ACCESS

Design an Inclusive Course in Canvas

Sharon Stevens

Faculty Resource Center

Session Housekeeping

Please mute your audio and video while others are presenting or speaking

Use the chat and/or raise-your-hand functions

Stay to the End

Chance to win a $20 ecard from Amazon

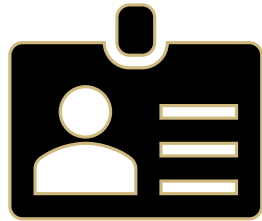**Question**

Type in the Chat or Raise Your Hand:

How do you define the term:

"**inclusive teaching or inclusive course**"

Type short phrase or adjective that describes the term to you?

Design an Inclusive Course in Canvas

Proactively designing or integrating…

A Welcoming Climate and Communication

Accessibility and Inclusion in Course Content

Engagement and Collaboration

Session Agenda

01
Establish clear course **expectations**

02
Build accessible course **content** in Canvas

03
Provide **alternative** means of access to materials and activities

Question

Type in the Chat:

What types of questions do your students have the first day or first week of class?

Why Clear Expectations Matter

Students need…

- "The **Why?**" of Learning
  - Course objectives
  - Link to real-world examples
- "The **What?**" of Learning
  - Topic Outline
  - Schedule
- "The **How?**" of Learning
  - Activities
  - Assessments and Criteria

"What do I need to do to get an A?"

*"If I miss a few classes, will it hurt me?"*

"Is this course going to be fun?"

"If I miss an assignment, can I do an extra credit project?"

How to Set Clear Expectations

- A Welcome **Announcement**
- A Course Overview **Module**
- Self-Introduction or About Instructor **Video**
- Course **Syllabus**
- Course-related, **self-introduction** activity for your students

▼ Welcome to the Curriculum 5173 - Instructional Design I

📄 Welcome Letter

📄 Welcome to the Course Video

📄 Instructor Profile and Contact Information

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How to Set Clear Expectations

Question

Type in Chat:

What "expectations" or policies do you communicate to your students at the start of the course? In the Syllabus?

Student-Content

Student-Student

Student-Instructor

Student-Community

Why Clear Expectations Matter

Students need…

Clearly defined **course** and **communication expectations** from the start of a course

"I will typically respond to emails within a 24-48-hour time period, excluding weekends. I will grade assignment within a week after the due date."

Normally, I respond to emails within 24 hours and grade assignments within 72 hours. I will keep you posted if my schedule has changed. I participate in all discussions and other collaborative assignments.

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How to Set Clear Expectations

- Campus and Course **Policies**
  - Including Course Expectations and Communication
- Download from **Canvas Commons**
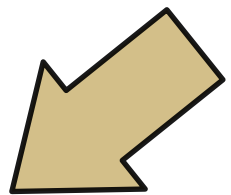
Question

Type in the Chat:

How do you use **Canvas** and **other apps** to support your course delivery or instruction?

Why Accessible Content in Canvas Matters

Students need…

- Clearly **organized** content in Canvas to focus on learning the material and not finding the material
- A clear **connection** between measurable course objectives and how the activities align with what is expected
- **Topics and concepts** presented in chunks
- **Instructional supports** built into activities and assessments

"Where do I find the syllabus?"

"How do I find my assignments in Canvas?"

"What module should I be completing"

"Do I have to read that article?"

How to Create Accessible Course Content in Canvas

Home

Announcements

Syllabus

Modules

Grades

People

Instructor Course Evaluations

Excel Support

1. Navigation

- **Identify** Tools as part of the Course Navigation

- **Identify** Tools to Hide
  - Settings
  - Navigation

Course Details   Sections   Navigation   Apps   Feature C

Drag and drop items to reorder them in the course navigation.

Home	
Syllabus	⋮
Assignments	⋮
Discussions	⋮
Zoom	⋮

Drag items here to hide them from students.
Disabling most pages will cause students who visit those pages to be redirected to the course home page.

Excel Support	⋮
Page disabled, won't appear in navigation	
Grades	⋮
This page can't be disabled, only hidden	
Announcements	⋮
Page disabled, will redirect to course home page	

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2. Use Canvas Modules and Pages

