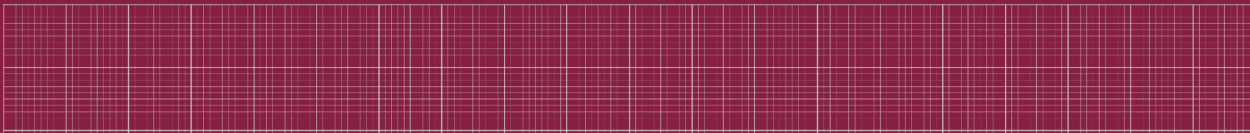




Canvas Best Practices

Molly Austin, Katelyn Barker, Hannah Decker, Nesma
Osman, Anuradha Sen, Maria Woods



Presentation Overview

- Canvas best practices
 - Announcements
 - Assignments & Quizzes
 - Discussion Boards
 - Files
 - Modules
 - Calendar
- Canvas course overview
- PDF resource

ANNOUNCEMENTS

The announcements section on Canvas allows instructors to notify students about course content. It is designed so instructors can share information with the entire class at once.

DOs:






- Use announcements to tell your students how to stay on track.
- Notify students of changes to the syllabus.
- Clarify expectations, assignments, and due dates.
- Direct students to additional helpful materials and resources.

DON'Ts:

- Overwhelm students with frequent announcements or a mass of information.
- Only use announcements to post assignments.

ASSIGNMENTS & QUIZZES


Assignment and Quiz Organization:

☰ ▾ Quizzes		+ ☰
☰ 	Practice Quiz 1 Not available until Aug 9 at 12:00am Due Nov 30 at 11:59pm	✔ ☰
☰ ▾ Assignments by Number		+ ☰
☰ 	Text Box Assignment 1 Assignments & Quizzes (Tests) Module Not available until Aug 9 at 12:00am Due Oct 30 at 11:59pm	✔ ☰
☰ 	File Upload Assignment 2 Assignments & Quizzes (Tests) Module Available until Sep 30 at 11:59pm Due Sep 30 at 11:59pm	✔ ☰
☰ ▾ Assignments by Due Date		+ ☰
☰ 	Essay on Canvas DUE 10/31/2020 Available until Oct 31 at 11:59pm Due Oct 31 at 11:59pm	✔ ☰
☰ 	Video Response DUE 11/10/2020 Available until Nov 10 at 11:59pm Due Nov 10 at 11:59pm	✔ ☰



Suggestions on Uploading Clear

Assignments:

- Make sure the due date is listed on assignment
 - Ensure the assignment description is listed under the assignment
 - Group assignments within the corresponding module
 - Under the “Assignments” tab, group similar topics
 - Specify how and if you will accept late assignments
 - Clarify submission type
- 




Making Tests Less Stressful:

DOs:

- Clarify the due date and time restraints
- Ensure students who need accommodations receive them
- Be available during test time
- Let students see their results
- Allow students to get feedback

DON'Ts:

- Don't overwhelm students with the types of questions
 - Don't be wordy with questions
- 

DISCUSSION BOARDS

- The discussion board allows students (and instructors) to talk about course content by making posts and replying to posts.
- The discussion board is best used for assignments that benefit from class interaction, for facilitating meaningful discussion, or as an open form of communication with students.

The screenshot shows a course navigation menu on the left with items: Home, Announcements, Assignments, Discussions (highlighted), Grades, People, Pages, and Files. The main content area has a search bar with a dropdown set to 'All' and a search icon. To the right is a '+ Discussion' button, a settings gear, and a vertical ellipsis. Below the search bar is a 'Pinned Discussions' section. A pinned discussion titled 'Discussion Board Best Practices' is shown with a red dot icon, a vertical ellipsis, '1 Section', and 'Last post at Jul 13 at 9:04pm'. To the right of the title are two circular counters (one red with '1', one light blue with '1'), a green checkmark, a bookmark icon, and a vertical ellipsis. Below this is a 'Discussions' section with a dropdown arrow and the text 'Ordered by Recent Activity'.

DO:

- Facilitate meaningful discussions that make students think:
 - Clarify the purpose of the discussion. What do you want students to talk about or get out of the discussion?
 - Guide students to what their discussion board replies should include.
 - Involve yourself as an instructor in the discussion
 - When developing discussion board assignments, find ways to make the assignments meaningful for the students to prepare for exams or learn together.

A few ideas for discussion board assignments:

- Have students ask another student a question about their post instead of just requiring them to reply.
- Have students write mock exam questions for other students to answer as an assignment before an exam.
- If you have a small class size, consider assigning students to facilitate the discussion board for each unit.
- If you have a large class, consider breaking students into groups so they're not overwhelmed with the amount of replies.

