

Before we get started



Let us know if you can hear us when we do **Audio checks**



Download **Presentation Slides** at uoft.me/ctsi-videos



Turn on live captions if you would like closed captioning (see screenshot for details)

During the webinar



Your **microphone** will be muted until Q&A at the end of the session



Type questions and comments into the **Chat**

Assessing Student Work and Providing Feedback using Office365 Tools

Following the webinar

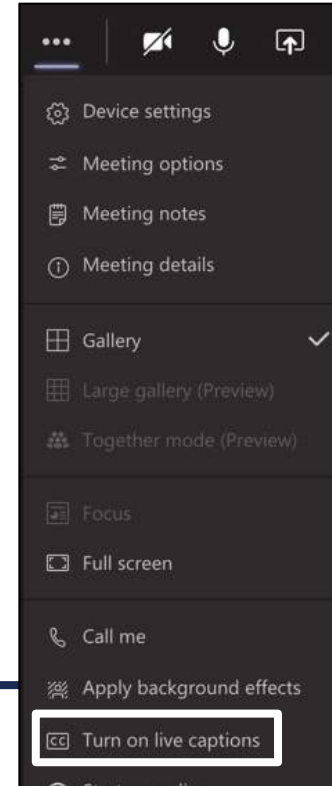


View **Session Recording** at uoft.me/ctsi-videos in 2 business days



Complete **Feedback Survey** (link sent via email)

Welcome!



Assessing Student Work and Providing Feedback using Office 365 Tools

Justin Fletcher and Cora McCloy
March 16, 2021



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

In this webinar:

1

Examine options and considerations for online assessment

2

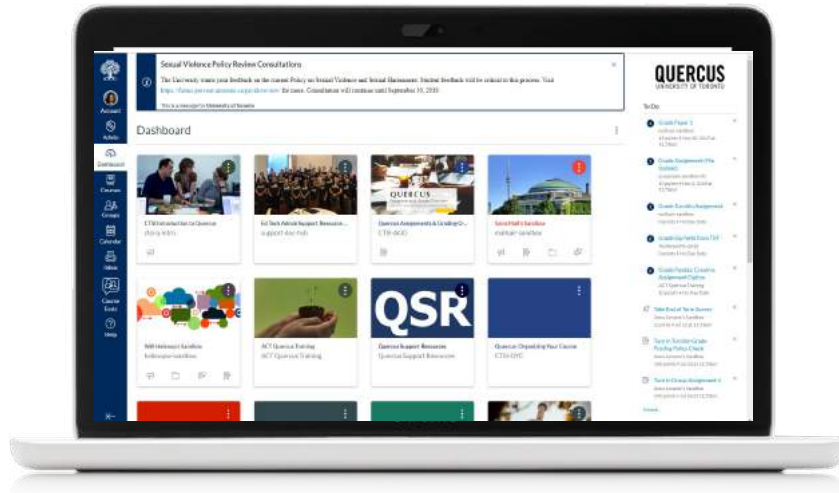
Explore the tools in Office 365 that you can use to create assessments

3

Review options for providing students with feedback on their work

4

Navigate Quercus and Office 365 support resources



QUERCUS

The University of Toronto's Academic Toolbox

QUERCUS



Organize content

Connect and
communicate



The Academic Toolbox helps you...



Assess student work
and provide feedback

Teach from a distance



Office 365

Office 365

All apps

Tips and Tricks



Bookings

Simplify how you schedule and manage appoi...



Calendar

Schedule and share meeting and event times, ...



Class Notebook

Organize your lesson plans in a digital notebo...



Excel

Discover and connect to data, model and anal...



Forms

Create surveys, quizzes, and polls and easily s...



OneDrive

Store, access, and share your files in one place.



OneNote

Capture and organize your notes across all yo...



Outlook

Business-class email through a rich and famili...



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Organize your contact info for all your friends,...



PowerPoint

Design professional presentations.



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Develop project plans, assign tasks, track pro...



SharePoint

Share and manage content, knowledge, and a...



Staff Notebook

Collaborate with faculty and staff to share poli...



Stream

Share videos of classes, meetings, presentatio...



Teams

The customizable, chat-based team workspac...



To Do

Keep track of your tasks in one place with inte...



Whiteboard

Ideate and collaborate on a freeform canvas d...



Word

Bring out your best writing.

QUERCUS + Office 365



Organize content

Connect and
communicate



The Academic Toolbox helps you...




Assess student work
and provide feedback


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Summary of applications to be discussed


Office 365 All apps Tips and Tricks


**Bookings**
Simplify how you schedule and manage appoi...


**Excel**
Discover and connect to data, model and anal...


**OneNote**
Capture and organize your notes across all yo...


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The customizable, chat-based team workspac...

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Bring out your best writing.



Quick poll

Which of the Office 365 tools have you experimented with thus far?

- Teams
- Bookings
- Forms
- OneNote Class Notebook
- Stream
- OneDrive integration with Quercus

Moment of reflection

With moving your assessments online, what have been the biggest:

- Successes?
- Challenges?



