Tips & Tricks for Online Learning

Pedagogical PartnerUp Pod Project

Sondra Barringer
S. Kiersten Ferguson
Alexandra Pavlakis
Meredith Richards

Simmons | Education Policy & Leadership

Tips & Tricks for Online Learning

As Simmons faculty, we are responsible for educating adult graduate student learners in non-traditional formats. Capitalizing on the expertise of our team, our pod focused on adapting pedagogical activities, techniques, and approaches to ensure that students have high-quality and equitable experiences regardless of their instructional modality (e.g., fully in-person, SMU Flex, fully remote, and asynchronous content) or schedule (e.g., once a week seminar, monthly weekend executive format, concentrated summer schedules). In short: To ensure that all our students have an engaging and high-quality educational experience regardless of circumstance.

Our work is critical given student feedback which suggested that students in different modalities and/or schedules had divergent experiences with engagement and learning, particularly in the Spring and Fall of 2020, when the pandemic forces us to quickly transition our teaching to new flex and online formats. Sustaining engagement asynchronously, remotely, or in person is incredibly difficult for all students, and particularly Simmons students, who are working in challenging conditions across K12 and higher education settings. Our work, therefore, was focused on ensuring equitable and outstanding educational experiences for working professionals across modalities and schedules.

Drawing on our expertise across programs, modalities, and both content and methods courses, we have provided a number of tips and tricks that helped us succeed in these challenging semesters. However, many of the ideas we highlight here are elements of universal course design and we hope will be helpful to ourselves and other faculty even beyond the pandemic.

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The Many Uses of Canvas

Canvas can be successfully utilized in diverse ways for student engagement with course material. For example, some faculty may use Modules extensively, others may keep most course content in Files. Due to this diversity, and also the diversity of courses and modalities, we do not suggest one approach is better or worse than others but rather encourage faculty to be clear in their communication with students about how Canvas will be used throughout the course. Below are a few ways that faculty can make course organization and expectations clear.

- **Syllabus or Home Page on Canvas:** Include paragraph or two outlining how you will use Canvas in your course and the key pages/spaces on Canvas that will be utilized to share readings, information, assignments, etc.
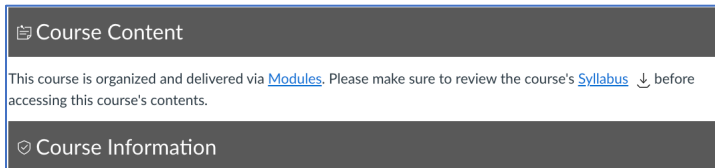
- **Introductory Video:** Faculty can also include an introductory video walking students through the various Canvas pages, how they will be utilized, how communication would be shared etc. This provides a way that is more detailed, due to examples via screen sharing, and can be posted so students can reference this throughout the semester. This could also be posted in a discussion board to allow students to ask questions that you can respond to in a way that all can see.

If you would like a quick tour of where things are in our College Student Canvas site, please watch the optional video below:
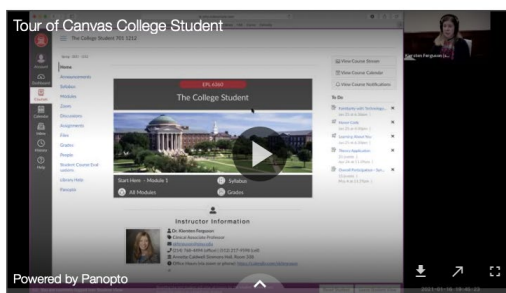
- **Introduction during class:** Similar to an introductory video sharing explicit information on how Canvas is used, showing examples of how things will be communicated and allowing students to ask questions all help students navigate the Canvas page and the course.

"Start Here" Course Introduction in Canvas

"Start Here" provides a space for students to be welcomed to the class, go through the syllabus and understand how you use Canvas in this course. It can also be a space for students to understand "netiquette". Students can watch these videos and go through this material on their own time and they can also return to it as needed throughout the semester.

