



Canvas: Beyond the Basics

Congratulations on your ever-growing mastery of the Canvas LMS! In this workshop we'll help you to expand your skills even further.

First, have you mastered the basics? How do you feel about the following topics?

- I can use *Content Pages* to produce good-looking web pages, with graphics, links, and images. I'm aware that there's tradeoffs involved to make sure these pages render on both large and small screens.
- I use a *Course Home Page* to give my students a more friendly view of the course. During the semester, I either update this page or swap it out to reflect our current material.
- My *Course Navigation* is simple and clear. I can hide any links that aren't used, to avoid confusing students.
- I know how to request that my shells be *cross-listed* to avoid duplicating my efforts.
- I know how to *Publish* my course so that it's available on the first day of the semester, and how to change the dates if I want to allow early or late access.
- I can assign *due dates* for the class, and make exceptions for individual students and/or groups.
- My course follows a *clear, consistent structure*. I follow a predictable pattern of when assignments appear, are due, and how I communicate with students.
- I know how to assign *point values* to assignments, and how they reflect in the Gradebook. I can create categories and use them to weight the final grade. I know how to assign zeros to missing work, and why that is important.
- I know how to export my grades to a spreadsheet, and how to download and save my entire course for my own safekeeping.

Beyond the Basics

As time allows, we'll cover three areas:

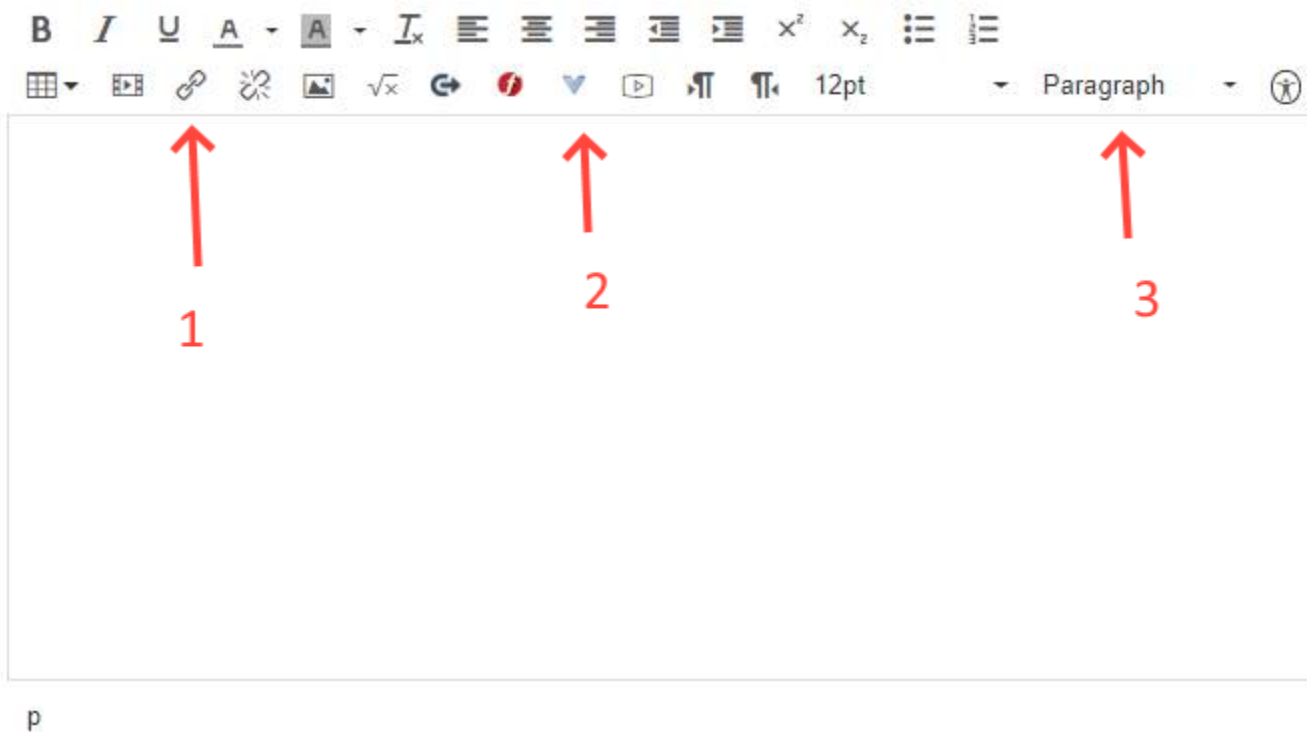
- More advanced use of the *Page* tools, such as tables, graphics and video.
- How to accept student work over iLearn, and grade, give feedback, and operate the gradebook.
- Best practices and standards of being an effective online teacher.

