Online Instructor Training for Canvas Learning Management System

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ONLINE INSTRUCTOR TRAINING FOR CANVAS LEARNING MANAGEMENT SYSTEM

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A Major Project

Submitted to the Graduate College of Bowling Green State University in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

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Committee:

Dr. Fei Gao, Chair/Advisor

Dr. Paul Cesarini
ABSTRACT

Dr. Fei Gao & Dr. Kathryn Hoff – Advisors

The purpose of this project was to research, develop, deliver and evaluate a module-based training course that would be delivered online within a week’s timeframe to asynchronously train instructors in the use of Canvas learning management system (LMS) in the context of a campus environment with specific LMS use policies, versus the more comprehensive look provided by the Canvas help guides.

This course, Canvas 101 was delivered in the Canvas environment with the trainee in the role of both student and teacher. While the trainees worked in the course as students, they were required to perform ungraded tasks in an instructor role in order to create a course. This was accomplished in their own Free-for-Teacher’s account. Upon completion of the module, assignments trainees completed a knowledge-check to assess their comprehension of the lessons. To move to the next module, the trainee had to attain an eighty percent score. Trainees had unlimited attempts to complete these knowledge-checks. Upon completion of the modules with an over-all score of eighty percent, the trainee would gain access to a final module containing a survey that explored the effectiveness of the Canvas 101 lesson content and its delivery.

Graduates of Canvas 101 reported that the course was effective in training them to use the Canvas learning management system. While the results of the exit survey support this assertion, only four of six participants graduated with an eighty percent or higher on their final score.
Acknowledgements

I wish to thank my project committee Dr. Fei Gao and Dr. Paul Cesarini for being guides and mentors for me throughout this process and during my studies at Bowling Green State University. Without their patience and willingness to share experiences in education I would not have completed this project, nor my degree. I also wish to acknowledge my wife Melissa and my son Justin for their patience while I worked to complete my studies. My love and appreciation for their understanding is boundless. Additionally, my colleagues at Terra State Community College and Maumee Valley Country Day School are owed a debt of gratitude for being participants in my project delivery and evaluation. Finally, I thank Todd Pavlack and Professor Steven Mohr for granting me an opportunity for a new beginning in the field of Instructional Design and Educational Technology.
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SECTION I: BACKGROUND AND GOALS

Statement of the Project

The purpose of this project was to research, develop, deliver and evaluate a module based Canvas Learning Management System (LMS) training course, delivered online, in Canvas in order to train instructors in its use. This training course was created to illustrate Canvas use in the context of a campus environment with specific LMS use policies versus the comprehensive and overwhelming look provided by the Canvas help guides.

Intended Audience

Computer literate instructors in higher or K-12 education with some prior LMS use knowledge, teaching in a face-to-face, hybrid or fully online environment.

Background

Canvas LMS employs up-to-date help guides that describe the use of all of the functions of the product for users. When viewed in their entirety, the help guides can be an overwhelming amount of content for the new user, especially for a newly hired instructor who may not have taught courses using an LMS.

Terra State Community College is a good example of a recent Canvas deployment. In 2012, Terra State was informed that Angel, Terra State’s LMS, would be discontinued in 2014. Angel data reporting had been integrated with the campus Student Information System necessitating Angel’s use for the delivery of all courses. Instructors were, and still are, required to use the LMS for final grade publishing, posting of a syllabus, weekly attendance recording and communication with students. Because of these requirements, policies were developed and agreed upon by all faculty that would contractually require their use of the LMS. Leading up to the Angel shutdown, Terra State began research into replacement Learning Management
Systems. A committee of Terra State faculty, IT and academic administrators formed to research the available product options on the market and compare their features and functions to Angel. After the review process, the selection committee decided on Instructure’s Canvas for Angel’s replacement.

Upon selection of Canvas, the committee was re-tasked as a Canvas implementation team. This team began to develop training materials for the rest of the full-time faculty for the Fall 2013 semester. This laid the groundwork for training materials for the adjunct faculty courses in Fall 2014. The face-to-face training sessions for full-time faculty were delivered as Canvas 101 (Canvas basics), 102 (Canvas course building) and 103 (Advanced tools in Canvas).

Canvas 101 covered instruction in the minimum requirements as dictated by faculty contract— including Terra State Learning Management System policies—navigation, communication, building a grade book in order to publish final grades, adding a syllabus file and taking weekly attendance. Canvas 102 covered course design, adding content files, creating quizzes, discussions, assignment uploads, and building modules. The third session, Canvas 103, looked at rubrics, analytical tools, conversations web casting, collaborations/shared documents, and the built-in Canvas video features.

Delivery of the mandatory Canvas 101 and 102 sessions took three hours to complete. Terra State has approximately one hundred fifty adjunct faculty requiring training – all with their individual schedules and life situations. To accommodate trainee availability, the trainer must schedule sessions three times per week in the morning, afternoon, and late evening. At Terra State, a flexibly scheduled solution was needed.
Identification of resources

• Use of a free-for-teachers Canvas account

• Adobe Creative Suite

• Purchase ScreenFlow software to create screencast video content

• Purchase of a headset microphone for audio capture for video content

• Hiring of a technical proof-reader
Literature Review

Experiential Learning

Kolb gives a working definition of learning; “Learning is the process of whereby knowledge is created through the transformation of experience” (Kolb, 1984). Kolb’s statement suggests that experience is the raw material for learning. Anderson, Boud and Cohen state that a key element of experience-based learning is that learners analyze their experience by reflecting, evaluating and reconstructing it (sometimes individually, sometimes collectively, sometimes both) in order to draw meaning from it in the light of prior experience. The dominant feature of experience-based learning is that the prior and current experiences of the learner are the central focus of knowledge transfer. By reflecting and acting on prior experiences and their outcomes, learners can apply their gained knowledge in a constructivist manner to future problems. Experience based learning is particularly appropriate for adult learners because it takes advantage of lifelong learning, formal and informal learning, and incidental learning. Basically, older learners have more experiences to draw from. In 1993 Boud, Cohen and Walker observed that experienced based learning is based on a set of assumptions:

- experience is the foundation of, and the stimulus for, learning
- learners actively construct their own experience
- learning is a holistic process
- learning is socially and culturally constructed
- learning is influenced by the socio-emotional context in which it occurs

Trainees in Canvas 101 will work individually in their own Canvas course Free-for-Teacher’s development shell to perform tasks illustrated in the modules. They will draw on their prior knowledge of using other learning management systems and their experiences as instructors to
see how to achieve the outcomes of Canvas 101 training. Trainees will both perform and assess their learning directly in the Canvas environment; it is expected that experiencing the module’s hands-on nature will translate into the learners successfully fulfilling the campus requirements of using Canvas as their teaching platform.

