Launch Day Workshop

Workshop Workbook

"Helping faculty acclimate to our new and powerful LMS"

The Coulter Faculty Commons

Table of Contents

Introduction
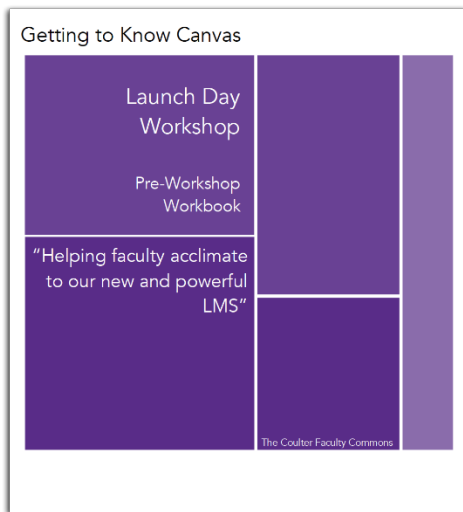
As part of the prep work for this course, you learned about new Canvas terminology, about course creation and migration processes, and constructed a lesson map to help you get started on the right foot in Canvas. The **Pre-Workshop Workbook** guided you through those important concepts and steps.

Now, as part of **Launch Day**, we will now take the next step – to build and develop the course in Canvas.

We will be available throughout your quiet time, should you need us, in the original Zoom room.

Workshop Objectives

By completing the Launch Day workbook, you will
- Choose a course to work in
- Develop at last one full module in Canvas, with pages, quizzes, discussions, and/or assignments
- Set your Canvas Home Page
- Recognize how the various Canvas components (Gradebook, Calendar, Discussions, and Syllabus Tool) are integrated with Canvas content and assignments
- Recognize how the Canvas file system works
- Replace any references to "Blackboard" in your course syllabus
- Examine the various Canvas course templates available for your use
- Review a **Final Checklist** – to know what needs to be done following this workshop, and prior to publishing your course and teaching it

Using This Workbook

To help with your use of this workbook, we have included several document-design features:

Activity
An activity for you to complete, right here in this workbook.

Pedagogy Tip
Short inclusion of a pedagogy tip.

Icons provided by icons8

A New LMS Vocabulary

Cross-listing – When two course sections are merged together, as one. A **cross-listed** course contains both course rosters, and a single gradebook, for efficiency for the faculty member, in that a single course is designed, maintained, and taught, reducing redundant clicks.

Dev Course – A **dev course** (also called **development shell** or **dev shell)** is a Canvas course which is empty upon first opening it. We can think of it as an "in-between" course or a sandbox course – a place to play, tinker, experiment, but ultimately, to build a course, beginning to end, with a syllabus, content, assignments, activities, and a gradebook. The content is later copied from the **dev course** into the Banner-created course, prior to the start of the term.

Canvas Commons – The **Canvas Commons** is a repository of digital content. Content consists of courses, lessons faculty share, and WCU course templates. Users can search the worldwide repository, in addition to filtering to WCU-only content. The **Commons** is a brand-new feature we did not have in our Blackboard LMS.

Canvas Inbox – The **Canvas Inbox** is another brand-new feature we did not have with our Blackboard LMS. This tool is a messaging system, and it is far more robust than the course-based Messages system in Blackboard. You may have questions about **Inbox functionality,** but it is not part of this workshop.

Migrated Course – A **migrated course** is a course which has been copied over, or imported, from Blackboard. The files, assignments, discussions, and content come over into the Canvas course.

Module – a Canvas **module** is a container that holds all lessons and files for <u>one unit</u> of teaching. It is different from a Blackboard **module** in several ways. Faculty could elect to use a module in Blackboard; in Canvas, a user *must* build content in modules. Blackboard used a files and folder interface; Canvas requires a module as a container for all content and instruction.

Template – Course **templates** exist in the **Canvas Commons**, which contain graphics, pre-populated navigation links which are available for faculty to use. The CFC has built templates for courses in a variety of formats.

Canvas Notifications – With Canvas, we have the ability to notify students when new activity occurs in the course. Each faculty, staff, or student using Canvas will need to modify their particular settings, so they receive only the notifications pertinent to them.

For additional terms, review the ***[Blackboard to Canvas Equivalency Chart](#)***

Section 1: Which Course Will You Work In?

