

The User-Friendly Canvas Course

Melissa Ko, Racheli Wercberger,
and Tim Sorg





TEACH Symposium 2020

Our Workshop Goals

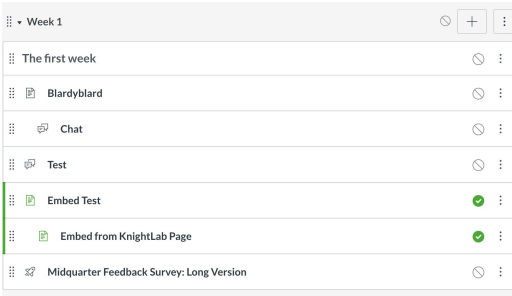
1. Discuss good practices for setting up and organizing your Canvas site
2. Reflect on how your Canvas site might impact your students in your teaching
3. Apply best practices for pedagogy to different Canvas features

How do you use your Canvas course site?

File dump

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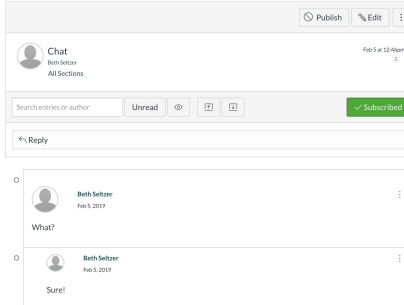
Interactive syllabus



Week 1

- The first week
- Blardyblard
- Chat
- Test
- Embed Test
- Embed from KnightLab Page
- Midquarter Feedback Survey: Long Version

Gathering place



Chat

Beth Seltzer

Feb 5 at 12:46pm

Search entries or author

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Subscribed

Reply

Beth Seltzer

Feb 5, 2019

What?

Beth Seltzer

Feb 5, 2019

Sure!

- What are the features of Canvas that you use?
- How do these features relate to each other?
- How do you combine or integrate these features when you teach?

What are Canvas features and how do they interact?

Reflecting on Canvas Features

Please complete the included self-assessment tool handout provided:

- What have you heard of but not used, used infrequently, used often?
- What features do you not recognize at all?
- Which do you want to learn more about and apply to your course?

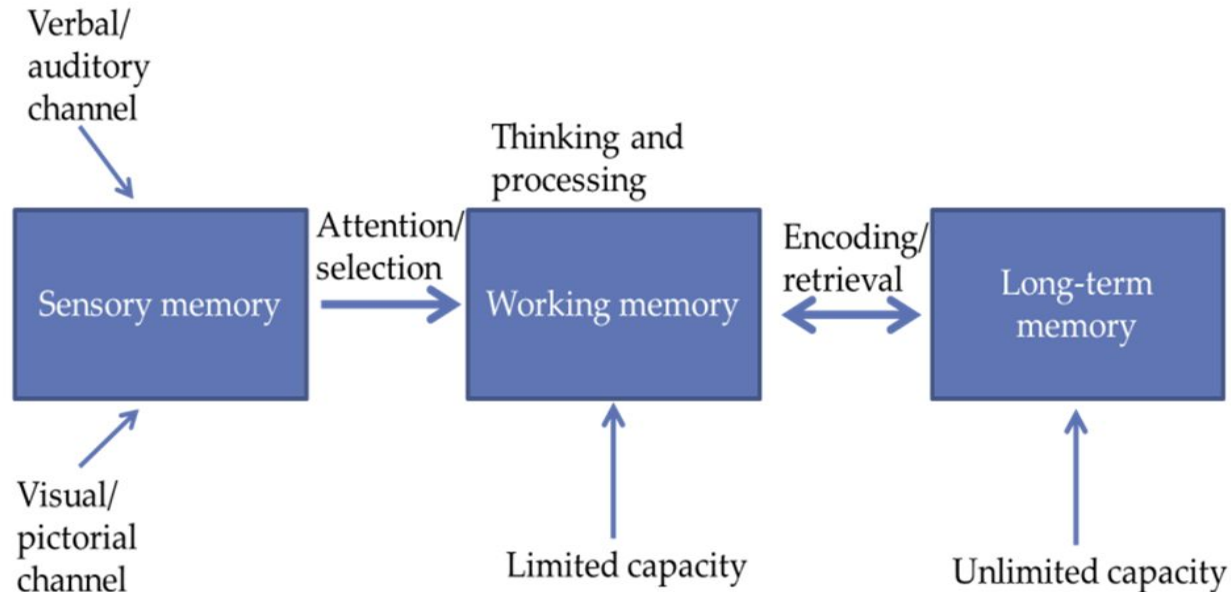
Start thinking of which Canvas feature to focus on, we suggest that you **bold or star** that option on your handout.