- In courses that use some asynchronous material, use text headers in Canvas and modules to make it very clear to students what material is asynchronous or synchronous, when they should be logging into Zoom, and/or when things are due. Timestamps are also helpful to allow students to understand how long items may take.
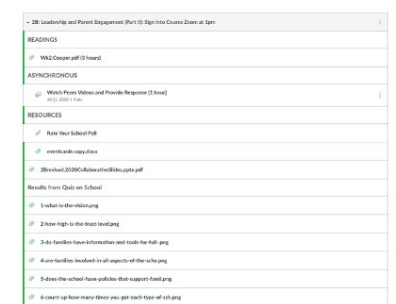
- Adding a progression within the module can also be helpful, including having them "mark as done" or "submit assignment" so that they know what they're missing in the module.
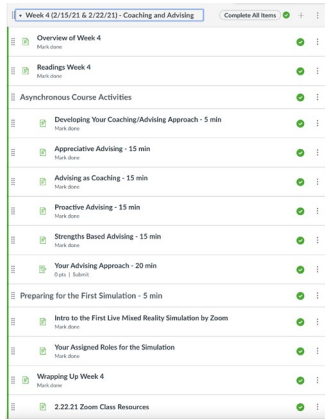
- Videos that overview assignment instructions can also be helpful because students can watch them again. Sample work can also be attached in Canvas under each assignment alongside rubrics.
- We have found that students sometimes need extra time to find a document in Canvas that they need during a synchronous class. Listing the materials on a dedicated page in Canvas or on a slide at the beginning of class, as well as allowing them a minute to get organized, can help with this concern.

1.25.21 Zoom Class Resources

Hi everyone,

Here are the links for materials needed for our synchronous Zoom session tonight!

Presentation Slides: 1.25.21 Slides.pdf

Sanford Challenge & Support Handout: Sanford's Challenge & Support Theory-3.pdf

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Video Editing via Panopto

One of the benefits of Canvas and Panopto is that it allows you to edit videos of your synchronous class or other videos made for use in your class. In order to do this you click on Panopto function in Canvas, then once you find the video you would like to edit, click the edit button which opens a new widow that looks like this:
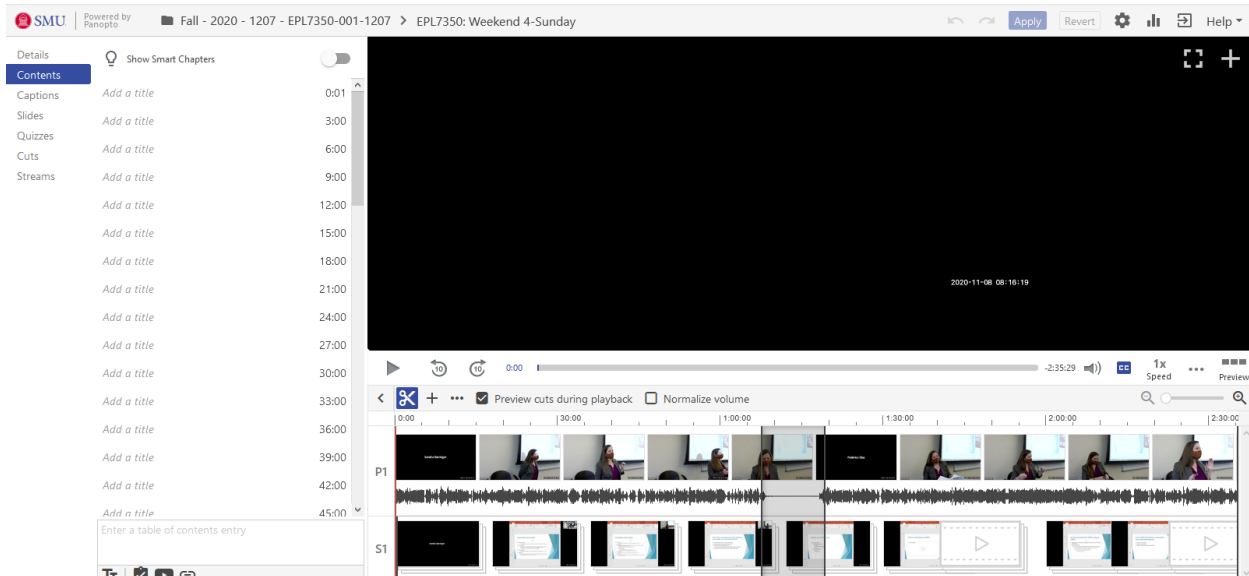
You can use the scissor tool (lower left) to cut portions of the video, you can also zoom in and slow down/speed up the viewing to help with editing (see magnifying glass and "1x speed" buttons on the right side of the screen. You can also preview the video with your edits before saving the edits. You must make sure to apply the edits prior to exiting the editor however, or they will not be saved.

Closed Captioning

Closed captioning is a key tool for ensuring accessibility of videos for all students. In both Zoom and Panopto, you will find closed captioning options.