Path 1: Migrated Course

A **migrated course** is a course which has been copied over, or imported, from Blackboard. The files, assignments, discussions, and content have come over into the Canvas course.

❏ I'll use my migrated course. Turn to page 7.

Path 2: Your Dev Course

A **dev course** is a Canvas course which is empty upon first opening it. We can think of it as an "in-between" course or a sandbox course – a place to play, tinker, experiment, but ultimately, to build a course, beginning to end, with a syllabus, content, assignments, activities, and a gradebook. The content is later copied from the dev course into the Banner-created course, prior to the start of the term.

❏ I'll use my dev course. Turn to page 7.

~~Path 3: Your Banner-developed Course~~

This was a test of the emergency CFC system (smile). We actually do **NOT** recommend building your summer course in the course developed by Banner. Why?

The Banner course is where your students will be working once the course starts. As the course progresses you may find the need to make adjustments. By the end of the course, you may discover that the changes you made did not work out as you hoped. By building your course in a **development shell** or the **migrated course**, you have a **clean copy** of your course you can use going forward where you can make the changes that are appropriate and discard those that aren't. In other words, by the end of the term, you have two courses with which to work.

Don't worry – the instructions for how to copy your DEV course into the Banner course is in the last few pages of this guide. [Return to option 1 or 2 above.]

Section 2: Working in Your Course

Regardless of which course you are working from – a **new course** you have never taught, or a **migrated course** copied over from Blackboard – you are ready for the next step.

By completing the tasks in the pre-requisite workbook, you are starting from a good, healthy place, in your Canvas course.

We will spend our time now, during Launch Day, actively building and developing the course you will be teaching. This is a time of rapid development, experimentation, trial and error, and for this reason, it belongs here, as part of the Launch Day experience. We are on-call to help with your questions, as you discover them.

The last task in the *prerequisite workbook* was to build out a sequence of items you want to teach in this course. You completed a table to capture these items, and whether the course is a new prep or a course you have taught before, you now have what you need to build the material in Canvas.

Let's get started!

We'll begin by **revisiting how Canvas arranges content**.

I Have Reviewed this Page and Watched the Videos: ☐

Activities Section

Activity 1

Review and transfer your Blackboard module sequence to the Canvas module sequence below.

Items in Sequence	Type of Content
Choices for this column include announcement, introductory video, link to reading/resources, icebreaker discussion, assignment, or quiz)	Choices include Canvas assignment, quiz, file, page, discussion, text header, external URL and External Tool).
1.	
2.	
3.	
4.	
5.	

→ Do you want to keep the same order for your module?

← Note these content categories are different from the Blackboard categories.

Canvas has many different tools! **Pages are the most flexible!**

Check when Finished: ❏

Activity 2
[Login to Canvas](); navigate to your course.
[In your Canvas course, build the module "container."]

Check when Finished: ☐

Activity 3

In Canvas, build <u>each item</u> in the module. Refer to the table as you go.

I've Built All Items: ☐

Pedagogy Tip

One thing we are trying to model here, through this table/organizer, is the concept of scaffolding or segmenting.

Segmenting is the idea of providing content in small, manageable chunks, for student consumption, to facilitate their learning and cognitive processing.

Ruth Colvin Clark and Richard Mayer point to several peer-reviewed articles emphasizing its importance in design and learning (Clark & Mayer, 2016).

What does this mean in the context of Canvas?

Give some thought and consideration for how your students will navigate, from item to item, in your module. We have found the **Add Pages** option to be the most flexible – as it provides a blank slate with which to introduce any content, file, or video.

We are not big fans of the "file" upload feature – which essentially uploads a document as its own item within a module, without any text to introduce or contextualize it. Add your files to any Canvas page, and you (and they) will be far happier).

Activity 4

We will need to set one of the pages you have just built as the **home page** for the course. In Canvas, a single page can be set as the first page students see, when they land in your course. | **Learn How to Set Your Home Page** | **Review tutorial - Setting & Designating your course "Home" page in Canvas**

I've Set My Home Page: ❑

Activity 5

Now that we have built multiple items in a Canvas module, let's look at how other areas of Canvas were impacted.

See the Gradebook populate with any graded items. | **Learn more about the Gradebook**.

See the Calendar update with any items you placed a due date on. | **Learn more about the Calendar**.

I Understand How this Works: ❑

Success!

You have now built an entire module in Canvas, beginning to end, and you have seen how Canvas populates this information into other areas of your course.

