The Marshall School MyCanvas
Course Standards Checklist

Here is a list of expectations, best practices, settings, and suggestions to be used as you develop a course for the Marshall School, and as you configure the course within MyCanvas. It can also serve as a final quality assurance checklist before you publish your course and begin the delivery. Working through the checklist, you may want to coordinate with colleagues in the same Program of Study, to encourage a consistent look, feel, organization, and configuration for all Program courses.

Course Name: _____

Part A: Course Foundations and Curriculum Development

Quality courses are built on a solid foundation of learning outcomes, authentic assessments, predictable course structure and navigation, and up-to-date, accessible content.

This work is informed and supported primarily by a CTLI **Curriculum & Program Quality Consultant.**

☐ **Course Learning Outcomes**, or Ministry standards, have been reviewed and updated if necessary. Confirm that they are measurable via the assessment methods you are choosing to use.

☐ The **Course Outline** in COMMS is current, and is available in the course.

☐ A **Learning Plan** is developed and available. It includes an overview of all course activities and expected time commitments.

☐ **All assessments are authentic**. Ensure that they align to the course outcomes or Ministry standards.

☐ **Required textbooks** (if any) have been reviewed, and any suitable quizzes, assignments, and/or digital content has been identified.

- ☐ **Public sites** like eCampusOntario and other repositories have been examined for any suitable or adaptable activities and content.

- ☐ **Universal Design for Learning principles** have been considered during the course and content development process, and that options are available whenever possible.
  - o Run the UDL Course Assessment
  - o Visit Mohawk's UDL website

- ☐ **Content is accessible**, and developed in accordance with accessibility standards- colours, font styles and sizes, contrast, screen-reader compatibility, etc.

Part B: MyCanvas Blueprint Course Configurations

This work is informed and supported primarily by a CTLI **Instructional Designer.**

Note: "Blueprints" serve as **master courses** in the MyCanvas platform, and are generally used as the source for any new course deliveries. Blueprints are carefully controlled and maintained, and updated at the conclusion of each delivery to include any improvements or useful modifications made during the delivery.

Course Setup

Here are a number of basic course configurations that should be considered for all your courses.

- ☐ Course has been developed using, or includes, one of the **Marshall School templates**. These templates help determine the structure, configuration, and aesthetic of the course, and are best implemented *before* any subsequent development.

- ☐ **Course Navigation Menu** has been configured to suit the course, by disabling unused tools, choosing an appropriate order, enabling needed tools, disabling Files and Pages, etc. The menu is consistent with other courses in the Program.
  Note: Course Navigation Menu items and sequence is also determined by

the applied course template- the template provides the tools and their sequence.

☐ The **Home Page** has been set as a customized **Page**, and has been styled and edited for interest and engagement.
Note: the home page is also determined by any Marshall School template.

☐ Course start and end dates, as viewed on the **Course Details** page, are accurate. If you need to extend the end date/time, reach out to your Instructional Designer or digitalskills@mohawkcollege.ca.

☐ An appropriate **course image** has been created or sourced, and uploaded to the Course Details screen (in Settings). This image will present your course on users' Dashboards.

☐ The home page is configured to show **Announcements** (via Settings > Course Details > more options)

☐ Course videos are stored in **My Media/Kaltura**.
View the Using Kaltura INFOsheet

☐ Your choice of web conferencing platform (**MS Teams or Zoom**) for any synchronous course activity has been determined. Do one of the following:
- set up the **Microsoft Teams** integration
  Visit the Setting Up and Using Teams workshop sheet
- set up your **Zoom Meetings** via the Zoom link on the Course Navigation Menu, or share the connection information for the **Zoom** meeting on the **Home Page**, or on a Page in a course Module.
  Visit the Facilitating a Live Session in Zoom workshop sheet.

Suggestions

- Consider enabling or disabling, from the **Course Details** page, the ability for students to download all of the Modules content in one action.
- Consider enabling the **Chat** tool for real-time text communication.
- Consider enabling and using the **Course Media (Media Gallery)** to provide quick access to your course videos.
- Enable other tools as needed including **Attendance**, **LockDown Browser**, etc.

