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Faculty Fellows Final Project Report 22-23

For my project, "Latin Canvas Exercises," I developed a series of Canvas "practice quizzes" for students to use in the first three semesters of Latin. These quizzes give students additional ways to practice concepts, assess their own progress, and prepare for assessments, without requiring an extra burden to be placed on our Latin instructors, some of whom are graduate students. I developed both "Classic" and "New" quizzes, thereby gaining familiarity with the pros and cons of each option, and – with my students' help and feedback - I learned many useful things about designing effective practice assessments on Canvas, things which I hope to share with my colleagues in the future.

This challenge addressed several problems:

1. Students need more practice than what their textbook provides, but buying an additional workbook is costly.

2. The extra practice is not as valuable when students don't get instantaneous feedback and can't retry the assessments and fix their mistakes.

3. Fulfilling students' request for additional practice usually requires extra work on the part of the instructor, who must spend time providing feedback to students who complete this practice.

Utilizing Canvas for this project made a lot of sense. First, students are already familiar with using Canvas for their Latin courses, and so having the extra practice built in makes it easily accessible. Second, the extra practice can easy be shared between instructors, modified howeve each instructor sees fit, and copied in later iterations of the course. Third, this project allowed me

to get familiar with the range of things that Canvas quizzes can do, which will be useful both to me and to my department, should any of my colleagues seek guidance for how to incorporate Canvas quizzes more successfully into *their* courses.

The desired result was to have a wide range of "practice quizzes" for each semester of class. Some of these would be required (for completion only; the score a student achieved would not count against them), others would be recommended for those seeking extra practice. I had originally considered incorporating Mastery Paths into this project, too, and I learned *how* to do so, but I eventually decided that I wanted things to be a little more flexible and open, so that students could work at their own pace.

I completed and incorporated these "quizzes" into Latin 1, 2, and 3. For Latin 1, I created 20 sets of practice exercises to be incorporated into the weekly lessons or recommended to students who are still struggling with a concept, as well as 8 practice quizzes that students would use to review for their in-class assessments. For Latin 2, I created 5 practice quizzes as preparation for their in-class assessments, 5 review sets to review information from the first semester, and 12 practice sets for new material. For Latin 3, I created 6 practice quizzes as preparation for in-class assessments, 11 review sets, and 2 practice sets for new material (there is much less new material in Latin 3). These included both Practice and New Quizzes, with multiple choice, matching, and fill-in-the-blank questions, for the most part, though I also utilized the Ordering and Categorization question types in New Quizzes. All quizzes are untimed and may be taken as many times as the student wishes, with built-in feedback immediately being shown for all incorrect answers.

Some lessons learned as I was completing this project:

- New Quizzes are excellent for certain things. For example, "multiple fill in the blanks" questions are MUCH faster to do in New Quizzes, as once you have entered a word or phrase between the tick marks in the Question stem, that word or phrase automatically appears as the correct answer below (in Classic Quizzes, you have to put something in between brackets in the question stem and then re-enter it below, which takes more time). You can also have several boxes in the question stem that have the SAME thing inside the brackets/tick marks, whereas in Classic Quizzes you have to distinguish them from each other somehow. There's also the capability to adjust how far off a student's answer can be before they get credit for the answer, including allowing students' answers to be capitalized or uncapitalized without penalty. However, there are other things that New Quizzes are *not* good for. First of all, you can't just make something a "practice quiz" worth no credit. It has to be made into an assignment. Since I don't want these assignments to count toward the grade, I have to check a box saying not to count it toward the grade, but it still gives students a score that they see. This also means that the "New Quizzes" show up under "Assignment Quizzes" instead of "Practice Quizzes" in the Canvas Quiz tabs, which makes them look separate from the other quizzes. Finally, if you assign something as an "essay" question (a translation, for example), it MUST be graded by the instructor before students can see feedback. What I would like to do instead, which is what I do in Classic quizzes, is have translation questions as "essay" questions, make them worth 0 points, and then once students submit their practice quiz they can look at the feedback and see how closely their answer comes to the one given in the feedback.

