

Canvas - feedback from early adopters

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June 2021



Early Adopters

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IT

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Thank you!

The Market for Learning Management Systems

Canvas by Instructure is another leading LMS provider. Interestingly, **it has not lost a single one of its higher ed customers** since it launched nine years ago, apart from campus closures, Hill noted. Jared Stein, vice president for higher education strategy and research at Instructure, confirmed this fact.

[as of 2019]

[Learning management system switches slow down](#)

Figure 7: LMS Customer Migrations 2017-2019 in North America

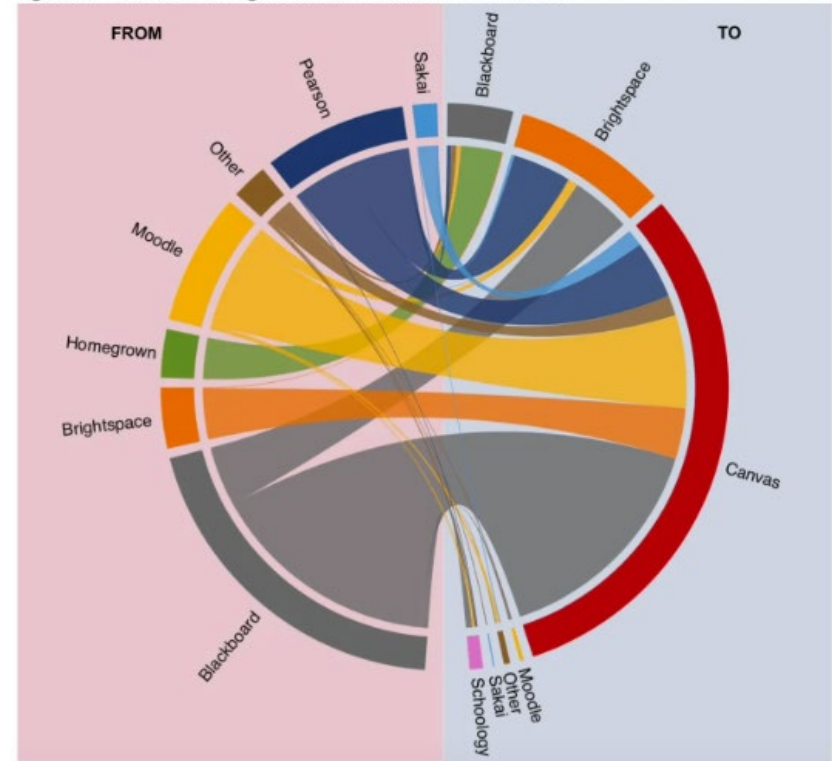
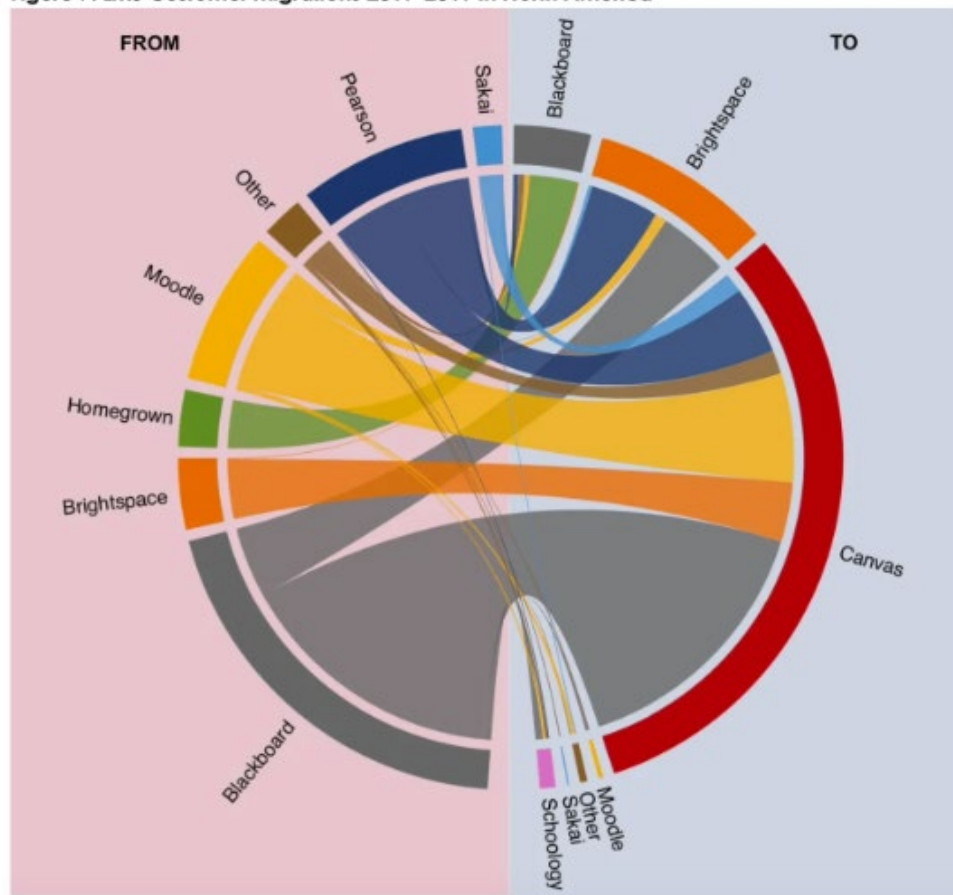


