

# USING DOCVIEWER TO LEAVE FEEDBACK ON CANVAS ASSIGNMENTS


## INTRODUCTION

Assessing students' written work in an online course can be challenging, especially when an instructor wants to leave comments on the assignment just as they would with a hard copy. Normally, an instructor would have to download the assignment, use another program (such as Microsoft Word) to add feedback and make edits, resave the document, and then upload it back to the course.


To make this process faster and easier, Canvas has a tool called DocViewer, which is located within Canvas's SpeedGrader tool. DocViewer has tools that allow you to make edits and leave feedback directly on student submissions. The student can then view the annotations and feedback on their submission in Canvas.

## A CLOSER LOOK

You can use this tool to:

 **Point:** Use this tool to place a pin anywhere on a submission. A comment field with a visible string tying it to the pin will appear in the margins.

- This tool is useful for indicating specific items in a submission like the points on a diagram.

 **Highlight:** Use this tool to highlight text in a submission. A comment can be attached to the highlighted text.


- This tool is useful for adding quick comments such as "delete," "citation needed," or "run-on."

 **Write Free Text:** Use this tool to place a text box annotation anywhere in a submission. You can choose the text's size and color as well as choose between a transparent or white background.


- This tool is useful for making general or holistic comments in the margins.

 **Strikeout:** Use this tool to strike out text in a submission.

- This tool is useful for clearly marking text that should be removed.

 **Free Draw:** Use this tool to add a free-form drawing to a submission. A comment can be attached to the drawing.

- This tool is useful for connecting multiple ideas together, suggesting changes to formatting or organization, or drawing complex shapes around sentences or paragraphs.

 **Box:** Use this tool to create a box to frame specific words, paragraphs, or areas of text in a submission. A comment can be attached to this box.

- This tool is useful for bringing attention to certain blocks of text.



**DocViewer's editing tools are available for the following formats:**

- .doc, .docx
- .ppt, .pptx
- .pdf

## EXAMPLES

justice system uses the sciences to justify its practices, by using psychiatrists or doctors to rule on the mental stability of defendants to make the ruling seem more 'objective'. The proliferation of the **prison-state** then justifies the expansion and practices of the sciences by increasing the number of doctors contracted by the court system.

A second common element between institutions is the use of normalizing judgment to fabricate an individual. Schools use normalizing judgment to create individualized education. In the past this was done with **vocational** students (on tracks such as vocational education or college preparation). Today, AP and honors courses will push the 'better' students into more challenging classes, while 'regular' courses, despite the label, house the **deviant** students. The focus on differentiated classrooms still contain the echo of academic tracks. Students are still divided into 'more challenging' or 'regular' groups, though now they are just in the same room together. Other technologies such as peer tutoring and academic coaching serve to mark some students as normal and others not. Prisons, commonly run by departments of *corrections*, are Foucault's focus on how normalizing judgment is used to rehabilitate and improve criminal's behavior, rather than just kill them.

**1** Please define

**2** Please define in your context

**3** Citation needed

1. The instructor selected a few phrases and added a comment.
2. The instructor added a pin to point out where a citation was needed.
3. The instructor highlighted a word and drew a line to connect it to an earlier idea.

**4** ~~Conclusion.~~ Academic coaching is a position invented to exert disciplinary power (through examination) onto deviant students to fabricate them into schools. I believe this is not possible, because normality requires abnormality, and each student is uniquely incapable in some way of being perfectly 'normal'. This creates gaps between what students are, what we want them to be, and what our system allows students to be. I try to coach my students to "play the game" of schooling to give them more autonomy as a subject of normalization by exploiting the gaps in their normalization. The goal of such coaching is to challenge the narrow fabrication of what a 'good' student is and widen it.

**5** <sup>1</sup> Schooling here is to mean the school's exercise of power-knowledge and disciplinary power, not the general process of becoming educated.

**4** Make this section break more apparent.

**5** Good use of footnote

4. The instructor struck out a section heading and used a text box to make a comment.
5. The instructor used a box to bring attention to the footnote.

## A FEW NOTES

- Students can reply to comments in DocViewer. Canvas, however, does not send a notification for comment replies. If your comment requires a reply, you should make the comment in the grading pane instead; this way, a reply will trigger a notification (if you allow notifications in your account settings).
- Be sure to close SpeedGrader when you are finished; otherwise, Canvas will delete your annotations after a few hours.
- DocViewer cannot read submissions over 100 MB.
- DocViewer cannot annotate text entry assignments.

## ADDITIONAL RESOURCES

- [How do I add annotated comments in student submissions using DocViewer in SpeedGrader?](#) by Canvas
- [How do I add DocViewer annotations in the Teacher app on my iOS device?](#) by Canvas