**Adult Learning and Knowledge Transfer**

Learning transfer is defined as “effective and continuing application by learners—to their performance of jobs or other individual, organizational, or community responsibilities—of knowledge and skills gained in the learning activities” (Broad 1997). For learning transfer of course material to be efficient and effective, the course designer must take into account the perceived relevance of the material to the trainee. By creating a foundation based in practicality, the recipient can put the lessons into a real-world context. Foley and Kaiser (2013) give a brief overview of several models of transfer. *Near and far knowledge transfer* (Detterman 1993) is a way to look at the correlation between the lesson and the path to understanding the lesson. Near transfer situations have a direct and frequently obvious relationship between one experience and the next experience, allowing a smooth stepped increase in understanding. Far transfer situations are more conceptual, such as gaining understanding of basic mathematic skills and using these concepts to solve a geometry problem. Perkins and Salomon (1989) go further to explain near and far transfer as *high- and low-road transfer*. They posit that knowing that near and far transfer exist is not enough. They explain that while low-road transfer is a direct path to understanding, high-road transfer must be understood better in order to integrate it into lesson design. Foley and Kaiser (2013) interpret, “High-road transfer involves more assistance for a learner to be able to reflectively think about what was learned and then deliberately abstract from the original context.
to connect it to other contexts.” Unlike low-road transfer’s acceptance of superficial lessons, high-road requires deeper understanding of analogy, analysis, cross discipline concepts, and recognition of nuance to assist in assisting with explanation.

Another noteworthy transfer model is *positive/negative transfer* (Leberman, McDonald, & Doyle, 2006). Learners will use prior experience to scaffold lessons from one to the next, looking at the commonalities to build a body of knowledge. When the learner sees correlations and can extrapolate from the experience the positive reinforcement creates a learning environment that is conducive to knowledge transfer. When these experiences do not illustrate expected results, knowledge transfer can be damaged and can even call prior experiences into question. This is considered negative knowledge transfer.

At Terra State, the use of an LMS by an instructor to teach students is a near transfer situation because an LMS has been in use since 2008. Conversely, the actual usage of the new LMS may be a far transfer problem. The trainee will likely have problems switching LMS software with no prior exposure to course building and navigation in Canvas, even with their prior experiences with Angel LMS. By framing Canvas training within the context of the LMS policy expectations that exists on campus, Canvas 101 will be viewed as a relevant experience to the trainee. Lesson relevancy is a key component in promoting knowledge transfer in adult learners.

**ADDIE model**

Canvas 101 lesson designs will follow the ADDIE model of lesson development. The ADDIE model is a “systematic approach to instructional development” (Molenda, 2003). The ADDIE system allows the designer to look at the construction of course modules in a way that ensures knowledge transfer takes place in a logical manner. The ADDIE acronym is as
follows: Analyze, Design, Develop, Implement and Evaluate. While the ADDIE model is an accepted tool for course design, it cannot be attributed to one researcher.

*Analysis* is the first step in the ADDIE process. This step establishes how best to relate content to the experiences the trainees bring to the session. The analysis of the audience dictates the starting point of the leaning outcomes or validating the performance gap between the intended outcome and the current learner’s knowledge base (Branch, 2009). To determine the performance gap, the designer must know the intended outcome of the training and must assess the trainee’s prior knowledge in order to design relatable content that will close the gap. Analysis of the existing teaching technology is also important at this point. With an online lesson, limitations in technology may determine if the subject matter is even possible to deliver (Neal 2011). In a 2009 study conducted among instructional designers, Ozdilek & Robeck determined that the analysis phase of the ADDIE model was considered by the participants to be the most important component of the model, Their study also illustrated that that while designers used the ADDIE model, not all prioritized the importance of the steps the same way, suggesting that the model is less a process than a methodology for problem-solving.

The *Design* phase is the second step in the ADDIE process. It uses the outputs from phase one (learning objectives, list of tasks to be instructed and the audience analysis) to plan a strategy for developing the instruction in the course. This phase is typically completed on paper. There are two main components to this phase of the process:

1. Matching the learning objectives and tasks to be instructed with the appropriate learning strategies and technologies.
2. Designing the sequence of the instruction. Branch refers to this learning path taken by the trainee as the “Line of Sight”. (p.60)

This is the phase where one would normally select the delivery tool, in this case Canvas, for the lesson and the order in which the content will be delivered. Branch (2009) tells us that we must avoid “activities beyond the scope of the project, and matters unrelated to closing the performance gap may obfuscate the line of sight” Branch suggests using a Design Brief to ensure that the line of sight is maintained throughout the entire learning experience.

A design brief consists of

- a **task inventory**. What tasks need to be performed by the trainee to meet the module and lesson objectives?
- a complete **set of performance objectives**. What are the intended outcomes of the lesson?
- a complete **set of test items**. At what points will the learner’s comprehension be assessed?
- a **testing strategy** to determine whether the student can demonstrate the required performance and criteria of the lesson under the conditions specified.
- a **return on investment proposal**. Does the cost of developing this lesson merit the investment based on the results?

Module tasks can be precisely calibrated by focusing on meeting campus LMS policies as the target of the learning objectives.

In step three, the *Develop* stage of the ADDIE model, the course content and its delivery methods are selected and created. Branch suggests that the course designer;
1) *Develop content.* Content for the course is focused on guiding the learner to understanding of concepts and procedures that will allow them to meet the stated course outcomes.

2) *Select or develop supporting media.* Powerpoints, video walkthroughs, and screenshot tutorials in addition to written text are all examples of supporting media.

3) *Develop guidance for the student.* Utilization of graphic design to distinguish instructions and navigation from lesson content.

4) *Conduct a pilot test and perform revisions.* This step is performed in order to illuminate needed revisions.

Prior to the 1990’s, researchers like Richard Clark suggested that visual media had no influence on learning “any more than the delivery truck that delivered food had effect on nutrition” (p.445), but this idea has come into question as technology has allowed better visual representations of concepts than it did in the 1980s. One of the earliest researchers to question Clark’s position was Kozma, who suggested that it is “possible that the connection between the use of visual media and learning may exist but had just not yet been recognized” (p.7). Hastig and Tracy posit that using newer technology in visual media in lessons that are better aligned with multiple learning styles (Kolb, 1984) should positively affect knowledge transfer in a way that wasn’t possible as recently as a decade ago. Because of the complexity of demonstrating software use, video walkthrough will be a key tool in this training. Canvas 101 will utilize visual media as a lesson content delivery method; specifically text, screenshots and audio/video screen-share tutorials in order to promote knowledge transfer.
Step four, *Implementation*, refers to the actual delivery of the instruction. This is the phase that will prepare the learners for everything that they will encounter in the course. This is usually accomplished by a well-defined syllabus and stated outcomes. Commonly the implementation phase prepares the Learner and the Facilitator for entry into the actual learning environment. Implementation signals the end of the formative evaluation and the end of the development of course materials (Branch 2009). In the case of the self-guided study used in Canvas 101, the instructional designer experiences the facilitator preparation component in the development phase. Learner preparation takes place throughout the hiring process and eventually in a more focused manner in the first module.

