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# Canvas and Teaching Technology Monthly meeting

## Meeting Minutes

Date and time: Monday, May 01 2023, 11am-12pm

Venue: Via Zoom

<https://auckland.zoom.us/j/95651325297?pwd=UnRVMUR4RGNxZGd3bmJHMkpFa3o2QT09>

Chair	Gemma Sinclair
Presenters	Gemma Sinclair, Mohammad Ladha, Craig Housley, Steve Leichtweis
Attendees	Andrew Withy, Sarah Wang, Sandra Storz, Marion Blumenstein, Merle Hearn, Delwyn Holder, Jacqui Thornley, Lisa Ransom, Radhini Sabanayagam, Sarah Kirk, Zac, Aldon Hartley, Mike Hurst, Lynette Leong, Morena Botelho de Magalhaes, Peter Bier, Shareeni Kala, Bettina Schwenger, Michelle Yao, Bernd Martin, Sheryll McIntosh, Linda Susanty, Kay Harrison, Hashinika Abeygunasekera, Sumia Quazi, Ayumi Shino, Nicola Paton, Sarah Crewther, Mohammad Ladha, Nabeel Albashiry, Craig Housley, Tony Chung, Louise Allan, Wen, Steve Leichtweis, Cheryl Uy - Group Services, Gemma Sinclair, Mengyu Yang, Kevin Jia, Xiaowei Ding, Nigel Gearing

Agenda	Comments
Inspira preparing for exams - drop ins	<p>Exam Preparation Reminders</p> <p>The Semester one examination timetable has been published and is available for students.</p> <p>The submission deadlines for exam questions are <b>Monday May 15</b> for Week 1+2 (Thursday 8<sup>th</sup> - Saturday 17<sup>th</sup> June) examinations, and <b>Monday May 22</b> for Week 3 (Monday 19<sup>th</sup> - Monday June 26) examinations.</p> <p>Steps to create a practice test or quiz using external tool (LTI):</p> <ul style="list-style-type: none"><li>• <a href="#">Inspira LTI Quick Guide</a> in Canvas Documentation course</li></ul> <p>Inspira Resources:</p> <ul style="list-style-type: none"><li>• <a href="#">Inspira UOA SharePoint</a> sites</li></ul>

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	<ul style="list-style-type: none"> <li>• <a href="#">Inspira Zoom Drop-in</a> support</li> </ul> <p>The updated Zoom Room hours are (until exam period)</p> <ul style="list-style-type: none"> <li>– Monday: 1 pm - 4 pm</li> <li>– Tuesday: 10.30 am - 2.30 pm</li> <li>– Thursday: 9 am - 12 pm</li> </ul> <p>If you require Inspira assistance outside of these hours, please email <a href="mailto:inspera@auckland.ac.nz">inspera@auckland.ac.nz</a>.</p> <p>Assessment Design:</p> <ul style="list-style-type: none"> <li>• Visit TeachWell site for <a href="#">Inspira</a></li> </ul>
QuestionMark queries	<p>Gemma talked about the QuestionMark assessment tool. The tool has been around for a while and can be used to generate booklets for in-person tests. However, it has not been working properly since 2019 or 2020, and the team has been unable to restore the service.</p> <p>To access the question banks in QuestionMark, the team has developed a tool that can import questions from QuestionMark into Canvas. The instructions on how to do this are available on <a href="#">QM import tool</a>.</p> <p>Gemma acknowledged that there is no direct alternative to QuestionMark, as there is no other tool that can do all the things that QuestionMark can do in terms of creating assessments with different question types, versions, and records of which questions were used in assessments were used. The alternatives discussed were for paper-based assessments.</p> <p>One option is the Booklet Generation and Processing tool in UoA toolbox. This tool was created as an alternative to Crowdmark, and requires a separate PDF document with the questions. The team recommended this tool for smaller courses as it may not work well for larger classes if there are scanning issues.</p> <p>Kevin Jia noted that 90% of his students booklets scanned successfully and the remaining 10% needed to be manually scanned and loaded to SpeedGrader.</p> <p>Crowdmark is another alternative, it requires a license and provides more advanced features, including importing assessments created in Word, LaTeX, or PDF templates.</p>

