Canvas Tutorial

Welcome

One of the central themes of TMCC WebCollege is the belief that online education is not the right choice for every student. This delivery method demands that a student be very organized, able to work independently, and able to deal with 21st Century technologies.

The logical extension of this is the assumption that online classes are not the right choice for every faculty member either.

Teaching online can be, and often is, very demanding. Those teaching an online class must realize that approaches to teaching and student expectations are dramatically different from traditional instruction. Online instruction demands strong organizational skills and an attention to detail, a renewed and heightened level of dedication, and an uncommon commitment to be attentive and responsive to students. Most importantly, conventional schedules will necessarily change. Online students mostly work in class evenings and weekends. The very best instructors realize this and adjust their routines accordingly. And, you may go the entire term without every meeting your students face-to-face. It is indeed a totally different learning environment that requires effort to master.

For the instructor willing to take on this challenge however, the rewards are great. You will think about teaching and pedagogy in remarkable new ways. You will become more organized, more student-centered in your approach, and will be elated by higher levels of student engagement and participation. You will feel truly empowered by the breadth and depth of content options and applications. And you will learn many new things, useful things, along the way.

This WebCollege tutorial is created to help you work with the LMS system Canvas, provide the approved standards of online instruction, provide best practices, universal design and quality matters information. The WebCollege staff is always available if you have any questions, concerns or suggestions.

Standards for online instruction

NSHE Code: Definition of Distance Education (Section 11)
The term "distance education" means a formal educational process in which the majority of the instruction occurs when the student and instructor are separated by geographic distance or time. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, audio, or other electronically mediated technologies.

Learning Management System

A learning management system (LMS) will be used by the instructor who teaches an online class. Canvas is the LMS that hosts TMCC's online and hybrid courses.

Canvas FAQs

Canvas is consistently updating the tutorials provided online. Find solutions to almost any issue you run into by visiting [Canvas Instructor Guide Table of Contents](#).

Faculty Training

a. Before teaching an online course for the first time, faculty will complete the sequence of training leading to a Certification of Completion in Online Instruction in cooperation with WebCollege and the Professional Development Office. Training will include: Syllabus, Assignments, Navigation, Discussion, Gradebook, and Quizzes. Optional, but very useful, training will include: Conferences, Respondus lockdown browser and monitor, and MyMedia (Kaltura) Video creation.

b. Faculty teaching online courses will complete annual additional training either through the professional development workshops offered through WebCollege or as agreed upon with their immediate supervisor as a professional development activity on their annual plan.

"Informed Consent" for Students

WebCollege will provide an "informed consent" statement to students informing them of the nature/purpose of an online course, the difference between online and classroom instruction, the requisite/minimum computer literacy necessary for students to succeed in an online environment, and the behavioral expectations of students taking an online class. Each term, students will be prompted to review the Informed Consent statement and formally acknowledge acceptance of the statement before being able to access their online class(es) for the first time.

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Students should take a battery of questions that would help them decide if online classes are fit for them.

Student Expectations

a. Students taking an online class will login as requested by the instructor. At a minimum, students will log into the class twice a week. Students should be aware that your instructor may administratively withdraw a student for nonattendance or impose other consequences for failure to meet this login minimum. Faculty may also impose additional login requirements.

b. Students taking an online class for the first time will complete an orientation before the start of the class(es) to confirm hey have the necessary computer skills, familiarity with essential LMS functions, and are aware of strategies for success for online students.

c. As of July 2011, to comply with new requirements for students receiving Federal financial aid, students must check into the class within the first two days of class and must engage in at least one substantial activity (e.g. sending a course communication to the instructor, participating in a discussion and/or completing a quiz/assignment) each week of the course. This minimal level of participation only satisfies the Federal regulation and does not supersede the additional requirements that may be set by the instructor of the course.

Syllabi

Syllabi for online classes will include:

a. Contact information

b. Instructor Availability including class check-in practices (e.g. normal check-in practices, check-in practices on weekends)

c. Course expectations including any specific student expectations

d. Explanation of how to study course content and how to post assignments

e. Acknowledgement of the "W" and "F" grade policy

f. Expected student behavior/relevance **to** the Student Code of Conduct

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g. Grading criteria and grading scale

h. Timeline for grading/responding to assignments

i. Explanation of how to communicate with the instructor

j. Assessment/testing procedures

k. Approved course objectives and student learning outcomes

l. Schedule of due dates and policies regarding late and missed assignments / quizzes / tests

m. ADA statement

Best Practices: a "student contract" that includes, among other items as determined by the faculty member, the above "informed consent" language and a "syllabus quiz" that tests student understanding of course requirements.

