

Using Canvas for a Minute Paper assignment

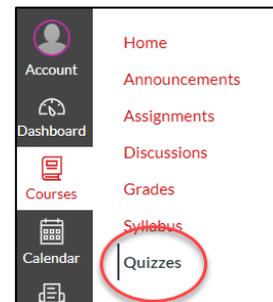
Minute Papers are a reflective exercise that asks students to organize their thinking about a topic, express interest or opinion, or solicit additional information to promote effective encoding of material. The Canvas Quizzes tool will allow you to collect and organize this useful student feedback. Part I of this tutorial explains how to set up a survey in Canvas to determine which aspects of a lesson students feel they understood and which aspects they are still confused about. Part II explains how to view the survey feedback once students have completed it.

Part I: Designing Canvas Surveys

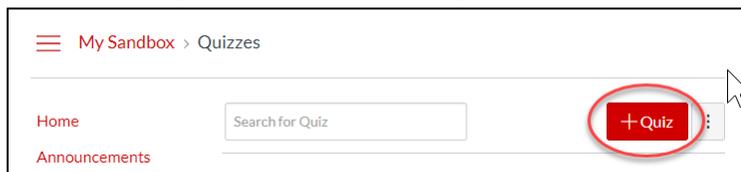
The sections below explain how to use multiple choice (MC) and open ended survey questions to complete the Minute Paper assignment. While the traditional Minute Paper assignment is an entirely open ended writing prompt, adding multiple choice questions can help you organize student responses by topic, which may make the writing more useful to you as an instructor.

Building a Canvas survey

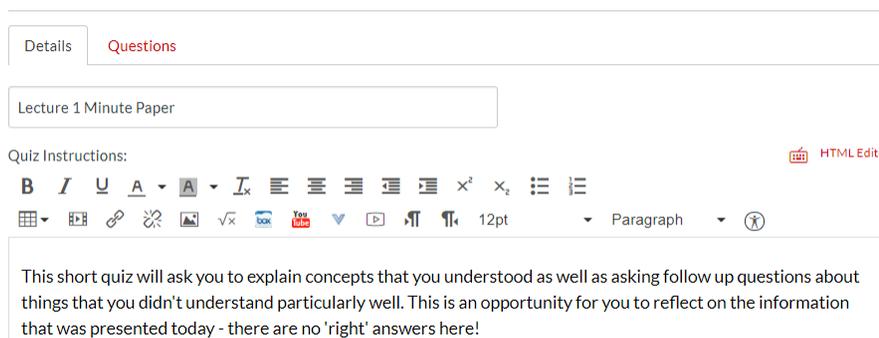
To build a survey in Canvas, you will use the 'Quizzes' tool. Click 'Quizzes' from your left side navigation menu.



Next, click '+Quiz' at the top to start a new survey.



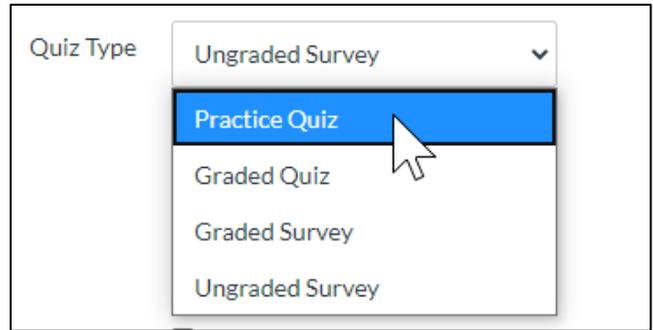
This will open a new screen where you can create your survey. In the top box, give your survey a descriptive name. Below that, explain to your students the purpose of this survey. If your survey will be anonymous, be sure to explain that here so students know that they can answer openly.



Below this area, you will see many different options for quiz settings.

The first dropdown menu asks what type of Quiz this is. You will want one of the Survey options (Note: survey just means there are no 'right' answers to your questions).

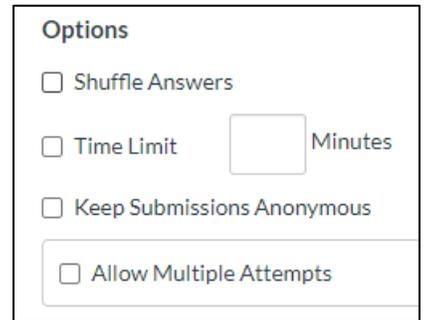
If you choose Graded Survey, they will automatically get points for completion. Ungraded will not give students any points.