Module [#]: Topic ➡
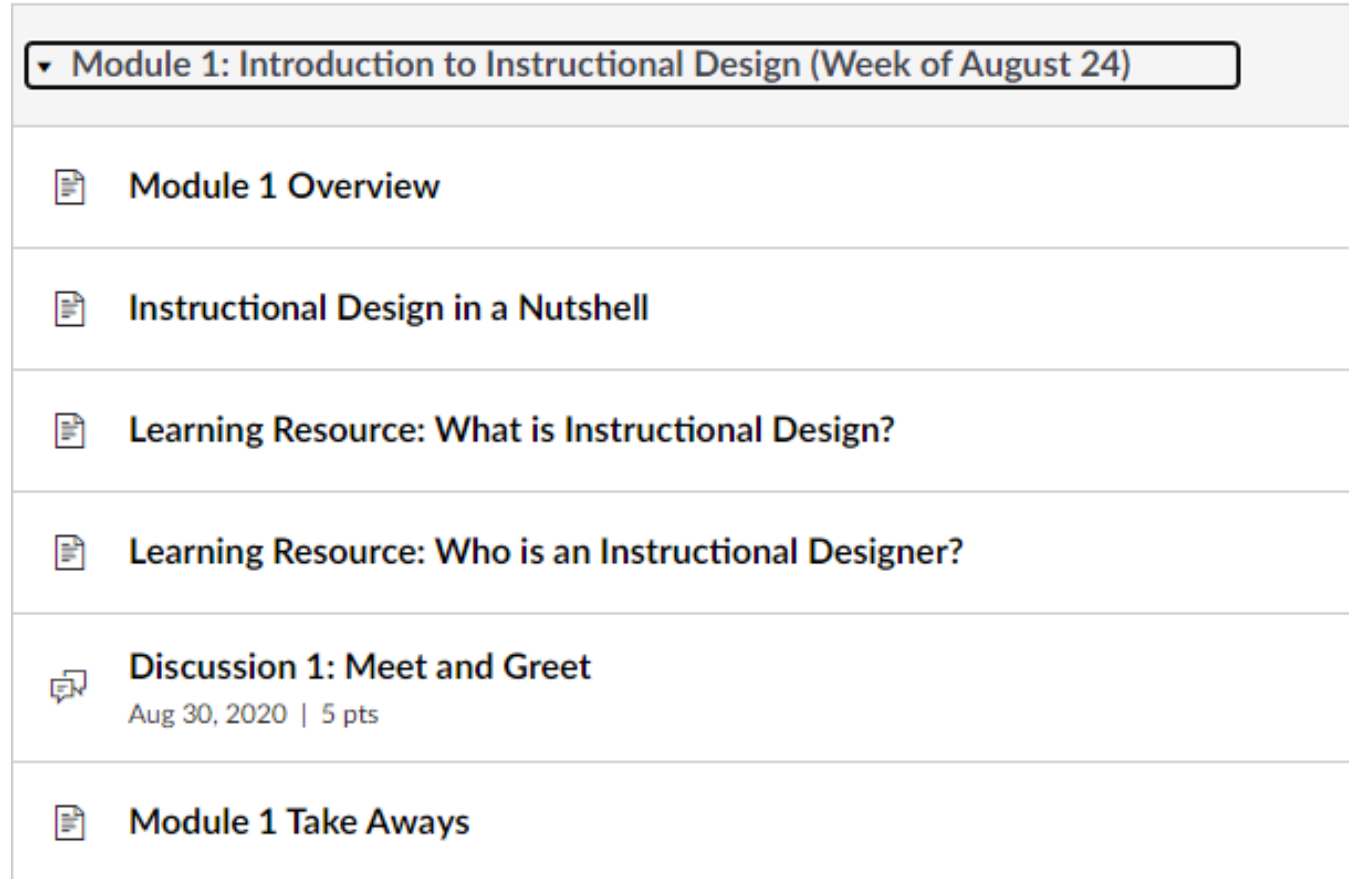
Module [#] Overview ➡
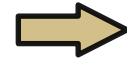
Canvas Pages for Course Materials ➡
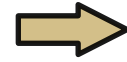
Discussion 1: [Topic] ➡

▼ Module 1: Introduction to Instructional Design (Week of August 24)

📄 Module 1 Overview

📄 Instructional Design in a Nutshell

📄 Learning Resource: What is Instructional Design?

📄 Learning Resource: Who is an Instructional Designer?

💬 Discussion 1: Meet and Greet
Aug 30, 2020 | 5 pts

📄 Module 1 Take Aways

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3. Module Overview

- **The "Why" of Learning**
  - Purpose
  - Course Objectives
- **The "What" of Learning**
  - Module Objectives
  - Key Concepts
  - Guiding Questions
- **The "How" of Learning**
  - Activities and Assignments

Module 1 Overview

In this module, you will familiarize yourself with the structure of this course, get to know other students enrolled in the course, define the term instructional design, and discuss possible career paths of instructional designers.

Associated Course Objectives

1. Define instructional design as a process and a profession

Estimated time to complete this module: 3 Hours

Module Objectives

Upon completion of this module, you will be able to:

- Define the term instructional design
- Describe careers in instructional design
- Apply the term instructional design to your own education or career path

Textbook Reading

- Read Chapter 1, Introduction to Instructional Design, Real-world instructional design: An iterative approach to designing learning experiences . This chapter details multiple instructional design processes and different instructional designer's roles in various work settings.
- The library has a limited number of copies available. Download Chapter 1 only - not the entire book.

