Center for Teaching & Learning Excellence
UNDERGRADUATE STUDIES | THE UNIVERSITY OF UTAH

Canvas as a Pedagogical Platform

canvas

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Workshop objectives:

- Pedagogy tips for building a course in canvas
- Demonstrate three engaging course templates for canvas
- Last hour: Break out session - discussion groups
- Where to find resources and help
- CTLE and TLT Services

Pedagogical Tips:

Decide how you're going to use the navigational tools of Canvas, and state these decisions clearly to your students.

Home Page:

> **This is the first LANDING SPOT for your course.**

> **It is about INSTRUCTOR PRESENCE.**

> **WELCOME! Add an introduction video of you talking and sharing.**

> **Explain what you expect students to do as their First Steps.**

> **Provide quick navigation links to important things within your course.**

> **Post DISCUSSION board and have students introduce themselves.**

> **Add link for TECHNICAL SUPPORT offered and how to access it.**

Purposeful planning.

REMEMBER:

There is NO-ONE WAY to design your course.

Reference: University of Washington Libraries. Accessed January 2015
https://canvas.uw.edu/courses/866251

Pedagogical Tips:

Announcements:

If canvas is the primary setting for class announcements, make it clear to the students how often you expect them to check there for announcements.

Course Schedule:

Will it remain the same for the semester?
Or, will you use the online environment to modify the syllabus through the semester?
Make your intentions clear to the students, and consider a commitment to tell them when you make changes to the syllabus.

Online Discussion Tools:

Tell the students the role you plan to play in that discussion forum.
Will you be an active participant?
Will you make it a point to correct student postings that indicate that they have misunderstood course material?

Reference: University of Washington Libraries. Accessed January 2015
https://canvas.uw.edu/courses/866251

Pedagogical Tips:

How will Canvas change the behavior in the classroom?

Lecture Notes:

Do you post your notes before the lecture? How will your lecture benefit or differ from these?

Modules:

Organize units of related materials that students can access from any device. Chronological review materials, videos, images, quizzes.

Active Learning:

Readings posted ahead of time allow the students to prepare for in class activities and discussions.

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https://canvas.uw.edu/courses/866251

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Learning Management System (LMS)

COURSE ORGANIZATION

Gradebook and Assignments

DELIVERS COURSE CONTENT

PDF, Documents, Presentations

MOBILE: Phone, Tablet & PC

Students can access course materials and post assignments or discussions from any device.

What is it really about?

Communication

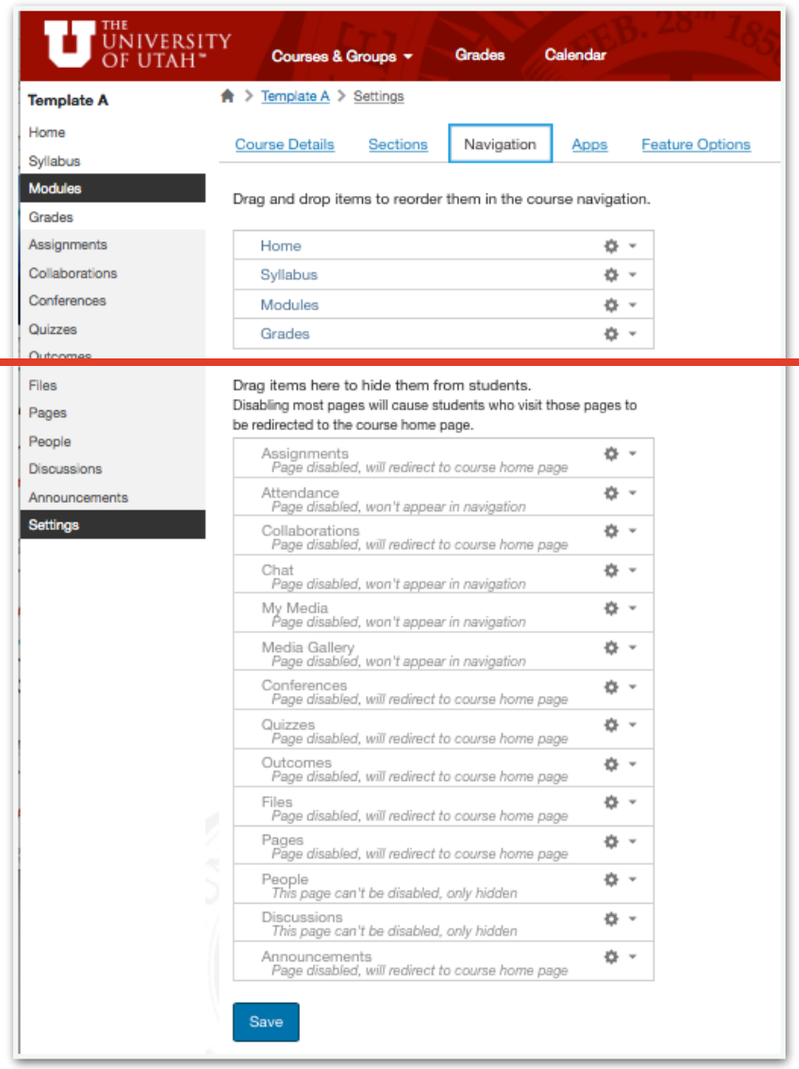
Organization, Engagement, Communication, Community

Canvas is about Dialogue not Monologue.
Active Pedagogy is about creating a learning environment, connecting students to the subject matter they are learning about.

