From the Ground Up: Basics of Canvas Course Design

Wednesday, November 29th, 2023

Outcomes
At the end of this session, participants should be able to:

- Describe CETL’s best practices for online course design
- Use Canvas to promote these best practices
- Apply the CETL CQ+ Rubric for online course design

Topics
CETL’s best practices for online course design (not a comprehensive list)
See [https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp)

- **Course Information** – Provide a Home Page with a course description, well-defined directions for students, and easy navigation to current content
- **Learning Outcomes** – Clearly state measurable learning outcomes for your course
- **Provide Clarity** – Be clear with students about course requirements. State purpose and/or context of instructional materials and assessments
- **Be Present** – Ensure your interactions with students are regular and substantive (RSI)
- **Scaffolding** – Design your course so that students progress in a rational sequence that increases in comprehension and difficulty
- **Accessibility** – Strive to give equal access and to overcome or reduce barriers that might occur in digital content

Canvas
- [Canvas Home Page](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp)
- List [Outcomes](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp) in Canvas Syllabus
- Create [Pages](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp) to establish context for instructional content
- Use [Modules](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp) to sequence content and materials
- Increase accessibility with [Ally](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp) and [Canvas Accessibility Checker](https://www.webpages.uidaho.edu/cetl/online-teaching-learning.asp)

CQ+ Course Quality Rubric
See [https://www.webpages.uidaho.edu/cetl/course-redesign.asp](https://www.webpages.uidaho.edu/cetl/course-redesign.asp)

Successful online courses are both learning- and learner-centered. As such, they provide an environment and experiences that foster engaged learning for all students. CETL attains this goal by integrating best practices into online classes along nine critical dimensions:

- Course Overview and Introduction
- Learning Objectives
- Assessments
- Instructional Material
- Engagement and Interaction
- Learning Support
- Technology
- Accessibility and Inclusion
- Diversity and Equity
One-on-One Help
Contact coursedesign@uidaho.edu to setup a one-on-one session with a member of the Center for Excellence in Teaching and Learning’s Instructional Design team

Doug Habib
Asst. Director
dhabit@uidaho.edu

Sean Quallen
Instructional Designer
squallen@uidaho.edu

Jen Elbek
Instructional Designer
jenelbek@uidaho.edu