The next set of options are mostly used for Quizzes. Shuffling answers and imposing a time limit can add unnecessary stress to students giving feedback, so it is recommended that you not use them for feedback.

Checking the 'Keep Submissions Anonymous' button is great if you want to make your students feel more comfortable.

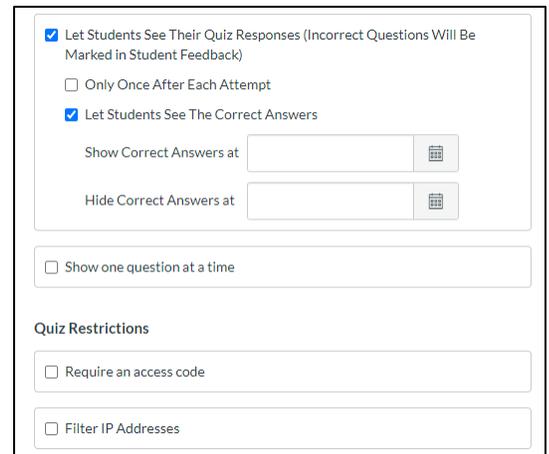
Allowing multiple attempts can be a nice feature in case students think of things after they initially take the survey.



The next box of settings is mostly relevant for graded quizzes, so you can leave the default settings. Since there are no 'right' answers, it doesn't matter whether you let them see correct answers or not

As long as the survey isn't too long, it's easier to take the survey if they can see the whole thing at the same time

Do not require an access code or filter IP addresses. These settings should only be used for graded quizzes or exams

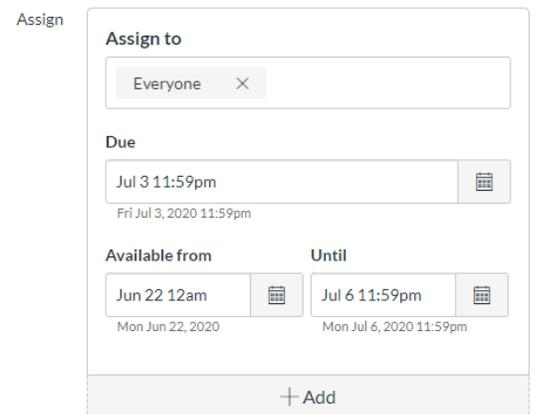


At the bottom of the page, you can add a due date. Adding a due date ensures that the survey shows up on your students' to-do list for the course. Otherwise, they might not notice that they need to complete it. Leave the 'Assign to' as 'Everyone' unless you only want a subset of students to take the survey.

Set the due date as the day you would like students to have completed it by.

Set the 'Available From' date as the earliest time you want them taking the survey (usually right after they have access to the material).

Set the 'Until' date as whenever you would like the survey to disappear from the student's Canvas page. This must be after the due date. You can leave this blank if you don't want it to disappear.

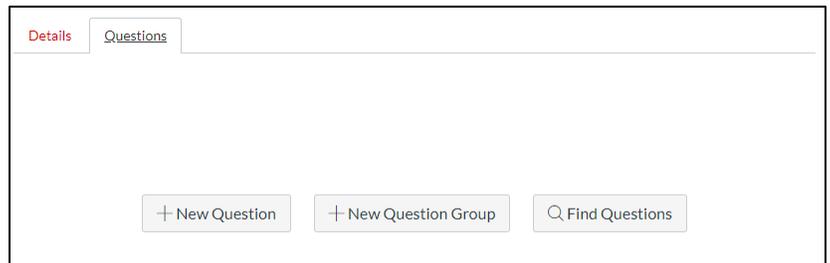


Creating Multiple Choice questions

Now that you've got the settings on your quiz ready, it's time to add some questions.

Scroll up to the top of the page and click the 'Questions' tab.

Then click '+ New Question'. This will open a dialogue box where you can add your question and answer choices.



Choose 'Multiple Choice' from the top dropdown menu if it isn't already selected.

Enter your question text in this space. Be sure to include information about what they will be asked in the short answer question that follows – you want them to make an informed topic choice here!

