

Canvas Best Practices Faculty Guide

May 2019

This is a guide to help faculty implement Canvas Best Practices structural elements and related skills.

- With the help of an A&I instructional designer (ID), use this model to guide you:
 - Healthcare 101 - <https://samuelmerritt.instructure.com/courses/1663642>

GETTING STARTED

1. Select Appropriate Canvas Shell to Implement Course Reorganization

- Consult with your ID Team to determine which Canvas shell is best to use. Work only in an inactive/unpublished course shell. Do not use an active course.
- If the course has a clinical component, let your ID Team know.

Faculty will be able to:

- Choose the appropriate Canvas work environment

Skills to be taught:

- How to choose the right Canvas work environment

REORGANIZATION STEPS

2a. Restructure the Course into Weekly Modules: Review Course Documents

This section will be the most time-intensive part of the process of course re-organization.

- Review your course documents (e.g., syllabus, course outline, clinical resources, course schedule, etc.) considering what students need to accomplish in each week. Organize content by week first, then by topic. If there is more than one large topic per week, create two modules for that week.
- Map out all tasks students need to do in each week. Ask your ID Team for tools that can help you map out each week.
- Collaborate with your ID Team to determine what content is duplicated in the course documents and the Canvas course. Determine what content from the course documents can be moved into Canvas course itself. Here are some examples:
 - Assignment instructions, rubrics, point values, due dates can be moved to an assignment details page
 - Non-assignment dates can be moved to the course Calendar as events
- Delete content in the other course documents after it has been moved to Canvas.

By the end of the training, faculty will be able to:

- Restructure course into weekly modules by reorganizing all course materials (e.g., syllabus, course plan, calendar, etc.)
- Map out weekly plan for the course

- Identify duplicate information from syllabus and other course documents that can be placed in Canvas
- Include all SMU requirements and other appropriate content in the syllabus

Skills to be taught:

- How to map out course by week
- How to remove duplicate information from course documents
- How to name files for clarity and reuse
- How to upload a file to the course
- How to name links on a page for clarity and reuse
- How the assignment weighting table connects to the Assignments page

2b. Restructure the Course into Weekly Modules: Organize the Modules page

- Create a module for each week of the course.
 - Include week number and topic in the module title
 - Use “Topic Part 1” and “Topic Part 2” if two or more weeks have related content
 - Consider that dates in the module title will need to be changed in subsequent terms
- Create a Course Resources module for general course resources (not week-specific).
- Consult with your ID Team on using your course map developed by week from reviewing your course documents to re-organize course content into pages and assignments in each weekly Module. This will allow students to see the course tasks/activities and assignments aggregated and sequenced for each week. Weekly modules contain:
 - A weekly **Required Learning Resources & Activity page** containing links to content such as readings, videos, and ungraded surveys, etc. (*not* graded assignments).
 - A weekly **Supplemental Resources page** (as needed) is placed below the Required Learning Resources & Activities page.
 - **Assignments** (all graded assignments/quizzes/exams) are placed with a heading below the Supplemental Resources page.
 - OPTIONAL: A **Course Overview page** can also be placed in each weekly Module to provide more context for the weekly activities.
 - OPTIONAL: An unpublished **Faculty Notes page** can also be placed in each weekly Module to store non-student information about class activities and assignments. This information could be used later for course review. See XI. Faculty Notes late in this document.
- Publish a course in its entirety from the beginning of the term, allowing students to plan ahead. The idea that not publishing all assignments or materials in advance helps to control student stress may not be accurate. In fact, the opposite may be true: publishing the course in its entirety will allow students to plan ahead and avoid stress.
 - Assignments that are published but should not be available for viewing until a certain date can be controlled via the “available from” date in the settings. Publishing the module with the said assignment in it and controlling it via the “available from” date allows the student to see it on the Calendar and plan ahead, although they cannot access anything inside the actual assignment or quiz

By the end of the training, faculty will be able to:

- Restructure course into weekly modules by reorganizing all course materials (e.g., syllabus, course plan, calendar, etc.)
- Duplicate a module and update the module and page titles

Skills to be taught:

