational support tool** that enables students to know their progress in relation to attaining the aims and competencies set for them. Far from being passive recipients, students must use feedback to improve their learning.

Feedback is a **key component of education actions**, as it encourages students to reflect on what they have done well and where they could do better, what they can do to improve and how they can make these improvements.



What is feedback?

At the UOC, feedback is seen as a process (and therefore not static or used in isolation) that seeks to help students find out **what learning outcomes or objectives they have achieved and what competencies they have developed**, which ones they still need to achieve or develop and how they can do this. The feedback given should enable students to regulate and improve their learning process and decide through reflection where they should focus their efforts.

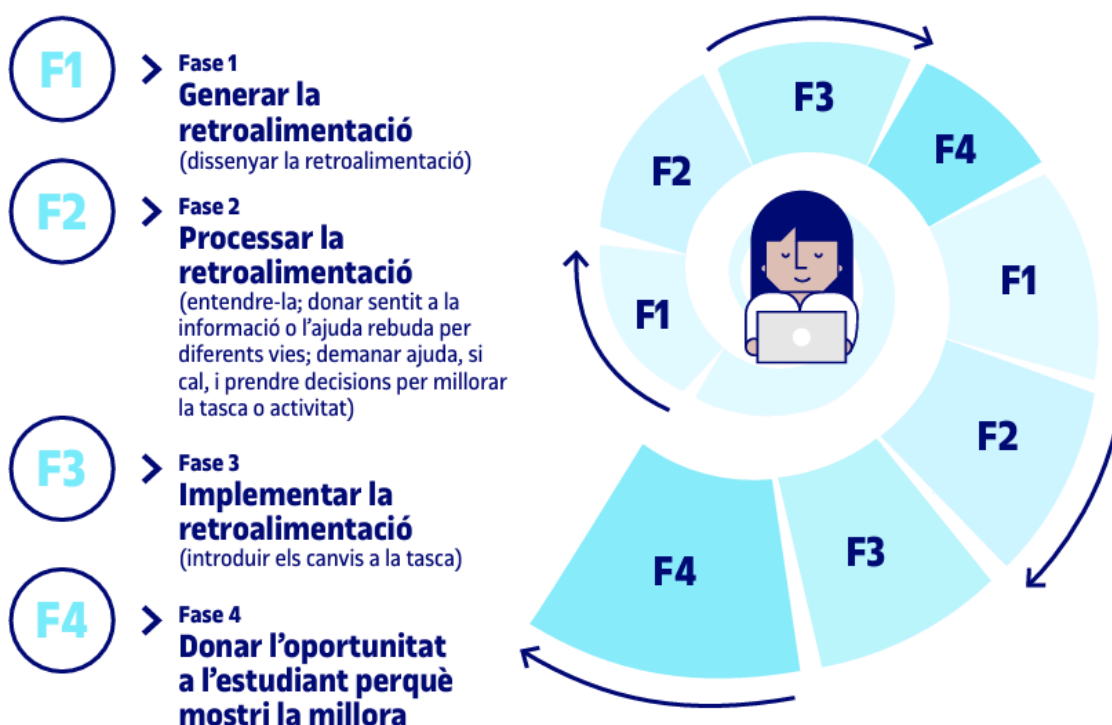
To ensure this improvement, **feedback** must be **formative**. In other words, in addition to correcting what the student has done, it must include suggestions and recommendations on how to improve learning.



Feedback, a process based on dialogue

Feedback is not just information provided by teaching staff to students: it is a dialogue- and reflection-based process with four stages:

Procés de la retroalimentació dialogica en línia



Online dialogic feedback process. Source: Guasch, T.; Espasa, A.; Mayordomo, R. M.; Martinez-Melo, M. (2022). "Keys to online feedback" [infographic]. Feed2Learn. Barcelona: Universitat Oberta de Catalunya (UOC). Available at: <http://hdl.handle.net/10609/143066>.

1. **Generate and provide feedback:** Feedback can be created not just by teaching staff but also by peers, or even designed by the teacher and given automatically.
2. **Receive feedback:** Feedback must be read carefully before deciding what improvements to make to the task and the way to do so.
3. **Make changes** to the task or activity in order to improve it.
4. **Plan specific times** for students to show the improvements made.

This idea of the feedback process as a continuous spiral ensures its educational quality, which is the main feature of feedback at the UOC.

To ensure this improvement, **feedback** must be **formative**. In other words, in addition to correcting what the student has done, it must include suggestions and recommendations on how to improve their learning.



It is very important for teachers to stay up to date with best practices and strategies for effective feedback (i.e. feedback that has this educational quality), and exchanging experiences with other teaching staff can help them do this. Regularly reviewing and adjusting the feedback given in each course is key to improving the process and the help given to students.

Students and feedback

At the UOC, feedback must be formative. This means that **students** must take **an active role in it throughout the process**. In other words, far from being mere recipients of their feedback, they must be challenged by the assessments and suggestions received, which must encourage them to improve their learning (as well as their current or future activities). To make this possible, feedback must be built into the pedagogical design of the course to drive learning. Furthermore, students must be made aware of the importance of feedback in their learning process. This [awareness raising](#) can be done in a variety of ways. A proposal can be found in the section on feedback strategies.

Students must receive feedback throughout the course, both while doing their activities and after submitting them.

Viewing feedback in the Gradebook as a student

Students can view the assessment and feedback for their activity in the *Grades* section. They can see their numerical grade and the corresponding letter grade, review the teaching staff's feedback (whether as text or as an audiovisual recording), check their scores in the assessment rubric and download their activity to see the annotations made using DocViewer.

The view shown to students can be seen in the following videos addressed to them:

- [Com pots veure els comentaris del professorat a l'aula \(How can you see comments by teaching staff in the classroom?\)](#)

- [Com puc veure les notes a l'aula de Canvas de la UOC \(How to see grades in UOC Canvas classrooms\)](#)

Nom	Data de lliurament	Estat	Puntuació	de	Grup	Ponderació
Entrega de l'activitat: Comença el joc! (R1) Actividades de Evaluación Continua	Octubre 19 a les 11:59pm		12,2 (B)	15		
Avaluació realitzada per Montserrat Domenech Coll						
Tanca la rúbrica						
RÚBRICA GRAF (R1)						
Criteris	Classificacions				Punts	
CT1 - D1	7 punts Assolít Excel·lent Presenta la informació correctament i ordena els continguts fent servir criteris de disseny i/o maquetació. No hi ha cap errada de tipus ortotipogràfic.	4.2 punts Assolít Presenta la informació ordenada i correcta. Aplica amb rigor criteris d'ordre i disseny en els continguts. Pot haver algun mínim error tipogràfic o alguna errada puntual en l'estructuració i la cohesió.	2.8 punts Assolít Parcial Aplica uns criteris mínims d'ordre i estructura en la informació, però en alguns punts la lectura és difícil de seguir per manca de claredat i cohesió. Poden haver-hi alguns errors ortotipogràfics.	0 punts No Assolít No s'aprecia un criteri d'ordenació en la presentació d'informació. L'estructura del text és confusa i poc polida. Hi ha errors ortotipogràfics.	4.2 / 7 punts	
	Comentaris Cal millorar l'estructura					
CE3 - D2	8 punts Assolít Excel·lent Incorpora un coneixement del context social i cultural actualitzat i amb visió crítica, i les seves propostes de marca aporten un discurs propi i diferenciat.	4.8 punts Assolít Demostra coneixement del context social i cultural de les marques i l'incorpora en el discurs de les seves propostes.	3.2 punts Assolít Parcial Mostra un cert coneixement del context social i cultural de les marques, amb exemples actuals, i una visió crítica, tot i que no l'acaba d'incorporar en les propostes.	0 punts No Assolít Mostra desconeixement del context actual de les marques. Fa servir exemples poc actualitzats. Demuestra una visió superficial i-o acrítica del món de les marques.	8 / 8 punts	
Punts totals: 12.2						

Actividades de Evaluación Continua	100 %
Total	100 %

☒ Calcula només en base a les activitats qualificades

Podeu visualitzar les vostres notes en funció de les puntuacions. Què passaria si, de manera que podeu saber com es veurien afectades les notes per les properes activitats o les reentregades. Podeu provar puntuacions per a una activitat que ja inclou una puntuació o per a una activitat que encara no s'hagi qualificat.

Student view of the Gradebook

Viewing feedback with a rubric as a student

As explained above, students can access the rubric through the *Grades* section, where they can read their assessment and feedback in detail. Here, they can view the score given for each criterion, as well as any associated feedback. This enables them to better understand their own learning, identify areas for improvement and obtain accurate feedback in accordance with their needs.

Inici
Continguts
Notes
Persones

Entrega grupal feedback grupal
Activitats

Juli 24 a les 10:29
30 / 50

2

3

Avaluació realitzada per Laura

Tanca la rúbrica

Criteris	Classificacions			Punts
Descripció del criteri 1	10 punts Puntuació màxima	5 punts Compleix	0 punts No hi ha cap puntuació	10 / 10 punts
Descripció del criteri 2	10 punts Puntuació màxima	5 punts Compleix	0 punts No hi ha cap puntuació	5 / 10 punts

Viewing feedback with peer assessment as a student

When a student's work has been assessed by a peer, the feedback will appear just as if it had been provided by teaching staff and will differ depending on the tool used (e.g. SpeedGrader comments or rubrics).

If a student has been tasked with assessing a classmate's assignment, they will find it in the *Modules* section or in the assignment itself.

▼ Repte 1

Repte 1.
50 punts

Requereix una revisió entre companys 1
nom usuari setze

Repte 1.

Nou intent

Data de lliurament
Sense data de lliurament
Punts
50

S'està entregant
un quadre d'entrada de text

No s'han afegit detalls addicionals per a aquesta activitat.

