



ACU Canvas Experience Guide

An evidence-based guide to setting up a high-quality ACU unit in Canvas.

Centre for Education and Innovation

Contents

Welcome 3

Part 1:
Introduction to Canvas at ACU 6

Part 1A:
Defining a quality student experience in Canvas 7

Part 1B:
How student feedback informs ACU's approach to Canvas 15

Part 1C:
ACU's Canvas course production cycle 24

Part 2:
Checklist, step-by-step guide and support 37

Part 2A:
Checklist 39

Part 2B:
Detailed step-by-step guide 44

Part 3:
Canvas support for ACU staff 87



Welcome



Welcome to Canvas at ACU!

Canvas is ACU's Learning Management System (LMS), chosen to offer a great experience for staff and students.

This guide describes the essential parts of an ACU Canvas course and provides step-by-step instructions to help staff get their Canvas courses ready for teaching. Following the guide will guarantee students and staff a familiar experience each time they access an ACU Canvas course.

With Canvas, ACU aims to reduce the administrative burden of setting up an LMS site. This guide is intentionally non-prescriptive about teaching practices beyond setting up a basic unit welcome and orientation. Instead, the guide provides the foundation from which ACU's teaching teams can use their expertise to deliver teaching that best suits their students and their expertise.

ACU staff will have access to the best possible support when using Canvas, including:

- 24/7 phone and chat support with Canvas experts.
- Canvas Community to discuss Canvas with colleagues at other Canvas institutions.
- *Canvas Essentials* training series, aligned to the steps in this guide.
- Support from ACU's Canvas admin team via Service Central.

By following this guide all staff will be applying a set of quality standards that will ensure ACU's Canvas courses are well organised, easy to navigate and a foundation for a great learning experience.

Centre for Education and Innovation

July 2023

This guide adopts the term 'Canvas course', as this is the term used in the official Canvas guides. A helpful way to express the relationship at ACU is that:

ACU units are taught in Canvas courses.



About the Canvas Experience Guide

The *Canvas Experience Guide* is primarily intended for ACU staff who will be preparing a Canvas course for teaching at ACU.

The role of the guide is to define a baseline Canvas experience, underpinned by quality standards, and to provide the necessary practical information for staff to prepare Canvas courses in line with the described approach.

Can I go straight to Part 2?

Yes - If you only want step-by-step instructions for preparing a Canvas course without the rationale then go straight to Part 2. There is lots of great information in Part 1, but no specific Canvas instructions.

Why

Part 1: Introduction to Canvas at ACU

Part 1 explains why ACU is adopting the *Canvas Experience Guide*.

Part 1A explores the **quality standards** that informed the development of the eight steps in the step-by-step guide.

Part 1B presents an analysis of 4000 items of **ACU student feedback** that have informed ACU's Canvas approach.

Part 1C is an overview of **ACU's Canvas course production cycle**. In implementing Canvas, ACU has developed a comprehensive Banner to Canvas integration and some Canvas templates and their role is explained.

How

Part 2: Checklist and step-by-step guide

Part 2 is an eight step practical guide to preparing a Canvas course, covering:

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Part 2A presents the steps in a brief **checklist**.

Part 2B provides step-by-step **detailed guidance** on how to complete each step.

Part 3: Canvas support for ACU staff

Part 3 describes the **support resources** available if staff need help preparing a Canvas course, or during their teaching.



Introduction to Canvas at ACU

ACU Canvas Experience Guide Part 1



Defining a quality student experience in Canvas

ACU Canvas Experience Guide Part 1A

Defining a quality student experience in Canvas

One of ACU's primary aspirations for Canvas is to enable a high-quality student experience.

Quality, in this context, specifically refers to a quality assurance framework that divides a large set of unit-level quality standards (based on the *Quality Matters*¹ rubric) into four different domains that reflect how ACU organises responsibility for quality:

1. Canvas course readiness
2. Canvas environment
3. Curriculum design and approval
4. Learning design

Because curriculum design and learning design have their own discrete, established processes at ACU, **the focus of this guide is on explaining how to meet the Canvas course readiness standards and the Canvas environment standards.** While our focus is on fulfilling the first two domains, all of the standards are presented, to provide a holistic picture of quality.

¹ A set of standards developed by the external Quality Matters consortium. See <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>



Canvas course readiness quality standards

This set of standards describes aspects of quality related to the administrative and functional preparation of a Canvas course for learning.

Each of these items should be present in a Canvas course at the commencement of the teaching period.

How to achieve these standards:

Follow all the steps in Part 2 of this guide. Table 1 shows how each step in the guide contributes to achieving the various standards.

Table 1: Canvas course readiness quality standards mapped to steps in this guide

#	DESCRIPTION	STEPS
1.1*	Instructions make clear how to get started and where to find various unit components.	1, 2
1.2	Students are introduced to the purpose and structure of the unit.	2
1.3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	1, 4, 6
1.8	The self-introductions by the teaching team are professional and are available online.	4, 5
1.9	Students are provided a space and encouraged to introduce themselves to the class.	5
2.3	Learning objectives or competencies are stated clearly, are written from the student's perspective, and are prominently located in the unit.	2
3.2	The unit grading scheme is stated clearly at the beginning of the unit.	2, 3
3.3	Specific and descriptive criteria are provided for the evaluation of students' work, and their connection to the unit grading policy is clearly explained.	3
4.3	The unit models the academic integrity expected of students by providing both source references and permissions for use of instructional materials.	7
8.1	Unit navigation facilitates ease of use.	1
8.3	The unit provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse students.	7

* The non-sequential numbers reflect a reorganisation of the Quality Matters rubric for ACU's context.

Canvas environment quality standards

This set of standards describe aspects of quality that are related to providing students with adequate support, policy frameworks and descriptions of the resources required to effectively participate in the unit.

As much of the support and policy information is applicable ACU-wide the bulk of the work meeting these standards has been done in the Canvas environment. The main responsibility of the teaching team is to ensure any gaps specific to their unit are filled as they prepare their Canvas courses.

How to achieve these standards:

Follow Step 7 in Part 2 of this guide.

Table 2: Canvas environment quality standards

#	DESCRIPTION
1.4	Policies with which the student is expected to comply are clearly stated within the unit, or a link to current policies is provided.
1.5	Minimum technology requirements for the unit are clearly stated, and information on how to obtain the technologies is provided.
1.6	Computer skills and digital information literacy skills expected of the student are clearly stated.
6.4	The unit provides students with information on protecting their data and privacy.
7.1	The unit instructions articulate or link to a clear description of the technical support offered and how to obtain it.
7.2	Unit instructions articulate or link to the institution's accessibility policies and services.
7.3	Unit instructions articulate or link to the institution's academic support services and resources that can help students succeed in the unit.
7.4	Unit instructions articulate or link to the institution's student services and resources that can help students succeed.
8.6	Vendor accessibility statements are provided for all technologies required in the unit.

Curriculum design and approval quality standards

This set of standards describe aspects of quality focused on the design of the unit curriculum.

At ACU, these standards are largely met via the processes that underpin the development of our curriculum, as defined in ACU's *Course Accreditation, Amendment and Review Policy* and accompanying *Procedures*.

How to achieve these standards:

Ensure that the approved, published curriculum (GUO) is reflected in the Canvas course content and teaching practice.

Table 3: Curriculum design and approval quality standards

#	DESCRIPTION
1.7	Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
2.1	The unit learning outcomes are measurable.
2.2	Module or topic level learning outcomes describe outcomes that are measurable and consistent with the unit learning outcomes.
2.3	Unit learning outcomes are stated clearly, are written from the student's perspective, and are prominently located in the unit.
2.4	The relationship between unit learning outcomes and learning activities is clearly stated.
2.5	The unit learning outcomes are suited to the level of the unit.
3.1	The assessments measure the achievement of the stated unit learning outcomes.
3.4	The assessments used are sequenced, varied, and suited to the level of the unit.
3.5	The unit provides students with multiple opportunities to track their learning progress with timely feedback.

Learning design quality standards

These standards focus on implementing the approved curriculum through learning design, both in face-to-face and online contexts.

Achieving these standards is largely about ensuring strong alignment across the various materials, activities and assessment tasks in the unit.

How to achieve these standards:

- Reflect on the standards when preparing your unit.
- Look at the evidence for ideas - such as the INSPIRE toolkit and unit evaluation data.
- Implement the *ACU Thrive* model in relevant units.
- Seek advice from the Learning Experience Design team in CEI.

Table 4: Learning design quality standards

#	DESCRIPTION
4.1	The learning materials contribute to the achievement of the stated unit learning outcomes.
4.2	The relationship between the use of learning materials in the unit and completing learning activities is clearly explained.
4.4	The learning materials represent up-to-date theory and practice in the discipline.
5.1	The requirements for student interaction are clearly stated.
5.2	Learning activities provide opportunities for interaction that support active learning.
5.3	The teaching team's plan for interacting with students during the unit is clearly stated.
5.4	Learning activities promote the achievement of the stated learning outcomes.
6.1	The learning tools in the unit support the learning outcomes.
6.2	The learning tools in the unit promote student engagement and active learning.
8.2	The unit design facilitates readability.
8.4	The unit provides alternative means of access to multimedia content in formats that meet the needs of diverse students.
8.5	Unit multimedia facilitates ease of use.

Note: *Quality Matters* standards 4.5 and 6.3 relate to a *variety* of learning materials and learning tools, respectively. *Variety* is an important, but amorphous concept. For ACU purposes, the inability to provide clarity around an appropriate amount of *variety* led to the omission of those two standards. The position taken is that the guidance provided in the other standards is clearer, more purposeful and will organically contribute to an appropriate level of variety.

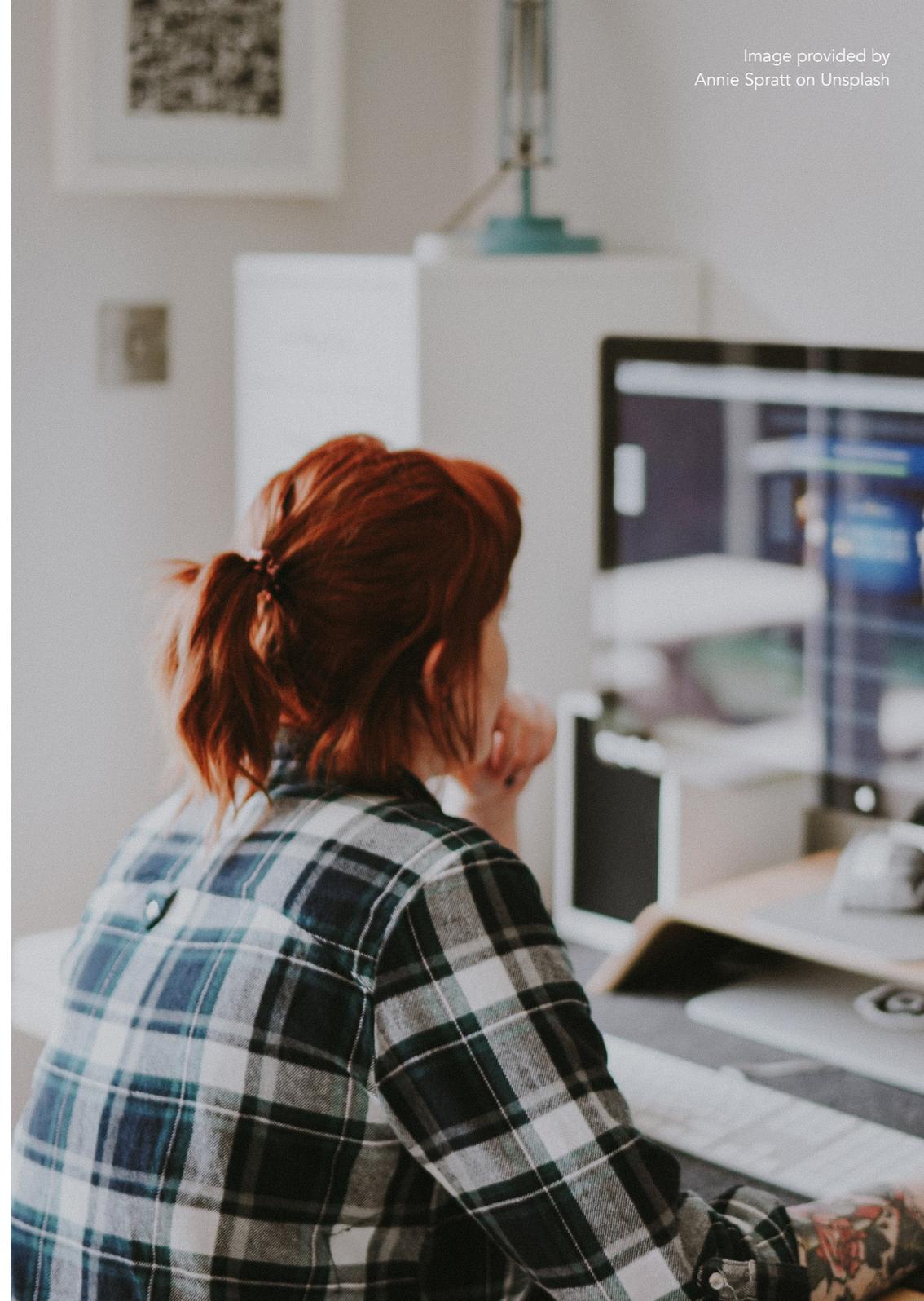
Applying quality standards within the ACU unit life-cycle

Figure 1 (overleaf) presents a conceptualisation of the quality standards applied to ACU's unit life-cycle.

The diagram shows that curriculum design and approval standards relate to the development and ongoing approval of the GUO's, which represent the formally approved curriculum of an ACU unit.

For our purposes, it is assumed that ACU's curriculum governance processes produce GUO's of good quality. Therefore, this guide advocates for presenting the curriculum, as approved, to students in their Canvas courses.

The diagram also shows that the other three sets of standards relate to *implementing* the approved curriculum. It is good practice to review these three sets of standards before the commencement of teaching, and at other suitable times.



- 1 Canvas course readiness standards
- 2 Canvas environment standards
- 3 Curriculum standards
- 4 Learning design standards

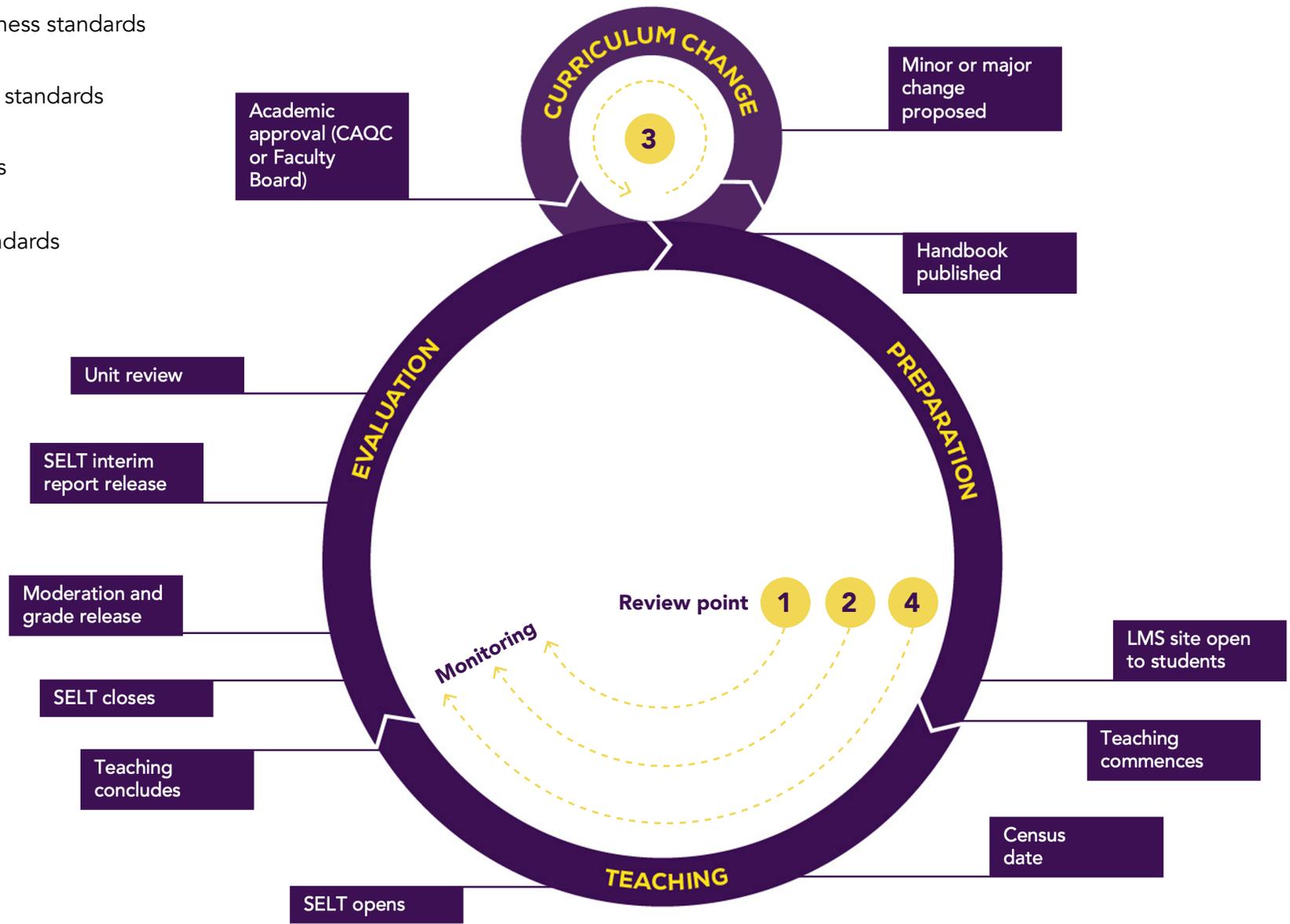


Figure 1: ACU unit quality cycle showing good review points for each set of quality standards.



How student feedback informs ACU's Canvas approach

ACU Canvas
Experience Guide
Part 1B

How student feedback informs ACU's Canvas approach

Purpose of exploring student feedback

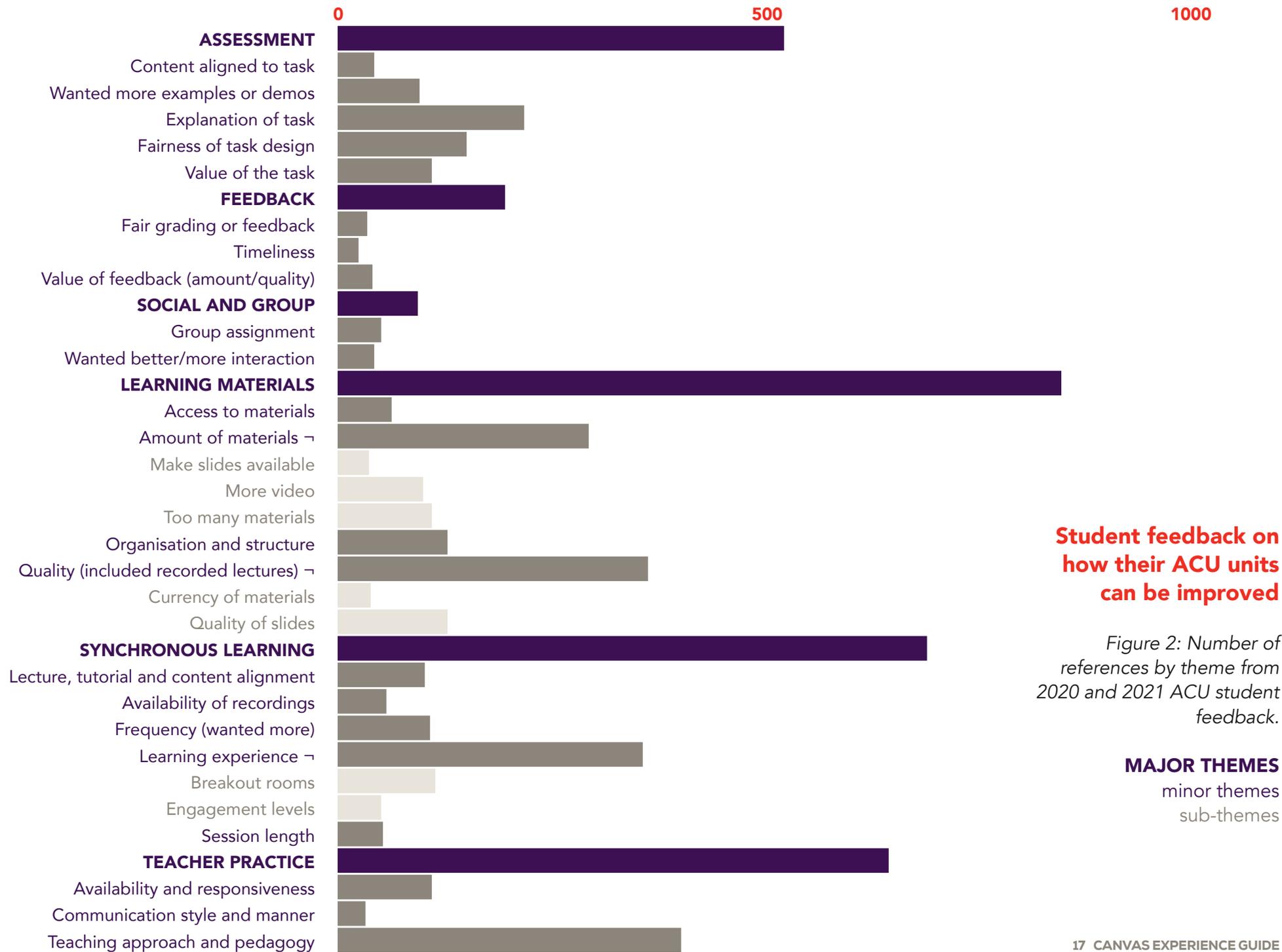
During ACU's Canvas implementation, the project team reviewed and coded 4000 qualitative student feedback comments related to learning technology at ACU. The goal was to ensure that student ideas and recommendations were at the heart of ACU's Canvas implementation, especially in relation to:

- Canvas templates.
- Location of information in the Canvas environment.
- Essential practice advice and training for teaching staff.
- Priority areas when migrating content from Moodle (LEO) to Canvas.