Common Canvas Challenges:

- Setting up Navigation
- Setting the Home Page
- File Mangagement
- Assignment, Pages, Modules
- Communication / Email

Navigation is an ICEBERG



Challenging Navigation: **Files & Syllabus**

Hard for student to navigate deadlines

Students hand in work

Grading is done by hand, feedback is time consuming

Feedback isn't immediate

Rebuild it.
Simplified Organization: Template A

canvas Template A

Simplified Organization:
Home, Syllabus, Modules and Grades

Content is organized and is listed in chronological order

Generates calendar onto Syllabus page

Allows instructor to grade within canvas, generating final grade

Gives Student immediacy of grades

canvas **Template A**

Present Example of Course Navigation:

CLTE Template A

canvas Template B

Engaging Communication:
Home, Announcements, Syllabus, Modules, Discussions, Quizzes, Grades & Rubrics

Content is organized and listed in chronological order

Gives Student immediacy of grades and feedback

Allows instructor to grade within canvas, generates final grade

Communication with student is more personal

Rubric provide objectives of assignment

Form student groups for discussions

canvas

Template B

Present Example of Course Navigation:

Ali Froehlich, PhD

PSY 3010

canvas Template C

Engaging Communication & Community:
Discussions, Collaborations, My Media, Media Gallery