Alguna rúbrica

Criteris	Classificacions	Punts

Entrega

Entregat! ✓

Juli 24 a les 10:29

Detalls de l'entrega

Nota: F (50 punts possibles)

Qualificat anònimament: no

Visualitza l'avaluació de la rúbrica

Revisions entre companys assignades
nom usuari setze

For more information on peer assessment in Canvas, see the [Canvas peer assessment guide for teachers](#).

Characteristics of feedback

Taking into account the UOC feedback spira, you should bear in mind the following aspects:

Engage the students in the assessment and feedback process

The feedback to be given must be based on the activity's assessment criteria. It is therefore recommended that teachers spend some time at the beginning of the course (or activity) sharing the assessment criteria with students to make sure they understand and internalize them so that they can easily understand and process the feedback when they receive it.

Inform the students of their progress

Feedback must enable students to know how they are doing in terms of achieving their goals (objectives, competencies). It must therefore provide information about what they are doing well and where and how they can improve.

Focus on the learning process

The feedback provided relates to the student's learning process, not to them as a person (value judgments must be avoided).

Motivate students

Feedback must be motivating for all students, encouraging them to achieve their learning objectives and successfully develop competencies, whether they are doing well or need extra help.

Provide guidance for improvement

Strategies for teaching staff to know that students have received the feedback, have understood and processed it and have decided what improvements should be made should be put in place whenever possible. In order for feedback to be effective,

students must use, integrate and implement it in their learning process in order to improve.

Students must be given the chance to improve their activities in accordance with the feedback received. Feedback should therefore enable them to integrate the proposed improvements into the activity itself or into future activities in the same course (this is known as feedforward). The following strategies are worth noting:

- [The chance to redo the work based on the feedback received for a draft of the activity.](#)
- [Integrating feedback into linked activities or progressive assessment.](#)
- [Integration at the end of the course of the feedback received during it.](#)

Where can students find out about the feedback they'll receive?

Students should know as soon as they start the course when and how to expect feedback on their activities. This is why it must be mentioned in the following places:

Course plan

The **course plan** should specify the type of feedback to be given and **who** will provide it: whether teaching staff, peers (peer feedback / peer assessment) or the students themselves (self-assessment); **when** and **where** it will be provided and **in what format** (e.g. in writing, video or audio or videoconference). The **method** should also be specified: by means of a rubric, through comments in the activity itself, as general comments, etc.

Assignments

The **assessment criteria to be used and the type of feedback to be given** for a specific activity should be stated in the assessment section of the instructions for that activity.

Announcements and discussions

Where possible, the assessment criteria for the activity should be explained in the classroom communication spaces, such as the **announcements** or **discussions**. This explanation can then be used to answer students' questions in the activity discussion.

Feedback strategies

Below is a set of **feedback strategies** that meet the requirements described above, with a brief description of each strategy and some information that may be of interest to some teaching staff.

- [Student feedback literacy.](#)
- [The chance to redo the work based on the feedback received for a draft of the activity.](#)
- [Self-feedback based on a solution, a model or expected outcomes.](#)
- [Videofeedback.](#)
- [Feedback integrated within the response to an activity or learning demand.](#)
- [Feedback in rubric format.](#)
- [Synchronous feedback sessions.](#)
- [Individual feedback message for each student.](#)
- [Feedback message to a specific group of students.](#)
- [General feedback message for the entire classroom.](#)

Student feedback literacy

Teaching students about feedback entails teaching them to understand, interpret and use the feedback received to improve their learning. The aim is to ensure that they not only receive feedback but also develop the necessary skills to apply it critically and constructively. This includes the ability to manage their emotions following negative feedback, as well as knowing how to turn it into improvements to support their learning. Students with good feedback literacy are more autonomous and competent learners, able to self-reflect and move forward in their formative process.

This strategy involves including a self-training activity in the course so that students can work on the feedback received. This activity should be set at the start of the course, because it focuses on showing students the importance of feedback for their learning, what they are expected to do with the feedback received and where (in which spaces) they can find feedback in the classroom.

This self-training activity and its associated resources have already been designed and are already in place in some of the UOC's courses. If you want to use it for new courses, you must contact the teaching partner at your faculty, who will provide some guidance.



Screenshot of the feedback self-training activity

Recommendations

To ensure effective feedback literacy, you must:

- Start by introducing students to the basics of feedback right from the start of the course. Provide practical examples and case studies to illustrate how feedback can be interpreted and applied.
- Give students clear guidelines on how to interpret and use the feedback received.
- Encourage students to engage in open discussions where they can share their questions and experiences about feedback.

Benefits

- Students are encouraged to take on an **active role** in relation to feedback.
- **Students become familiar with the various feedback strategies** that may be used in the course, and learn to interpret and apply feedback effectively.
- Feedback literacy also includes guidelines on **managing emotions** in connection to feedback.
- It helps students become more competent learners who take responsibility for their own academic progress.
- It enables a **collaborative and mutual support-based** learning environment to be built.

Things to bear in mind

- Not all students will have the same **prior experience** or degree of **initial understanding** of feedback. Varying levels of guidance and assistance will therefore have to be provided during the activity.
- It is a key strategy for **students who have only just joined the UOC**. However, it is less useful for those who are reaching the halfway point or end of their degree, because they have probably already received various types of feedback throughout their courses.
- You must take into account the **workload** that this activity may entail for students in order to ensure that it supports rather than hinders their academic development.

To redo a learning activity

The main purpose of this feedback is to give students guidance and support to improve the activity they are working on. It involves planning the submission of a draft halfway through the activity (for example, they can submit it in its current state, or they can be asked to submit only the answer to the first question or the solution to the first problem) and giving feedback on this draft for students to then work on before submitting the final version. It is very important for students to have the opportunity to show the improvements made in the final submission.

This mid-activity feedback can be provided in various ways: by means of a rubric, through a peer assessment process (in which students give each other feedback) or even – but only if considered appropriate – using generative artificial intelligence.

Students should not be graded based on feedback provided during an activity. A grade of "Complete" or "Incomplete" or improvement-focused qualitative information, for example, can be given instead. This feedback can also take the form of peer assessment.

Feedback format

This can be oral (audio or video) or written.

Tools for giving feedback

- [Text, audio or video comments in the Gradebook or in SpeedGrader.](#)
- [DocViewer in SpeedGrader.](#)
- Rubric.
- Peer reviews (if peer assessment is used).

Recommendations

- **This strategy does not need to be applied to every activity** in the course. You must consider which activities it is most suitable for, such as the first one (to give more guidance for all future activities) or the last one (to help students prepare for their final assessment tests).
- This strategy can also be used in classrooms with **a large number of students**. However, the teaching staff must decide how to do this **sustainably**, for example by using a rubric or peer assessment. Note that giving feedback halfway through an activity **reduces teaching staff workload at the final submission stage**.

Benefits

- This strategy can be used for **any learning content**.
- In addition, students receive help when redoing an activity, which means that the **final submission** is usually of **higher quality**.
- This strategy helps maintain students' attention in the classroom. It is a way of ensuring that students work on the activity throughout the time provided **rather than leaving it all for the last few days**.

Things to bear in mind

- You must decide **what the draft to be submitted by students halfway through the activity should be like**.
- You should consider in advance **how this strategy will be carried out in Canvas classrooms**.

Self-assessment based on a solution

The solution to the activity worked on (or an example / model activity or expected outcomes guidelines) can be uploaded to the classroom either before submitting it or after the submission deadline. Students are asked to compare their work with the solution provided.

Feedback format

This can be oral (audio or video) or written.

Tools for giving feedback

- Canvas classroom **announcements**.
- **An element of a page** (for monolingual classrooms) or **activity** (for multilingual classrooms) in the relevant box of the *Modules* section.
- **SpeedGrader**: A possible option is to enter the solution, the model answer or the expected outcomes when providing feedback in SpeedGrader. If you do this, remember that you must do it for each student. This is a good way to give feedback because it enables you to give each student personalized guidance on how to produce self-feedback based on a comparison between the activity submitted and the solution, model answer or guidelines.

Recommendations

- Rather than just providing the correct answer, the solution, example/model or expected outcomes guidelines should include an **explanation of how to solve the activity**.
- The teaching staff must **plan actions** and allow time to ensure that students have carried out this **self-assessment exercise**.

Benefits

- This type of feedback is suitable for:
 - **Classrooms with many students**.
 - **Activities with a single answer** or with a very common response pattern. It helps students establish where they are in their learning process.

Things to bear in mind

- How useful feedback is depends on each student, who must compare their work with the solution or expected outcomes guidelines.
- Teaching staff must encourage students to carry out this **comparison** using a **reflection exercise**.
- You must set aside some **time** to allow students to focus on this comparison work.

Video feedback

The video feedback strategy consists of providing personalized and contextualized feedback to students in an audiovisual format, using oral language as the primary tool, supported by a real-time moving image of the person providing the feedback. It may also involve the resource referred to being displayed on the screen while the feedback is being provided (e.g. part of the student's response to the activity, a reference resource, etc.). The closer and more human interaction between the teaching staff and students can foster greater interest by the student in the feedback received, and enhance their self-regulation and provide more contextualized learning.

Feedback format

Audiovisual, in one of the following two **formats**:

- **Explanatory video**: this consists of recording yourself providing an oral explanation for the student concerning the content of the feedback provided to them.

Classroom spaces where it can be provided:

- Announcements (for the whole class group).
- Discussions (for the whole class group).
- SpeedGrader (individually or for each small group).

- **Screencast**: this consists of recording yourself and the computer screen at the same time, while giving the student an oral explanation of the feedback provided to them, and being able to refer to the content shown on the screen (e.g. part of their response to an activity).

Classroom spaces where it can be provided:

- SpeedGrader (individually or for each small group).

