

## Using the Canvas Media Tool for Student Feedback.

Providing students with formative and summative feedback is a key task in which instructors can guide the learning process. Feedback can correct and guide students as they navigate course content and assessments. Much of this feedback comes in the format of verbal comments in a classroom or office setting, as well as written feedback on assessments—the classic “red-ink comments” on assignments that students may find intimidating and overwhelming.

Research suggests that students respond more positively to multi-media feedback, especially video feedback, than they do to written feedback (Henderson and Phillips, 2015; Atwater et al, 2017). Students feel video feedback is individualized, personal, specific, and supportive in ways that written comments are not. Students can perceive the tone, gestures, and expressions of their instructor in video feedback, which helps students view the feedback as clearer, more detailed, and less ambiguous. Video feedback takes some of the guess work out of trying to interpret the meaning behind a short written comment or email.

### The Canvas Media Tool.

Canvas has a built-in tool that allows users to record short videos directly within any of the Rich Content Editor (RCE) screens. Both instructors and students have access to the Canvas Media Tool on any RCE screen, such as Announcements, Discussions, Assignments, and Submission Comments.

- One way to access the tool is through the drop-down menu: Insert > Media.
- There is also a menu on the RCE toolbar that allows the user to insert Media.
- After selecting “Insert Media,” either **record** a video directly in the RCE screen using the existing camera and microphone of the device; or **upload** a video (a .mp4 file) that was created elsewhere.

### Considerations When Using Canvas Media for Video Feedback.

Instructors can choose to offer individual student video feedback within the “Submission Comments” in SpeedGrader. There is also the option to offer group feedback to the entire class by embedding the video feedback within a Course Announcement.

Regardless of whether individual or group feedback consider the following when preparing to use the Canvas Media Tool:

- Keep your speech conversational and informal and use student names in the video.
- Include a general evaluation in the feedback without specifics on the grade. Use the video to give an overview and highlight the positives in the assessment.

- Be sure to include specific references in the video if you refer to written comments in the same assignment.
- Keep the video short (<5 minutes) and don't worry about "production values" of the video. Make sure there's enough ambient light, that your head and shoulders are in the camera frame, and that you speak clearly and at a moderate pace.

One important caveat for using Canvas Media is that captioning is not an option in the recording. This means that although the video format is an accessibility help for students who benefit from audio formats, it is not universally accessible because of the lack of captioning.

When included in your communication plan, video feedback can be an effective teaching practice that helps instructors build a bond with their students that will support student learning and success.

## Canvas Community Resources

[How do I record media using the Rich Content Editor?](#)

[How do I upload and embed a media file from my computer in the Rich Content Editor?](#)

## Additional Resources

Atwater, C., Borup, J., Baker, R., & Weir, R.E. (2017). "Student perceptions of video communication in an online sport and recreation studies graduate course." *Sports Management Education Journal*, 11(1), 3-12.

Berry, Sharla E. (2022). [Creating Inclusive Online Communities: Practices that Support and Engage Diverse Learners](#). Stylus Publishing.

Henderson, M., & Phillips, M. (2015). "Video-based feedback on student assessment: Scarily personal." *Australian Journal of Educational Technology*, 31(1), 51-66.

Nilson, L.B. and Goodson, L.A. (2021). [Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning](#). Jossey-Bass.

Norell, Elizabeth A. (2024). *The Present Professor: Authenticity and Transformational Teaching*. University of Oklahoma Press.

Vai, M. and Sosulski, K. (2015). [Essentials of Online Course Design](#). Routledge.

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For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by [email](#) or submit a [consultation request form](#).