

UCLA Extension

Canvas Orientation & Reference Guide

UCLA Extension
Creating extraordinary learning experiences for adults of all ages

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Table of Contents

I.	Welcome to UCLA Extension.....	2
II.	Canvas Orientation: Course Description.....	3
III.	Defining the Needs of Your Students	5
	Who are your students?	
	Why does the information covered in your class matter to the student?	
	What are the Course Objectives?	
	What are the Learning Outcomes of the course?	
IV.	Designing Your Course Syllabus	6
V.	Course Outline.....	9
VI.	Biographical Statement	10
VII.	Reference Guide.....	12
	1. Your Course is Like No Other	
	2. The Class is Full of People, Not Robots	
	3. Content Presentation is Awesome (Everyone Thinks So)	
	4. Assessments, Content & Activities Mirror Each Other	
	5. Learning Means More than Getting Good Grades	
	6. The Course is Not a Guessing Game	
	7. Help is Available Where (and When) it's Needed	
	8. The Course is Dynamic	
VIII.	Formative Assessment Selection & Implementation.....	20

Welcome to UCLA Extension

Welcome to UCLA Extension!

We're excited that you are joining us on our mission of creating extraordinary learning experiences for adults of all ages.

This Canvas Orientation course is just one step in the journey to assist you in creating a great online course. Through this course, we will familiarize you with need-to-know features of Canvas and best practices in online and web-enhanced instruction. The knowledge and skills you gain here will prepare you for your upcoming course and inform your teaching not only at UCLA Extension, but at any institution that uses Canvas as their learning management system. We look forward to collaborating with you on this journey.

Before beginning the orientation, please review and complete this pre-training packet which consists of the course description and tools to help prepare you in the design of your own online course.

In addition to orienting you on Canvas fundamentals, this course is designed to prompt reflection on:

- The needs of your students
- How you will use pedagogy to inform your course design
- How you will share your expertise with your students

We look forward to working with you in the upcoming Canvas Orientation as the first step in our collaborative relationship.

Sincerely,

The OIE Instructional Design Team:
Kevin Gordon & Naat Jairam

Canvas Orientation: Course Description

This Canvas Orientation course will provide you with a foundation for effectively building, developing, and facilitating your course within the Canvas Learning Management System (LMS). By experiencing Canvas from a student's perspective, engaging with a variety of materials, and completing individual and group assessments, you will have the opportunity to demonstrate your ability to create a student-centered and collaborative learning environment within your own course.

Designed and facilitated by instructional designers from the Office of Instructional Enhancement, this course guides you through the planning, development, and implementation of your online, hybrid, and web-enhanced courses. Through active participation in peer discussions and completion of assignments, you will acquire the skills to develop a full course outline, course syllabus, and several completed lessons. Through revision, you will also cultivate a self-reflexive practice of iterative improvement that will inform your work at UCLA Extension.

As a requirement of training completion, you will be expected to demonstrate effective competency using Canvas tools, applying pedagogical methodologies, and adhering to UCLA Extension best practices in order to teach courses with an online component for UCLA Extension.

Topics covered include:

- Exploring the key elements of course design
- Creating a student-centered learning experience
- Designing and deploying meaningful assignments and opportunities for feedback,
- Practicing strategies for successful online instruction

In this course, you will be divided into three sections, depending on your instructor type. Each section has its own set of requirements and estimated completion time:

<p>Section 1:</p> <p>You are a Returning UCLA Extension Instructor...</p>	<p>... you have taught for UCLA Extension previously using Blackboard but have not yet taught online using Canvas.</p> <p>Required Coursework</p> <ul style="list-style-type: none"> • Welcome Module • Week 1 Module • Course Review Submission <p>Estimated Time*: 6 hours</p>
<p>Section 2:</p> <p>You are a Web-enhanced instructor...</p>	<p>... you teach a face-to-face course that uses Canvas to distribute materials (e.g. syllabus), post assignments, and facilitate student discussion & collaboration.</p> <p>Required Coursework</p> <ul style="list-style-type: none"> • Welcome Module • Week 1 Module • Week 2 Module • Course Review Submission <p>Estimated Time*: 6-12 hours</p>
<p>Section 3:</p> <p>You are a New Online or Hybrid instructor...</p>	<p>Online</p> <p>...you are a new instructor teaching an online course with no physical classroom meetings. You will use Canvas for all course interaction. Students will use Canvas to access all lectures, assignments, quizzes, discussions, and other materials and tools.</p> <p>Hybrid</p> <p>...you are a new instructor teaching a hybrid course. Hybrid courses utilize a strong online presence in combination with in-person classroom meetings. In addition to regularly scheduled face-to-face meetings, students will access Canvas for most of the course materials such as lectures, assignments, and quizzes.</p> <p>Required Coursework:</p> <ul style="list-style-type: none"> • Welcome Module • Week 1 Module • Week 2 Module • Week 3 Module • Course Review Submission <p>Estimated Time*: 9-15 hours</p>

** The estimated time includes the time spent in the Canvas Orientation course. It does not include the additional time you will spend developing your own course.*

Note: Participants must complete the outlined training requirements and earn at least 90% in the training course to be eligible to teach online for UCLA Extension. Due to the limited amount of time between training sessions and the start of the quarter, all training deadlines are final and may not be extended under normal circumstances.

Defining the Needs of Your Students

Who are your students?

- Consider their professional background, goals, and prior experiences with continuing education.
- Consider that many of your students may be international students, students with disabilities, or students who have different learning styles & different learning needs.
- Consider that crafting course content in a variety of ways (with audio and/or visual media) can help your course be more inclusive.

Why does the information covered in your class matter to the student?

What are the Course Objectives?

- Consider what you want students to learn or do as part of your course.
- Consider what the broad goals of the course are.
- Consider what skills you intend students to hone or acquire.

What are the Learning Outcomes of the course?

- Consider what important activities the students will be able to do after completing this course.
- Learning outcomes need to be specific, measurable and observable.
- Avoid using words such as "understand" when articulating outcomes. Instead opt for action verbs such as "identify," "determine," or "recognize" that can be tracked in the activities in your course.

Pay special attention to the last two questions.

These questions will help you articulate clear Course Objectives and Learning Outcomes for your own students.

Designing Your Course Syllabus

Does your course have an existing syllabus?

If so, do you plan to make any changes to the structure or design of the course? We strongly suggest you discuss these changes with your Program Representative to ensure that your course design aligns with your department's expectations.

If your course does *not* have an existing syllabus, please consult with your Program Representative to ensure that your course design aligns with your department's expectations. Your department may have a base copy of the course syllabus that you can work from.

Keep in mind that in this training, you will translate the syllabus into the online environment. The more articulated your syllabus is prior to the training, the easier it will be for you to put it online.

Please refer to the following syllabus [template](#).

(https://uclaextension.campusconcourse.com/view_syllabus?course_id=11818&public_mode=1)

MEETING TIMES

Use as needed to enter meeting times. For exclusively online classes, you may want to enter the date range of the course (i.e. Online: March 2 - May 30, 2017). See sample below.

Sample Meeting Times

Tuesday, Thursday, 7:00 PM to 10:00 PM, UNEX Building

CONTACT INFORMATION

Use to enter your contact information and office hours. See sample entry below.

Instructor: Joe Bruin

Email: joe@bruin.com

Phone: 310-111-1111

Office Hours:

Tuesday, Thursday, 3:00 PM to 4:00 PM, Joe's Office
Also available by appointment.

DESCRIPTION

The course description will be auto-populated.

OBJECTIVES

Use to enter the course objectives.

- Consider what you want students to learn or do as part of your course.
- Consider what the broad goals of the course are.
- Consider what skills you intend students to hone or acquire.

OUTCOMES

Use to enter the Learning Outcomes.

- Consider what important activities the students will be able to do after completing this course.
- Learning outcomes need to be specific, measurable and observable.
- Avoid using words such as "understand" when articulating outcomes. Instead opt for action verbs such as "identify," "determine," or "recognize" that can be tracked in the activities in your course.

Outcomes are often introduced with a statement like: "By the end of this course, students will be able to..."