*Evaluate:* “The purpose of evaluation in the ADDIE approach to instructional design is to determine whether the quality of the learning resources satisfy the standards established in the design phase” (Branch 2009). The final evaluation is summative and designed to determine if instructional goals have been met. The learner will have the opportunity to evaluate the experience of completing the course and the course designer will be able to gauge the effectiveness of the course by reviewing the survey. Branch explains that the common features of this phase are to identify the evaluative criteria, create the evaluation tools, and conduct the evaluation. The course design evaluation criteria will focus on whether the course remained true to the “line of sight” established in the development phase. This phase signals the end of ownership by the designer, exposes any final modifications needed and illuminates the successes of the project (p.152).
SECTION II. METHODOLOGY

Development Procedure

The project method was the development of an online self-paced Canvas training course entitled Canvas 101. Canvas 101 was delivered in Canvas itself using modules that covered Canvas tutorials for navigation and completing the required instructor functions in the use of Canvas LMS. These learners could have been complete novices to any learning management system or they could have been users of Canvas from another campus. Canvas 101 began assuming no prior Canvas knowledge by the trainee. Because the training started from this vantage point, there was no need to measure the trainee’s prior Canvas knowledge. Basic computer skills are normally assessed by a college hiring committee or Academic Dean and were not addressed in this project. The training portion of the lesson was delivered in a series of modules, each designed to teach the trainee necessary proficiencies in the subjects and how best to perform these tasks. Each module began with a recap of the prior module topic and ended with a knowledge check. Graphic design components and multimedia content were utilized to instruct the trainee to use Canvas to meet the requirements of Learning Management System use. This course included a final module that contained an evaluator survey. The session began with an introduction to the capabilities of Canvas, technical requirements of using Canvas and logging into the system. The modules in Canvas 101 were created using the ADDIE model and utilized principles of adult and experiential learning theories in the use of text and Youtube hosted video with closed captioning and graphic design, in order to appeal to the different learning styles of the trainees. Upon completion of the last course learning module, the trainees reviewed the effectiveness of Canvas 101 and its design by taking an evaluator survey. This was delivered a final evaluator module which was closed until trainees completed modules one through five with
a score of eighty percent or higher. Canvas 101 trainees were enrolled into the Canvas environment by the researcher. An emailed invitation was sent automatically when they were added to the roster. Trainees also created a personal development shell in their own Free-for-Teacher’s Canvas account. They were enrolled as students in Canvas 101 and as teachers in their development shell in order to utilize experiential learning in performing the course-building tasks assigned in the Canvas 101 module tutorials.

In module one, the learner found a page that described the technical requirements for Canvas use, a note regarding the necessity of having audio and video viewing capability, a reliable internet connection and the use of newer web browsers – Google Chrome, Safari or Internet Explorer ten. There was a download link for Chrome included on the page. The learner proceeded through the module content using the Next buttons located at the bottom of the content area of the pages. Navigation was linear through the content pages in order to create a sequential knowledge base of the topics. The next module items were documents explaining LMS use policies and how they fit into developing a Canvas course. Trainees were then instructed in logging out of canvas 101 in order to create their own Free-for-Teacher’s account and a development shell course in which to work. Finally, a concluding quiz on the policies and technical requirements needed to use Canvas was delivered. Achieving an eighty percent on the quiz was a prerequisite to gain access to module two.

As the trainees proceeded to the module two content, they reviewed the module one concepts. On the next page, the trainee viewed a video tour created in Screenflow that showed the major navigational features of Canvas. The module two tour described account-wide navigation. The learner completed a quiz on navigating the account with a focus on communicating with students and getting help using the Canvas Help guides.
After reading the module two recap page at the beginning of module three, the trainees focused on navigating a Canvas course and the settings specific to the courses. The navigation sidebar on the left side of the window and the buttons used in the session were pointed out in a screenshot tutorial and continued on the next page with a more in-depth view via a Screenflow video. The side bar navigation links for the syllabus, grades, assignments, files and settings were explored. The course content area in the center was shown and, finally, the right side-bar was discussed. The module concluded with the trainee uploading a sample syllabus file into their Free-for-Teacher’s development shell course syllabus page. Unlike Module three’s knowledge check assessment, this assignment was not a prerequisite for module four as it occurs outside Canvas 101 and cannot auto-grade.

Module four recapped the lessons of module three and proceeded to explain the use of Canvas for a face-to-face course. This distinction between face-to face and online courses is important because it can later cause confusion regarding the Canvas grade book and its operation. Learners watched a Screenflow video that explained the Grade Scheme functions and how to enable it. They were then directed to their Free-for-Teacher’s Development shell to set up their grade scheme. Once it was complete, the trainees returned to the module in Canvas 101 in order to take a brief quiz about the importance of setting the grade scheme correctly. The next page featured a video describing the process of building a grade book using the Assignments side-bar link. The video also displayed how to grade assignments using the grade book in the Grades side-bar link. The learner set up a grade book in the Free-for-Teacher’s development shell, graded an assignment, and then viewed it as a student. The trainee returned to Canvas 101 to take an assessment on construction and use of the grade book.
Module five, the final instructional module, addressed creating a course with online assignments, content, and student assessment. Additionally, customization of course navigation and instructional design using Canvas modules was covered in module five. To begin this module, the student was asked to reset course content in their Free-for-Teacher’s development shell. A video tour in Canvas 101 instructed them to create course modules in their Free-for-Teacher’s account with content pages, files, hyperlinks and three types of assignments. Upon completion of the assignment they returned to Canvas 101’s module five. The next item in module five was a video tour of what the student sees in the Canvas student view when completing assignments. Trainees were instructed to use the student view to work in the discussion they created and to upload a file paper to the electronic file upload assignment. The trainee then reverted to the teacher view and used the Canvas Speedgrader in their Free-for-Teacher’s development shell to grade the student file upload and discussion assignment. Once the trainee completed the process of creating modules with content, submitted student work, and then graded the submissions, they moved to the next page of module five where course design was discussed in another Screenflow video. The trainee was then instructed on how to hide side-bar navigation links from students for the course in the Settings navigation link in order to control the sequencing of student interaction with course content and assessment. The Canvas 101 course navigation design was pointed out as an example of this student experience in an effort to illustrate this lesson. After completing the Module five Knowledge Check assessment with a score of eighty percent or better, the evaluation module opened to the trainee.

Module six in Canvas 101 housed the evaluator assessment instrument that was used to evaluate the course design and its effectiveness as a teaching tool. This module was only
available after the course was completed. Since the training session was delivered to participants with course design experience, they were the expert evaluators of Canvas 101.

Schedule of Activities

<table>
<thead>
<tr>
<th>Submit Proposal to Committee</th>
<th>Defend Proposal</th>
<th>Finish Project Development</th>
<th>Submit Final Project to Committee</th>
<th>Delivery and evaluation of Final Project to participants</th>
<th>Defend Project</th>
<th>Submit Final Copy of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/5/14</td>
<td>7/20/14</td>
<td>9/15/14</td>
<td>8/24/14</td>
<td>11/12/14</td>
<td>11/16/14</td>
<td>12/5/14</td>
</tr>
</tbody>
</table>

Evaluation of Project Objectives

Assessment of Canvas skill acquisition took place at the end of each module. Each module assessment needed to be completed with a score of eighty percent in order to move to the next module in the course. A passing overall grade in the canvas environment equated to the trainee having sufficient understanding of Canvas LMS to begin teaching in the project’s fictional campus environment. In the context of this project, an eighty percent passing grade equated with the trainee understanding the objectives of the course.

