

PIE Summer 2021 Bootcamp Day 2

Facilitated by Caity Kelly

Presented via the Program for Instructional Excellence (PIE)

May 6, 2021

Welcome! 😊

- Caity Kelly, PIE Assistant Director
 - B.S. in Psychology
 - M.S. in Instructional Systems and Learning Technologies

Today's Structure

- 1 hour of content presentation
 - Lecture + demonstrations
- 30 minutes of application
 - Application + Q&A

Zoom Session Guidelines

- Please mute your microphone when you are not speaking
- Be aware that other attendees can see you if your webcam is turned on
- If you are having trouble seeing our screenshare, try selecting the gallery view on Zoom
- Try not to talk over other attendees if you are making comments/asking questions; please use the hand raising function or inform us in the chat that you would like to speak
- Please silence your phone/email as other participants may be able to hear notifications

Today's Agenda!

Learning goals include:

- Implement the roles of an online instructor suitable to their individual Canvas shells.
- Create a Canvas shell containing Canvas features suitable for their individual courses.
- Implement at least one accessibility feature in their individual courses.

Guiding Question

What are the crucial elements of a Canvas course site?

Roles of an online instructor

- A great article available through the FSU Library Database:
- Liu, X., Bonk, C. J., Magjuka, R. J., Lee, S. H., & Su, B. (2005). Exploring four dimensions of online instructor roles: A program level case study. *Journal of Asynchronous Learning Networks*, 9(4), 29-48. Retrieved from <https://pdfs.semanticscholar.org/75a1/b1d56196fcc9a75a41af1b13aabfc5423b16.pdf>
- Explores student and faculty perceptions of online instructor responsibilities
- Discusses online instructor roles in 4 dimensions
- These dimensions are NOT exhaustive—they are a framework for our thinking
- These can be helpful for course planning and philosophy statements

Pedagogical Role

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none">• Demonstrating mastery of the content and methods of teaching• Fostering critical thinking and facilitation versus lecturing• Using specific strategies to help learners achieve learning goals (alignment)	<ul style="list-style-type: none">• Stay updated on your content and resources• Use facilitator techniques to guide student thinking (providing resources, asking critical thinking questions, giving feedback on assignments and discussion boards)• Ensure that materials, activities, and assessments align with your course and module objectives

Managerial Role...how do you manage your F2F classes?

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none">• Providing learners with clear direction• Ensuring easy accessibility to materials• Using a logical organization• Fostering an environment of open, productive discussion	<ul style="list-style-type: none">• Write clear, thorough instructions for all activities and assignments—use multiple sets of eyes• Check each unit to ensure that links function and files are downloadable—take note of browsers• Arrange course content in a way that is logical—Canvas modules are great for this• Do not dominate discussions but make your presence known—modeling may be helpful

Technical Role

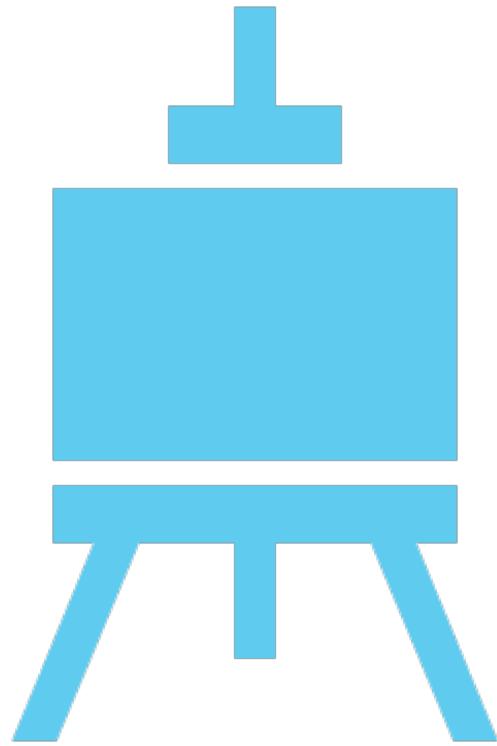
Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li data-bbox="236 391 1098 491">• Incorporating course technologies support teaching and learning endeavors<li data-bbox="236 562 1156 605">• Providing full support for course technologies	<ul style="list-style-type: none"><li data-bbox="1230 391 2211 491">• Avoid using “technology for technology’s sake” – alignment is key<li data-bbox="1230 562 2277 714">• For any technologies used in the course, link to tech support, privacy statements, and accessibility statements<li data-bbox="1230 785 2308 948">• Technology Acceptance Model—Perceived usefulness and perceived ease-of-use are important factors in technology implementation<li data-bbox="1230 1019 2288 1182">• Model citation: Davis, F. D.; Bagozzi, R. P.; Warshaw, P. R. (1989), "User acceptance of computer technology: A comparison of two theoretical models", <i>Management Science</i>, 35 (8): 982-1003, doi:10.1287/mnsc.35.8.982<li data-bbox="1230 1233 2295 1359">• More information on TAM: https://en.wikipedia.org/wiki/Technology_acceptance_model#CITEREFDavisBagozziWarshaw1989

Social Role

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li data-bbox="206 391 868 436">• Fostering a learning community<li data-bbox="206 505 652 551">• Establishing rapport<li data-bbox="206 619 639 665">• Preventing isolation	<ul style="list-style-type: none"><li data-bbox="1228 391 2328 488">• First week activities are key—use instructor/student introductions and ice breakers to establish connections<li data-bbox="1228 562 2270 659">• Provide at least one response to each student for participation—even if it is as simple as “Great work!”<li data-bbox="1228 733 2237 831">• Analyze your learners to figure out the best way to balance your discussion forum presence<li data-bbox="1228 905 2265 1002">• Ensure that discussion rules/guidelines are followed (think back to your managerial role)<li data-bbox="1228 1076 2247 1173">• Encourage reflective conversation on how students have grown in their learning throughout the course<li data-bbox="1228 1248 1867 1293">• Employ “check-in” techniques

Discussion!