MATERIALS

Use to enter required and optional course materials. See sample below.

Sample Book Title

Author: Sample Author

Publisher: Sample Publisher

DELIVERABLES

Use to enter the course deliverables (a.k.a. assignments). Deliverables are the work that students submit for evaluation.

In this section, you should provide a description of all point-bearing deliverables, including assignments, discussions, quizzes, and exams. See sample below.

Assignment #1: Sample

Enter the description of the assignment due. Continue adding additional assignments as needed.

EVALUATION

Use to enter your grading criteria and grade breakdown. Please note that you will first need to add a general "Criteria" and "Breakdown" category before you can add individual criteria and breakdown entries.

Criteria

Use to enter the types of evaluation and their weight in the grade book. Make sure that the point/percentage values you use add up to 100%.

Type	Weight	Topic	Notes
Quiz	10%	Sample Quiz	Continue adding items as needed.
Discussion	10%	Sample Discussion	

Breakdown

Use to add the grade, range for that grade and any additional grading notes.

Grade	Range	Notes
A+	95 to 100	Continue adding a breakdown of all grades.
A	90 to 94	

INSTITUTIONAL POLICIES

Student Conduct

This field will be auto-populated.

Services for Students with Disabilities

This field will be auto-populated.

Incompletes

This field will be auto-populated.

All Grades are Final

This field will be auto-populated.

Sexual Harassment

This field will be auto-populated.

ADDITIONAL ITEMS

About Your Online Course Materials

This field will be auto-populated.

UCLA Extension Enhanced Support

This field will be auto-populated.

SCHEDULE

Use to enter the weekly schedule in a modular format to match the design of your course.

When	Topic	Notes
Week #1	Welcome to the course!	Describe the activities, assignments, focus area, etc. for the week/module. Include reading and other assignments due along with an overview of the week.
Week #2	Week #2 Info	Use to enter week #2 information.
Week #3	Week #3 Info	Use to enter week #3 information. Continue adding items as needed to match your course schedule.

Course Outline

Understanding that online teaching differs from classroom teaching, you will need to structure your course for the online environment. This is accomplished by leveraging a *modular* format: organizing content into a collection of presentations, discussions, assignments, required and supplementary materials bound by a weekly topic. As you outline your course, consider how you can design it modularly. Consider which strategies and techniques you can use to engage your students in the online environment.

Draft a rough outline for your course that includes the following:

- Start dates for each week or unit
- Weekly topics
- Any activities, assignments, discussions, presentations, or other content contained within each week
- Any holidays/days "off" for students (e.g. Thanksgiving Day) and any "makeup" days (check your meeting schedule)

Make sure that each content item is labeled in a clear and consistent manner.

Note that you may use any format that works best for you: Numbered outline, table, etc.

Biographical Statement

In the online environment, having a visible profile helps personalize the experience for students and helps convey a sense of “presence” in your communications with your class.

Select a professional photo or avatar and write a brief biographical statement about yourself to share with students. Please include:

- Your relevant work and educational history
- Your expertise and scholarship
- Your approach to teaching or teaching philosophy
- Your expectations for yourself and your students.

Biographies should be kept under 250 words.

Strive to make this information specific, *yet brief*.

Remember that this biography will appear to all students that you are teaching, so we encourage you to make the statements general enough to be applicable to *any* course you are teaching or will teach. As part of your training assignment, you will be adding this bio to your Canvas profile (instructions on how to do this will be provided when training commences).

Sample Biographical Statements:



Andrew Lau

Program Director for Instructional Content Management

Contact



Biography

Dr. Andrew J Lau is the Program Director for Instructional Content Development in the Office of Instructional Enhancement at UCLA Extension. He holds a Bachelor of Arts in Psychology (Option: Research Methodology) from the California State University, Los Angeles, a Master's degree in Library and Information Science (Specialization in Archival Studies) from UCLA, and a PhD in Information Studies, also from UCLA.

In addition to his work with UCLA Extension, Dr. Lau is an independent researcher and teacher, with interests in digital archives, community archives, contemporary art, science and technology studies, critical theory, postcolonial theory, race studies, and gender/sexuality.



