



# TLEF Project – Final Report

Report Completion Date: (YYYY/MM/DD)

## 1. PROJECT OVERVIEW

### 1.1. General Information

<b>Project Title:</b>	Flexible Assessment Integration with Canvas Gradebook		
<b>Principal Investigator:</b>	Gabriel Smith		
<b>Report Submitted By:</b>	Gabriel Smith		
<b>Project Initiation Date:</b>	May 1, 2022	<b>Project Completion Date:</b>	August 31, 2023
<b>Project Type:</b>	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

### 1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



**1.3. Final Project Summary** – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

**1.4. Team Members** – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Gabriel Smith	Support Analyst II / Educational Strategist, LFS Learning Centre	Project Manager
Cyprien Lomas	Director, LFS Learning Centre	Unit head
Edmund Seow	Computer Systems Manager, LFS Learning Centre	Oversaw work of developers
Brandon Oh	Software Developer, LFS Learning Centre	Oversaw work of developer assistants
Judy Chan	Educational Developer / Sessional Instructor, CTLT / Land & Food Systems	User Acceptance Testing / Piloted application
Duncan McHugh	Digital and Instructional Media Producer / Sessional Instructor, LFS Learning Centre	User Acceptance Testing
Kinley Gillette	Sessional Instructor, Department of Philosophy	Piloted application
Vismai Khanderao	Software Developer Assistant / Co-op Student, Computer Science	Developed application
William Kang	Learning Technology Rover / Co-op Student, Computer Science	Developed and revised application
Alec Currie	Evaluation Assistant / Undergrad Academic Assistant, Computer Science	Compiled and presented results of student user feedback survey

**1.5. Courses Reached** – *Please fill in the following table with past and current courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Academic Year
PHIL 333 001	2022-2023
FNH 200 942	2022-2023
FNH 342 001	2023-2024



LWS/SOIL 516 001	2023-2024
CAPS 423	2023-2024
DATA 101 001	2023-2024
DATA 311 101	2023-2024
STAT 230 101	2023-2024



## 2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Flexible Assessment integration for Canvas	<a href="https://github.com/UBC-LFS/Canvas-Flexible-Assessment/wiki">https://github.com/UBC-LFS/Canvas-Flexible-Assessment/wiki</a>

2.2. **Item(s) Not Met** – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:

## 3. PROJECT IMPACT

3.1. **Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



**3.2. Please provide details on each of the impact areas you selected in 3.1.** – *For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.*

**Student engagement and attitudes** – The Flexible Assessment approach improves engagement and attitudes by giving control to students over how much their assessments will be worth. Since the app encouraged new instructors to try this approach, it reached more students.

**Instructional team satisfaction** – The Flexible Assessment tool greatly decreases the administrative overhead associated with the approach by streamlining the collection of information from students and recalculating their final grades.

**Teaching practices** – The development of the Flexible Assessment app caused more instructors to adopt the approach, thereby changing their practices surrounding assessments.

**Awareness and capacity around strategic areas (equity and diversity)** – The Flexible Assessment approach allows students who struggle in specific areas due to disabilities (e.g. test anxiety) to put less weight on those assessments and play to their individual strengths.

**Unit operations and processes** – Previously, when instructors wanted to use the Flexible Assessment approach, staff from the Learning Centre met with them to explain their options for the approach and sent them a PDF of instructions, which was 7 pages long. We now just meet with them for 30min to give them an overview of the tool. One new user this term completed the setup independently before meeting with us.

**3.3. How do you know that the impacts listed in 3.1/3.2 occurred?** – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

The feedback from the instructors came informally through User Acceptance Testing and 1-on-1 meetings with them. This feedback was almost universally positive. We also presented the tool internally at CTLT and externally at the Canvas conference and it has been well received by audiences. We did notice during user acceptance testing that the initial version of the application lacked explicit directions within the interface that would tell instructors and students exactly what they needed to do during setup. This language was incorporated into subsequent versions of the application.

We sent out a survey to students in the first two pilot groups that received 42 responses. The comments were mostly positive with students appreciating the ability to have control over how they would be graded and play to their strengths. While some students did not adjust their weights either because they preferred the professor's default scheme or had anxiety over making the "wrong" choices, they appreciated having the option to adjust how their grades would be weighted.