Options and considerations for online assessment

Key Terms

Assessment

- source of meaningful information about your students' learning and your own teaching
- frequent, varied assessment offers students multiple opportunities to demonstrate their learning

Feedback

- helps your students sustain effort and motivation
- supports successful long-term habits and learning practices
- frequent, meaningful feedback offers students insight into their own learning progress

Consider multiple categories of assessment

Diagnostic

Pre-assessment

- provides background on what students know
- use to build on prior knowledge

Formative

Assessment *for* learning

- learning-centred
- criteria and standards (rubrics)
- student self & peer-assessment

Summative

Assessment *of* learning

- looking back
- content-centred
- traditional
- useful for providing end of course grades

General assessment guidelines

Rationale

emphasize alignment
with learning outcomes;
professional development

Resources

share readings, videos,
examples

Structure

provide an outline, clear
instructions

Support

offer office hours for
questions; create an FAQ

Expectations

share a rubric

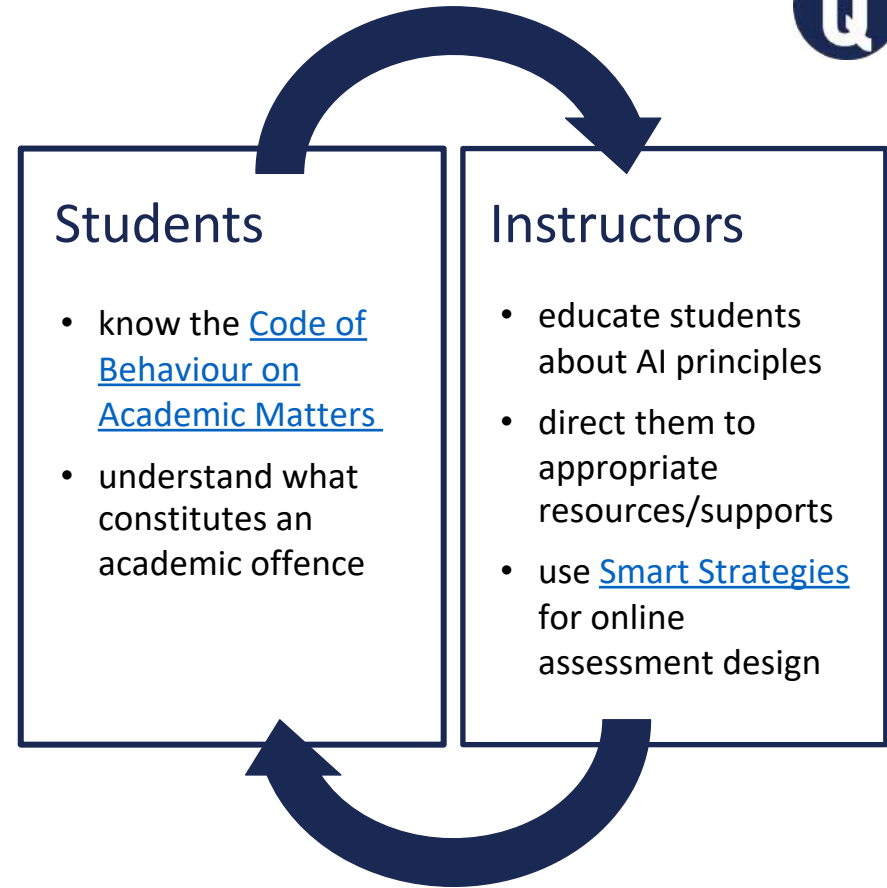
Practice

include lower or no-
stakes activities

Academic Integrity at U of T



[U of T Academic Integrity Resource Guide](#)



Tips for online assessment



- Survey your students on their access to online learning; share Tips for their own preparations for online (Note: MS Forms)
- Bring the best practices of assessment design to the creation of your online assignments
- Be creative if you are redesigning pre-existing assessments; reflect on what worked/didn't work this year
- Use multiple methods of assessment, within reason.

Academic Integrity and Online Assessment

Introduce students to [learning outcomes](#) and goals for the course

[Use authentic assessment](#)

[Ask real questions](#)

Map out [scaffolded assignments](#) and provide guidance for students

Become familiar with [Bloom's Taxonomy](#) to create questions








Explore other ideas to support [Academic Integrity](#)

Bloom's Taxonomy & Online Assessment Options

	Learning Process	Associated Verbs	Assessment Option
create	Produce new or original work	Design, assemble, construct, formulate	project presentation, poster, ePortfolio
evaluate	Justify a stand or decision	Appraise, argue, defend, judge, select, support, value	student-led seminar
analyze	Draw connections among ideas	Differentiate, organize, relate, compare, contrast	case studies, group discussions
apply	Use information in new situations	Execute, implement, solve, use, sketch, demonstrate	essay, research project, journal
understand	Explain ideas or concepts	Classify, describe, discuss, report, translate, recognize	short-answer test or quiz
remember	Recall facts & basic concepts	Define, duplicate, list, repeat, state	multiple-choice quiz

Review

Assessment types

Assessment Type	Office 365 Tool
Presentations	Synchronous: Teams  Asynchronous: PowerPoint 
Posters	PowerPoint 
Seminars	Teams 
Group Discussions	Teams Breakout Rooms 
Journals	OneNote Class Notebook 
ePortfolios	OneNote Class Notebook 

Exploring tools for creating online assessments and Providing feedback

QUERCUS Review

Assessment and feedback tools

Assessment Tools



Assignments



Quizzes



Discussions

Feedback Tools

SpeedGrader,
including Rubrics

Peer Review

Pre-Inputted
Question Feedback

SpeedGrader,
including Rubrics

Discussion Replies

SpeedGrader,
including Rubrics

Gradebook



OneDrive

(including Word, Excel, PowerPoint)

and Quercus



Support content creation
for assignment submission



Word (e.g., papers, reports, reflections)



Excel (e.g., charts, graphs, queries)



PowerPoint (e.g., posters, presentation recordings)

QUERCUS +



Accept file upload submissions

File Upload

O365 OneDrive

Upload a file, or choose a file you've already uploaded.