Course Files

Most course files are stored in the **Files** tool, and it is important to create an organized file structure for your course, using folders and subfolders, and meaningful naming conventions.

When uploading and sharing files, it is strongly recommended that you first upload, from your computer, the intended files into an appropriately named folder or subfolder in the Files tool. Once uploaded, a file is referred to as **Course File**, and can then be added as a Module item or referenced in the Rich Content Editor.

For example, adding an image- one that you've previously uploaded to Files- to a Page or Announcement is accomplished via **Insert Image** > **Course Image**, and selecting the appropriate image.

Visit the [Working with Files and Modules](#) workshop sheet.

☐ The **Files tool** is disabled on the course navigation menu.

☐ File storage and organization structure uses folders and subfolders, that are organized and named in a meaningful way. The file structure is understandable and logical to others.

☐ **External files** from your computer (PowerPoints, PDFs, etc.) have been uploaded to appropriate folders, subfolders, etc.

☐ **Images** that you intend to use in assignments, on Pages, in questions, etc. have been uploaded to appropriately named folders.

☐ Course videos are stored in your **My Media** (Kaltura), and published for student view:
  - by embedding them on a Page, and adding the Page to an appropriate Module in Modules, or
  - by publishing them to the **Course Gallery**.

Suggestions

- Within the **Files** tool, you can replicate the structure you intend to create in the Modules tool. For example, if your first module is to be "Course Information", and the subsequent modules "Module 1", Module 2", etc.,

you can use these same names for the root-level folders in the Files tool. The files that you intend to share in specific Modules can be stored in the similarly-named folders or subfolders in **Files**.

- After linking (**+Add**) files to modules, you can move them within the Files structure- the links will update.
- If you update an external file and upload it to the same folder as the original, you can choose to **overwrite** the file.

Modules

In most courses, **Modules** control the entire flow of your course and its content, and is the interface for students to access most if not all course content, activities, and assessments, in a predictable sequence. In many ways, the Modules tool represents a dynamic and interactive version of your Learning Plan.

☐ Modules are sequenced in the same order in which you want students to access and learn the content.

☐ Module names are appropriate and reflective of their content e.g. "Course Information", "Module 1", etc., or that indicate the delivery sequencing or unique topics of study.

☐ Content and activities are organized into manageable "chunks" and are located in appropriate modules. Externally-developed files, stored in **Files**, are linked (**+Add**) to appropriate locations in **Modules** to become **Module Items.**

☐ **Module Item** names have been edited to be descriptive**.** By default, files linked to modules produce a link that uses only the file name.

☐ **Text Headers** have been added **(+Add)** within modules to further segment the items and provide necessary context.

☐ Assessments and other components- quizzes, assignments, etc.- have been added (**+Add**) to the appropriate locations in **Modules**. e.g. within a module you can include sequenced links to files (from the **Files** tool), quizzes (from the **Quizzes** tool), discussions (from the **Discussions** tool), pages (from the **Pages** tool), or assignments (from the **Assignments** Index).

☐ Modules are **Published** or **Hidden** as appropriate, from the function on the Module's title bar.

☐ **Requirements** and **Prerequisites** are configured to modules in which you require specific sequencing. e.g. a requirement that a student complete an assignment before being able to complete a quiz.

Suggestions

- Installing a **course template package** can help you organize your module content and sequencing, help provide standardization, and speed content development. A template packages are best installed as a first step before developing a course.
- You can manually **publish** or **hide** modules or module items as needed, or configure them to open or close on calendar dates.

Pages

Pages are web pages that are created using the Rich Content Editor in the Pages tool, and added to appropriate locations in modules to provide information, instructions, descriptions, and context. Pages are directly editable in the editor, and can be updated quickly and easily without the need to create and/or update external files via a download, edit, and re-upload process.

Visit the [Working With the Rich Content Editor](#) workshop sheet.

☐ The **Pages** tool is disabled on the course navigation menu.

☐ Pages include descriptive titles so that the subsequent Page links in modules are also descriptive.

☐ Pages are added (Add) to appropriate locations within modules. Those pages are then editable directly within the module.

☐ A specific Page has been designed and assigned as the Front Page, with the course Home Page assigned as the Pages tool.

