# Course Checklist: Preparing and Personalizing your Canvas Course

Login to https://apps.adtalem.com/ and select the Canvas – DeVry tile.  On the Canvas dashboard, find your course.

## 1. Review your Canvas profile and notification settings [SETTINGS]

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| ☐ Review your Canvas profile | You created this profile during your Canvas Badge Training. Review to ensure it is correct and up to date. |
| ☐ Review and customize your notification settings | These settings will apply across your entire Canvas account. |

## 2. Prepare your course videos and announcements [ANNOUNCEMENTS]

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| ☐ Create a "welcome" video to greet students to the session and your course | Using media tools such as Kaltura, the Canvas Media Recorder, or Voice Thread, welcome your students to the session.  This is an important first impression. |
| ☐ Create additional course videos and announcements as needed | Other important guidelines to note are late policy, grading expectations, timing of when students can expect graded assignments, office hours (required) and when/how students can reach you. |
| | You have the option to create multiple course announcements in advance. You can choose the appropriate publish/availability dates for each announcement, and it will be posted automatically and notify students, based on their notifications, at the chosen publish time. Continue to use *video* to connect and personalize your communications with your students. |

## 3. Upload any additional content files into Canvas [FILES]

**QUICK TIP:** Any time you create or upload something in Canvas, **do so in only one place.** You can then easily link back to the item (a file, page, assignment, etc.) in other parts of your course, eliminating the need for duplication.

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| ☐ Upload any external files you would like to provide to students in your course | You may wish to upload additional documents, lecture notes, videos, etc. to help personalize and customize your course.  Do not forget you can set files and folders to only be accessible during a set time. |

## 4. Review DISCUSSION ACTIVITIES and personalize as need be

**NOTE:** Discussions are now "discussion activities" to include a wide variety of learning events, not just pure text postings.   Faculty should be weaving in engagement technologies, case studies, simulations, journaling, article reviews, or data synthesis/evaluation to meet course objectives to ensure course content is relevant and current.

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| ☐ Personalize discussion activities | Faculty can modify titles of discussion activities to ensure relevancy, currency, and a "one size fits one" approach to personalized learning. |

- ☐ Activities must align to weekly course objectives and ensure course standards are intact

- ☐ Course sequence must be maintained

- ☐ PLEASE REVIEW MODIFCATIONS WITH YOUR ACADEMIC LEADER IF YOU HAVE QUESTIONS OR NEED GUIDANCE

Course standards remain unchanged. A 2-hour class requires 30 contact hours; a 3-hour class requires 45 contact hours; a 4-hour course requires 60 contact hours.

- ***Online courses – average weekly contact hours***
- 2-hour course: 3.75 hours/week
- 3-hour course: 5.6 hours/week
- 4- hour course: 7.5 hours/week

- ***Onsite blended courses – average weekly contact hours***
- 2-hour course:  1.88 hours on site (15 total)
      1.88 hours online/week (15 total)
- 3-hour course:  3 hours on site (24 total)
      2.6 on line a week (21 total)
- 4- hour course:  4 hours on site (32 total)
      3.5 on line a week (28 total)

***EXAMPLE: BUSN115*** students work in teams of 5 to evaluate real financial statements. Each team works collaboratively during the week and submits a Voice Thread on their findings. Faculty respond back to each student group using video with feedback on their assignments.  Engagement is not compromised -- it has been repurposed.

## 5.  FOR ONLINE BLENDED COURSES: Add live sessions via WebEx to supplement or enhance learning

- ☐ Modify or create live huddle sessions/lectures/lab sessions

Online courses should be regularly holding live sessions using WebEx.  Faculty can modify existing discussion activities to include a live component or create additional live sessions to enhance learning.

Make sure you record and make your live sessions available for students that cannot attend.

***EXAMPLE 1: SUBSITUTE ONE DISCUSSION ACTIVITY WITH A LIVE SESSION.*** A BUSN115 class now has a "live Dr. Jones Huddle" every Wednesday at 7pm as an alternative to ONE of the discussion activities.  Dr. Jones has each student group POST his or her assignments prior to the live session.  The live session starts with a mini-lecture. Each student team presents their findings of the financial statement analysis. Dr. Jones then has the entire class engage in a virtual active learning activity. The live session is recorded for those that cannot attend. Those students who cannot attend are provided an alternative assignment to make up the points and then submits the assignment to meet course expectations.

