

- Canvas
- Home
- Announcements
- Assignments
- Discussions
- Grades
- People
- Pages
- Files
- Syllabus
- Outcomes
- Quizzes
- Modules
- Conferences
- Collaborations
- Settings

Canvas

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## Canvas Training Course

[Change Home Page Layout](#) | [See Course Stream](#)

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[Page history](#)



[Course Setup Checklist](#)

[New Announcement](#)

### All Pages

[Front Page](#)

[Edit this Page](#)

[Create a New Page](#)

## **Faculty Training for a Learning Management System: Canvas**

### **Howard Community College**

#### **Introduction**

The context analysis explained the need for an online course for the faculty at Howard Community College (HCC). HCC recently introduced a new learning management system (LMS), called Canvas. Most faculty members extensively use the previous LMS, CE 6 Blackboard. Many faculty members are not familiar with Canvas. Hence, it is essential to provide a detailed training before the next semester begins. This paper outlines the learning design for the online course on Canvas.

#### **Course Overview**

The Teaching and Learning Institute (TLI) plans to design a web based course for the faculty at HCC. This training course will teach how to use Canvas, step-by-step. The TLI decided to offer this course online due to diverse faculty schedules, lack of computer labs and for convenience of the learners. The course will also serve as a guide for Canvas. The Canvas training course will be a four-week online course. The successful participants will have an opportunity to earn four professional development credit hours.

In this training course on Canvas, students learn the basics of Canvas, and develop and maintain a course shell that includes creating and managing assignments, discussions, quizzes,

and communication. The students also learn to create and manage assessments and collaborations.

The course is offered online via Canvas. All the students are required to take one hour face-to-face training. This training provides information on accessing Canvas.

### **Measurable Learning Objectives**

The Canvas Training course is a hands-on course where students create their own course shells. All the assessments are based on students' performance with regards to designing their courses. The learning objectives are defined and assessed as follows.

#### Learning Objective 1:

The students will be able to log in to Canvas, locate and identify key features, create a course shell, upload files and manage folders, upload a syllabus and create a course calendar.

Assessment:

This learning objective will be measured based on students' ability to create an individual course shell, locating major navigation features, uploading syllabus, and creating course calendar and folders.

#### Learning Objective 2:

The students will be able to create and manage various types of assignments, announcements and discussions such as text, audio/ video and pictorial.

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Assessment:

This learning objective will be measured based on students' ability to create assignments with Rich Text Editor and creation of audio-video assignments using Canvas' built in media feature.

Learning Objective 3:

The students will be able to add/ delete/ edit course users such as students, assistants, observers and designers, manage and collaborate user groups

Assessment

This learning objective will be measured based on students' ability to manage user groups effectively.

Learning Objective 4:

The students will be able to create and grade quizzes, create and manage rubrics, manage a gradebook and manage outcomes on Canvas

Assessment:

The learning objective will be measured based on students' ability to create different types of quizzes, rubrics and outcomes, publish and grade quizzes and manage the gradebook.

Learning Objective 5:

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The students will be able to create different course modules, add assignments, quizzes, page links to the modules and manage the due dates.

Assessment:

The learning objective will be measured based on students' ability to create and manage course modules.

#### Learning Objective 6:

The students will be able to conduct live conferences for synchronous learning, live chats and email communication

Assessment

This learning objective will be based on students' ability to organize, handle and conduct live chats and conferences for synchronous learning as well as manage email communications for asynchronous interactions.

#### **Theoretical Background**

The learners are experienced teachers who are taking this course to enhance their technology skills and to learn a new learning management system. Thus, the designing team considered constructivist theory for this course. According to the constructivist theory, the knowledge is constructed based on the previous experience of the learner and varies from one individual to another. Constructivist theory, when used in moderation, results in effective

instructional design (Merrill, 1992). According to Karahiorgi & Symeou (2005), constructivist instructional design is student-centered, student-directed learning that has instructor's support and authentic tasks for real problem solving.

