

# Intermediate Canvas Training

## Instructional Design Document

Type of Course	Blended: eLearning module + instructor-led training (ILT)
Company	Buchanan University
Audience	Instructors who teach online or blended courses
Development Tools	Articulate Storyline, Canva, PowerPoint, Canvas

## Project Context

Canvas is a web-based learning management system (LMS) that is used by a growing number of colleges and universities around the United States. While Canvas is fairly intuitive, it can be challenging for users who have less experience with LMS management or usage. Even tech-savvy users often are not aware of the capabilities of Canvas, often using default structures instead of customizing it to meet their needs.

This Intermediate Canvas course is broken into two parts:

1. An eLearning module designed to teach users intermediate Canvas functions and when to use them, and
2. A series of instructor-led trainings designed to teach users how to apply intermediate functions in Canvas and provide opportunities for refining of skills through portfolio development.

Both components incorporate story design that challenges users to solve problems in various real-world scenarios, and the ILT provides opportunities for users to apply these new skills to their own courses.

## Analysis

During Spring 2020, Buchanan University moved all of their courses online in response to the Covid-19 pandemic. During that semester and the following year, many of their instructors described this process as “building the bus while driving down the highway” and “surviving day by day.” While many of their students have transitioned back to on-campus learning, there is still an increased demand for hybrid and online courses.

The university incorporated a section on course-based technology into their annual campus climate survey, and it confirmed observational research that instructors were struggling around teaching with technology, especially Canvas. 72% of instructors who responded to the survey reported that they were overwhelmed and needed additional support. 65% of students in

hybrid and online courses were dissatisfied with the quality of online course components, and 80% of instructors expressed interest in learning best practices for their new learning-management system and having direct coaching from Canvas trainers and/or campus instructional technologists. In addition, the university has recently begun investigating becoming a Quality Matters campus, which requires additional use of curricular alignment strategies and online course design best practices. In response, the university is planning to provide training for instructors on best practices in online learning and in the technology tools that they will have access to, including Canvas.

The target learners for this training are skilled instructors and experts in their fields. Many of them have terminal degrees, and there is an average of 13-15 years of college-level teaching among them. Instructors enrolled in the “Intermediate Canvas” course are relatively comfortable with technology, including several clusters of early adopters. For many of them, the issue isn’t aptitude with technology but a lack of instruction and time to dedicate to developing their skills.

## Learning Outcomes

### eLearning Module

- Given a series of real-world scenarios, the learner will be able to select the most appropriate tool to address the scenario with 90% accuracy.
- Given a task to complete in Canvas, the learner will be able to correctly demonstrate the steps to achieve said task with 90% accuracy.
- Given a sample course structure, the learner will be able to correctly organize course content into sequenced modules by topic or dates with 90% accuracy.

### Instructor-Led Training

- Given procedural job aids, the learner will be able to organize course content in one of their fall courses into sequenced modules by topic or dates.
- Given procedural job aides, the learner will be able to design an original home page that provides shortcuts to sequenced modules with optional links to assessments.

### Organizational Performance Goals

- Reduce the number of student complaints and grade appeals by 25% each for online/blended courses during the upcoming school year, and
- Improve student-submitted course review average scores by 15% for online/blended courses during the upcoming school year as structure and communication in Canvas courses improve.

## Instructional Strategy

Trainings will be delivered in a blended format through an asynchronous eLearning module and a synchronous instructor-led training (ILT).

The eLearning includes a mix of videos and static content, and it includes scenarios in order for learners to explore situations that they might encounter in the workplace as they are developing their own content. It ends with a multiple-choice quiz that incorporates foundational knowledge about Canvas as a tool and situational understanding of how it should be used in different scenarios.

The ILT is meant to be a participatory workshop during which learners discuss various scenarios with their colleagues, exploring nuances of those scenarios that may affect the outcomes. Using job aids that are distributed, learners work with the instructor and training assistants to either create or develop a course structure in Canvas for one of their upcoming courses.

Both components have a participant evaluation attached to them.

## Assessment Strategy

The eLearning module has a pass score of 90% with learners selecting the correct tools for various scenarios and locating basic Canvas components that help to organize the course.

The ILT assessment is reflected in the real-world application of Canvas components and structures to learner's own courses that they are developing. Learners must include at least 10 key elements from the course development rubric (Appendix A). Sample elements include:

Home Page provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and quick and easy navigation to current content. ♿ UDL 2.5 Illustrate through multiple media

Course Navigation is clear and consistent (unused items are hidden). [Canvas Guide - Navigation Links](#) ♿ Mobile Design Consideration ♿ UDL 7.3 Minimize threats and distractions

Instructor has provided key learning information such as goals, learning objectives and/or standards as well as course materials, supplemental textbooks, and reading lists. ♿ UDL 8.1 Heighten salience of goals and objectives

Content is "chunked" into manageable pieces by leveraging **modules** (e.g. organized by units, chapters, topic, or weeks). [Canvas Guide - Modules](#) ♿ Mobile Design Consideration ♿ UDL 3.3 Guide information processing, visualization, and manipulation

Assessment of the Canvas courses for learner portfolios are assessed within one week of the ILT and shared with learners and their supervisors for follow-up, if necessary. Post-course evaluations will be conducted and analyzed by the instructional designer, then shared with stakeholders.