- Zoom: https://support.zoom.us/hc/en-us/articles/207279736-Closed-captioning-and-live-transcription
- Panopto: https://support.panopto.com/s/article/ASR-Generated-Captions

Recorded Class Presentations

As above, there are numerous ways you can use video recording to enhance your class. Consider having students video record and upload graded final presentations. We have found that this is much less overwhelming for non-native English speakers and it removes the potential of unstable internet connections from hindering final projects. It is also excellent practice, particularly for graduate students, for delivering academic conference presentations.

- Loading videos as unlisted YouTube links makes it easy to watch them on any device and does not require large downloads.
- Videos can also be posted in a graded discussion forum in Canvas. Students can then also view their peers' videos and upload peer feedback forms underneath each video.

Student Check-Ins

Check-Ins Before Classes Start

Often it is helpful for us to know more about our students before we actually start our courses. With this in mind we described a few tools we have found useful for this:

- **Open-Ended Prompts:** When teaching skill-based courses, like research design, statistics, or qualitative methods for example, it is often helpful to assess (1) what experience the students have with the various techniques you will be covering and (2) what their specific interests are as they relate to the skills they are learning in the class. One way to assess this is to ask the students, prior to beginning of class to provide a roughly 1 page summary of these issues. Here is an example prompt:

Summary of Research Experience and Interests

Due Date: August 20, 2020 at 8am (via Canvas)

Each of you have a diversity of experiences and interests both professional and academic that you will bring to our class this semester. I hope that you all will share your experience and what you have learned from it with us all as we work our way through the various stages of research design and different data collection techniques this semester.

To that end I would like you all to write up a brief but comprehensive summary of (1) your research experience to date and (2) your research interests.

Regarding research experience, please include any and all research experience that you have including what you did, what you learned, as well as any outputs from this work (e.g., reports, working papers, thesis papers, published work, presentations, etc.). When I say research experience, I mean this in a fairly expansive way. This includes any and all research you have undertaken or been a part of. For example participating as an interviewee or focus group participant in the research of others; engaging in evaluation or assessment research for your institution; undergraduate or graduate level research projects (regardless of field); research done in the course or your job; research projects you have engaged in to advance the state of knowledge in your field; etc. In short, include any experiences that you think are relevant for the class and/or that informs your research practice.

Regarding research interests, this can also be quite varied. Some of you will likely have very focused interests (e.g., I want to study faculty socialization, how it varies, and how effective it is) others may be quite diverse (e.g., I want to study how faculty, students and staff, engage with higher education institutions and how that can be improved). Others may be pretty broad at this stage, I am interest in how institutions are organized and governed and others may be very specific (e.g., I want to understand how effectively student affairs divisions of regional comprehensive institutions are managed and places and ways in which this can be improved to increase student retention). All of these are okay and welcome. My goal here is to get a sense of your research interests regardless of the stage or focus, so please provide me with enough information to get a sense of your interest areas, their scope, and how developed your ideas area.

- **"Learning about you" Survey:** A more structured learner's survey before class starts can invite students to share a little bit about themselves, their motivation for taking the class/what they hope to learn, and an opportunity from the very beginning of the course to articulate their needs as learners. More specific questions can include questions about expertise/comfort with software (such as SPSS in statistics courses), methodologies, and research interests. It can also ask what students are excited vs. nervous about in terms of the course, to allow the instructor to allay these concerns at the beginning of the semester.

Learning About You

Started: Apr 23 at 6:40pm

Quiz Instructions

I would love to learn a little more about you and how I can support your learning in this course.

The following ungraded survey will take about 5 minutes of your time, but will help me provide you with a good start to the semester.

Question 1	0 pts

What do you hope to gain from this course?

Edit   View   Insert   Format   Tools   Table

14pt ˅   Paragraph ˅ | B   I   U   A˅   ✎˅   T²˅ | ⋮

p

0 words   </> ↗ ⠿

Question 2	0 pts

How can I, Dr. Ferguson, support your learning in the course this semester? (it's ok to say that you don't know yet)

Edit   View   Insert   Format   Tools   Table

14pt ˅   Paragraph ˅ | B   I   U   A˅   ✎˅   T²˅ | ⋮

p

0 words   </> ↗ ⠿

No new data to save. Last checked at 6:42pm | Submit Quiz |

Check-Ins During the Semester

One thing that we all find incredibly helpful is to establish check-ins with our students throughout the semester to: (1) see what is working and what isn't, (2) see if there are any gaps in knowledge that need to be addressed, (3) address any class dynamics issues, and (4) get a general sense of how things are going with the students. There are many ways of doing this. We share a few here that we have found particularly helpful:

- **One-minute logs**: At the end of each class I ask my students to write a quick response to what I call a 1 minute log. The goal is to have a quick check in with the students about questions they have, things they learned, things they did/didn't understand, or concerns they have about how the class is working. Here is an example prompt:
    - This is an anonymous feedback log, it is only meant to take 1-minute of your time. Please share any thoughts you have on class today. Things you like, things you didn't like, anything you particularly enjoyed learning, etc. Think of it as your way to share anything you like with me about the course, your assignments etc.
- **Synchronous check ins with the students:** We have found it helpful to pause class during a synchronous session to just check in and see what student concerns and questions are.
    - With an online class in Zoom, you can use the chat feature (provide an emoji or three words to check in) or the poll feature.