Peer feedback

Group discussion tools

Shared documents

Community Service Learning

Add outside lecturers to take part in discussions & feedback

Provide video and media content

canvas

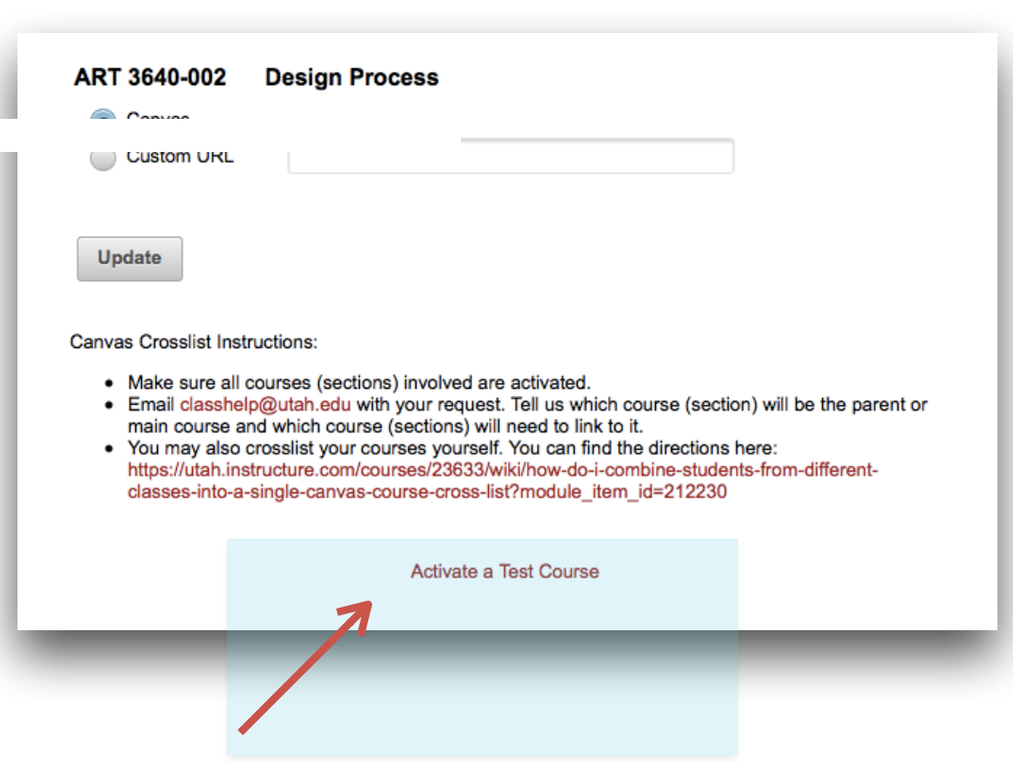
Template C

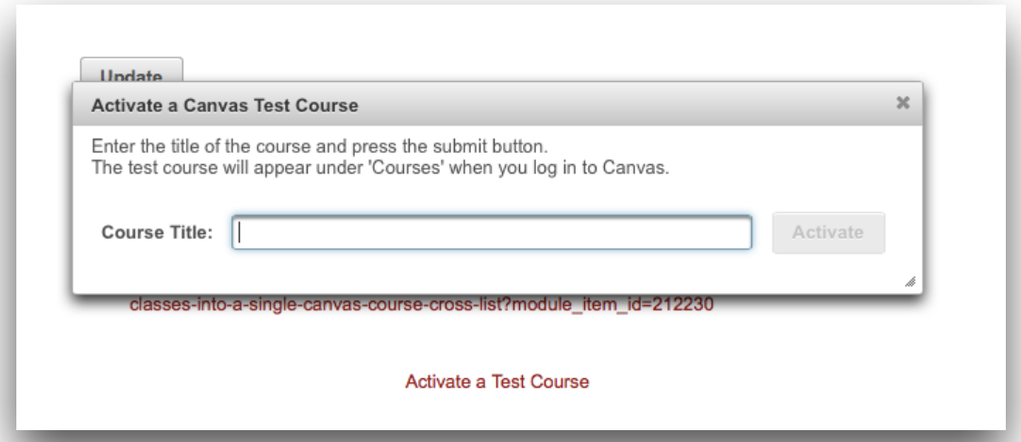
Present Example of Course Navigation:

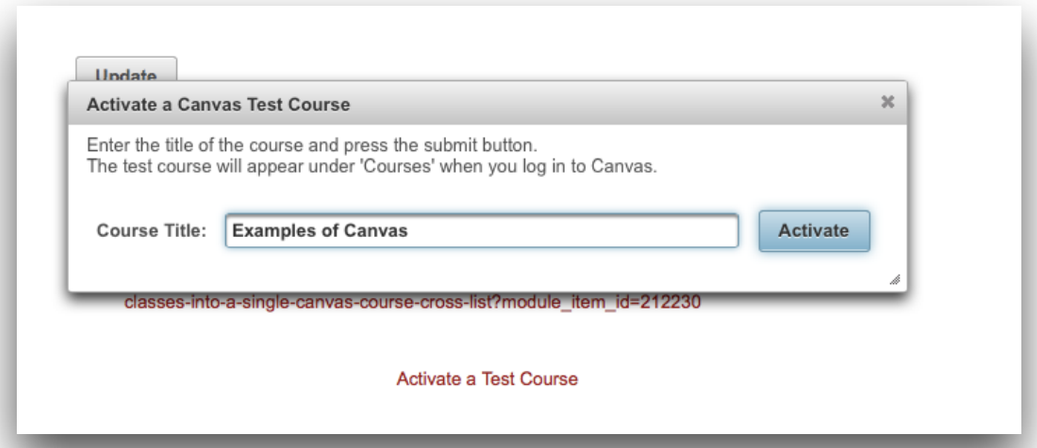
Katie Baraki, MS, RN
NURS 3105

Remember, you can't break anything!

Create a test course.







Last tips:

- Check what your course looks like in STUDENT VIEW
- Students cannot see an assignment unless it is PUBLISHED
- Assignment content not finalized: Change AVAILABILITY DATE
- If you are having students upload content, RESTRICT TYPE OF UPLOADS if needed PDF, DOC, JPG
- If you aren't using a navigational tool TURN IT OFF (place below the ICEBERG)
- SIMPLICITY canvas is only a foundation.
- Stay true to your personal PEDAGOGY.
- CANVAS HELP help.instructure.com

1 minute check-in

? questionnaire - ideas for future workshops?

+ we will collect questionnaires as you leave
+ sign-up sheet for one-to-one canvas help

THANK YOU!

resources:

Center for Teaching & Learning Excellence (CTLE)

J. Willard Marriott Library - Faculty Center
CTLE.UTAH.EDU

Center for Teaching & Learning Excellence Desk:

- Phone: 801-581-7597
- Workshops, Student Course Feedback, Syllabus & Teaching Statement Appointments
- Facilitate Focus Groups, Observations, Teaching Resources
- Email: info@CTLE.utah.edu

Teaching & Learning Technologies (TLT)

J. Willard Marriott Library - Faculty Center
tlt.utah.edu

Drop-in Canvas Help

Mon and Tues 9am - 4pm

Teaching & Learning Technologies Service Desk:

- Phone: 801-581-6112
- Option 1 – Installed Classroom / Portable AV / Video Services – Hours 7:30am – 7:00pm (M-F)
- Option 2 – Canvas / Uonline / Exam Services – Hours 8:00am – 5:00pm (M-F)
- Email: classhelp@utah.edu

references:

Reference: University of Washington Libraries. Accessed January 2015
https://canvas.uw.edu/courses/866251