Key Concepts

- Instructional Design Defined
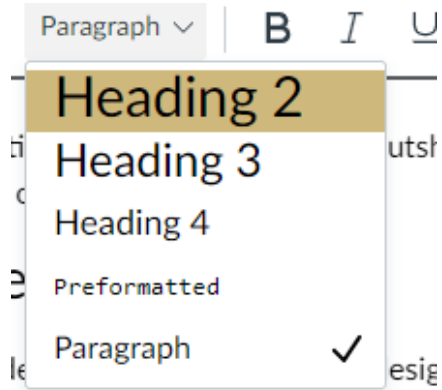- Who is an Instructional Designer?

Guiding Questions

1. What is an instructional designer?
2. How did the discipline of instructional design develop?
3. What is an instructional design model?

Activities and Assignments

1. Read the **Welcome Letter and the Syllabus**, which includes critical dates and assignments
2. Complete the **Getting Started** module
3. Use the **Learning Resources** to define the instructional design process and describe an instructional designer.
4. **Discussion**: Meet and Greet

4. Accessible Canvas Pages

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Preformatted

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Headers   ⟹

The Why to the Video   ⟹

Descriptive Links   ⟹

Instructional Design Models in a Nutshell

Instructional Design Models, in a Nutshell, provides a summary of concepts introduced in this module, the 'what of learning' and provides a bigger picture of the 'why' of learning.

Listen

This video describes instructional design models and criteria for a comparative analysis in different instructional settings.

instructional design models

Instructional Design Models in a Nutshell

Instructional Design

- ADDIE
- Dick and Carey
- Rapid Prototyping
- ASSURE
- Morrison, Ross and Kemp

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Read

1. The PowerPoint slides ⤓ provide an alternative to video and audio.
2. Text Only ⤓ presentation of the slides

Something to Ponder

At this point in the module, you should be able to identify two instructional design models that you would like to consider applying to a specific instructional setting. On the next page, you will explore how others have compared to instructional design models in different instructional settings. As part of completing this module, you will conduct your own comparative analysis of

4. Design with Instructional Supports

- ❑ **Checks** for Understanding (Quizzes)
- ❑ Optional **Check-ins** (Assignments)
- ❑ Assignment Checklists, **Rubrics** and Examples
- ❑ **Scaffolded** Higher Stake Assessments with Outline and Draft before Final

Optional Check-in

Typically, the instructional designer would present a sample instruction to the client to identify if the instruction actually addresses the needs analysis and gap. In your case, you can perform a "user test" or "run-through" of your sample lesson or storyboard with me (optional).

As your client, I will look at your Analysis and Design report as I review your submission. Please review the Assignment: Development Deliverable for the assignment requirements.

Past Submission Examples

1. Basics of Course Design module for Higher Education Faculty using the ADDIE model
2. Military Training using the ADDIE model
3. K-12 Teacher training using the ADDIE model
4. Digital Citizenship Unit of Instruction, Elementary School Students using the ASSURE Model
5. How to Use the iPad for Coursework, Rural Colorado Middle School students using the ASSURE model

Question

Type in the Chat:

What type of **instructional materials** or **media** do you use in your courses?

textbook, documentary, open educational resources

Why **Alternative** Means of Access

Students need…

No Two Students Are Alike

More than a text-based learning environment with **reading** and **writing**

Prior Knowledge

- A **variety** of materials and media with a **diversity** of ideas and perspectives
- **Choices** and **options** in how they learn and how they express what they have learned

Cultural Experiences and Understanding

Language Preferences

Preferences for Engagement and Expression

How to Provide **Alternative** Means of Access

Connect content to **learning objectives** and provide a range of learning **activities**

- Allow students to make **choices** according to their interests
  - What articles to read
  - What topic to research
- Make choices in **expression**
  - In how to complete the assignment
  - Paper, Visual Diagram, Presentation

By the end of this module, what should I be able to do?	Which course materials will support me?	What activities and assessments will let me know that I can do that?
Define the term instructional design	**Read** the Back to Basics: Instructional Design Terminology OR **Listen** to Instructional Design: Episode 1 – What is Instructional Design?	**Participate** in The Meet and Greet (Define Instructional Design)
Compare and contrast instructional design models	**Listen** to Instructional Design: Episode 2 – A Comparison of Models OR **Read** the article, A Comparison of Instructional Design Models	**Participate** in the **Game of Bingo** (Describe Instructional Design model in an Instructional Setting) **Complete** a **Comparative Analysis** of the two Instructional Design Models in an Instructional Setting