Lindsay Armstrong Vance

Instructional Content Architect

Contact



Biography

As the Instructional Content Architect at UCLA Extension's Office of Instructional Enhancement, Lindsay Vance focuses on creating courses with integrity, logical organization, alignment to expected learning outcomes, and designing course content to support student learning and engagement.

Lindsay began teaching at the college level in 2004 at New Mexico State University (NMSU) in Las Cruces, NM, and has been working in the field of learning technologies for adults since 2005. Since then, she has piloted and evaluated online programs at NMSU, taught online and hybrid courses at NMSU, UCLA Extension, and Santa Monica College, and developed serious games and training simulations at the University of Southern California's Institute for Creative Technologies. She continues to teach professional development workshops on occasion through the Instructor Development Program at UCLA Extension's Office of Instructional Enhancement.

Lindsay holds a Master of Fine Arts (MFA) in Creative Writing from New Mexico State University, and a Bachelor of Arts (BA) from Lewis-Clark State College in English, with minors in creative writing and Spanish. She will begin the Educational Leadership Program (Ed.D.) at UCLA in Fall 2015.

Reference Guide

Principles for Quality Online Courses¹

1. Your Course is Like No Other

Each course reflects the unique goals, pedagogical philosophy and subject expertise of the instructor who is teaching the course and meets the needs of the particular students who are taking it.

Foundations of a Good Course (necessary for your course to function well)	Ways to Make your Course Great(er) (choose the options that work for you)
Assignments help guide students toward achievement of your long-term goals for their learning--what you hope they get out of the course.	Course aesthetic can mirror your teaching style and personality to make the course more uniquely yours.
Weekly activities assist students in getting the most out of your content. Methods are chosen based on your personal teaching style and adapted for online learning.	
Use of technology is suited to the pedagogy of the course.	
Mode of delivery (synchronous and asynchronous elements) meets the goals of the course and the needs of adult, part-time learners.	

¹Adapted from Harvard Extension's Principles for Quality Online Courses

2. The Class is Full of People, Not Robots

The course is taught and taken by human beings, and no one should mistake them for robots. Students and instructors should interact with and learn from one another in spontaneous and meaningful ways.

Foundations of a Good Course	Ways to Make your Course Great(er)
Welcome message introduces you and gives an informal overview of the course.	Plan a method for telling how students are doing even though you can't look them in the eye (feedback surveys, 1-minute papers, etc.).
Students introduce themselves (bonus points if the intros double as an informal gauge of where students are starting with course content).	Have students find or generate examples of course concepts for the class to analyze.
Design provides regular opportunities for students to receive feedback from you.	Use peer review for students to give each other feedback
Students have the chance to interact with and learn from their peers regularly.	Have a way to get to know students well enough that you could write a recommendation letter for them after the class ends

3. Content Presentation is Awesome (Everyone Thinks So)

Content should showcase your knowledge and teaching style in a way that engages students and promotes learning.

Foundations of a Good Course	Ways to Make your Course Great(er)
Representation of content is high quality and appropriate to the subject of the course and your teaching style. A plan is in place for the design of video and multimedia.	Content can be presented in a variety of ways to appeal to different learners (still shots or downloadable slides accompany videos, etc.).
Content is broken up (videos are short, headers break up written content, etc.).	Course can provide a method for you to provide corrections for outdated content.
All content exists within a context. Brief introductions or directions tell students what they need to do with materials. Avoid floating files!	Activities and self-checks can be interspersed with content presentation.

4. Assessments, Content & Activities Mirror Each Other

Final exams, papers, and/or projects should measure whether students have “gotten” the content in the ways you want them to. Activities leading up to these final assessments should help them build these skills/develop this knowledge and let them know whether they’re on track.

Foundations of a Good Course	Ways to Make your Course Great(er)
Assessments line up with the goals of the course and the content/activities students have been doing.	Give students the opportunity to practice for major assessments with comparable minor assessments.
Regular assessments provide students with feedback--these could be self and peer feedback as well as instructor feedback.	Use a variety of assessment methods.
	Create scaffolding for complex assignments (scaffolding may be optional and ungraded).
	Make sure that grading and providing feedback are manageable for you.