This space allows you to enter your possible answer choices. You'll want to use the main topics from your lesson. You'll probably end up having 3-5 options.

If you don't use all the answer choice boxes, click the trash can to remove the extras. If there aren't enough, click '+ Another Answer'.

Be sure to click 'Update Question' after each question you create.

Question: Multiple Choice pts: 1

Enter your question and multiple answers.

Question: HTML Editor

In the next question, you will be asked to write a short essay about a specific topic from today. You should choose a topic that you found particularly interesting, that you have additional thoughts or opinions about, or that you feel like you learned a lot of new information about. Which of the following topics will you write your essay about?

61 words

Answers:

Possible Answer: Associative vs Causal hypotheses

Possible Answer: Testing null hypotheses

Possible Answer: Writing good research hypotheses

Possible Answer: Answer Text

+ Add Another Answer

Cancel Update Question

Creating Short Answer Questions

Click '+ New Question' again at the top of the page to open a dialogue box where you can add your next question.

Change the top dropdown to Essay Question

Type the text of your question in the box. Make it clear that they should write about their choice from the previous question.

Be sure to click 'Update Question' after each question you create.

Question: Essay Question pts: 1

Students will be given a text field to compose their answer.

Question: HTML Editor

Based on the topic you chose in the previous question, write a short essay of about 300 words. You can summarize the new information that you learned, describe what was particularly interesting about the topic, or give additional thoughts, opinions, or new examples you have about the topic.

48 words

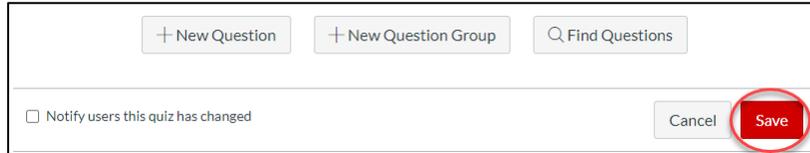
+ Add Another Answer

Cancel Update Question

Finishing your Survey

You may now want to add another set of questions for topics they still have questions about. For example, a second MC question that uses the wording 'You should choose a topic that still causes confusion or that you have specific questions about.' Then, create a second corresponding short answer question.

Once you have finished writing all of your survey questions, click the Save button at the bottom of the page.