Recommendations

- **Have a go** at providing video feedback! The first time you prepare a feedback video can be a little difficult; **creating videos gets easier once you have some experience** and you're familiar with the process.
- Think about the **ideas** you want to convey to the students, and write a short **list or script** before recording if you think it could be useful.

- **Speak** slowly, using short sentences and clear, understandable language, with an appropriate tone of voice and range.
- Make sure that your **non-verbal language** is consistent with your verbal language, and that it helps students to understand, without being exaggerated.
- Use **appropriate lighting**, with a spotlight or natural light if possible. Avoid having windows behind you.
- Make sure you can be heard properly, by setting up your **microphone** correctly beforehand.
- For screencasts, **check your screen** before you begin recording and close or minimize the resources you have open and do not want the student to see, if necessary.
- In screencasts, **accompany your presentation** by pointing to the parts of the submission or other resource that you want to highlight with the mouse.

Benefits

- Video feedback creates **closer ties** between teaching staff and students than written or oral feedback.
- It makes it easier to provide more **tailored and contextualized feedback**.
- It offers **greater flexibility and clarity** when presenting improvements and highlighting strengths to students.
- **It increases the students' feedback viewing percentage**, and their involvement in improving the learning process.
- **It increases students' satisfaction** with the feedback process.

Things to bear in mind

- The way the video feedback strategy is applied may depend on the **number of students in the classroom**. For example, in a classroom with 70 students, the video should be produced for a group of students, to prevent teaching staff from becoming overloaded with work. However, individual video feedback tailored to each student's needs is the best way to enhance their learning in classrooms with fewer students.

- Feedback should not only correct aspects which the student has not done well, but **constructive feedback should also be provided** in order to help students maximize their potential and build their self-confidence throughout the learning process.
- **Avoid using verbs that suggest judgement**, such as "I think", "I believe" or "I assume", and give direct messages that avoid confusion.
- The **comments** provided must be **specific** and refer to the concrete aspects of the student's work, enabling them to incorporate this knowledge into subsequent activities and improve the learning process.
- The feedback should be provided **before students submit their next graded activity**, so that they can incorporate the improvements mentioned in it.

Feedback within the learning activity response

This feedback strategy consists of providing students with feedback directly within the document they submitted for the learning activity, by means of comments and marks located at specific points in the text, identifying positive aspects and aspects that could be enhanced, suggestions for improvement, etc. This strategy enables more contextualized, clear and useful feedback to be provided, by directly linking the specific content produced by the student with the help the teacher wishes to provide.

Feedback format

Written comments, which may be accompanied by **marks** (underlined or crossed out text, etc.) in the document submitted by the student in for a learning activity or requirement.

Classroom spaces where it can be provided:

- SpeedGrader (individually or for each small group).

Recommendations

- **Be specific and clear** in the feedback comments you include, in order to prevent the student from becoming confused, or having difficulty in understanding the feedback.
- **Remember the formative aspect of feedback** when preparing it: highlight aspects that can be improved while making suggestions that enable the student to progress towards this improvement, and add comments or

questions offering guidance that encourage the student to reflect.

- **Do not limit your feedback to just corrections**, which the student will accept, but may not learn from.
- **Balance the feedback provided** by including positive comments that highlight aspects that the student has attempted or achieved, in order to motivate the student.
- **Encourage students to review their work** by asking them to take action based on the feedback received.

Benefits

- It contributes to **personalizing their learning** by tailoring feedback to individual needs.
- **It increases the student's understanding** by linking corrections to explanations, and doing so in a highly contextualized manner.
- **It fosters active learning and self-regulation** by encouraging students to reflect on their answers.
- It enables **feedback to be adapted to different learning styles**, as it can be made more visual by including marks in the text.
- It encourages teacher-student **interaction**.

Things to bear in mind

- Avoid **overloading** the feedback with too many comments, and prioritize those that are most relevant.
- Make sure that the feedback is **understandable**.
- Offer **constructive** criticism, focusing on progress and not just mistakes.
- Use examples or references to **clarify** the suggestions for improvement.
- Avoid comments that provide too much guidance, in order to leave room for the student to **reflect**.
- Consider the **tone** of your feedback, so that it is **motivating**.

Feedback using rubrics

The rubric feedback strategy consists of producing and using a double-entry table that contains assessment criteria and development or achievement indicators in order to assess the student's response to a learning activity. It enables structured, clear and transparent feedback, showing the student's level in each criterion for assessment, and guiding them on how to improve. If the rubric is shared with students at the beginning of the assignment, it is also a useful tool for their self-regulation.

Feedback format

It is written in assessment rubric format, i.e. as a double-entry table with various rows and columns, with an assessment criterion in each row and the levels of achievement decided upon to be established for each criterion in the columns.

Recommendations

- Providing students with the rubric at the beginning of the associated learning activity or requirement **fosters self-appraisal and self-regulation of learning**.
- Make sure that the **assessment criteria** are **aligned** with the **objectives** or expected **learning outcomes**.
- Use **precise and understandable language** for students when defining each level of achievement for each criterion.
- Include **specific descriptions** at each level of achievement to avoid ambiguities or a lack of mutual exclusion. Use expressions such as: "cite at least 3 items". Where appropriate, quantifying helps students with self-appraisal.
- Provide feedback that contains **clear suggestions** for reflection and improvement where possible.
- You can include **examples or response templates** to clarify the description of all or some levels of achievement for each criterion.
- **Balance the qualitative and quantitative aspects** to be taken into account during the assessment, and allow objective assessments and formative comments.

Benefits

- Feedback in rubric format **clarifies expectations** by listing and sharing assessment criteria with the student from the beginning of the activity or learning requirement.
- **It reduces the student's uncertainty**, as they know the assessment criteria in advance.
- **It facilitates objectivity and transparency** in assessment and grading.
- **It enables structured feedback**, and prevents ambiguous or unstructured comments.
- **It encourages self-appraisal and metacognitive** activity by the student.
- It makes **assessment** and feedback **more agile**.
- **It promotes fairness** in assessment.
- **It enables the extent** to which expectations have been achieved to be reviewed.

Things to bear in mind

- **Avoid vague or subjective descriptions** of the assessment criteria at each level of achievement.
- **Do not make the rubric too long or complex**. It should be functional and easy to interpret.
- Make sure that it is **coherent** and that the levels of achievement are mutually exclusive. Overlaps and abrupt jumps should be avoided.
- Be **realistic** in terms of the number of assessment criteria to include, and prioritize those that are most relevant.
- Make sure that the rubric does not limit the student's **creativity** or space for contribution, especially in open-ended activities.
- Make sure that the feedback in the rubric is **constructive and motivating**, and does not simply point out errors or aspects that could be improved.

- **Test** the rubric with previous **examples**, if you have some, to check it for clarity and applicability.
- **Explain** to students what a rubric is, what it includes, why and how they can use it during the learning process, and what you will use it for.

Feedback: synchronous session

Synchronous sessions with students are a valuable opportunity to give them real-time feedback and interact with them directly. With this type of feedback, you can answer their questions immediately, provide more in-depth explanations and tailor your comments based on their reactions and learning needs at that particular time. Synchronous sessions lead to more personal and dynamic communication, fostering a collaborative and receptive atmosphere. This is a feedback strategy that can be planned during the course design or the review of the design. It can also be applied during the course whenever unforeseen learning needs arise.

Feedback format

Videoconference.

Tools for giving feedback

- Blackboard Collaborate

Recommendations

- To make synchronous sessions as effective as possible, they should be planned in advance, and students should be told that the aim of the lesson is to work on feedback.
- The teacher must encourage students to get actively involved and allow them to ask questions and share their concerns.
- You can use visual resources and concrete examples to make the feedback easier to understand.
- It is important to ensure that sessions are interactive and everyone is able to participate.
- Sessions must be recorded so they can be later uploaded to the classroom for those students who were unable to attend.

Benefits

- They allow you to provide students with **immediate individual feedback**, which they really appreciate.
- They facilitate direct interaction between teachers and students, which in turn leads to **a closer relationship**.
- Providing feedback in synchronous sessions can **increase students' motivation and engagement** with their own learning process.
- Recorded sessions **can be uploaded to the classroom**, where they can serve as valuable future reference.

Things to bear in mind

- **The time provided for lessons must be carefully managed** to ensure you cover all necessary content.
- You must also take into account the **availability** of all the parties involved (students and course instructors) to ensure that **as many of them as possible can attend**.
- Remember that **not all students may be equally comfortable with engaging in live interaction**.

Feedback message to each student

In this case, **teaching staff produce specific feedback for each individual student** in accordance with the assessment criteria for the activity. In terms of content, **it includes an assessment of the student's strengths and weaknesses, as well as indications for improvement**. When done in this way, this is the most personalized type of feedback you can give, as it is tailored to each student's learning needs. This is a feedback strategy that can be planned during the course design or the review of the design. It can also be applied during the course whenever unforeseen learning needs arise.

Care should always be taken to link this feedback to subsequent activities in order to help students clearly identify how they can do better next time.

Feedback format

This can be oral (audio or video) or written.

Tools for giving feedback

- [Text, audio or video comments in the Gradebook or in SpeedGrader.](#)
- [DocViewer in SpeedGrader.](#)
- Rubric.

Recommendations

Individual feedback is a **learning monitoring** strategy that should be used by teaching staff to **reinforce students' learning and give them specific guidance based on their individual learning needs.**

It is worth noting that the individual feedback given to each student must be part of a feedback strategy planned when designing the course. Even if it is individual, feedback based only on marking an activity at the end will not contribute to a student's learning. In contrast, individual feedback that includes suggestions for improvement and is provided after a peer assessment process or in connection with giving the student the opportunity to redo the activity does contribute to their learning.