Choose File No file chosen

+ Add Another File

[Click here to find a file you've already uploaded](#)

Comments...

Cancel

Submit Assignment

File Upload

O365 OneDrive

File Justin.jpg change

Additional comments

Comments...

Cancel

Submit Assignment

Feedback: [SpeedGrader](#)

[Office 365 Integration](#)

QUERCUS +



Create cloud (template) assignments

Submission Type

External Tool

External Tool Options

Enter or find an External Tool URL

<http://www.example.com/launch> Find

☐ Load This Tool In A New Tab

Link Resource from External Tool

OneDrive

Search

Files > Projects > Quercus Suppor...

Feedback-O365pages-JF.docx	03 Feb 15:57	16.8KB
Introduction.docx	30 Mar 11:33	19.8KB
<input checked="" type="checkbox"/> O365-Assignment-Template.docx	a minute ago	13.0KB

Attach File

Configure External Tool

Select a tool from the list below, or enter a URL for an external tool you already know is configured with Basic LTI to add a link to it to this module.

New WileyPLUS
Outcomes-based learning.

O365 OneDrive Cloud Assignment
Allows you to pull in documents from Office 365 OneDrive to Canvas

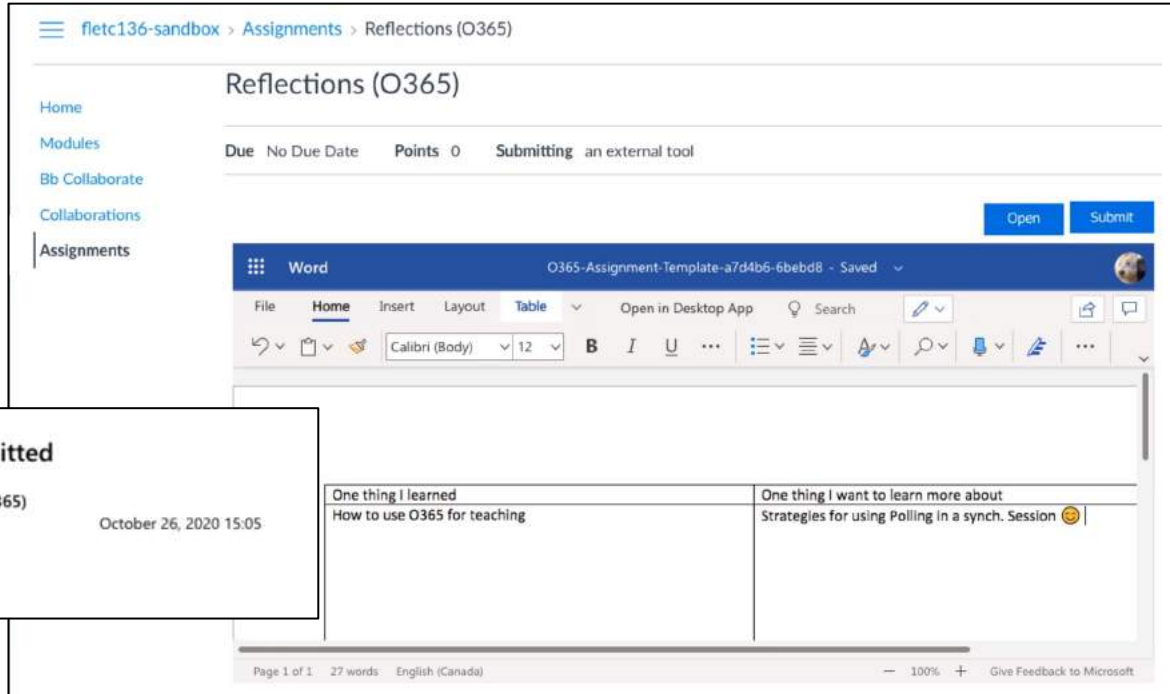
Cancel Select

Office 365 Integration

QUERCUS +



Create cloud (template) assignments

The screenshot shows a Blackboard assignment page titled 'Reflections (O365)'. On the left is a navigation menu with links for Home, Modules, Bb Collaborate, Collaborations, and Assignments. The main content area shows the assignment details: 'Due No Due Date', 'Points 0', and 'Submitting an external tool'. There are 'Open' and 'Submit' buttons. An embedded Office 365 Word document is shown, titled 'O365-Assignment-Template-a7d4b6-6bebd8 - Saved'. The document has a ribbon with 'File', 'Home', 'Insert', 'Layout', and 'Table' tabs. The 'Home' tab is active, showing font settings (Calibri, size 12) and paragraph options. The document content has two columns: 'One thing I learned' with the text 'How to use O365 for teaching', and 'One thing I want to learn more about' with the text 'Strategies for using Polling in a synch. Session 😊'. At the bottom, it says 'Page 1 of 1', '27 words', and 'English (Canada)'.

