

# **Teaching & Assessing Proficiencies with Canvas - Syllabus**

## **Registration through CVEDC**

Online Course with 3 face-to-face meetings

### **Instructor:**

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### **Course Dates: 6/26/17 - 9/1/17**

Three face-to-face meetings at BFA St. Albans (lab location TBD)

Remaining 28 hours will be online work

Monday, June 26th	4 hour face-to-face @ BFA	8am-12pm
Monday, July 24th	4 hours face-to-face @ BFA	8am-12pm
Thursday, August 17th	4 hours face-to-face @ BFA	8am-12pm

### **Course Credit**

Optional: 3 graduate credits through St. Michael's College

### **Course Overview**

This course is designed to provide a foundational skillset for using Canvas as a proficiency-based learning management system. Assignments will focus on familiarizing participants with the various tools within Canvas, such as threaded discussions, Google Apps integration, and MasteryPaths (to support differentiated instruction). The majority of course assignments will be implemented through an online Canvas course, which in turn will model various methodologies and technical strategies for designing and managing a proficiency-based, blended course. In addition to the online coursework, there will be three half-day, hands-on-sessions held at BFA St. Albans (lab location TBD). For participants needing additional technical assistance and ongoing professional development support, scheduled office hours will be provided by the instructor throughout the summer. For a final project, participants will build a module (a unit of study) within a Canvas course which will be aligned to a set of proficiency-based outcomes. The course will culminate with a face-to-face session where final projects, a proficiency-based unit of study built within Canvas, will be presented to the class.

### **Course Goals**

- Explore, analyze, and discuss best practices for proficiency-based teaching within a blended learning environment using Canvas LMS
- Experience and better understand blended learning from a student perspective
- Increase knowledge about blended learning and online course management
- Create online course content, proficiency-aligned assessments/assignments, and learning outcomes (learning mastery rubrics) which can be used in participant's upcoming courses
- Explore LMS tools and strategies that enhance best practices for differentiation
- Better understand the challenges of collaborative learning and effective communication in an online/blended course
- Examine and discuss ideologies on how online learning can potentially bolster student engagement and improve cloud-based research, collaboration, and communication skills
- Examine and develop best practices for supporting and implementing Vermont proficiency-based initiatives: Act 77, Flexible Pathways, and Personal Learning Plans

## **Course Reading & Resources**

Online readings & videos will be assigned throughout the course via Canvas weekly assignments

Required textbook: [Essentials of Online Course Design: A Standards-Based Guide \(Essentials of Online Learning\) 2nd Edition](#), Kindle Edition by [Marjorie Vai](#) (Author), [Kristen Sosulski](#) (Author) - available in hardcopy or digital (Amazon Kindle)

- **[Course Resources - Shared Google Drive Folder](#)**
- **Additional Online Articles and Resources**
  - [Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School](#)
  - [Vermont AOE Proficiency Based Learning Resources](#)
  - [Five Obstacles to Grading Reform, Thomas R. Guskey - ASCD.org article](#)
  - [www.blendedlearning.org](http://www.blendedlearning.org)
  - [International Association for K-12 Online Learning](#)
  - [CompetencyWorks Issue Brief: Maximizing Competency Education and Blended Learning](#)
  - [Peer Feedback in the Classroom: Empowering Students to be the Experts](#)

## **Assignment Groups - Grade Weighting**

### ***Completion of online assignments & participation in online discussions (45%)***

Full engagement in all chapters, reading assignments, written reflections and other prompts and assignments. Some of this will be completed as a group during face-to-face sessions, while most will be completed online within the Canvas LMS.

### ***Attendance & Class Participation for Face-to-Face Sessions (20%)***

Includes attendance for the 3 face-to-face sessions, participation in group discussions, and providing constructive comments on final presentations

### ***Final Project: building a complete proficiency-aligned unit of study in Canvas (35%)***

Due in late August (exact deadline TBD pending on finalized date for presentations)

## **Final Project Guidelines**

Participants will be encouraged to choose a unit they are currently teaching and redesign it within Canvas to use for the upcoming school year. Utilizing information from assigned readings and LMS tools introduced during this course, participants will align proficiency-based graduation requirements (or competencies) and performance indicators with assignments. The goal is to enhance and revise a pre-existing unit with the intent of advancing student learning opportunities and increasing the instructor's ability to efficiently utilize innovative LMS tools which support feedback, collaborative learning, differentiated instruction, and ongoing assessment of student progress.