Faculty Access and Availability

a. Online faculty will check in, at a minimum, three times a week and respond to student communications within 24 hours (weekends and holidays excluded). Best Practice: since many online students do their course work on weekends, weekend logins and communication by the instructor are encouraged.

b. Virtual Office Hours: online faculty may hold virtual online office hours during which they will be available to answer student questions.

c. Faculty will provide students with multiple contact methods to include at a minimum (a) contact within the LMS internal email, (b) a telephone number with message capability, and (c) an "external" email contact solution (TMCC email).

d. Faculty will evaluate submissions and provide grading and feedback within one week of the posted date for assignment submission.   Departments can develop timeframes for their online faculty to grade/respond to assignments.

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Americans With Disabilities (ADA)

Course will comply with the minimum requirements of the Americans With Disabilities Act essentially meeting Section 504 standards, and where practical, Section 508 standards.

Courses

a. Faculty will comply with appropriate NSHE and institutional policies on copyright as well as the TEACH Act where applicable.

b. Courses will reflect the minimum standards specified in the Quality Matters national rubric for effective online course design:
   - Course Overview and Introduction
   - Learning Objectives (competencies)
   - Assessment and Measurement
   - Instructional Materials
   - Learner Interaction and Engagement
   - Course Technology
   - Learner Support
   - Accessibility

c. Online courses must be evaluated on a regular basis and utilize the approved campus instrument.

Assessment

Online classes must be assessed on a regular basis consistent with specific department and institutional guidelines and practices.

Online classes are required to meet the same expectations and achieve the same outcomes as traditional classes.

Retention

Faculty teaching online classes will explore and adopt strategies for improving student retention through participation in annual training provided by the WebCollege and/or Professional development office.

Implemented: 12/11

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TMCC Student Informed Consent Statement

Online students must:

- Be a self-starter-have the maturity and motivation to work independently.
- Use time wisely, be organized, be self-directed, and be willing to use new modes of communication and learning.
- Be willing to put in the needed time, read the text carefully, and actively participate in online class activities.
- Check communication frequently, get all assignments in on time, and discuss any concerns and questions with the instructor.
- Have regular access to a computer that meets minimum requirements.
- Have basic computer skills and be able to navigate the Internet.

How an online class works:

- Confirm you have your username/password and know how to access the online class.
- Be sure to check in for the first time within 1-2 days of the start of a session/semester.
- Establish a regular routine for checking for course communication and to participate in course activities - students need to check in at least 3 times a week to the online class.
- Read the course syllabus and check for any special instructions from the instructor - be aware of any instructor expectations as well as any assignment/activity deadlines.
- Tour the online class to become familiar with where to find assignments and activities.
- Follow the assignments and associated deadlines as identified on the syllabus and/or special course instructions.
- If you have a question or concern, contact the instructor through established course communication.

Please note: online courses are just as difficult - or more difficult - and may be more time consuming than traditional courses. Online courses typically require much more reading and writing than traditional classes.

Minimum computer set-up you must have:

Hardware and operating system requirements:
- PC running Windows XP, or Windows Vista or Windows 7, Mac running OS 9 or OS X
- 256MB RAM (memory), 512MB or more recommended
- 500MB of Free Disk Space
- Display set to 1024x768 or higher resolution
- Internet Connection, high speed or DSL recommended

Software: Recommended Applications and Viewers
- Mozilla Firefox is the recommended Web browser. Supported browsers: PC: IE 7 or higher, Firefox 3.x or higher Mac: Firefox
- Word processor compatible with Microsoft Word 2007 or 2010
- Adobe Acrobat Reader
- Windows Media Player
- Quicktime Player
- Flash Player

Required Browser Settings:
- Allow pop-up windows from all tmcc.edu sites (*.tmcc.edu)
- Allow cookies from all tmcc.edu sites
- Javascript enabled
- Java Runtime Environment installed

Minimum computer skills you must have:

- Ability to download and install files from the Internet.
- Knowledge in navigating the Internet.
- Proficient in use of search engines for research.
- Ability to send and receive e-mail with attachments.
- File management skills: copy files from a flash drive or the Internet to a specific directory on the hard drive.
- Word processing skills such as: how to create files, open files, save files, print files, and edit documents.
- If you need to upgrade your computer skills please consider taking one of the excellent introductory computer courses offered at TMCC.

