## The DIY Canvas Shell

Thank you for taking the initiative to leverage the new Canvas Shell for the organization and delivery of your materials! This new shell was designed and developed collaboratively by the Digital Education Team, Faculty Leadership and Instructional Design Consultants to promote important learner-centered pedagogical standards while also reverberating our School of Nursing brand identity.

The primary audience for the DIY Canvas Shell project is someone who:

* Has access to all needed content in a digital format.
* Is comfortable using Canvas including basic editing content.
* Has the time available to outline their course and migrate content into a pre-configured Canvas Shell.
* **For those of you who would like to migrate materials from an active academic course, you will also be asked to have the final version of your Canvas Shell reviewed and approved by a Faculty Lead.**

DIY Accountability Matrix

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | **IF ACADEMIC COURSE** |
| TASK | INSTRUCTIONAL DESIGNER | FACULTY OF RECORD | FACULTY LEAD |
| **PREPARE** (2-hour meeting) |  |  |  |
| Schedule first consultation with ID | C | O |  |
| – Overview of DIY process | O | C |  |
| – Review course objectives and measures | C | O |  |
| – Consider chunked delivery to enhance navigation | C | O |  |
| – Discuss homework: drafting the course outline | O | C |  |
| **PLAN** (a few hours every day for 1-2 weeks) |  |  |  |
| Gather course materials |  | O |  |
| Break down course into modules if desired |  | O |  |
| Identify assessment measures and activities |  | O |  |
| Fill in the course outline |  | O |  |
| **REVIEW** (2-hour meeting) |  |  |  |
| Schedule second consultation with ID: | I | O |  |
| – Review and revise course outline | R | O |  |
| – Build customized DIY Canvas Shell | O | C |  |
| – Tutorials on adding content to the Canvas Shell | O | C |  |
| **BUILD** (a few hours every day for 3-4 weeks) |  |  |  |
| Add materials to the Canvas Shell |  | O |  |
| Set up announcements, the grade book and calendar events as needed |  | O |  |
| Complete the quality review checklist | R | O | R\* |
| Obtain Faculty Lead approval (for academic courses)” | I | O | R\* |
| Schedule final review with ID | R | O | I\* |
| Publish course (import to enrolled course if needed”) | C | O | I\* |

Key: O = Owner, C = Collaborator, R = Reviewer, I = Informed “Academic Canvas Sites only

## DIY Course Prepare Checklist

### Think about what you want to do with your course

* What are your course objectives?
  + What will students be able to do after taking this course?
  + How do your course objectives satisfy specific accreditation criteria and essentials?
* What types of learning constraints exist?
  + What environment will students be learning in?
  + In what environment will students be expected to use knowledge gained from the course?
* What capstone, fieldwork, internship and preceptorship requirements accompany the course?
* What are the faculty and advising office hours?
* Do considerations need to be made for shorter term (spring/summer) delivery?
* Ideal number of students for live sessions.
* Ability to offer multiple sections
* Make a list of your Ideas (from any course). Be sure to include:
  + Individual and group student projects you feel have worked well
  + Impactful and engaging in-class active learning experiences

### Gather Course Materials

* A completed and approved syllabus for your course.
* URLs, PDFs, webpages, and any other digital format of course reading materials (textbook, papers, trade magazines articles, case studies, etc.)
* PowerPoints, video lectures and other lecture materials.
* Assignments (be sure to include clear rubrics
* Assessments (be sure to have clear rubrics, clinical evaluation criteria).
* Links to videos or interactive tools
* Other approved materials
* References to previous courses and course content you might like to emulate

### Gather Ideas for Student Instruction and Engagement

* individual and group activities and projects
* in-class active-learning experiences (games, social activities, teaching activities)
* Examples of multimedia or interactive tools you might like to emulate

### Create a Course Outline

* Create an informal outline of the course.
  + To support effective learning, remember to structure your outline with scaffolding in mind:
    - OBJECTIVES: State them clearly. Then break them down into smaller, time-based chunks (by week for example). *See page 4 for a review.*
    - CHUNKS: Think modularly–like chapters and pages in a book. *See page 5 for a review*
    - PACING: Consider how much effort…for example, one module per-week, one per month. Gauge time commitments for all activities to make sure effort is evenly distributed across the course.
    - CONTENT: What learning components will make up each module? Lectures, videos, readings, assignment, assessments, activities, etc.
* **Your outline should include the following:**
  + Course Objectives
    - Module Title and Topic (include module objectives where appropriate)
      * Educational Materials (readings, lectures, videos, web site resources, illustrations, photos, interactive activities, etc.)
      * Graded Activities (assignments, quizzes, interactive experiences, hands-on learning, etc.)
      * Live Session Schedule (frequency of sessions and duration of each session)
    - Graded Course Assessments (mid-term, final, etc.)
    - Graded Course Projects (papers, projects, presentations, etc.)
    - Graded Course Activities (evaluations of clinical skills, communication and facilitation skills, etc.)

