Gradescope and Teams

Large Classes, Collaborative Work, and Being “Part of the Team”

Who is “the Team”?

- There are three main teams I’ll discuss
  - The entire course stewardship (Instructor, (G)TAs, Students)
  - The Course Staff (Instructor and anyone who grades)
  - Small groups of students (size may vary)
- Having a Team means that you have support
  - Support works two ways

My Class

- STAT 2120 is one of the “big” introductory statistics courses at UVA
  - 550 students each fall, 450 students in spring
- Course typically features ~60 assignments per semester
  - Mix of group and individual work
  - Over 90% of assignments submitted to Gradescope
- Course is well-supported
  - I’m a lucky general
  - Over a dozen graders

Large Enrollments and High burdens

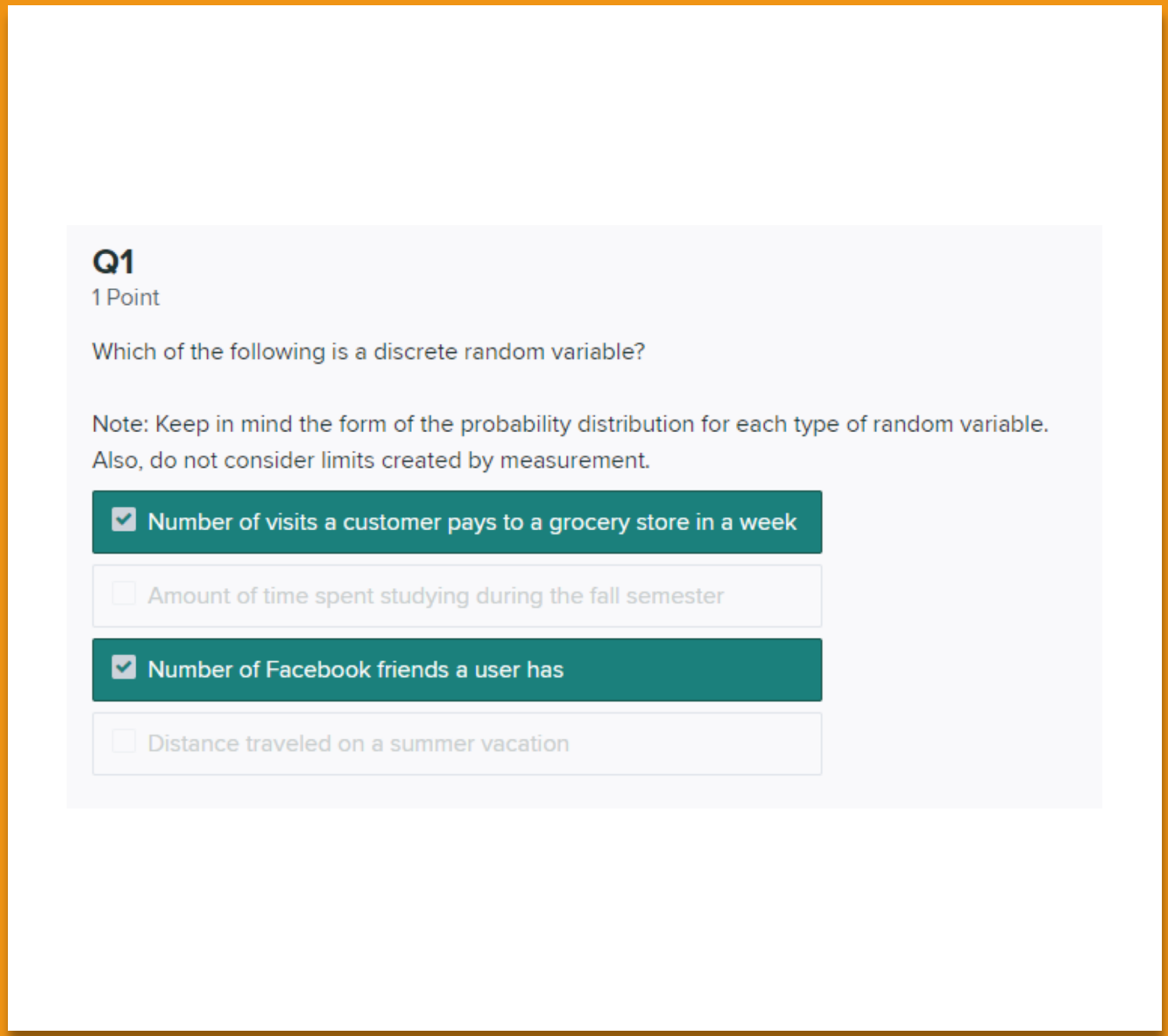
- When teaching a large course, what weighs us down?
  - Course and assessment design
  - Student Email
  - Administrative Load
  - Online Testing
  - Creating a meaningful experience
- These anchors can really slow down our momentum at times!
  - Today, lets focus on the assignments that students complete and the feedback that we give, and how this applies to the three “Teams”