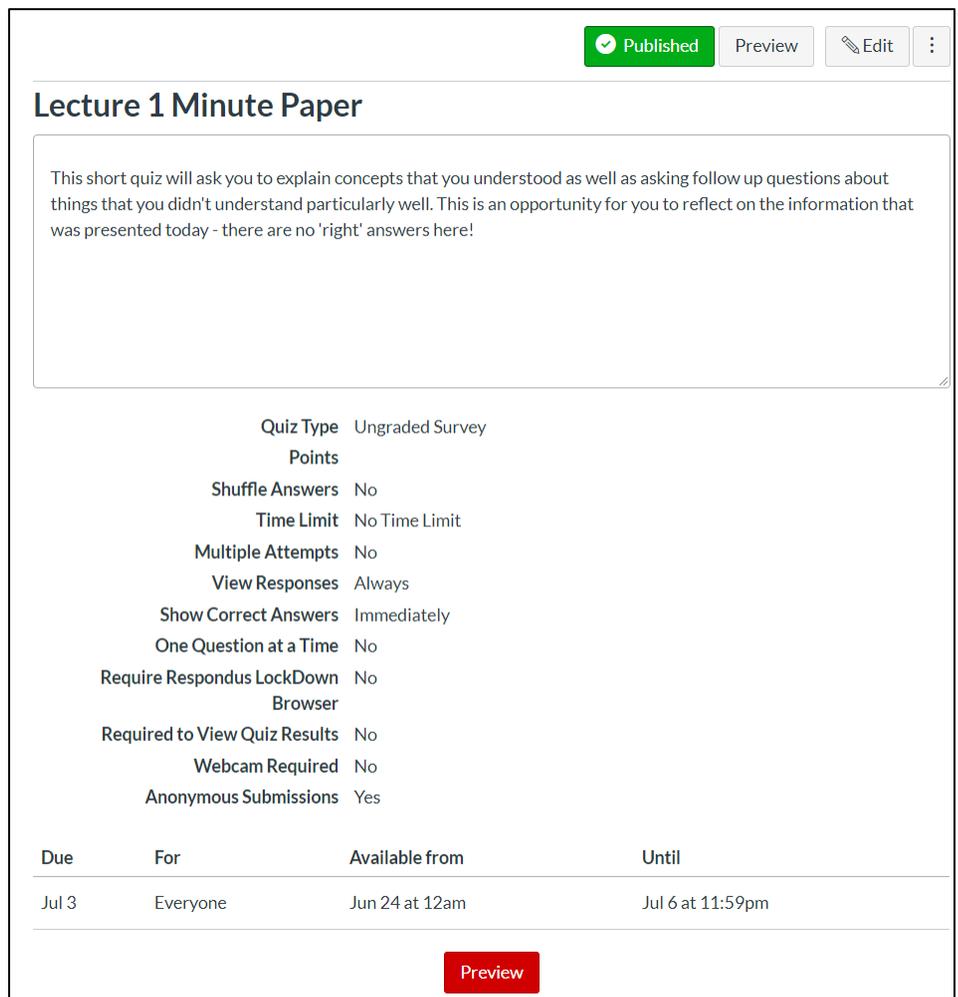


This will take you to a page listing all of the settings for your survey. Make sure they all look correct.

You'll also want to click the Preview button at the top or bottom of the page. This will let you look at the survey from a student perspective. If you notice any mistakes, you can click 'Keep Editing this Survey' at the top of the page to return to editing mode.

Once all of your settings and questions are correct, be sure to click Publish so that the survey will be available to your students. When you do, the button will turn green and say 'Published' like in this example.

Depending on how you organize your course, you may also want to add it to your modules page or send it as an announcement so your students see it.

A screenshot of the 'Lecture 1 Minute Paper' survey settings page. At the top right, there are buttons for 'Published' (green), 'Preview', 'Edit', and a menu icon. The main content area contains a description of the quiz: 'This short quiz will ask you to explain concepts that you understood as well as asking follow up questions about things that you didn't understand particularly well. This is an opportunity for you to reflect on the information that was presented today - there are no 'right' answers here!'. Below this is a list of settings: Quiz Type (Ungraded Survey), Points, Shuffle Answers (No), Time Limit (No Time Limit), Multiple Attempts (No), View Responses (Always), Show Correct Answers (Immediately), One Question at a Time (No), Require Respondus LockDown Browser (No), Required to View Quiz Results (No), Webcam Required (No), and Anonymous Submissions (Yes). At the bottom, there is a table with columns: Due, For, Available from, and Until. The table shows 'Jul 3' for Due, 'Everyone' for For, 'Jun 24 at 12am' for Available from, and 'Jul 6 at 11:59pm' for Until. A red 'Preview' button is located at the bottom center.

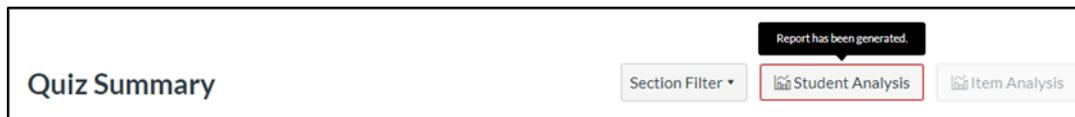
Part II: Accessing Survey Feedback

After your students have all completed the survey, you'll want to look at the feedback to determine which topics are in need of supplemental information or activities.

To find the student responses, go back into the 'Quizzes' area of Canvas and click on the name of your survey. Then, click 'Survey Statistics' on the top right to get to the responses page.



For our Minute Paper, the main page here isn't going to tell us a whole lot – we can see aggregate multiple choice answers, but that's it. If we want to see the essay questions, you'll need to click on 'Student Analysis' on the right side of the page.



Clicking this button will cause Canvas to create a spreadsheet of all of the quiz responses. This can take a short time, but when it's finished, you'll see the black 'Report has been generated' pop-up over top of the 'Student Analysis' button. How you access this will depend on your computer and browser. Normally, it pops up on the bottom of your browser window like this, but if it doesn't, you may have to look for it in your Downloads folder. If you click on the little pop-up with your survey name, it will open up the spreadsheet file.