The data is presented in Figures 2 and 3 (overleaf).

Methodology notes

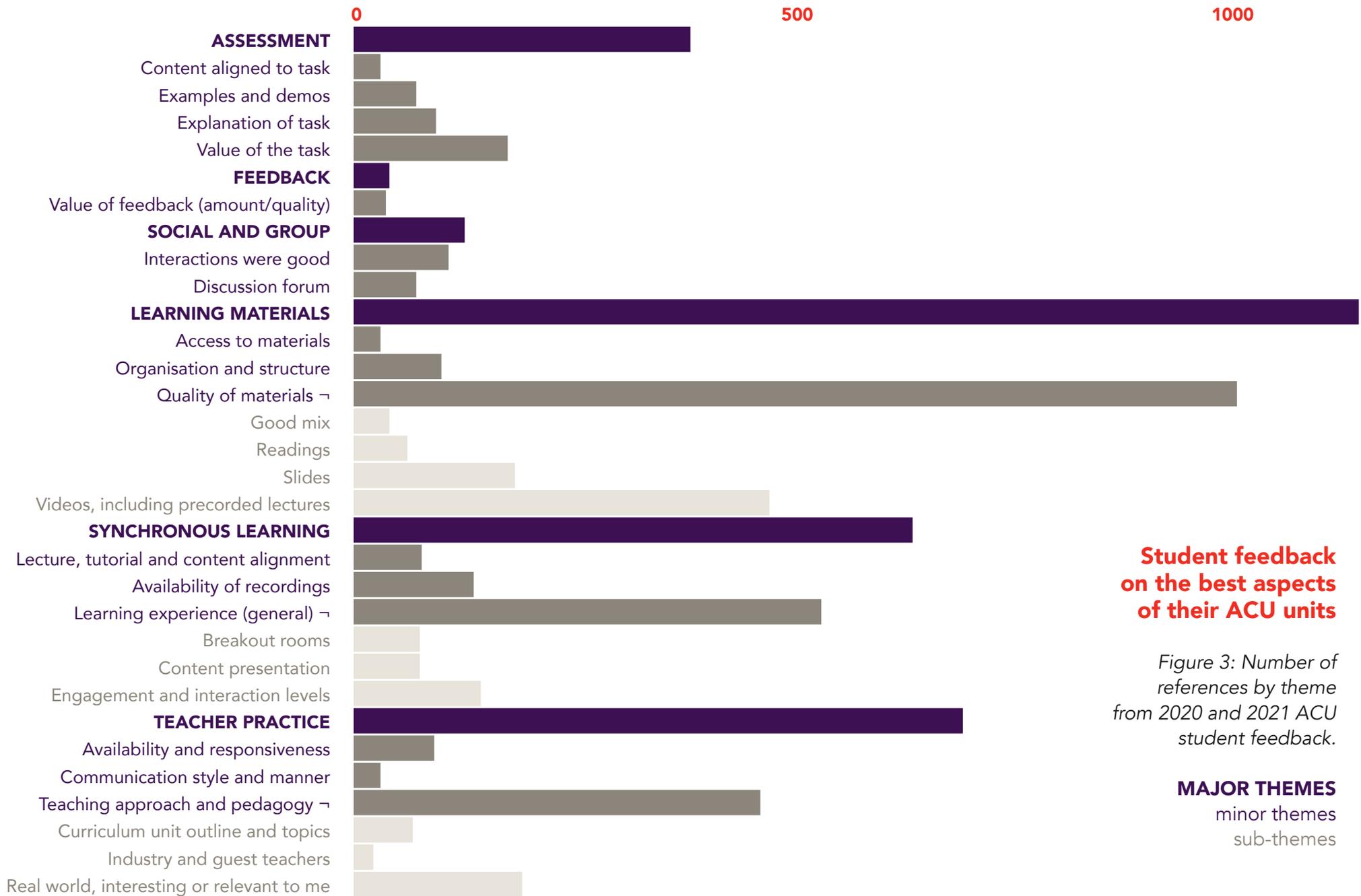
- Data is from 2020 onwards.
- 2000 needs improvement and 2000 best aspects comments were reviewed and classified.
- Comments that addressed multiple themes were broken into individual references, so there is a much larger number of references than overall comments in the data tables.
- Comments were manually coded by a single coder in NVIVO.
- The conceptual model (the theme and sub-theme structure) was iteratively refined as coding progressed.
- Comments were a subset of all SELT comments, focused on use of learning technology, and should be interpreted as reflecting student views on technology-enhanced learning rather than their overall learning experience.
- Approval for access to the feedback was obtained from ACU's Provost for the internal-to-ACU purpose of ensuring that student feedback helped drive the design of the Canvas implementation.



Student feedback on how their ACU units can be improved

Figure 2: Number of references by theme from 2020 and 2021 ACU student feedback.

MAJOR THEMES
 minor themes
 sub-themes



Student feedback on the best aspects of their ACU units

Figure 3: Number of references by theme from 2020 and 2021 ACU student feedback.

MAJOR THEMES

minor themes

sub-themes

It was striking how closely the feedback and suggestion themes from students aligned to suggested practices in the quality standards.



Canvas design ideas from student feedback

Design ideas

When analysing the student feedback, the project team distilled the most relevant to Canvas comments and themes into four key design ideas that would become the basis for the design of ACU's Canvas templates, Canvas environment and the step-by-step process in Part 2 of this guide.

Design idea 1:

“Give the unit-specific learning information the most prominence in my Canvas courses.”

Throughout the feedback, students expressed a desire to minimise the amount of generic ACU information they had to wade through when commencing a new unit. There were four key items that students asked to be prioritised in each unit:

1. Unit outline
2. Learning schedule
3. Assessments
4. Teaching team contacts

The first three of these items are on the *Home* page of ACU's Canvas template. The teaching team information is one click away from the *Home* page.

“I like the schedule. As a student I'm usually redownloading the Extended Unit Outline and trying to find it all the time.”

“I like that the EUO is just a page on here, rather than a PDF to download. It's easier to have it one place.”

- Students in the design critique workshop about ACU's Canvas template.

Canvas design ideas from student feedback

Design critique workshops

The Canvas project team used the student feedback early in the project to inform the design of the template and the steps presented later in this guide.

A second, crucial step in the design process was to get student feedback on what was built.

After the template was developed, students were invited to design critique workshops, where feedback was elicited with as little prompting as possible.

Comments from students in these workshops are presented in the yellow dialogue boxes.

Design idea 2:

“Make my Canvas courses feel familiar and consistent across my studies.”

Because university study often involves learning complex theories and practices, students wanted LMS sites that were easy to navigate so they could focus their energy on the learning itself.

There are five specific items that should be similar across all ACU Canvas courses:

1. Course Navigation Menu
2. Home page
3. Assessment information and submission processes
4. Communication tools and online classroom setup
5. Information and resources

“It’s easy to navigate quickly to important sections of Canvas...Love the navigation of it, so easy having the modules, discussions. It’s so much more intuitive and accessible.”

- Student in the design critique workshop about ACU’s Canvas template.

Canvas design ideas from student feedback

Canvas Calendar and To-do list.

The Canvas *Calendar* and *To-do* list are automatically populated based on the assignments, tasks and due dates from all of a student's current Canvas courses.

Design idea 3:

"I want a coherent experience across all my Canvas courses."

Students wanted to feel like their teaching teams were working together to provide a harmonious experience across all of their units. Some Canvas features work best if they are used in all of a student's units, notably the:

- Canvas *Calendar*
- Student *To-do*

These two features help ensure students have a unified understanding of what is expected across their ACU studies.

As you work through the steps in Part 2, you will find plenty of guidance around how to set up a Canvas course that ensures these features are useful to students.

"Something I do like about the dashboard is quickly being able to access assignments and announcements pages."

"Really like how the calendar is large and you can plan out and add events. It's important to have the timetable on that calendar."

"I really like the calendar feature, I like that it has the assessments in it – it's an automatic planner for students – the best feature I've seen is the calendar."

- Students in the design critique workshop about ACU's Canvas template.

Canvas design ideas from student feedback

Student Portal gets a makeover.

Outside of Canvas, ACU has a refreshed *Student Portal*, which provides students with quick access to all of the helpful services and amenities ACU has to offer.

The portal is a great resource that students can access from anywhere in canvas via the *MyACU* menu item.

Design idea 4:

“Minimise the presence of whole-of-ACU information in individual Canvas courses.”

Students were often overwhelmed by the amount of ACU-wide content in their units and left frustrated by out-of-date content or broken links to support resources.

Where possible, ACU-wide information has been provided in Canvas globally, rather than in individual units. This means that if links or content changes, the effort required to update is minimal. Locations where ACU-wide information is prominent are:

- *MyACU* global menu item, which gives students quick access to ACU's *Library*, *Academic Skills Unit*, relevant policies, and the *Student Portal*.
- *Help* menu item with 24/7 Canvas support.
- *Impact* messages and hints (these are strategically placed around Canvas to draw attention to particular information, where it is most relevant).

“I really like the MyACU tab, specifically the acknowledgement of country.”

“Studiosity is so useful to have in the navigation, as an international student... it's so helpful being right there in the navigation in Canvas.”

“Most of the stuff is on the website, don't need to download PDFs. It's a major improvement, so inconvenient having to download with LEO”

- Students in the design critique workshop about ACU's Canvas template.



ACU's Canvas course production cycle

ACU Canvas Experience Guide Part 1C

ACU's Canvas course production cycle

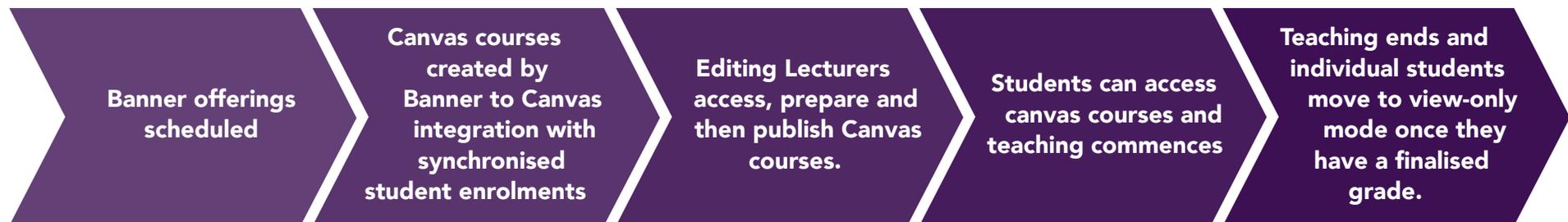


Figure 4: High-level ACU Canvas course production cycle.

When ACU teaching staff access their Canvas courses for a new teaching period a number of administrative tasks and settings will have been completed courtesy of the Banner to Canvas integration and an ACU Canvas course template. The roles of the integration and templates will be described in this section.

Figure 4 presents a high-level overview of the ACU Canvas course production cycle. Some important notes:

- Students cannot access a Canvas course until the course is published and ACU's official earliest commencement date for the term is in 14 days or less away. Preventing students from very early access is a safety net in case a Canvas course accidentally gets published well before it is ready.
- Individual students can actively participate in a Canvas course until two weeks after a final grade has *rolled* in Banner. This ensures students with *Equity and Inclusion Plans* or *Special Consideration* have the ongoing access they require.

Creation of Canvas courses

ACU's Banner to Canvas integration course creation rule

ACU's Banner to Canvas integration creates Canvas courses according to the following rule:

All Banner offerings that share the same combination of unit code and teaching period will share a Canvas course, except the following:

- *Away from Base*
- *Teach for Australia*
- *Online Unscheduled*

Offerings of these types have their own Canvas course created.

The Banner to Canvas integration

ACU's unit offerings are scheduled and managed through the student management system – Banner. These offerings are what students subsequently enrol in.

At ACU, Canvas and Banner are integrated, so Canvas courses are automatically created for active offerings in Banner. Banner cohorts and enrolled students are automatically added to each Canvas course.

ACU's Banner to Canvas integration creates Canvas courses according to the rule in the red dialogue box to the left. The integration supports a National unit approach (explained on pages 26 and 27), where students from different campuses share the same content and Canvas course.

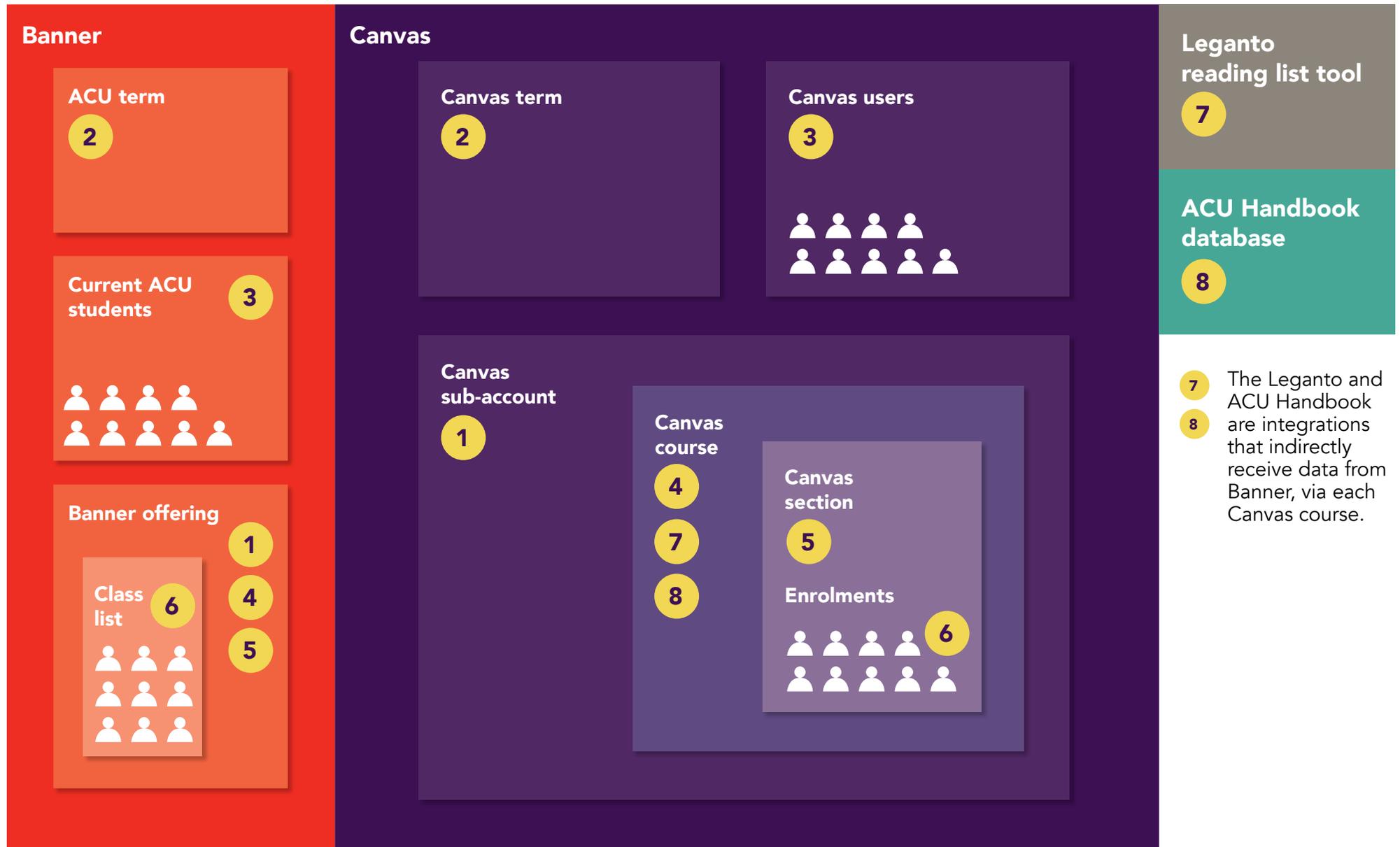
Tasks handled by the Banner to Canvas integration

The Banner to Canvas integration takes care of the following automatically:

- Creation of Canvas courses.
- Applying a name, unit code and correct ACU teaching period to each Canvas course.
- Assigning an *Integration ID* so that each Canvas course can connect to ACU's reading list tool – *Leganto*.
- Placing each Canvas course into a school-based Canvas sub-account.
- Creation of a Canvas section for each Banner offering.
- Enrolling and unenrolling students into their correct Canvas sections as they interact with ACU's enrolment system.
- Assigning participation dates - based on ACU terms - to each Canvas course.
- Moving students to view-only access once they have received their final grades.

Figures 5-10 variously illustrate how each of these tasks work.

Figure 5: Key structural components of ACU's integrated Canvas environment.



? Matching numbers represent where data is exchanged between two systems.

Canvas Sections: Enabling a National unit approach

You may have noticed an element called a Canvas *Section* in Figure 5. One of the key features of Canvas is the ability to teach different student cohorts in a single Canvas course using sections. ACU's Banner to Canvas integration automatically creates one Canvas *Section* for each Banner Termcode CRN offering.

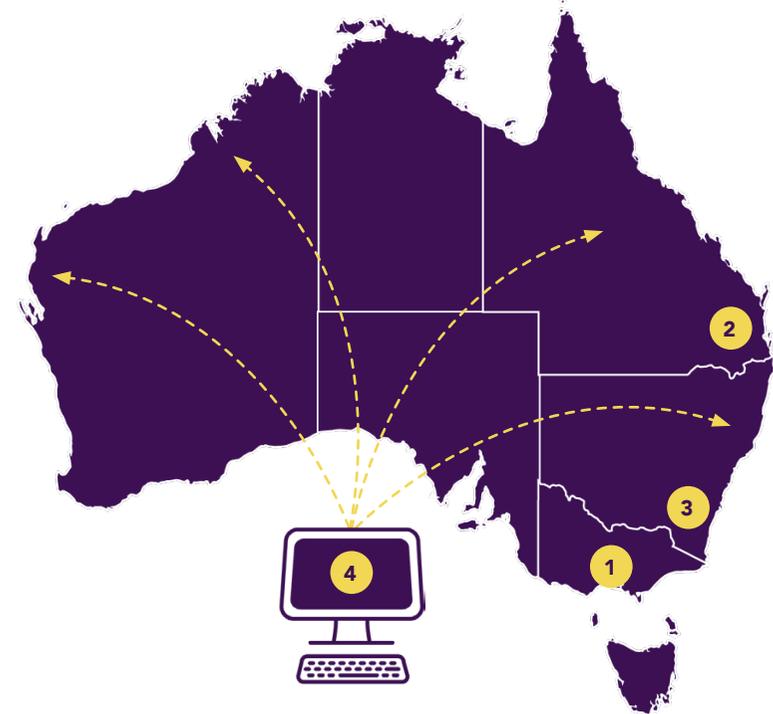
Hypothetically, let's imagine unit code BIOL121 in Semester 2 2023 was being offered in four different campuses/modes:

1. Ballarat
2. Brisbane
3. Canberra
4. Online Scheduled

As Figure 6 shows, the Banner to Canvas integration will place each of these cohorts into a single Canvas course.

If this approach would not suit a particular unit, ACU's teaching teams can use ACU's *Canvas Cross-listing Service Central* form to apply for one of two other Canvas course structures.

- Combining multiple unit codes in a single Canvas course.
- Disaggregating a National Canvas course into campus-based Canvas courses.



A screenshot of the Canvas LMS interface. On the left is a dark blue navigation sidebar with icons for Syllabus, Outcomes, Collaborations, Echo360 Library, Echo360, Echo360 Analytics, Settings, Account, Admin, and Dashboard. The main content area shows a course page with tabs for 'Course details', 'Sections', 'Navigation', and 'Apps'. The 'Sections' tab is active, displaying a list of course sections under the heading 'Course sections'. The list includes: 1 BALLARAT (2 users), 2 BRISBANE (3 users), 3 CANBERRA (2 users), and 4 ONLINE SCHEDULED (2 users). Each section is preceded by a yellow circle with its corresponding number.

Figure 6: Canvas allows different cohorts of students to be taught in the same Canvas course, with each cohort in a Canvas Section.

Benefits of using Canvas Sections

Using *Sections*, teaching teams can leverage the following Canvas features to provide a differentiated experience for each cohort.