### Special considerations for Academic Canvas Sites

* Consider starting the conversion 3 to 6 months ahead of time.
* Establish a course review timeline with your Faculty Lead
  + Be sure to include enough time to update the Canvas site if needed
  + Consider including an Instructional Designer in the review process

# Learning Objectives, Assessments and Instructional Materials

1 Create **learning objectives** to clearly define the desired outcomes and skills for learners.

* Write measurable, action-oriented learning objectives
  + Begin with end in mind. “*Students who complete this course will be able to…”*
  + Learning objectives should clearly describe what learners will be able to do after completing each unit.
  + Define clear and measurable learning objectives for all learning units (degree programs, specializations, courses, modules, lessons, videos, etc.)
* To help learners realize the full value of their online learning experience, Identify and integrate strategies that help sustain motivation and provide a sense of achievement.
* Help learners practice *metacognition* skills. (Metacognition is an awareness and understanding of one's own thought processes)

2. Create **assessments** to measure learner progress and mastery of the objectives. Examples include quizzes, peer reviews and interactive assignments.

* Create assessments that measure learner progress
* Evaluate mastery with each assessment. Provide opportunities to demonstrate understanding of key objectives.
* Successful online learning experiences incorporate:
  + Formative (practice) assessments
  + Summative (graded) assessments
  + Helpful feedback to the learner
* Frequent practice opportunities reinforce long-term memory retention and help learners master the materials.

3. Create **instructional materials** that scaffold the learning path. This helps learners build skills and knowledge step by step as they work towards mastery.

* Instructional materials, interactive features and collaboration tools can be used to facilitate instruction to learners.
* Instructional materials should scaffold the learning path by helping learners build their skills and knowledge step by step as they work toward mastery.

***Defining learning objectives and designing the assessments to test course objectives is highly recommended before creating the instructional materials themselves.***

# Learning Objective Breakdown (chunking)

Objective analysis is a method of breaking down larger learning objectives into sub-goals.

### Step 1: Identifying objectives

Identify and describe the tasks that learners should learn or improve to achieve the course goal.

### Step 2: Classify objectives as

* Procedural (i.e. tasks that are performed by executing an ordered sequence of steps, such as “Create a table in Microsoft Word”); or
* Principle-based (i.e. tasks requiring judgments and decisions to be applied in different situations and under conditions that change every time, such as “Organizing a conference”).

### Step 3: Break up objectives into

* Tasks and steps (for procedural objectives); or
* Guidelines that should be applied to perform the tasks (for principle-based tasks). For complex tasks, requiring the application of strategic or interpersonal skills (such as “adapting” or “solving group conflicts”), different points of view may be needed to identify the guidelines. These can be collected through interviews with several experts, e.g. by asking them about the approach they adopt in challenging situations and looking for commonalties among the various approaches to identify the skills that can help in those situations.

### Step 4: Identifying required knowledge and skills

* Identify the knowledge and skills needed to best show mastery of the objective.
* Define the learning content navigation model: linear, branching, free roaming.
* Can students complete work early?