- **Mid semester check ins:** It is very useful to check in with the class at the mid point of the semester to see what is working, what isn't, and what concerns the students have. CTE has provided examples of these. Here is an example of one used for an SMU Flex course in Fall 2020:

What has been the most useful part of the class so far?

What would you like to see changed for the remainder of the semester?

What questions do you have, if any, about the topics we have covered so far this semester?

What issues or concerns do you have, if any, about the use of technology (e.g., Zoom, breakout rooms, recorded class sessions, general Q&A discussion board, anonymous feedback survey, etc.)?

What issues or concerns do you have, if any, about the course that you would like me to be aware of?

Supplemental End-of-Semester Check-Ins

University wide course evaluations are valuable tools, however, they often do not include some of the more detailed questions that would allow us to obtain feedback that we can incorporate to continuously improve our courses. Therefore we often engage in supplemental end of course evaluations that ask more specific questions about course readings, assignments, tools/methods of engagement, activities, etc.

Briefly describe the most significant idea from the course that resonated with you. For example, was there a topic, theory, activity, reading, etc. covered in this course that you discussed with colleagues, friends, or family?

Share an example of how you applied theory/research/discussion materials from the course to practice (i.e. utilized part of a theory while advising a student):

If you could change one aspect of the course, what would you change?

Assessing Engagement with Asynchronous Learning in Canvas

Within Canvas, you can view and run reports on student engagement by going to Analytics. You can see the weekly online activity based on the pages/assignments or by individual student. This often gives me a quick snapshot of how engaged students are in the course, who might be falling behind, and if my estimates on how long activities might take students to complete are off.

Tools for Addressing Academic Dishonesty and Plagiarism

One issue that is ubiquitous across classes and modalities is the potential for academic dishonesty and plagiarism. We have cultivated a number of resources to address this. These include:

- Have the students review and sign an honesty policy (see example below):

- The SMU Library built several Canvas courses that address this and other issues for both undergraduate and graduate students, such as writing with sources, how to read a scholarly article, and APA citation. You can access them and import them to your courses by going to Canvas Commons or this link: https://www.smu.edu/libraries/services/teaching/modules

Using Calendly for Office Hours

Rather than fielding a lot of email requests for office hour meetings or having open office hours where a large group of students show up (virtually or in person) at the same time, Calendly and other platforms allow you to coordinate office hours and gather some quick info from the students before you meet. This not only saves a ton of time with scheduling, but also allows students to sign up/reschedule as needed.

Orientation to Synchronous and Asynchronous Format

For both flex and fully online courses, it's helpful to orient students to the experience (especially if it's their first time in that format or the first time taking a course with you). Being transparent about the format and the expectations can help them be successful in the course.

Online Learning

If this is your first fully online course (or even your 100th!), you might be feeling a bit apprehensive and not sure what to expect this semester. Each week, I'll send out an overview that will help orient you to the week's readings, activities, and assignments. We will have both asynchronous (learn on your own time) and synchronous (meet virtually through Zoom together at the same time) components to complete. Please be sure to review the overview each week, so that you know what to do.

ONLINE LEARNING

ASYNCHRONOUS CLASS
- Complete class modules each week on your own schedule
- Improve your writing skills across different types of assignments
- Reflect and have time to compose your thoughts before posting or responding to others
- Revisit class content throughout the semester

(overlap)
- Attend class from anywhere
- Build a learning community
- Communicate regularly with instructor

SYNCHRONOUS CLASS
- Attend class virtually by Zoom each week with instructor and colleagues
- Collaborate and engage with small groups through Zoom breakout rooms
- Participate in real-time, large group discussions with the entire class
- Receive immediate feedback and responses

*Modified from https://online.osu.edu/resources/learn/whats-difference-between-asynchronous-and-synchronous-learning

Know that I am here to support you, feel free to ask me questions and let me know what I can do to support you.

On the next page, I'll tell you a little bit more about the format of the course.

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Weekly Course Format

Each week will follow the same basic format:

Asynchronous Activities, which will be due before the live synchronous session each week.