- It turns out that students REALLY don't like seeing red. Even though the practice

quizzes don't count toward their grades, and they can take them as many times as they want, if a student entered something and Canvas didn't give them credit for it (for example, if they included a period at the end of a phrase that I didn't have in my answers), even if they could see from the feedback that their answer was fundamentally correct, they would get frustrated by not getting "points" for it and having Canvas tell them it's incorrect. At the same time, it would be VERY tedious for me to fill in every possible iteration of a student's possible spelling. For example, when the correct answer is "victus, a, um est," does the student use "victus, -a, -um est," "Victus, Victa, Victum Est," etc? Because of this, I started incorporating better instructions in fill-in-the-blank questions (e.g. "Don't capitalize your form," "Don't end your phrase with a period," "write the full genitive form," "use this particular meaning for the translation of the verb"). As these instructions were consistent throughout all the practice sets I created, students found themselves achieving better success and feeling more confident on their initial attempts at these practice exercises.

- One frustration involves making a set of exercises a "practice quiz" (where the score doesn't count toward their grade) but also trying to count their *completion* of it toward their grade. I would have to set up a separate assignment for completion of the quiz, look at whether or not students completed the practice quiz, and then record it in that separate assignment slot. It would be really handy if there was a way to make something a "practice quiz" where the score doesn't count, but students still get credit toward their grade for completing it!

- Once I had fixed some of the issues in my early attempts (see the second bullet point above), students really seemed to enjoy these practice sets, especially those that were geared particularly toward an upcoming in-class assessment, as they helped them

know what to expect (thereby reducing their anxiety about what they would see in class) while also giving them additional practice on the topic(s) at hand.

In general, I found the Faculty Fellows program interesting and rewarding. Though the topics in the seminars were not necessarily things I would wish to incorporate into my own classes (besides the ones that I am *already* using, that is), it was wonderful working with a community of fellow faculty members and discussing some of the issues our departments face. Moreover, I really enjoyed working on my project, and it has been just as useful as I had hoped. This is something I had been wanting to do anyway (indeed, I completed a few of the quizzes before I joined the Faculty Fellow program), but having a monetary reward for the additional work made it much easier to stay consistent and meet my goal!

As my project is incorporated into Canvas, I cannot, unfortunately, share any student "artifacts," vel sim. However, here is a screen shot of the "Quizzes" page for my Latin 2 course (each quiz, however, is also linked to assignments in the weekly modules, so students take them when they're relevant). You can see that it is separated between "Assignment Quizzes" (the New Quizzes) and "Practice Quizzes" (the Classic Quizzes):

🔒 https://canvas.colorado.edu/courses/92155/quizzes

▾ Assignment Quizzes

🛪 **Practice Quiz 5**
Due Apr 17 at 10:10am | 5 pts

🛪 **Indicative Synopsis - 1st Conjugation**
1 pt

🛪 **Indicative Synopsis - 2nd Conjugation**
1 pt

🛪 **Indicative Synopsis - 3rd Conjugation**
1 pt

🛪 **Indicative Synopsis - 3rd-io Conjugation**
1 pt

🛪 **Indicative Synopsis - 4th Conjugation**
1 pt

🛪 **Practice Quiz 1**

🛪 **Practice Test 2**
0 pts

▾ Practice Quizzes

🖉 **Ablative Absolute and Passive Periphrastic Practice!**
26 pts | 3 Questions

🖉 **Capita XXXII and XXXIII Practice Quiz (Optional)**
Due Apr 25, 2022 at 1:25pm | 26 pts | 5 Questions

🖉 **Case Uses and Pronouns First Semester Review**
33 pts | 3 Questions

🖉 **Declensions First Semester Review**
10 pts | 2 Questions

🖉 **Demonstratives, Intensives, and Reflexives First Semester Review**
Due Jan 14, 2022 at 1:25pm | 10 pts | 2 Questions

🖉 **Indirect Statement Practice**
30 pts | 6 Questions

🖉 **Participle Practice!**
32 pts | 4 Questions

🖉 **Passive vs. Active - in English!**
12 pts | 1 Question

🖉 **Practice Quiz 3**
Due Mar 6 at 10:10am | 21 pts | 2 Questions

🖉 **Practice Quiz 6**
Due Apr 29 at 10:10am | 39 pts | 6 Questions

🖉 **Relative Pronouns**
Due Jan 26 at 10:10am | 10 pts | 10 Questions

🖉 **Synopsis Practice 1**
18 pts | 2 Questions

🖉 **Synopsis Practice 2**
18 pts | 2 Questions

🖉 **Synopsis Practice 3**
14 pts | 2 Questions

🖉 **Translation Practice (1st Semester Review)**
Due Jan 14, 2022 at 1:25pm | 26 pts | 5 Questions

🖉 **Verbs 1st Semester Review**
43 pts | 4 Questions