***EXAMPLE 2: ADD A LIVE HUDDLE TO SUPPLEMENT EXISTING ACTIVITIES OR LABS***. Faculty add a weekly live session to supplement existing assignments, labs, etc.  The same BUSN115 class has a weekly mini-lecture on weekly content and reviews a financial statement using best practices to help students with their weekly assignments.

## 6. FOR ONSITE BLENDED COURSES: Modify ONE of the discussion activities to foster ACTIVE and APPLIED LEARNING for weekly class meetings

☐ Modify one of the discussion activities to support face to face active learning

On-site blended courses are expected to integrate live active learning strategies to best support students. Active learning activities should be substituted for one of the discussion activities/points.

*EXAMPLE: BUSN115* students come to class on Wednesday night. A mini lecture is held on financial statements. Students are assigned groups to evaluate the statements. Students create artifacts and present their findings to their classmates. Faculty engage and interact throughout the entire class meeting.

## 7. Manage the people and groups in your course roster [PEOPLE]

☐ If you will be using student groups in your course, create those groups now

Some group-sets should have migrated over from the master course, but you will still need to create the actual student groups within each group set. **It is imperative** you check any group assignments to ensure the proper group set is selected.

## 8. Review due dates

☐ Review due dates to all assignments and discussion activities in your course and modify if appropriate

Review your course calendar, and create additional calendar events (e.g. live huddle sessions, study sessions, student conferences) as needed.

Changing a due date in the course calendar automatically changes the date in the assignment settings and in the assignment summary displayed on your syllabus page.

☐ Review the gradebook

[GRADES]. All course assignments should appear as columns in the gradebook automatically.

## 9. As a final check, review your syllabus page [SYLLABUS]

☐ Check your syllabus page

It is a good idea to revisit your syllabus. See link HERE that notes what components of the syllabus are editable and which are not.

http://cdiat.devrygroup.com/video/player.html?video=0_ip3cc480

## 10. Welcome your new students

☐ Send a "welcome" message to your students using the Inbox messaging system

Some students may not know how to access your course in Canvas right away, so it is important to contact your class via an inbox message to provide access instructions during preview week.

Videos can be integrated into your welcome message using the Canvas Media Recorder. Links can be embedded into your welcome email – a great way for your students to get to know you!

## 11. Teaching a DeVry Tech Course?

☐ If you are teaching a DeVry Tech course, see link here to Voice Threads

Link to all DeVry Tech course videos HERE:

https://devryu.instructure.com/courses/900/pages/devry-tech-course-updates?module_item_id=1080919

## 12. Course Issues – New Course Reporting Tool

☐ Check out the new tool to report course issues called CIRT (Course Issue Reporting Tool)

If there is an issue with your course, please see the following link in the CTE:

Http://devryu.instructure,com/courses/900/pages/content-issue-reporting

A link to the CIRT can also be found in the Canvas resource page

## 13. New Tutoring Support – TUTOR.COM

☐ Opt into early alert notices from tutor.com to monitor your students' usage of this important resource

Step by step, instructions for opting-in can be located in the CTE via the tutor.com client portal.

## 14. Where to go for support?

☐ Refer back to the online searchable Canvas Guides if you have additional questions

Faculty should utilize the searchable Canvas Instructor Guide for crowd sourcing and additional supports:
https://community.canvaslms.com/community/answers/guides/canvas-guide

☐ Refer back to the Center for Teaching Excellence for support and assistance

The Center for Teaching Excellence can be found on your dashboard or in your Courses area and houses many instructional resources to foster crowd sourcing.

☐ Email CTE for support

DVUTeachingandLearning@adtalem.com

☐ Attend Virtual open office hours for DeVry Tech or Canvas support

Virtual open office hours are available for additional faculty support starting next week through the entire July session.

☐ Students have questions?

Students can access supports via the Student Resource Center link in their courses:
https://devryu.instructure.com/courses/899

Center for Teaching Excellence