Evaluation of the project design took place at the end of the self-paced training by all attendees who completed with a passing grade. Attendees who did not attain a satisfactory score were allowed to take the evaluation at the end of the one-week timeframe of the course. Module six opened during the week as the Canvas controlled prerequisite of completing module five with an eighty percent was met. The evaluation survey was based on a rubric adapted from the Quality Online Course Initiative Rubric created by the Illinois Online Network and Erica Pax, Proposal for Photography Training For Recreation And Wellness Marketing. At the end of the
week, any trainees who did not complete the course with a satisfactory grade were allowed access manually by the researcher.
SECTION III: DESCRIPTION, METHODOLOGY AND DEVELOPMENT

Creating student motivation

The researcher utilized prior experience as a face-to-face Canvas trainer to develop this online self-guided training session. By stating that the trainee must use the LMS to communicate, publish final grades and post a syllabus, the course lessons on student-to-teacher messaging, building a grade book with graded assignments, and uploading course content files became relevant to trainees by connecting them to common instructor LMS use policies. Once the expectation of complying with campus LMS policy was established, the learner had a vested interest in completing the course in order to be a successful instructor on our fictional campus.

Selecting the participants

The one week course began with an emailed invitation sent from Canvas 101 to the participants. This occurred when the researcher populated the course roster. The researcher invited teaching colleagues from Terra State Community College and Maumee Valley Country Day School. These people were selected from a group known to teach using technology and for their familiarity with using other learning management systems besides Canvas LMS. This group has experience with a variety of learner types ranging from middle school to college students and also with teaching ages ranging from pre-teen up to non-traditional adult learners.

Criteria for graduation from Canvas 101

Once the Canvas 101 students had accepted the invitation they joined the Canvas 101 course where they found a front-page welcome message, a brief how to take the course instruction and course grading policies. Students were expected to score eighty percent or above on assessments in order to pass with a satisfactory grade. Scoring below percent in a real hiring situation would result in remedial face-to-face training or a release from contract.
Organization of Learning Modules

The student proceeded to the five lesson modules, each beginning with module outcomes, a Try-It assignment and a closing assessment, via a link found on the course front page. In module one, they found the sample campus LMS use expectations, a sample syllabus file and a description of the basic technology requirements to use Canvas LMS. They also found a link to download and install Google Chrome web browser. Chrome is a Canvas supported browser that works on both Macs and PCs. In the same module there were screen shot tutorial instructions for setting up a Free-for-Teachers account and starting their own course to be used in “Try-It” assignments. Module one content was designed to set the stage for the relevance of the lessons in Canvas course building. After creating a Free-for-Teachers account and completing an assessment in module one (fig. 1) the trainee then proceeded to module two where they were exposed to navigating Canvas at the Account level. In the module, the grade book policy training began with instruction on how to set the grade scheme for the course. Also covered was the LMS policy for communicating in the LMS, and directions for not using personal non-FERPA protected communication tools. All of the links at the account level were described via an overview screen shot tutorial and more in-depth video presentations. The module two “Try-It” assignment covered adding a course to the trainee’s account, setting the grade scheme and sending an email. The ten-question module two assessment (fig. 2) covering these topics was then delivered.

The next three modules focused on course building, beginning in module three with the focus on navigating courses. Module three covered the common characteristics that are inherent in a course designed to be taught online versus a course intended to be taught face-to-face. In module three the trainee followed a navigation overview screenshot tutorial and then viewed
YouTube videos on more in-depth navigation. These videos were delivered from the perspective of an instructor working to set up the course to meet LMS policy requirements. The trainee was shown how to upload files into Canvas, in this case a sample syllabus file. The trainee was later expected to emulate the video in their Free-for-Teachers account by setting the course front page, uploading the sample syllabus and creating a hyperlink so that students could later access and view the syllabus. Trainees also learned how to “publish” a course so that it was visible to the students. In the now established module content sequence of recap, outcomes, overview, video tour, Try-It assignment and the closing knowledge check assessment, the trainee tested their retention with a ten-question quiz (fig. 3).

**Face-to-face course setup versus online course building**

Trainees learned in Module four that you can build the course grade book, an LMS policy requirement for later Publishing of grades, to work in a face-to-face environment differently than building a course for an online delivered course. Trainees learned in a video presentation in Module four that one can build the entire grade book, populate the syllabus page and add items to the calendar by adding dated assignments in the Assignments navigation link. The student view of grades was presented in a tutorial video. Trainees were then asked to build a grade book in their “Try-It” assignment. This was followed up with a twelve question assessment (fig. 4).

After a recap of module four, module five instructed trainees to delete the module four assignments from the assignments tab in order to build a new course with content, assignments and assessments to be delivered online in the course Modules. Trainees were instructed through video screencasts how to add modules containing assignments in their Free-for-Teachers account using the Modules navigation link. Once adding modules was complete, trainees published the Module and reviewed all of the places the assignments populated; the grade book, the syllabus
page, and the calendar. Trainees then added content pages, links, graded assignments and a graded quiz. As a test student they navigated the modules, performed the assignment tasks in the discussion forum, uploaded a test “paper” to the file upload assignment, and took the quiz. Trainees then quit the test student and reviewed grading their submitted assignments using the speed grader. Quizzes were set up to self-grade. Trainees then took the final Knowledge Check assessment (fig. 5) of Canvas 101.

Upon completion of all Canvas 101 prerequisite modules, trainees entered an evaluation module six that first presented instructions for taking an evaluation survey (fig. 6). This survey reviewed the course design, its content and overall effectiveness.
SECTION IV: RESULTS, EVALUATION, AND RECOMMENDATIONS

Results

The success of this project, to design, deliver and evaluate an online, asynchronous self-guided training session for using Instructure’s Canvas learning management system, needs to be looked at from two perspectives. Did the trainee graduate from Canvas 101 with a passing score of eighty percent and did the evaluator survey indicate that the course content delivery methods, content quality, and course design help the trainee meet the course objectives?

Canvas 101 Graduations

Of the six trainees, two thirds passed with an eighty percent or better. The lowest scoring trainee had experience using an LMS that was very different than Canvas, and the next non-passing grade trainee had prior Canvas experience but voiced concerns with schedule conflicts during the course, so these results were not completely unexpected. Because the tests were keyed as prerequisites to move through the course, the mandatory eighty percent passing requirement needed to be manually lifted at the end of the weeklong session. This was done so that those who did not pass could complete the course evaluation.
Evaluations Types

1) Module “Knowledge Check” learning assessments.

Throughout the course, trainees completed modules with a knowledge check. These assessments were prerequisites for proceeding to the next module. If a trainee could not complete the assessment with an eighty percent they were required to retake the assessments until they did pass, in order to move to the next module. This was done in an effort to ensure competency in Canvas LMS before allowing an instructor to teach on a campus. Knowledge of the LMS use policies and functions of the LMS in order to meet them are a requirement of employment.

Strengths

1) The mandatory assessment-passing requirement in each module assessment ensured that the trainee completed all of the course material in order to graduate.

2) The ability to repeat assessment attempts assured that the trainee could complete Canvas 101.

3) Feedback for assessment questions assured that the student could scaffold knowledge and use the prior attempts as a reference.

Weaknesses.

1) Reference materials like videos and Try It assignments were not available as a reference to the trainees during the Knowledge Check module assessments.

2) If a trainee could not pass the assessment they could not proceed to the next module.
3) Any trainee that could not complete the course due to non-passing module assessment grades could not take the final course evaluation.

*Suggestions for improving module assessments*

1) Providing a list of topics to look for before the video tours to assist the learner in knowing what items in the video are most pertinent and likely to be in the assessments.