## Face-to-Face Session Schedule

Session Dates	Content/Goals	Workshop Agenda
<b>June 26<sup>th</sup></b> <b>8-12 PM</b> Workshop #1 4 hours	Intro to Canvas Tools and Setting up an Online Course in Canvas	<ul style="list-style-type: none"> <li>• Intro to course</li> <li>• Hands-on workshop to learn LMS terms, basic tools, and course settings</li> <li>• Begin building assignments within a Canvas course</li> <li>• Add a colleagues/classmates as students to your course. Goal is to provide/receive feedback, submit/receive assignments in both teacher &amp; student roles, &amp; share your online course design strategies with classmates</li> </ul>
<b>July 24<sup>th</sup></b> <b>8-12 PM</b> Workshop #2 4 hours	Reflection on first half of course and preparation for final projects	<ul style="list-style-type: none"> <li>• Q &amp; A session to discuss challenges and technical issues</li> <li>• Share ideas for final unit of study projects</li> <li>• Modules that support differentiation through Mastery Pathways in Canvas</li> <li>• Guidelines for final project expectations</li> </ul>
<b>August 17<sup>th</sup></b> <b>8-12 PM</b> Workshop #3 4 hours	Final presentations (units of study with proficiency alignments). 10 minutes each followed by constructive feedback & peer review from colleagues	<ul style="list-style-type: none"> <li>• Presentation of unit of study built within Canvas</li> <li>• Feedback on design of unit, formative &amp; summative assessments, learning targets, outcomes, &amp; proposed strategies for assisting students with posting artifacts as evidence to their ePortfolios</li> </ul>

## Online Assignment Schedule

Due Dates	Assignment
July 3rd	<b>Week One:</b> <ul style="list-style-type: none"> <li>• Threaded Discussion - Assigned Reading Reflections: Intro and chapter 1, "Orientation to Online Teaching and Learning"</li> <li>• Build an outcome rubric aligned to an assignment</li> <li>• Threaded Discussion - Discover and import a course component from Canvas Commons which is relevant to your course's curriculum. Post a brief reflection on the pros/cons of shared content in Commons.</li> </ul>
July 10th	<b>Week Two:</b> <ul style="list-style-type: none"> <li>• Create an "About Me" page in Canvas ePortfolio to introduce yourself and your interests. Post a piece of your work (i.e. photo, document, video) to</li> </ul>

	<p>your ePortfolio to better understand how students will add evidence to their PLPs</p> <ul style="list-style-type: none"> <li>• Hands-on Exercise/Assignment: process for assisting students with importing a PLP template into their Canvas ePortfolios</li> <li>• Threaded Discussion - Assigned Reading Reflections: Chapter 2, "Elements of an Online Course"</li> </ul>
<b>July 17th</b>	<p><b>Week Three:</b></p> <ul style="list-style-type: none"> <li>• Threaded Discussion - Jigsaw Reflections on Assigned Reading: Sign up to read either Chapter 5,6, 7, or 8 and then write a summary/reflection of your chapter to share with the class</li> <li>• Create assignment in your "teacher" role to your assigned "peer-student"</li> <li>• Submit work in your "student" role to your assigned "peer-teacher". Goal: for participants to become familiar with the Canvas interface from both teacher and student perspectives</li> <li>• Investigate SpeedGrader commenting options when providing feedback to peer's submission <a href="#">Read Crocodoc Instructor Guide</a></li> </ul>
<b>July 24th</b>	<p><b>Week Four:</b></p> <ul style="list-style-type: none"> <li>• Peer Review - Threaded Discussion - prompt on assigned video, <a href="#">"TED Talks: Sal Khan: Let's Teach for Mastery - Not Test Scores"</a> will be reviewed by classmates</li> <li>• Read <a href="#">How do I use MasteryPaths in course modules?</a> - Canvas tool for building differentiated learning modules</li> </ul>
<b>July 31st</b>	<p><b>Week Five:</b></p> <ul style="list-style-type: none"> <li>• Personal Learning Plans - Assigned Reading Reflections on chapter from Handbook on Digital Learning for K-12 Schools, <a href="#">"Technology to Improve Assessments of Learning in Class"</a></li> <li>• Helping students insert artifacts into their ePortfolios for evidence of learning mastery and transferable skills</li> </ul>
<b>August 7th</b>	<p><b>Week Six:</b></p> <ul style="list-style-type: none"> <li>• Researching strategies and tools for final project</li> <li>• Share first draft of assignments, online resources, learning target rubrics, and transferable skills alignments for unit of study</li> </ul>
<b>August 14th</b>	<p><b>Week Seven:</b></p> <ul style="list-style-type: none"> <li>• Continued work on final project. Threaded Discussion on Chapters 9 &amp; 10</li> <li>• Schedule office hours or Google Hangout with instructor - optional</li> </ul>
<b>August 17th</b>	<p><b>Final Project Presentations</b> Face-to-Face Session to present unit of study and receive constructive feedback from classmates and instructor</p>
<b>August 21st</b>	<p><b>Week Eight:</b> Final Project adjustments and editing (in response to feedback during presentation) Write reflection on final project and constructive feedback received during final face-to-face session</p>
<b>August 28th</b>	<p><b>Week Nine:</b></p>

	Deadline for final project: Friday, September 1st Deadline for final reflection on unit of study project: Friday September 1st Course Evaluations submitted by September 1st
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## **Required Materials**

- **Computer with internet connectivity:** Desktop or laptop (preferred). If you don't have a personal laptop or desktop, BFA can possibly provide one for the summer. Chromebooks or tablets are not ideal, due to Canvas tools potentially having limited functionality.
- **Required textbook:** [Essentials of Online Course Design: A Standards-Based Guide \(Essentials of Online Learning\) 2nd Edition](#), Kindle Edition by [Marjorie Vai](#) (Author), [Kristen Sosulski](#) (Author) - available in hardcopy or digital (Amazon Kindle)