DO:

- Use discussions for students to share resources, ask questions, interact, collect data, and share insights about course content.
- Consider using discussion boards as a form of open communication with your students instead of email (especially if you have a large class); TAs and other students might be able to answer questions for you.

Optional question for discussion:

Answer any or all of the questions below in your reply. The purpose of this discussion is for instructors to discuss and think about how they can use the discussion board for their course, or share their experiences using the discussion board in the past.

1. What are your ideas for discussion board assignments that help students learn and interact without being superficial?
2. Have you ever had students react poorly to a discussion board? What issues could have been avoided?
3. Have you ever had students react really positively to a discussion board? What made it successful?




Molly Austin








Jul 13, 2020




1. **What are your ideas for discussion board assignments that help students learn and interact without being superficial?** The CALS Canvas best practices team did some collaborative thinking and here are a few ideas:

FILES



Name ▲	Date Created	Date Modified
 Assignments	Aug 25, 2017	
 Course Documents	Aug 25, 2017	
 Documents to Read	Aug 28, 2017	
 Exam Study Guides	Aug 25, 2017	
 Groups	Aug 25, 2017	
 Infusion Confusions	Aug 25, 2017	
 Lectures	Aug 25, 2017	



FILES ORGANIZATION

- Files work best when categorized by the content of the file.
- Easy to find course material.


FILES ORGANIZATION



DOs:

- Organize files based on file content.
- Title uploaded documents for transparency
- Number your documents that should be in chronological order.
- **Publish** new files so students can access them when they are needed.
- Add recorded lecture videos to the “Lecture” folder titled with the same date/number as corresponding lecture content. (refer to video group as well for best practices)
 - “1-Files Best Practices.mp4” and “1-Files Best Practices.pptx”

DON'Ts:

- File dump. File dumping is simply adding files with little to no organization. This makes it difficult for the student to find documents.
 - Title documents and folders with misleading or unclear titles. A folder titled “Additional Resources” or a date does not tell the student what is in the folder.
 - Create files or folders that are blank or empty.
- 

MODULES

What does 'Modules' do?

- Allow instructors to organize content to help control the flow of the course
- Can be organized on the basis of weeks, topics, or any other organizational structure
- Allow a linear progression of the course
- Help students to navigate the course content
- Can contain **files**, **discussions**, **assignments**, **quizzes**, and other learning materials
- Track student progress through a sequence of learning activities

Instructor view

View Progress + Module

- ▼ Course information module (getting started with the course)
 - About the course
 - Course objectives
 - Syllabus
 - Meet the instructor
 - Introduce yourself to the class
- ▼ Module 1: Introduction to computer systems and organization
 - Reading 1.pdf
 - Reading 2.pdf
 - Assignment 1 on readings 1 and 2: DUE Sep 7
Sep 7 | 50 pts
 - Quiz 1: DUE Sep 10
Sep 7 | 50 pts

Student view

- ▼ Course information module (getting started with the course)
 - About the course
 - Course objectives
 - Syllabus
 - Meet the instructor
 - Introduce yourself to the class
- ▼ Module 1: Introduction to computer systems and organization
 - Reading 1.pdf
 - Reading 2.pdf
 - Assignment 1 on readings 1 and 2: DUE Sep 7
Sep 7 | 50 pts
 - Quiz 1: DUE Sep 10
Sep 7 | 50 pts



*treat **Modules** as a **Book***

Best Practices

- Creating the 'Modules' section first in order to have a clear layout of the course
- Organizing the course contents or the modules on the basis of weeks, days, topics, units, chapters, etc.
- Maintaining the same layout throughout the course
- Unidirectional flow of the course content will help students navigate easily
- Uniform naming convention of the modules, readings, presentations, videos, assignment types, quizzes etc.
- Publishing the modules either all together or on the mode of organization in a consistent way
- **Don't**
 - Use different naming convention while organizing the modules (e.g., Module 1 versus First Module, 'Assignment 1' (which is due Sep 12) versus 'Assignment due Sep 12')
 - Disrupt the course organization/layout (e.g., 'categorization of the first module, Module 1/Week 1: Sep 7 to Sep 14' versus 'categorization of the third module, Module 3: [Topic name]')
 - Publish modules in a random manner



CALENDAR

Calendar Tool:

Today ← → November 2020

Week **Month** Agenda +

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10 Video Response DUE 11/10/2020	11	12	13	14
15	16	17	18	19 Practice Quiz 1	20	21
22	23	24	25	26	27	28

< November 2020 >

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

- ▼ CALENDARS
- Hannah Decker
 - CALS Canvas Best Practices
 - Comp/Lab Anim Health & Mgt
 - Topics in Animal-Human Relations

- UNDATED
- 📅 Calendar Feed



Link to Canvas Site:

<https://canvas.vt.edu/courses/120647/modules>