Let's explore examples of Canvas course sites!

In your breakout rooms, work together in small groups to:

- View the provided example Canvas page or have one person volunteer their own page.
- Try to complete the provided tasks in your groups from the perspective of the student.
 - Where would you find the Zoom links for Week 6 live discussion?
 - Where would you go to find when the Midterm essay is due?
 - Where would you go to download Lecture 4.1.1?
- As you work on your task, describe your process of navigating by speaking out loud (this is called think aloud testing!).
- Take turns who shares their screen (and drives) and who takes notes on the doc.
- Each breakout room will report out on their experience.

What is cognitive load and why does it matter?



Based on Mayer (2003) and Mayer and Moreno (2007)

What is cognitive load and why does it matter?

“Specifically, instructors should seek to **minimize extraneous cognitive load** and should consider the intrinsic cognitive load of the subject when constructing learning experiences, carefully structuring when the material has high intrinsic load.”

- Cynthia J. Brame, Center for Teaching, Vanderbilt University

Our Canvas Site Guiding Design Principles

1. Transparency

- What is expected of me? How do I succeed in this course?
- Improve feelings of self-efficacy and give students more autonomy

2. Accessibility

- Drawing from Universal Design for Learning (UDL) frameworks
- Greater accessibility helps **everyone** not just those who need accommodations

3. Communication

- Informal interactions and routines help students stay on track
- We need to put in more effort to be connected during remote learning

A Note on Accessibility Concerns (ADA Compliance)

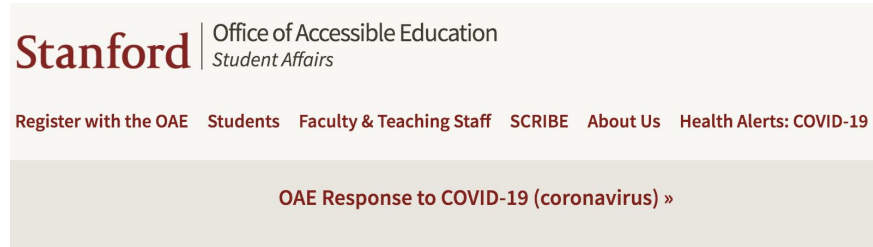
Accommodations: Ask Me Anything

Chat with the Directors of the Office of Accessible Education about the who, what, where, why, and how of accommodations for students with disabilities at Stanford University. We will review some legal frameworks, trends, implementation techniques, and common challenges. Ask us anything.

Facilitated by Teri Adams, Shelley Hou, & Carleigh Kude (Student Affairs, Office of Accessible Education)

Dates: Wednesday, July 15 from 2:00-3:00 PM PDT; Wednesday, July 22 from 2:00-3:00 PM PDT