In the case of classrooms with many students, this type of feedback can be based, for example, on students' grades in the activity (in order to give more specific guidance to those with the worst grades or congratulate those who submitted the best work) or on the current stage of the learning process (for example, in the first continuous assessment activity, students are given detailed qualitative feedback tailored to their individual needs, whereas in the second one the feedback can be personalized based on a rubric).

Benefits

- This is the most suitable type of feedback for activities that do not have a single solution. This feedback is easy to give for activities submitted in the form of written text.

Things to bear in mind

- Individual feedback is key to ensuring the academic development of each student, provided that it gives them information about what they need to improve and how to do so and where they are already on the right track. **The time invested is fully justified by the resulting benefits in terms of motivation and progress.** It is important to balance the time spent on this to ensure that all students receive quality feedback.

Feedback message to a small students group

Based on their marking of the activities and the group's outcomes, **teaching staff** produce **general feedback for the group** with an **assessment of their strengths and weaknesses** and **key aspects for improvement** so that, if possible, students can take them into account for their final submission. This is a feedback strategy that can be planned during the course design or the review of the design. It can also be applied during the course whenever unforeseen learning needs arise.

Feedback format

This can be oral (audio or video) or written.

Tools for giving feedback

- [Text, audio or video comments in the Gradebook or in SpeedGrader](#).*
- [DocViewer in SpeedGrader](#).¹
- An announcement in the group.
- Rubric.

Recommendations

In order to help students understand their grade, **the activity's learning outcomes should ideally be linked to an assessment of the strengths and weaknesses of their work**.

Benefits

- Teaching staff can analyse the group's outcomes to identify those areas in which students are learning effectively and those requiring improvement.

Things to bear in mind

- If what is being assessed in the course is **students' teamwork competency**, the feedback must include aspects of this working method. Beyond the work submitted, the assessment should cover matters such as the distribution of tasks and each student's involvement.
- **Despite working in teams**, Canvas allows you to [publish group comments for both the entire group and individual students](#) (each member of the group) in SpeedGrader. Group feedback can be provided either in the group or by means of a group comment in SpeedGrader, and individual feedback can be given by means of individual comments in the same tool.

¹ You can configure feedback comments and annotations to make an activity visible to the entire group. To find out how to do this, go to [Feedback for groups](#).

Feedback message to the whole class group

Based on the corrections made to students' activities and the group outcomes, **teaching staff** must provide **general feedback for the entire classroom**, with an **assessment of the strengths and weaknesses** identified (based on what the majority did well and what needs to be improved) and pointing out **key aspects for improvement**. If the activity is linked to a later one, you must highlight these links to help students clearly identify how they can do better next time.

Feedback format

This can be oral (audio or video) or written. It is published after marking the activity.

Tools for giving feedback

- Canvas classroom **announcements**.
- **Debate** or **discussion** in the Canvas classroom.

Recommendations

In order to help students understand the outcome of the assessment, **the activity's learning outcomes should ideally be linked to an assessment of the strengths and weaknesses of their work**.

Benefits

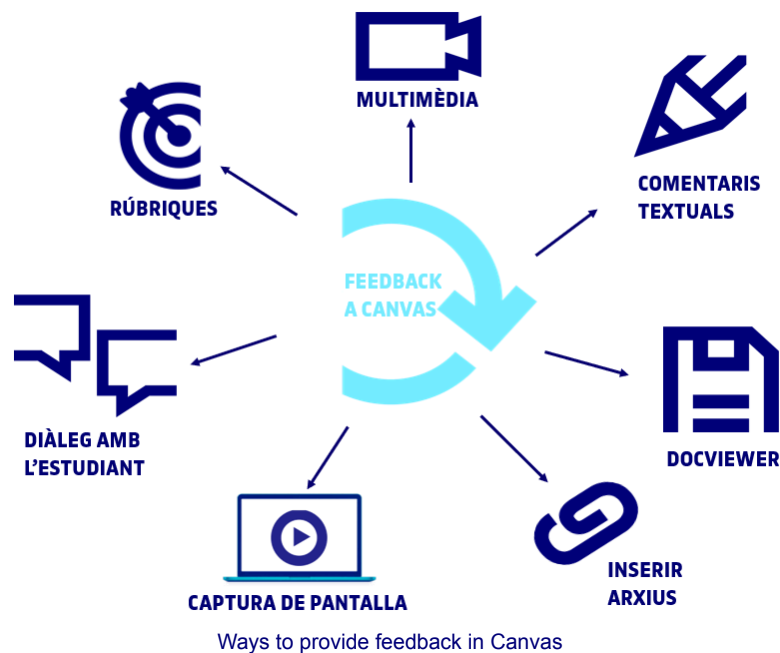
Teaching staff can analyse group outcomes to identify **those areas where students are learning effectively and those requiring improvement**. **Students** can **examine their performance within the group** to see how they are doing compared to their classmates.

Things to bear in mind

This is not personalized feedback in the sense of individual feedback (separate feedback for each person). Instead, it is based on the classroom group's most common mistakes and right choices. **Other feedback strategies must therefore be used for individual situations**.

Feedback tools

Canvas has a set of tools to provide feedback within the platform itself: rubrics, multimedia tools, text comments, marking in DocViewer, adding attachments, providing video feedback in context with the screenshot and engaging in back-and-forth communication with students in a simple way.



Rubrics

Rubrics are double-entry tables in which the rows are the competencies or learning outcomes to be achieved and the columns are the various achievement levels for each competency or learning outcome.

Rubrics can also be competency-based. For more information on them, read [this resource](#).



Rubrics have a number of uses:

- **To tell students what the assessment criteria are:** Rubrics are shared with students at the start of the activity so that they know from the outset what they will be assessed on and what each achievement level requires.
- **To assess and generate feedback:** The teaching staff member or classmate must assign a specific achievement level to the student's work (*Does not meet expectations, Meets minimum requirements, Competent, Excellent*), so that the student can easily see the extent to which they are achieving objectives or competencies.

Teaching staff **must not only assign a development level for students' submissions** but must **also tell them what they must do to improve and move up to the next level**. Once the rubric has been designed, you can provide feedback in a very agile manner and give students a clearer assessment of their work.

Rubrics are a useful tool for giving feedback to large groups, enabling marking criteria to be standardized and shared among all teaching staff in the course. Designing the rubric takes a significant amount of time, but it results in a more agile assessment process. **Although rubrics contain the assessment criteria, they do not provide personalized actions for improvement for each individual student, so they need to be added in the form of individual comments.** In Canvas rubrics, these comments can be added in the rubric itself for each of the criteria to be assessed, making them very meaningful and useful for students.

In Canvas, students can find the rubric for an activity under *Submission of the activity*. To ensure that students can access the rubric, it is a good idea to make it available in other places too, such as in the activity instructions, the classroom announcements or by providing a link to the *Submission of the activity* section.

Lliurament de l'activitat R1
Plantilla
Publicat
Edita

Els detalls d'aquesta tasca estan a la pàgina [Enunciat de l'activitat](#).

Punts 20
S'està entregant càrrega d'un fitxer

Data de lliurament	Per a	Disponible de	Fins a
Oct 24	Tothom	Set 27 a les 0:00	-

CA

Criteris	Classificacions			Punts
	4 punts Excel·lent	2,4 punts Suficient	0 punts Insuficient	
Tema i Justificació Domini del tema com a resultat de l'estudi de la documentació aportada. Maneig conceptual precís expressat amb un llenguatge tècnic i professional	4 punts Excel·lent	2,4 punts Suficient	0 punts Insuficient	4 punts
Tema i Justificació Exposició discursiva clara, ordenada i ben fonamentada. L'argumentació té una base científica clara (no són meres opinions personals)	3 punts Excel·lent	1,8 punts Suficient	0 punts Insuficient	3 punts
Tema i Justificació Coherència interna	3 punts Excel·lent	1,8 punts Suficient	0 punts Insuficient	3 punts

Punts totals: 10

Rúbrica PAC 1   					
Criteris	Classificacions				Punts
Competència sobre els coneixements. L'estudiant demostra que aplica els coneixements sobre el desenvolupament del llenguatge en un dels components de llenguatge.	10 al >8,0 punts A NIVELL AN + La informació és complementada amb exemples que denoten comprensió del contingut	8 al >6,0 punts B La informació aportada sobre el desenvolupament del llenguatge és correcta	6 al >5,0 punts C+ Presenta errades lleus i/o no aconsegueix el criteri	5 al >0 punts C-/D Presència de força errors en la informació exposada i absència d'informació rellevant. o L'alumne no lliura el cronograma	10 punts
Capacitat ètica i de reflexió L'estudiant concreta les característiques de llenguatge d'un infant tot sensibilitzant-se des del seu context i característiques entorn a la diversitat funcional, social, cultural, econòmica, política, lingüística i de gènere.	10 al >8,0 punts A NIVELL AN + L'alumne reflexiona sobre la continuïtat del desenvolupament de llenguatge fruit de la interacció personal tenint en compte les diferències individuals.	8 al >6,0 punts B La informació és complementada amb exemples que denoten comprensió del contingut.	6 al >5,0 punts C+ Presenta errades lleus i/o no aconsegueix el criteri.	5 al >0 punts C-/D L'alumne cita literalment informació del manual/web o altres fonts sense elaborar-la per ell mateix. o L'alumne no publica el vídeo.	10 punts
Capacitat d'aplicació L'estudiant realitza un assessorament de llenguatge dirigit a la família per prevenir possibles dificultats de la comunicació i del llenguatge.	10 al >8,0 punts A NIVELL AN + Aporta recursos audiovisuals que faciliten el diàleg i la comprensió de la informació	8 al >6,0 punts B La informació facilitada a la família és adient entorn a les característiques de l'infant. Aconsegueix el criteri, però hi ha aspectes a millorar.	6 al >5,0 punts C+ Presenta errades lleus i/o no aconsegueix el criteri	5 al >0 punts C-/D En cap ocasió inclou aspectes reflexius. o L'alumne no publica el vídeo	10 punts
Punts totals: 30					

Assessment rubric in the Submission of the activity section.