Giving Feedback

- How do we give feedback?
  - Easiest – Just give a number or letter?
  - Gradescope is great for written feedback and consistency
- Some valuable tools for feedback
  - Check understanding (mostly Yes/No)
  - Understanding patterns of error
  - Holistic Feedback
- Feedback inspires success

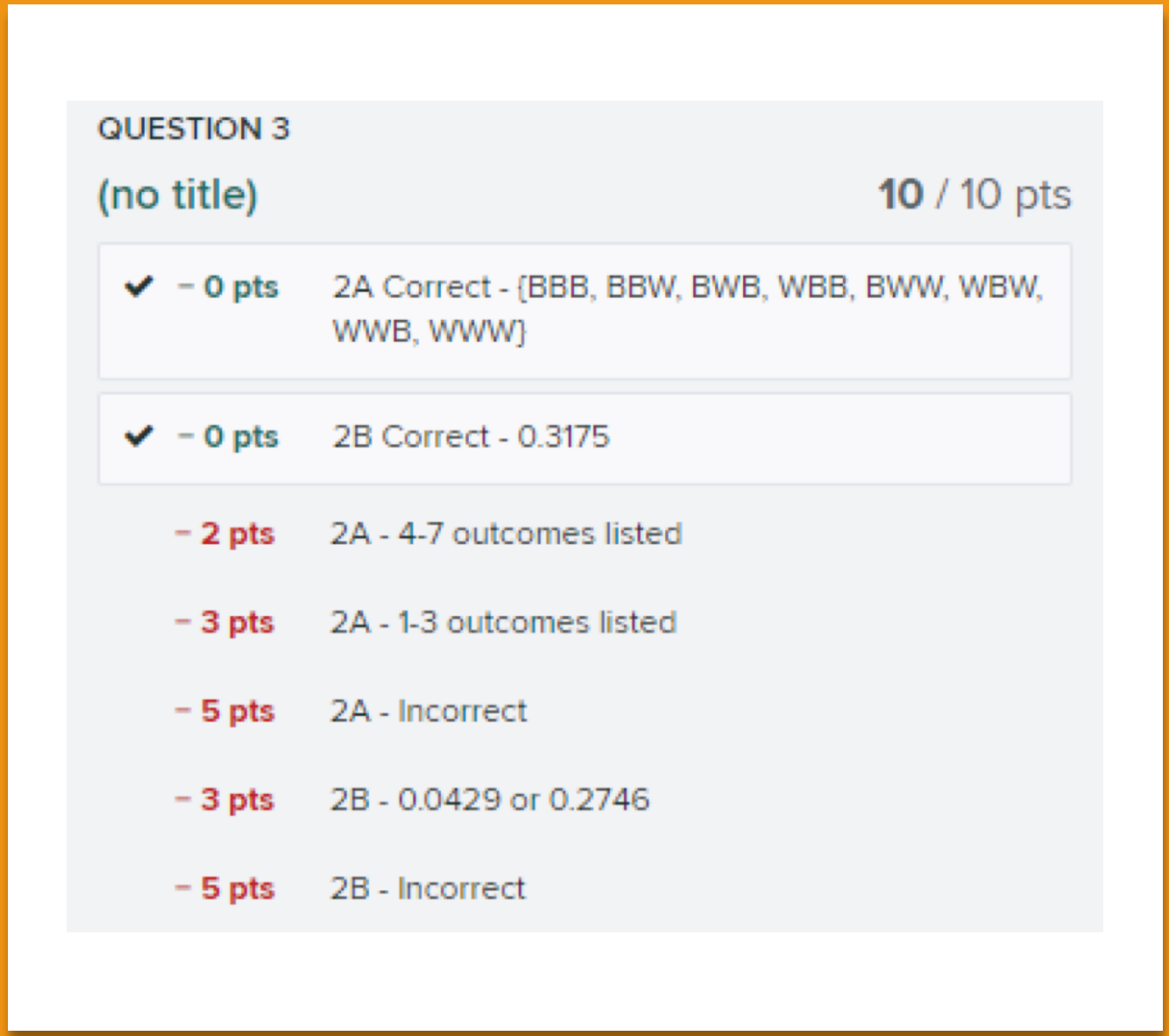
Checking Understanding

- Online Assignments with “Select All” or “Multiple Choice” Fields:
  - Students can get quick feedback on “right” or “wrong”
  - Feedback provokes action



Illustrate patterns of Error

- Homework or Exams. Use “Online Assignment”, “Homework/Problem Set”, or “Exam/Quiz”:
  - More than a number
  - Consistent



Holistic Grading

- New “Essay/Report” Assignment Type (email Gradescope for access to this) is incredible:
- Grading via rubric is great for non-linear work
- Incredible with two monitor setups.

	4.0 pts	3.0 pts	2.0 pts	0.0 pts
4.0 Question	✓ Two research questions are clearly and specifically stated in non statistical language	The questions are two of the following: clearly stated, specifically stated, uses non-statistical terms.	The questions are one of the following: clearly stated, specifically stated, uses non-statistical terms.	At least one question is missing entirely
4.0 Data Description	✓ A brief and thorough description of the data provides a complete background.	A brief description of the data provides a mostly complete background.	There is some description of the data, but its background is somewhat unclear.	There is no description of the data.
4.0 Data Relevance	✓ A clear and reasonable connection is made between the question and the data.	A reasonable connection is made between the question and the data.	A connection between the question and the data is implied	No connection is made between the question and the data.