- *Overview* - I'll provide a brief introduction to the week's materials, asynchronous components, and the synchronous Zoom session. For most weeks, that means you should complete the asynchronous module on Canvas by 6:30 pm each Thursday.
- *Readings* - Each week, just like in a face to face course, there will be readings to complete, such as book chapters and journal articles. You will be able to find a listing of the week's assigned readings with links in each module, as well as in the syllabus pdf file. You can also find these same readings under the appropriate folder in Files, Weekly Course Materials.
- *Activities* - As this is a 3 credit hour graduate level course, we will "meet" for 3 hours each week. Since this is a fully online course, I have decided to split those three hours in half. You will have approximately 1.5 hours worth of asynchronous activities to complete followed by 1.5 hours of synchronous activities by Zoom. The asynchronous activities will vary each week and might include case studies, discussion boards, videos, simulations, and more.
- *Assignments* - Just as in a face to face, in person graduate course, you will also complete larger assignments that allow you to demonstrate your mastery of our course learning objectives.
- *Wrapping Up* - I'll provide a brief wrap up of the asynchronous components and how to prepare for the synchronous session for the week.

Synchronous Activities, which will occur during our live synchronous sessions on Zoom each week.

- *Readings* - We'll continue discussing, engaging, and applying the course readings assigned for the week during our Zoom sessions.
- *Activities* - As I mentioned above, I have decided to split our three course hours in half each week. We will meet for approximately 1.5 hours for synchronous activities where we Zoom together. These activities will vary each week and might include theory applications, games, simulations, presentations, and more.
- *Assignments* - Just as in a face to face, in person graduate course, you will also complete larger assignments that allow you to demonstrate your mastery of our course learning objectives.

BEING A SUCCESSFUL ONLINE LEARNER IN

THE COLLEGE STUDENT COURSE

In this online graduate seminar course, you will need regular access to a computer and reliable internet. As we will have both synchronous (through zoom) and asynchronous (complete on your own time by the posted deadline) components, I recommend having a back up plan, such as Fondren Library, in case your internet and/or computer are temporarily unavailable.

Life-long Learning Skills
Successful online learners share the following characteristics (Dabbagh, 2007):
- Understand and utilize online learning technologies
- Develop effective interpersonal and collaborative communication skills across modalities
- Are self-motivated and self-directed in their learning

Time Management
- Read the syllabus and assignments thoroughly
- Make a daily or weekly "to do list"
- Check your to do list at regular intervals
- Break larger assignments into manageable chunks
- Know the deadlines for course work and assignments
- Reach out prior to the deadlines if you have questions

Student Participation and Communication
- Remember the behavioral norms that we create together
- This is a course for higher education professionals - students are expected to model professional behaviors that are typical of the expectations of the university
- Be thoughtful and considerate in your class conversations, whether on discussion board posts or through Zoom
- Maintain open communication with your colleagues in the course and with Dr. Ferguson
- We are a community of learners that contribute to discussions and learn from each other
- Active participation requires prior preparation, attention, effective listening, good questions, and the ability to make connections with other knowledge and experiences
- Throughout this course, we will have many opportunities to explore challenging topics and different perspectives
- We may make mistakes in our speaking and listening, requiring patience with and respect for each other as we engage in discussions and deepen our understanding of multiple perspectives in the research and our lived experiences

Attendance and Accountability
- Schedule time each week in your calendar to participate in class regularly, for both the synchronous zoom sessions and the asynchronous Canvas modules
- Set realistic goals for yourself in terms of assignments

Opportunities to Grow
- For technical assistance, please reach out to OIT – technology changes rapidly, they are experts and are ready to help you
- If you are struggling in the course, don't wait – reach out to Dr. Ferguson immediately by email or by setting a virtual meeting during her office hours through calendly
- Build on your basic computer skills and challenge yourself to learn more about technology and online learning – these skills will translate into other areas of higher education beyond your coursework and the master's program!

# Reworking Activities/Workshops into a Flex or Virtual Format

Instructional Videos

Creating videos for students in Panopto is helpful for a variety of purposes in addition to creating introductory videos and recording classes. One key area where we have found recording videos to be particularly helpful is to provide students with tutorials on how to utilize software, such as statistical software, in classes that were previously hands-on lab classes. Taking time to record a series of short videos explaining certain techniques can help students in all modalities and may be useful in future semesters well beyond the pandemic.

For example, in a course teaching statistics to doctoral students utilizing SPSS statistical software, one faculty member has recorded videos introducing students to the software and its interface as well as a series of videos addressing specific techniques, such as recoding data, running descriptive statistics, creating scatterplots, etc. This library of resources can also be uploaded to a private YouTube channel and used by students after they leave the class.