## Course Structure

This course consists of an eLearning module developed in Articulate Storyline that is responsive on tablets/mobile devices and an instructor-led training (ILT) that will be presented as a workshop. The eLearning module is asynchronous within a set time period and the ILT is synchronous. Digital components of the course will be housed in a Canvas shell.

The eLearning module will consist of three lessons and a quiz:

1. Functions of Canvas tools using hotspots, drag and drop, and scenarios (2 slides, 8 mini-scenarios)
2. Canvas tool usage using mock-up interactives and scenarios (4 slides, 8 mini-scenarios)
3. Canvas course structure using drag-and-drop and scenarios (1 slide, 4 mini-scenarios)
4. Multiple-choice, drag-and-drop, and scenario-based quiz on lessons above (1 slide, 15 questions)

The eLearning course has a 30-minute time limit, and learners can skip directly to the quiz if they wish to do so. If they do not pass the quiz, however, they will need to complete the previous lessons. The scenarios in the lessons are formative assessments, while the quiz itself is the summative assessment.

The ILT will consist of two main activities:

1. Scenarios to practice using Canvas tools and organizational structures
2. Completion of a work-task that learners are asked to bring with them to the ILT

The ILT is 1.5 hours in duration and consists of two instructors who facilitate and assist 20 learners as needed.

Cohort #	June W1	June W2	June W3	June W4	July W1	July W2	July W3	July W4	August W1
1									
2									
3									
4									
5									

This course will be offered by the university five times throughout the summer, with each round beginning during the second week of the previous round. Upon completion of both parts of the course, learners will receive a badge through the university's Center for Teaching and Learning.

## Learning Journey

Week #	Task	Content Strategy
1	<p>Learner can opt into a multiple-choice quiz to test their working knowledge of Canvas. This is the same quiz that is given at the end of the eLearning module.</p> <p>Learners who achieve a score of 90% on the quiz will have the ability to opt out of the eLearning module.</p> <p>Learners with advanced Canvas skills – determined by pre-quizzes, recommended by department chairs, and screened by instructors – may also participate in the ILT portion of the course as technology gurus.</p>	<p>Allowing learners to demonstrate mastery prior to beginning a course not only saves time and money for the organization, but it also provides a more diversified learning path.</p> <p>For more advanced learners, the opportunity to mentor other instructors reinforces their Canvas skills, provides value to their peers, and rewards them with recognition of their more advanced skills (experiential and via mentorship badge award).</p>
2 & 3	<p>Learners are sent the eLearning module. They have two weeks to complete this module.</p>	<p>This two-week timeframe allows some flexibility for learners who are off-contract or teaching an intensive course during the summer. It also gives them the ability to space out the modules as they take them, allowing for additional processing time for learners who would benefit from it.</p>
4	<p>Learners attend the instructor-led training and receive job aids that they can use during the training.</p>	<p>Content in the ILT is structured so that learners have the opportunity to respond to Canvas scenarios that mirror their experiences before participated in a guided course development session.</p> <p>The job aids are provided as resources that they can use during the training itself and at a later</p>



## Deliverables

- eLearning: 3 module SCORM-compliant eLearning course created in Storyline
- eLearning: original media files (audio, video, graphics)
- eLearning: evaluation write-up
- ILT: lessons
- ILT: 3 job aids
- ILT: evaluation
- Curated list of training resources

Instructors will also produce at least one course that they have developed and refined through this process.

## Project Requirements

The estimated time for this project is as follows:

### eLearning Module

Timeline: 60 hours over 15 weeks

Aspects included:

- Front End Analysis
- Instructional Design
- Storyboarding
- Graphic Production
- Video Production
- Audio Production
- Authoring/Programming
- QA Testing
- Project Management
- SME/Stakeholder Reviews
- Pilot Test
- Evaluation
- Other

### Instructor-Led Training (ILT)

Timeline: 60 hours over 15 weeks

Aspects included:

- Front-End Analysis
- Instructional Design
- Lesson Development
- Job Aid Handouts
- Slide Deck and/or Other Visual Development
- Project Management During Development
- SME/Stakeholder Reviews
- Facilitation of 5 ILTs (same topic, different groups of learners)
- Evaluation
- Other

## Appendix A: Course Evaluation Checklist (ILT)

Adapted, October 2020.