Content Pages and the Rich Text Editor

Becoming fluent with the Text editor and your pages is an important part of producing a professional course.

Canvas has a simple, yet powerful, content editor that is available anytime for creating new content. The Rich Content Editor is used Announcements, Assignments, Discussions, Pages, Quizzes, Syllabus and other places. It is also what you students use if they're working on an Assignment you've made as the "Online Text" type.

Rich Content Editor

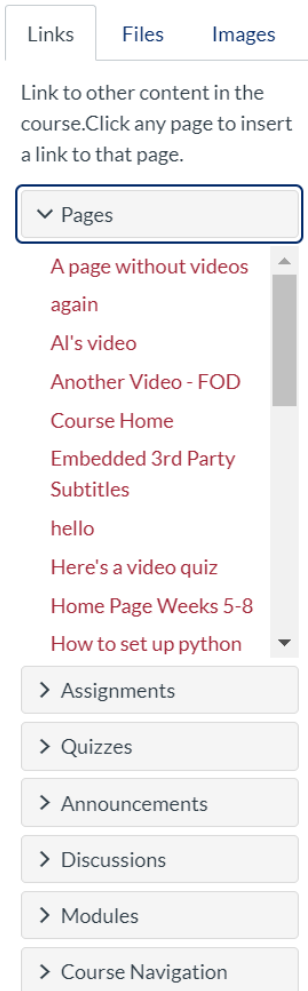


Most features here will be familiar to you. They operate pretty much the same as Microsoft Word or other editors.

Some that you'll want to take note of are:

1. Hyperlink – select text and click this “link” icon to put in a URL to link to.
2. Insert Studio Video – with the cursor where you want it, click this little blue “V” to pick out one of your iLearn Studio videos to place here.
3. Styles – these are your headers and such. Please use them instead of making bigger, bolder text.

The Link Chooser (Right hand side)



This tool is very useful. It gives you a quick way to link to anything in your class.


- On the first tab, you can link to any of the pages, assignments, quizzes, modules, etc that you've created in your class.
- On the second tab, you can link to a file, and you can even upload the file right there.
- Same for the third tab, where you can insert an image. The image can be one in your files area, a URL out on the internet, or a picture that you upload from your computer on the spot.

Advanced Canvas instructors will be able to:

- Insert a table in order to make 2 or more columns on the page.
- Switch to raw HTML to *embed* a youtube video or some other feature.
- Record or upload a video with iLearn Studio.
- Make links to any item inside the course, or any page out on the web.

Rubrics and Outcomes

A rubric is an assessment tool for communicating clear standards for assignments, and grading them according to those standards. It tells the students exactly what you are looking for when grading assignments, and breaks out the score so that you and they can see how well they did on each part.

History Essay Rubric				
History Essay Rubric				
Criteria	Ratings			Pts
Ideas and Content <i>Ideas and content include the essay's main idea and supporting details.</i>	10.0 to >5.0 pts Full Marks	5.0 to >3.0 pts Proficient <i>Essay includes a main idea with general or limited supporting details.</i>	3.0 to >0 pts No Marks	10.0 pts
Organization <i>Organization describes the introduction, body, and conclusion of an essay and determines how well these parts fit together.</i>	5.0 pts Full Marks	0.0 pts No Marks		5.0 pts
 Writing Prompt Outcome view longer description threshold: 3.0 pts	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
				Total Points: 20.0

We can also attach one or more *Student Learning Outcomes* to the rubric for an assignment. This will allow you to collect data for SLOs at the same time as you do grading, without any extra work on your part.