- How to understand basic design principle for the Modules page
- How to remove items from the Modules page (but the page still exists)
- How pages are managed
- How to delete a page from All Pages
- How to indent Modules page content

- How to reorder modules and module items
- How to understand that the Modules page represents a course map tool
- How to duplicate a module and change the titles

3. Create Weekly Required Learning Resources & Activities (RLR&A) pages

- Import select content from one course to another.
- List all activities and resources on this page in a chronological manner that makes sense for that week.
 - Include headings that indicate sequence. If there are two F2F classes and one clinical experience, label sections on this page by “Before/After First/Second Class Activities,” and “Before/After Simulation/Clinical,” etc. You can also use “During First Class” header for materials you want students to access while in class.
 - Use action verbs that clearly communicate tasks.
 - Link text to the learning resources listed on this page.
- Direct students to weekly Module for Assignments due that week.
- Direct students to Course Calendar for events for the week.

- Include nested clinical site pages, if applicable.

The screenshot shows a Canvas LMS page for 'Week 1 - Required Learning Resources & Activities'. The page is organized into sections with clear headings and action-oriented text. Red callout boxes highlight specific features:

- weekly summary page of all resources and activities:** Points to the main title of the page.
- Headings that provide chronology:** Points to the section headers 'Before First Class: Normal Newborn' and 'Before the Simulation: Maternal Newborn Assessment'.
- Action verbs that clearly communicate tasks:** Points to the 'Read:', 'Listen & View:', and 'View:' labels.
- Embedded links for easy access:** Points to the links for 'Low Risk Neonatal Podcast' and 'Low Risk Neonatal PPT for Podcast slides'.
- Leads student to Modules page for Assignments:** Points to the final instruction: 'Complete the assignments in this week's module and be sure to view the course calendar in Canvas daily.'

By the end of the training, faculty will be able to:

- Create and manage one weekly module page that includes all required learning resources and activities

Skills to be taught:

- How to edit a page
- How to name files for clarity and reuse in subsequent terms
- How to name links on a page for clarity and reuse in subsequent terms
- How to use the rich content editor
- How to insert links to course files and pages
- How to link to an outside URL link
- How to link to a YouTube video
- How to link to a Panopto video
- How to convert any Word doc files into PDFs before inserting them into a course
- How to insert a PPT, PDF or other document
- How to make File folders and move items in the Files page

4. Revise Assignments for Clarity and Completeness

- Consider all of your course documents and make sure the one source of instructions, points, dates for an assignment is in the Canvas assignment itself. See the Assignment Designer Review & Plan guidelines.
 - Clear, concise, complete assignment instructions go in the assignment body
 - Rubrics are built using the Canvas rubric tool or are a file that is linked to or inserted as an image in the assignment body.
 - Dates should go in the appropriate field on the assignment details rather than in the body of the assignment
 - Include one narrative line at the beginning of each assignment that addresses what's in it for the student. For example, "This assignment relates to XXXXX, helps you achieve CLO #X, and will be included in your exam XX."
 - One exception might be for group assignments where each group actually has distinct assignment instructions for each group. In that instance, one assignment details page might have links to several different instruction pages.
 - After the assignment details have been moved from any course documents to the Canvas assignment, it should be deleted from course documents.

BSN N144 Example > Discussions > Cultural Assessment and Newborn Care

Home
Syllabus
Modules
Assignments
Grades
Announcements

This is a graded discussion: 4 points possible due Sep 5, 2016 at 9pm

Cultural Assessment and Newborn Care

Be sure to click on the gear icon, above to the right, to view the N144 discussions rubric. This rubric is in effect for each discussion assignment in this class.

In your readings and lecture, the importance of cultural assessment in planning nursing care for the newborn has been discussed. This discussion will help you to xxxx and to achieve CLO #X, and will be included in your exam XX.

Read over the attached list of questions, and choose one area in which to respond. Or, if there is another cultural issue not mentioned that is on your mind, feel free to share.

1. Is breastfeeding or bottlefeeding preferred? When does breastfeeding begin?
2. What is the appropriate time to initiate infant baths?
3. How is the cord cared for?
4. What is the most appropriate way for a newborn baby to be dressed & wrapped?
5. Where will the baby sleep?
6. Who will care for the baby?
7. What are your beliefs about circumcision?
8. How do mothers usually interact with their infants? How do you expect the mother to interact?
9. How do fathers usually interact with their infants? How do you expect the father to interact with the baby?