Minimum Student Behavioral Expectations:

- Students taking an online class will login as requested by the instructor. At a minimum, students will log into the class three times a week. Students should be aware that your instructor may administratively withdraw a student for nonattendance or impose other consequences for failure to meet

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this login requirement.   Instructors may also impose additional login requirements.

○ Students taking an online class for the first time will complete an online orientation before the start of the class to confirm the necessary computer skills, familiarity with essential online class functions, and awareness of strategies for online student success. A first-time online student will not be able to access their online course until they have completed the online orientation. It is advised that students complete the online orientation as soon as possible to ensure the ability to access the class on the first day of instruction.

○ As of July 2011, to comply with new requirements for students receiving Federal financial aid, students must check into the class within the first two days of class and must engage in at least one substantial activity (e.g., sending a course communication to the instructor, participating in a discussion and/or completing a quiz) each week of the class. This minimum level of participation only satisfies the Federal regulation and does not supersede the additional requirements that may be set by the instructor of the course.

Revised:
12/11

Best Practices

TMCC has offered courses online since 1999. Our amazing faculty and talented support staff have taken on the challenge enthusiastically and their collective efforts have greatly expanded our understanding of this approach to teaching as well as the role of online instruction at TMCC.   In addition, we have monitored national trends and have reviewed recommendations from major organizations. The result is a set of best practices online course standards that support the core goals of the WebCollege program: quality, consistency, assessment and retention.

❖ **Training – training – training.**   We have learned – often the hard way – that training is the cornerstone to success in teaching online. It is also important to participate in enough training – the current recommendation is six hours of training to prepare to teach online followed by yearly recurring training in updated features and/or online teaching skills.

❖ **Planning.** Teaching online requires fore-planning – a lot of it. This is not the type of teaching that can be adopted last-minute. Rather, much thought should go into the what, the how, and the why. It will likely take time to identify appropriate materials and integrate them into a meaningful online learning environment.

❖ **Making It Yours!** TMCC historically has relied heavily on publisher-provided content for online classes. Certainly there is good material available BUT identifying and developing your own content will ultimately improve the quality of the course AND the learning experience for students. We have also found that there can be unforeseen problems with "canned" online content (unexpected access codes, difficultly in downloading and editing the content, etc.)

❖ **Do It Differently!** If you consider yourself an "old dog" in teaching, be prepared to learn a new trick or two. You cannot teach the same way online that you have in the traditional classroom. Teaching online demands a fresh pedagogical approach, and a rethinking of what you teach, and what students can/should learn. Remember, we are here to help you in this new approach to teaching!

❖ **Ease into the semester!** All of us are eager to get underway with class work and assignments at the beginning of a term. This can be a big problem for online classes however. There is a more active add/drop period for online classes (especially since they fit anyone's class schedule), so it is always wise to ease into a term – and to be supportive of students who add late. In addition, students may be confused regarding the expectation that they begin an online class on the first day of the term or even how they access their online class.

Make sure any quiz or assignment deadlines do not occur during the first days of a class and be ready to proactively assist students during the first week of class.

❖ **Regular Communication.** It is our advice to you to learn the "24-hour" rule – and live by it. Online students are different from traditional students. They are more instantaneous and expect online faculty to ALWAYS be online waiting to respond. That is unrealistic, but a "best practice" is to respond to any student query within 24-hours of its posting (i.e. you establish a regimen of checking into the class once a day). It is also helpful to establish numerous pathways of communication (posting your standard contact information – office telephone, email, regular office hours) as this facilitates contact and greatly reduces student frustration. Not being able to reach a faculty member is the #1 complaint our office receives.

❖ **Availability.** As mentioned under "regular communication", faculty availability is critical. Online students expect the ability to interact more frequently with faculty than traditional students do. It is a reality/ online students cannot simply be retrained (trust me, faculty have tried). Online students need to be able to reach you when needed. This is perhaps the "price" paid for teaching online BUT you should not consider teaching online if you are unwilling to be responsive to student contacts. It is also very important to be clear about your course check-in practices. For instance, if you do not intend to check in during the weekend, please be clear about that. And if that is your practice, please do not schedule assignment deadlines when you know you will not be available.

