How To Get the Most From Canvas:
Best Practices and Lessons Learned

Rob Elliott and Sara Anne Hook, IUPUI
• This engaging presentation offers a wealth of insights, tips and recommendations for how to get the most from Canvas, including tools included or accessible via Canvas and Canvas Analytics.
• Reflecting rich diversity in subject expertise, the presenters have been teaching and taking online courses for more than 30 years combined.
• Specific topics to be covered: Enhancing Student Engagement and Collaboration, Canvas Analytics and Course Organization: Pages versus Modules
Collaborations

Collaborative exercises work best when the students are given a framework in which to collaborate.
Third-Party Integration is Key

1. Rob Elliott's settings
2. Rob Elliott's Settings
   - Full Name: Rob Elliott
   - Sortable Name: Elliott, Rob
   - Default Email: elliott@iu.edu
   - Language: System Default (English (US))
   - Time Zone: Eastern Time (US & Canada)

3. Web Services
   Canvas can make your life a lot easier by tying itself in with the web tools you already use. Click any of the services in "Other Services" to see what we mean.

   - Let fellow course/group members see which services I've linked to my profile

Registered Services
- Google Drive

Other Services
Click any service below to register:
New Collaborations Are Easy

1. Start a New Collaboration

   Collaborate using: Google Docs

   Google Docs is a great place to collaborate on a group project. It's like Microsoft Word, but lets you work together with others on the same file at the same time without having to email it around.

   **Warning:** you (and all your collaborators) will need a Google account in order to participate in any Google Docs collaborations.

2. Document name:

3. Collaborate With:

   - People
   - Groups

   **Click or tap a user or group in the left-hand column to add Collaborators.**
Collaboration in My Courses

- Students are required to provide feedback to each other as part of the next week’s Discussion Forum questions.
- Note the details of the first question on the instructions for the Module.
- Increases learner-learner interaction, per the Quality Matters (QM) rubric.
- We take points off if students do not provide feedback to each other.
Benefits:

• Students post their responses earlier – to enhance their chances of getting the maximum feedback from other students.

• Students provide more robust responses to the Discussion Forum questions.

• The best and most robust responses tend to get the most feedback from other students.

• Students read each other’s responses, which reinforces what they are learning and provides them with different viewpoints.

• Builds a bit of competition into the courses – posting early means more opportunities for feedback.
I410 - Module 12 - Fall 2016

Common Problems With E-Discovery – and Their Solutions – from The Federal Lawyer

By Sunday, November 13 at noon, please respond to the Discussion Forum questions for Module 12:

- Go to the responses to the Discussion Forum questions for Module 11. Select a student. Please comment on the student’s review of one of the supplemental readings for Module 11. What did the student identify as being the lesson we can learn from this article? Were there any other aspects to or issues highlighted in this article that inform our knowledge of e-discovery, electronic evidence or litigation in general? Please include your feedback to the student as part of your responses to the Discussion Forum questions for Module 12 and indicate the student’s first and last name.

- Select one of the four technology tools covered in Chapters Six, Seven and Eight of Electronic Discovery for Small Cases (Quick View Plus, dlsSearch Desktop, Digital WarRoom Pro and Portable Archive File). Visit this vendor’s website. What are some of the services offered by this vendor that could assist with e-discovery, especially the processing, review and analysis steps? What is one service or feature that sounded particularly intriguing to you?

- Select one of the technology tools covered in Chapter 5 of E-Discovery: An Introduction to Digital Evidence (Discovery Attender, AccessData Forensic Toolkit, iCONEX TERA, JPRO Eclipse). Visit this vendor’s website. What are some of the services...
Why I am Interested in Canvas Analytics.

• Part of review team for a pilot project on analytics called Unizin Snapshot.
• Member of PhD committee for a student doing his dissertation on system-wide course analytics.
• A way to quickly see how students were doing in my courses to easily respond to the FLAGS system.
• Analytics could provide students with a clearer picture of how they are doing in a course.
• Evidence to refute a student’s claims about his inability to communicate with me – faculty versus administrator (Account Analytics) access.
Canvas Analytics

What are Analytics? As Defined by Canvas

Analytics evaluate individual components of a course and evaluate student performance. Analytics takes a three-pronged approach to creating substantive data for Canvas users.

**Justification** focuses on system reports and how the system is being used.

**Intervention** looks to predict at-risk students and how to meet their needs.

**Learning** focuses on learning outcomes, the effectiveness of the teaching style, and the division of time between students achieving competence and those falling behind.
Module 5 of INFO 470 begins on Monday, June 5. You can find Module 5 by clicking on the Modules on the left side of your Canvas screen.