2) Reduce the passing grade to seventy percent from eighty. Realistically, the trainee will have follow-up access to continued Canvas help from coworkers and training staff.

2) *Canvas 101 “Design and Delivery” evaluation.*

The purpose of the Canvas 101 final evaluation was to determine if the course design was effective based on the following criteria:

- Presentation of Learning Goals and Objectives
- Course Structure
- Tutorial/Instruction Design
- Instructional Strategies

Clear presentation of learning outcomes and reinforcement of outcome concepts using module content recaps were rated via Likert-type scale by Canvas 101 graduates to determine if course outcomes were presented effectively. To test course structure the participant rated their understanding of module purpose, information “chunking,” and the sequencing of course content and assessment. Drilling down to the content level, graduates rated the course instructional
strategies. Multimodal content presentation methods to appeal to differing learning styles—such as use of screenshot visual aids, video, and written instructions—were also examined in this survey. Next, effectiveness of the design of lessons and tutorials was plotted. Use of graphic design, color, font, organization of layout, quality of the presented screenshot/video materials and attention to the potential technological limitations of the attendees was gauged.

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The learning goals/objectives are clearly stated at the beginning the module.</td>
<td>3.5</td>
<td>4</td>
<td>4</td>
<td>.8367</td>
</tr>
<tr>
<td><strong>Module Outcome Review</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose and content of each prior module is recapped in the next module.</td>
<td>3.7</td>
<td>4</td>
<td>4</td>
<td>.5164</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of each module is clearly stated.</td>
<td>3.7</td>
<td>4</td>
<td>4</td>
<td>.5164</td>
</tr>
<tr>
<td><strong>&quot;Chunking&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content</td>
<td>3.7</td>
<td>4</td>
<td>4</td>
<td>.5164</td>
</tr>
<tr>
<td><strong>Sequence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content is sequenced effectively to</td>
<td>3.8</td>
<td>4</td>
<td>4</td>
<td>.4082</td>
</tr>
</tbody>
</table>
enable learners to achieve the stated goals.

<table>
<thead>
<tr>
<th>Presentation</th>
<th>3.5</th>
<th>4</th>
<th>4</th>
<th>.8367</th>
</tr>
</thead>
<tbody>
<tr>
<td>The method of presentation(s) for each module is appropriate for the effective delivery of the content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Video</th>
<th>3.7</th>
<th>4</th>
<th>4</th>
<th>.5164</th>
</tr>
</thead>
<tbody>
<tr>
<td>The video files have a specific purpose that does not distract from the specified goals/objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Instructions</th>
<th>3.5</th>
<th>3.5</th>
<th>3, 4</th>
<th>.5477</th>
</tr>
</thead>
<tbody>
<tr>
<td>The written instructions have a specific purpose that does not distract from the specified goals/objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multimodal Instruction</th>
<th>3</th>
<th>3</th>
<th>4, 3, 2</th>
<th>.8944</th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of instructional delivery methods are available to accommodate multiple learning styles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual aids</th>
<th>3.4</th>
<th>3</th>
<th>3</th>
<th>.5477</th>
</tr>
</thead>
<tbody>
<tr>
<td>The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Graphic design for text</th>
<th>3.7</th>
<th>4</th>
<th>4</th>
<th>.5164</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of font size, and color contribute to clarifying content hierarchy and are readable throughout the written instructions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Requirements</th>
<th>3.8</th>
<th>4</th>
<th>4</th>
<th>.4082</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/video hardware requirements do not extend beyond the basic sound cards, speakers, and video players available on campus computers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In looking at the evaluation survey data participants seemed to most appreciate what Canvas does best when modules are utilized, sequence learning ($\bar{x} = 3.80, s = .4082$) and the realistic technology requirements to use it ($\bar{x} = 3.80, s = .4082$). Rankings of ($\bar{x} = 3.70, s = .5164$) were all high marks for Outcome restatement, “purpose” of module and information “chunking”, telling the researcher that respondents appreciated these components of course outcomes and course structure. Use of video and Graphic design and written instructions’ “consistency” also scored in the “better-than meets expectations” ($\bar{x} = 3.70, s = .5164$) range, speaking well of these areas of instructional design and instructional strategies. All other categories registered in the exceeds/meets expectations nexus ($\bar{x} = 3.50, s = .5477$) with the exception of “multimodal instruction” which only met expectations ($\bar{x} = 3.50, s = .8944$).
Attendee comments and recommendations

Participants in the course were complimentary in comments and each noted that participating in Canvas 101 was a positive experience. One reviewer exclaimed, “Fantastic course on Canvas! The videos are outstanding! The course is laid out in a sequence that makes sense, and the content is divided into digestible chunks that are appropriate. SUPER JOB!” One evaluator, a prior canvas user, claimed to gain additional insight in using the LMS. “Participating in this project was helpful to me, even though I have been using Canvas.”

Comments suggested that the tutorial videos could benefit from highlighting of key ideas that would be on the module assessments. A participant stated, “For some of the questions in the quizzes, I could not remember some of the answers. Something I would like to see is a list of questions, posted before each video (of 4+ minutes in length). This will help students look for answers and also possibly give them another opportunity to remember content.”

The most critical evaluator listed key points that called some of the course assessment design into question. This participant has instructional design training and experience, and should be taken seriously when looking at course improvement in terms of feedback. A suggestion of rewriting the module objectives page to include information on how they would be measured would help the participant in reaching the intended outcome. If a revised Canvas 101 course were moderated, the Try-It assignments would likely be counted in the grading. Learner success in these hands-on assignments would be a good test of meeting outcomes. The participant also suggested written transcripts of tutorial videos for the students to refer back to when taking assessments, as they “can't be expected to keep paper notes while watching the
video.” The course designer disagrees with this observation, as there is nothing keeping the student from watching and rewinding videos in order to take notes for the expected module assessment. The addition of a pen and notebook in the “what you need for this course” page could serve to prepare the trainee for the idea that the course may be challenging and have a lot of information to digest.

This same reviewer and another commented negatively on the use of fill-in-the-blank type questions in the module assessments due to margin of error. These were included more as an example of illustrating question type options for the trainee. Though critical, the reviewer closed with the comment, “Overall, this is a great starter course to get faculty integrated into Canvas. I think a few little tweaks like those I've mentioned above would make it more effective. Nice work.”

There were instances where reviewers found spelling errors and a mislabeled time on a tutorial video. After this initial evaluation of Canvas 101, these issues would be rectified in future revisions.

*Overall Project improvements*

Based on the data from the evaluation survey, multimodal instruction was the least successful aspect of the course design. While the designer made use of experiential learning, audio/video and graphic design multimedia perhaps leaving out more supporting graphics in the interest of clarity was a mistake. Icons, and diagrams that represent functions and processes may need to be developed to support teaching the course outcomes.

Reflective of the feedback of the course reviewers, the enlistment of newly hired instructors or teachers with limited LMS experience for the trainee sample group would more
accurately illuminate the success of the course design. In the case of this study, four of the six participants had one or two years experience as Canvas users. Two participants had none. Of these two, one graduated and the other received a high but still unsatisfactory score.