“Learning occurs most effectively in context, which becomes an important part of knowledge.” (Jonassen, 1991, as cited in Karahiorgi & Symeou, 2005, p. 20). For this course, the learners will be creating their own course shells by designing their own courses, hence getting hands on experience. Hence, situating cognition in real world will enhance knowledge and experience as well as provide authentic learning.

### **Subject Matter Content**

The Canvas Training Course will be offered as a training course for the faculty at HCC. There is no textbook available for Canvas yet. Hence, the designing team will develop a customized guidebook called “Canvas Training.” This guidebook will have four main chapters based on the four modules. Each chapter will be divided into subtopics for convenient studying. The guidebook will explain procedures step by step with screenshots wherever applicable. This guidebook will be available online in PDF format for ease of downloading and printing as well as in PowerPoint version with voice over recordings.

The course coordinator will also provide hyperlinks to appropriate lessons available on Instructure Canvas and the links to YouTube videos.

## **Interaction and Motivation**

Student-student interaction, student-content interaction and student-instructor interaction are the three well-defined modes of interaction (Moore & Kearsley, 2005). The two modes, student-content interaction and student-student interaction will dominate this course, with instructor scaffolding. Active learning is highly supported by constructivist theory (Karahiorgi & Symeou, 2005). In this training course, the learners will be developing their own Canvas shells and will give peer feedback, thus engaging actively in the learning process.

ARCS model identifies four steps of motivation as Attention, Relevance, Confidence and Satisfaction (Keller, 2006). This course covers all four components in the following way.

### Attention:

The course requires hands on training. Unless learners do not create and manage different components on their shells, they cannot proceed further. Hence, the attention is mandatory, if they need to complete the course, they will have to study the steps carefully.

### Relevance:

The use of LMS is required by HCC and so it is important for the learners to learn it well.

### Confidence:

This course offers hands-on activities so that the learners will have multiple opportunities to work on the same task. For example, to record a video on Canvas, they will have to do it in

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Assignments, Announcements, Quizzes, and Discussions. Repetitions will boost their confidence.

Satisfaction:

At the end of the course, learners will have their own Canvas shell ready. In addition, they will have earned four professional development credits.

### **Assessment Strategies**

The learning tasks of authentic assessment can be a current real -life scenario or a future project (Wang, H., & Gearhart, D. L., 2006). Authentic assessment is a better choice for this course as the learners will be creating their own courses to use in near future. In addition, authentic assessment is also favored by constructivist theory.

The pre-survey and the post-survey results will help the designing team to assess the course for future modifications.

### **Feedback**

The learners will get a regular feedback from the instructors as well as from their peers.