How to Use: The legend within each header references what type of criterion is demonstrated. A ★ (1-star) rating indicates an Essential and standard design component to online learning (including the top 10 Foundational items); a ★★ (2-star) rating is considered Best Practice and adds value to a course; and a ★★★ (3-star) rating is Exemplary and elevates learning.

Course Information		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria			
★ Foundational	<b>Home Page</b> provides visual representation of course; a brief course description or introduction; clear instructions for students (e.g., where to begin) and quick and easy navigation to current content. ♿UDL 2.5 Illustrate through multiple media			
★ Foundational	Course <b>Navigation</b> is clear and consistent (unused items are hidden). <a href="#">Canvas Guide - Navigation Links</a> ♿Mobile Design Consideration ♿UDL 7.3 Minimize threats and distractions			
★ Foundational	Instructor has provided <b>key learning information</b> such as goals, learning objectives and/or standards as well as course materials, supplemental textbooks, and reading lists. ♿UDL 8.1 Heighten salience of goals and objectives			
★ Foundational	Instructor has provided <b>class expectations</b> such as participation rules, etiquette expectations, code of conduct; <b>policies</b> for grading, late work and make-up work; and technology <b>requirements</b> .			
★ Foundational	Instructor has provided <b>contact information</b> which may include biography, availability information, communication preferences, response time, and picture.			
Course Content		★ Essential	★★ Best Practice	★★★ Exemplary
Yes ✓	Criteria			
★ Foundational	<b>Copyright</b> law is followed. Course breaks no copyright considerations. <a href="#">Canvas Guide - Copyright Resources</a>			
★ Foundational	All links, files, videos and external <b>URLs</b> are active and working. <a href="#">Canvas Guide - Link Validation</a>			
★	Learning activities include <b>student-student interaction</b> to foster a sense of community (e.g. discussions, constructive collaboration and peer reviews). ♿UDL 8.3 Foster collaboration and community			

★	Learning activities include <b>student-teacher interaction</b> (e.g. teacher is actively engaged in authentic conversations and provides quality feedback). 🗎UDL 8.3 Foster collaboration and community
★	Learning activities include <b>student-content interaction</b> (e.g. students interact with engaging content and resources) and provide opportunities for self-assessment. 🗎UDL 8.3 Foster collaboration and community → UDL 9.3 Develop self-assessment and reflection
★	Content is "chunked" into manageable pieces by leveraging <b>modules</b> (e.g. organized by units, chapters, topic, or weeks). <a href="#">Canvas Guide - Modules</a> 🗎Mobile Design Consideration 🗎UDL 3.3 Guide information processing, visualization, and manipulation
★★	There is a "Welcome" or "Let's Get Acquainted" discussion designed to build a <b>sense of community</b> and establish rapport. 🗎UDL 8.3 Foster collaboration and community
★★	<b>Personalized learning</b> is evident through opportunities for student choice. 🗎UDL 7.1 Optimize individual choice and autonomy
★★	Modules and items within modules have a thoughtful <b>naming convention</b> (e.g. name the module "Chapter 1: Pandas in the News," not just "Chapter 1"). 🗎UDL 2.2 Clarify syntax and structure
★★	<b>Text headers</b> and <b>indentation</b> are included within modules to help guide student navigation. <a href="#">Canvas Guide - Add Text Header</a> 🗎Mobile Design Consideration 🗎UDL 2.2 Clarify syntax and structure
<b>Assessment of Student Learning</b> ★ Essential   ★★ Best Practice   ★★★ Exemplary	
Yes ✓	Criteria
★ Foundational	Detailed <b>instructions</b> are clearly written to ensure understanding to support student actions. 🗎UDL 4.2 Optimize access to tools and assistive technologies
★ Foundational	A variety of <b>assessments</b> is used (e.g., discussions, individual and/or group assignments and quizzes) to increase learner engagement and promote active learning. 🗎UDL 4.1 Vary the methods for response and navigation
★	Low-stakes (formative) <b>assessments</b> occur frequently throughout the course to measure knowledge, skills and attitude and occur before high-stakes assessments.
★	High-stakes (summative) <b>assessments</b> are clearly aligned with stated goals, learning objectives and/or standards.
★	Assessments include option for instructors to use <b>SpeedGrader</b> to score and provide prompt and high-quality feedback. <a href="#">Canvas Guide - SpeedGrader</a> 🗎UDL 8.4 Increase mastery-oriented feedback

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# Contract Sign-Off Sheet

Partner: \_\_\_\_\_

Contract Type: \_\_\_\_\_

Date Recommended for Approval: \_\_\_\_\_

Final Version of Contract Approved by:

Department	Signature	Name and Title	Date
<b>Comments:</b>			

Effective Date of Contract:

From: \_\_\_\_\_

To: \_\_\_\_\_

Review Date: \_\_\_\_\_