Flippity

A great tool that allows you to turn a google spreadsheet into lots of different interactive games like a quiz show, board game, timeline, bingo, tournament bracket. Since I use repurposed board games in in-person classes for activities, this allowed me to move the board game into the online space without a lot of work since I could copy/paste the materials I'd created into the google spreadsheet template. Students were able to play the game in small groups in the Zoom breakout rooms and then debrief in the large main Zoom room.
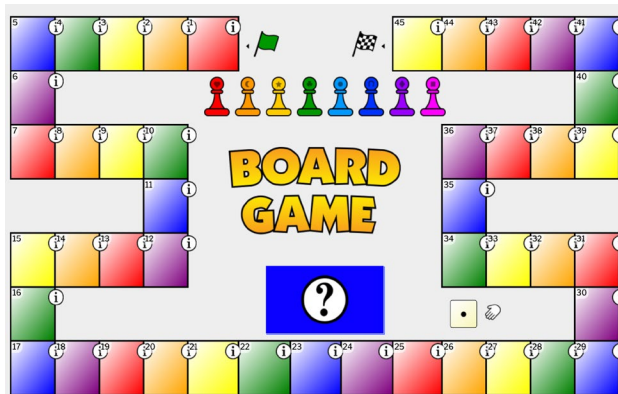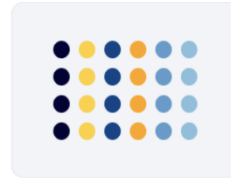
Miro

An online collaboration tool, Miro allows students to collaborate and engage with each other either synchronously or asynchronously. Miro also has a large number of unique templates ready to go - similar to ones I used when we were in person and pre-Covid (e.g. giant sticky notes and shared markers for a gallery walk).

Meetings & Workshops

See all

Miro
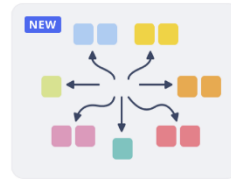**Meeting Reflection**

Miro
Dot Voting

Miro
Ice Breaker

Brainstorming & Ideation

See all
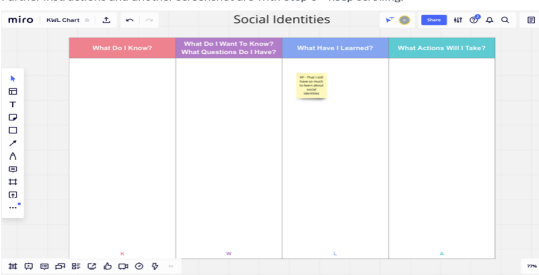
Miro
Brainwriting

Miro
S.C.A.M.P.E.R.

Miro
Reverse Brainstorming

In class, I introduced a KWLA chart - and I would like us to explore and use this tool to help our conversations over the coming weeks, rather than a discussion board (which can sometimes be less dynamic).

You won't be submitting this on Canvas, so it will say "submission - nothing." You'll need to go to Miro in order to submit and post your sticky notes.
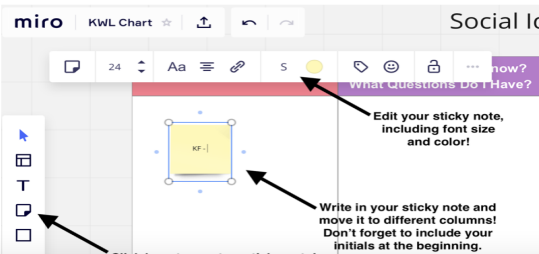
STEP 1 - Create a Free Account at Miro

Please go to the following link and create a free account: https://miro.com/app/board/o9J_lOXd7Zc=/

STEP 2 - Familiarize Yourself with the Board

Once you've created your account, you should see a board titled "Social Identities" and a series of questions at the top of the screen... what do I know, what do I want to know, what have I learned, what actions will I take.

Further instructions and another screenshot are with Step 3 - keep scrolling!

STEP 3 - Post at least Two Sticky Notes to the Board

- Post at least 2 different sticky notes to the Social Identities board, under any of the columns that resonate with where you are in your learning around social identities.
- Let's focus on what we've read about and covered so far on social identities in the course (e.g. oppression, privilege, gender, gender identity and expression, sexual identity development, racial and ethnic identity development), then we can keep building each week as we read and learn more.
- Include your initials at the beginning of each sticky note you create.