Your spreadsheet will look something like this one:

A screenshot of a spreadsheet showing student responses for a survey. The spreadsheet has columns for section, section_id, section_sis, submitted, attempt, and various question responses. The text in the spreadsheet is as follows:

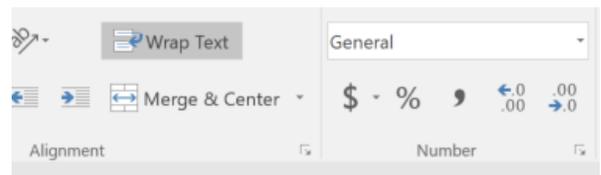
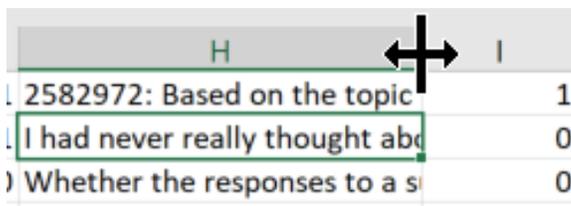
	A	B	C	D	E	F	G	H	I	J	K	L
1	section	section_id	section_sis	submitted	attempt	2582603: li		1 2582972: E		1 2583024: li		1 2583078: E
2	SIOT Course	81078		2020-07-06	1	Associative		1 Blank is alv		0 Testing Nul		0 ALL OF IT
3	SIOT Course	81078		2020-07-06	1	Testing Nul		0 Whether th		0 Writing go		0 I feel like I f
4	SIOT Course	81078		2020-07-06	1	Writing go		0 Everything.		0 Associative		1 Whether th
5	SIOT Course	81078		2020-07-06	1	Associative		1 Attributive		0 Testing Nul		0 Everything.
6	SIOT Course	81078		2020-07-06	1	Testing Nul		0 The discuss		0 Writing go		0 Attributive
7	SIOT Course	81078		2020-07-06	1	Writing go		0 I still don't		0 Associative		1 The discuss
8	SIOT Course	81078		2020-07-06	1	Associative		1 I don't feel		0 Testing Nul		0 I still don't
9	SIOT Course	81078		2020-07-06	1	Testing Nul		0 Research q		0 Writing go		0 I don't feel
10	SIOT Course	81078		2020-07-06	1	Writing go		0 The many c		0 Associative		1 Research q

This spreadsheet can be a little confusing at first, so let's break down the information in each column. It can also be hard to see the full information in each box. If you click in any individual box, you can see the full text in the area above the spreadsheet. For example, I clicked cell L7. You can see the first word and a half in the cell, but the full text appears above the spreadsheet. You can also make the columns wider by clicking on the column border and dragging to the right.

Here's what our spreadsheet is telling us:

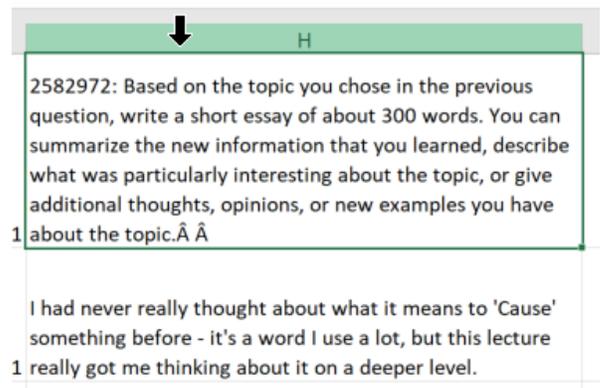
- Because this survey was anonymous, there are no student identifiers. Columns A, B, and C are information about the course itself.
- Column D gives you the date and time that each submission was made.
- Column E tells you whether this was the first time the student submitted a response or not. If you didn't allow multiple attempts, everyone will have a value of '1'.
- After this, you start seeing the actual survey data. Columns F, G, J, & K show data for the multiple choice questions. Columns F & J show the actual student responses. Columns G & K designate whether the student made the 'correct' response. Even though it is a survey without 'correct' answers, Canvas still designates the first answer choice as 'correct'.
- Column H gives the responses to the first short answer question asking them to explain what they understood well and column L shows the responses for the concept that they didn't understand well or still have questions about.