Assignment Submitted

Reflections (O365)
Submitted: October 26, 2020 15:05

FINISHED

Feedback:
[SpeedGrader](#)

Or comment
in the
document

[How do I submit a cloud assignment with Office 365?](#)

QUERCUS +



Support team- and groupwork

Home

Modules

Bb Collaborate

Collaborations

Assignments

+ Collaboration

TypeWord

Document nameAssignment-2-Debate-Prep

DescriptionUse this template to prepare for the upcoming debate.

PeopleGroups

AQ Qtraining01, ACT01

AQ Qtraining02, ACT02

AQ Qtraining03, ACT03

AQ Qtraining04, ACT04

Add Collaborators

Choose from the left panel to collaborate with people and groups.

Feedback: Comment in the document or create [No Submission Assignment](#)

[Office 365 Integration](#): Collaborations



Microsoft Forms



Poll students as an informal “knowledge check”

[View results](#) [Open in Excel](#)

1. The scenario in the reading about students' attitudes toward iPads in the classroom is an example of which kind of research?

[More Details](#)

Quantitative	1
Qualitative	5
Mixed Methods	1

2. Reflection: What remains confusing for you about this module?

[More Details](#)

7 Responses

Latest Responses

"How researchers decide to do quantitative or qualitative research ~..."

"Determining whether the emphasis of mixed methods research is q..."

"Test"

Feedback: Discuss the poll results

Diagnostic
Formative

Synchronous



Facilitate peer review (e.g., of group presentations)

Sample Peer Review of Group Presentations

Hi Justin, when you submit this form, the owner will be able to see your name and email address.

1. Select the Group that you're assigned to provide feedback for.

Select your answer

2. What were the strengths of this group presentation? Please refer to the evaluation criteria at [link](#) when providing feedback.

Enter your answer

3. What suggestion(s) would you offer to improve this group presentation? Please refer to the evaluation criteria at [link](#) when providing suggestions.

Enter your answer

Submit

Formative



Facilitate peer review (e.g., of group presentations)



Open in Excel

Feedback: Share anonymized
results with group members

	A	B	C	D	E	F	G	H
1	ID	Start time	Completion time	Email	Name	Select the Group that you reviewed	What were the strengths	What suggestion(s) would you give
2	1	3-12-21 9:41:14	3-12-21 9:42:53	justin.fletcher@utoronto.ca	Justin Fletcher	Group 1 (Student 1 name, § Strength...	Suggestion...	
3	2	3-12-21 9:42:55	3-12-21 9:43:02	cora.mccloy@utoronto.ca	Cora McCloy	Group 2 (Student 1 name, § Strength...	Suggestion...	
4	3	3-12-21 9:43:04	3-12-21 9:43:14	maryam.shafiei@utoronto.ca	Maryam Shafiei	Group 2 (Student 1 name, § Strength...	Suggestion...	
5	4	3-12-21 9:43:15	3-12-21 9:43:24	derek.hunt@utoronto.ca	Derek Hunt	Group 3 (Student 1 name, § Strength...	Suggestion...	

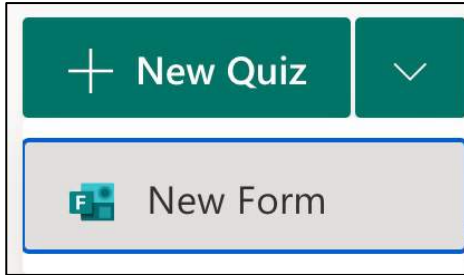
Formative



Conduct self-assessments

- Numerical assessments, aligned with evaluation criteria
- Open-ended, e.g.:
 - One key strength of the work I've submitted...
 - One thing I would improve in the work I've submitted...
 - One thing I learned from completing this assignment...

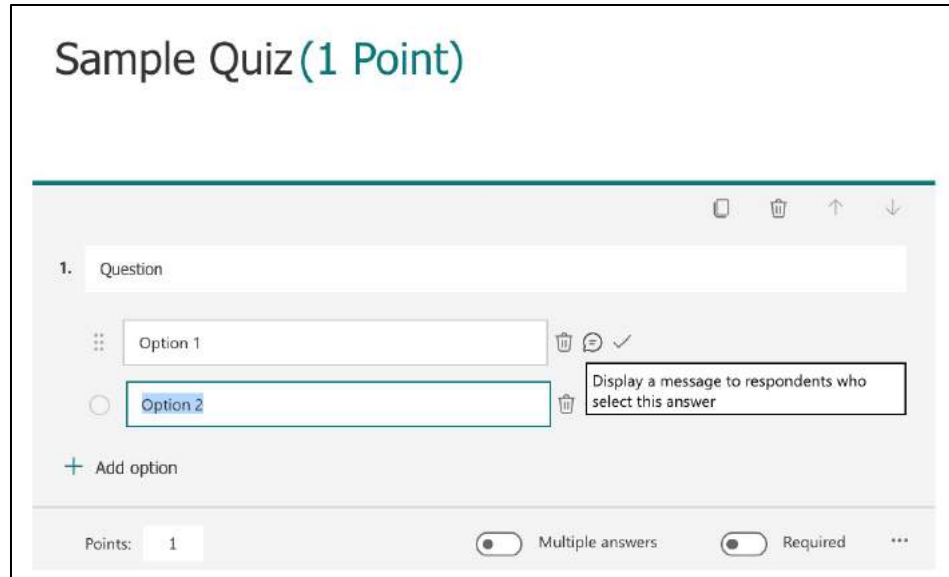
Formative



The image shows the Microsoft Forms interface. At the top, there is a green button with a plus sign and the text 'New Quiz'. Below it, there is a grey button with the Microsoft Forms icon and the text 'New Form'.



