

Group BAS: Where to Start

Online in Time: Hillsborough County Public Schools (HCPS) Online Teacher Training

Existing users may log in at: <https://canvas.instructure.com/courses/2400718>

New users may self-enroll at: <https://canvas.instructure.com/enroll/99XMFE>

For our CBI prototype, we have developed **Module 2** of the Online in Time Canvas course.

Module 1 – Prepare E-learning

Module 2 – Learn Technology

Lesson 1 – Identify how HCPS teachers access the Canvas LMS

Lesson 2 – Identify the basic features in Canvas

Lesson 3 – Identify that Zoom can be added to a Canvas course

Lesson 4 – Identify the basic features in Zoom

Module 3 – Set up E-learning

Class

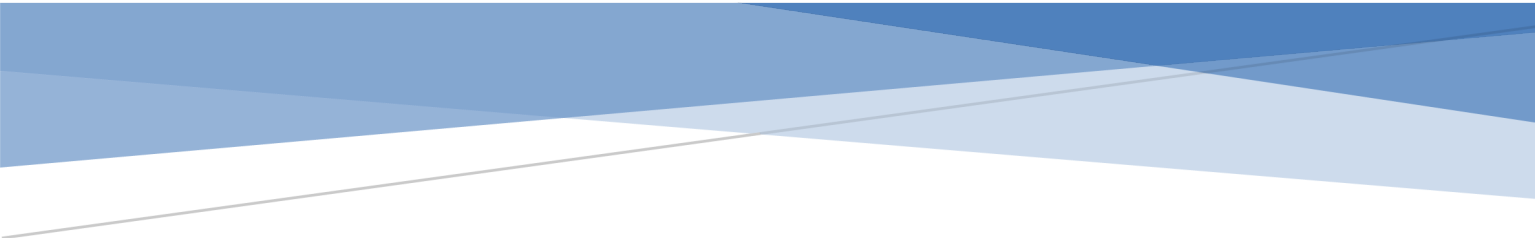
Problems in Instructional Design for Computers

EDF 6284

Dr. Glenn Smith

BAS Group

Betty Leh, Annette Robinson, Shannon Hanchin



Group BAS: Who Did What

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Shannon Hanchin

Shannon is strong on the big picture/overview. She provided excellent insight for the front-end analysis on the need for the educational project, with a global overview, along with content on design implications with a focus on visual and auditory disabilities.

As an English major, Shannon brought strong writing and proofreading skills to the project, notably contributing the Abstract, Need for Project, and Target Audience pieces to the IDP, and creating three highly relevant user personas.

Another of Shannon's strengths is graphic design. She designed the Online in Time course graphic and other graphics and elements for the course and design documents. She created the Wix-based website that was originally intended as the starting point for our project, though we ended up using only Canvas as the course interface.

Skills Learned or Enhanced: Getting to know the back end of Canvas; learning more about different website building tools.

Betty Leh

Betty's greatest strength for this project has been content development. She has used her video and audio creation skills to provide professional-grade instructional content for all sections of the module we have developed. She wrote the video scripts, and her "velvetlike" voice was invaluable to the video voiceovers and was remarked on in feedback.

Betty has good research skills and provided sources and references for the IDP. She has been strong in writing and implementing behavioral objectives and aligning them with the assessments.

She is good at connecting with people and making things happen: She contacted Cidilabs and got us set up with their Canvas design sandbox. Though we moved away from Cidilabs to Canvas Free for Teachers for our final product, working in Cidilabs was a valuable experience for us.

Skills Learned or Enhanced: Getting to know the back end of Canvas – Betty did most of the course design. Gaining experience in the types and importance of feedback in the design process.

Annette Robinson

Annette is strongly detail oriented and made good use of her professional proofreading and copy-editing skills in this project, often formatting and submitting the final assignment documents. One rather hilarious typo identified was a substitution of "Canvas Free from Teachers" in place of "Canvas Free for Teachers".

She checked for consistency and alignment of prototype elements throughout the project, contributed much of the writing in the planning documents, and helped keep everyone on track with what was needed to meet the requirements for each assignment.

Annette advised the switch to Canvas Free for Teachers and played a leadership role in setting up and training on the back end of Canvas LMS, having already participated in a group project creating and implementing a fully functional Canvas course for USF's EME 6457 Distance Learning course.

Skills Learned or Enhanced: Going in-depth into the instructional design process with tools, especially the flowcharts and storyboarding; greater insight into working, compromising, and making oneself heard in a team composed of members with differing skills and attitudes.

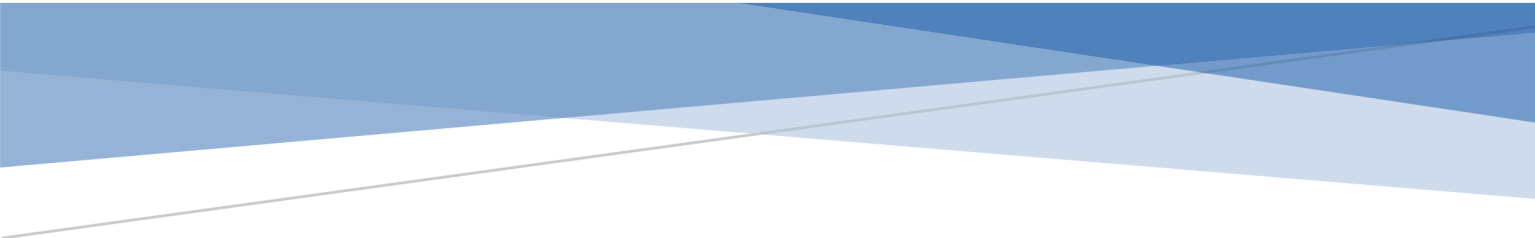
All team members contributed to editing and testing the prototype at its various stages, including final testing across browsers and mobile devices.