Rather than a discussion board and multiple threads around student identity development (e.g. racial and ethnic identity development, gender identity and expression), I have students complete a KWHLAQ chart that they can continue building on across multiple weeks (what do you know, what do you want to know, how will you find out, what have I learned, what action will I take, what questions do you have).

Writing Workshops

Whether in a fully online or flex format, you can have students participate in synchronous writing workshops using Zoom and Canvas features. First, I explain the overall writing workshop format to the students. I then have them self-select and go to two break out rooms - one break out room is for those with very very rough drafts, the other for more fully-formed rough drafts. This way, students will be in roughly the same place in their writing process. The students find a partner in the break out room and return to the main room of Zoom to receive additional instructions from me - which also allows me to touch base with them before I send the pair to a separate break out room of their own. The students then follow a specific, guided writing workshop format (see below) during their time together. I have them upload a copy of the feedback that they gave their writing workshop partner so that I can check and see that they've completed the activity, as well as check/reinforce/correct the feedback they may have shared with their partner.

Read and provide feedback on a section of your colleague's rough draft through Zoom during our regular class session. You can either read the overview of the writing workshop format below or download a copy here: Writing Workshop College Student.pdf ⤓

STEP 1: Select at least 1 page of your draft that you would like your writing workshop partner to focus on during the Writing Workshop.

- It could also be sections of the project that add up to roughly 1 page.
- Highlight the page/sections in yellow so that they stand out.

STEP 2: Send the full draft with the highlighted page/sections by email to your writing workshop partner.

- Include a few specific questions and/or direction on the type of feedback you need the most assistance with during the writing workshop.
- Examples might include: I'm struggling with my introduction, help! Does my literature review connect with the rest of the paper? How should I convey the data from the interviews better?

STEP 3: Read your partner's draft.

- When you've received the paper from your partner, resist the temptation to jump in with specific comments until after you've skimmed the entire rough draft at least once!
- During the second reading, write constructive and respectful comments and questions using track changes, focusing on the highlighted page/sections.
- Point out what is strong in the paper, but also provide a realistic sense of what needs to be worked on to improve it.
  - "I really like how you do (x), but here I think you might add (y)."
  - "The three things that really work for me here are (a), (b), and (c); but consider how you might revise (x), (y), and (z)."

STEP 4: Send the draft with your track changes back to your writing workshop partner by email and upload a copy to Canvas for Dr. Ferguson to view.

- Take a few minutes to skim the feedback you receive from your partner.

STEP 5: Chat with your writing workshop partner.

- After you've both had a chance to skim the feedback that you gave each other, take time to talk through your notes and help each other build stronger projects together.
- Identify a list of changes you know that you need to make in your draft as you move towards the final version.
- Email Dr. Ferguson if there are specific questions and/or concerns you have regarding your draft or the final product.

Using Zoom Chat/Polls for Student Engagement

Zoom also has tools that can be used in class and before or after class discussions to accommodate students who are more comfortable engaging verbally or via written engagement.

- **Waterfall Chat:** Ask a question and have everyone post a quick response at the same time (aka popcorn)

    o Gets a sense of quick responses fast to gauge learning, thoughts, ideas and reactions
    o Providing discussion and in class participation

- **Polls:** Use polls in Zoom to query students anonymously

- **Chat Participation:** Consistently use chat feature in Zoom to allow students to offer relevant suggestions/resources/comments on discussion and provide students with an alternative means of engagement beyond speaking in class

Using Pre-Caps

One tool we have often found useful is at the end of class to preview material for the next class as a way to make connections about course sessions and orient the students in advance of readings, course discussions etc. Here are some examples of how we do this:

- Provide a list of all readings and assignments due between now and the next class session.
- At the end of class or shortly thereafter, send an Announcement or email to everyone addressing readings, reading questions, and any assignments due prior to the next class.
- Provide questions or other narrative to guide and focus student reading that will be used in the next class to guide the class session and discussion and be transparent about this connection with the students.