When looking at the graduation rates of the course, the scoring of the assessments and the overall scores, it seems the course grade scale is unnecessarily stringent. In a real-world situation, a new instructor would have the assistance of coworkers in learning the LMS. This on the job mentoring would be a reason to reduce the passing score from eighty percent to seventy percent. It is possible that trainee learning style or discomfort with technology could conflict with learning in the online environment. Reducing the eighty percent minimum requirement for passing the course with a lower score of seventy percent may help to retain newly hired teaching candidates.

Participants commented on the difficulty of completing the course within the one-week timeframe. Canvas 101 is estimated to be a three-hour course and this candidate recalcitrance pointed out that the motivation for completion was not strong enough. Participants were motivated by the request for assistance by the researcher, not motivated by any real-world demand for them to succeed. There was no reward of a position at a college or teaching job at stake. One trainee requested modules to be opened due to their not having time to re-take the module assessments. Another participant waited until the week was over and the lessons opened in order to finish the last quiz. Paying participants or offering a professional certificate of participation might help with motivation, especially for k-12 instructors, who are often looking for professional development credit.

In regard to a reviewer’s concerns about ADA compliance, Canvas is a compliant LMS that functions with all assistance screen readers. However, adding a text reminder to use the
closed captioning feature of Youtube would point the hearing or vision impaired to a solution for watching when using hosted video as an instructional tool. Most assistance readers will work with Youtube closed captioning.

Two participants questioned the use of fill in questions due to the margin of error in potential answers. There is no real advantage to using a fill in question other than to illustrate to a trainee that this type of question is an option when building assessment and could therefore be replaced with a more accurate question type.

A reviewer commented, “I'm still not sure what's a great way to present content in an online course, even after reviewing the videos”. In answer, the scope of Canvas 101 was not intended to cover instructional design but rather to expose the attendee to the options available to create modules.

Suggestions for future development and research.

This course could be further developed to look at more Canvas features such as outcomes, analytics, and rubrics, as well as the external Canvas tools. Canvas has a conferences tool for synchronous communication and a shared document function. These features could be added to the course or used in a series of training sessions entitled Canvas 102, 103 etc.

The researcher believes the trainee needs to be better prepared for the Free-for-Teacher’s course restart that occurs in Module five. This can be a confusing step even with the repetitive nature of the explanation of the face-to-face course versus the online course design differences. This restart of the course is non-linear in its presentation, as it is delivered as a part two parallel lesson with module four’s continuation of module three lessons in course configuration.
The proposal for this project called for a training session that would take the place of, or supplement, the role of a campus trainer. A deeper look at how learning in this course would be effected using student-to-student interaction would be worth exploring. Also, researching the differences between scheduling Canvas 101 with a trainer moderating, versus no moderator, could be a valuable experiment when looking at the effectiveness of self guided knowledge transfer.

Project Summary

This project completed its goal of preparing an instructor with varying degrees of prior LMS knowledge to teach in the Canvas environment. Trainees felt that the content was organized and presented well and that the assignments were appropriate. The use of video tutorials to attempt to replicate the nuanced place of face-to-face instruction was seemingly successful. This is in alignment with Clark’s (1983) assertion that visual media only plays a role in assisting learning when the instructional content and methods are solid. The project evaluation and user comments did illuminate a need for further research into fostering motivation for completing the course, other avenues for multimodal learning, how learning might be affected by the inclusion of a moderator, and the inclusion of more student to student centered learning.
REFERENCES


Graf, Sabine; Liu, Tzu-Chien; Kinshuk; Chen, Nian-Shing; Yang, Stephen J.H. *Learning styles*


APPENDIX A

*Overall Objectives of Canvas 101*

The trainee will:

1) Demonstrate knowledge of sample campus LMS Policies

2) Navigate the Canvas Environment

3) Communicate using the LMS

4) Upload and display a link to a course syllabus

5) Enable and edit a grading scheme

6) Build a grade book

7) Grade assignments in the Canvas grade book

8) Publish final grades

*Module One: Getting Started with Canvas*

1) Requirements for this training
   a. A word file or PDF, preferably a syllabus, accessible during training.
   b. Audio and display capabilities on the trainee computer

2) Introduction to Canvas

3) A sample of Learning Management System policies

4) Technology requirements to operate Canvas
   a. Links to download Google Chrome

5) Important dates relating to:
   a. Course availability
b. Loading of rosters

c. Due dates for final grades

5) Your Development Shell Course

Module Two: Navigating your Canvas Account

Brief recap of Module one (Text Page)

Navigating the front page of your account (ScreenShot Tour)

1) The “Blue Bar” global account settings left to right

   a. Canvas Logo

   b. Courses list

      i. See Development Shell

   c. Assignments

   d. Grades

   e. Your account (name)

      i. Logging in and out

      ii. Staying logged in

   f. Inbox/Conversations (Video Tour)

      i. How conversations work in Canvas

      ii. How to filter conversations by course or individual

      iii. Using recordings and attachments

      iv. Email all participants

      v. Shift+Return issue
vi. The new Inbox (Beta)

g. Account wide Settings

i. Adding communication options

ii. Notifications

2) Logout (Info Page)

a. Length of login time

b. When to log out

c. Keep me logged in checkbox

3) Canvas Help (Video Tour)

a. How to use the Canvas Guides

b. How to use the Community page

c. Creating a ticket

   i. What happens when you make a ticket?

d. Request a Feature

e. Other methods to get help

   i. Call campus Help Desk

   1. Student assistance with Canvas

4) Below the Bar Announcements, Recent activity and To-do lists

   i. Where are announcements generated?

   ii. Where do the To-do and Coming Up items come from?

   iii. Where does the Recent Activity list items come from?

End of module two knowledge check (Ungraded Canvas Quiz)
Module Three: Navigating your Canvas Course

Recap of Module one and Module Two outcomes (Text Page)

Course Navigation

1) A sample Canvas Course (Video Tour)

2) What’s on the Page? (Screenshot Tour)
   a. Course Navigation Side bar
      i. Navigation Links used in this session
         1. Home/Syllabus
         2. Assignments
         3. Grades
         4. Settings
      b. Lesson content section
     c. Edit/action section

3) LMS Policy Assignment: Adding a Syllabus file to your Development Shell
   a. Uploading a file
      i. File types
   b. Hyper Links
   c. Render in browser or download the syllabus
   d. Files navigation link

4) LMS Policy Assignment: Adding a Syllabus file to your Development Shell

5) Knowledge check
Module Four: The Face-to Face Course

Module three recap (Text Page)

Text page: Two Types of Canvas courses – Face-to face and Online

Building and keeping a grade book for a face-to-face course

1) Setting up your face-to-face grade book
   a. The Grade Scheme.
      i. Enabling the grade scheme (ScreenShot Tour)
      ii. Selecting a grade scheme
      iii. Editing a grade scheme
      iv. Grade Scheme dos and don’ts
   b. Creating assignment groups (Video Tour)
      i. Configuring assignment groups
   c. Adding assignments (Video Tour)
      i. Adding point values and due dates
      ii. Confirm assignments on syllabus page
      iii. Confirm assignments on calendar
      iv. Weighted grade book versus points based grade book