Provide feedback using Forms: Quizzes



The image shows a sample quiz interface. At the top, it says 'Sample Quiz (1 Point)'. Below this, there is a question field labeled '1. Question'. Underneath the question field, there are two options: 'Option 1' and 'Option 2'. 'Option 2' is selected with a radio button. To the right of 'Option 2', there is a feedback message box that says 'Display a message to respondents who select this answer'. At the bottom of the interface, there are settings for 'Points: 1', 'Multiple answers' (disabled), and 'Required' (disabled).

Feedback: Add messages based on answer options

Diagnostic
Formative
Summative



Integrate quizzes/surveys
into video recordings

Formative



Integrate quizzes/surveys into video recordings

The screenshot shows a web browser window with the URL q.utoronto.ca/courses/208096. The page title is "CTSI Course Design for Online (Fall 2020)". The left sidebar contains links for Home, Modules, Discussions, and Collaborate. The main content area features a video player with a thumbnail showing sticky notes and the text "CTSI COURSE DESIGN FOR ONLINE". Below the video, there is a description of the CTSI Course Design for Online (CDO) series. A transcript overlay on the right side of the video player shows the following text:

- 00:45 you want the course card to appear on your dashboard, click
- 00:48 on the star next to the name of the course to favorite it.
- 00:53 Inside the course, the home page is your starting point.
- 00:56 Here you will find a description of the course
- 01:00 followed by a series of links to the course modules. The
- 01:04 course contains both synchronous webinars.

Formative



Add reflection surveys to modules: Promote metacognition

Notification

- ☒ Send email receipt to respondents
- ☐ Get email notification of each response

☒ Only people in my organization can respond

- ☒ Record name
- ☒ One response per person

- What's one takeaway from this session / module?
- What's the muddiest point?
- What would you like to learn more about?

Formative



+ QUERCUS

Embed Forms in Quercus pages

The screenshot displays a Quercus course interface. On the left is a navigation sidebar with links to Account, Dashboard, Courses, Groups, Calendar, Inbox, History, Course Evals, and Help. The main content area is titled "5.13 ACTIVITY: Reflect on the CDO Modules" and includes a sub-header "One final activity" with an illustration of a hand holding a tablet. Below this are three numbered questions, each with a text input field:

1. A key takeaway from the CDO for my own work is...
2. As a next step, I plan to do the following with what I learned...
3. A final comment, suggestion, or question I have is...




On the right, a "Share" dialog box is open, titled "Send and collect responses". It shows a preview of the form and provides instructions: "Copy this code and paste it in a webpage or Sway." The code to be copied is: `<iframe width="640px" height="480p:`. A "Copy" button is visible next to the code. At the bottom of the dialog are icons for link, grid, code, and email.

Embed content in Rich Content Editor



+ QUERCUS

Add reflection surveys to modules:
Promote metacognition

⋮	Module 5 Resources
⋮	 5.12 Optional Supplemental Resources
⋮	Module 5 Next Steps
⋮	 5.13 ACTIVITY: Reflect on the CDO Modules Mark done
⋮	 End of Module 5: Q & A

Feedback: Address
common themes in
Announcement or
brief video recording

Formative



Elicit anonymous feedback (mid-course evaluations)

Settings

Who can fill out this form

☐ Anyone with the link can respond

☒ Only people in my organization can respond

☐ Record name

☒ One response per person

- Start
- Stop
- Continue

Feed forward: Address the
feedback you've received

Formative



Microsoft Teams




Facilitate group presentations

Who can present?