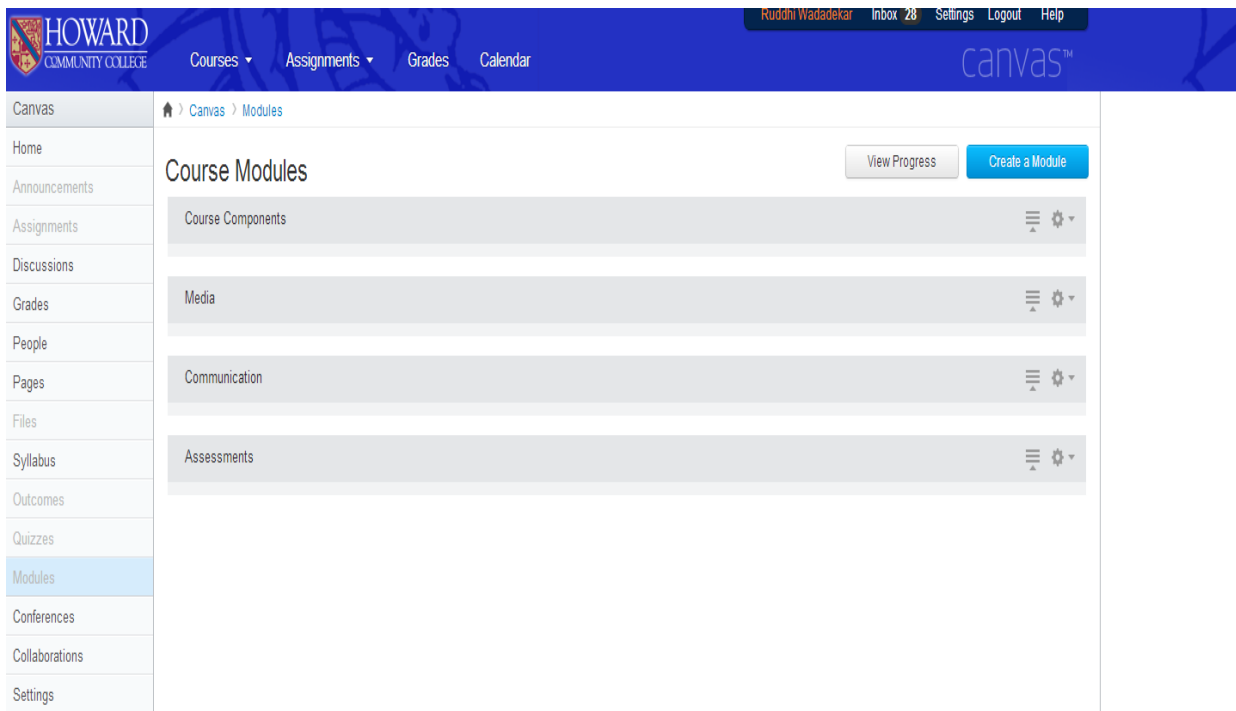
### **Course Outlines**

The Canvas training course will be divided into four modules (Table 1.1); each module will be assigned to every week.



<p>Module 1</p> <p><b>Creation of course components</b></p>	<p>Module 2</p> <p><b>Media Management</b></p>
<p>Module 3</p> <p><b>Communication</b></p>	<p>Module 4</p> <p><b>Assessment</b></p>

**Table 1.1**



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**Module 1:**

Lesson Title:

Creation of course components

Learning Objective:

- The students will be able to log in to Canvas, locate and identify key features, create a course shell, upload files and manage folders, upload syllabus and create a course calendar.
- The students will be able to create different course modules, add assignments, quizzes, and page links to the modules and manage the due dates.

Resources:

- Chapter 1: Canvas Training; a customized guidebook
- Additional guidance: Course Home Page, Course Navigation, Course Set up Checklist, Files and Syllabus from <http://guides.instructure.com/m/4152>
- YouTube videos
  - i) [Canvas Homepage](#)
  - ii) [Canvas Syllabus](#)
  - iii) [Canvas Files](#)
  - iv) [Canvas Pages](#)
  - v) [Canvas Modules](#)

vi) [Canvas Assignments](#)

Assignments:

- Students will create his/ her Canvas shell.
- Students will upload files, create and manage folders within the shells.
- Students will create modules, assignments.
- Students will upload course syllabus, and update course calendar.
- Students will participate in online discussion boards to brainstorm new ideas and to discuss any issues with assignments.
- Students will complete a multiple-choice quiz online in order to proceed to the next module.

Assessment:

- The students will have a pre course survey.
- The students will have to complete online multiple-choice quiz in order to proceed to the next module.
- At the end of the first module, the students will have to send a screenshot of their Canvas course shell to the course coordinator.

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**Module 2:**

Lesson Title:

Media Management

Learning Objective:

The students will be able to create and manage various types of assignments, announcements and discussions such as text, audio/ video and pictorial.

Resources:

- Chapter 2: Canvas Training; a customized guidebook.
- Additional guidance: Assignments, Rich Content Editor, Announcements and Discussions from <http://guides.instructure.com/m/4152>
- YouTube videos:
  - i) [Canvas Assignments](#)

Assignments:

- Students will create different assignments in Canvas using Rich Text Editor.
- Students will participate in online discussion boards to brainstorm new ideas and to discuss any issues with assignments.
- Students will complete a multiple-choice quiz online in order to proceed to the next module.

