

Morello, Jr., Joseph

From: Fitzgerald, Michael
Sent: Thursday, September 06, 2018 2:30 PM
To: Morello, Jr., Joseph
Subject: FW: Canvas and Online Pedagogy Training Cohort 9
Attachments: Canvas Course Guide.pdf; SMCCD Canvas Course Online - Outline_v2 (2).pdf

From: Collins, Christopher
Sent: Wednesday, September 05, 2018 6:31 PM
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Cc: Rowden-Quince, Bianca <rowdenquinceb@smccd.edu>
Subject: Canvas and Online Pedagogy Training Cohort 9

Dear Online and Hybrid Colleagues,

Welcome to the **ninth cohort** of Canvas and Online Pedagogy Training. During this six week training, we are going learn how to Build an Online/Hybrid course in Canvas using Best Practices of Teaching and Learning as exemplified by Chickering and Gamson's "7 principles of Teaching" and the OEI rubric. (see links below)

[Seven Principles for Teaching](#)

[Online Education Initiative Rubric](#)

Keep in mind, the next six weeks are filled with lots of information not only about the new technology. The curriculum for the training also includes the use of the OEI rubric as an integral part of the course design, along with best practices, policies, and resources for Accessibility (Universal Design) and FERPA. If you are eager to get a closer look, the training course syllabus and topic outline are attached to this email for review.

Training logistics: The online Canvas training is divided into five units. Each unit is structured such that faculty will complete one unit per week. The estimated time to complete each unit will vary per person, but they are designed to be completed in approximately 4-hours per week. As our **ninth cohort**, you will be working through the training together. Some activities require collaboration, so keeping the group in sync with weekly units is the direction that we have decided to take. Failure to stay on track and complete the tasks within the allotted time will result in your discontinuation in the course. Yes, we believe in grace but also believe in supporting the successful completion of the training. Please be sure that your schedule allows you to participate in the Canvas and Online Pedagogy Training at this time.

The course goes live on **Friday, September 7th**. Stay tuned for log-in information and further instructions. The CCTL team looks forward to sharing and working with you to develop high quality online/hybrid courses that enable our students to succeed at their highest levels.

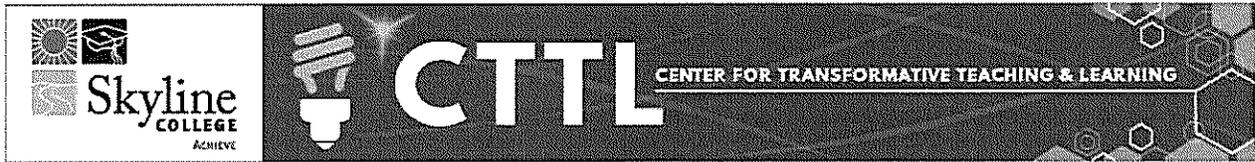
Upon completion of Canvas training, instructors who plan on teaching online/hybrid in Spring 2019 will have to develop a course for CTTL Consultative review by **Friday, November 16, 2018**. The CTTL Online Learning team will be available to support faculty through this process.

On behalf of the CTTL Distance Education team, I would like to personally welcome you to the training!

Best of success,

Chris

Christopher J. Collins, MA
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Welcome to the SMCCD Online Teaching Training offered through Skyline College

Facilitators: Christopher Collins & Bianca Rowden-Quince

Chris's email: collinsc@smccd.edu **Telephone:** 650.738.7901

Bianca's email: rowdenquinceb@smccd.edu **Telephone:** 650.738.4296

The online teaching and Canvas training is divided into five units. Each unit is structured such that faculty will complete one unit per week. The estimated time to complete each unit will vary per person, but they are designed to be completed in approximately 4-hours per week. There will be a group of faculty working through the training together in a cohort and some activities require collaboration, so keeping the group in sync with weekly units is the direction that we have decided to take.

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Course Description

This course introduces you to how to teach using the Canvas learning management system (LMS) by Instructure as well pedagogy and best practices for teaching online. You will learn how the Canvas LMS works through a series of curated readings, and videos apply what you have learned to the development of your online/hybrid course. Additionally, you will practice what you have learned through a series of hands-on exercises focused on the subject you teach. Finally, you will reflect on the tools in Canvas and online teaching pedagogy through shared discussions with other participants sharing this part of our professional journey.