Section 3: The Syllabus Tool

The Canvas **Syllabus Tool** is different from anything we had in Blackboard. In Blackboard, you will recall that you could add a syllabus document to a page, or upload a file attachment right into a folder.

In Canvas, however, we have a **Syllabus Tool**, pre-baked into every course.

Activities Section

Activity 1
Before we explore the Canvas Syllabus Tool, we ask that you look through your old syllabus document, and do a **Find > Replace** for any instance of the word "Blackboard" and replace with "Canvas."

I've Replaced any Language about 'Blackboard' with 'Canvas': ❑

Activity 2
Now let's explore what the **Syllabus Tool** can do. | **Learn more about the Syllabus tool.**

I Have Reviewed this Information: ❑

Section 4: Choosing a Course Template

The Coulter Faculty Commons has worked hard to find, develop, and provide course templates you can use. These templates contain graphics and a course navigation structure that will provide consistency in how your students work through your lessons and content.

We have several templates available for you to choose from. There is a considerable amount of information on this page, and it reflects our effort to give you the best possible chance to succeed. Spend some time **learning about the different templates**, choose one for your course, and import it into the course you are working in.

I Have Chosen a Template: ❏

I Have Imported a Template Successfully: ❏

Congratulations!

By building your first module, you are well on your way to being ready for your first Canvas course. Most of the tasks ahead focus on the same task – building and deploying content, one *module* at a time, then one *item* at a time.

This concludes the workbook for Launch Day.

We hope this was useful!

We have included some post-workshop tips for you to review, once your course is built in its entirety. These are crucial prior to your first day of class! You'll find those pages to follow.

The CFC Faculty Partners Team

Section 5: After Launch Day…What's Next?

After the Launch Day workshop, you will be actively building your course. Most of your work is in building modules, one after the other, but you will also find yourself exploring new features in Canvas, experimenting with how things work in Canvas, and getting familiar with places in the system you have not yet had time to visit.

Following the completion of all your course modules, we recommend that you check particular things:

1. All **modules** are clearly organized; module and content names are unique and reflect the course's learning objectives.

   Complete ❑

2. All **Assignments** have been **edited with their correct points possible and due dates**. **Submission directions for all assignments are correct and clear**. Review each page, especially the submission directions for quizzes, discussions, assignments, to ensure the submission directions are for Canvas. Remember: you can check for this **using student view.**

   Complete ❑

3. **Discussions** – **Discussions** are graded or ungraded consistently. The order of Discussions page makes sense. Use Pinned Discussions to specify order, if the tool is enabled.

   Complete ❑

4. **Quizzes** – The settings for **Quizzes** have been applied (availability, due dates, timers, and rubrics) and have been reviewed (by previewing them).

Complete ❑

5. The **Syllabus** follows **best practices for navigation**.

Complete ❑

6. The course has pages and information from the **WCU Syllabus template**.

Complete ❑

7. The course's **Active Tools** are published (i.e. Assignments, Quizzes, Surveys, items within Modules, etc.). Students can't see anything that is not published (with a green cloud).

Complete ❑

8. Verify that the **course provides contact information** for instructor, department, and program.

Complete ❑

9. Let students know important information about getting **oriented**:
   a. Include information about **browser requirements** and **Student Canvas Guides**.
   b. Inform them in one of these ways:
      i. Create a "Start Here Module"
      ii. Post an **Announcement**
      iii. Modify your Home Page with updated text (make it specific to the course, and provides students guidance on where to begin and what to expect the first day of class).

Complete ❑

10. Go into **Student View**, to see what students will see:
    a. Announcements – Are they current and applicable?
    b. Discussions – Does the order make sense? Use pinned discussions to specify order, if desired.
    c. Modules – Are all the items visible, as you would expect them to be?
    d. Assignments – Are the submission directions clear? Are the points and due dates correct?
    e. Grades – Do the grades add up to the correct percentage and total points?

    Complete ☐

11. Links – Check to see that the **external and course links** in **Pages** and **External links** in **Modules** are set correctly.
    a. Links have been validated **with the link validator tool**

    Complete ☐

12. Verify modules and items (like pages, assignments, etc.) in modules are **published**.

    Complete ☐

13. After all of these steps have been completed, you are ready to **copy your course into your Banner-created course**.

    Complete ☐

14. Once the course has been copied into the Banner course, be sure **to Publish the course**.

    Complete ☐