2) How Grading works in a face-to face course(Video Tour)
   a. Grades Navigation link
   b. Adding a score
   c. Adding feedback
   d. Student view
i. Using the student view

ii. Checking the grades as a student

iii. Stopping student view

e. Publishing your Final Grades (Sample college grade publishing)

i. Locate Publish Grades to SIS button

ii. How to check that grades were published

3) LMS Policy Assignment:

a. Add a grade scheme to your Development Shell

b. Build a grade book

c. Locate the Publish Grades to SIS button

4) Knowledge Check

Module Five: Delivering course Content and Assessment Online

Recap of Module four (Text Page)

1) The Canvas course with online assignments

a. Creating a course with assessment and content delivered online

   i. Using Modules to create your course

   ii. Adding content to a module

   iii. Adding assignments to a Module

2) How a student navigates a Module

a. Prerequisites

b. Linear navigation
3) How a student submits an assignment
   a. Using a Discussion forum
   b. Uploading a file assignment
   c. Taking an online quiz

4) Using Speedgrader to grade
   a. A Discussion
   b. An uploaded paper

5) Modifying course navigation to control student interaction with content

Module Six: (Module five is a prerequisite)

1) Instructions on how to complete the Design and Delivery evaluation survey

2) Canvas 101 Design and Delivery survey for Instructor trainees
Module 1 Knowledge Check

⚠️ This is a preview of the published version of the quiz

Started: Nov 9 at 3:05pm

Quiz Instructions

This assessment covers materials in Module 1 of Canvas 101.

---

**Question 1**

What web browsers are supported when using Canvas LMS?

- [ ] Google Chrome
- [ ] Netscape Navigator
- [ ] AOL
- [ ] Internet Explorer 10
- [ ] Apple Safari
- [ ] Internet Explorer 9
Question 2
1 pts

If I see a "This browser is not supported" notification after logging into Canvas I cannot work in my class.

☐ True
☐ False

Question 3
1 pts

On our Module 1 sample campus what are the four sample stated policy requirements regarding use of the campus LMS?

☐ Instructors must use the LMS
☐ Instructors must deliver course materials in the LMS
☐ Instructors must post a syllabus
☐ Instructors must publish grades in the LMS
☐ Instructors must take attendance
☐ Instructors must communicate using Campus email or the Canvas inbox
☐ Instructors must post videos in the LMS
Question 4

On our sample campus courses will load into Canvas 42 days before the course start date

- True
- False

Question 5

On our Module 1 sample campus student rosters are loaded when the courses are loaded into Canvas

- True
- False

Question 6

On our Module 1 sample campus grades are due 2.5 business days after the course end-date.

- True
- False
Module 2 Knowledge Check

⚠️ This is a preview of the published version of the quiz

Started: Nov 11 at 8:14am

Quiz Instructions

Module 2 covers account navigation and settings.

---

Question 1

The top bar changes with each course

- True
- False

---

Question 2

If a course isn’t visible in the student’s course list it is likely that it is

- unpublished
- postponed
- that the term hasn’t started
- online

---

Question 3

Users can send and receive emails from Canvas, private email accounts, Facebook and text messages.

- True
- False
**Question 4**

In Canvas you can set your account to notify you when any change occurs in your course. Where does a user set up notifications?

- The Inbox
- The Courses Link
- Settings in the top bar
- Settings in the course

**Question 5**

Select the way(s) to get help with using Canvas:

- Call the campus call center
- Call the IT department
- Submit a Help ticket
- Search the Canvas help forum
- Use the Canvas Guides
- Request a feature
Question 6
Which item will NOT display on the Recent activity page of your account
- Announcements from your courses
- New emails
- Test Scores
- Messages from the administrator
- Discussion forum notifications

Question 7
To change assignment dates on the Calendar you can edit the assignment dates or in the calendar itself you can simply

Question 8
Communicating in the LMS is often required by many campuses in order to comply with
- policies
- FERPA
- HIPPA
- your supervisor

Question 9
When using the video recording tools when sending a Canvas message you can share the screen image.
- True
- False
Question 10

If you set up Canvas notifications to send you texts, students will have your phone number

☐ True
☐ False
Module 3 Knowledge Check

⚠️ This is a preview of the published version of the quiz

Started: Nov 16 at 6:19pm

Quiz Instructions
This quiz will cover course level navigation

---

Question 1

Which item is NOT an initial course set-up task?

- Select the homepage type for the course
- Post a Syllabus
- Publish the course
- Add Modules
- Add a Grade Scheme
Question 2

Select the correct answers:

☐ When Grading you use the Assignments Link to score assignments
☐ When building a gradebook you use the course Settings link to set the Grade Scheme
☐ Graded items for a course reside in the Assignments link
☐ You can select from five different types of Home page

Question 3

When you first see a course added to your course list and a Navigation Link is grey it indicates

☐ There are no students in the course
☐ No due date is set
☐ There is no content in the link
☐ The link is broken

Question 4

When uploading Syllabus a file (or any other file) to your course the uploaded file will reside in the Files link in the Navigation side bar

☐ True
☐ False

Question 5

You must always use a PDF when adding files to your Canvas course

☐ True
☐ False
Question 6

It is critical to set the Grade Scheme in your course. If you do not, the Canvas Gradebook will not assign a value to the points you award your students. You can set the Grade scheme in:

- the Grades Navigation Link
- The Assignments Navigation Link
- The Course Settings Navigation link
- The Front Page
- The Account Settings Link

Question 7

If a course does not show up in a student’s Courses list, it is because:

- Courses have not been added to Canvas LMS yet
- Student Rosters have not been populated
- The Course is not Published yet
- They are not enrolled in your course
Question 8

On many campuses instructors are required to use the LMS to fulfill specific requirements using the LMS. We have covered a common LMS policy in the previous Module, communicating in the LMS.

What two LMS policy related items are featured in this module?

- Setting a Grade Scheme so you can correctly publish Grades
- Using the provided quiz tools
- Using the course calendar to post assignments
- Posting a Syllabus to the course
- Using the Help Guides

Question 9

After the term starts students can working in your course right away if you _________ your course.

Question 10

If your Canvas administrator has NOT set up a campus-wide Grade Scheme for you, you must use the Default Grade Scheme.

- True
- False
APPENDIX E

Figure 4

Module 4 Knowledge Check

⚠️ This is a preview of the published version of the quiz

Started: Nov 18 at 6:21pm

Quiz Instructions

This assessment covers the set-up of a Canvas course intended to be taught face-to-face in the classroom

Question 1

When building your course you must first decide if the content and assessments will be delivered face-to-face or online.

- True
- False
Question 2

The functions of the Canvas grade book are accessed from three Side bar Navigation links. Grade Scheme, grade book building, grading and publishing final grades. Name all three.

☐ Assignments
☐ Grades
☐ Home
☐ Modules
☐ Settings

Question 3

Where can you access the Publish Final grades to SIS button? (select two locations)

☐ In the course Settings navigation link
☐ In the Assignments navigation link
☐ In the Grades navigation link
☐ In the Modules area
☐ In the Outcomes navigation link
Question 4

When you enter due dates for an assignment in the Assignments link the date is entered and displayed in these locations (pick 4)

☐ The Calendar
☐ The Assignments page
☐ In an email
☐ In the Announcements
☐ On the To Do list
☐ The Syllabus page

Question 5

If you leave a blank grade in the grade book for an assignment it will not count towards a student's final grade

☐ True
☐ False

Question 6

If you wish to “fudge” a student’s grade you must add points to an assignment or change the entire grade scheme for the course.