Steps for getting started:

On the Assignment Settings page, find the [+ Rubric] button and click it.

The screenshot shows a rubric creation form with the following elements:

- Title:** A text input field containing "Some Rubric".
- Find a Rubric:** A search icon and text in the top right corner.
- Table:** A table with three columns: "Criteria", "Ratings", and "Pts".

Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 pts Full Marks 0 pts No Marks	5 pts
+ Criterion <input type="checkbox"/> Find Outcome		
<input type="checkbox"/> I'll write free-form comments when assessing students <input type="checkbox"/> Use this rubric for assignment grading <input type="checkbox"/> Hide score total for assessment results		Total Points: 5
- Buttons:** "Cancel" and "Create Rubric" buttons at the bottom left.

Numbered callouts in the image:

- 1: Description of criterion
- 2: Ratings column (5 pts Full Marks / 0 pts No Marks)
- 3: Pts column (5 pts)
- 4: + Criterion button
- 5: Find Outcome button
- 6: Use this rubric for assignment grading checkbox

What you will see is a new, blank rubric, with a single entry.

Each *Criteria* (1) is a way that you'll be judging their work. It might be grammar, or research, or whatever you've decided.

In the *Ratings* (2) column, you'll set the standards for what 5 points looks like, 3 points, 1 point, etc. You can adjust how specific you get, and the standards for each level of points they earn.

In the third column, you determine how many points overall this criteria contributes to the overall assignment score (3).

You'll probably want to add more criteria. Do this with the [+ Criterion] button (4).

To use one of the school's SLOs with this assignment, click the [Find Outcome] button (5). All 2018 courses should have the appropriate SLOs visible when you click this button. You can add an SLO to the rubric and it will be used as another *criteria*. Its score will contribute to the assignment's overall score.

Please notice the option (6) "Use this rubric for assignment grading". CHECK this to actually activate the rubric for grading. If you don't, it'll simply be visible as a reference, but you'll assign a single point value as usual.

Now what?

The next time you see this rubric will be in the *SpeedGrader*, when you are grading students' work.

Instead of seeing a single "point value" to grade them, you'll see the rubric, and you can give points (and comments) for each of the criteria you've listed.

Best Practices and Standards for Online Instructors

As online teaching and learning continues to grow, our understanding of what it means to be an exceptional teacher continues to evolve. Listed here are 5 principles of what it means to be an effective online teacher:

1. Effective online teachers are present within their course.
2. Effective online teachers apply equitable methods to promote student access and success while acknowledging institutional obstacles.
3. Effective online teachers respond to student needs and use data for continuous course improvement.
4. Effective online teachers teach and model ethical online interaction, while helping students develop digital literacy that will poise them for success.
5. Effective online teachers recognize ongoing professional development is a central component of their success.

Furthermore, the successful online teacher will demonstrate these 10 Standards in their work:

Standard 1 The instructor knows and understands current effective practices for online teaching that support student success, and can apply that knowledge to the design and implementation of his/her course.

Standard 2 The instructor effectively uses a range of technologies tools--both within and outside of the Learning Management System--that support student learning and engagement.

Standard 3 The instructor knows and understands the value of active learning, participation, and collaboration within the online classroom, and applies this knowledge to the design of his/her course.

Standard 4 The instructor knows and understands the importance of teacher-student communication, and applies this knowledge in various ways within the course.

Standard 5 The instructor knows, understands, and facilitates legal, ethical, and safe technology use.

Standard 6 The instructor knows and understands the implications of the Americans with Disabilities Act and section 508 of the Federal Rehabilitation Act, and ensures that course material is accessible.

Standard 7 The instructor designs and utilizes a variety of formative and summative assessments to help students achieve the course learning objectives.

Standard 8 The instructor knows and understands methods for collecting data regularly

Standard 9 The instructor participates in ongoing professional development.

Standard 10 The instructor is able to arrange media and content that supports student learning, success, and progression through the course.