❖ **From "sage on the stage" to "guide on the side".** One of the biggest changes in teaching online deals with your "role" in the virtual classroom. In the traditional classroom, a faculty member often dominates and is always in control. Online or virtual classrooms operate differently – students come and go based on the demands of their schedules AND students are more likely to help each other (rather than waiting for the faculty member). It is challenging – but critical – to learn how to step back and to offer measured assistance as needed.

❖ **Variety Is Essential.** Your virtual classroom is incredibly rich and potentially a powerful learning environment. Take advantage of it! A few years ago, online classes were mostly limited to a lot of posted Word documents. Today, you have the opportunity to really mix it up and provide learning experiences in a variety of different mediums. Solutions to consider – and to use – include: video lectures, Panopto lecture capture, AdobeConnect webinar, podcasting, video streaming, voice-over-Powerpoint, virtual guest speakers, hyperlinks, special learning communities, group projects, and of course creative content from national repositories (MIT, Merlot, etc.) as well as from publishers. We are here to help you explore your options and empower your classes.

❖ **"Lower-threshold" grading strategies.** Some see a greater potential for cheating in online classes than in traditional classes. Others argue that cheating is a problem – period. It really doesn't matter the method since more than 70% of college students confess to cheating on major exams, term papers, etc. regardless of the method of course delivery. So, what to do? National literature suggests that the propensity to cheat can be significantly reduced if assignments are "lower-threshold" in nature (a greater number worth fewer points each). The decision on how to address this is ultimately made by you. Be creative and develop new strategies that take advantage of a web-based learning environment.

❖ **Assessment (the regional accreditation kind).** Our Learning Management System (LMS) has an abundance of "tools" for student assessment – and developing reliable assessment is a requirement of accreditation. To be honest, it can be easier to "measure" objectives and outcomes in an online learning environment. The online learning environment therefore empowers faculty to explore and to experiment in assessing student progress. The objectives and outcomes for the course are agnostic as concerns the course delivery method. You are strongly encouraged to step up and take a proactive approach to incorporating this into your online class.

❖ **Retention.** Historically, online courses are normally 6-8% behind the campus retention rate for traditional instruction. Individual online course retention can of course vary – just as happens with traditional instruction. It has been our fervent belief that we can do better AND that retention has to be our #1 priority. The best practices outlined here – if adopted – WILL improve your retention. If you have additional ideas or have successfully tested an idea, please share! Specific "retention" strategies include:
  o Faculty preparation and training
  o Student preparation (new student orientation, readi-assessment of student computer skills and maturity)
  o Communication to students regarding course access and expectations
  o Proactive faculty engagement to identify and assist students who have not yet checked into the class
  o Proactive faculty efforts to identify and administratively withdraw students for non-attendance
  o Faculty adherence to best practices regarding availability, communication and student engagement
  o Adequate technical support for both students and faculty

❖ **Virtual Services – Use Them!** TMCC offers an outstanding selection of virtual services for e-students and e-faculty to support the online learning environment. Embracing these services will improve your course and better serve your students. Virtual services currently available include:

- Smarthinking. Online 24/7 tutoring for students plus a virtual writing center
- TurnItIn. Online 24/7 plagiarism and research review
- Respondus.   Test-building tool that integrates with Angel
- Video streaming. Stream movies, documentaries, lectures, guest lectures,
- Podcasting. Stream audio (including lectures, test reviews, etc. and/or link to existing podcast feeds.
- AdobeConnect webinar capabilities. In support of interactive learning (e.g. speech classes, foreign language classes, "hard" science classes, etc.) as well as support for student group activities and special events. Also, desktop conferencing.
- Panopto Lecture-capture). Voice-over narrative of Powerpoints and web pages.
- Linktivity. License-limited but permits "real-time" or recorded interactivity with students.]
- Virtual library services. Strategies to integrate library assignments into your class
- Student Technical Support.   They can address issues with computer configuration and anti-virus/spamware/spyware/trusted site issues as well as questions about our LMS solutions.
- Quality Matters Rubric – a nationally developed rubric in eight categories to promote reflection and refinement of online teaching strategies.