☐ True
☐ False

Question 7

Once assignments are added into the Assignments list they must be Published to be seen in the Grade Book.

☐ True
☐ False
Question 8

The Student View of the grade book displays ungraded graded items as being counted against the student

- True
- False

Question 9

Students cannot see feedback from the instructor in the Grades navigation link area. They must wait for an email or run a report

- True
- False

Question 10

Assignment groups can be points based or
Question 11

If you want to drop a student’s lowest score on a group of assignments, you must add a grade book ____________

Question 12

Name a reason why a course may not be appropriate to teach online:

☐ A hands-on lab is required

☐ The state must approve all online curriculum

☐ You cannot take attendance in an online course
Module 5 Knowledge Check

⚠️ This is a preview of the published version of the quiz

Started: Nov 18 at 8:22pm

Quiz Instructions
This assessment covers the set-up of a Canvas course intended to be taught online.

Question 1

Choose the major difference between building a face-to-face course versus building an online course when in Canvas LMS.

- There are no emails in a face-to-face course
- Attendance is taken in a face-to-face course
- The online grade book is built using differing assignment types
- Online courses in Canvas do not need to be published
Question 2

What are three Assignment types that can be graded using the Speed Grader

- Discussion forums
- Online File upload Assignments (papers)
- Video conferences
- Student Email attachments
- Quizzes

Question 3

A Final Exam, Chapter Test, Quiz or Survey are all ____________ Assignment types

Question 4

One way to get students to interact in an online class is to use ________________ Assignment type

Question 5

When building an online course a great way to deliver your content is to use ________________
Question 6

If you add any graded assignment to a Canvas module that has a due date and then publish the Module, the student will see it displayed and have access to it in these areas of the course. (Choose all that apply)

- [ ] The Grades navigation link
- [ ] The Assignments navigation link
- [ ] The Files navigation link
- [ ] The Module itself
- [ ] The To Do list
- [ ] The Syllabus Page
- [ ] In an email

Question 7

To ensure that students use the modules to access the course content in a sequential manner the instructor can ___________ side-bar navigation links
Question 8

When using the Speed Grader student papers must be PDFs in order to render in the browser.

- True
- False

Question 9

There is one issue that occurs when students download a PDF of an instructor’s graded and annotated paper. What issue occurs?

- The files are all large files and may not download quickly
- The Grade is not written on the PDF itself
- Any annotations on the right side are cropped out
- The Canvas logo will be watermarked over the assignment
Question 10

We have covered mandatory LMS policy related tasks in prior modules. On many campuses an instructor must:

- Post a Syllabus
- Communicate in the LMS
- Maintain a Grade Book in order to publish final grades to the Student Information System (SIS)

In what two places will an instructor find the Publish Grades to SIS button?

- The Gear menu in the Grade Book navigation link
- In the The Assignments navigation link
- In the The Assignments navigation link
- In the The course Settings navigation link
- In the Help link

Question 11

When using a weighted Grade Book the Assignment Group percentages will always lock in at 100% as the total

- True
- False

Question 12

When you complete the term and publish grades to the SIS there are two things you MUST have in place to ensure accurate reporting. Select the correct two answers

- No blank grades in the grade book
- Assignment Groups must be labeled correctly
- The Grade Book must be weighted
- A Grade Scheme must be set
Please evaluate Canvas 101 based on the criteria listed below:

- Presentation of Learning Goals and Objectives
- Course Structure
- Tutorial/Instruction Design
- Instructional Strategies

**Question 1**
Please record your name and today's date

**Question 2**
Learning Goals and Objectives
Outcomes
The learning goals/objectives are clearly stated at the beginning the module.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A
### Question 3

**Learning Goals and Objectives**

**Module Outcome Review**

The module outcome review evaluates whether the content of each prior module is recapped in the next module.

- [ ] Exceeds
- [ ] Meets
- [ ] Developing
- [ ] Non-Existent
- [ ] N/A

### Question 4

**Course Structure**

**Purpose**

The purpose of each module is clearly stated.

- [ ] Exceeds
- [ ] Meets
- [ ] Developing
- [ ] Non-Existent
- [ ] N/A
### Question 5

**Course Structure**

*Chunking*

The content is divided into appropriate smaller groups or "chunks" to aid learners in understanding the content.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A

### Question 6

**Course Structure**

**Sequence**

The content is sequenced effectively to enable learners to achieve the stated goals.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A
**Question 7**

**Instructional Strategies**

**Presentation**

The method of presentation(s) for each module is appropriate for the effective delivery of the content.

- Exceeds
- Meets
- Developing
- Non-Existing
- N/A

**Question 8**

**Instructional Strategies**

**Use of Video**

The video files have a specific purpose that does not distract from the specified goals/objectives.

- Exceeds
- Meets
- Developing
- Non-Existing
- N/A
**Question 9**

**Instructional Strategies**

**Written Instructions**

The written instructions have a specific purpose that is distinct from the specified goals/standards.

- Exceeds
- Meets
- Developing
- Non-Existence
- N/A

**Question 10**

**Instructional Strategies**

**Multimodal Instruction**

A variety of instructional delivery methods are available to accommodate multiple learning styles.

- Exceeds
- Meets
- Developing
- Non-Existence
- N/A
### Question 11

**Instructional Strategies**

**Visual aids**
The visual aids provided within the written instructions have a specific purpose that does not distract from the specified goals/objectives.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A

### Question 12

**Tutorial/Instruction Design**

**Use of Graphic design for text**
Use of font size, and color contribute to clarifying content hierarchy and are readable throughout the written instructions.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A
Question 13

Tutorial/Instruction Design
Technical Requirements

Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players available on campus computers.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A

Question 14

Tutorial/Instruction Design
Layout/organization

The written instructions are organized in a manner that is readable and easy to understand.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A
Question 16  

**Tutorial/Instruction Design**  

**Video Standards**  
The video files meet the minimum standards in the following areas:
- Video quality is clear.
- Audio quality is clear.
- Length of each video file is adequate to meet the goals of the activity without adding unnecessary information.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A

---

Question 16  

**Tutorial/Instruction Design**  

**Consistency**  
The written instructions are organized in a manner that is consistent throughout.

- Exceeds
- Meets
- Developing
- Non-Existent
- N/A

---

Question 17  

**Comments on your Canvas 101 experience**

[Blank text area for comments]
## Summary of Results: Design and Delivery evaluation survey

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
<th>4 Exceeds</th>
<th>3 Meets</th>
<th>2 Developing</th>
<th>1 Non-existent</th>
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<td><strong>Outcomes</strong></td>
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<td>The purpose and content of each prior module is recapped in the next module.</td>
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<td><strong>Purpose</strong></td>
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<td>The purpose of each module is clearly stated.</td>
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<td><strong>“Chunking”</strong></td>
<td></td>
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<td>The content is divided into appropriate smaller groups or “chunks” to aid learners in understanding the content</td>
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<td>2</td>
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<td><strong>Sequence</strong></td>
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<td>The content is sequenced effectively to enable learners to achieve the stated goals.</td>
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<td><strong>Presentation</strong></td>
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<td>The method of presentation(s) for each module is appropriate for the effective delivery of the content.</td>
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<td>The video files have a specific purpose that does not distract from the specified goals/objectives.</td>
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