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Assessment:

- Students will have to create different assignment groups and add assignments to each group. The assignments should be one of each; a text assignment, an audio assignment, an audio/ video assignment, and an assignment containing embedded video and/ or PDF files and pictures.
- Students will have to create one class announcement and start one class discussion.

**Module 3**

Lesson Title

Communication

Learning objective:

- The students will be able to add/ delete/ edit course users' records such as students, assistants, observers and designers, manage and collaborate user groups
- The students will be able to conduct live conferences for synchronous learning, live chats and email communication

Resources:

- Chapter 3: Canvas Training; a customized guidebook
- Additional guidance: Chat, Collaborations, Conferences, Conversations, People, Groups from <http://guides.instructure.com/m/4152>

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- YouTube videos:
  - i) [Canvas People](#)
  - ii) [Canvas Chat](#)
  - iii) [Canvas Groups](#)

Assignments:

- Students will add fellow classmates as students, with at least one teaching assistant, one observer and one designer to their Canvas shells, for peer feedback
- Students will give feedback on each other's Canvas shell
- Each student will arrange an online conference or live chat of 10 minutes. The participants will be fellow classmates and the Canvas course co coordinator
- Students will complete a multiple-choice quiz online in order to proceed to the next module

Assessment:

- The students will review each other's Canvas course shells and provide feedback.
- The course coordinator will review Canvas shells and participate and give feedback in online chats and conferences.

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Assignment 2

#### **Module 4**

Lesson title:

Assessment

Learning objective:

The students will be able to create and grade quizzes, create and manage rubrics, manage a gradebook and manage outcomes on Canvas

Resources:

- Chapter 4: Canvas Training; a customized guidebook
- Additional guidance: Quizzes, Rubrics, Grades, Outcomes from <http://guides.instructure.com/m/4152>
- YouTube videos:
  - i) [Canvas Quizzes](#)
  - ii) [Canvas Gradebook](#)
  - iii) [Canvas Rubrics](#)

Assignments:

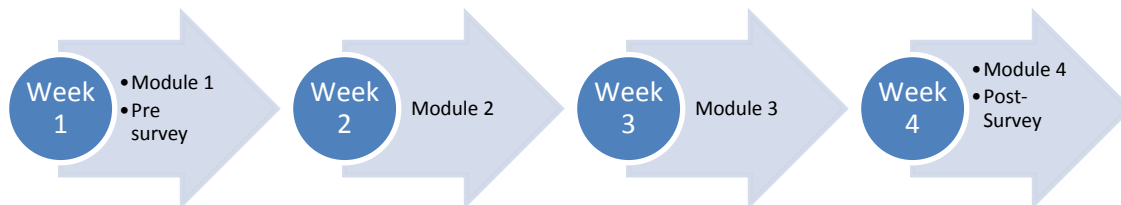
- Students will create different types of quizzes such as multiple choices, true/ false, fill in the blanks, essay quiz etc. with at least five questions in each quiz.

- Students will create different rubrics and assign them to appropriate quizzes and assignments
- Students will grade the quizzes taken by their peers and enter the grades in the gradebook
- Students will complete a multiple-choice quiz online in order to conclude the course

#### Assessment:

- The course coordinator will review completed course shells and provide feedback.
- Students will complete a post survey on overall course satisfaction and improvements

#### **Timeline**



#### **Conclusion**

This paper provides an outline for a new course, Canvas Training at Howard Community College, which explains the course description, learning objectives and assessment strategies, subject matter content, student interaction and motivation and a detailed course outline with timeline. Instructional course designing is a cyclic process with regular updates and upgrades.



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This course will give an excellent opportunity to the faculty at HCC to be acquainted with the new LMS, Canvas.

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