Figure 7: LMS Customer Migrations 2017-2019 in North America



How faculty use the LMS (2017)

The most common faculty uses of the LMS are all operational, course management functions. These are functions that require little or no interaction between the instructor and the students. Even pushing out and collecting assignments and using the gradebook are asynchronous and do not necessarily involve interaction. Use of the discussion boards is necessarily interactive and is far less common.

[LMS | EDUCAUSE \(2017\)](#)

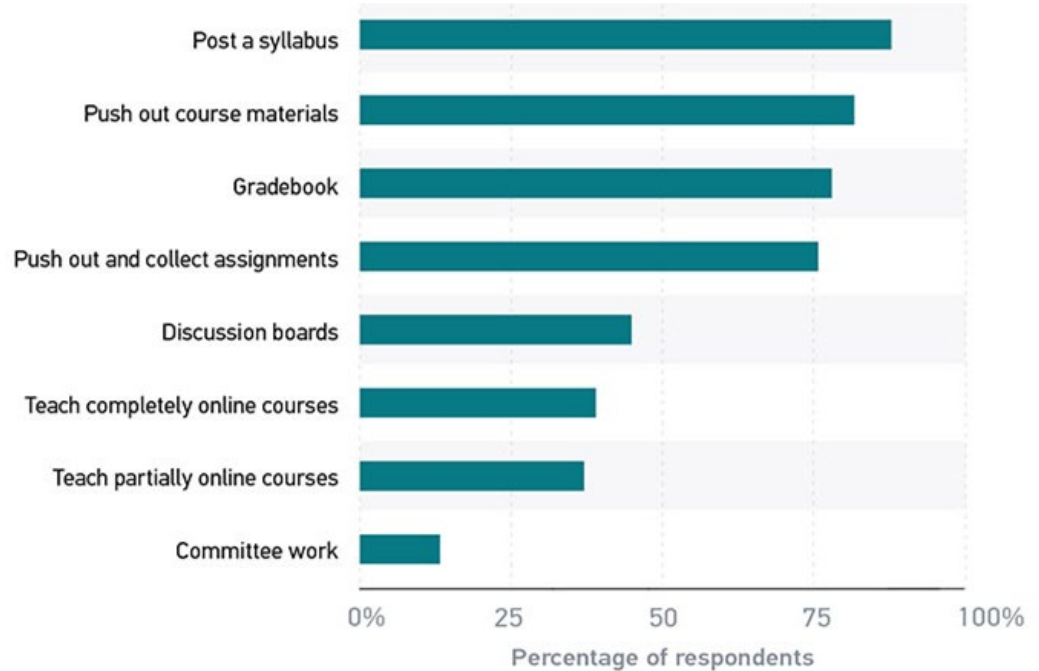


Figure 8. How faculty use the LMS

How faculty use the LMS (now)

Perhaps the most frequently cited technology critical to the student experience during the pandemic was the learning management system (LMS). **Students reported that their instructors were using the LMS for much more than just posting the syllabus;** instructors were posting assignments, notes, slides, and lectures; distributing course materials; conducting peer-review/peer-grading activities; administering exams, quizzes, or tests; and creating spaces for student-student interaction and collaboration. The pandemic appears to have been a catalyst for finally getting instructors to use the LMS for more than just the basic functions.