❖ **Strong integration of the textbook in the online course.** Textbooks – and their value to a class – can vary. As a general rule, textbooks for an online class are extremely valuable and can serve as a foundation – sort of a "grand equalizer".   Be aware that students will often be creative and purchase books from sources other than our campus bookstore. That can be a huge problem if you are using "publisher" content. Be forewarned. We have learned that textbooks can provide an anchor for students – a rooting that affords a greater level of comfort and confidence. It can compensate for the otherwise "off-setting" nature of a virtual classroom.

❖ **Integration of writing (and associated use of relevant virtual library resources).** TMCC remains committed to "writing across the curriculum". Your individual department/division expect that you will include this as part of your course requirements. We also have a wonderful library with abundant virtual resources available to students 24/7.   Explore possible library projects with our library staff. They won't disappoint you! And also consider writing assignments that take advantage of the Internet.

❖ **Sensitivity to student learning styles.** Not all students are born to take classes online. In fact, it can be downright challenging for some. Also, different

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students learn differently.   Providing a variety of learning experiences will simultaneously serve multiple student learning styles.

❖ **Clear class policies and practices.** As faculty, we often think we are very clear about what we expect. The reality is, however, there can be a lot of misunderstanding and miscommunication in a virtual classroom. It pays to be thorough and to even have others read directions, your syllabus, etc. to make sure that what you expect is clearly discussed.

❖ **A detailed syllabus.** Because of the inherent insecurities of a virtual learning environment, it is critical to be very specific – and detailed – in your course syllabus. It is especially useful to discuss expectations, delineate course policies, and identify anticipated standards of behavior. Be sure you have contact information (beyond the class mail system).

❖ **Peer (Faculty) Review and Mentoring!** Many faculty feel like they are crawling out onto a limb when they decide to teach online. The experience will have a profound impact on how you teach. Please realize that you are not alone, that it is very normal and understandable to feel vulnerable, and that you have colleagues – and our office – ready to help you. Ask for help whenever you think you need it – and connect with faculty who have been teaching online – they are a wonderful resource!

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Universal Design

Principle	Definition
Principle 1: Equitable use	Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all students; identical whenever possible, equivalent when not.
Principle 2: Flexibility in use	Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.
Principle 3: Simple and intuitive	Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.
Principle 4: Perceptible information	Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.
Principle 5: Tolerance for error	Instruction anticipates variation in individual student learning pace and prerequisite skills.
Principle 6: Low physical effort	Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning. Note: This principle does not apply when physical effort is integral to essential requirements of a course.
Principle 7: Size and space for approach and use	Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.
Principle 8: A community of learners	The instructional environment promotes interaction and communication among students and between students and faculty.
Principle 9: Instructional climate	Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.

Source: Principles of Universal Design for Instruction by Sally S. Scott, Joan M. McGuire, and Stan F. Shaw.

Quality Matters

Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. Although TMCC does not formally use QM to review our online classes, faculty who use the rubric as a guideline can directly affect the student experience and see improved outcomes and retention. The rubric includes a set of research-supported, best practice-based quality standards for online course review.

Suggested standards taken from the Quality Matters Rubric to follow as you create your online/hybrid course.

Course Overview and Introduction	• Instructions make clear how to get started and where to find various course components. • Students are introduced to the purpose and structure of the course.
Learning Objectives	• The course learning objectives describes outcomes that are measurable. • The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives • All learning objectives are stated clearly and written from the students' perspective • Instructions to students on how to meet the learning objectives are adequate and stated clearly. • The learning objectives are appropriately designed for the level of the course.
Assessment and Measurement	• The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. • The course grading policy is stated clearly. • Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.
Instructional Materials	• The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.

	• The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
Learner interaction and Engagement	• The learning activities promote the achievement of the stated learning objectives. • Learning activities provide opportunities for interaction that support active learning. • The instructor's plans for classroom response time and feedback on assignments are clearly stated.
Course Technology	• The tools and media support the course learning objectives. • Course tools and media support student engagement and guide the student to become an active learner. • Navigation throughout the online components of the course is logical, consistent, and efficient.
Learner Support	• The course instructions articulate or link to a clear description of the technical support offered and how to access it. • Course instructions articulate or link to the institution's accessibility policies and services.
Accessibility	• The course employs accessible technologies and provides guidance on how to obtain accommodation.

The official Quality Matter Rubric is listed below for those who would like to research further. The official site is: www.qmprogram.org For more information on quality matters please contact Danielle Harris dharris@tmcc.edu or Brandy Scarnati bscarnati@tmcc.edu.