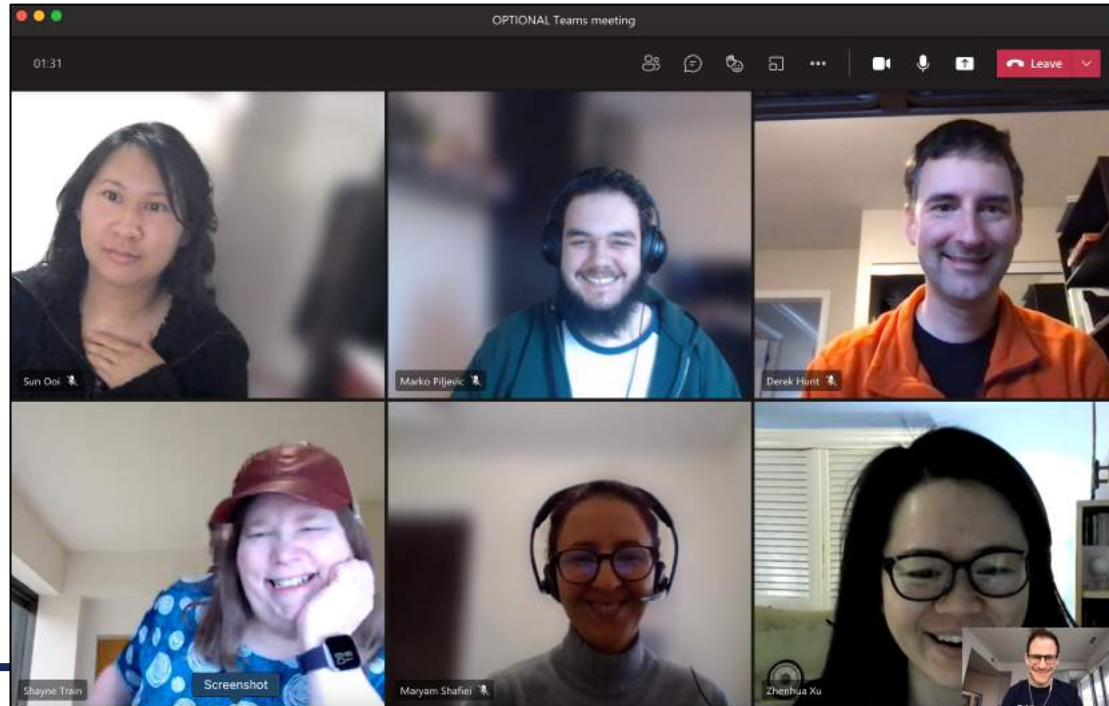
Specific people

Select presenters for this meeting

 Cora McCloy



Host seminar discussion





Host seminar discussion



[Together Mode in MS Teams](#)



Record breakout rooms to capture discussion or deliverables

Create breakout rooms

Room settings

How many rooms do you need?

4

Participants

How do you want to assign people to rooms?



Automatically

Assign 0 to 4 rooms (0 per room)



Manually

Add participants individually to Breakout Rooms.

Cancel

Create rooms



Call me



Apply background effects



Turn on live captions



Start recording

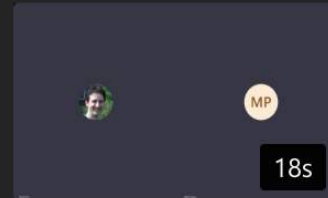


Start transcription

Feedback: [No submission assignment](#)