Suggestions

- Pages can include any content that can be embedded in the **Rich Content Editor**- text, images, video, links to other files, embedded content, etc.
- Because Pages are editable directly in the Rich Content Editor, consider converting, via cut and paste or other means, some of your document files to Pages.
- Any Page can serve as a template. For example, a Module Overview page can quickly be **duplicated** and edited to serve as an introductory page for other modules.

Assignments Index

The Assignments Index provides three functions- it contains any graded items in the course (quizzes, assignments, etc.), allows you to create and manage graded assessments, and determines the items and structure of the course gradebook. This Index must be configured correctly, usually using **Weighted Groups**, in order to convert the various point values of your assessments to weighted percentage values, and to ensure the gradebook is measuring grade values as intended.

Visit the [Working With MyCanvas Assignments and the Assignments Index](#) workshop sheet.

☐ **Assignment Groups** and their appropriate weight values have been created and enabled, and the corresponding assessments are nested within the Groups.

☐ The relative point values of multiple assessments within each Assignment Group are appropriate. e.g. in a Group that includes a 10 point quiz and a 20 point assignment, the quiz is worth half the value of the assignment.

☐ Assignment Groups are configured to drop low or high scores, as desired.

Suggestions

- It is not uncommon for the Assignments Index to include many Assignment Groups, sometimes containing a single item, in order to ensure the correct weighted value of your grade items.
- Consider configuring the **Drop** function in a Group if you wish to drop one or more items in a Group.

Grades and the Gradebook

The value of a properly-configured course gradebook cannot be overstated. The MyCanvas gradebook in its normal state only displays grades that have been earned. Grades for missing assignments- those that were not submitted by the assignment end date- are not included in the totals. For a more accurate view of the actual totals, you can make a settings adjustment to the gradebook.

Visit the [MyCanvas Gradebook](#) workshop sheet.

- ☐ All graded activities- quizzes, projects, assignments, discussions, attendance, etc. - are represented in the gradebook, using appropriate weightings.

- ☐ Gradebook is configured to automatically grade missing (unsubmitted) assignments at 0%.
  Note: this setting is effective only if you use **Available until** dates on your assessments.

- ☐ A **Late Policy** has been configured in Gradebook settings to automatically apply a percentage deduction to late submissions, if desired.

Suggestions

- Consider informing students to adjust their gradebook settings to **Calculate based only on graded assignments** to ensure a more accurate real-time total grade calculation.
- Consider populating all the cells in the gradebook with zeros, before the course starts, to minimize student confusion over how the **Total** grade is calculated. For each grade item, enter the more options and **Set Default Grade** to zero.
- When viewing cross-listed courses, add a **View < Filter** to view the gradebook by **Sections**.

Assignments

Assignments deliver assignment instructions, allow the ability for students to contribute submissions by files and other means (if desired), and allow you to grade, mark-up, and add comments to the submissions via **SpeedGrader**.

☐ All graded and non-graded assignments have been created in the **Assignments Index**, thereby creating the necessary Grade items. Assignments are presented to students using the Assignments tool.

☐ Providing choice of assignments and/or in allowable submission types has been provided, to satisfy different learning styles where possible.

☐ Assignments with the **Submission Type** set to **No Submission** have been created for any assessments that do not require a submitted file or entry.

☐ Assignments include full instructions, presented or linked in the text field of the assignment details page.

☐ The **file submission** feature has been configured for any assignments that require students to submit a file. As a rule, consider also enabling other different submission types, like **Text Entry**, for accessibility reasons.

☐ **Turnitin** plagiarism detection (to automatically generate a similarity report for electronic student submissions) has been enabled on assignments to help reduce plagiarism.

☐ Assignments include **rubrics** to help students understand assignment grading schemes and expectations and to assist in your grading of submissions.

☐ Assignment configurations include due dates (to make them visible to student **Calendars**, **To Do** lists and the **Syllabus)** and **Start** and **Until** dates (to provide an appropriate window of availability).

☐ Assignments have been added **(+Add)** to appropriate locations in **Modules**.

