

May 23, 2014 - **Innovate! Workshop - D2L Helps Students “Get it!”**  
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List at least one multi-step project that you assign to students which involves specific tasks (e.g. writing a succinct introduction, comparing and contrasting two concepts, constructing a hypothesis, accurately summarizing data from an experiment, etc.).

Which items, sections, pieces or parts do your students struggle with most? (Think about instances in which you find yourself providing very similar feedback to many different students.)

Identify examples of excellent student work (specific items/section/piece/part):

Identify examples of poor student work (specific omission or errors with regard to the specific items/section/piece/part):

**I have successfully utilized the Self Assessment tool in D2L to provide students with specific guidance and “supervised practice” related to multi-step projects.** It appears to me that the self assessments are set up to utilize questions from a D2L Question Library (also shared by quizzes/exams) to provide an opportunity for students to get familiar with the question format and content. However, I keep my pre-lecture question sets and chapter quizzes (post-lecture) separate from any self assessments, which I use for multi-step projects.

**While the self assessments are voluntary, without any points attached or a way for me to view submitted answers, they provide a “safe” opportunity for students to delve into what can sometimes be intimidating tasks or challenging sections of a specific project.** Students who are motivated to excel, complete the self assessments and have expressed appreciation for the ability to “experience” the assignment from a different perspective, (they take on the editor/grader role).

**This was my process for creating self-assessments:**

- I gathered samples of previous students’ work (kept anonymous by changing any potentially identifiable details).
- I identified a mixture of exemplary submissions and erroneous/unacceptable/incomplete submissions upon which to draw.
- Edit Course - Select “Self Assessments” on the second page of the drop down menu, then the “save and close” button. The Self Assessments will now be accessible from the course home page.
- I created a self assessment category for my multi-step project.
- I created separate self assessments (within the project category) for each formal section of the assignment.
- Within each self assessment, I created individual questions to address each specific item/piece/part of the section that warranted attention, based on my experience grading completed assignments.
- In the “Question Text” field, I included excerpts from those student submissions that addressed each specific item/section/piece/part of the assignment which I wanted to address, and posed a question similar to “What is wrong with this [item/section/piece/part]? What is missing from this [item/section/piece/part]? or How could this [item/section/piece/part] be improved?”
- Then, I provided “my response” to the question posed in the “feedback” box (NOT the Answer Boxes), with any additional guidance that I thought would be helpful for students, with regard to that particular task. The students are then able to access my feedback, when/if they click on the link titled “Check my answer”.
- You will need to enter text (placeholder) in the answer#1 field, though students will NEVER BE ABLE TO SEE IT - I used “Missing...”
- Text can also be added to the header and/or footer fields (use radio button to make visible) to provide additional instructions/encouragement which would be applicable to all questions/items in that particular self-assessment.
- To give your students access to the self assessments (all or none), then go to Edit Course - Navigation & Themes - click on name of active “Nav Bar” (hyperlinked) and then “Add Links” in the lower left nav bar area. Select “Self Assessments” on the second page of the drop down menu, then the “save and close” button. The Self Assessments will now be accessible from the course home page.
- To “drip” in the self assessments, create them in “old” D2L course, then copy to active course when ready to “publish” them.

## About Self Assessments

Self Assessments is a formative assessment tool that enables you to provide students with a series of questions and immediate feedback for responses. Question types available are similar to quizzes, however, student responses are not graded and self assessment questions do not have a points value or difficulty level indication. The omission of numeric evaluation enables students to make reflective learning and course material comprehension their main priorities during a self assessment.

You can set up self assessments as part of your course's instructional sequence by creating quicklink topics to self assessments in Content. You can also set up quicklinks to self assessments from other places in the course such as in News or Events.

Each self assessment belongs to a single course and cannot be shared among other courses unless you copy your course material into another course. See [Copying course components between org units](#) to learn how to duplicate and share self assessments between course offerings.

### ■ Access the Self Assessments tool

Click  **Self Assessments** on the navbar.

### Self Assessments help topics

#### Teaching

- [Creating self assessments](#)
- [Managing self assessments](#)
- [Creating self assessment questions](#)
- [Importing self assessment questions](#)
- [Managing self assessment questions](#)
- [Creating self assessment sections](#)
- [Creating random sections in self assessments](#)
- [Creating and managing self assessment categories](#)
- [Quicklinking self assessments to course content](#)
- [About Question Library](#)