1. Communication - Announcements, Discussions and Inbox
2. Assignments and Quizzes
3. Calendar events
4. Groups

Overall, the benefits of using Canvas *Sections* to enable a National unit approach at ACU include:

- Support for implementing the approved curriculum, especially with regard to equivalence of experience across campuses and delivery modes.
- Students having access to a whole-of-ACU community.
- Sustainability - through reducing the number of LMS sites that ACU has to maintain, and reducing the associated (often duplicated) work maintaining resources across many sites for the same unit code.

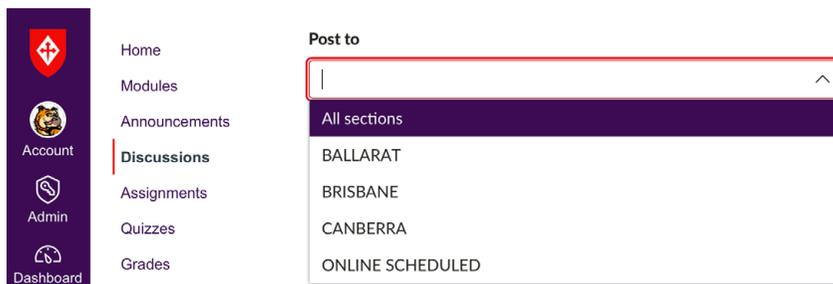


Figure 7: Canvas sections allow communication and activities to be targeted to specific cohorts, as shown here for Discussions.



Figure 8: System integration data flows for a standard ACU Canvas course, excluding enrolments (see Figure 9).

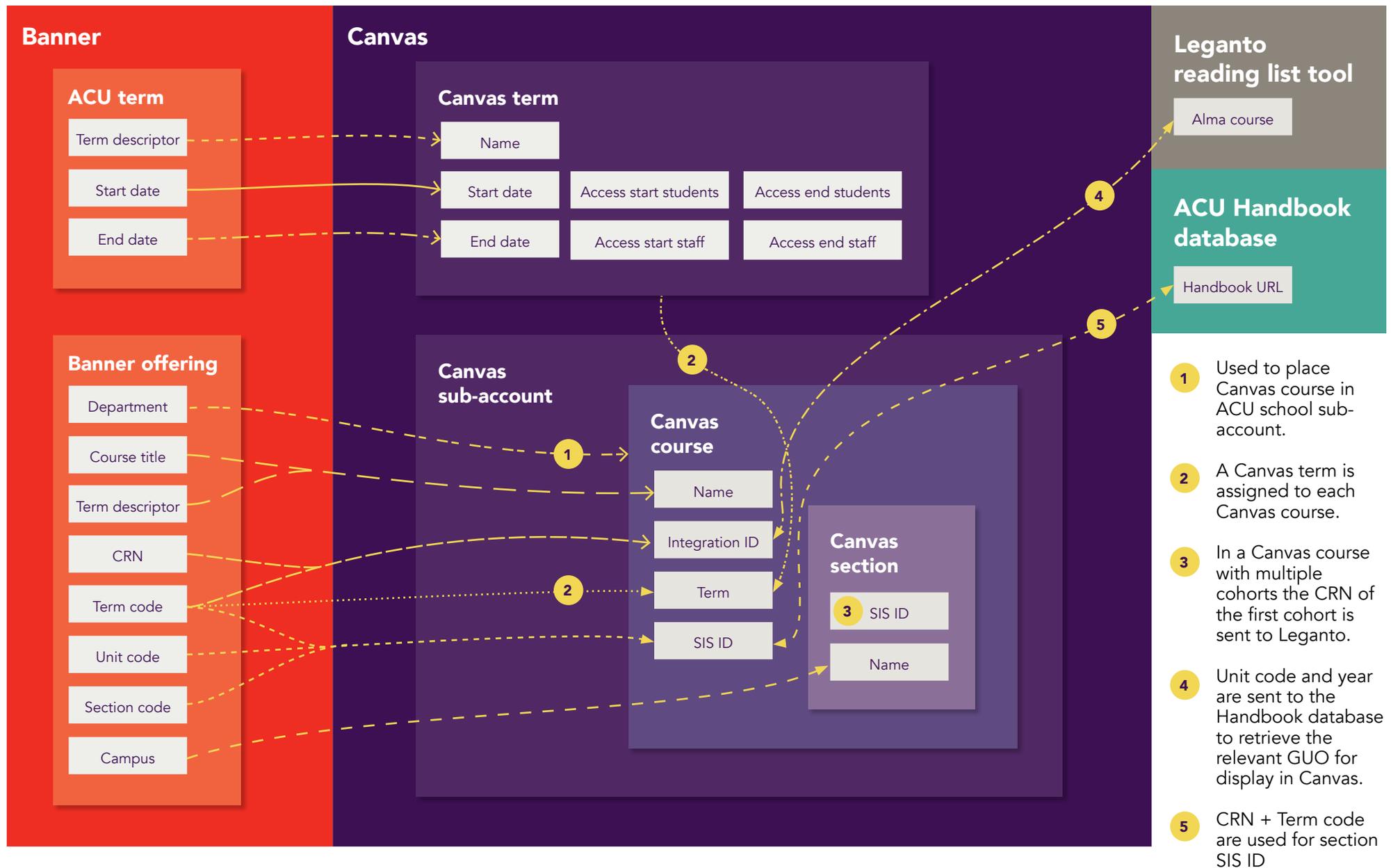
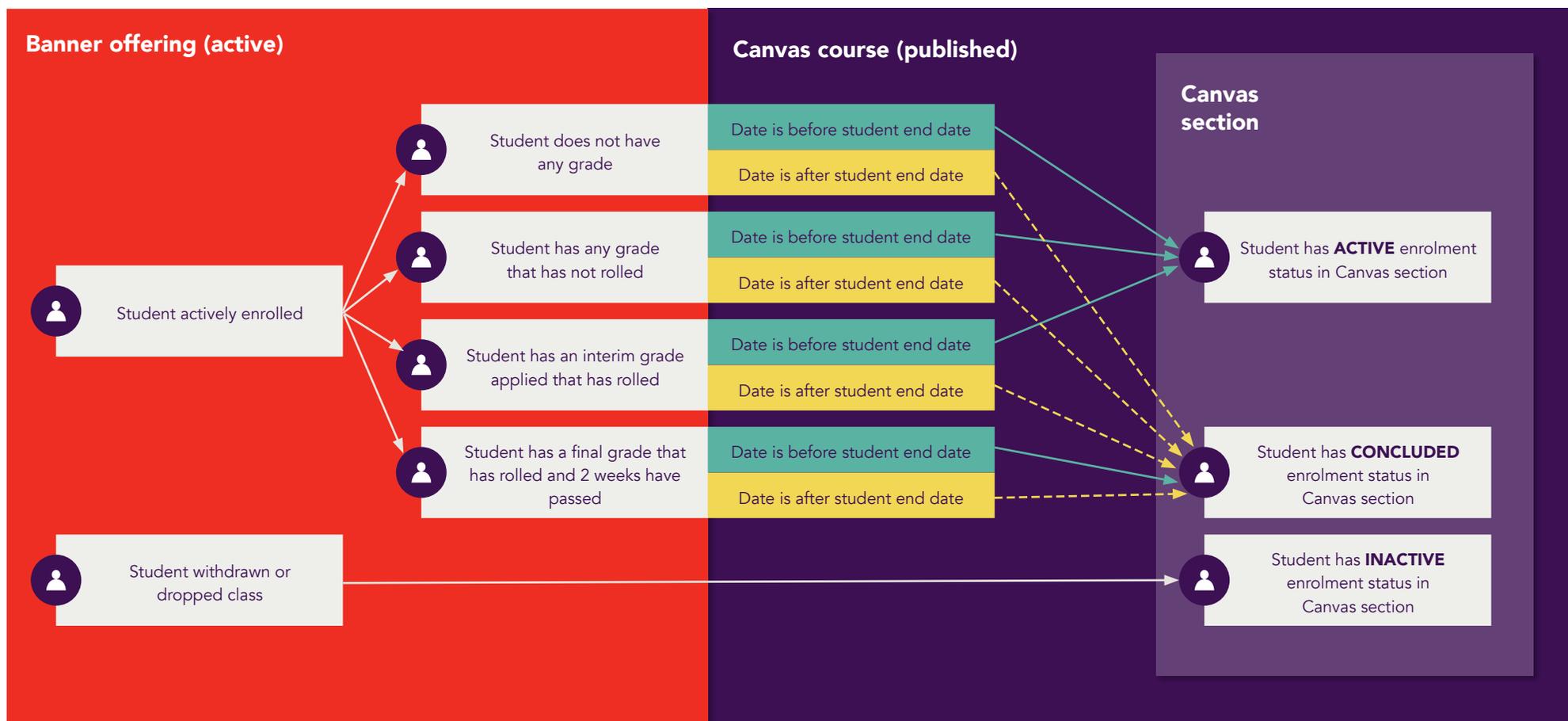


Figure 9: How the Banner to Canvas integration manages unit-level enrolment status in Canvas.



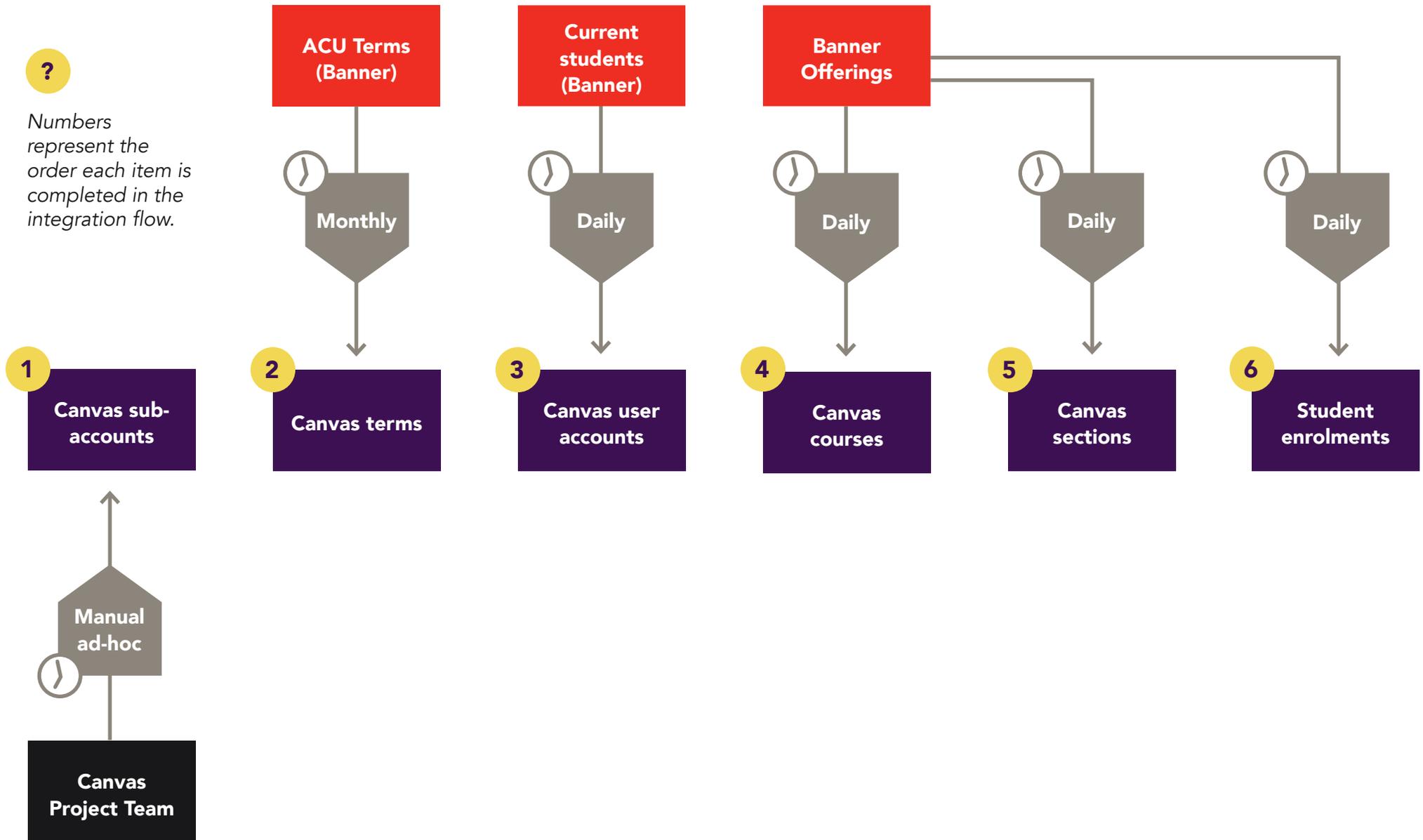
When can students start to participate in a Canvas course?

If the Canvas course is **UNPUBLISHED** then students of any status cannot view or participate in the Canvas course.

If the **current date is more than two weeks before the earliest commencement date for the ACU Term, students will not have access to a Canvas course, even if it is PUBLISHED.** If earlier access is needed, please request through Service Central.

ACTIVE = students can view and participate in Canvas course.
CONCLUDED = students can view but not participate in Canvas course (e.g. can't submit an assignment).
INACTIVE = students cannot view or participate in Canvas course.

Figure 10: Timing and sequencing of ACU's Banner to Canvas integration flows.



Application of an ACU Canvas course template

ACU Canvas templates

ACU has two main templates:

- The *Rollover Template*
- The *New Unit Template*

Both templates have the same settings, the main difference is that the *New Unit Template* includes placeholder content for building a unit from scratch whereas the *Rollover Template* has no content except information to support importing of content from another Canvas course (usually a previous teaching period).

All Canvas courses created by the integration will have the *Rollover Template* applied and if needed staff then import the *New Unit Template*.

The ACU Rollover Template

When a Canvas course is created it will automatically have the *ACU Rollover Template* (Figure 11) added to it.

The *Rollover Template* has no content at all except the homepage with instructions and guidance. This means when teaching staff import content from a previous teaching period, they won't have to delete any annoying placeholder information.

The ACU New Unit Template

This template has the same settings as the *Rollover Template*, with the addition of:

- *Home* page content.
- *Teaching Team, Information and Resources* and placeholder weekly modules.
- *Assignment Groups*.
- *General Unit Discussion* forum.

Template benefits

ACU's templates also help teaching staff by ensuring their Canvas course inherits some settings that align to ACU policies and practices, such as:

- Hiding the *Total* column from students in the *Grades* area.
- Setting the *Grade Posting Policy to Manual*, which means that all grades for an assignment are released at a point chosen by the teaching staff, rather than immediately.
- Putting the *Course Navigation Menu* in the right order.
- Adding *Assignment Groups* for assessable and non-assessable tasks.
- Creating a *General Unit Discussion* forum for students to talk about the unit.

Once the Canvas course has been created and the *Rollover Template* applied, the teaching team can be enrolled in the Canvas course to prepare it for the upcoming teaching period.

Figure 11: ACU Rollover Template, showing the home page with import instructions.

Home

Modules

Announcements

Discussions

Assignments

Quizzes

Grades

Reading List

Echo360

Zoom

Study help 24/7 - Studiosity

Ally Course Accessibility Report

Surveys

Rubrics

Files

Pages

Syllabus

Outcomes

Collaborations

Settings

ACU Rollover Template

[Jump to today](#) Edit

Hello and welcome to an ACU Canvas site for a new teaching period!

ACU's Rollover Template helps you bring content into this Canvas site to help you get ready for teaching.

The steps for importing from a **previous teaching of the unit** are the same as for bringing in a template for a **new unit**, except you'll choose a different Canvas site to import from at Step 3.

Import content step-by-step

Importing content is a straightforward process that should take less than five minutes. The steps below describe the simplest, most predictable method (bring in all content from previous teaching or start a new unit with the ACU template).

Important: If you are retrieving content from a **previously taught unit** follow the steps below, including Step 2A. If this is a **new unit** that has not been taught at ACU before, you should [download the new unit template](#) , which you will then upload at Step 2B.

1. Click **Import Existing Content** from the **Home Page** of a Canvas site, or go to **Settings** and then select **Import Content**. We suggest opening in a new tab so you can keep these instructions here.
2. To import content, there are two options:
 - A. For previously taught units, select **Copy a Canvas Course**, type the unit code or unit name into the search bar. If you cannot see the previous Canvas site in the search then may not have access. Please request access from an Editing Lecturer of that site or from your Faculty Admin.
 - B. For a new unit, select **Canvas Course Export Package** and upload the file you just downloaded (the format is *.imsc*)
3. Select **All Content**
4. Leave **Adjust Events and Due Dates** unchecked
5. Select **Import**

Notes and guidance

Figure 12: Settings that have been applied to the ACU Rollover and New Unit Templates.

The image shows the Canvas LMS navigation menu on the left, with several items highlighted by dashed arrows pointing to descriptive callout boxes on the right. The callout boxes are color-coded: yellow for the Course Navigation Menu, light blue for the Grade Posting Policy, and light green for the other settings.

- Home** (yellow callout): **Course Navigation Menu**
This is in the order specified in the Checklist and Step-by-Step Guide (Part 2).
- Grades** (light blue callout): **Grade Posting Policy**
This is set to **MANUAL**, which means that students will only see the grades for a particular assignment once an *Editing Lecturer* chooses to release them.
- Settings** (light green callout): **Hide Total column from students**
This is set to **ON**, which means that students will not see the Total column in the Grades area.
- Settings** (light green callout): **Restrict students from viewing content before Term Start date**
This is set to **OFF**, which means that students will not be able to enter and view their units before the student access date for the Term that has been assigned to their Canvas site.
- Settings** (light green callout): **Restrict students from viewing content after the Term End date**
This is set to **ON**, so students will have view only access to their Canvas sites after they have received their final grades in Banner.
- Settings** (light green callout): **Timezone**
This is set to **SYDNEY**. Due dates are shown to students both in Sydney time and a student's local time.

Adding teaching staff to a Canvas course

Receiving a Canvas course created by the integration

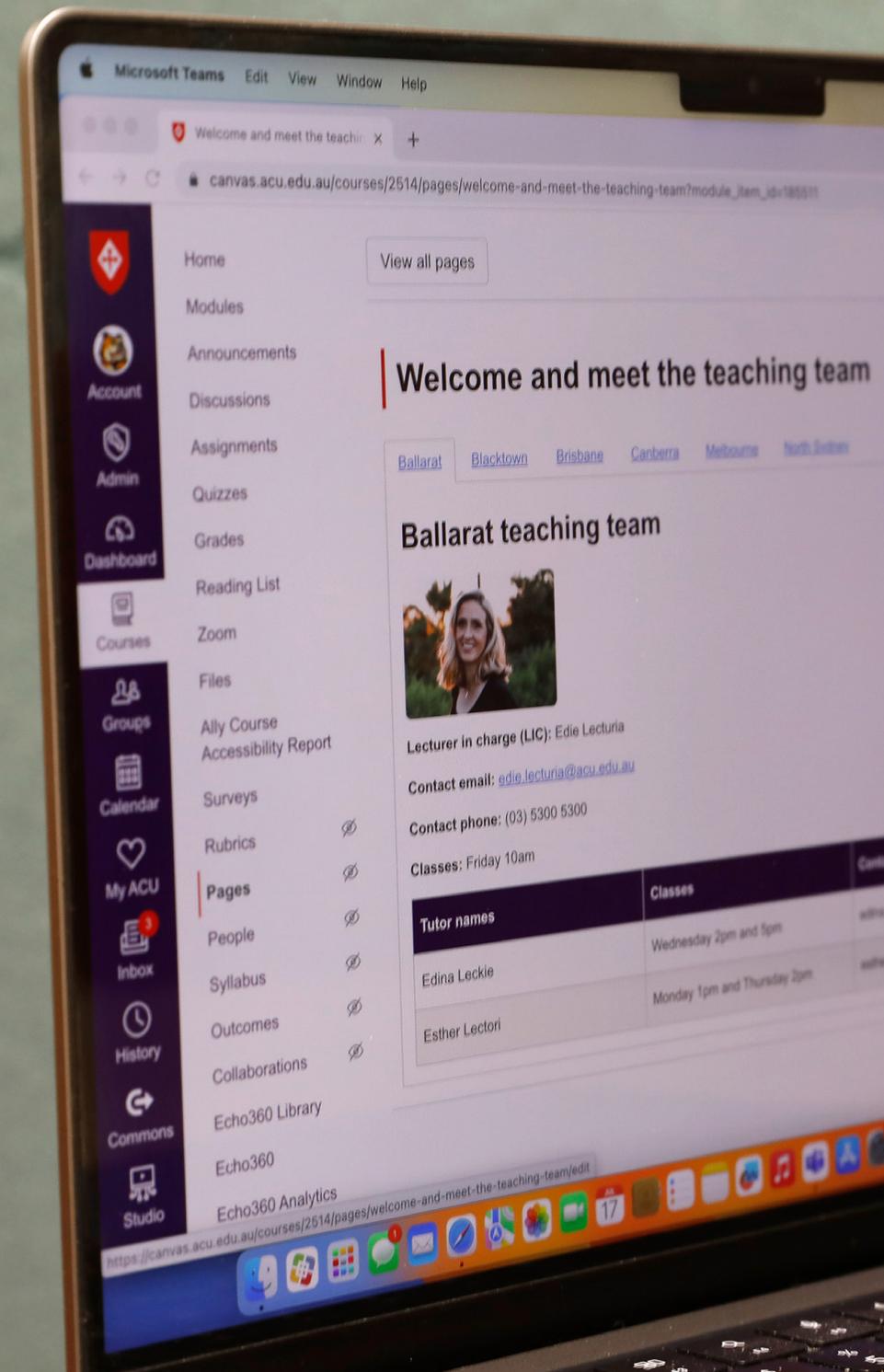
Once the integration has created a Canvas course, teaching staff can be given *Editing Lecturer* access to start preparing the Canvas course, which will have:

- been placed in the correct ACU school sub-account;
- a Canvas section for each Banner cohort;
- enrolled students appearing in each Canvas section;
- Leganto correctly linked to the Canvas course;
- the correct GUO displaying in the Canvas course; and,
- the ACU *Rollover Template* applied to the Canvas course.