3.0 Generalization	An appropriate explanation is given for how the outcome of the tests will be generalized to the population.	✓ A mostly appropriate explanation is given for how the outcome of the tests will be generalized to the population.	A questionable explanation is given for how the outcome of the tests will be generalized to the population.	No explanation is given for how the outcome of the tests will be generalized to the population.
2.0 Test Appropriateness	The chosen tests is fully appropriate for answering the stated question.	The chosen tests is mostly appropriate for answering the stated question.	✓ The chosen tests is somewhat appropriate for answering the stated question.	The chosen tests is not appropriate for answering the stated question.
0.0 Test Selection	Strong explanation is given to support the validity of each assumption and characteristic of the chosen tests.	Strong explanation is given to support the validity of most of the assumptions and characteristics of the chosen tests.	Some explanation is given to support the validity of some of the assumptions and characteristics of the chosen tests.	✓ The validity of the assumptions and characteristics of the chosen tests is not addressed.

One Solution for large courses – Group submission!

- When students submit in groups, it helps:
  - Clarify levels of collaboration
  - Provide natural support systems
  - Create “teams” of students
  - Drastically decrease volume
  - Enable more feedback

Joining the Team

- How do students join Gradescope?
  - Join code or Mass upload
- On-Ramp Assignments:
  - Assignment 0: Practice your most “complex” type
  - Practice Exam

Joining the Team (Staff)

- Walk course staff through an entire assignment
  - Show how to create, modify, and remove items
  - Avoid “specific comments” when possible
  - Add a “Please Check” item worth 0
- Empower your Team to act!

Questions?

- Thanks to my course staff; I have a great team!
- Thanks for listening, I'd love to help your team
- Thanks for the Gradescope, we're a good Team in Ed.Tech

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