

Leveraging Canvas Panel:

“Deconstructing the Syllabus: Re-envisioning Digital Learning with the Shift to Canvas.”

**Link to supplemental digital handout: [click here](#)*

Panelists from The University of Texas at Arlington

Panel Presenters

1. Peggy Semingson (UTA College of Education)-video
2. Brian Brown (UTA College of Education)--facilitator
3. LaShaunn Bold (UTA School of Social Work)
4. Cynthia Kilpatrick (UTA College of Liberal Arts)
5. Michelle Reed (UTA Libraries)
6. Kimberly Breuer (UTA College of Liberal Arts)

Panel Questions: Each Question is Geared to a Panelist, but others will also respond as follow-up.

Panel Facilitator: Brian Brown

1. What are strategies for providing students with feedback through the grading system within Canvas?
2. How do you incorporate open educational resources into your courses?
3. Describe how you engage students through the use of mobile technologies. What strategies do you use to connect students to the course, the instructor, and each other in a fully-online learning environment?
4. What other tools do you use to with Canvas?
5. How do you handle teaching multiple sections of the same course?
6. What features are useful for building community and interaction within Canvas?

Video: Peggy Semingson's Video Response

Video Link (2 minute video): <https://youtu.be/snx1-fBQoJs>

- Mobile app as versatile. Mobile devices are more ubiquitous with students.
- Some students take most or even all of the course via their phone; many also use tablets.
- Increase expectations for discussion board participation since students can access via the mobile app. (student-student interaction is increased)
- Create instructor videos in ARC tool and embed + link out to email and Microsoft Teams backchannel.
- Encourage students to access course content and grading to receive feedback and stay engaged with the course.
- Link to Echo 360 tool (cloud-based interactive tools) in Canvas for easy access and phone as “clicker”.

Online feedback:

- Simple for professor
- Timely
- Helps performance
- Constructive
- Assignment focused
- Offer way for students to respond to your feedback
(ex. 3 ways to improve extra credit)
- Be open to discussion rather than a top down approach
- Incorporate real time chats/conferences
- Use voice app for responding
- Relatable Feedback
- Balance pos/neg. “The Feedback Sandwich”
(praise, criticism, praise).
- personalize the feedback they anticipate the “sandwich”
- More personable is preferred

Leveraging Canvas: Strategies for providing effective feedback in Canvas.
LaShaunn Bold, LCSW APP, SS,UTA

The #1 Takeaway: USE A RUBRIC

Canvas Rubric Pointers

1. Plan the Assignment First
2. Build the Rubric in Word for easy cut & paste
3. Push “Save” and “+Rubric” will appear (explore types of rubrics)
4. Choose your feedback method in Rubric Shell
5. Use icons to edit

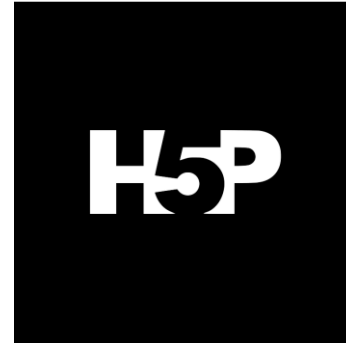
#2: Have Empathy:
Remember you were once a student.

Digital tools:

Design your Rubric in Canvas Vid. 1 [LINK](#)

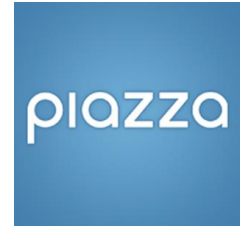
**GRADING Rubrics :
CANVAS Mobile [Vid. 2 Link](#)**

Open Educational Resources (OER)



Going Social with Canvas - Piazza

- Available App for Canvas or Piazza website
- Free
- Alternative to Canvas discussion boards
- Great Analytics on student participation
- Student-driven participation
- Can post question, comment, or create a poll
- Push notifications



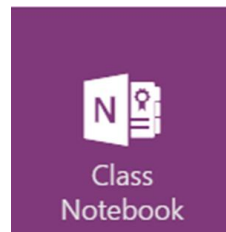
Website: <https://piazza.com>

Info on analytics: <https://support.piazza.com/customer/en/portal/articles/1564015-class-statistics->

Going Social with Canvas - Microsoft Teams

- Create channels for group work
- Backchanneling
- One Note Class Notebook functions
- Can connect to Canvas grade book

[Video instructions on connecting One Note Class Notebook to Canvas grade book](#)



Questions?

Time for Discussion and Dialogue

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