- ▶ In the Padlet space, discuss these questions pertaining to instructor roles:
<https://docs.google.com/document/d/1FzRdnBvJgg1a24FEhP2gb4pmfKwmnwjbJA5oDt8Dh10/edit?usp=sharing>
- ▶ Padlet: <https://padlet.com/cnkelly1/ixamzk81svx5f6pg>
- ▶ We will reconvene in about 15 minutes.



Setting Up Your Canvas Site

Overall Design Tenets

Logical
flow/organization

Clear rules, guidelines,
& expectations

Management of all
productive/social
interaction

Purposeful tool selection

Accessible materials

Support for all aspects
of the course

Major Shell Components: Syllabus

Course Information

Instructor
Information

Technology
Requirements

Course Policies

University Policies

Topical Outline

Course Learning
Objectives/Summary



Resource: https://fda.fsu.edu/leadership-toolkit/syllabus_preparation

Major Shell Components: Modules

Major content organization

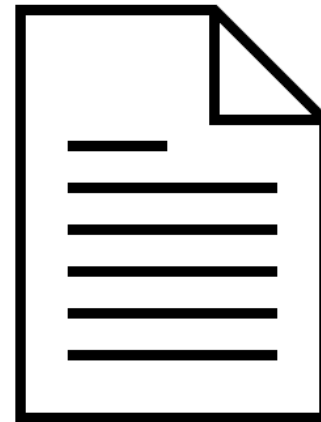
Files, materials, activities, assessments, etc.



Pages can host content

Weekly, daily, units, etc.

Publish/unpublish capabilities



Major Shell Components: Assignments/Discussions

Various upload options

Graded/Ungraded

Set point values, due dates,
plagiarism check, etc.

Q&A boards are helpful



Major Shell Components: Home Page

Multiple Cover Image Options

Consider what links should be readily available

Syllabus, Modules,
Resources, FSU Libraries,
etc.



Miscellaneous Tidbits

Canvas allows you to upload various file types

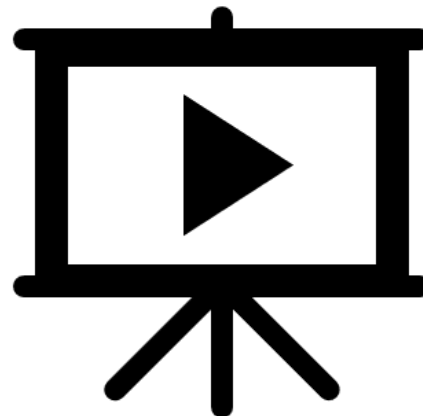
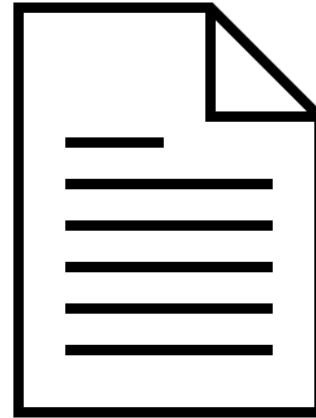
Quizzes are a handy tool for content or for first-day attendance

Try to keep the Canvas interface clean by “hiding” options students won’t be using

“Start Here” pages are good practice

Evaluate your course:

<https://pie.fsu.edu/sites/g/files/imported/storage/original/application/48b07bc9a637d9494ed3f45fd2ce0359.pdf>



Quick Notes on Accessibility

Canvas accessibility checker is a useful but tricky tool

In general:

- Use headers to separate sections
- Avoid using color combinations that may cause problems for individuals with visual impairments
- Add captions/scripts to videos
- Upload PDFs as PDFs rather than images
- Insert alt-text for non-decorative images
- Link to accessibility statements of tools

Canvas Resource: <https://support.canvas.fsu.edu/kb/article/1115-accessibility-usability-overview/>

Lets Review!

The roles of an online instructor include:

- Pedagogical
- Managerial
- Technical
- Social

Managerial, technical, and social roles manifest in the Canvas course shell

Online courses should be well-organized and include full support/rules

Canvas has many functions for:

- Syllabus
- Content Modules
- Assignments
- Organization

Accessibility is complex but does include some simple steps for ensuring an inclusive classroom

Additional Resources

FSU LinkedIn Learning

<https://its.fsu.edu/service-catalog/teaching-learning/linkedin-learning>

Canvas Tutorials/Information

<https://support.canvas.fsu.edu/kb/section/175/>

FSU Office of Distance Learning (ODL)

<https://odl.fsu.edu/>

ODL Quality Matters Rubric

<https://pie.fsu.edu/sites/g/files/imported/storage/original/application/48b07bc9a637d9494ed3f45fd2ce0359.pdf>

Thanks for watching! 😊

QUESTIONS