Meeting ended 2m 46s 2/12 3:08 PM



Meeting

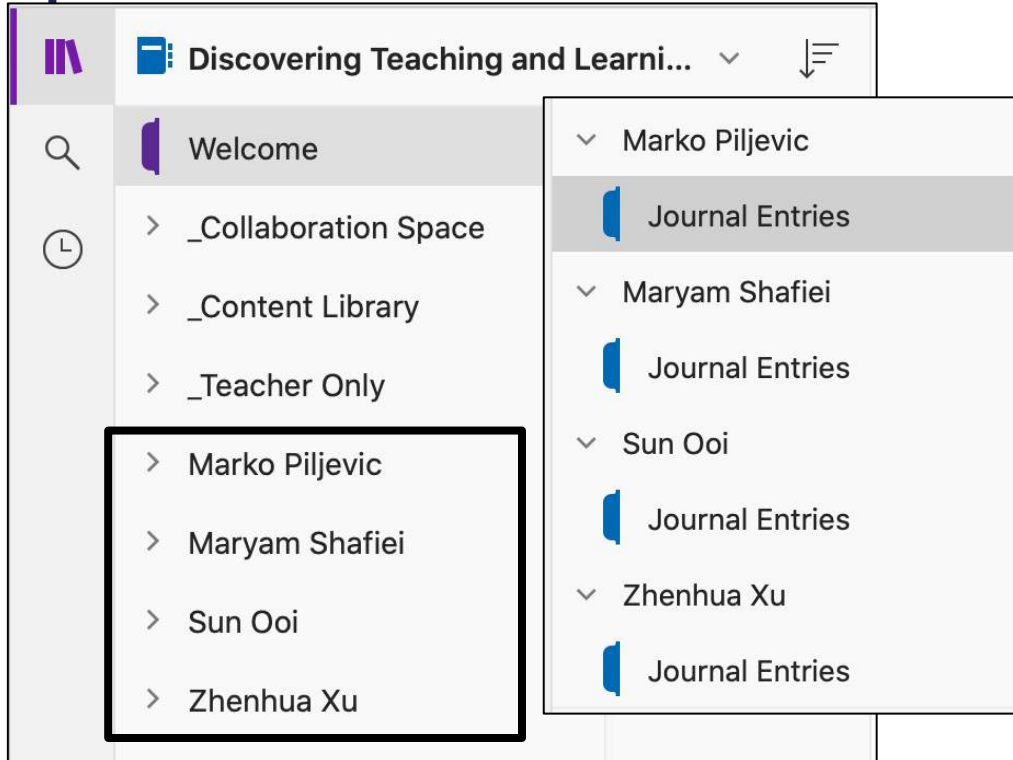
Recorded by: Derek Hunt



OneNote Class Notebook



Create Student Notebooks as Journal or e-Portfolio



- Content Library
- Collaboration Space
- Teacher Only
- **Student Notebooks**

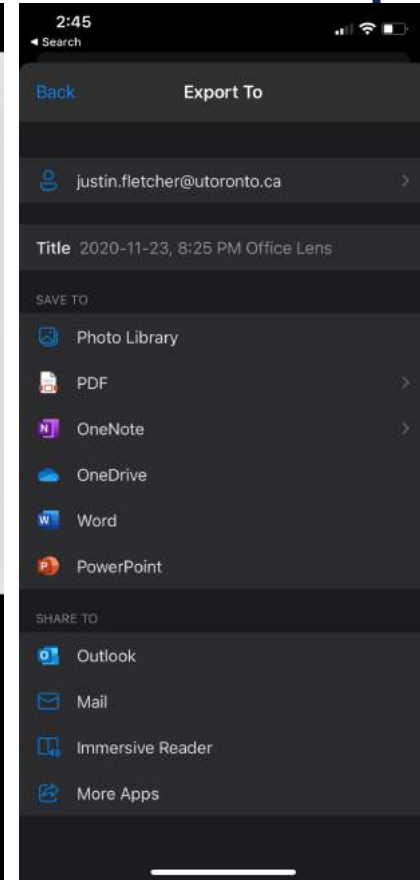
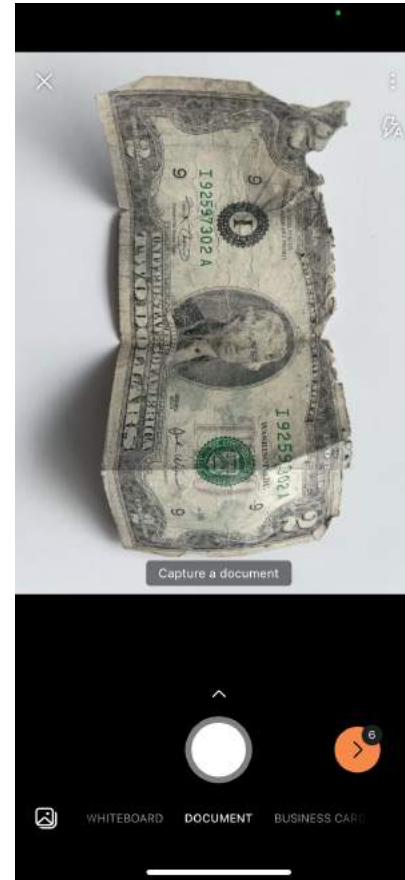
Feedback: Add comment or page to Student Notebook



Encourage artifact collection

Microsoft Lens


- Capture/scan documents, sketches, photos to OneDrive
- Submit as assignment or contribute to ePortfolio



Navigating Quercus and Office 365 support resources

Assessment and Feedback Course Template

CTSI Teaching with Quercus: Assessment and Feedback Template Course



**TEACHING WITH QUERCUS:
ASSESSMENT AND FEEDBACK**

Photo by [Frank Vecella](#) on [Unsplash](#)

Welcome!

Welcome to the Assessment and Feedback Template Course. This course is designed to provide Quercus users some sample assessments created with the tools and platforms available in the University of Toronto Academic Toolbox. Click on the "Get Started" button below for a module to orient yourself to this course and to assessments in Quercus.

[Get started](#) [Assessment examples](#) [Resources](#)



View Course


[https://q.utoronto.ca/
courses/159368/](https://q.utoronto.ca/courses/159368/)





**Download
template** [uoft.me/ctsi-
videos](https://uoft.me/ctsi-videos)


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**Teams**
The customizable, chat-based team workspac...

**Word**
Bring out your best writing.





Summary resource

Office 365

Microsoft Office 365, available to University of Toronto faculty, students, and staff, offers a variety of tools and applications, many of which can be used to support teaching and learning goals.

[Login to Office 365](#)

Discover the pedagogical applications of Office 365 tools

Tool	Description	Pedagogical application
 OneDrive	Store, access, and share your files on the cloud. You can access files from any device, anywhere. Sharing your files allows you to collaborate with others.	<ul style="list-style-type: none">• Store and share large files (e.g., course materials)• Release content to selected students• Collaborate on documents• Add annotations to shared documents• Share documents and folders
 Word	Create, edit and collaborate on text documents. Use built-in RefWorks Citation Manager to cite sources.	<ul style="list-style-type: none">• Create and collaborate on documents• Annotate and review documents collaboratively• Use built-in accessibility tools to write and read documents• Create assignment templates for Cloud Assignments submitted through Quercus• Support teamwork and groupwork through Collaborations in Quercus

[Office 365: Pedagogical Applications](#)

Webinars

Online/remote teaching webinars

Recordings and materials:

<https://uoft.me/ctsi-videos>

Other CTSI events:

<https://teaching.utoronto.ca/events>

Global calendar to support online/remote teaching:

<https://online-remote.teaching.utoronto.ca/>

Office 365 for Teaching and Learning webinar series

Previous:

- Jan 28: [Organizing your Course Content using Office 365 Tools](#)
- Mar 16: [Assessing Student Work and Providing Feedback Using Office 365 Tools](#)

Upcoming

- Apr 7: [Teaching from a Distance Using Office 365 Tools: Webinars and Lecture Recordings](#)

Office 365 licensing and support

Office 365 for Faculty & Staff



Did you know?

If you are a current U of T faculty or staff member with an appointment of 20 percent or more, you have access to full desktop versions and mobile versions of Microsoft Office.

Microsoft Office ProPlus is available for free to faculty and staff using Office 365 and can be installed on up to 5 personal computers or other devices.