Coordinating the teaching team to provide a cohesive experience for students

Each unit will have one or more coordinating staff, who are accountable for making sure the Canvas course is of good quality and is set up to support the learning requirements of the unit. Staff with coordinating responsibilities will need to monitor and support their teaching staff to contribute to the Canvas course in a cohesive way.

To support teaching teams to prepare their Canvas courses, the next section of the guide presents a checklist and step-by-step process for getting a Canvas course ready for teaching.





Checklist, step-by-step guide and support

ACU Canvas Experience Guide Part 2

Introduction

Once the banner to Canvas integration has created a Canvas course, and the *Rollover Template* is applied, it is time for nominated *Editing Lecturers* to get access to the Canvas course to start preparing the unit. Broadly speaking, the process of getting a Canvas course ready for teaching can be conceptualised as eight steps:

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Each step presented in this guide includes the following information:

- Why that step and the practice described is important
- Any compulsory items related to that step
- Other things you should consider when working on that step

Remember that ACU Canvas training, 24/7 Canvas support and an exemplar Canvas course are available to help if you need clarification or assistance while working on each of the steps.

Each step in the process is clearly marked as *Essential* or *Optional*, as below. Where appropriate, additional wording clarifies if the requirement is something like checking a setting.

Essential

Optional guidance



Checklist

ACU Canvas Experience Guide Part 2A

Checklist

The following two pages provide a brief checklist version of the steps for setting up a Canvas course. Here is some information on what each column represents:

Column 1: Step number and description.

This column lists each of the primary steps that need to be completed when setting up or reviewing a Canvas course. Guidance on how to achieve each of the steps is in Part 2B.

Column 2: Canvas Location.

This column indicates whereabouts in a Canvas course you need to go to complete that step.

Column 3: Estimated (Est.) Time.

This column provides an estimation of the amount of time to complete this step in minutes. For the steps where a + sign is added this denotes that the actual amount of time may increase if some content authoring is required.

When looking at this section think of the number as representing how long the process will take once content is ready to be populated in Canvas.

Column 4: Checkbox.

A checkbox for those who like a ticking things off a list!



Table 5: Checklist for setting up a Canvas course.

1. COURSE NAVIGATION MENU	CANVAS LOCATION	EST. TIME	✓
Put the student-facing menu items in the right order.	Settings > Navigation	<5	<input type="checkbox"/>
Hide relevant menu items from students.	Settings > Navigation	<5	<input type="checkbox"/>
Link to the Reading List.	Course Navigation Menu > Reading List	5+	<input type="checkbox"/>
Link to the Echo360 section.	Course Navigation Menu > Echo360	5+	<input type="checkbox"/>
Check the Unit Outline menu item shows the correct GUO.	Course Navigation Menu > Unit Outline	<5	<input type="checkbox"/>
2. HOME PAGE			
Set the <i>Syllabus</i> as the <i>Home</i> page.	Course Navigation Menu > Home > Choose Home Page	<5	<input type="checkbox"/>
Populate the <i>Home</i> page with core items:	Course Navigation Menu > Home	60	<input type="checkbox"/>
<ul style="list-style-type: none"> • A simple statement about the role of the <i>Home</i> page. • Link to <i>Unit Outline</i> and scaffolding text. • Study schedule with suggested timing (e.g., week, topic, module). • Scaffolding text for the <i>Course Summary</i>. 			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
3. ASSESSMENTS, GRADES AND RUBRICS			
Set the <i>Grading Schema</i> to align to the correct ACU grade mode.	Settings > Navigation	<5	<input type="checkbox"/>
Check that the <i>Total</i> grades are hidden from students.	Settings > More Options > Hide Totals in Student Grades Summary	<5	<input type="checkbox"/>
Create Canvas <i>Assignments</i> with full description and correct settings:	Course Navigation Menu > Assignments	45+	<input type="checkbox"/>
<ul style="list-style-type: none"> • Set points and allocate assignments to correct assignment groups • Set how to <i>Display the Grade</i> to students (points, %, letter grade etc.) • Set <i>Plagiarism Review</i>. • Link Canvas <i>Rubrics</i> to Canvas <i>Assignments</i> if using the rubric for marking. 			<input type="checkbox"/>
			<input type="checkbox"/>
Set the <i>Grade Posting Policy</i> for the unit.	Course Navigation Menu > Grades > * > Grade Posting Policy	<5	<input type="checkbox"/>
Check that assignment grades and weighting appear to students correctly.	Student View > Grades	10	<input type="checkbox"/>

4. TEACHING TEAM	CANVAS LOCATION	EST. TIME	✓
Enrol teaching staff into course with appropriate role and settings.	Course Navigation Menu > People > +People button	10	<input type="checkbox"/>
Provide contact details and bio for each teaching staff member.	Course Navigation Menu > Modules > Welcome > Welcome and Meet the Teaching Team page	30	<input type="checkbox"/>
5. COMMUNICATION			
Describe communication expectations to students.	Course Navigation Menu > Modules > Information and Resources > Extended Unit Information page	30	<input type="checkbox"/>
Set up <i>General Unit Discussion</i> .	Course Navigation Menu > Discussions	10	<input type="checkbox"/>
Set up any initial <i>Announcements</i> .	Course Navigation Menu > Announcements	10	<input type="checkbox"/>
6. ONLINE TUTORIAL ROOM SETUP (if required)			
Schedule <i>Zoom</i> meetings for each tutorial group, and then:	Course Navigation Menu > Zoom	30-45	<input type="checkbox"/>
• Create <i>Canvas Calendar</i> events and add <i>Zoom</i> invite into event details.	Global Menu > Calendar > Select Unit from List		<input type="checkbox"/>
• Advise students how to access the online tutorial meetings in the <i>Information and Resources</i> module.	Course Navigation Menu > Modules > Information and Resources		<input type="checkbox"/>
7. MODULES			
Build out the learning materials as <i>Canvas Modules</i> with links to relevant items (files, quizzes etc.) and <i>Canvas</i> pages:	Course Navigation Menu > Modules	1hr+	<input type="checkbox"/>
• Adjust accessibility of materials based on feedback from <i>Ally</i> tool.	Course Navigation Menu > Ally Course Accessibility Report		<input type="checkbox"/>
• Check copyright of materials.	Course Navigation Menu > Modules		<input type="checkbox"/>
• Finalise the <i>Information and Resources</i> module.	Course Navigation Menu > Modules > Information and Resources		<input type="checkbox"/>
8. FINAL CHECK AND PUBLISH			
Check that <i>Calendar</i> and <i>Course Summary</i> (bottom of Home Page) accurately represent unit activities and dates.	1. Home > Course Summary 2. Global Menu > Calendar > Select Unit from List	10	<input type="checkbox"/>
Check that items that should be published (visible) are published.	Course Navigation Menu > Modules	10	<input type="checkbox"/>
Check that assignments, due dates and grade display settings are correct and aligned.	1. Course Navigation Menu > Assignments 2. Student View > Grades	10	<input type="checkbox"/>
Publish the Canvas course.	Home > Publish	<5	<input type="checkbox"/>

Detailed guidance for achieving each step is presented in the exact same order as the checklist in the next section of the guide.





Detailed step-by-step guide

**ACU Canvas
Experience Guide
Part 2B**

Course Navigation Menu

Student View - previewing your Canvas Course as a student.

Canvas has a great feature called *Student View*, which allows you to preview a Canvas course with only the content and menu items that are published and visible to students.

Try clicking *Student View* (from the *Home Page*) to see what the *Course Navigation Menu* will look like to students.

Purpose

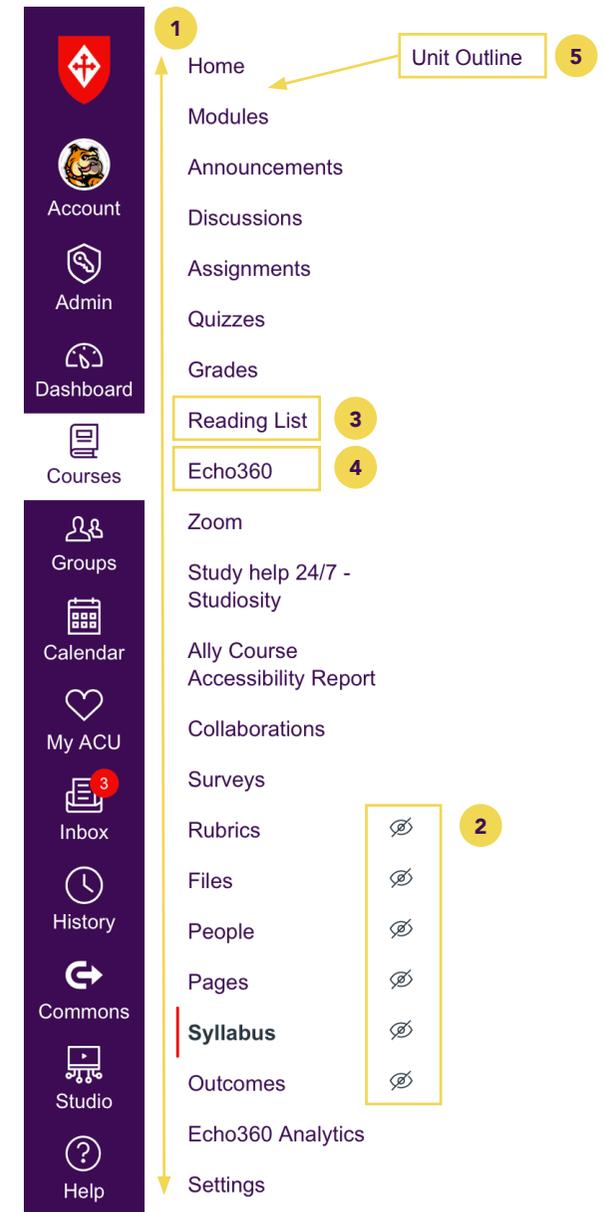
The *Course Navigation Menu* in Canvas is how staff and students navigate around a unit. Adopting a consistent approach to the *Course Navigation Menu* serves two main benefits:

- LMS sites that are well-organised and have a familiar structure support students to focus their attention on the learning in the unit.
- Lecturers working at ACU should be able to easily orient themselves when they access a Canvas course for the first time.

QUALITY STANDARDS ACHIEVED

1.1	Instructions make clear how to get started and where to find various unit components.
8.1	Unit navigation facilitates ease of use.

Figure 13 (right): The Course Navigation Menu, showing the 5 different steps covered in this guide.



1. Course Navigation Menu

2. Home Page

3. Assessments, Rubrics and Grades

4. Teaching Team

5. Communication

6. Online Classroom

7. Modules

8. Final Check and Publishing

Hidden menu items

Items in the *Course Navigation Menu* that will not show to students are marked with an eyeball icon with a strikethrough.

The *Announcements* menu item will not display to students until at least one announcement has been created. *Discussions* works similarly.

Essential

Step 1: Put the student-facing menu items in the right order.

- Home
- Unit Outline
- Modules
- Announcements
- Discussions
- Assignments
- Quizzes
- Grades
- Reading List
- Echo360
- Zoom
- Additional menu items if being used (OneDrive, Collaborations, Outcomes etc.)
- Study Help 24/7 – Studiosity

Special menu items are automatically deployed at relevant times during the unit:

- **Secure Exam Proctor**
Only visible during a scheduled exam.
- **Surveys**
Only visible during survey periods.
- **Ally Course Accessibility Report**
Menu item only visible to staff.

Essential

Step 2: Hide relevant menu items from students

The following menu items should be visible to staff but not students:

- **Rubrics**
This is a place for staff to edit rubrics. Students should access rubrics from their linked assignments.
- **Files**
There may be files which students shouldn't have access to e.g. test answers. Link to files from modules and other relevant areas of Canvas.
- **Pages**
Pages will be visible to students when they are added to modules.
- **People**
The *People* feature is for primarily for staff to manage the unit. **Note:** If self-sign up groups are being used, the *People* menu is where students can join groups and must be shown. It is preferred that staff assign groups or use the auto assign feature and make *People* not visible to students.
- **Syllabus**
This is set as the *Home* page, so students don't need two menu items.

1. Course Navigation Menu

2. Home Page

3. Assessments, Rubrics and Grades

4. Teaching Team

5. Communication

6. Online Classroom

7. Modules

8. Final Check and Publishing

Canvas and the Reading List tool

The *Reading List* menu item should automatically match your Canvas Course to the Leganto Reading List tool so you can create a new list or add an existing one easily. Click the menu item to see it in action!

Essential - set up or hide

Step 3: Link to the Reading List.

Leganto is the supported platform for generating reading lists in ACU units.

Students should be able to access a Leganto reading list from the *Reading List* item in the *Course Navigation Menu*. The process for creating a new list or linking to an existing Leganto reading list is very similar to ACU's previous Moodle process, albeit with Canvas.

If a reading list is not being used in the unit, then the *Reading List* menu item can be hidden from students.

Essential - set up or hide

Step 4: Link to an Echo360 section for the unit.

Linking the Canvas course to an *Echo360* 'section' allows students to access the unit video library from the *Echo360* menu item. This list format helps students to quickly find a video they want to revisit, without having to locate it in the modules.

If there are no *Echo360* resources being used in the unit, then the *Echo360* menu item can be hidden from students.



Figure 14: The Reading List menu item should automatically link to Leganto, as shown.

1. Course Navigation Menu

2. Home Page

3. Assessments, Rubrics
and Grades

4. Teaching Team

5. Communication

6. Online Classroom

7. Modules

8. Final Check and
Publishing

Is the Unit Outline current?

Yes! ACU's Canvas integration dynamically retrieves the current content from the ACU Handbook web-page. If the Handbook has been recently updated, students will always see the currently published version.

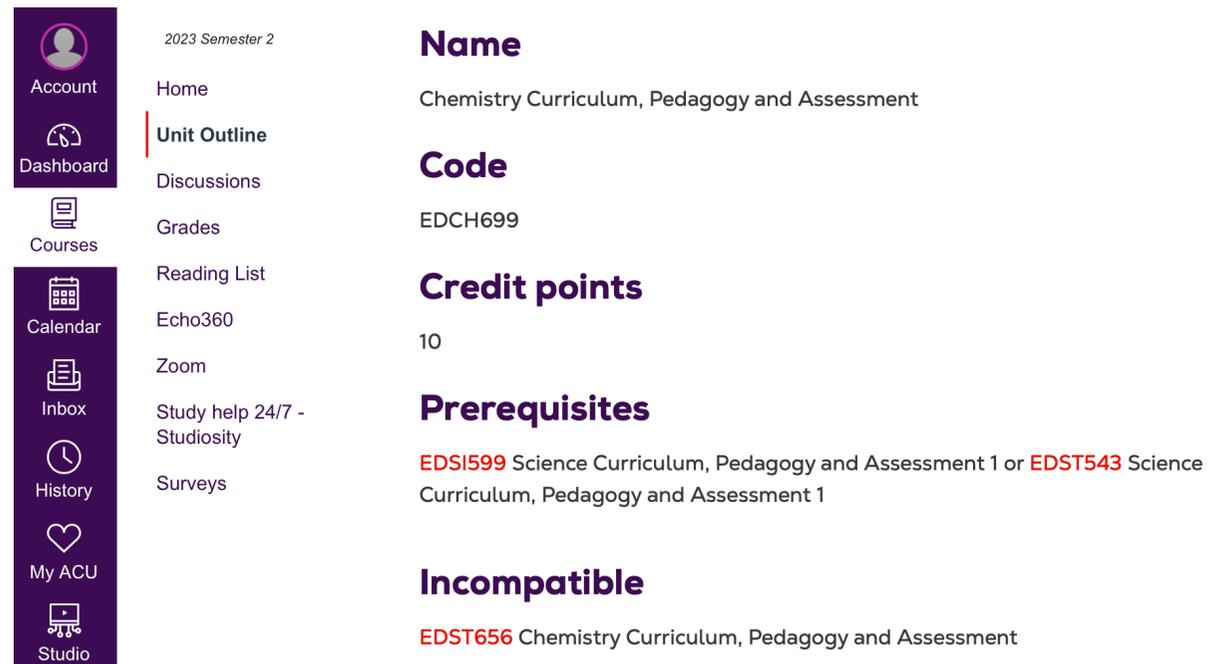
Essential - check tool is working

Step 5: Check the *Unit Outline* menu item links to the correct **GUO**

Canvas integrates with ACU's Handbook database to import the current GUO into the Canvas course. Click on the *Unit Outline* menu item and check that the GUO displayed is correct for the unit code and year of the unit being taught.

If you have a Canvas course in which has students from multiple unit codes, students will instead be directed to the ACU Handbook web-page where they can retrieve the relevant unit outline.

If the correct unit outline is not being displayed, then please raise a *Service Central* ticket.



The screenshot shows the Canvas Course Navigation Menu on the left, with the 'Unit Outline' menu item highlighted. The main content area displays the following details for the selected unit:

- Name:** Chemistry Curriculum, Pedagogy and Assessment
- Code:** EDCH699
- Credit points:** 10
- Prerequisites:** **EDSI599** Science Curriculum, Pedagogy and Assessment 1 or **EDST543** Science Curriculum, Pedagogy and Assessment 1
- Incompatible:** **EDST656** Chemistry Curriculum, Pedagogy and Assessment

Figure 15: The Unit Outline being retrieved live via the Course Navigation Menu.

Home Page

Syllabus

Syllabus is a Canvas term that will only be visible to students in one minor location at the top of the screen. Students will know it as the Home page.

Canvas user guides call it the Syllabus, so we kept that name to ensure ACU staff know what to search for.

Purpose

Students will land on the *Home* page on entering a Canvas course. The *Home* page emphasises three pieces of information that are frequently referred to by students during a unit:

- Unit Outline
- Schedule
- Assessments

The Canvas *Syllabus* will be set as the Home page for ACU units.

The *Syllabus* works like a regular Canvas page with the extra benefit of an automatically populated *Course Summary* that gives students quick links to assignments and unit events, such as tutorials.

QUALITY STANDARDS ACHIEVED

1.1	Instructions make clear how to get started and where to find various unit components.
1.2	Students are introduced to the purpose and structure of the unit.
2.3	Unit learning outcomes are stated clearly, are written from the student's perspective, and are prominently located in the unit.
3.2	The unit grading policy is stated clearly at the beginning of the unit.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

The Syllabus on the Canvas apps

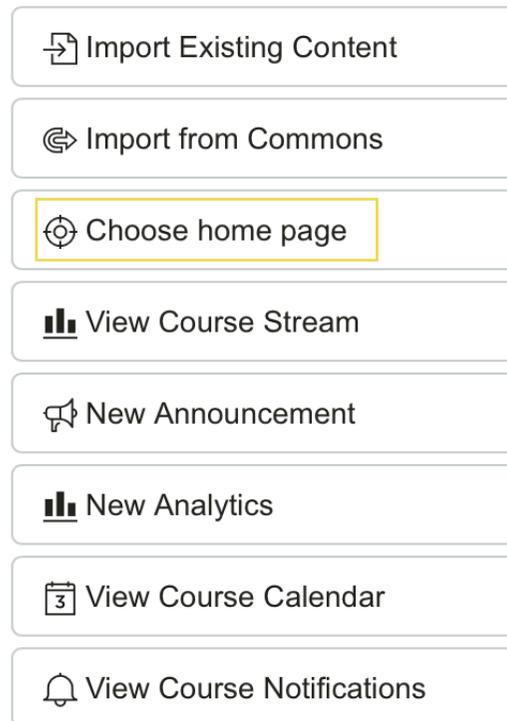
The Syllabus works great on the Canvas Student and Teacher apps.

Tap the Syllabus and Summary tabs to view the Home page content on the app.

Essential

Step 1: Set the Syllabus as the Home page.

This is done via the *Choose Home page* button, whilst in the *Home* menu item in a Canvas course.



Choose course home page ✕

Select what you'd like to display on the home page.

- Course activity stream
- Pages front page*
- Course modules
- Assignments list
- Syllabus

*Front Page must be set first



Figure 16 (above): The pop-up dialogue where the Home page can be selected.

Figure 17 (left): The Choose Home Page button (accessed from the Home menu item in a Canvas course).

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

A Home page for students

The content on the *Home page* was nominated by students, who wanted to know what they were learning, when they would learn it, and what they needed to do to complete the unit. Students also wanted to know who was teaching them, which is the first page in the first module!