Students had some suggestions for how the application could be improved, such as pre-populating and greying out fields for assessments that were not flexible and creating a calendar notification for the deadline

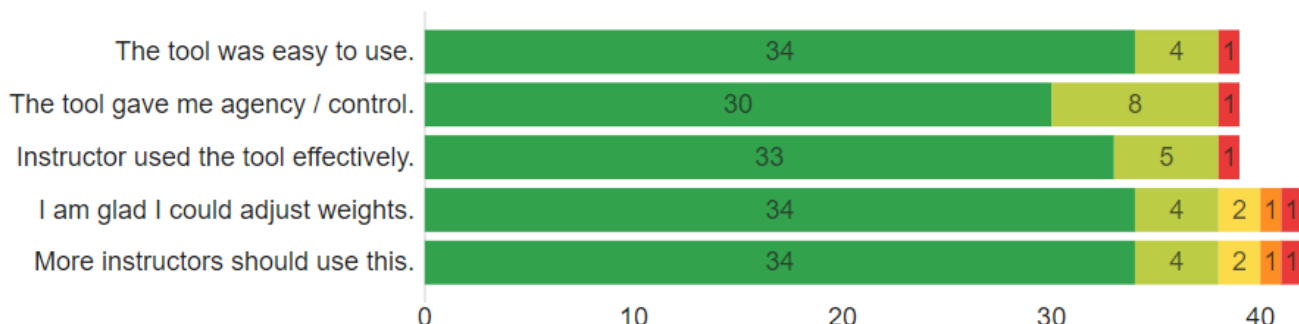


to submit their desired grading scheme. These features have already been developed and will be implemented in the next version of the software.

Here are some quantitative and qualitative highlights from the survey:

### Student perceptions of the flexible assessment tool

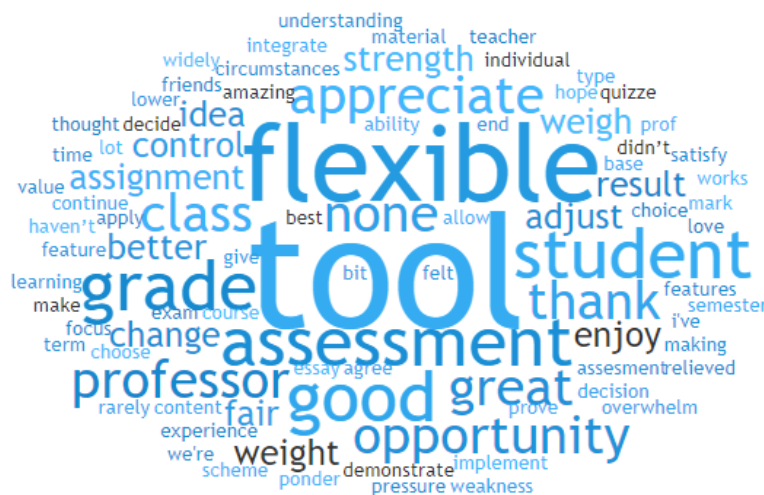
42 Responses



● Strongly agree  
 ● Somewhat agree  
 ● Neutral  
 ● Somewhat disagree  
 ● Strongly disagree

### Q9 - Please enter any general comments or feedback below.

24 Responses





**4. TEACHING PRACTICES** – Please indicate if ***your*** teaching practices or those of ***others*** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

At least five instructors have newly adopted the Flexible Assessment approach in their courses as a result of this project. Every time we have presented the tool, we have had new instructors requesting to use the app in order to try the approach. We have been asked to present it for the Faculty of Science next term. These changes are sustainable over time as they don't increase the workload for the professors and as the application matures, there will only need to be occasional maintenance from support staff.

**5. PROJECT SUSTAINMENT** – Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?

For the near future, the LFS Learning Centre will continue to maintain the application. We have a permanent developer position on our team and two rotating student positions to assist him. We have plans to roll this tool out university wide within the next year and eventually transition it to central support within the next five years, depending on when it meets the criteria for central support defined by LT Hub.

**6. DISSEMINATION** – Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.

I'm not sure if these count as "scholarly activities", but here is the information for the two presentations we did:

Rideout, C. A. & Smith, G. E. (2023, May 29-June 1). From theory to practice: Streamlining flexible assessment with Canvas [Conference presentation]. CTLT Spring Institute, Vancouver, BC.

Smith, G. E. (2023, July 26-28). Turning a flexible assessment approach into a Canvas integration [Conference presentation]. InstructureCon 2023, Denver, CO.