	<p>Large classes or paper-based exams should use Crowdmark as it provides more features, including assigning specific questions to graders and seeing marking progress (per question) for the assessment.</p>																								
<p>Changes in teaching spaces</p>	<p>Gemma also talked about recent upgrades to teaching rooms for hybrid teaching. The rooms listed below have been upgraded with microphones placed throughout the room to capture student questions and comments. This allows remote students to hear what is happening in the room through Zoom. However, it was noted that the lecturer will not be able to see remote students. The upgrades aim to improve the audio quality of recordings. It was also mentioned that there are eight more rooms in the process of being upgraded.</p> <table border="1" data-bbox="561 884 1422 1482"> <thead> <tr> <th data-bbox="561 919 922 953"><b>Complete as of 24/04/23</b></th> <th data-bbox="971 919 1390 953"><b>To complete by the end of S1</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="561 995 675 1024">206-220</td> <td data-bbox="971 995 1081 1024">105-029</td> </tr> <tr> <td data-bbox="561 1041 675 1071">260-051</td> <td data-bbox="971 1041 1081 1071">105-039</td> </tr> <tr> <td data-bbox="561 1087 683 1117">302-G20</td> <td data-bbox="971 1087 1081 1117">253-101</td> </tr> <tr> <td data-bbox="561 1134 675 1163">401-401</td> <td data-bbox="971 1134 1081 1163">273-104</td> </tr> <tr> <td data-bbox="561 1180 675 1209">435-830</td> <td data-bbox="971 1180 1081 1209">303-148</td> </tr> <tr> <td data-bbox="561 1226 675 1255">501-010</td> <td data-bbox="971 1226 1081 1255">303-153</td> </tr> <tr> <td data-bbox="561 1272 695 1302">507-G007</td> <td data-bbox="971 1272 1081 1302">405-422</td> </tr> <tr> <td data-bbox="561 1318 675 1348">654-122</td> <td data-bbox="971 1318 1081 1348">405-430</td> </tr> <tr> <td data-bbox="561 1365 675 1394">654-G25</td> <td></td> </tr> <tr> <td data-bbox="561 1411 675 1440">801-209</td> <td></td> </tr> <tr> <td data-bbox="561 1457 675 1486">801-312</td> <td></td> </tr> </tbody> </table>	<b>Complete as of 24/04/23</b>	<b>To complete by the end of S1</b>	206-220	105-029	260-051	105-039	302-G20	253-101	401-401	273-104	435-830	303-148	501-010	303-153	507-G007	405-422	654-122	405-430	654-G25		801-209		801-312	
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<p>Update on Canvas.ac.nz moving to Teachwell</p>	<p>Craig discussed migrating content from the canvas.ac.nz resources website to TeachWell. This decision was made to rationalize information and bring it into one place. All the features of Canvas have been pulled through into TeachWell under the Support section.</p> <p>The UDOIT accessibility assistant is a tool installed to assist with scanning the course for accessibility issues. It provides suggestions on how to improve the accessibility of the content. The Canvas resources website will be wound up shortly, and the pages will be redirected to TeachWell. The Canvas newsletter subscribers' email addresses have been captured and added to the TeachWell database, so the newsletter will continue to be sent to them.</p> <p>He called for teachers to volunteer their teaching practice for case studies on TeachWell. The current case studies are a bit dated, and the team is looking to update them with more relevant examples. The case studies are themed by signature pedagogical practices, such as assessment, relational learning, and technology-enhanced learning.</p>
<p>Cadmus recording (link) from Learning Design Col</p>	<p>Steve talked about piloting a new tool Cadmus that helps students transition into long-form writing activities at the university. They plan to extend the pilot to four courses in semester two and are interested in first-year courses with long-form writing assessments. Interested parties can contact Steve Leichtweis or Rebecca White in the academic quality office for more information.</p> <p>Cadmus software for supporting long-form text assessments - <a href="https://www.cadmus.io/">https://www.cadmus.io/</a> Link to Cadmus presentation at recent Learning Design Col meeting - <a href="https://youtu.be/FYW1N_hO8u8">https://youtu.be/FYW1N_hO8u8</a></p>



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