[Learn more at the Information Commons Knowledge Base.](#)

General Information

- [Office 365 Updates and Announcements](#)
- [Licensing and Microsoft 365 Apps](#)
- [Microsoft Campus and School Agreement](#)
- [Office 365 Data Residency](#)
- [Admin Managed Apps](#)
- [Known Issues](#)

User Guides

- [Office 365 Product FAQs](#)
- [Information Commons Help Desk FAQs](#)
- [Online Training \(SuccessFactors\)](#)
- [Office 365 on LinkedIn Learning](#)
- [Good Practices for Using Microsoft Teams Remotely](#)

Quercus support resources

☰ Quercus Support Resources

Home

Modules

Search

The Basics



Start here. Navigate Quercus, modify settings and access courses.

[Learn More](#)

Build Your Course



Create course content and learn about features and integrated tools.

[Learn More](#)

Assessments



Create and grade different types of assessments.

[Learn More](#)

Students



Navigate Quercus, access courses and student mobile apps.

[Learn More](#)

Ed Tech Catalogue



Explore the full list of educational technologies at U of T.

[Learn More](#)

Support



Additional resources, training and support contacts.

[Learn More](#)

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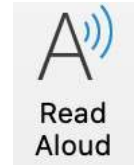
- [Technology Requirements for Remote Teaching and Learning](#)
- [Quercus Student Guide](#)

Share accessibility features with students

Immersive Reader



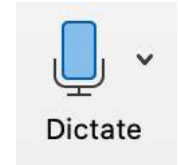
Read Aloud



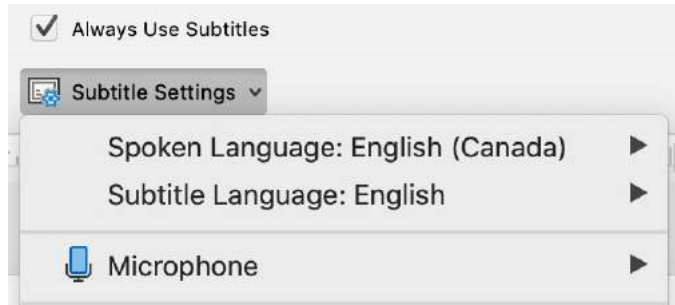
Translate



Dictate



Subtitles (PowerPoint)



Live Captions (Teams meetings)



Planning guide: Teaching online/remotely

The screenshot shows the website of the Centre for Teaching Support & Innovation at the University of Toronto. The header includes the university's name and a navigation menu with links to 'EVENTS SCHEDULE', 'TEACHING SUPPORT' (highlighted in red), 'EDUCATIONAL TECHNOLOGY', 'RESEARCH ON TEACHING', 'TEACHING AWARDS', and 'ABOUT CTSI'. A search icon is also present.

The main content area is titled 'Centre for Teaching Support & Innovation' with the address '130 St. George Street, Robarts Library, 4th floor'. Below this, the page is divided into three columns.

Left Column:

- Teaching Strategies** (red header):
 - Continuity Planning
 - Classroom Management
 - First Class Strategies
 - Setting the Tone
 - Large Classroom Teaching
 - Inclusive Teaching
 - Supporting Student-Faculty Interaction
 - Academic Integrity and the Role of the Instructor
- Faculty Mentoring for Teaching** (blue header)
- Peer Observation of Teaching: Effective Practices** (blue header)

Middle Column:

- Teaching Online/Remotely – Planning for Next Term** (blue header)
- Links: [Plan Your Course](#) | [Build Your Course](#) | [Engage Students](#) | [Assess Students](#) | [Ensure Accessibility](#)
- Text: 'As an instructor you may be planning to move one or more courses to a fully online/remote mode and facing a very short timeline for the coming term. This resource will explore key considerations and provide examples and how-to guides for course planning.'
- Explore the following sections:** (red header)
 - [Planning Your Course](#) (blue link)

Right Column:



- Continuity Planning** (red header)
- > Teaching Online/Remotely – Planning for Next Term** (blue header)
- Quick Guide for Continuity Planning
- Pre-Recorded Videos
- Host Live Sessions Online
- Resources and Support
- Academic Continuity at U of T: Tip Sheet for TAs

[Planning guide for online/remote teaching](#)

Divisional support

Support Contacts

If you have other questions or wish to speak with an individual, please contact your Divisional support

DIVISION/ FACULTY	CONTACT
Applied Science and Engineering 	scs.edtech@utoronto.ca
Architecture and Forestry	12111@danieldu.utoronto.ca
Arts and Science	Instructors: tsu.arts@utoronto.ca
Dentistry	marisa.cornill@dentistry.utoronto.ca michael.lindenberg@dentistry.utoronto.ca marlene.murphy@dentistry.utoronto.ca
Education 	scs.edtech@utoronto.ca

CTSI website: <https://teaching.utoronto.ca>

Upcoming events: <https://teaching.utoronto.ca/events>

Quercus Support Resources: <https://uoft.me/qresources>

Divisional Support: <https://uoft.me/qsupportcontacts>

CTSI webinar recordings: <https://uoft.me/ctsi-videos>

Questions: q.help@utoronto.ca

References

Conrad, S. & Openo, J. (2018). *Assessment Strategies for Online Learning Engagement and Authenticity*. Athabasca University Press. [See Ch.5](#): Assessment Using E-Portfolios, Journals, Projects, and Group Work (free).

Menke, J. (2014). Implementation of Online Poster Sessions in Online and Face-to-Face Classrooms as a Unique Assessment Tool. *Journal of Chemical Education*, 91: 414–416. (Rubric included in the Online Journal)

Questions?

Thank you!