- **Create** a mixed-mode lecture that offer a variety of materials to support students
    - **Read** Video Text Transcript and Slide
    - **Watch** Video Lecture
    - **View** Infographic
    - **Take** notes with Presentation Outline
    - **Reflect** on Questions
    - **Watch** supplemental video on 'the challenging topic'

Listen

This video describes instructional design models and criteria for a comparative analysis in di
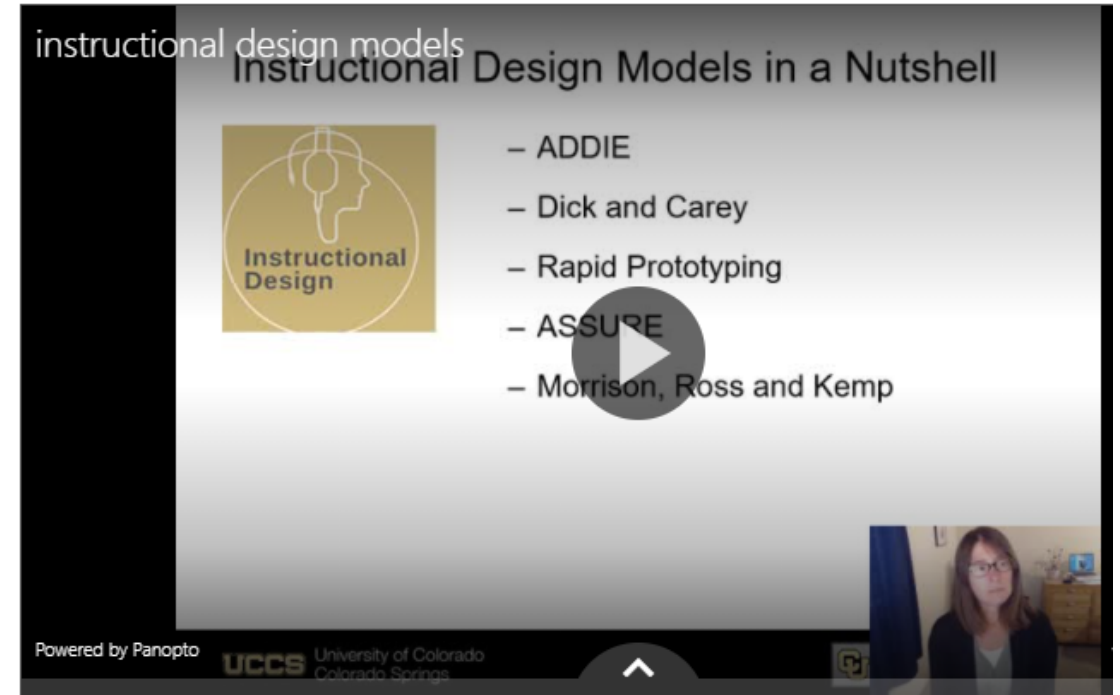
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Please feel free to contact me with any questions that you might as you get started.

- Select content that engages a **diversity of ideas and perspectives**
  - Select content by authors of diverse backgrounds
  - Use multiple and diverse examples
  - Be aware of how media depicts a range of cultures

No Two Students Are Alike

Case Studies and Role-playing
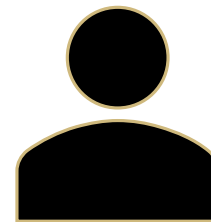
Guided Research through Choice

Where to Go From Here – An Action Plan

1 **Research** [Universal Design For Learning Principles](#) and the [Equity Toolkit](#), Department of Higher Education

2 **Contact** Your FRC Instructional Design Team or Teaching Fellows

3 **Enroll** in Teaching Online Program or the Universal Design for Inclusive Teaching Program

ACCESS

Universal Design for Inclusive Teaching

About This Program

This comprehensive credential is awarded for proactively designing and implementing inclusive teaching strategies. Badge earners demonstrate competency in applying Universal Design for Learning concepts to course design and teaching practices, exercising self-awareness and commitment to inclusion, and improving student success. This program pairs participants with an FRC Instructional Designer to redesign a course for inclusive teaching. Participants can expect to spend 24-36 hours to complete each badge.

Program Levels

To earn a digital badge, participants are required to complete and meet the criteria for one or more of the following program levels:

1. **Inclusive Teaching Essentials.** This badge creates self-awareness and commitment to inclusion by observing the use of language and interactions within the classroom as it applies to one's own teaching philosophy, course design, lesson plan, and syllabus.

2. **Design with Accessibility in Mind.** This badge presents the principles of Universal Design for Learning, a framework for optimizing teaching and learning for all students.

3. **Inclusive Teaching Practices**. This badge builds on the Inclusive Teaching Essentials to cultivate an inclusive class environment by creating and maintaining a positive class climate and developing culturally responsive teaching practices and assessments.

Questions?