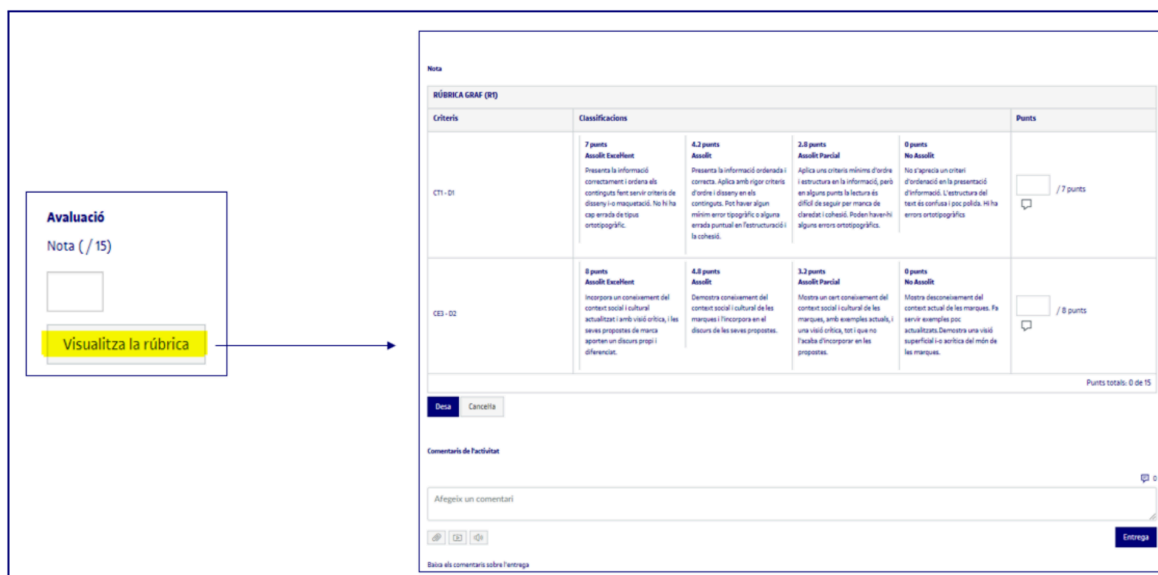
Two **types of rubric** can be created in Canvas: rubrics without point values (non-scoring) and rubrics with point values (scoring).

The characteristics of each type are shown in the table below:

	NON-SCORING RUBRICS	SCORING RUBRICS
Provides a rating scale for each criterion	—	✓
Provides a numerical score for the activity	—	✓
Allows you to include comments	✓	✓
Allows you to write free-form comments	✓	✓
Provides qualitative (descriptive) feedback	✓	✓

Linking rubrics to SpeedGrader

When a rubric is added to an activity or discussion, it is automatically transferred to the corresponding SpeedGrader. Teachers should then refer back to it when grading and providing feedback.



Process for viewing a rubric in SpeedGrader

Using this rubric as an assessment tool makes it easier to give feedback. If it is a scoring rubric, it will also provide a numerical grade, which Canvas will then convert to a letter grade.

Student view of the rubric

Once the assessment has been carried out using the rubric and the grades for the challenge or continuous assessment activity have been posted, students can see them in the *Grades* section. The rubric will show the ratings their teacher has chosen for the different criteria and/or any comments they have added.

Coavaluació Activitats AC Nov 30 a les 11:59pm 16 (8)

Avaluació realitzada per Montserrat Domenech Coll

Tanca la rúbrica

El feedback coavaluat a l'aula

Clicar per a visualitzar la rúbrica

Criteris	Classificacions	Punts
Contingut i coneixement del tema	<p>10 punts Assolít Excel·lent L'assaiig mostra un coneixement excepcional i una comprensió profunda del feedback a l'aula.</p> <p>6 punts Assolít S'aborden les idees de manera clara i coherent, amb una anàlisi adient.</p> <p>4 punts Assolít Parcial S'aborden algunes idees importants, però manca de profunditat en l'anàlisi.</p> <p>0 punts No Assolít L'assaiig mostra una manca de coneixement dels principals aspectes relacionats amb el feedback</p>	10 / 10 punts
Estructura i expressió escrita	<p>10 punts Assolít Excel·lent L'assaiig té una estructura excepcional, amb una introducció clara, desenvolupament coherent i una conclusió concloent. L'expressió escrita és excel·lent, amb una redacció precisa, sense errors gramaticals o d'ortografia.</p> <p>6 punts Assolít L'assaiig té una estructura ben organitzada i coherent. L'expressió escrita és fluida i correcta, amb pocs errors gramaticals o d'ortografia.</p> <p>4 punts Assolít Parcial L'assaiig té una estructura bàsica, però alguns apartats poden ser confusos. L'expressió escrita és clara en general, però amb algunes errades gramaticals i d'ortografia.</p> <p>0 punts No Assolít L'assaiig té una estructura molt pobre o confusa que dificulta la seva comprensió. Hi ha errors freqüents en l'expressió escrita, la gramàtica i l'ortografia.</p>	6 / 10 punts
Punts totals: 16		

Student's view of the rubric in the Grades section.

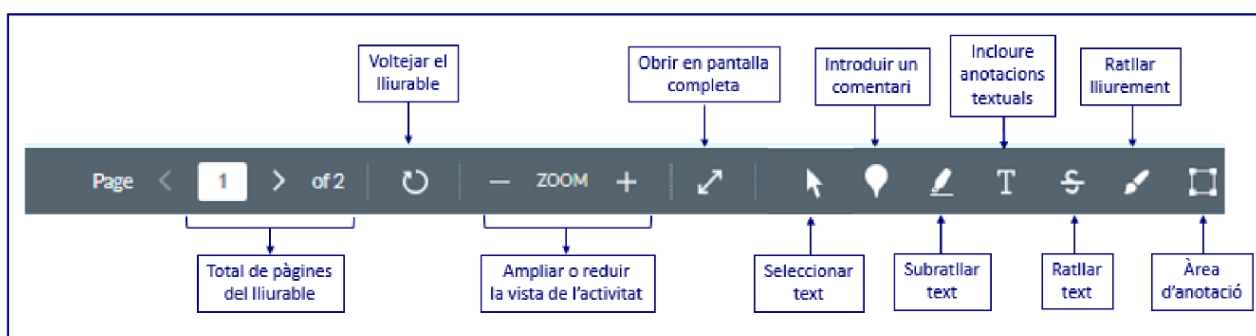
Marking using DocViewer in SpeedGrader

[SpeedGrader](#) makes assessing individual and group activities easier, as it displays a preview of the activity (left) and the grading and feedback area (right) side by side on the same screen.

The screenshot shows the SpeedGrader interface. On the left, a document titled 'Lliurament Regla 4 - Gr4 (R4)' is displayed. The document content includes sections for '1. INTRODUCCIÓN', '2. DEFINICIONES', and '3. INFOGRAFÍA'. On the right, the 'Grading' panel is visible, showing a 'Recuento de parciales' (Count of partials) table, a 'Tema a entregar a Original' (Topic to deliver to Original) section, and a 'Grading' table with columns for 'Criterio' (Criterion) and 'Calificación' (Grade). The table shows three criteria: 'Identifica Tendencias', 'Identifica Propuestas', and 'Identifica el branding', each with a grade of 'Excelente'.

SpeedGrader with the two sections side by side

When a student has submitted an activity, it will appear in the DocViewer preview window. Teaching staff can then use a number of tools to make comments, corrections or general observations about the activity. This allows them to give the student more specific and targeted feedback (see the image below). All markings can be deleted or changed afterwards.



Feedback options in DocViewer

There are multiple ways of giving feedback in DocViewer:

- Free text annotation
- Point comments
- Highlight and comment

- Strikeout and comment
- Draw and comment
- Area annotation and comment

The screenshot displays a document viewer interface with a document on the left and a feedback sidebar on the right. The document contains text about physics, including sections like 'Historia del Premio Nobel de Física' and 'Un golpe duro para el super determinismo'. The sidebar shows several feedback comments from 'Montserrat Domenech Coll' with different icons representing various feedback types. Arrows point from numbered labels to specific feedback options in the sidebar.

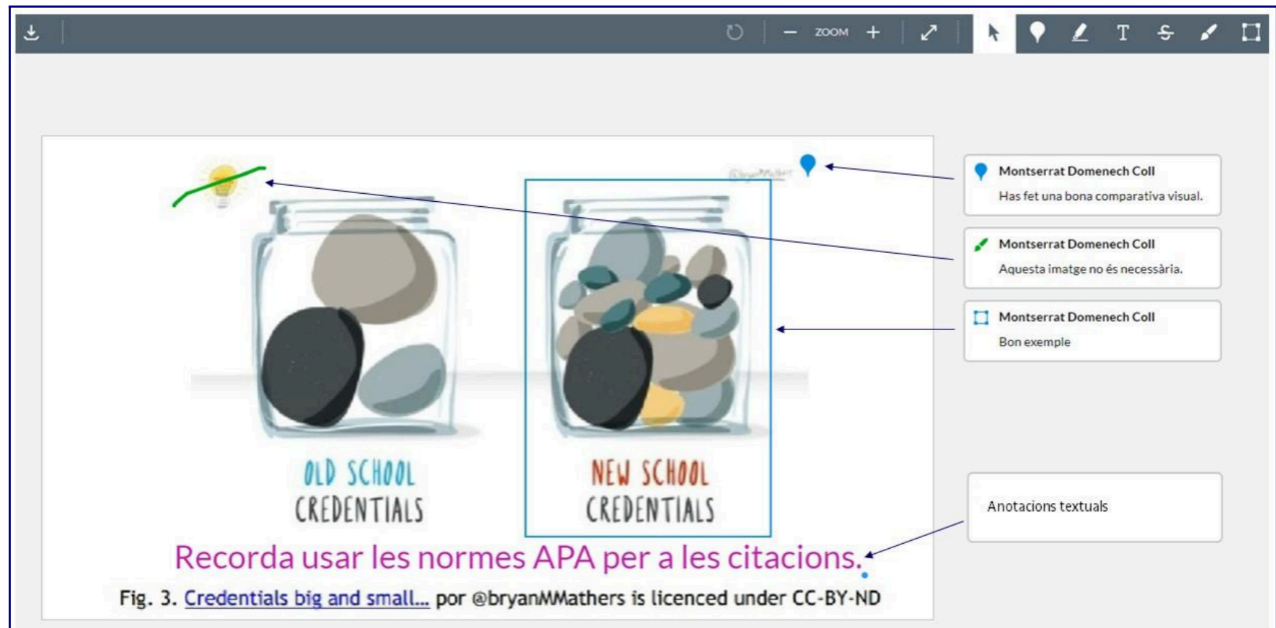
Feedback options in DocViewer:

1. Insertir comentari
2. Subratllar i comentar
3. Insertir anotacions textuais
4. Ratllar i comentar
5. Ratllar lliurement i comentar
6. Àrea d'anotació i comentari

Feedback options in DocViewer

There are fewer annotation options when assessing an image. Canvas allows the following options for this type of file:

- Point comments
- Draw
- Free text annotation
- Area text annotation



Feedback options for image files in DocViewer

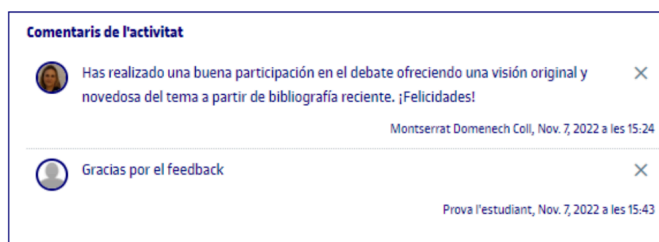
If a student submits an activity in a file that is compatible with DocViewer, it will appear in the preview window in SpeedGrader. If the file is not compatible with DocViewer, it must be downloaded for viewing.

Below are the **file types** that Canvas is able to display in DocViewer:

Arxius de text		Arxius visuals
.doc	.ppt	.bmp
.docx	.pptx	.jpeg
.odf	.rtf	.jpg
.odg	.sxc	.png
.odp	.sxi	.svg
.ods	.sxw	.tif
.odt	.xlsx	.tiff
.pdf	.xls	
	.txt	

Gradebook and SpeedGrader comments

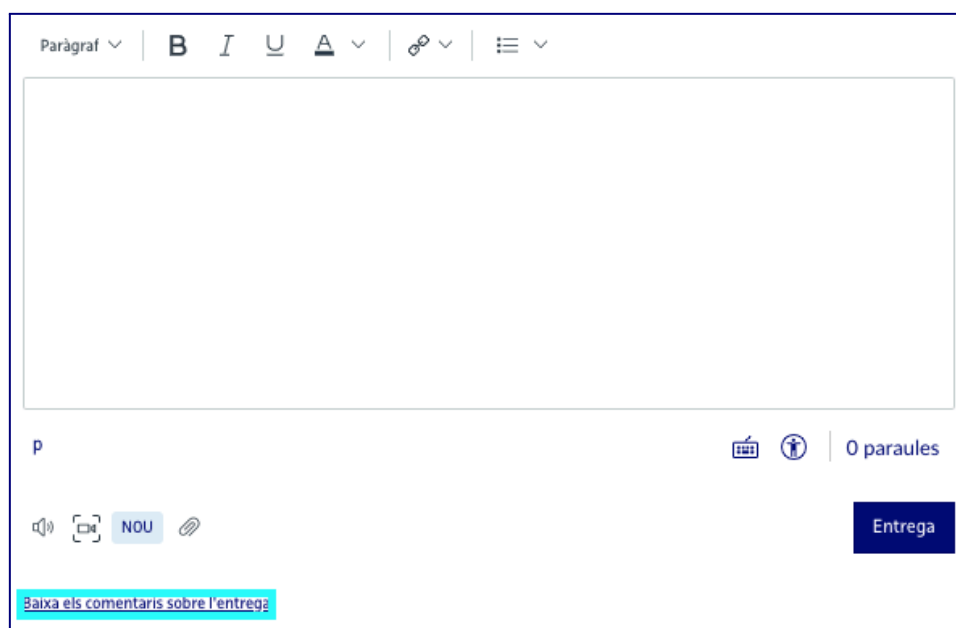
Canvas allows students and teachers to engage in back-and-forth communication for feedback purposes. This communication can be initiated by either the teacher or the student.



Communication between a teacher and her student

This type of communication takes place in the *Comments* section, which can be viewed in both the Gradebook and SpeedGrader.

When the activity has been completed and its related communication thread is closed, the faculty member can download a PDF file with all the activity comments from this section.



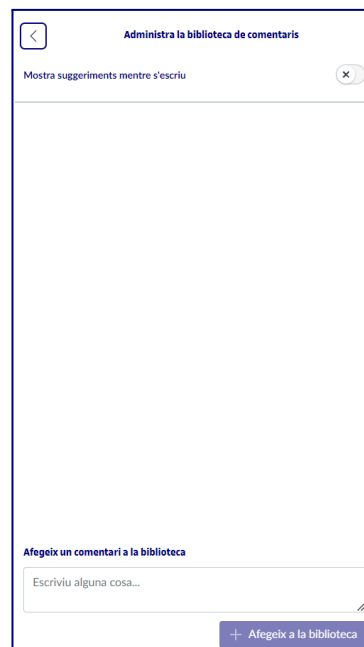
Option to download a PDF with comments

If your **notifications** are properly set up, you will receive an email at your UOC email address with the relevant information and a quick access link for immediate access.

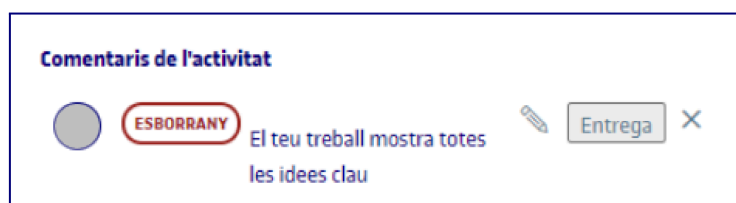
If possible, set a maximum number of comments per activity at the beginning of the course. This way, questions will have to be summed up in one or two messages, improving communication and feedback with students and preventing lengthy threads.



You can also save feedback comments by clicking on the comments symbol and adding them to the library in case you want to retrieve them or use them as a template.

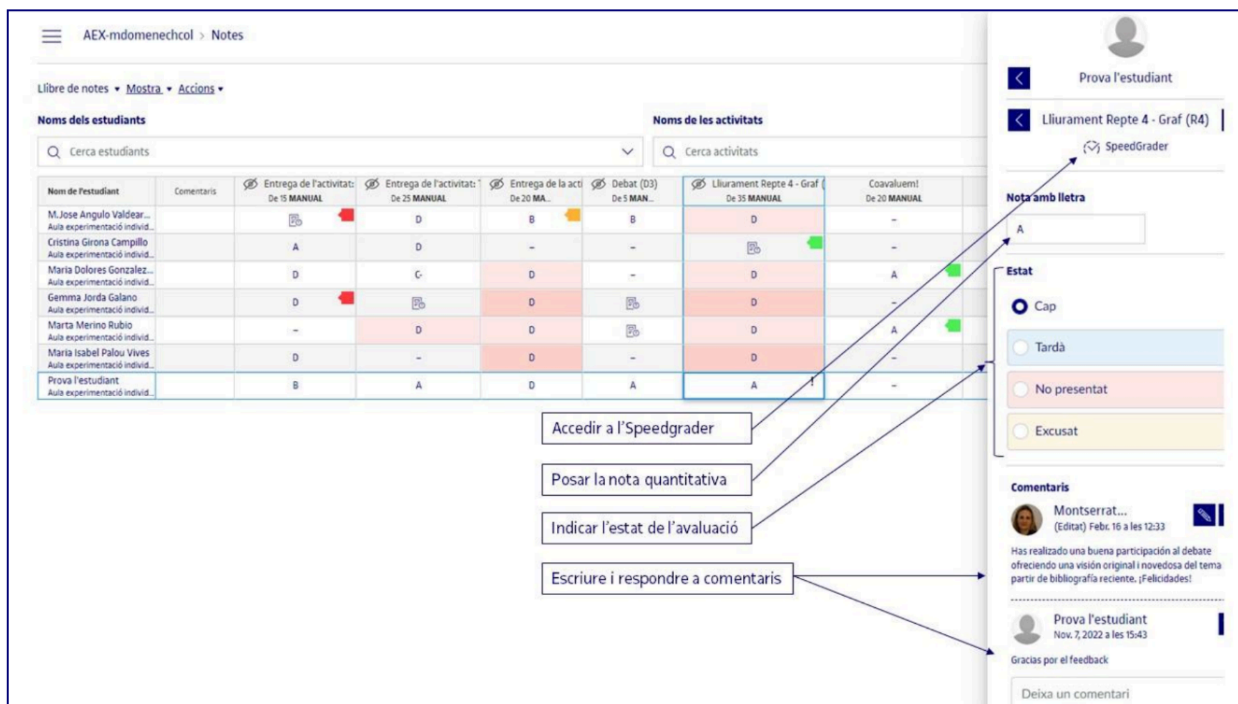
If you decide to stop or the window accidentally closes while you are writing your comment, it will be saved as a draft.