In your response, let the following questions guide you: Are there baby practices unique to your own family of origin? Do you agree or disagree with the belief or practice? How will these beliefs affect your own nursing practice as you care for new families?

In your response, let the following questions guide you: Are there baby practices unique to your own family of origin? Do you agree or disagree with the belief or practice? How will these beliefs affect your own nursing practice as you care for new families?

Only source of instructions for the task.
Add dates & points only in the settings for the assignment.

By the end of the training, faculty will be able to:

- Use and manage assignments to communicate expectations to students

Skills to be taught:

- How to edit an assignment page
- How to use assignment settings
- How to implement grade weighting in Canvas on assignments page
- How points and grade weighting relate to each other
- How the Assignment page weighting shows up on Syllabus page
- How to create/insert rubrics
- How to set up Turnitin (as needed)
- How to insert images, like a rubric screenshot (as needed)

5. Indicate Assignment Groups and Grade Weighting

- Organize assignments into Assignment Groups in chronological order on the Assignments page.
- Indicate Assignment Group weights.
 - Delete this information from other course documents except syllabus document.

The screenshot displays the Canvas LMS interface for the course 'BSN N144 Example'. The 'Assignments' page is shown, featuring a sidebar with navigation options like Home, Syllabus, Modules, and Assignments. The main content area is divided into two assignment groups. The first group, 'Quizzes & Exams', is highlighted with a red box and labeled 'Grouped by assignments with weights'. This group contains six items: Graded Quiz #1 (10 pts), Graded Quiz #2 (10 pts), Graded Quiz #3 (10 pts), Graded Quiz #4 (10 pts), Exam #1 (50 pts), and Final Exam (75 pts). The second group, 'HESI Case Studies/Patient Reviews', contains four items: HESI Assignment #1 Case Studies: Healthy Newborn (6 pts), HESI Assignment #2 Patient Reviews: Susan Wilson (2) (6 pts), HESI Assignment #3 Case Studies: Preeclampsia (6 pts), and HESI Assignment #4 Gestational Diabetes (6 pts). The page shows a total of 70% of total points for the first group and 12% for the second. Red arrows point to the group names and their respective percentage of total points.

By the end of the training, faculty will be able to:

- Use and manage the assignment groups and grade weighting on the Assignments page

Skills to be taught:

- How to add new assignment groups
- How to differentiate between assignment points and grade weighting
- How Canvas displays grade weighting on the Assignments page and the Syllabus page
- How to edit grade weights on the Assignments page and elsewhere
- How to group ungraded assignments

- How to message students from GradeBook

6. Add Events to Course Calendar

- Maximize use of the calendar function to remove need for more course documents, especially the course schedule.
- The Calendar automatically populates with all assignments.

The screenshot displays a course calendar for February 2017. The interface includes a navigation bar at the top with 'Today', navigation arrows, the month 'February 2017', and view options: 'Week', 'Month', 'Agenda', and 'Scheduler'. The main calendar grid shows days from Sunday to Saturday. Events are listed in colored boxes within the grid cells. Red arrows point to specific events: '10a Class Meeting' on Tuesday, '1p Clinical Site' on Wednesday, and '10a Class Meeting' on Friday. A sidebar on the right shows a list of calendars and an undated section.

By the end of the training, faculty will be able to:

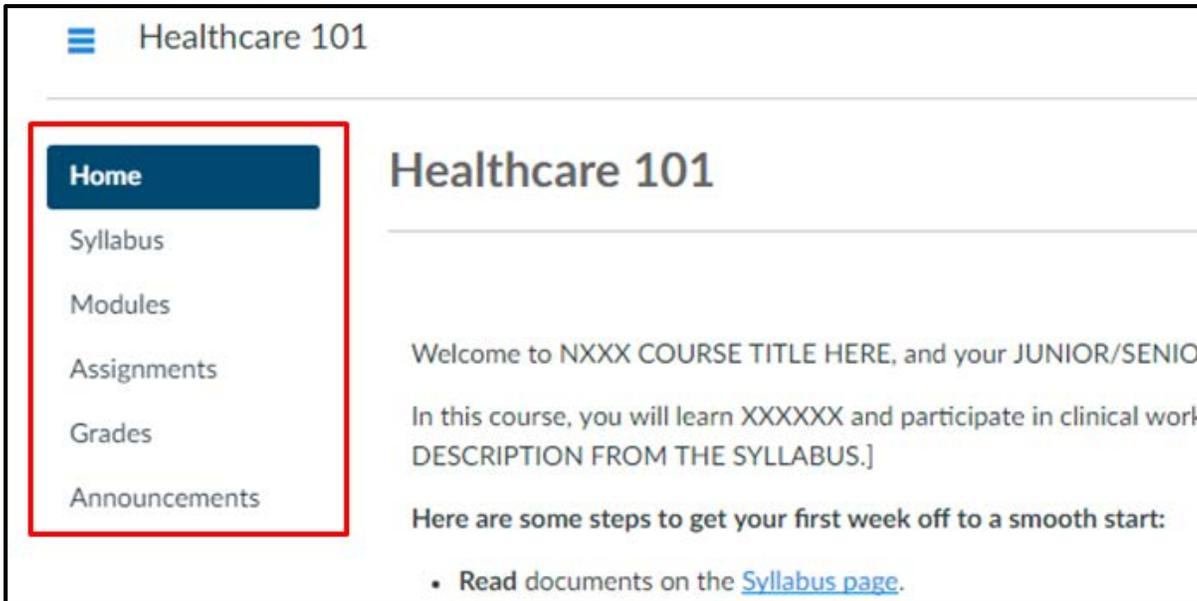
- Use and manage the course Calendar page

Skills to be taught:

- How to add events to the course calendar for all students to see, such as room and clinical locations or start date of week
- How to review the course using the Calendar

7. Set Navigation Links

- Reorder the left course navigation links so these as the top 6 links:
 - Home
 - Syllabus
 - Modules
 - Assignments
 - Grades
 - Announcements
- Pages and Files are always hidden
- Other links optional located under top six above



By the end of the training, faculty will be able to:

- Use and manage the primary course navigation links in the Navigation Menu

Skills to be taught:

- How to move/set links for the course Navigation Menu
- How to hide/show items in the course Navigation Menu

8. Reorganize Home Page with:

- A simple format that is easily maintained and doesn't require a lot of scrolling horizontally or vertically
- A friendly message
- References to the Syllabus, Calendar and Modules pages

Healthcare 101

Home Healthcare 101

Syllabus

Modules

Assignments Welcome to NXXX COURSE TITLE HERE, and your JUNIOR/SENIOR XX semester. We look forward to meeting you.

Grades In this course, you will learn XXXXXX and participate in clinical work and simulations. [CONSIDER ADDING YOUR COURSE DESCRIPTION FROM THE SYLLABUS.]

Announcements Here are some steps to get your first week off to a smooth start:

- Read documents on the [Syllabus page](#).
- View the course's calendar in Canvas for class meetings, clinical days, assignments due and more.
- View the [Week 1 Module](#).

By the end of the training, faculty will be able to:

- Create and manage a Home page

Skills to be taught:

- How to edit page
- How to use rich content editor
- How to insert links
- How to upload files
- How to set a page as the Front (Home) page

9. Import content from DEV shell (if using) to official Canvas course shell

10. Complete Syllabus

- Download syllabus draft from the SyllaBot link in Canvas course shell after importing all content from DEV shell
- Refine your syllabus.
- Place the syllabus document on the Syllabus page:

By the end of the training, faculty will be able to:

- Include all SMU requirements and other appropriate content in the syllabus
- Place syllabus document on the Syllabus page
- Understand the connection between the Assignments , Modules and the Syllabus pages
- Place syllabus document on the Syllabus page

- Understand the connection between the Assignments , Modules and the Syllabus pages

Skills to be taught:

- How to use SyllaBot to automatically include most of the required syllabus elements per the Faculty Handbook:
 - Header (Program Name, Course Number, Course Name, Term, Year, Section)
 - Faculty Info (Faculty Name, Email, Phone, Office hours)
 - Course Description
 - Course Description
 - Course Credits
 - Prerequisites (if applicable)
 - Corequisites (if applicable)
 - Meeting Times
 - Location
 - Begin and End Dates
 - Required Materials
 - Recommended Materials
 - Course Learning Outcomes (list all, no alignment)
 - Program Learning Outcomes (list all, no alignment)
 - Topics & Assignments
 - Teaching and Learning Methods
 - Assessment Methods
 - Grading Scale
 - Course Policies: Late/Missed Assignments, Attendance, Participation
 - Clinical Expectations
 - SMU Policies (“Boiler plate language” including Withdrawal Policy, Academic Integrity, Disability Resource Center, Title IX Statement, Recording of Learning Activities, and Course Evaluation)
- How to link to a file in the course from the Syllabus page

Healthcare 101 > Syllabus

Home Syllabus Modules Assignments Grades Announcements

Course Syllabus

Please read the syllabus: [Healthcare 101 Syllabus.pdf](#)   ([link to pdf])

The individual assignments are shown below and are also listed in the Assignments and Modules tabs at the left. The Assignment Group weights are shown on the right (except on app).

Course Summary:

Date	Details	Due Date
Sun May 14, 2017	<ul style="list-style-type: none"> Discussion: Title Here Assignment: Title Here Quiz 1: Title Here 	due by 11:59pm
Wed May 17, 2017	Week 2 - HESI Patient Review - EKG	due by 11:59pm
Sun May 21, 2017	<ul style="list-style-type: none"> Discussion: Title Here Quiz 2: Title Here 	due by 11:59pm
Sun May 28, 2017	Week X - HESI Patient Review - Cardiac	due by 11:59pm
Sun Jun 4, 2017	Week X - HESI Patient Review - Respiratory	due by 11:59pm
Sun Jun 11, 2017	<ul style="list-style-type: none"> Mid-Term Exam Week X - HESI Patient Review - Neuro 	due by 11:59pm
Sun Jun 18, 2017	Final Exam	due by 11:59pm

Assignments are weighted by group:

Group	Weight
Assignments	25%
Quizzes	15%
HESI Patient Reviews	10%
Mid-Term Exam	15%
Final Exam	35%
Total	100%

11. Cross-List Course Sections

- Cross-listing in Canvas means having two or more sections or courses in ONE course shell. Ask your ID Team about the guidelines for using cross-listing and if it's appropriate for your course.

By the end of the training, faculty will be able to:

- Determine when cross-listing is appropriate

Skills to be taught:

- Determine when cross-listing is appropriate
- Process for getting a course cross-listed

12. Use Faculty Notes Page

- Maximize use of one unpublished page per weekly module on the Modules page -- for teacher's-eyes-only -- to keep courses updated long-term, store any class lecture files and completed end-of-course evaluation forms.

The screenshot displays a course navigation menu for 'Week 2: Topic Title'. The items listed are:

- Week 2 - Required Learning Resources & Activities
- Week 2 - Supplemental Resources
- Week 2 - Assignments
- Week 2 - HESI Patient Review - EKG (5 pts)
- Discussion: Title Here (5 pts)
- Quiz 2: Title Here (5 pts)
- Week 2 - Faculty Notes - NOT PUBLISHED

 A red callout box points to the 'NOT PUBLISHED' status of the Faculty Notes item, with the text 'Unpublished notes for faculty'.

By the end of the training, faculty will be able to:

- Use and manage unpublished Faculty Notes pages

Skills to be taught:

- How to create and manage a notes page for faculty
- How to keep this page unpublished
- How to edit a content page and save
- How to move an item on Modules page

13. Using Announcements

- Use Announcements sparingly to preserve their impact.
- Use it only for things that: 1) cannot be planned for, and/or 2) that Canvas cannot do.
 - For example, use it for a message of encouragement or a cancelled class, but avoid sending an Announcement message to remind students of a due date for an assignment.

By the end of the training, faculty will be able to:

- Use Announcements effectively

Skills to be taught:

- How to use Announcements effectively