Step 2: Populate the *Syllabus* with the core items:

Essential - adjust to suit

Step 2A: A simple statement about the role of the *Home page*

The *Home page* should start with a simple statement that expresses the role of the *Home page* as a landing page for the unit, such as:

"Welcome to the Home Page for xxxxxx unit. This page provides you with a good overview of what to expect in the unit, as well as links to the areas of Canvas you are most likely to use throughout the semester".

If you adjust the wording to suit, keep the statement short to ensure the schedule does not get pushed too far down the page.

Essential - adjust to suit

Step 2B: Unit Outline scaffolding text

Link to the *Unit Outline* menu item and provide a brief explanation that the outline is where you can find learning outcomes and graduate attributes. The scaffolding text should also indicate that full details of the assessments can be found in the *Assignments* area of Canvas, along the lines of this example:

"The unit outline contains the approved curriculum that guides how you will be taught in this unit. In the unit outline you can view:

- ***learning outcomes***
- ***graduate attributes***
- ***topic schedule***
- ***teaching strategy***
- ***assessment overview***

You will find that your Canvas site expands on the unit outline to give you the full picture of the schedule, learning materials and assessments for this teaching period."

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Don't forget about the apps

The schedule table in the ACU template has been design to stack into one column on the Canvas apps, to suit small devices. If you choose to use a different format make sure you check how it looks on the app as you go. The most important thing is that the schedule is located consistently in students' units. Choose a format that best suits your unit and that you are comfortable authoring.

Essential - adjust to suit

Step 2C: Study schedule

The schedule provides students with an overview of how their learning will be structured.

The schedule can include relevant information such as dates, topics, lectures/tutorials/workshops and assessment notes.

-  Home
-  Modules
-  Discussions
-  Account
-  Assignments
-  Grades
-  Dashboard
-  Courses
-  Calendar
-  Inbox
-  History
-  My ACU
-  Studio
-  Help

Schedule

If you are allocated to a tutorial that falls on a public holiday, you will have the opportunity to attend another class in that week.

Week Starting	Guided online activity topic(s)	Live lecture chat	Workshop	Assessment/Notes
Week 1: 27 February	<ul style="list-style-type: none"> Levels of organisation Cells and tissues Homeostasis 	<ul style="list-style-type: none"> Introduction to the unit Meet your PASS leaders 	Body organisation – atoms to organisms	
Week 2: 6 March	<ul style="list-style-type: none"> Principles of microbiology Integumentary system Body defences 	<ul style="list-style-type: none"> Week 1 review and consolidation questions 	Cell membrane, diffusion and osmosis	Oral presentation topics assigned
Week 3: 13	<ul style="list-style-type: none"> Nervous system structure and function Central nervous system (CNS) 	<ul style="list-style-type: none"> Week 2 review and consolidation questions 	Microbiology and body	Quiz A (10%); material from weeks 1 & 2. Open online via LEO 4pm Friday 17 March

Figure 18: Example content for a study schedule.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

The Course Summary

Assignments, Calendar events, Discussions with due dates and Quizzes with due dates can all be added to the Course Summary.

Essential - adjust to suit

Step 2D: Scaffolding text for the Course Summary

Add some text just above the Course Summary to explain its role to students, such as:

“Each assessment task that contributes to your final grade in this unit has been set up as a Canvas Assignment.

For each assignment you will be provided with a due date, possible marks, assessment criteria, submission instructions, and anything else you need to successfully complete the assignment. You should treat the Assignments area of Canvas as the primary source of assessment information in this unit.

You can use the links in the Course Summary to quickly access instructions for upcoming assessment tasks and unit events.”

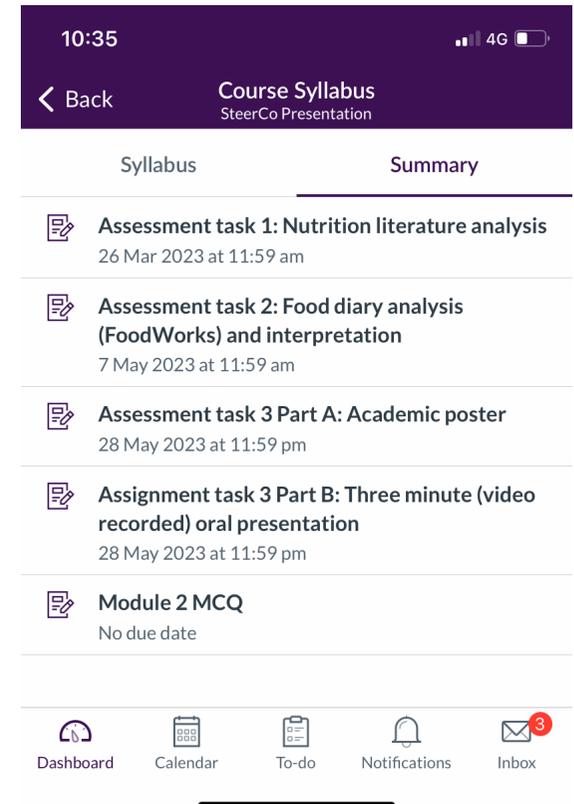


Figure 19: The Course Summary on the Canvas Student App.

Assessments, Rubrics and Grading

Recording all assessment in Canvas

At ACU, all graded assessment items must be represented in Canvas. This ensures students can easily find instructions, and that ACU can meet its auditing responsibilities.

Purpose

Canvas has an *Assignments* area, which allows all types of assessment items to be set up with the essentials, such as:

- Assignment description and instructions.
- Exemplars and other attachments.
- Rubrics.
- Submission points.
- Originality (plagiarism) checking.
- Tools for providing written, audio and video feedback.
- Grades columns.
- Moderation process support.

QUALITY STANDARDS ACHIEVED

3.2 The unit grading policy is stated clearly at the beginning of the unit.

3.3 Specific and descriptive criteria are provided for the evaluation of students' work, and their connection to the unit grading policy is clearly explained.

ACU's approach aims to minimise the duplication of assessment information. A cornerstone of this approach is that the *Assignments* area in Canvas is the source of truth for information about each graded assessment item in the unit. This approach reflects ACU's revised *Assessment Procedures* (in force from 31/7/2023):

ACU ASSESSMENT PROCEDURES

Section 5.3

a) Assessment task and submission requirements must be communicated in the LMS and developed from the current published version of GUO on the Course Management Approval System (CMAS).

b) Additional assessment requirements to pass a unit beyond those in the GUO must not be added.

c) A detailed description of assessment requirements is necessary to ensure constructive alignment to learning outcomes.

1. Course Navigation Menu
2. Home Page
3. **Assessments, Rubrics and Grades**
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

ACU grading schemes in Canvas

Different ACU grading schemes have been pre-populated into Canvas. Choosing the right grading scheme is what allows you to correctly display grades to students as *Letter Grades*.

Essential - check setting

Step 1: The grading scheme for the unit should be correctly set.

ACU's common grading schemes have been populated in Canvas for teaching staff to choose from.

The *Grading Scheme* supports Canvas to convert numerical grades into ACU letter grades (C, D, HD etc.) for display to students in the Grades area. The *Grading Scheme* can be set and changed in the *Settings* area of a Canvas course.

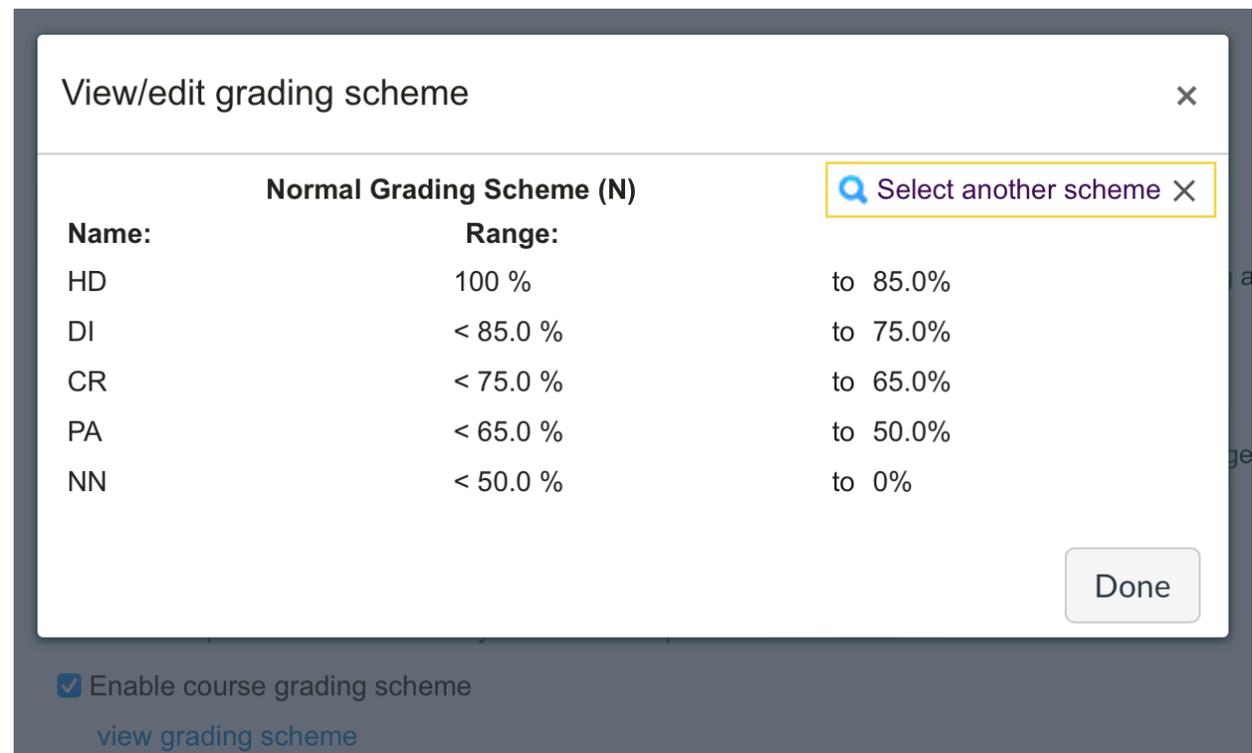


Figure 20: ACU Grading Schemes can be chosen from Settings area of a Canvas course.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Finding the *hide totals* option

Editing Lecturers can choose whether to show or hide total grade information from students. This setting is quite hard to find. You need to go to *Settings* and then scroll down until you see the *More Options* text and when you expand that option you will see *Hide totals in student grades summary*.

Essential - check setting

Step 2: Check that the *Total* grade is hidden from students.

As Banner is the official resulting platform at ACU, it is customary to hide the *Total* column from students.

The *Total* grade is hidden by default in ACU's Canvas template/s. Check under *More Options* in the *Settings* of the Canvas course to confirm if the correct setting has been applied.

The screenshot shows the Canvas student view of grades. On the left is a navigation sidebar with icons for Dashboard, Courses, Calendar, Inbox, History, My ACU, Studio, and Help. The main content area shows a list of assignments with columns for Name, Due, Status, and Score. A yellow callout box with the text "When the total column is set to show these items are shown to students." points to the 'Total' row at the bottom of the table, which shows 'N/A' in the Score column. The table also shows individual assignment scores of '0.00 / 0.00'.

Name	Due	Status	Score
Assessment task 1: Nutrition literature analysis Assignment 1	26 Mar by 11:59	MISSING	∅
Assessment task 2: Food diary analysis (FoodWorks) and interpretation Assignment 2	7 May by 11:59	MISSING	∅
Assessment task 3 Part A: Academic poster Assignment 3	28 May by 23:59	MISSING	∅
Assignment task 3 Part B: Three minute (video recorded) oral presentation Assignment 3	28 May by 23:59	MISSING	∅
Module 2 MCQ Assignment 1			∅ / 10
Assignment 1			N/A
Assignment 2			N/A
Assignment 3			N/A
Non-Assessable			N/A
Total			N/A

Figure 21: Student view of grades with *Total* set to 'show'. This setting should be set to 'hide' in the Canvas Course settings.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

No Submission - presenting off-line assignments in Canvas

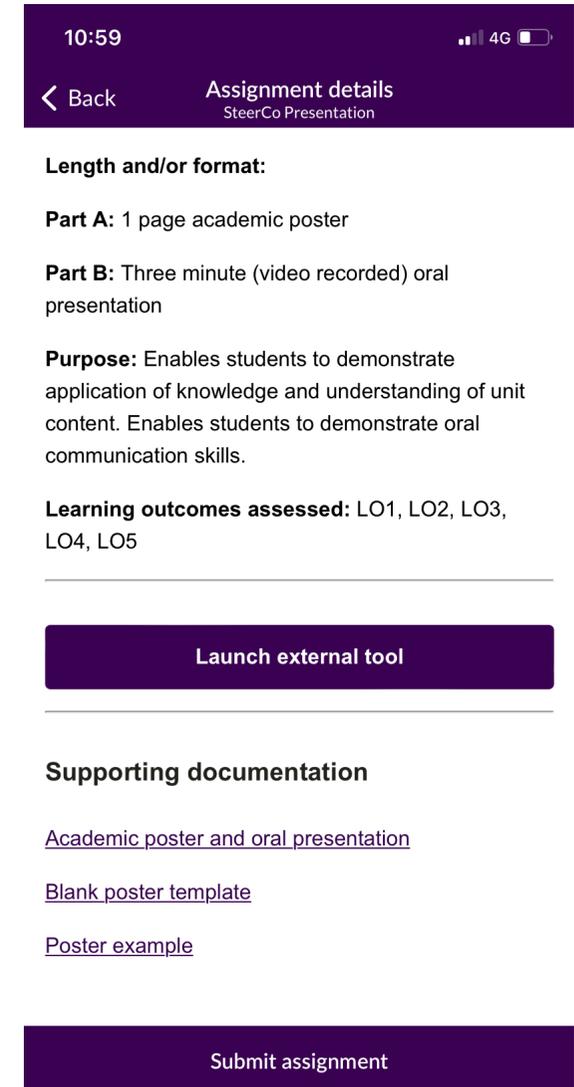
For assessments where students do not need to upload anything into Canvas, such as oral presentations or clinical exams, there is a *No Submission* option, which should be used. This ensures students still have access to the assignment information, and that the assignment is represented in the *Grades* area of Canvas.

Essential

Step 3: Create Canvas Assignments with full description and correct settings.

For each assessment item, a Canvas *Assignment* should be created with the correct settings for the assignment and all necessary descriptive information to support students to complete the task.

Figure 22 (right): Student view of some of the key pieces of information that might be provided as part of an assignment description. This view is taken from the Canvas Student app.



1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Choosing a marking approach

There are two good options for marking to the normal ACU grading scheme. Both are thoroughly explained here. The main advice is to choose one and stick to it for all assignments in a unit.

Essential

Step 3A: Set points and allocate assignments to correct assignment groups

For units using the standard ACU grading schema (F-HD, out of 100), two options will be described that support effective grade totalling. The two options are:

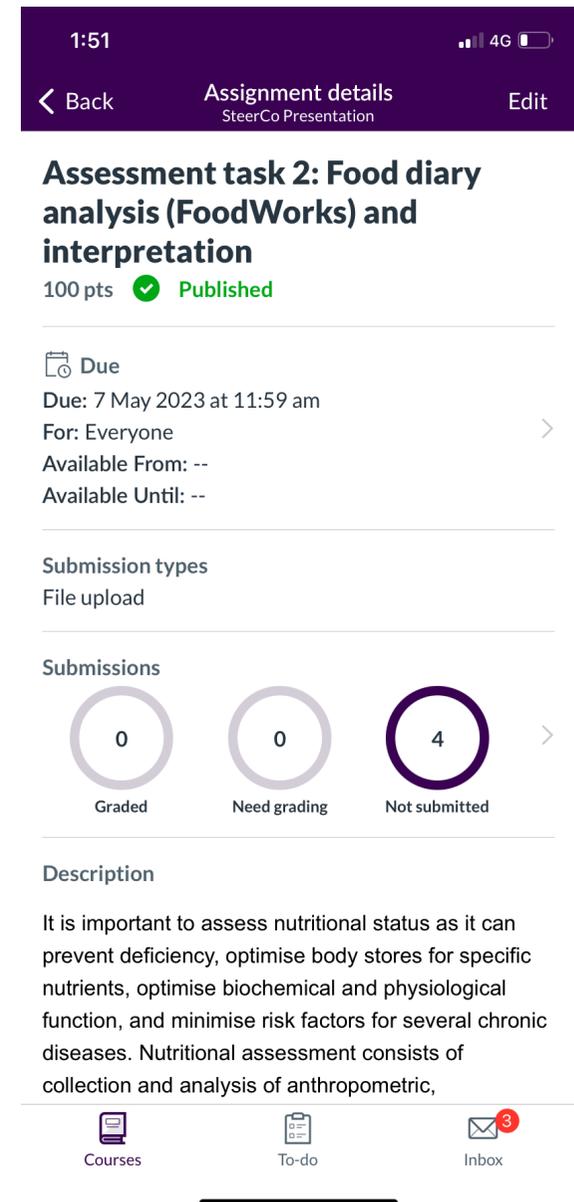
Option 1

Marking each assignment out of a specified number of points, reflective of the contribution of that assignment towards the final grade.

Option 2

Marking each assignment out of 100 and using weighted assignment groups to calculate the final grade.

Figure 23 (right): Lecturer view of an assignment that has been set up. This view is taken from the Canvas Teacher app.



Option 1

Marking out of a specified number of points that reflect the contribution of the task towards the final grade.

- 1 Create two *Assignment Groups* called *Assessable (100%)* and *Non-Assessable (0%)*
- 2 Give each *Canvas Assignment* a point value that represents its proportionate contribution to the final unit grade out of 100. For example, a unit may have an essay worth 30 points, quizzes worth 40 points, and an exam worth 30 points.
- 3 Add *Assignment* to the relevant *Assignment Group*.
- 4 Choose whether to *display grade as* to students as *Points*, a *Letter Grade* or *Percentage* (other options exist if needed).
- 5 Ensure *Do not count this assignment toward final grade* is unchecked for any *Canvas assignment* that contributes to the final grade. Any quiz or discussion contributing to the final grade should be made a *Graded Quiz* or *Graded Discussion*.

Figure 24 (above right): Options for setting up an assignment, showing typical settings for marking out of the number of points an assessment item contributes to the final grade.

Figure 25 (below right): Assignments that have been added to *Assignment Groups* (steps 4 and 5 not visible in this screen).

Edit assignment

Course details: ACCOUNTING FOR DECISION MAKIN...

2 Points 30

1 Assignment group Assessable 3

Display grade as Percentage 4

5 Do not count this assignment towards the final grade

Assessable 1	100% of total +	
3	Essay 30 Pts 2	✓
	Major quiz 40 Pts	✓
	Exam 30 Pts	✓
Non-Assessable 1	0% of total +	
No assignments in this group		

Option 2

Marking out of 100 and using weighted assignment groups

- 1 Create *Assignment Groups* and add a weighting to each assignment group which represents the proportional contribution of that assignment group to the final grade out of 100.
- 2 Give each Canvas *Assignment* a point value (usually 100), which represents the number of points you will use when marking.
- 3 Add *Assignment* to the relevant *Assignment Group*.
- 4 Even if you mark out of 100 you can choose to *display grade as* to students as *Points*, a *Letter Grade* or *Percentage*, when setting up the assignment.
- 5 Ensure *Do not count this assignment toward final grade* is unchecked for any Canvas assignment that contributes to the final grade. Any *Quiz* or *Discussion* contributing to the final grade should be made a *Graded Quiz* or *Graded Discussion*.

Figure 26 (above): Options for setting up an assignment, showing typical settings for marking out of 100 and using weighted Assignment Groups.

Figure 27 (below): Assignments that have been added to weighted Assignment Groups (steps 4 and 5 not visible in this screen).

2 Points 100

1 Assignment group Assignment 2 3

Display grade as Letter grade 4

[View grading scheme](#)

5 Do not count this assignment towards the final grade

Assignment 2 1 25% of total +

3 Assessment task 2: Food diary analysis (FoodWorks) and interpretation ✓

Due 7 May at 11:59 | -100 pts 2

Assignment 3 50% of total +

Assessment task 3 Part A: Academic poster ✓

Due 28 May at 23:59 | -100 pts

Assessment task 3 Part B: Three minute (video recorded) oral presentation ✓

Due 28 May at 23:59 | -100 pts

1. Course Navigation Menu
2. Home Page
3. **Assessments, Rubrics and Grades**
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Grade ranges with Canvas Rubrics

Canvas *Rubrics* are highly flexible and one of their best features is the ability to have a point range for each level. This allows the markers to easily tweak the points awarded for a criterion to the exact number required, on the fly.

The Rubrics also looks great on the Canvas apps (see Figure 29).

Optional guidance

Step 3B: Set plagiarism review.

If the assignment submission type is a *file upload* or *text entry*, and a similarity report is needed, set the plagiarism review to *Plagiarism Framework*. Typical settings are shown below:

Submission Attempts

Allowed attempts

Unlimited

Plagiarism Review

Plagiarism Framework

turnitin [Need help?](#)

Store submissions in:

Standard paper repository

Compare submissions against:

- Student repository
- Website content
- Periodicals, journals and publications

Similarity Report:

- Exclude bibliographic materials
- Exclude quoted materials
- Exclude small sources
- Enable grammar checking using ETS® e-rater® technology

Save as default settings

Show report to students

Immediately

Optional guidance

Step 3C: Link Canvas *Rubrics* to Canvas *Assignments* if using the rubric for marking.

