

# Building your course in Canvas

① For support and guidance, link to Canvas: <https://go.qub.ac.uk/CanvasReady2020>

## Course Information

**In order to support student experience, the following are core elements of a Canvas course.**

**Home Page** includes:

- Brief course description/introduction and welcome note from Module Coordinator
- Module learning outcomes
- Contact information for tutors (including availability information, communication preferences response time, picture and/or link to biography)
- Information on how the module will be assessed
- Links to key information, including;
  - the *QUB Student Orientation Course* and signposting to *Help* menu
  - important module information (e.g. code of conduct; School policies for grading, late work and make-up work; and technology requirements)
  - Institutional resources such as school website and any institutional services relevant to the course (e.g. Library, Learning Development, Disability, Student Wellbeing, etc.)

**Course Navigation** is clear and consistent. Unused menu items are hidden.

**A clear and consistent course structure** has been created using the 'Modules' feature:

- Content is organised into manageable parts (e.g. organised by units, weeks, themes or topics)
- Course structure is presented in a logical order and all content is populated consistently across each week/theme/topic in order to ensure a consistent learner experience throughout the course
- Each 'Module' section begins with an introduction or overview page (e.g. the 'Week 3' section should begin with an 'Overview for Week 3' Canvas page)

**Key learning information** such as course materials, supplemental textbooks and reading lists are available. Through the aims and objectives for each learning activity, learners are signposted as to why they are learning that topic, where it sits in the overall module learning outcomes and how this will be assessed.

Resources developed and uploaded to Canvas (e.g. MS Word, PowerPoint slides, Excel, Videos ePub etc.) comply with **Accessibility legislation**. Any accessibility issues identified with tables, graphs, colour, images, audio, heading styles, video, and hyperlinks have been corrected within the course.

**Course link validator** has been used to ensure that all links, files, videos and external **URLs** are active and working.

**Course card** provides representation of the subject by adding a photographic image in Course Settings.

**Copyright** law is followed. Course breaks no copyright considerations.

# Taking Learning Further

## Build Community & Engagement

**These elements will enhance your course and help to build a learning community.**

A discussion forum, designed to **build a sense of community** and establish rapport with learners, is included.

Regular opportunities for **Student-Student Interaction** are included to maximise learner engagement. For example, the course includes a discussion (e.g. 'Introduce Yourself', 'Module Q&A', etc.), collaboration activities and/or peer review activities that allow learners to interact with each other and help foster a learning community.

Regular opportunities for **Student-Teacher Interaction** are included. For example, through tutors' active participation in Discussion Forums, Canvas Conversations/Chat, or Canvas Conferences. Expectations on how to engage with the course content, and learning activities to be communicated.

## Assessment & Feedback

**The following elements highlight good practice for online assessment & feedback in Canvas.**

Opportunities for **regular student self-assessment and reflection** are included, for example through practice quizzes, inclusion of prompt questions, participation in discussion forums etc. Assessment is authentic and related to the learning outcomes.

Opportunities for **regular formative feedback** are present and available to learners throughout the duration of course to measure knowledge, skills and attitude. Learner progress and performance is reviewed on a frequent basis.

**Summative Assignments** contributing to the final mark, must include:

- Clear instructions for learners on what is expected of them, how to complete the assignment, how to submit the assignment, any technology requirements
- Information on how assignment aligns with learning outcomes
- Links to appropriate assignment policies (e.g. policies for grading, late work, etc.)
- Links to sample assignments (*especially important for first years with no experience of University*)

**SpeedGrader** used to score and provide prompt and high-quality feedback (for annotations, video, audio)

## Key Links:

- Link to online Canvas course: <https://go.qub.ac.uk/CanvasReady2020>
- Link to online copy of this guide: <https://go.qub.ac.uk/CourseDevelopment>

## Support & Training:

This guide is intended to support Module Coordinators progressively design modules that are relevant to specific needs and context. It supports the creation of blended and fully online courses and is underpinned by Universal Design for Learning (UDL) principles to ensure inclusive pedagogical practices that enhance the learner experience. For support in designing an inclusive and accessible course in the Canvas VLE, please refer to the online self-paced Canvas course linked above, which contains;

- Guidance on how to effectively apply the approaches outlined in this guide
- Links to a number of QUB Templates available in Canvas Commons to fast-track course development.

As QA of modules sits with Schools, Module Coordinators should continue to following the usual School advice/processes to ensure that academic modules meet the standards as set out in the University Guidelines.

The Centre for Educational Development (CED) are here to support you. We would be delighted to hear how you are using this Guide and if you wish to give any feedback, further suggestions or inform us how this Guide impacted your practice, please contact us at: [elarning@qub.ac.uk](mailto:elarning@qub.ac.uk)

## Resources

Baldwin, S., Ching, Y.-H., & Hsu, Y.-C. (2018). Online course design in higher education: A review of national and statewide evaluation instruments. *TechTrends*, 62(3), 46-57. <https://doi.org/10.1007/s11528-017-0215-z>

Baldwin, S., & Ching, Y.-H. (2019). Online course design: A review of the Canvas course evaluation Checklist. *International Review of Research in Open & Distributed Learning*, 20(3), 268-282. <https://doi.org/10.19173/irrodl.v20i3.4283>

Best practices for building Universal Design principles into your Canvas courses. (n.d.). Retrieved from [http://www.sfu.ca/canvas/Module\\_Coordinators/universal-design/building\\_udl\\_into\\_canvas.html](http://www.sfu.ca/canvas/Module_Coordinators/universal-design/building_udl_into_canvas.html)

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>

Moore, E. (2017, October 16). Implementing Universal Design for Learning on Canvas. Retrieved from: <https://community.canvaslms.com/groups/designers/blog/2017/10/16/implementing-universal-design-for-learning-on-canvas>

Online Course Best Practices Checklist. (2012). Retrieved from <https://www2.palomar.edu/poet/BestPracticesChecklistSP1>

Visit the [Mobile App Design Course Evaluation Checklist](#) blog post to access an additional resource!



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