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Group BAS: Feedback, Future Changes and Ideas for the Product

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Changes Made from Feedback Received

Feedback received from the formative evaluation – from our peers in EDF 6284, from our instructor Dr. Smith, and from two former teachers – as well as testing and informal feedback, resulted in two major design changes:

Cidilabs Canvas sandbox → Canvas Free for Teachers

The biggest modification that we made to our prototype was **moving our course from Canvas Cidi Labs to Canvas Free for Teachers** due to course enrollment issues that our evaluators experienced. After moving the course, we located a feature that allowed us to enable open enrollment. This enabled us to send a URL to the evaluator so that they could self-enroll in the course. After testing the self-enrollment feature, by sending the URL to our personal email addresses, we found that it allowed us to seamlessly enroll in the course. The only drawback, however, is that Canvas Free for Teachers does not have the design flexibility that Canvas Cidi Labs does; most noticeably in not allowing us to select a color to customize the navigation panel.

Website+Canvas → Canvas only

We discovered that we did not need to keep the separate Wix website. This outside website was intended to provide instructions on how to access our training in Canvas Cidi Labs and to welcome our trainees with an overview video. Because enrollment is a more streamlined process with Canvas Free for Teachers, the website was no longer needed. In the end, we decided to accept the design tradeoffs so we could provide our evaluators and future trainees with a more streamlined and functional enrollment experience.

Other Design Considerations

Glossary

Our evaluators suggested moving the Glossary link to the course menu bar for easier access. We researched how to do this and found we could install a Redirect tool to make the Glossary show up as an item in the course navigation.

Canvas LMS Appearance/Layout

- The two former teachers who evaluated our prototype were at opposite ends of the technology-use spectrum.
- One was familiar with online teaching and found the topic boring and the course layout antiquated. While we were committed to using Canvas LMS as that is what is used by HCPS, we worked on making the course more interesting and engaging by adding additional images and media for a new Introduction to the Module 2 page and Welcome to the Course Objectives page.
- The other expressed a lack of confidence in his ability to access Canvas after completing this training, citing his age and lack of familiarity with the platform. Our instructor's feedback was directly relevant to this user's experience, in suggesting we edit the text to speak more directly to our audience. We did this, and also did some reformatting to make the pages more user friendly.

Canvas Mobile App

Changes Made:

- We identified that trainees using the Canvas mobile app must tap a right-arrow to move from page to page, not a Next button.
 - We added "or tap the right arrow" in addition to directing the user to click the **Next ►** button when moving to the next page.
- The videos would not play on the iOS Canvas mobile app after uploading the files and adding custom html coding. To fix the issue, we used the Upload Media feature, without the custom coding, to embed the video files. After testing, the videos now play on the iOS mobile app.

Future Changes and Ideas

Issues with the Canvas mobile app that have yet to be resolved

Glossary

In the Canvas mobile app (both Android and iOS), the Glossary menu item created with the Redirect tool is redirecting to a browser-based Canvas page that asks the user to log in to Canvas again. The Glossary navigational item works in web browsers, both mobile and PC-based, but is an issue that must be addressed to be fully functional in the Canvas mobile app. The in-page Glossary button is functional across all platforms.

Images

Images were not showing in the iOS Canvas mobile app. We experimented with fixes, including [this one](#), but were not successful. Finding we are not alone in experiencing this issue, it is something that will need further research.

Course Objectives page

We are unable to move past the Course Objectives page when accessing it from the Home page, in the Canvas v6.9.3 Android app (though the page works properly when the training is started from within the Modules section). This issue does not exist in the Canvas v6.9.4 iOS app. we created a workaround by hyperlinking text at the bottom of the Course Objectives page so that trainees will be able to move to the next page. We found that Other Canvas users have experienced a [similar issue](#).; While the suggestions here did not work for our course, we continue to research for a better solution.

Assessments

We are working on creating question-by-question feedback for the knowledge check questions, with a goal of having these in place for all assessments in the course.

Inclusivity

Immersive Reader

Our initial intent was to make the Immersive Reader on pages in the Canvas course. We discovered this feature is not currently available in Canvas Free for Teachers, but we would envision enabling this in the HCPS Canvas course.

Closed Captioning

We did not include closed captioning in the course videos due to issues turning the captions on/off. In further developing the course, we could see embedding YouTube videos with captioning.

Design, in General

We anticipate a more robust/paid version of Canvas, such as is in use by HCPS, would have a little more design flexibility.

- We would like to design colors back into the navigational menu, as we were able to do with Cidilabs
- We could work more easily with navigational menu items.
- We would have (or request) more flexibility in embedded video interface size and design – this seemed easy in Cidilabs, but it was difficult in Canvas Free for Teachers to do anything more than embed a small size, left-aligned video.

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