Canvas *Rubrics* are usually created via the *Rubrics* menu item. These rubrics can be linked to one or more Canvas assignments, allowing the rubric to be used in *Speedgrader* for marking.

Using the Rubric for marking

If the rubric will be used in assignment marking and included in the feedback to students, then select *Use this Rubric for Assignment Grading*.

Matching points between a rubric and an assignment

To use the rubric to grade an assignment by clicking on each criteria as you mark, you will need to make sure *Remove Points from Rubric* (see Figure 28) is not selected and match the points available in the rubric to the points available for the assignment.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Practicing in your sandbox

Did you know all ACU staff will have a sandbox on their dashboard? This is a personal Canvas course just for testing Canvas features and practicing. Canvas *Rubrics* have some great features but may take a little bit of exploring to understand what the different features do and which rubric setting best suit your marking style. Why not set up a practice assignment and linked rubric or two in your sandbox?

The process of linking a Canvas Rubric to an Assignment:

1. Create an *Assignment* and Save it.
2. Click *+Rubric* button.
3. Either Create a new rubric or locate an existing one via *Find a Rubric*.

Criteria	Ratings	Pts
Description of criterion Range <input type="checkbox"/>	5 Pts Full marks + 0 Pts No marks	5 pts

+ Criterion Find outcome Total points: 5

I'll write free-form comments when assessing students
 Remove points from rubric
 Don't post outcomes results to learning mastery gradebook
 Use this rubric for assignment grading
 Hide score total for assessment results

Cancel Create rubric

Figure 28 (above): The rubric options when the *+Rubric* button is clicked from an *Assignment*.

Figure 29 (right): Student view of a Canvas Rubric on the Student App. Students can explore the different descriptors by clicking on the numbers.

11:00 4G

Submission
Assessment task 3 Part A: Academic poster

Comments Files (0) Rubric

1. Format

0 5

HD (85-100)
Both the poster and video are provided in an appropriate format

2. Article selection, authors and affiliation informati...

10 12.8 14.8 16.8 20

C (65-74)
Submission demonstrates a good understanding of the authors, affiliations, and background of the chosen article

3. Article results, discussion and conclusion (25%)

12.5 16 18.5 21 25

D (75-84)
Submission demonstrates very good analysis of the methods, results and conclusions of the chosen article.

4. Poster layout and design (5%)

2.5 3.2 3.7 4.2 5

Dashboard Calendar To-do Notifications Inbox

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Grade Posting Policy 101

Grade Posting Policy is a Canvas term. *Grade Posting Policy* is really about whether you want to release grades to students as a batch once they are all marked, or whether a student will see the grade as soon as their specific submission has been marked.

Essential - check setting

Step 4: Set the *Grade Posting Policy* for the unit.

Grade Posting Policy is a Canvas setting in the *Grades* area that determines whether students' see a grade and feedback for an assignment the as soon as you have marked their assignment, or, whether the students have to wait until the grades for that assignment are manually released to the whole cohort by the lecturer.

Grade Posting Policy can be set at the unit level and for an individual assignment column in the *Grades*. The setting at the individual assignment level will take precedence over the unit setting if there is a conflict.

The table below provides guidance on different settings for different scenarios.

Table 6: *Grade Posting Policy* scenarios.

SCENARIO	SETTING
I would like the grade for all assignments to be released as soon as each individual student submission is marked.	Set unit level <i>Grade Posting Policy</i> to Automatic.
I would like the grade for each assignment in the unit to be not visible to students until I manually release the grades.	Set unit level <i>Grade Posting Policy</i> to Manual.
I would like to use a combination of manual and automatic approaches for different assignments in the unit.	Set unit level <i>Grade Posting Policy</i> to Automatic. Set the <i>Grade Posting Policy</i> for any assignment columns that you would like to delay result release for to Manual.

Accessing the Grade Posting Policy settings

SteerCo Pres > Grades

Gradebook ▾ Import Export ⚙️ **1 Unit level**

Student Names **Assignment Names**

Search Students Search assignments

Apply Filters

Student name	Assessment task 1: Nutriti Out of 100 MANUAL	Module 2 MCQ Out of 10 MANUAL	Assessment task 2: Food d Out of 100 MANUAL
Annie Cruse	-		-
Murphy Mann	CR		-
Isaac Martin	-		-
Rupert Russell	-		-
Test student	-		-

2

Assignment level

- Sort by >
- SpeedGrader
- Message students who
- Curve grades
- Set default grade
- No grades to post
- No grades to hide
- Enter Grades as >
- Grade Posting Policy

Figure 30 (above): Locations for accessing the Grade Posting Policy settings.

Figure 31 (right): Assignment level Grade Posting Policy information.

Grade Posting Policy: Assessment task 3 Part A: Academic poster

Gradebook ▾ Import

Student Names

Search Students

Apply Filters

Student name	Task 2: Food d MANUAL
Annie Cruse	
Murphy Mann	
Isaac Martin	
Rupert Russell	
Test student	

Post grades

Automatically
Assignment grades will be visible to students as soon as they are entered. Grades that have already been hidden will remain hidden.

Manually
Grades will be hidden by default. Any grades that have already posted will remain visible. Choose when to post grades for this assignment in the gradebook.

While the grades for this assignment are set to manual, students will not receive new notifications about or be able to see:

- Their grade for the assignment
- Grade change notifications
- Submission comments
- Curving assignments
- Score change notifications

Once a grade is posted manually, it will automatically send new notifications and be visible to students. Future grade changes for posted grades will not need to be manually posted.

Cancel Save

Teaching Team

Banner and Allocate+ sections

For the first few teaching periods with Canvas, only Banner cohorts will be made available as Canvas sections. It is anticipated that importing Allocate+ groups will be available in early 2024.

Purpose

As ACU has teaching teams that distribute tasks and responsibilities in different ways, our approach to managing teaching team enrolments into Canvas supports local flexibility.

All ACU units will have teaching staff responsible for coordinating their teaching team. This section of the guide supports those staff to choose an approach that best reflects how those coordinating staff want the teaching team to function in their unit.

A distinctive component of ACU's Canvas model is a 'National unit' approach in which student cohorts from different campuses share the same Canvas course. In this context, assigning teaching staff to Canvas *Sections* (Banner cohorts or tutorial groups) can be a key element of keeping the unit organised, particularly in large classes.

Once the teaching staff are enrolled in the unit, it is essential to provide students with information about who is teaching them and how to get in touch with the teaching team.

QUALITY STANDARDS ACHIEVED

1.3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
1.8	The self-introductions by the teaching team are professional and are available online

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Enrolling teaching staff into a Canvas course

When automatically creating Canvas courses via integration, one challenge is getting the first *Editing Lecturer* into a unit, who can then enrol other staff.

The Canvas project team will be manually enrolling a nominated staff member into units during ACU's initial 12 months of Canvas, while a business-as-usual process is developed.

Essential

Step 1: Enrol teaching staff members in the unit.

The two ways in which a staff member can be added to a Canvas course are:

1. Being enrolled by another teaching staff member.
2. Being enrolled by a Canvas *Admin*.

Step 1A-1C describe some choices that need to be made during the process of enrolling a teaching staff member into the Canvas course.

See **1** in Figure 32.

Essential - adjust to suit

Step 1A: Assigning teaching staff to the correct role.

There are two primary unit-level roles that can be assigned to teaching staff:

1. Editing Lecturer
2. Lecturer

There are also some specialist unit-level roles for PASS and staff involved in building Canvas courses but not teaching in them. It is up to a coordinating staff member to assign roles and to discuss expectations with their teaching staff.

See **1A** in Figure 32.

Table 7 provides an overview of the main permissions associated with each of the available staff roles.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
- 4. Teaching Team**
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Avoid the Teacher and TA roles

Canvas has some default teacher roles called Teacher and TA. These have been customised into two roles that people at ACU will be familiar with:

- Editing Lecturer
- Lecturer

Make sure you use these two roles instead of Teacher and TA which have limited permissions and relevance to ACU.

Table 7: Different staff roles and their Canvas permissions.

ROLE	PERMISSIONS	WHO CAN ASSIGN
Lecturer	<ul style="list-style-type: none"> • Can view content and assignments • Can grade assignments • Can send course-level announcements • Can contact students via Canvas Inbox • Can edit course calendar • Can manage collaborations/groups 	<ul style="list-style-type: none"> • Editing Lecturer • ACU Canvas Admin
Editing Lecturer	Same as Lecturer, plus: <ul style="list-style-type: none"> • Can add, edit and delete unit content. • Can publish the Canvas course. • Can add Editing Lecturers, Lecturers, Course Designers, PASS Coordinators and PASS Leaders to the Canvas course. 	<ul style="list-style-type: none"> • Editing Lecturer • ACU Canvas Admin
Course Designer	Same as an Editing Lecturer, except: <ul style="list-style-type: none"> • Restricted access to student data. • Can only add observer role to Canvas course. • No access to student grades. 	<ul style="list-style-type: none"> • Editing Lecturer • ACU Canvas Admin • Faculty Admin
PASS Coordinator	Same as an Editing Lecturer, except: <ul style="list-style-type: none"> • Restricted access to student data. • No access to student grades. • Can only enrol PASS Leaders to Canvas course 	<ul style="list-style-type: none"> • Editing Lecturer • ACU Canvas Admin • Faculty Admin
PASS Leader	Same as Lecturer, except: <ul style="list-style-type: none"> • No access to student data. 	<ul style="list-style-type: none"> • Editing Lecturer • PASS Coordinator

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
- 4. Teaching Team**
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

What if I need to change a setting?

The *People* area in a Canvas course allows you to edit the sections of teaching staff at any time. If you click on a staff member's name you can also edit at any time whether they can interact with everyone or just people in their sections.

Optional guidance

Step 1B: Assign staff to their correct sections.

It is not essential to assign teaching staff to the Canvas sections for Banner cohorts, however assigning staff to sections can be highly beneficial as it makes it easier for them to interact with the student cohorts that they are responsible for teaching.

See **1B** in Figure 32.

Optional guidance

Step 1C: Set whether staff can only interact with users from their section or not.

If teaching staff are assigned to the Canvas sections their students are in (Step 1B), Canvas provides the option of *only allowing staff to interact with other users from their sections*.

Choosing this option can make Canvas much more usable for staff, especially in large classes where different staff teach different cohorts in the same Canvas course.

Limiting teaching staff from interacting with students outside of their Canvas sections can also minimise accidental sending of communication to the wrong cohorts.

This option can be set for each teaching staff member at a Canvas course level and by default is OFF, which means a teaching staff member can interact with all other users in the Canvas course.

See **1C** in Figure 32.

Adding staff to a Canvas course

The image shows a screenshot of the Canvas LMS interface. On the left, a vertical navigation menu is visible with various icons and labels. The 'People' menu item is highlighted with a yellow box, and a yellow callout box with an arrow points to it, containing the text: "Go to the People menu item to add staff".

The main content area shows the 'Add people' dialog box. The dialog has a title bar with 'Add people' and a close button. Below the title bar, there are three radio buttons under the heading 'Add user(s) by': 'Email address' (selected), 'Login ID', and 'SIS ID'. Below this is a text input field labeled 'Email Addresses (required)' containing the email address 'eddie.lecturia@acu.edu.au' with a yellow circle containing the number '1' next to it.

Below the email field, there are two dropdown menus: 'Role' and 'Section'. The 'Role' dropdown is set to 'Editing Lecturer' and is labeled with a yellow circle containing '1A'. The 'Section' dropdown is set to 'Melbourne' and is labeled with a yellow circle containing '1B'. Below these dropdowns, there is a checkbox labeled 'Can interact with users in their section only' with a yellow circle containing '1C' next to it.

At the bottom of the dialog, there are two buttons: 'Cancel' and 'Next'. Below the dialog, a table is partially visible with columns 'Last Activity' and 'Total Activity'. A yellow callout box with an arrow points to a '+ People' button in the table, containing the text: "Click +People to open the add staff dialogue".

Figure 32: Process for adding staff to a Canvas course.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
- 4. Teaching Team**
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Essential - adjust to suit

Step 2: Provide contact details and bio for each teaching staff member.

Location of information for teaching team details

- *Welcome* Module (first module).
- *Welcome and meet the teaching team* (first page).

Essential information

The following information should be provided for each teaching team member:

- Name.
- Role in the unit.
- Classes taught.
- Preferred contact method.
- Availability for consultation.

Welcome and meet the teaching team

[Ballarat](#) [Blacktown](#) [Brisbane](#) [Canberra](#) [Melbourne](#) [North Sydney](#)

Ballarat teaching team



Lecturer in charge (LIC): Edie Lectoria

Contact email: edie.lecturia@acu.edu.au

Contact phone: (03) 5300 5300

Classes: Friday 10am

Tutor names	Classes	Contact Email
Edina Leckie	Wednesday 2pm and 5pm	edina.leckie@acu.edu.au
Esther Lectori	Monday 1pm and Thursday 2pm	esther.lectori@acu.edu.au

Do I have to add a photo?

No. Adding photos and/or bios are not essential - though highly recommended - as the photos and bios can help the students get to know the teaching staff.

Figure 33: Example teaching team page in Canvas.

Communication

Canvas tools for communication

- *Announcements* - Outgoing messages from lecturers to students. Allowing student replies is optional.
- *Discussions* - Forum and thread based tool with many different uses.
- *Inbox* - Similar to e-mail, but accessed from within Canvas. Inbox messages can be accessed from within Canvas, and through staff and student ACU email accounts.

Purpose

ACU aims to provide a supportive, motivational climate for students. A sense of social connection and belonging among students - and between students the teaching team - can be a powerful enabler of student learning.

There are a range of different communication tools available to ACU staff and students, so we avoid being too prescriptive here.

The primary focus of this section is on providing students with a forum to ask questions, view the answers to previous questions, and broadly discuss the unit. Students should also be introduced to the communication tools and expectations in the unit.

QUALITY STANDARDS ACHIEVED

1.3	Communication expectations for online discussions, email, and other forms of interaction are clearly stated.
1.8	The self-introductions by the teaching team are professional and are available online.
1.9	Students are provided a space and encouraged to introduce themselves to the class.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. **Communication**
6. Online Classroom
7. Modules
8. Final Check and Publishing

Putting instructions where they are needed

Instructions for using a communication tool should be placed where a tool is located in Canvas (e.g. information about using a discussion forum should be placed in the forum description). This avoids students having to switch unnecessarily between instructions and tool.

Essential - adjust to suit

Step 1: Describe communication expectations to students.

To help orient students to the requirements of the unit, providing them with an overview of communicating in the unit is essential. You should explain:

- Which communication tools that are being used in the unit.
- What those tools should be used for.
- Any special requirements for using the communication tools.
- Whether using those tools is essential and/or part of the formal assessment in the unit.

The communication overview should be located in:

- *Information and resources* module (second module).
- *Extended unit information* page (first page in the module).

This location directly follows the teaching team contact details page, ensuring communication information is grouped together for ease of student use.

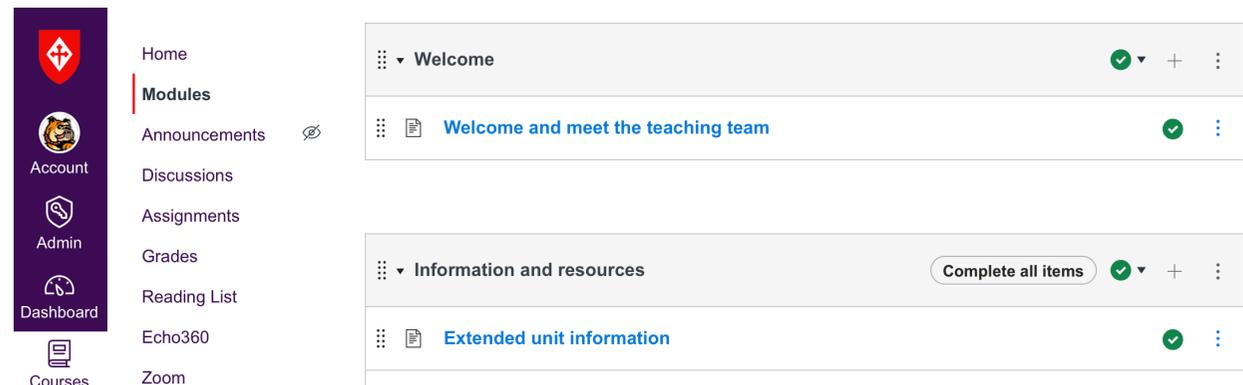


Figure 34: Extended unit information location in a Canvas course.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. **Communication**
6. Online Classroom
7. Modules
8. Final Check and Publishing

Allowing threaded replies

When creating a *Discussion*, you will see an option to *Allow threaded replies*. This option is best selected for a forum that will contain multiple topics (such as *General Unit Discussion*). Switching this option off is a good choice when you want a simple forum without nested contributions (such as a forum built around a specific discussion question).

Essential

Step 2: Set up *General Unit Discussion*.

All students should be provided with a forum to discuss the unit with the lecturers and other students. At ACU, this forum is typically called *General Unit Discussion*.

Staff will need to decide whether to use a single discussion forum for all students in the unit or set up smaller forums for different Canvas sections (such as campus-based Banner cohorts).

When creating a discussion, staff can set which Canvas sections can contribute to the discussion in the *Post to* field. **1**

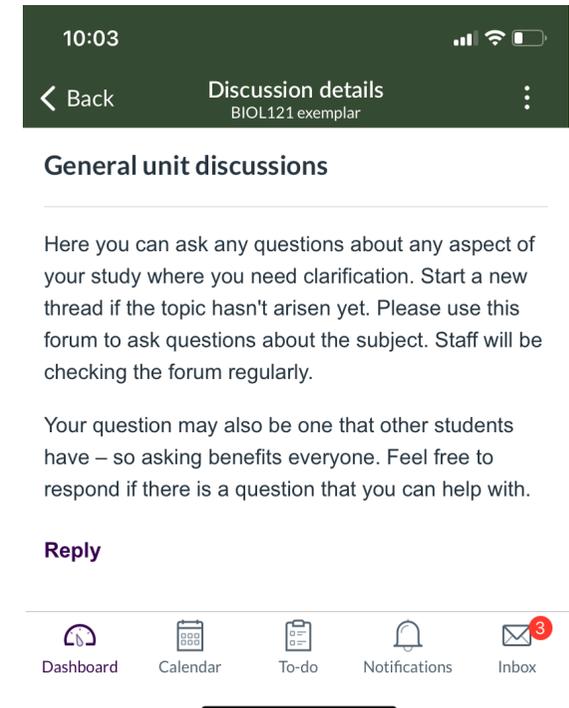


Figure 35 (above): Student view of the *General Unit Discussion* in the Canvas Student app.

Figure 36 (left): Location of the 'Post to' field where staff can choose which student cohorts can access a particular discussion.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. **Communication**
6. Online Classroom
7. Modules
8. Final Check and Publishing

Announcement start and end dates

Canvas allows an *Announcement* to be scheduled for a future time via the *Delay posting* option. **1**

You can't set an end date for an *Announcement*. Instead you will need to manually delete *Announcements* that are no longer required.

Optional guidance

Step 3: Using Announcements

It is not essential to set up a welcome *Announcement* for students, as the first module provides students with a welcome and introduction. *Announcements* will likely be used regularly through the unit, so here is some general guidance:

Post an early announcement

Consider posting an early announcement to let students know that the *Announcement* tool in Canvas will be used to keep them regularly updated.

Options

- Delay posting **1**
- Post At 8 Mar 2023 11:35 
- Allow users to comment **2**
- Users must post before seeing replies

Figure 37 (above): *Announcement options* dialogue.

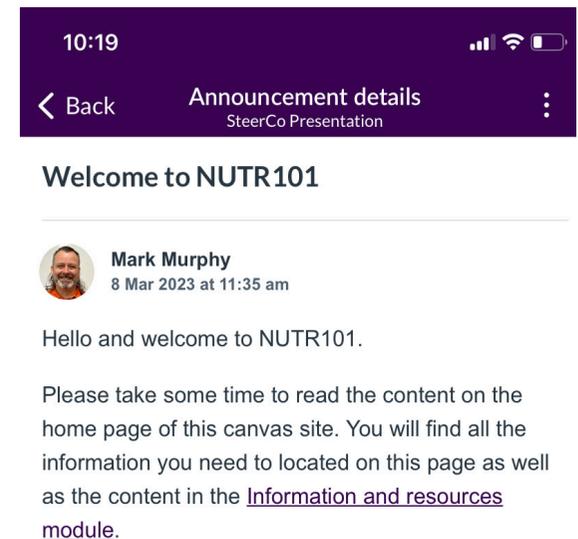
Figure 38 (right): *Announcements* look great on the Canvas Student app.

Posting to specific cohorts

Announcements can be posted to one or more individual Canvas sections. You can choose which sections to send the *Announcement* to in the *Post to* field, when creating the announcement.

Student replies to announcements **2**

You can choose whether students can reply to *Announcements*. Let students know in the *Announcement* whether you will monitor and respond to replies or not.



Online Classroom

What if there are no online tutorials in my unit?

This section only applies if you plan to run online tutorials or other synchronous activities using a video-conferencing tool like *Zoom*. If you do not plan to run these kind of sessions you can skip to *Modules*.