Module 5 includes a Forum, which you can access through Modules in Canvas.

By Sunday, June 11 at noon, please respond to the Discussion Forum questions for Module 5 using the link Modules link in Canvas (left side of the screen).

Instructions for the Final Project are available as part of Modules 4 and 5. The Final Project due on Monday, June 19 at 5:00 p.m. A grading rubric is also provided. I wanted to provide the instructions to the Final Project as quickly as possible so that you would have plenty of time to work on it.

Have a terrific week! Please let me know if you have questions!
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If You Scroll Down an Individual Student Page…

You can also see:

• Activity by Date, including number of Page Views and Actions taken.
• Communication: Instructor Messages and Student Messages
• Submissions, including Status (On Time, etc.), Due Date, Submission Date and Score.
• Grades, including score, performance, Low, Median or High, the 25-75% percentile and the points possible.
• Very helpful for Quality Matters (QM) evaluation, because you can demonstrate, at a glance, that students are interacting with the course content, with the instructor and with each other. (See QM Specific Review Standard 5.2)
• Other ways that Canvas Analytics tools support QM.
Organization of Course Materials

• Modules

• Pages
Using Modules Effectively

I Prefer to Use Modules in Canvas:

• Even before Indiana University moved from OnCourse to Canvas, I organized everything in Modules.
• When I first started teaching online, I originally used OnCourse only as a “shell” and delivered my course as a separate website – with everything arranged as Modules.
• So Modules are like an old friend!
Using Modules Effectively

• Each Module in Canvas begins with a document from me wherein I indicate the Learning Outcomes, reminders about the assignments that are due, the reading assignment, including supplemental materials, the Discussion Forum questions, my Fireside Chat and my Mini-Lecture.

• I personalize this document using my “course coach” and lots of icons.

• This is Tipster!
Using Modules Effectively

• The availability of the Module and reminders are provided as the “front page” in Canvas and as Announcements.

• Each new Module begins with the “front page” – the first thing that students see when they log into the course.

• I organize everything in the same order within my Canvas site as it is in my Module document.

• I believe that this careful organization makes it easier for students to navigate my courses, but also helps me make sure that all of the pieces and parts for each Module are there.

• A logical, seamless way to organize everything.
Module 1: Introduction to Information Security

Learning Outcomes

Upon completion of Module 1, students will be able to:

- Examine an approach for considering information security and privacy.
- Justify why it is important to protect information/data, networks and computer systems.
- Define the term "information security".
- Identify the components within information security and the steps in the information security and privacy lifecycle.
- Evaluate the consequences of information security failures.
- Describe the interrelationship between information security and privacy.
- Assess why law firms are especially vulnerable to data breaches.
- Advocate for additional investment in more robust information security and privacy approaches.
- Summarize the important points in Module 1 and the reading assignment.

Please read the Introduction, Chapters 1 and 2 and Appendices A and O in Locked Down: Practical Information Security for Lawyers, 2nd ed. Please also read the following items included as part of Module 1 in Canvas:

- 2016 ABA Techreport - Security - by David Ries.
- Two articles from Indianapolis Star [Chinese Hackers Strike U.S. Law Firms and Taking a Wi-Fi Risk].
- Emailing the News: The Media and Lawyers Wrestle with the Question: Should Some Stories Be Forgotten? - from ABA Journal [includes For Sale: Your Personal Data].
- See also Mining the Law-Technology Gap for Legal Jobs - from The National Jurist - indicating that there are not enough people with legal training in cyber-security.
By Sunday, January 15 at noon, please respond to the Discussion Forum questions for Module 1:

- Introduce yourself and your professional background. Are you pursuing a degree, program or certificate and when do you expect to finish?
- Indicate one learning goal you have for this course.
- What experiences have you had related to the security and privacy of information/data, computer systems and networks?
- Why might information security and information privacy be especially important in new media, informatics, IT and paralegal work and in your future career?
- Why is it important to think about information security and privacy as a lifecycle?
- Select one of the law firm breaches described on pages 13-22 of Locked Down: Practical Information Security for Lawyers, 2nd ed. What did the law firm do wrong in its approach to information security and privacy? How does this situation reflect the statistics presented in Appendix A and in the summary from the 2016 ABA Techreport – Security and what they reveal about the readiness of law firms to deal with security challenges in 2017?
- Any other surprising or interesting points from Module 1 or the reading assignment.