### Example

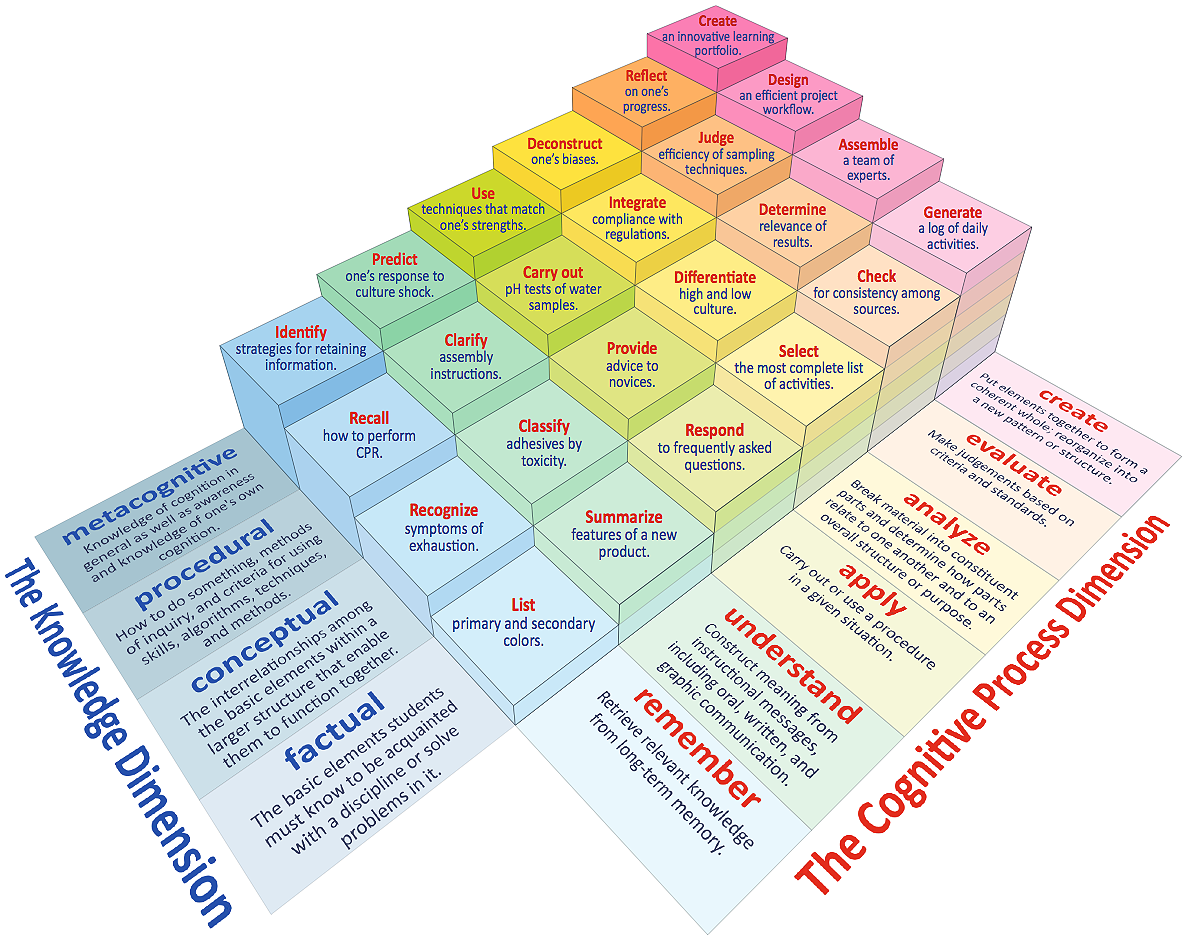
|  |  |  |
| --- | --- | --- |
| Step 1. Define the objective or task: | 2. Guidelines (or steps to follow): | 3. Required Knowledge: |
| **Task Name:**  Record show on DVR | Turn on television and DVR | Buttons on TV and DVR that will turn them on. OR Button/s on remote controls that will turn the TV and DVR on |
| Access television show listings | Locate and use the TV listing button on the remote. Locate and use buttons on the remote to navigate around the TV listings interface |
| **Task description:**  Be able to find a show of interest using the television listings guide and record that show on the DVR for later viewing | Search for specific television show | Locate and use the search feature on the TV listings interface. Filter results based on air date, title, or subject matter. |
| Tell the DVR to record the show | Locate and use buttons on the remote to select the desired show. Locate and use the record button to tell the DVR to record the show. Understand how different recording commands work (i.e. record single episode or record series, record newly broadcast shows only or record all airings). |

## Creating Actionable Learning

A statement of a **learning objective** contains a verb (an action) and an object (usually a noun).

* The verb generally refers to [actions associated with] the intended cognitive process.
* The object generally describes the knowledge students are expected to acquire or construct (Anderson and Krathwohl, 2001, pp. 4-5)

In this model, each of the colored blocks shows an example of a learning objective that generally corresponds with each of the various combinations of the cognitive process and knowledge dimensions

**Remember:** these are **learning** ***objectives***–not *learning activities*. It may be useful to thin of preceding each objective with something like: “students will be able to…”