Purpose

It should be easy for students to view a schedule of the online lectures and tutorials in their unit. This is achieved through creating *Zoom* rooms and then adding appointments to the *Canvas Calendar* for the unit.

Online tutorials or other synchronous sessions for the unit can be scheduled through the *Zoom* app. The *Zoom* invite should be added to a *Calendar* event in the *Canvas* course, and applied to the correct *Canvas* section, to ensure the event is available to the correct students.

Following this process ensures that tutorials will show up for students in the *Course Summary* at the bottom of the unit *Home* page.

QUALITY STANDARDS ACHIEVED

1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. **Online Classroom**
7. Modules
8. Final Check and Publishing

What about face-to-face sessions?

Students should be able to import their timetable from Allocate+ to their preferred calendar tool. You may choose to create Canvas *Calendar* events for face-to-face sessions if you know the timetable will be stable throughout the teaching period and you feel that doing so would benefit students, but setting up face-to-face sessions in Canvas is not essential.

Optional guidance

Step 1: Set up Zoom sessions for any online tutorials and activities

If you plan to run Zoom sessions in the unit the three step method described here shows you how to ensure that Zoom meeting details only appear to relevant students.

Optional guidance

Step 1A: Create Zoom meetings

Schedule your Zoom meetings for each of your groups using the Zoom app. (See guide).

The Zoom app is accessed via the *Course Navigation Menu*, as shown in Figure 39.

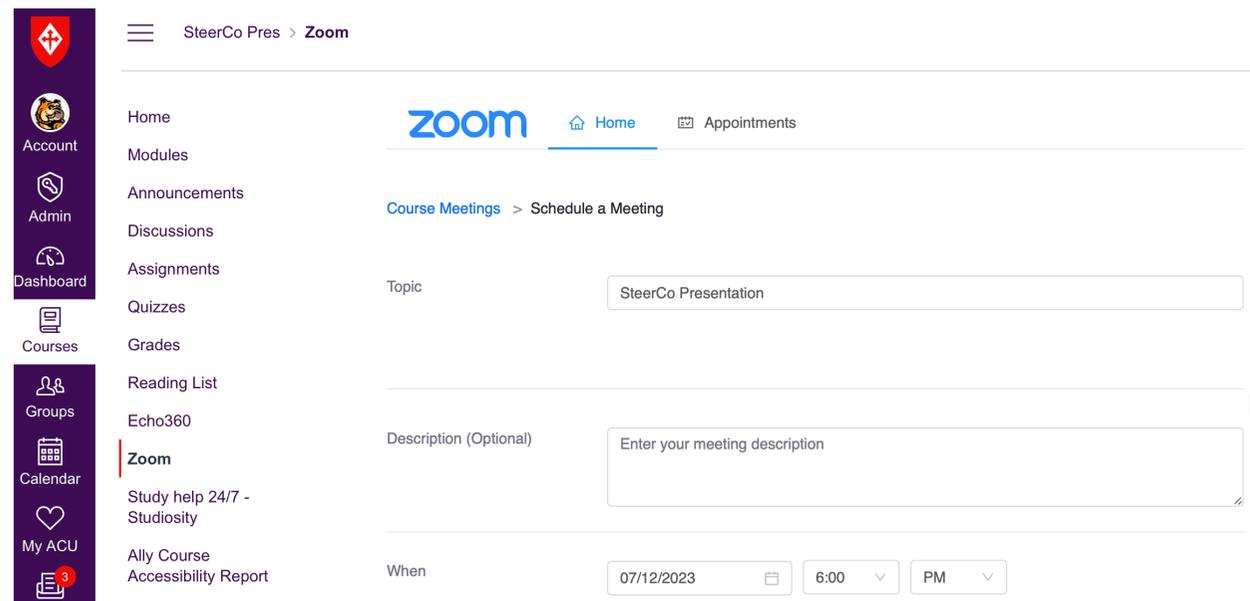


Figure 39: Zoom meetings can be scheduled via the Course Navigation Menu.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. **Online Classroom**
7. Modules
8. Final Check and Publishing

Calendar events and sections

The Canvas *Calendar* allows events to be assigned to one or more Canvas sections. This means that only students from assigned cohorts will see that event in their *Calendar*.

Optional guidance

Step 1A: Create Canvas *Calendar* events

Create a *Calendar* event in the Canvas course and paste the meeting invite into the event details section. Restrict this event to the Canvas section or sections the meeting is scheduled for. For recurring meetings, select the *duplicate* option and set the required number of occurrences.

Optional guidance

Step 1C: Provide access information to students

Advise students how to access the synchronous sessions in the *Information and Resources* module of the Canvas course.

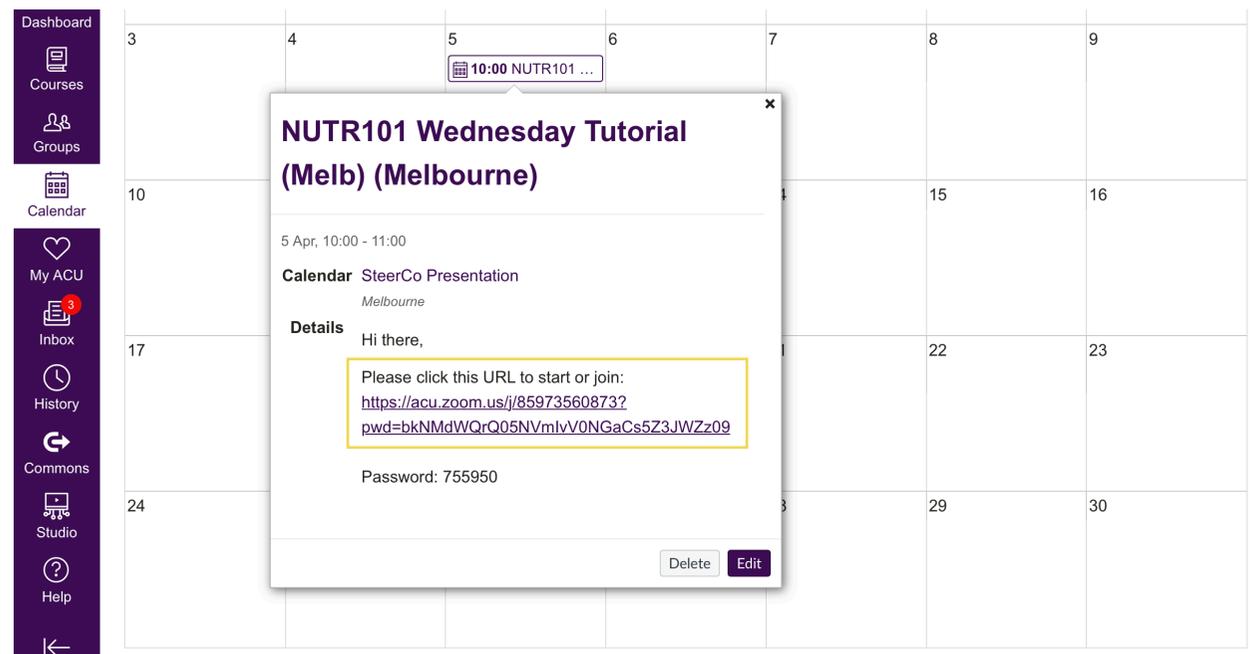


Figure 40: Using the Canvas *Calendar* allows Zoom invites to be sent to specific cohorts of students (Canvas sections).

Modules

Focusing on a good orientation

ACU's teaching staff are the discipline experts, so our focus is not on module content beyond the *Welcome*, and *Information and Resources* modules.

Purpose

When thinking about how to structure and organise your Canvas course, there are some characteristics of how Canvas works that you should consider:

1. Almost all course materials can be authored once but accessed from multiple locations in a Canvas course.

If you have followed this guide you will have already created *Assignments*, *Rubrics*, *Discussions* and a couple of orientation-related *Modules* (*Welcome*, *Information and Resources*). In most cases these items can be accessed via the relevant feature in Canvas.

What remains is to build out the remainder of the learning materials and arrange any relevant content into a sequence that offers students a recommended order for completing their learning tasks. Sequencing learning will be done using *Canvas Modules*.

2. Canvas Modules allow teaching staff to curate a linear sequence of learning materials that students can methodically work through.

At any given time, building *Canvas Modules* usually involves one of two tasks:

1. Authoring *Canvas Pages* (creating and scaffolding content).
2. Adding a link to a *Canvas tool*, *Assignment*, or external resource (curating and sequencing).

QUALITY STANDARDS ACHIEVED

4.3 The unit models the academic integrity expected of students by providing both source references and permissions for use of instructional materials.

8.1 Unit navigation facilitates ease of use.

8.3 The unit provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse students.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Adding assignment links to Modules

When building *Modules*, it is good practice to insert links to each *Assignment* at the point at which all of the learning activities necessary for completing that assignment have been covered. This aligns the module structure to assessments, which is a common student request.

Essential - adjust to suit

Step 1: Build out the learning materials as Canvas Modules with links to relevant items (files, quizzes etc.) and Canvas pages.

When building out the Modules try and give the items names that are easy to understand for students and teaching colleagues. You can also indent items to create a feeling similar to Moodle books or lessons.

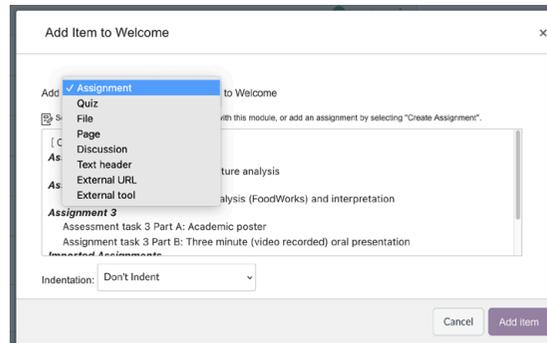
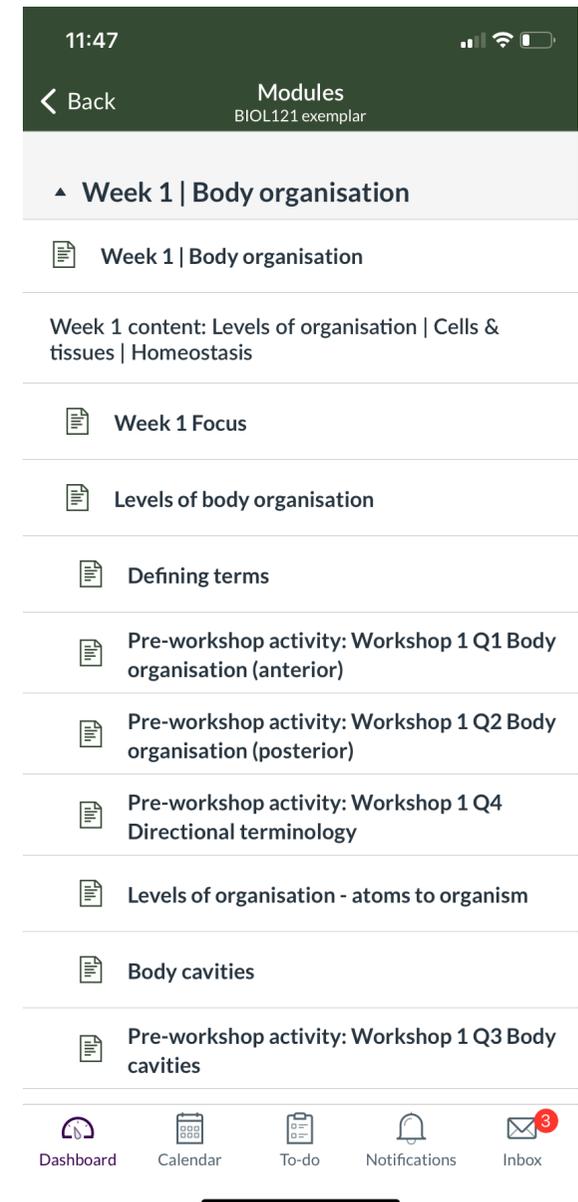


Figure 41 (above): Dialogue showing items that can be added to a Module.

Figure 42 (right): How a Module looks on the Canvas Student app.



1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
- 7. Modules**
8. Final Check and Publishing

Ally - an accessibility tool

ACU has implemented Ally with Canvas, which is a great tool for guiding teaching staff towards better accessibility. ACU has both a legal and moral obligation to ensure equitable access to our materials, and Ally plays a huge role in achieving this goal.

Essential

Step 2: Adjust accessibility of materials based on feedback from Ally tool.

Ally (pronounced al-eye) is an accessibility checker that provides clear guidance on how to uplift the accessibility of content and resources in an ACU Canvas course.

When building out learning materials teaching staff should take note of Ally's feedback on the accessibility of the materials and use the features in Ally to act on the feedback to improve the accessibility of flagged materials.

Figure 43 shows the *Ally Course Accessibility Report*. The great thing about Ally is that it provides you with the means to fix accessibility much more quickly than traditional methods. Click the *Start* button to see Ally's guidance in action.

Essential

Step 3: Check copyright of materials and attributions

Adhering to copyright is a fundamental legal and moral obligation for ACU. When building learning materials there are two main copyright tasks that form the basis of essential practice:

1. Only using materials that ACU has a right under copyright law to use.
2. Providing copyright attribution to acknowledge the owner of the intellectual property and document the copyright status of that material for other Canvas users to view.

Both of these elements are compulsory for all learning materials in Canvas.

Please visit the ACU copyright guide for practical advice on how to achieve copyright compliance.

- 
-  Account
-  Admin
-  Dashboard
-  Courses
-  Groups
-  Calendar
-  My ACU
-  Inbox
-  History
-  Commons

SteerCo Pres > **Ally Course Accessibility Report**

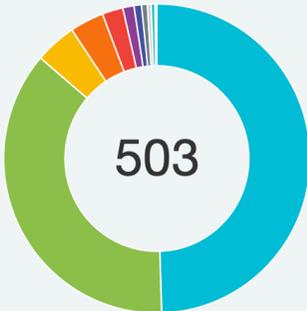
- Home
- Modules
- Announcements
- Discussions
- Assignments
- Quizzes
- Grades
- Reading List
- Echo360
- Zoom
- Study help 24/7 - Studiosity
- Ally Course Accessibility Report**
- Collaborations
- Surveys
- Rubrics 
- Files 
- People 
- Pages 

Course accessibility score

68%

SteerCo Presentation

Overview Content



503

All course content

Image	249
Page	185
PDF document	22
Word document	18
Quiz	11
Discussion topic	6
Assignment	4
Presentation	3
HTML file	2
Announcement	2
Syllabus	1

[View](#)

Content with the easiest issues to fix



180

Start

Fix low scoring content



186

Start

Figure 43: Example Ally Course Accessibility Report.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
- 7. Modules**
8. Final Check and Publishing

Avoiding duplicate information

The Canvas project team have made sure that quality standards that describe support information that should be available to students has been implemented globally in Canvas, so that such content can be centrally maintained, where possible. Before placing content in the Information and Resources module, ensure you are not duplicating content from Table 8.

Essential - adjust to suit

Step 4: Finalise the *Information and Resources* module

The *Information and Resources* module provides students with any essential information for that unit. When deciding what to include, ask yourself if the information is specific to the unit or if the information is easily accessible to students in Canvas anyway.

There should be minimal use of generic ACU-wide information, because:

- Such information often goes out of date with broken links.
- If students have three or four units with information modules that have the same, excessive generic ACU information, motivation and excitement for learning might be impacted.
- ACU has a *Student Portal* and *UniHub*. These complement Canvas and should be the source of truth for most student support services and amenities.
- The Canvas *Global Menu* has a *Help* item for technical support and a *MyACU* item that directs them to the source of truth locations for key support services and policies.

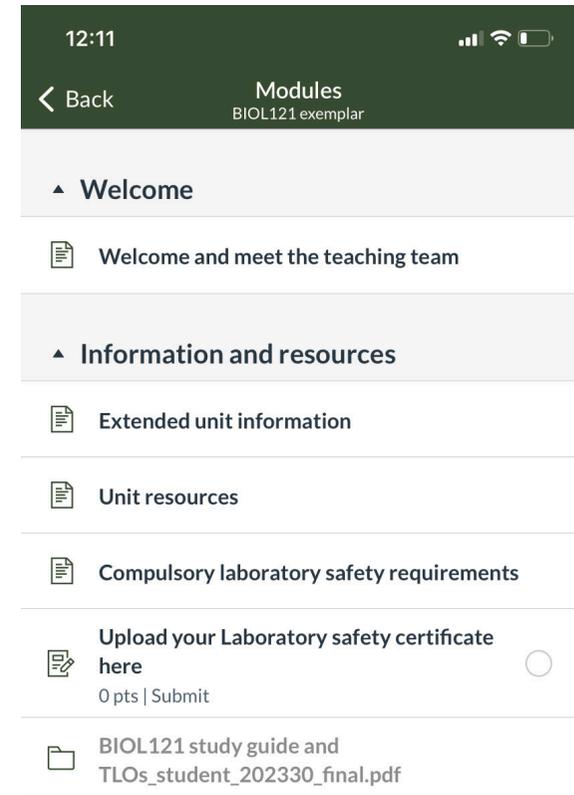


Figure 44: Example *Information and Resources* module. Note that each item relates specifically to the unit being taught.

Table 8: Explanation of how quality standards relating to information and support have already been met in Canvas.

#	QUALITY STANDARD	HOW THIS IS ACHIEVED IN CANVAS
1.4	Unit and institutional policies with which the student is expected to comply are clearly stated within the unit, or a link to current policies is provided.	Using the digital adoption tool, <i>Impact</i> , a policy message is displayed to all staff and students per unit, per semester, which they must agree to. This contains a copyright notice, netiquette, and academic integrity statement.
1.5	Minimum technology requirements for the unit are clearly stated, and information on how to obtain the technologies is provided.	Using the digital adoption tool, <i>Impact</i> , a policy message is displayed to all staff and students per unit, per semester, which they must agree to. This contains acceptable use of IT, and minimum browser requirements for interacting with Canvas.
1.6	Computer skills and digital information literacy skills expected of the student are clearly stated.	Unit-specific information on digital literacy should be available via the <i>Extended unit information</i> page. Supplemental to this a student can locate information and assistance via the My ACU button in the global navigation displayed on all areas of Canvas.
6.4	The unit provides students with information on protecting their data and privacy.	Information on how student data is stored and managed is available on the Canvas dashboard under <i>Privacy Policy</i> . ACU specific information is displayed via a policy message using <i>Impact</i> , that appears per unit, per semester.
7.1	The unit instructions articulate or link to a clear description of the technical support offered and how to obtain it.	A student can view the available technical support items through the Canvas <i>Help</i> menu item, and via the <i>Impact</i> help button displayed across all areas of Canvas.
7.2	Unit instructions articulate or link to the institution's accessibility policies and services.	A student can view the available accessibility policy through the <i>My ACU</i> button in the global navigation displayed on all areas of Canvas.
7.3	Unit instructions articulate or link to the institution's academic support services and resources that can help students succeed in the unit.	Information on academic support services can be found via the <i>My ACU</i> button in the <i>Global</i> menu displayed across all areas of Canvas.
7.4	Unit instructions articulate or link to the institution's student services and resources that can help students succeed.	A student can view the available student services and resources through the <i>My ACU</i> button in the global navigation displayed across all areas of Canvas.
8.6	Vendor accessibility statements are provided for all technologies required in the unit.	Vendor supplied information on accessibility policy can be navigated to via the <i>Impact</i> help button displayed on all areas of Canvas.

Final check and publishing

Check both the app and the desktop versions of the unit

Canvas has a fantastic Student and Teacher Apps. Make sure you take a look at how everything looks on the App as part of your review. You might be amazed at some of the things you can do on the Teacher app (including preview the Course as a student).

Purpose

Often, building a Canvas course is a team effort, which is great. Having a number of people involved in building Canvas course can mean that some dissonance creeps in between the different settings or information presented in the Canvas course.

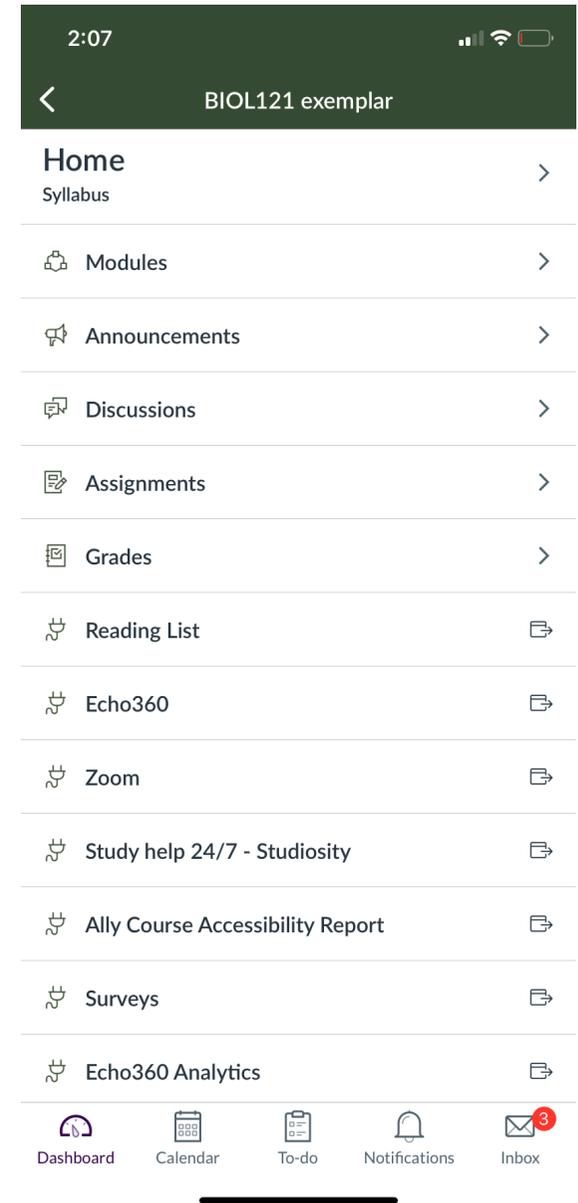
Before publishing the Canvas course, and thus making it live to students, it is a good idea to check that everything aligns and is working well.