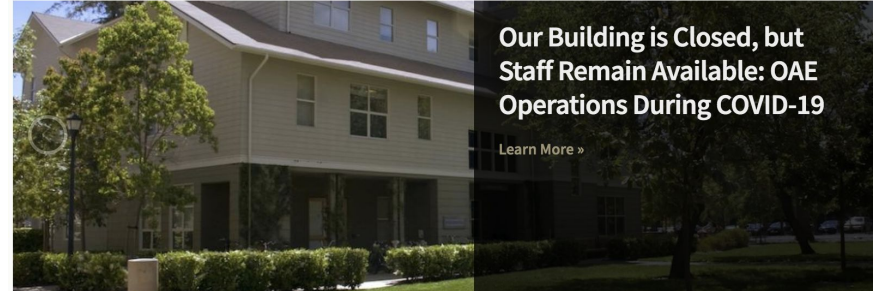
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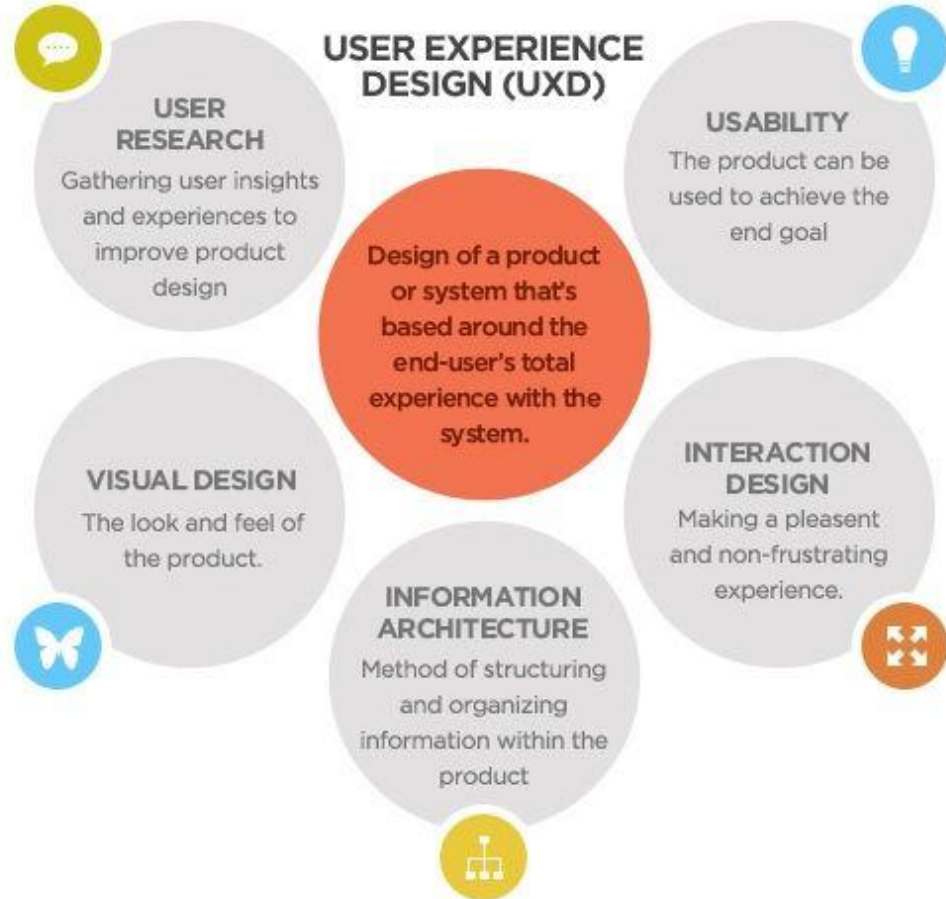
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Principles of User Design

Make it student (user)-centered: Canvas is how students will interact with your course!



What are pedagogical applications for Canvas features?

Check out the [provided handout!](#)

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Canvas Features and Possible Pedagogical Applications

We provide a short list and description of the various Canvas features and a few examples of how they could be used in your course. Please note this is not an exhaustive list of how these tools could be leveraged, we invite you to contribute your own ideas!

Canvas Feature	Default Usage	Extended Usage (a few examples)
Modules (option for breakout session)	Organize files into different groups.	<p>Organize everything from your course that students must access chronologically, thematically, by section, or in combinations of these different categories.</p> <p>Include Pages, Quizzes, direct links to Collaborations, external URLs, Discussions, and Assignments depending on the class session or week or grading area.</p> <p>Offer a clear roadmap for the course, especially one that unlocks gradually for a self-paced learning experience.</p>

Tailoring a Canvas Feature to Our Courses

We're going to place you in breakout rooms now based on the feature (Modules, Pages, Quizzes, Collaborations, Discussions, Assignments) you want to work on.

In groups, discuss how you might apply this feature to your own course. First, experiment with adding, editing, and customizing your feature (referencing **Canvas Features** handout).

Then brainstorm responses to address the following questions:

1. How can my use of this feature improve the overall accessibility of my site?
2. How can my use of this feature improve the transparency of my course?
3. How can my use of this feature improve how my course communicates to students?

Reflection and Wrap-up

- Which Canvas features do you want to work on for your Fall course?
- What are your top 1-2 goals between now and Fall quarter?

Please write these down somewhere!

Any Questions?

You can also reach us by email:

- Dr. Melissa Ko (mesako@stanford.edu)
- Dr. Racheli Wercberger (rawerc@stanford.edu)
- Dr. Tim Sorg (timsorg@stanford.edu)