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Canvas Glossary

Announcements
Announcements allow you to communicate with your students about course activities and post interesting course-related topics.

Assignments
Assignments are any online activity submission that is graded by the instructor. Assignments include quizzes, graded discussions, and online submissions.

Breadcrumb Navigation
The breadcrumb navigation is at the top of the main body of the page and helps you to move up and in the course hierarchy.

Calendar
The calendar makes it easy for students and instructors to see all of the events and assignments going on across all of their courses. Remember the calendar is global.

Chat
The chat tool provides synchronous video, audio and chat communication between the entire course or any subset of the course roster.

Collaborations
Collaborations make it easy for students and instructors to create documents that can be edited by the entire course or any subset of the course roster.

Conferences
Conferences make it easy to create virtual classrooms where students and instructors interact in real time with audio, video, desktop sharing, and presentation tools. At this time the conferences cannot be recorded to view at a later date.

Course Activity Stream
The course activity stream shows you all of the recent activity from a single course.

Course Home Page
The course home page is the first page that students see when they click on "Home" in their course navigation. The course home page can be customized to display a custom page, the syllabus page, the assignment page or the modules page. It's your choice, it's your canvas ☺

Course Navigation
The course navigation is a series of links on the left side of your screen that help you get to where you want to go within your Canvas Course.

Course Setup Checklist
The course setup checklist helps a new user walk through all of the steps required to build a course.

Course Statistics
Course statistics help the instructor to see which pages are being viewed most frequently.

Dashboard
The dashboard consists of three main elements: Global navigation across the top of the page, a to do list with upcoming events on the sidebar, and the global activity stream that comprises the body of the page.

ePortfolios
ePortfolios allow students to showcase their best work to colleagues and prospective employers. They also make it possible for students to create light-weight websites or presentations.

Files
Canvas provides a file repository for each user, group, and course. Files can be public or private.

Global Activity Stream
The global activity stream shows you all of the recent activity from all your courses.

Global Navigation
The global navigation menu, always positioned at the top of the page, allows users to quickly navigate to any courses or groups that they are enrolled in. They can also view their grades and calendar from here.

Grades
Grades is the name for the Canvas gradebook. Students can calculate hypothetical grades on this page. Instructors can quickly edit grades for any course or section.

Help
The help button is on the global navigation menu and is where you will find helpful resources and information on designing and delivering courses in Canvas.

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Inbox

Inbox is the messaging tool used instead of email to communicate with a course, a group, an individual student, or a group of students.

Mobile Apps

Currently, instructors can use the SpeedGrader on their iPads. Students can interact with the course on the iPad and the iPhone.

Modules

Modules make it possible to organize course content by week, topic, or day. Modules can be set up with pre-requisites or co-requisites that force students to walk through the material in a sequential fashion.

Notification Preferences

Each Canvas user can adjust the notification preferences in their Profile to fit their individual needs.

Outcomes

Instructors can specify learning outcomes for their courses and track how students are doing against those outcomes with quizzes, assignments, and graded discussions.

Pages

Pages make it easy to build content inside a course. Pages can be edited by students and teachers, or only teachers it is your choice.

People

The people page lists all of the students that are enrolled in a course.

Profile

Each user can modify their profile in Canvas, including setting their display name, changing the time zone, and uploading a profile picture.

Quizzes

Quizzes are the assignment tool used in Canvas.

Registered Services

You can register with a number of web services from Canvas, GoogleDocs, Skype, Facebook, LinkedIn, Twitter, Delicious, Diigo. By linking to the web services you will not need to log in every time you join the service.

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Rich Content Editor

Canvas has a simple, yet powerful, word processor that is available anytime for creating new content within Canvas.

Rubrics

A rubric is an assessment tool for communicating expectations of quality. Rubrics are typically comprised of rows and columns. Rows are used to define the various criteria being used to assess an assignment. Columns are used to define levels of performance for each criterion.

Settings

Settings allow instructors to customize the Course Navigation, add users, import content, and link to external tools.

SpeedGrader

The SpeedGrader makes it easy to evaluate student work. Instructors can use rubrics for fast assessment and leave text, video, and audio comments for their students.

Syllabus

In the syllabus there are three main parts: a calendar and grading scheme for the course situated in the Sidebar on the right side of the page, a list of dated items in the main body of the page that is automatically managed by Canvas, and a syllabus description at the top of the page that you can edit. You may also add your own syllabus file.