Applications & Programs
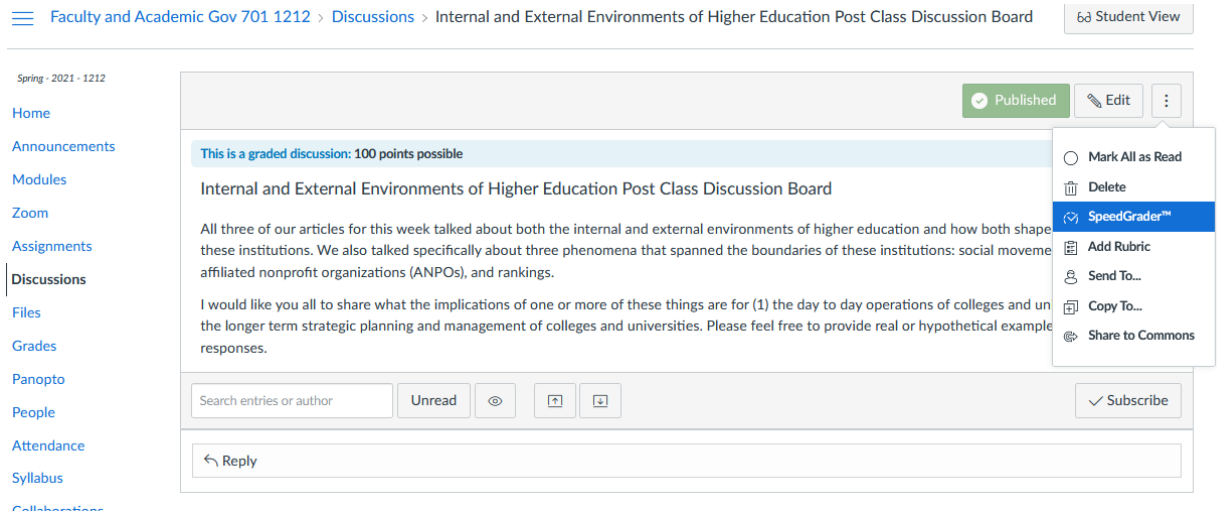
Programs and applications can be a useful pedagogical tool, but using too many programs can become overwhelming for students as they need to learn each one and can waste class time as you transition between them. Set out and overview the tools carefully with students the first time they use them. Stick to only 2-3 software programs or apps in addition to Canvas and Zoom.

When transforming an in-person interactive activity, consider the main function of the activity and then how it might translate into a virtual space. Do they need to move around sticky notes and write at the same time as one another? Miro board may be great for that! Do you want to get a quick gauge of class opinions or understandings? Poll Everywhere may be helpful!
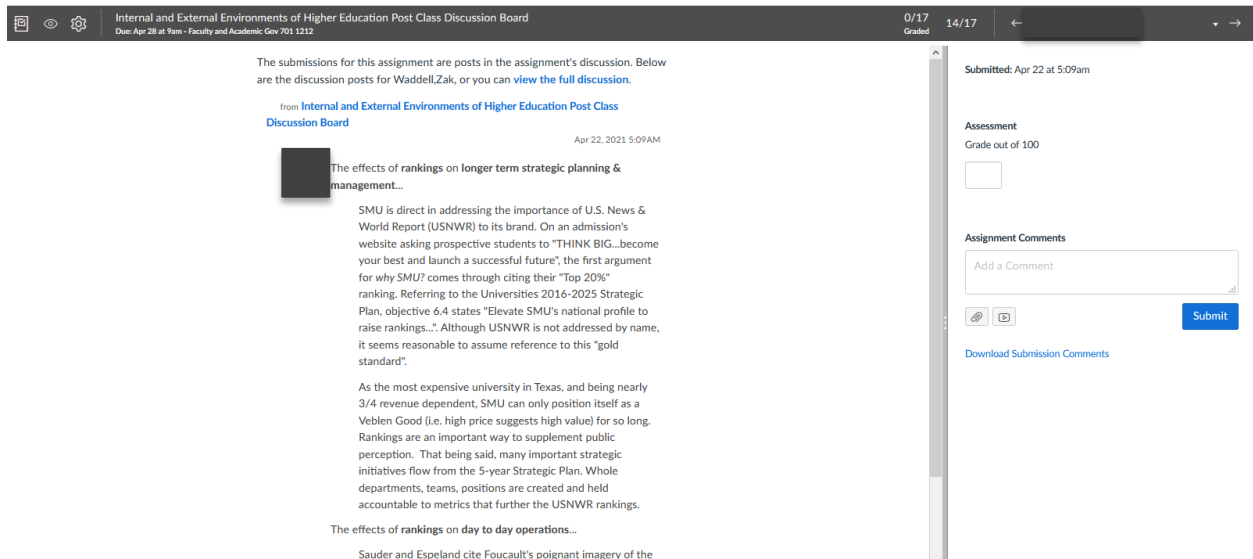
Using Discussion Board Speed Grader Feature in Canvas

Discussion Boards on Canvas provide an alternative way for students to engage in course material and with each other. However, this does add to the grading burden of a course. With this in mind we wanted to share that there is a speed grader for discussion boards that do make this process much easier. This is available here:

The default grading window looks as follows. However, you can also click back to view the full discussion to ease interpretation and grading by clicking "view full discussion at the top" of the submission window.