Learning Outcomes

By the end of the course, you will be able to use Canvas to apply the OEI Rubric and Chickering and Gamson's, *Seven Principles of Effective Teaching* in the following ways:

- Facilitate contact between students and faculty by creating a bio and setting communication expectations.
- Develop reciprocity and cooperation among students by creating a community of discourse on discussions.
- Encourage active learning by choosing a course home page that will help students succeed.
- Give prompt feedback through the use of immediately scored exams.
- Emphasize time-on-task by adding events to the course calendar.
- Communicate high expectations by sharing the syllabus online.
- Respect diverse talents and ways of learning by presenting content in a variety of formats.

Instructor Communication Policy

We will respond to your inquiries within one working day. However, messages and communication received over the weekend will be addressed the following Monday.

Q&A Forum

Please post general questions in the Q&A forums that are available at the end of each unit. Q&A forums can be accessed from the Modules area, or from the discussions page. Please keep in mind that posts & replies in this forum are visible to the entire class.

Conversations (Inbox)

If you have a personal question, please contact us using the Conversations tool within Canvas. You can access conversations via the Inbox link.

Emails: Chris: collinsc@smccd.edu or Bianca: rowdenquinceb@smccd.edu

Email is the fastest way to get a response. We prefer that you use the Conversations tool in Canvas versus emailing directly as sometimes student emails are filtered out as spam. This also allows you to see how your students will be emailing you from within Canvas!

Telephones: Chris 650.738.7901 or Bianca 650.738.4296

You may also call, but the preferred method for communication, as mentioned previously, is the Conversations (Inbox) tool in Canvas.

Accommodations: If you require any special accommodations for this class, please contact us as soon as possible.

Time Commitment & Recommended Skills

Depending on your level of expertise, this class will take approximately 25 hours to complete. Your time commitment will vary based upon your own level of experience with web technologies.

Although this class is designed for novice Canvas users you should have the following:

- Basic computer skills (word processing, e-mail, file management)
- Basic internet skills (use of browser, searches, uploading/downloading files)
- Familiarity with discussion boards
- An open mind and willingness to try new things

Technical Requirements

- Fairly recent Mac or PC (not more than three years old) with a current operating system.
- Current browser (Firefox or Chrome are preferable)
- Internet connection, preferably broadband -- for viewing online videos

Textbook Info

There is no required textbook to purchase for this class. All readings will be available in Canvas.

Weekly Outline

The course is divided into five modular units. Each unit will appear in the Modules section of the course. To get started each week, closely review the Overview page, which lists the learning objectives and required assignments for the unit.

Announcements

This class will be featuring online video announcements, as an effort to encourage you to reflect on how the use of video increases an instructor's social presence. There will be one video announcement at the start of each of the four weekly units. When we need to communicate with the class between these weekly announcements, we will post a text announcement. We recommend including Announcements in your notifications preferences to ensure you receive all of the important course information each week.

Discussions & Collaborations

Each of the four units will provide you with opportunities to interact with your peers online, in addition to create content for your own online class. Each discussion includes clear criteria for your required post and replies, including due dates and a grading rubric.

Assessment & Grading

This course has been designed as an active learning environment to ensure you leave the course feeling confident about your new skills and abilities. Throughout the course, you will be introduced, unit-by-unit, to the ways that you can teach with Canvas. Each assessment will be evaluated based on the provided rubric. We don't want you to worry about grades, but we want you to experience the LMS from the student side, so we are using a simple Complete/Incomplete scheme for all assignments.

You will receive points for Complete, and no points for Incomplete.

Ground Rules & Tips for Success

- Each of our modules officially lasts one week. You will regularly have assignments to turn in **throughout the week**.
- Pay close attention to your due dates at the start of each content week and mark them somewhere on your own calendar so you don't lose track of them.
- If this is your first online learning experience, expect to invest extra time to orient yourself to the course design and tools.
- Block out time in your schedule to do the work.
- Consider yourself a member of a community.
- Treat contributions made by other members of the class with respect.
- Contribute regularly to group dialogue, including discussion posts. The contributions of each individual play a role in the collective strength and diversity of our community.
- Check in on class discussions regularly, if not daily.
- Have patience and a sense of humor with technology.
- Keep an open mind.
- Ask for help when you need it, and assist others when possible.
- Read this guide, and any other course material, carefully and ask for clarification when needed
- **The course will be archived 30 days from the last day of class.** Please make sure you download and save any information or assignments you want to maintain prior to the archive date.

If you have any questions or concerns, don't hesitate to contact us along the way. We are here to be your guides as we work together to explore the ways Canvas can be used to support the success of our students.

Deliverable for Completing the Training:

In order to receive a certificate of completion you must complete at least 80% of one hybrid or online course. Completion means that you are implementing the OEI Rubric to design and deliver your course in Canvas.