5. Learning Means More than Getting Good Grades

Assignments are designed to be transformative and should help students develop new skills, ways of thinking and/or conceptions of themselves or others. Students have opportunities to make their own meaning from course content.

Ways to Make your Course Great(er)

Create assignments/ assessments that encourage students to apply their learning, make connections or care about course materials in new ways.

Design assignments to help students develop the skills to continue their learning beyond the course.

Give students the opportunity to form their own conclusions and/or construct their own knowledge through activities that may or may not be graded.

Allow students to fulfill assignments in ways that are most meaningful to them.

Encourage students to reflect on the relevance of their learning to their certificate program, career and/or personal goals.

Integrate students' learning with their life experiences.

Give students the opportunity to choose selected work for the course into an ePortfolio that they can showcase (if applicable).

Minimize the impact of cheating through assignment design.

6. The Course is Not a Guessing Game

Students should focus their study time on learning course content, not figuring out what to do and how to do it. Students have opportunities to make their own meaning from course content.

Foundations of a Good Course

Course has clear and consistent organization.

Students know what to do when.

Students know what they're trying to get out of content and activities. Goals of the course and activities are clear.

Course meets standards of accessibility so all students can find and access content.

Syllabus is easy to find and contains all course policies, grading scales, required materials, and instructor contact information.

Expectations for how and when you will provide feedback and answer questions is clear.

Expectations for student-student interaction are clear.

Directions and expectations for assignments are clear.

7. Help is Available Where (and When) it's Needed

By building help into key points in the course, students should feel like they're *learning* technical and study skills, not *lacking* them. They should know how and where to reach out for help so that they don't get unnecessarily stuck.

Foundations of a Good Course	Ways to Make your Course Great(er)
Students have places to ask questions and a way to know who to ask questions about what (i.e. tech support versus course content).	Give students the opportunity for low-stakes practice using LMS tools, web conferencing platforms, and/or other tech tools as necessary.
The Course Syllabus contains information about student services and disability services.	For potential first online courses, encourage students to engage with successful online learning strategies in the first week of the course.
Course contains information about Canvas support.	

8. The Course is Dynamic

Improvisation is possible. The design of the course distinguishes the timely from the timeless and allows for future revision of the timely content within an established framework. The course responds to the changing needs of each individual class and adapts to highlight current research and/or world events.

Foundations of a Good Course	Ways to Make your Course Great(er)
Create a plan for adding new insights to the course and responding to each new class of students.	Give students a way to share their experience with the course community.
Design assignments so that students might surprise you with new insights, ideas or examples of course content.	Design lessons so that you can swap some course content each quarter while maintaining the overall framework of the course.
	Give students a way to provide feedback about the course to assist revision for future quarters.

Formative Assessment Selection & Implementation

Use the following chart to help create projects or assignments linked to Outcomes/Competencies in your Course Syllabus.

	A: Learning Outcomes & Competencies	B: Skills/Knowledge/Ideas in Action	C: Project or Assignment to Demonstrate B	D: Ideas from Self/Peer Review for Implementation
1				
2				
3				
4				

- Identify a learning outcome or competency in your course. A learning outcome is a statement with an action verb that articulates the measurable evidence of successful instruction.
- State any skills, knowledge, or ideas you would like to see when applied by the learner.
- Indicate the Project, Assignment or Activity you can use to demonstrate the skills, knowledge, or ideas mentioned in B. Examples are:

Activities to promote practice & engagement	Lower-stakes opportunities to build confidence
Role Playing, Case Studies, Peer Presentations, Interview, Research-Based Projects	Pair-sharing, Small Group Activities, Modeling, In-Class Polling

- From discussion with your peers or self-examination, consider details and potentials obstacles for implementation. Consider how this activity will be integrated into the student's learning in the course and the student's world.

Based on guides in: Stavredes, T & Herder, T. (2014). A Guide to Online Course Design: Strategies for Student Success. John Wiley & Sons.