How faculty use the LMS (now)

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... i.e., there's been a shift from it being the tumbleweed wilderness where only the syllabus and grades reside to now being more full utilized

User Experience - Dr. Lamel

I have used Canvas over the last year (as I didn't want to "learn" ecampus on its way out of the door) for Math 152 and 308. I have used it to:

- Distribute Notes and have recordings available (do use the Zoom integration!)
- Communicate with students
- Administer quizzes and exams (multiple choice and long-form)

The online resources are excellent, and our fabulous IT team has been extremely helpful. However, I have made a number of mistakes that you can probably learn from and save yourselves some time.

Canvas Grading Schemes - Dr. Lamel

If you want to use the gradebook, make yourselves aware of what Canvas can and cannot do.

It can:

- Have different weights for different categories of assessments (quizzes, exams, homework, and so on)
- Have grading policies like drop lowest within one of these categories

It cannot:

- Compute averages
- Have different weights within one assessment category.

E.g.:

- Say you have two midterms and you'd like to use the average score: You'll have to download the scores, compute the average, and reimport it.
- If you're running weekly quizzes and you'd like a distance-to-mean average, the same applies, but you'll have to do it once every week if you'd like to keep your students up to date

Canvas Quizzes - Dr. Lamel



Canvas wasn't built for the Natural Sciences. You can tell when you need to enter a formula, which is possible, but you'll have to use the formula editor (no direct latex input). The quizzes are, however, a great tool.

- There are *three* different types of dates for a quiz that are important (Available, start, due). Familiarize yourself *before* the morning of your first quiz.
- Besides classical (single) multiple choice and T/F, you can have students scan and upload longform answers ("file submission"). In my opinion, Canvas is not good for zero average MC grading, only for points if right.
- Quiz grades are posted right after unless you "mute" them in the gradebook. You probably want to do that if you don't want your class in disarray after the quiz.

Other assessments have to be imported (it's really simple) unless your "external tool" integrates with Canvas.

User Experience - Dr. Queen

I decided to use Canvas at the beginning of Fall 2020 because I had not previously used e-Campus and didn't want to learn it when we were going to switch to Canvas within a year.

I have used Canvas for three semesters now for two different courses: Composition and Rhetoric (ENGL 104) and Technical & Business Writing (ENGL 210).

I use Canvas as the main online site for the course.

- Create modules/weeks to guide students through the course;
- Upload the syllabus, schedule, and all assignments;
- Upload video lectures;
- Create “pages” with lecture materials and resources;
- Add useful materials and links from other sources;
- Engage students in discussions about readings;
- Engage students in synchronous chat via Canvas “chat” function

Useful Canvas Functions



Based on my experience these three semesters, I think Canvas is useful for many functions, but can be a bit opaque.

What I appreciate:

- Multi-functionality: both teachers and students can upload documents, videos, audio, links, etc. AND easily embed these.
- Incorporates Zoom into Canvas for an extra layer of security. One stop sign in for both.
- Incorporates Google Drive as well, though I haven't figured out how to make the link to a SHARED drive, rather than my own drive.

Useful Canvas Functions

What I appreciate (continued):

- I can make in-line comments on students' uploaded files in the document view screen AND insert comments in a text box.
- Includes a "Files" section where ALL files can be stored and inserted into particular modules as needed.
- Can view from students' view as well as instructor's;
- Can import and export and copy/paste materials or entire course into new semester.



Challenges

What I still struggle with:

- **Grading** functionality. Although we can create different weights for different categories of assignments (Project 1, Project 2, discussions, informal assignments, etc.), we cannot weight assignments different WITHIN a category.
- Viewing grades: I really prefer to view the gradebook by major assignment categories, but we can only view by date due, assignment name, or points.
- Setting up grades and assignments is a bit tricky: need to be careful about HOW you create assignments as these are reflected in the gradebook. I preferred another LMS I've used that is much simpler in terms of grading.
- Group grading is possible, which is very useful, but also very tricky.
- I still haven't figured out how to do group submissions where all groups can see each other's submission.

ADVICE: use the many videos and other resources that the CTL and TAMUQ IT have provided. This will save you time and frustration!

User Experience- Osama

- Used Canvas for MEEN475, MEEN360, and MEEN344
- Used eCampus previously as TA and student
- First impressions for Canvas:
 - Nice Graphical user interface
 - Many options such as embedding videos and external links.
 - PAGES to summarize everything
 - Different layouts (Home page in eCampus was confusing)
 - Clickable links to other sections

MATERIALS IN DESIGN

Course Introduction

Welcome to Materials in Design Course at Texas A&M Qatar!

Mission

Everything around us is made of a material, and nearly every product we use has been made by a manufacturing process. In this context, knowing the menu of **materials** and **manufacturing processes** available today helps us in creating unique products or improving those that already exist. But exciting designs can become reality only if a systematic procedure exists for making a rational choice from the materials on this extensive menu, and identifying ways to shape, join and finish a selected material into a product to create value.