You can click in the individual cells to read them one at a time above the spreadsheet, but that's not particularly fun or useful. Let's try to fix those columns so we can see the data cleanly. First, let's make the columns wider so more words will fit horizontally. If you're in Excel, you can do that by hovering your mouse over the space between two columns. You'll see your cursor turn into the two intersecting lines like this. When you see this, click and hold the mouse button down while you drag the mouse to the right. This will make the column wider when you let go of the mouse button.

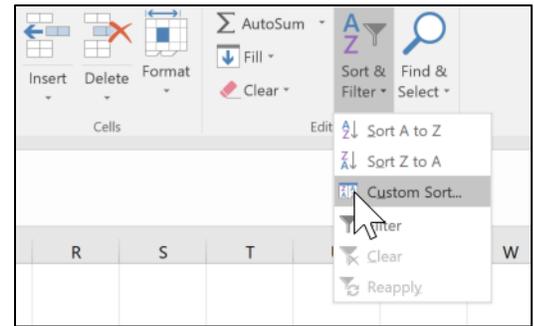


We still can't quite see everything, though, so let's make the words continue onto a second line instead of being hidden to do this, select the column of interest by clicking the letter in the column header (in this case, J). Then click 'Wrap text' above the spreadsheet.

n the previous question, write a short essay of about 300 words.

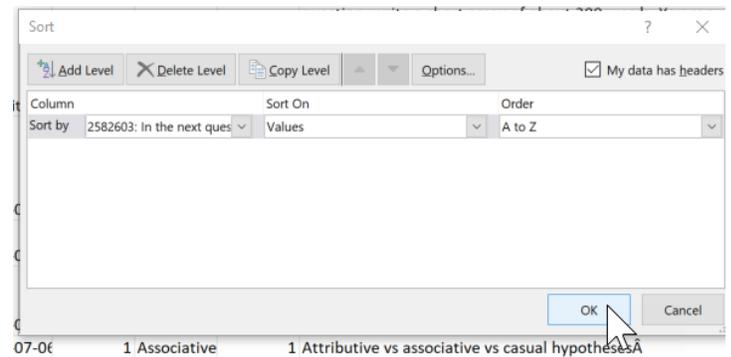


Now we can see the responses and easily read them, but we might want to take an additional step and re-organize them based on the answers to the multiple choice questions. To do this, we'll use the 'Sort' function in Excel. Click 'Sort and Filter' on the far right side of the Home menu and select 'Custom Sort'.



In the following screen, select your first multiple choice question from the dropdown menu. In our case, it is Column F that starts with 'In the next question...'

Then click 'OK'.



You'll notice that the order of the rows is now different – they have been grouped based on their answer to the first Multiple Choice question (as noted by the colored boxes on this diagram). We can now more easily look for themes & patterns across students writing about the same topic.

You will want to follow this same procedure for the other pair of questions (in our case, ordering by Column J to group the answers for column L) so that you can do the same thing for the areas where your students are having trouble. If you notice a lot of students having trouble with similar concepts or asking for new examples of a particular topic, that's where you can focus your energy with Just In Time or Barely Late teaching follow ups!

	F	G	H
			2582972: Based on the topic you chose in the previous question, write a short essay of about 300 words. You can summarize the new information that you learned, describe what was particularly interesting about the topic, or give additional thoughts, opinions, or new examples you have
opt	2582603: li		1 about the topic.Â Â
			I had never really thought about what it means to 'Cause' something before - it's a word I use a lot, but this lecture
	1 Associative	1	really got me thinking about it on a deeper level.
	1 Associative	1	Attributive vs associative vs casual hypothesesÂ
	1 Associative	1	Something about Causal hypotheses
			The idea of a null hypothesis is very new to me, but I find it very interesting. I had never thought about science as being
	1 Testing Nul	0	about testing 'nothing'!
	1 Testing Nul	0	A null hypothesis is....
	1 Testing Nul	0	Since you said that null hypotheses are the backbone of the scientific method, I figure they're probably the most important thing from this lecture
			While the other topics seemed to be pretty nebulous, this
	1 Writing goc	0	part was very specific, which made it easiest to understand.
	1 Writing goc	0	I liked the part about writing good hypotheses. Here is a new example of a research hypothesis:
	1 Writing goc	0	The many clear examples helped me understand how to write good hypotheses.