What constitutes 80%?

For Course Consultation Review by CTTL with OEI rubric

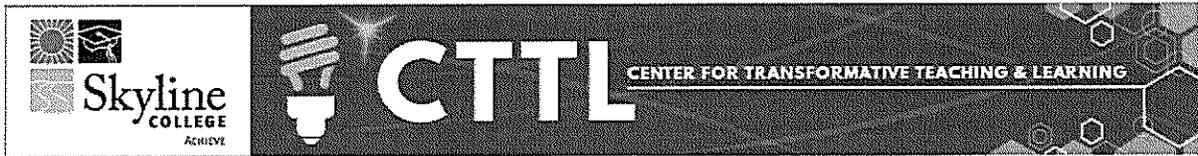
A guide that we use is that 12-13 weeks of modules, of a 16 week course of modules, or if your course is organized along say Topics, then 80 percent of those topic modules must be complete with the following things:

- **Content** (which includes lectures, video /audio, etc.)
- **Activities** (which might include projects such as a wiki or Web search, or collaboration on a google document, etc.)
- **Discussions**-(which are not writing assignments and within which the instructor interacts and is visible with the students during the time it's occurring, ensuring one of the ways Regular Effective Contact is occurring)
- **Assessments** (which might include: essays, tests, reflections, chapter summary etc. and how the instructor will give feedback beyond just a score or grade),
- **Some sort of alternative interaction besides just e-mail** (which could include, Chat, Conferences tool, where you could do a lecture, or study session, or other real-time communication tools or even the use of a collaborative document in google, etc.)

If you use Publisher Materials such as: Connect, Mind-tap, etc. but not limited to:

We will also need to be able to see how your course is integrated with publisher's material. This means we need to see/have access to those components.

Important reminder: all grade information must stay within Canvas. Using publisher's server/ website/ etc., to capture and or store, grades is a violation of FERPA. You will need to transfer all grades into the Canvas grade book and remove anything in which student data is kept, from the publisher site.



Fully Online Quality Online Teaching & Learning with Canvas Training for Online/Hybrid Instructors Course Outline

Unit 1: Getting Started with Online Teaching in Canvas

- Canvas course overview
- Meet your facilitators
- Cohort introductions
- Computer Readiness
- What is Canvas?
- How are faculty using the Canvas?
- Unit 1 Resources
- Setting intention and commitment to building your Canvas Course
- What's next?: OEI Rubric & Course Design & Development

Unit 2: Course Design and Development: Creating and Organizing Materials in Canvas (Rubric Section A)

- How are faculty using Canvas?
- OEI Rubric Overview – Section A
- Intro to Seven Principles of Good Practice in Higher Education
- Course Structure & Navigation Exploration
- Building modules and pages in Canvas
- Content Design & Delivery
- Intro to Seven Principles of Good Practice in Higher Education
- Pedagogy Corner: Universal Design & Gagne's Nine Events of Instruction
- Unit 2 Resources
- What's next?: Accessibility in your Canvas Course

Unit 3: Accessorizing for Accessibility (Rubric Section D)

- What is Accessibility and why is it important?
- Who is responsible for making course content accessible?
- Accessibility Highlights
- Other Accessibility Considerations
- Unit 3 Resources

- What's next?: Course Communication and Interaction

Unit 4: Managing Course Communication and Interaction (Rubric Section B)

- Managing Course Communication & Interaction Overview
- Instructor-Initiated Contact with Students in Canvas
 - What does instructor-initiated contact look like at the beginning, middle, and end of a course?
 - Tools for maintaining Instructor-Initiated Contact
- Establishing a Learning Community in Your Course [Student-Initiated Contact]
 - What does student-initiated contact look like at the beginning, middle, and end of a course?
 - Tools for Establishing a Learning Community/Student-Initiated Contact
- Pedagogy Corner: Maintaining Presence in a Canvas Course
- Unit 4 Resources
- What's next: Grading Tools & The 5Ws of Assessment

Unit 5: 5Ws of Assessment (Rubric Section C)

- Assessment & Grading Tools in Canvas Overview
- Exploring the 5Ws of Assessment
 - What
 - Why
 - When
 - Where
 - How
- Assessment in Canvas at the beginning, middle, and end of a course
- Putting it all Together: Connecting assessment to Student Learning Outcomes
- Unit 5 Resources
- Pedagogy Corner: Assessment Design, Rubrics, & Feedback

Next Steps: Getting Your Ready for Review

- Canvas Course Review Process
 - Canvas Course Self-checklist
 - Peer Course Review
 - Preparing for the CTTL Consultative Review