Gradebook comments

In the Gradebook, teachers can enter the grade for an activity directly and provide feedback on it. Students can then reply, thus fostering communication and knowledge building.

The following image shows where comments are shown in the Gradebook:



The screenshot shows the UOC Gradebook interface. The main table displays student names, comments, and grades for various activities. The right-hand sidebar contains a section for 'Prova l'estudiant' (Assess the student) with a dropdown for 'Lliurament Repte 4 - Graf (R4)' and a 'SpeedGrader' button. Below this, there's a 'Notar amb lletra' (Grade with letter) field, an 'Estat' (Status) section with radio buttons for 'Cap' (None), 'Tardà' (Late), 'No presentat' (Not presented), and 'Excusat' (Excused). The 'Comentaris' (Comments) section shows a comment from 'Montserrat...' dated Feb 16 at 12:33, followed by a comment from 'Prova l'estudiant' dated Nov 7, 2022 at 15:43. At the bottom, there's a 'Deixa un comentari' (Leave a comment) button.

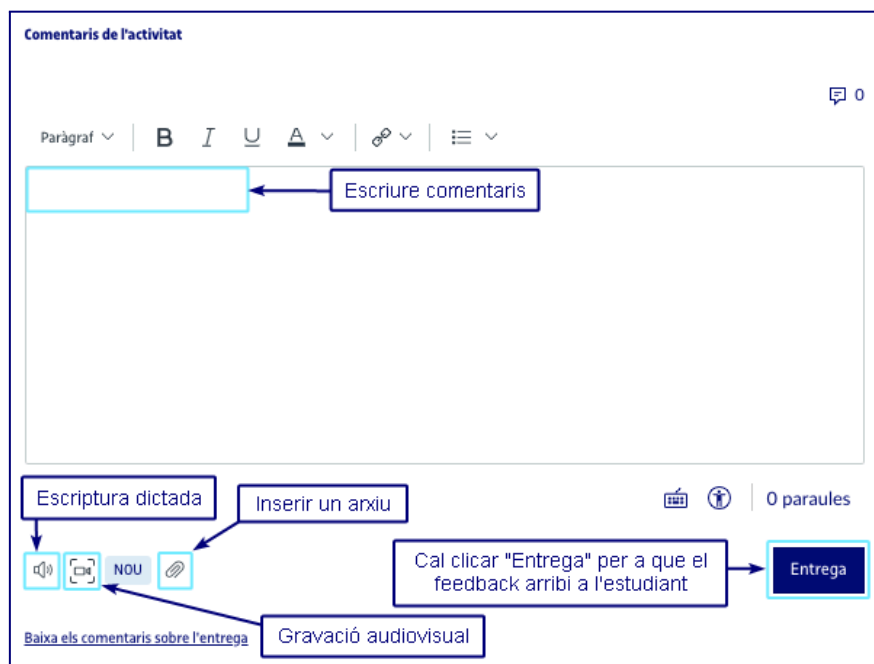
Labels with arrows pointing to the interface:

- Accedir a l'Speedgrader
- Posar la nota quantitativa
- Indicar l'estat de l'avaluació
- Escriure i respondre a comentaris

Gradebook

SpeedGrader comments

In SpeedGrader, comments can be made in the space provided on the right-hand side. Other options are also available, such as attaching a file, making a media recording or dictating a comment (where the program transcribes what is said). These options are discussed below.



Comment section in SpeedGrader

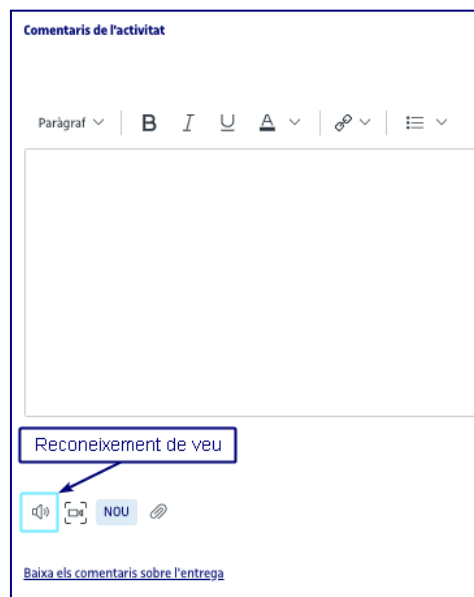
The *Add a comment* box in SpeedGrader is exactly the same as the one in the Gradebook. All comments made in one will automatically appear in the other, whether they are from the teacher or the student.



Comments in SpeedGrader and the Gradebook

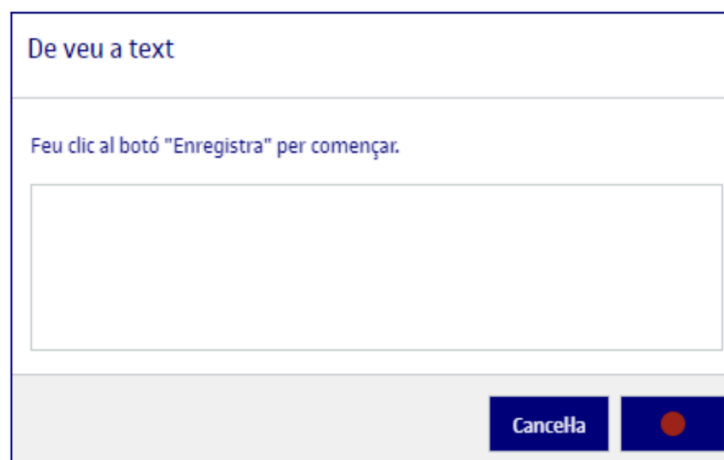
Speech recognition

Another quick option for writing comments in SpeedGrader is the speech recognition tool. Users can dictate what they would like to say and the tool will transcribe it in the corresponding box (the same *Add a Comment* box as before).



Speech recognition tool in SpeedGrader

The Canvas tool is simple, intuitive and lets you start dictating at the click of a button.



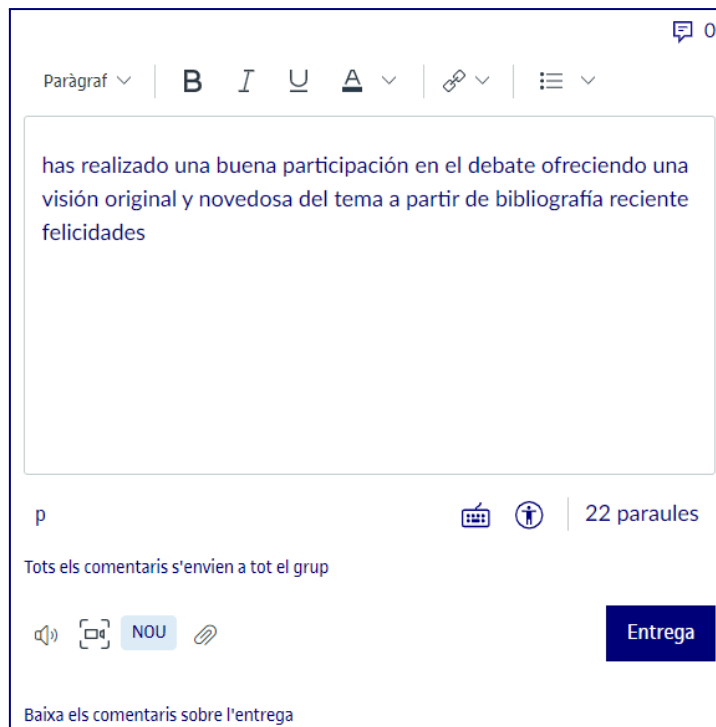
Speech recognition tool for dictating comments in SpeedGrader

These comments are saved in the same place as regular text comments (visually there is no difference between written and dictated comments).

However, they do not contain capital letters or punctuation marks (commas, full stops, exclamation marks, question marks, etc.) and this can make them difficult to read.



However, they are quite reliable, as shown in the following example:

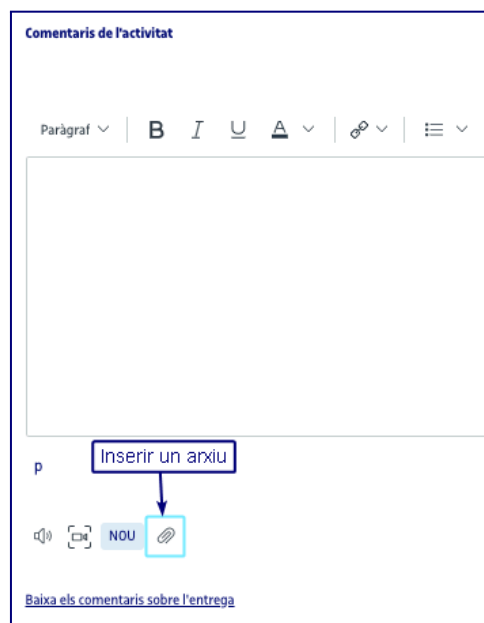


The screenshot shows a SpeedGrader comment interface. At the top, there is a toolbar with options for paragraph style, bold, italic, underline, text color, link, and list. Below the toolbar is a text box containing the comment: "has realizado una buena participación en el debate ofreciendo una visión original y novedosa del tema a partir de bibliografía reciente felicidades". Below the text box, there is a character count "22 paraules" and a status "NOU". At the bottom right, there is a blue button labeled "Entrega".

Comment made using the speech recognition tool

Attach file

You can also attach files in SpeedGrader. Attaching files related to the feedback can add information or provide feedback themselves. Attachments can take a number of forms, such as PDF files with comments, rubrics that are not linked to submissions in Canvas, checklists or audio files.

