Course Guide

Where the first two courses in the MJC Online Instruction Program had you design and then build your online course, Advanced Canvas gives you a platform for experimenting with the tools you need to take your students’ learning experiences to the next level.

Canvas has responded well to the collaborative direction in online instruction. It’s a clean system for beginners, but the fun really happens when you start embedding and using your own video and other advanced tools.

Accrediting commissions are insisting on rich, meaningful learning experiences between online students and faculty. “Distance education” needs no longer to feel distant; online courses need no longer feel like correspondence courses.

Canvas provides the tools. Together, let's learn to use them.
Course Description

Because this is an advanced course, everyone who takes it already has experience using Canvas. There will be many opportunities to share our insights and abilities.

Online course design now focuses on building a classroom community, and that means Web 2.0 tools and interactive projects that bring students and instructors together.

As always, the assignments are hands-on, project based. You will use advanced tools and techniques, and incorporate them in your courses.

Learning Outcomes

By the end of this course, you will be able to

- **Use** free software such as Jing and Screencast-O-Matic to capture video to engage students.
- **Respond** to students using video and with tools shown to help students from many groups, particularly those disproportionately impacted, connect with their instructors.
- **Embed** streaming video, including screen-captured video.
- **Embed** video and other websites even without the source code.
- **Use** a webcam to narrate course and module introductions.
- **Post and embed** video in a Canvas Discussions.
- **Link** to Flickr, a trove of licensed, free photos that can enhance text.
- **Embed** your Twitter feed, Animoto movies, and VoiceThread assignments.
- **Narrate and embed** PowerPoint presentations.
- **Create** quiz questions and deploy them within a question pool.
- **Create** surveys.
- **Create and use** an assessment rubric.
- **Manipulate** the grading tool, including dropping lowest scores, changing letter grade defaults, grading weighting, and extra credit.
- **Create** small, equitable student groups for discussions and other assignments.

Time Commitment & Necessary Skills

This is an advanced course designed for instructors who already have experience with Canvas.
The class will take approximately 10 hours each week for 4 weeks. Your time commitment will vary based upon your own level of experience with web technologies.

Please track your time spent on each week’s module. At the end of the course, please complete the short survey and record your experience and how much time it took. The content can then be adjusted for future classes. Thanks!

Necessary Equipment

- A computer not more than six years old
- A high-speed Internet connection
- Current internet browsers and browser plugins (Chrome, Safari, etc.)
- A webcam with a built-in USB microphone. I use a Logitech that cost about $60. If you do not have a webcam, plan on spending about this much, but no more than $125. Many computers come with pre-installed cameras, which should work well.
- *Note: no books will be necessary for this class. All reading material is contained or linked to within the course.*

Communication Policy

- email: smedshammerm@yosemite.edu is a fast way to reach me. I will do my best to return email within 24 hours, including weekends.
- Office phone: 209-575-6490 (I always try to pick up unless I’m in a meeting).

Class Structure, Ground Rules, and Tips for Success

- Our assignments will always be due on Fridays and Sundays at midnight.
- I’d like to keep everyone together, working at the same pace. The discussions are better that way. You can look and read ahead, but please don’t submit anything more than a week in advance, particularly in discussion boards.
- Students must receive a cumulative score of at least 80% to successfully complete the course.
- Post general questions and comments in our Q & A Discussion Café.
- Please be patient and helpful. Your feedback is important as we work through the material.
- If you are a highly-advanced user, please be extra patient. This is a required course for instructors new to online teaching at MJC. If you have taught online somewhere else before, the material might be review for you. Try to help others who are not as experienced, and share what you know!
# Course Schedule

## Week 1: Course Design

| Assignment: Embedding a Flickr Photo | 20 | Friday |
| Discussion: Embedding Video          | 30 | Friday |
| Discussion: Course Lecture           | 40 | Sunday |
| Cumulative Assignment 3.1            | 10 | Sunday |

## Week 2: Assignments, Tests, Surveys, and Pools

| Voicethread Check-In | 20 | Friday |
| Twitter Feed Blog    | 20 | Friday |
| Animoto Blog         | 20 | Sunday |
| Voicethread Blog     | 40 | Sunday |
| Cumulative Assignment 3.2 | 20 | Sunday |

## Week 3: The Grade Center

| Google Docs | 20 | Friday |
| Test Example All Question Types | 20 | Friday |
| All Questions Survey | 20 | Sunday |
| Grade Book Assignment | 40 | Sunday |
| Cumulative Assignment (“How’s it Going?” Survey) 3.3 | 10 | Sunday |

## Week 4: Discussions and Groups, plus Final Project

| Discussion: My Course Wiki Assignment | 20 | Friday |
| Cumulative Assignment 3.4.1: Group Wiki Project | 100 | Sunday |
| Cumulative Assignment 3.4.2: Wiki Report, Individual Scores | 100 | Sunday |
| Course Satisfaction Survey | 10 | Sunday |