Please listen to a Fireside Chat – included as part of Module 1 in Canvas.

Welcome to the Course!

Module 1: Summary of Major Points

Please read the following mini-lecture.

Chapter 1 - Introduction to Information Security - in Information Security and Privacy: A Practical Guide for Global Executives, Lawyers and Technologists provides an excellent foundation for the topics we will be covering this semester. [This book is now out-of-print. A new edition is not yet been published, in spite of my encouragement to the author and the publishers.] As stated on page 1, digital information is fundamental to life today and the most valuable assets that most organizations have are their information and intellectual property. Even individual citizens are increasingly concerned about the privacy and security of their information, who owns this information and what a third party can do with it. The author
Report. Note the types of technology policies that law firms have in place, the variety of security tools and measures they are taking, such as security audits or cyberliability insurance, whether these have been security breaches and malware attacks and the results of these incidents. Appendix A provides statistics on disaster recovery and business continuity, which is something that many organizations do not even think about, let alone prepare for. Backup is an important component of any disaster recovery/business continuity plan. The summary from the 2016 ABA Techreport – Security, included as part of Module 1 in Canvas, provides additional information about security in law firms. It is interesting to compare the statistics from Appendix A with the new 2016 report.


Next Steps

In Module 2, we will examine a number of federal and state laws related to information security and privacy.

Please let me know if you have questions about Module 1 or the reading assignment.

Tipster says, “Welcome to the course!”
Module 5 of MATH 104 begins on Monday, June 6. You can find Module 5 by clicking on the Modules on the left side of your Canvas screen.

Module 5 includes a Practice Quiz, which you can access through Modules in Canvas.

By Sunday, June 11 at noon, please respond to the Discussion Forum questions for Module 5, using the the Modules link in Canvas (left side of the screen).

Be sure to take Quiz 2, which will be available from Friday, June 9 at 5:00 p.m. until Sunday, June 11 at 5:00 p.m. Quiz 2 will cover Modules 3 and 4 and will be a mixture of True/False, matching and multiple choice questions. Once you log into Quiz 2, you will have 2 hours to complete it.

Instructions for the Final Project are available as part of Modules 4 and 5. The Final Project is due on Monday, June 19 at 10:00 p.m. A grading rubric is also provided. I wanted to provide the instructions to the Final Project as quickly as possible, so that you would have plenty of time to work on it.

Have a terrific week! Please let me know if you have questions!
Module 5 Begins on Monday, June 5

Module 5 of MATH110/1185 begins on Monday, June 5. You can find Module 5 by clicking on the Modules on the left side of your Canvas screen.

Module 5 includes a Forum discussion, which you can access through Modules in Canvas.

By Sunday, June 11 at noon, please respond to the Discussion Forum questions for Module 5 using the the Modules in Canvas (left side of the screen).

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Have a terrific week! Please let me know if you have questions!

This announcement is closed for comments.
Pages Provide Flexibility

Pages are great when you want a succinct “home page” for each unit of your course.

- Flexible formatting
- Ability to add free-form content and images
- Allows a ”quick look” overview for each week or unit of the course
Sample Unit Home Page

Unit 03: Software is Defined by its Actions

- Go back to Unit 02: Classes Define Objects
- View the entire Course Schedule

What's the Big Idea?

Now that you're thinking in terms of classes and objects, let's move ahead and build something new.

When designing software, the first question you really have to answer is "what does this need to do?"

Each distinct bit of functionality that software performs (User Registration, User Log In, User Makes Payment, etc.) is called a "Use Case." Let's learn how to discover and organize Use Cases.

Reading

- UML Textbook, Chapter 2 (THE OTHER TEXTBOOK)
- 21300_use_case_diagrams.pptx

Videos

1. Functional Modeling with Use Case Diagrams, part 1 (7:56)
2. Functional Modeling with Use Case Diagrams, part 2 (9:11)
3. Use Case Diagram Tips 1 (5:06)
4. Use Case Diagram Tips 2 (4:46)

Videos from the Discussion

1. Choosing Actors (5:01)
2. Choosing Use Cases (4:03)

Assessments

- Discussion Exercise: Plaintown Library Use Cases
- Assignment: Use Case Diagram
Thank you!

Our PowerPoint presentation is available from IUPUI ScholarWorks: https://scholarworks.iupui.edu/

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<th>Rob Elliott</th>
<th><a href="mailto:elliott@iupui.edu">elliott@iupui.edu</a></th>
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