Suggestions

- If you require an item in your gradebook for a manually-graded assignment, like a hand-in paper or project, you must create an Assignment configured as a no-submission type assignment.
- Enable the **Text Entry** submission option for any assignments, if you wish to enable students to submit media that they've stored or created in Kaltura/My Media.

- For online submission assignments, configure the **Online Entry Options** to allow and/or restrict the types of allowable submitted files.

Quizzes

Create all your graded and non-graded (practice) quizzes and tests in the **Quizzes** tool. Many question types can be automatically graded by the system, including multiple choice, fill in the blank, and matching, while others like essay and short answer are graded like an assignment using the **SpeedGrader**.

It is strongly recommended that new quizzes be developed using the New Quizzes engine. Eventually, all Classic quizzes will need to be migrated/converted to the New Quizzes format.

Visit the New Quizzes and Item Banks workshop sheet.

☐ All questions and possible responses are validated for accuracy and point value. For quizzes that draw random questions from Banks, this is best done within the Question Editor for each question and not simply via a **Preview**.

☐ Questions are randomized, using **Question Groups** or the **Shuffle Questions** setting.

☐ The **student view** (what the student sees upon quiz submission) is configured as desired. e.g. in a New Quizzes format quiz, attend to the **Restrict student result view setting** in **Settings**. By default, students are presented with the correct answers upon submission.

☐ Multiple choice questions are configured to **Shuffle Answers.** "All of the above"-type responses are reworked**.**

☐ Quizzes have been configured with **Due** dates, which make the quizzes available from the **Calendar**, **To Do** lists, and the **Syllabus**, and **Start** and **Until** dates (to provide an appropriate window of availability).

☐ Student accommodations have been added as needed, by modifying quiz availability or time allowances, on the **Quiz Details** tab (availability) and/or via the **Moderate** function (time allowance, number of attempts).

☐ Quizzes have been added **(+Add)** to appropriate locations as module items.

Suggestions

- Consider using **New Quizzes** to take advantage of new question types like **Hot Spot** and **Categorization**.
- Consider creating and storing your questions within appropriately-named **Question Banks** (in **Classic** quizzes) or **Item Banks** (in **New** quizzes).
- Consider sharing your Item Banks with Blueprint courses for easy question sharing.
- If using new questions for the first time, it can be beneficial to create and store the questions directly in the quiz- not in a Bank- to allow for easier regrading.
- Consider configuring some quizzes- especially those that include rich question types like Ordering, Hot Spot, Categorization, etc.- as **Practice Quizzes.** These are not graded but are good for review and practice. Note: Practice Quizzes are available only in **Classic Quizzes**. In **New Quizzes**, be sure to set the point value at zero for non-graded quizzes.
- Consider organizing and storing questions of similar point value in appropriately-named **Question Banks** (in Classic) or **Item Banks** (in New Quizzes) if you intend to draw random questions. When randomizing questions, you must attribute a single point value for all the questions.
- If Classic quizzes that draw questions from Banks have been copied to the course, ensure that the corresponding Bank(s) are copied as well as the quizzes.

Discussions

The **Discussions** tool enables interactive class discussions, allowing both you and your students to start and contribute to discussion topics as desired. You can also configure discussions as graded assignments.

☐ The course contains a **General Question and Answer** discussion, to allow for asynchronous text-based conversations regarding the course that may or may not need to include you.

Suggestions

- Consider encouraging your students to have their own class-related discussions, by creating discussion topics for them.
- Consider allowing students to create their own discussions, via the **Course Details > more options** page setting.

- Consider configuring a Discussion assignment as a graded assessment to encourage participation.

Final Tasks

Once you are happy with the various settings, organization, and assessments in your course, you are almost ready to release it for your students.

☐ All the **Start**, **End**, and **Due** dates are accurate. View and edit all your assessment dates by viewing the **Edit Assignment Dates** option under the **more options** (three dots) in the Assignment Index.

☐ The Link Validator has been run (in **Settings > Validate Links in Content**) and any broken links have been repaired.

☐ The course includes an initial **Announcement**, welcoming your students to the course.

Suggestions

- **Publish** the course only when it is ready for students.
- Show your course to a trusted colleague for critical feedback.