This section suggests a few key things to check. Depending on the specifics of the unit and the tools being used there may be some additional things that you might check before going live.

QUALITY STANDARDS ACHIEVED

All

Figure 45: Don't forget to review the Canvas Course on the app.



1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Publishing individual items

A Canvas course can contain draft content. The following items can have publishing turned on or off by Editing Lecturers on a per-item basis.

- 1 Modules
- 2 Pages
- 3 Discussions
- 4 Assignments
- 5 Quizzes

Essential

Step 1: Final checks.

Review the Canvas course prior to releasing it to students. The following are three good checks to include in your review.

1. Check that *Calendar and Course Summary* accurately represent unit activities and dates.

- Home > Course Summary
- Global Menu > Calendar > Select Unit from List

2. Check that items that should be published (visible) are published.

- See Figure 46.

3. Check that assignments, due dates and grade display settings are correct and aligned.

- Course Navigation Menu > Assignments
- Student View > Grades

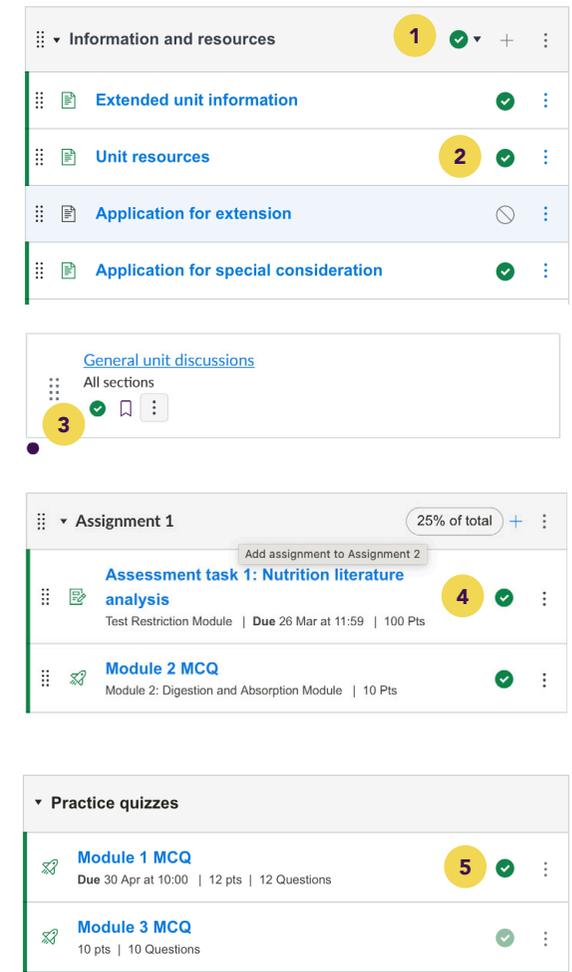


Figure 46: Item-level publishing examples in Canvas.

1. Course Navigation Menu
2. Home Page
3. Assessments, Rubrics and Grades
4. Teaching Team
5. Communication
6. Online Classroom
7. Modules
8. Final Check and Publishing

Can students view a Canvas course when it is published?

Maybe! There are two conditions that must be true for a student to view a Canvas Course:

1. The Course must be set to *Published*.
2. The date must be within their participation dates, which are visible in the Course Settings, unless some special participation dates have been applied to a Canvas section.

Essential

Step 2: Publish the Canvas Course

Editing Lecturers can publish and unpublish a Canvas Course at any time. A course in an unpublished state cannot be viewed by students.

Course status

Unpublish
 Published

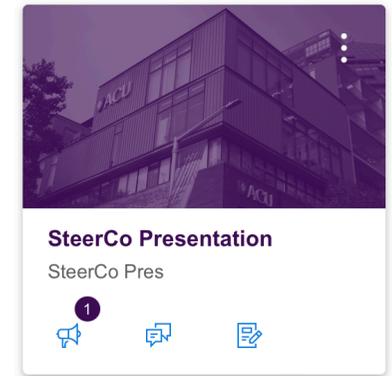
Figure 47 (above): The Canvas Course can be published from the Home Page.

Figure 48 (right): A Canvas Course can be published from the Dashboard.



Dashboard

Published Courses (3)



Unpublished Courses (1)





Canvas Support for ACU Staff

ACU Canvas Experience Guide Part 3

Canvas support for ACU staff

ACU staff have access to many resources to help them succeed with Canvas. This section shows staff where to access the different support options, and helps them choose the best option for their particular circumstances.

Making the right choice

To efficiently get an issue resolved, try thinking through the following:

1. Do I need help with a general Canvas feature or do I have an ACU-specific issue?
2. How quickly do I need an answer?
3. Based on the complexity of the problem and my own personal preferences what format best suits the situation (video, text, phone, chat).

Canvas managed support

Canvas support should be your first port-of-call for any general question about how to set up and use a Canvas feature.

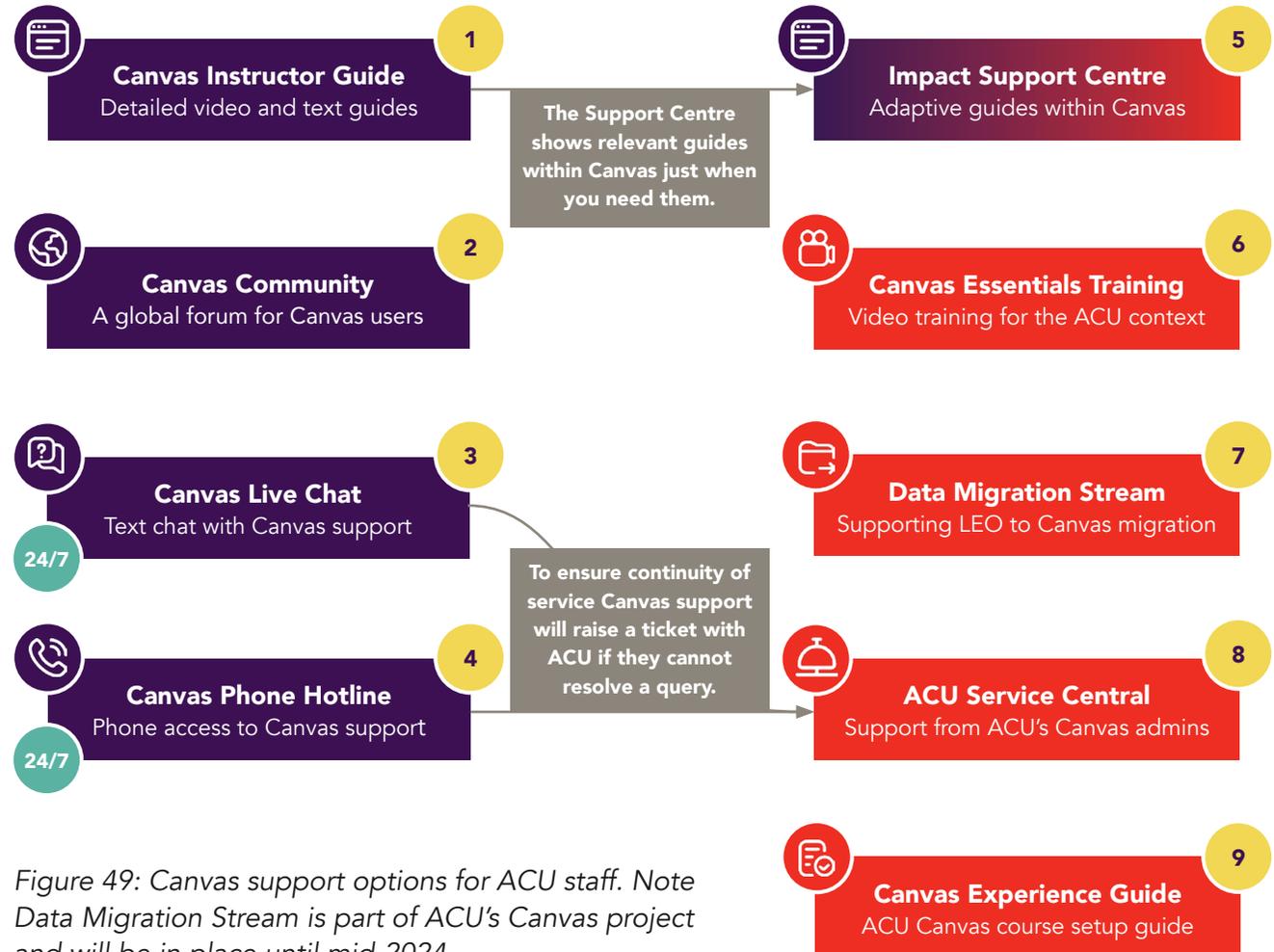


Figure 49: Canvas support options for ACU staff. Note Data Migration Stream is part of ACU's Canvas project and will be in place until mid-2024.

Locations for accessing Canvas support

2 Canvas Community
<https://community.canvaslms.com>

7 Data Migration Stream (Canvas Project) for LEO to Canvas migration support
Email: LMSQA@acu.edu.au

9 Canvas Experience Guide
You're reading it!

5 The Impact Support Centre

Click the *Support Centre* icon from anywhere in Canvas and you will automatically be shown the most relevant Canvas guides and ACU resources to their current location in Canvas. The *Support Centre* is a great feature that reduces time spent searching.

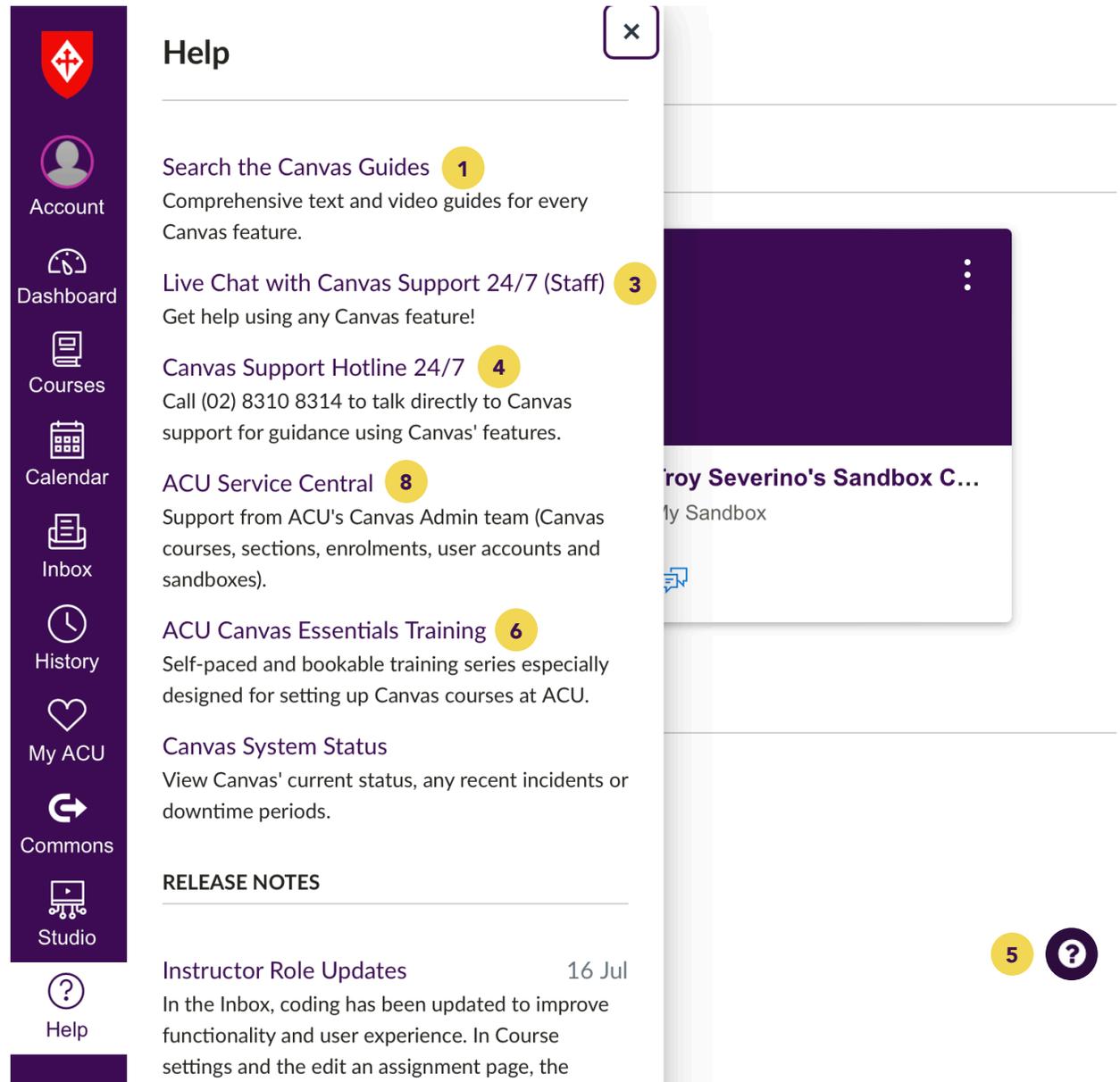


Figure 50: Locations where support options are accessed from within Canvas

Information vs help

Information

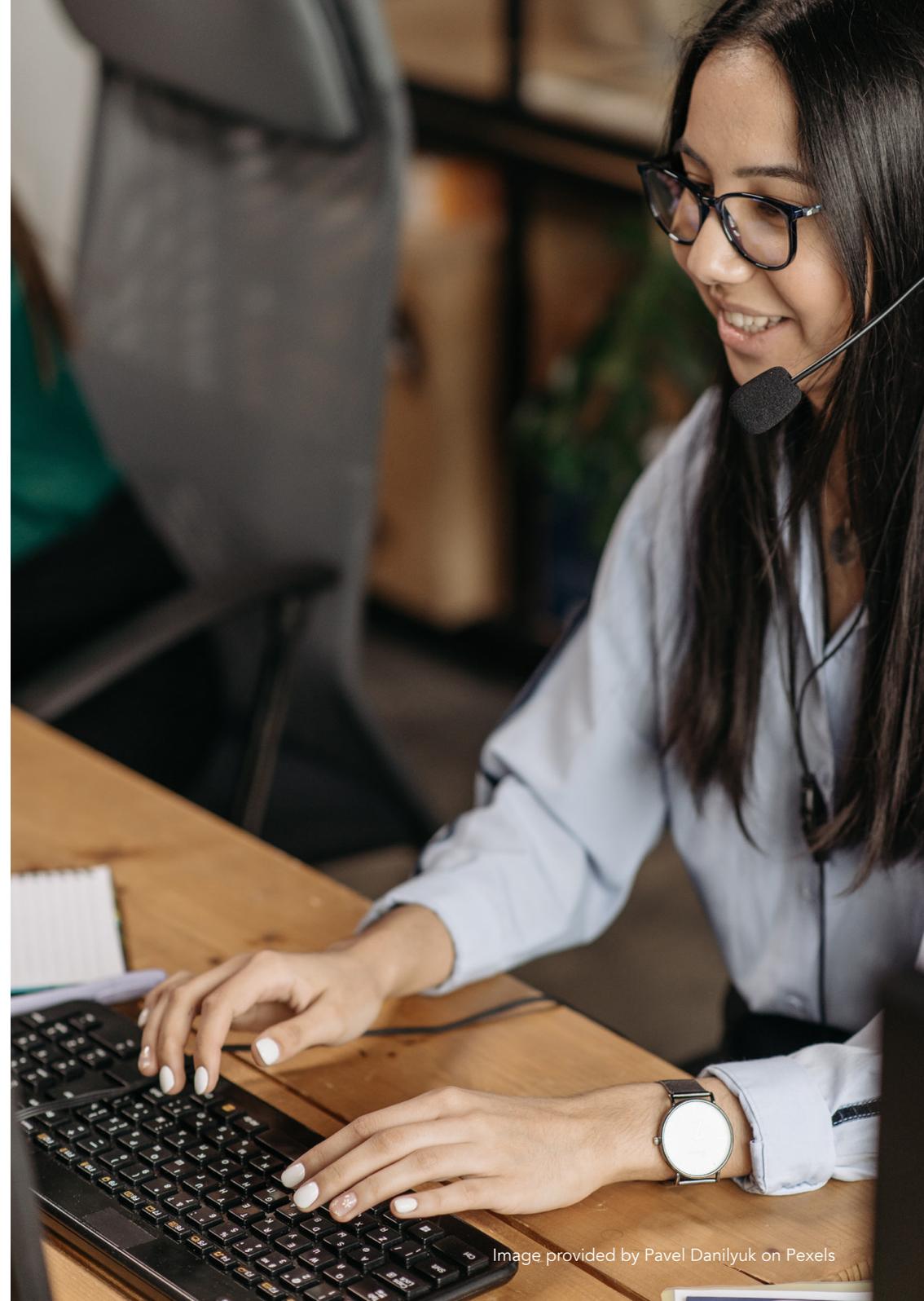
When using Canvas, teaching staff are likely to come across situations where they want some information or guidance about how something in Canvas works. In these scenarios once the information is located they should be able to easily resume getting their Canvas course ready. Each of the resources below are a great starting point if you have a general Canvas question. The right choice comes down to personal preference about what format a staff member would prefer.

- Canvas Instructor Guides
- Impact Support Centre
- Canvas Community
- ACU's Canvas Essentials Training

Help

For staff to have a good experience in Canvas, it is important that when they encounter an issue that cannot be resolved without assistance from a support team, they can quickly and easily identify the correct support mechanism.

Table 9 lists some of the most common issues that teaching staff might come across, and the best place to try and resolve each issue. As Figure 49 showed, if either Canvas phone or chat cannot resolve an issue they can create tickets in ACU's Service Central system This makes either of them a great option if you do not know where to start.



Recommended avenues for resolving common Canvas issues

Table 9: Recommended avenues for resolving common Canvas issues

Support issue:	Instructor Guides / Impact	Canvas Community	Canvas Live Chat	Canvas Phone Hotline	Canvas Essentials Training	Data Migration Stream	ACU Service Central	Canvas Experience Guide
Using any native Canvas features, such as: <ul style="list-style-type: none"> • Announcements, Discussions and Inbox • Assignments, Rubrics and Grades • Calendar, Scheduler and To-do • Groups and Collaborations • Inbox ...and many more	●	●	●	●	●			
Issues with logging in to Canvas or with a Canvas account					●			
Issues with a Canvas sandbox course (all staff should have one)					●			
Need to enrol oneself or other staff (e.g. sessionals) into a Canvas course					●			
Require administrative access to Canvas					●			
Issues with student enrolments in a Canvas course					●			
Assistance managing Canvas sections					●			
Canvas cross-listing: <ul style="list-style-type: none"> • Combining multiple unit codes into a single Canvas course • Disaggregating a National Canvas course into campus based Canvas courses 					●			
Changing participation or access dates on a Canvas course					●			
Issues with the <i>Unit Outline</i> tool (in the Canvas course menu)					●			
Issues with the Banner to Canvas integration					●			

Note: The *Canvas Instructor Guides (1)* and *Impact Support Centre (5)* have been combined in the table as they share content. *Impact* is available from wherever you are in Canvas, whereas the *Instructor Guides* are on an external web page.

Table 9 cont.

Support issue	1	5	2	3	4	6	7	8	9
	Instructor Guides / Impact	Canvas Community	Canvas Live Chat	Canvas Phone Hotline	Canvas Essentials Training	Data Migration Stream	ACU Service Central	Canvas Experience Guide	
Check if ACU has enabled a particular Canvas feature						●			
Request a tool/feature to be added to ACU's Canvas environment						●			
General Banner to Canvas integration issues						●			
List of quality standards for ACU Canvas courses								●	
A checklist and guidance for setting up a Canvas course at ACU								●	
Issues with the <i>Curriculum Document Generator</i> in Canvas						●			
Issues with Reading Lists						●			
Issues with Zoom						●			
Issues with Echo360						●			
Issues with Turnitin						●			
Issues with Surveys (e.g. SELT) menu item						●			
Finding out when a unit will be migrated from LEO to Canvas					●				
Assistance with migrating a unit from LEO to Canvas					●				
How other people have solved a particular problem in Canvas		●							
Canvas Training for ACU				●					
Canvas is not working or is down						●			
Another issue not listed here		●	●						

ACU Canvas Experience Guide

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Image provided by George Milton on Pexels