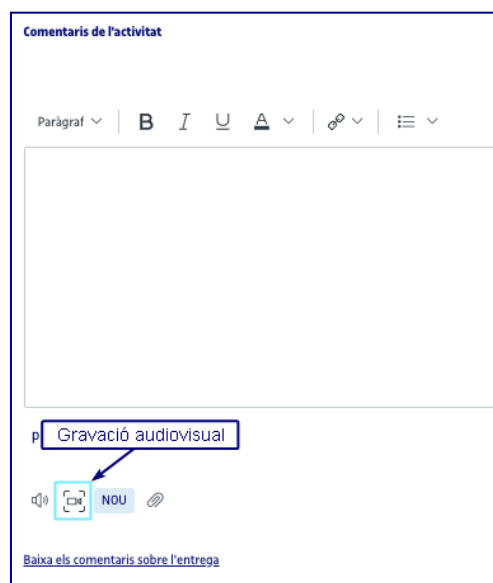


File attachment option

Media recordings

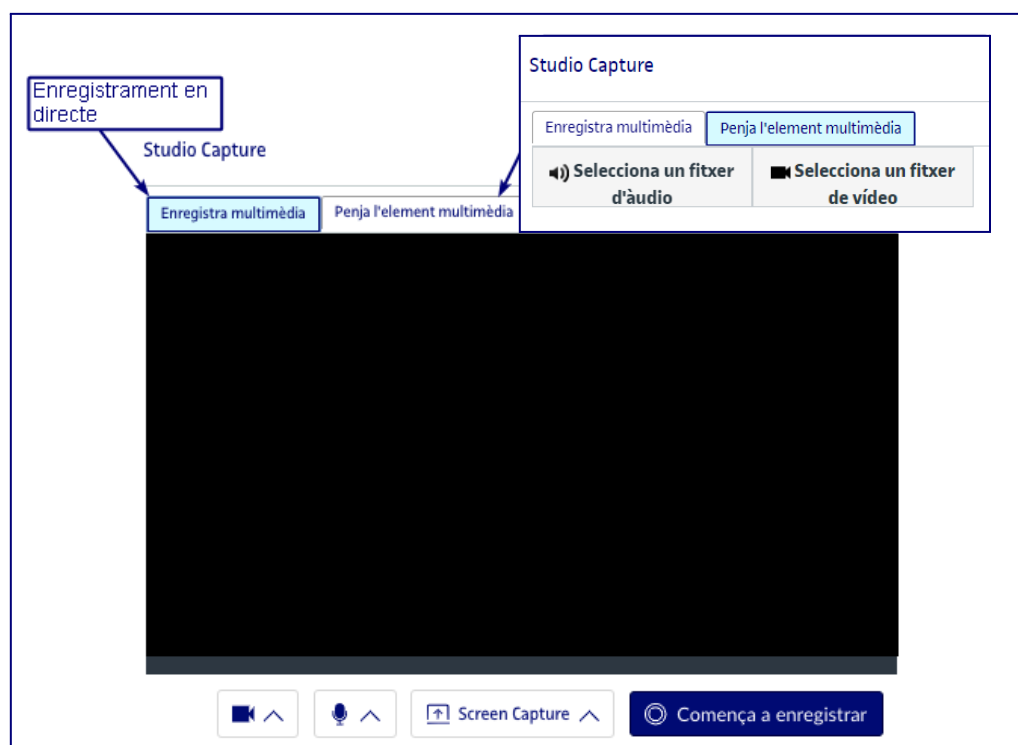
Canvas supports media recordings as a way to provide feedback, allowing teachers to record themselves and send these files to their students. Media recordings can take a variety of forms, such as a moving image (teachers talking to the camera), a voice recording (an audio file), a screen recording (a recording of the teacher's screen showing something) or a combination of all three.

The recorder is embedded right in SpeedGrader, so there is no need to use an external tool for this. However, you can also upload a file saved in your device, either by using the file attachment feature or by uploading a media file using the window that will open if you click on the *Studio Capture* button.



Media recording option

This is a quick and easy way to record a media file, which is then stored in SpeedGrader and available to the student when checking for feedback.



Canvas media recorder in SpeedGrader

Once the media file has been recorded and saved, it will appear in SpeedGrader, in the same section as the text comments.

Comentaris de l'activitat



Has realizado una buena participación en el debate ofreciendo una visión original y novedosa del tema a partir de bibliografía reciente. ¡Felicidades!

Montserrat Domenech Coll, Nov. 7, 2022 a les 15:24



Gracias por el feedback

Prova l'estudiant, Nov. 7, 2022 a les 15:43





Montserrat Domenech Coll, Febr. 16 a les 17:17

Location of the media recording in SpeedGrader

If you only want to record audio, click on the *Webcam* button and select the *There is no video* option.



Peer reviews (peer assessment)

[Peer assessment](#) is a specific form of collaborative learning in which students assess each other's processes or the indicators of their activities. In Canvas, teachers can assign peer reviews manually or automatically.

Revisions entre companys

☒ Requereix revisions entre companys

Com assignar revisions entre companys

☒ Assigna revisions entre companys manualment

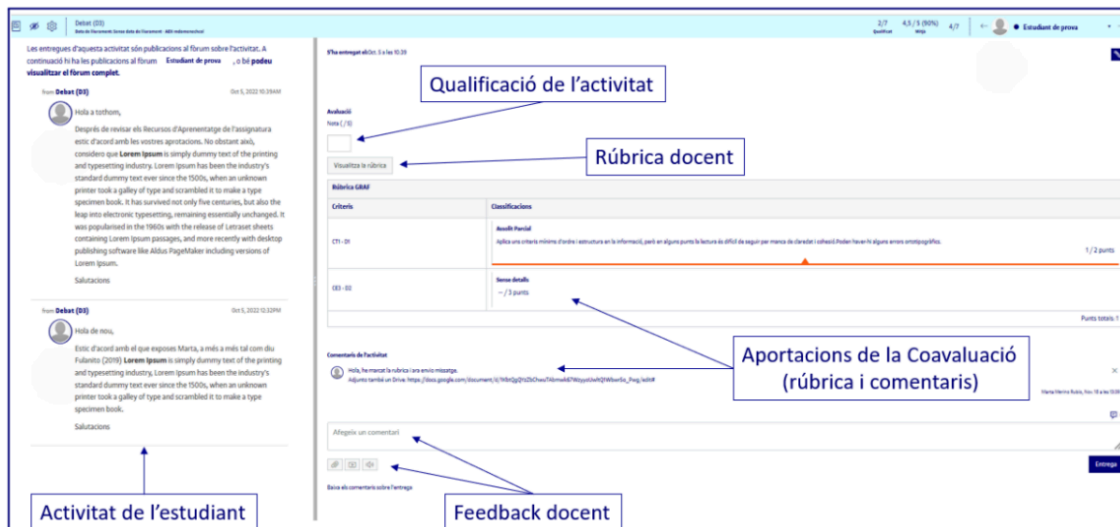
☐ Assigna revisions entre companys automàticament

Anonimat

☒ Les revisions entre companys apareixen anònimament

Setting up an activity with peer assessment

Teaching staff can view peer reviews in SpeedGrader. If there is an associated rubric, they can even see the suggested scores, which can help them grade the activity.

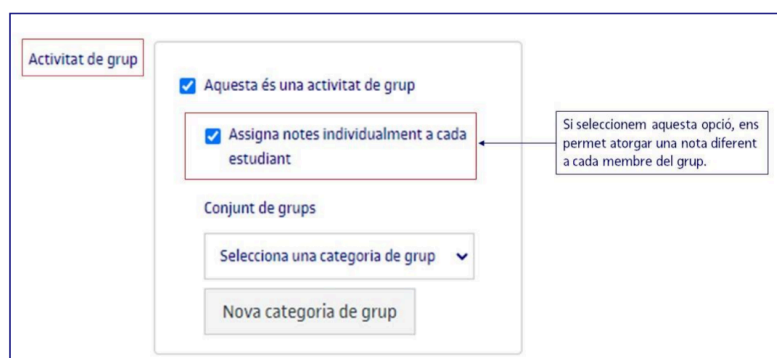


Peer review carried out by a student shown in SpeedGrader

If the peer assessment relates to a group activity, the course instructor's feedback on the final group project is available to all members of the group in the *Grades* section.

Feedback for groups

When posting group feedback in the Gradebook, teaching staff can give feedback to all members of the group. The grade and feedback will be automatically transferred to every member of that team. Alternatively, they can give different feedback and a different grade to each member of the group, taking into account other grades, such as those resulting from self-assessment and peer assessment processes. In the latter case, students must be informed when the activity is being set up (see image).



Setting up individual grades in group activities

You can find more information on groups in the following documents:

- [Collaborative work in groups](#)
- [Creating groups](#)

Feedback and artificial intelligence

Artificial intelligence (AI) can support both **teaching staff when giving feedback** and **students' learning**. AI will neither mark nor assess students' work, but it can enrich feedback where possible. AI can be used to give feedback in the following ways:

1. To suggest ideas for drafting feedback messages based on their purpose (such as reinforcement or positive feedback).
2. To help draft "model" messages for feedback.
3. To support the drafting of feedback messages based on a specific piece of work.
4. To help produce an initial version of a rubric for an activity. Rubrics can be a useful tool for giving feedback.

5. To help create questionnaires for use by students for self-assessment on a given topic.
6. To use AI in an activity in which students must check or review and change their answer to a continuous assessment activity based on the feedback provided by the AI tool.

Two important recommendations should be taken into account in this regard:

- **The expert knowledge and approach must be provided by the teaching staff**, who must validate and adapt the answers given in the course to which the design work, motivation effort or provision of feedback relates. Generative AI (GenAI) can provide support in this task.
- AI must only be used **after assessing the activity**. Using AI for the assessment itself can result in bias and depersonalized feedback. In order to avoid being influenced by its possible mistakes, the activity should ideally be assessed before obtaining feedback from a GenAI tool.