Rationale

MEEN475 introduces you to systematic procedures that use, as inputs, the requirements of a design for selecting materials and manufacturing processes. The specific emphasis is on the following intertwined themes: **design process, material property profiles, material selection indices, manufacturing processes, process selection attributes, and sustainability**. We will use the lectures, assignments, and demonstrations to build the fundamental knowledge and understanding.

The information required to implement any design-led selection of materials and process must be structured in a database and implemented via software to allow flexibility and speed for analysis. In MEEN475, for hands-on experience on the "selection procedure" implementation for realizing a design into a product, we will use the **Granta EduPack software** by Granta Design. EduPack allows rapid access to data, visualization of solution space, and flexibility in exploring potential choice combinations to address challenges encountered in selecting the materials and process.

Begin with the [Start Here](#) section, and then move on to complete the modules.

Canvas LMS Course Navigation Menu

- Week 1: Chapter 1
 - Wiley Resources
 - MEEN 344 Syllabus, F21.pdf
 - WEEK 1
 - Week 1: Overview and To Do List
 - Weekly Activities
 - Fluid 1.pdf
 - Week 1: HW#1
 - Quiz 0
 - 1-121.pdf
 - 1-04.pdf

21 SPRING MEEN 360 500: MTLs & MFG SELECT IN DSN

MEEN 360 Materials and Manufacturing Selection in Design

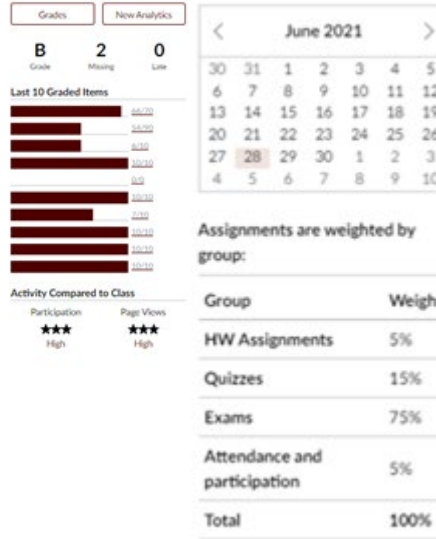


Welcome!

- Everything around us is made of a material and a process was used to produce it. In MEEN360, we will learn about:
1. Mechanical Properties and their measurement methods and data analysis
 2. Microstructure- Property link and how it can be altered through processing - heat treatment, cold/hot work to achieve a certain profile.
 3. Manufacturing Processes for producing various shapes and assemblies
 4. Use Microstructure-Property-Processing relationships for materials selection in design

Features Used

- Links to documents
- Groups/Group grading-pages
- Interactive syllabus
- Interactive calendar
- Defining the grading weights:
 - Project
 - HWs
 - Quizzes
 - Exams



Course Summary:

Date	Details	Due
Sun Aug 23, 2020	M0 Implementation: Granita EduPack Installation	due by 9am
Sun Aug 30, 2020	M1 Quiz	due by 9am
Tue Sep 1, 2020	M1 Implementation: Reconnaissance	due by 10am
Tue Sep 8, 2020	M2 Implementation: Materials Families	due by 9am
Tue Sep 8, 2020	Course Checklist	due by 9am
Mon Sep 14, 2020	M1 Concept Questions	due by 9am
Mon Sep 14, 2020	M1 Observe & Analyze	due by 9am
Mon Sep 14, 2020	M1 Problem Set: Concepts, Embodiments & System Analysis	due by 9am
Mon Sep 14, 2020	M1 Reflection	due by 9am
Mon Sep 14, 2020	M3 Implementation: Charts	due by 9am
Mon Sep 14, 2020	M3 Reflection	due by 9am
Mon Sep 14, 2020	M3 Quiz	due by 8am
Tue Sep 15, 2020	M3 Implementation: Contours	due by 9am
Tue Sep 15, 2020	Submit: Team & Topic Details	due by 9am
Thu Sep 17, 2020	M2 Reflection	due by 9am
Sun Sep 20, 2020	M4 Implementation: Translation	due by 9am
Mon Sep 21, 2020	M2 Quiz	due by 9am
Tue Sep 22, 2020	M4 Quiz	due by 8:25am

Useful Features

- versatile home pages
- Attendance features
- In-line viewer (Finally no need to open new tabs)
- Assigning assignments to students with different deadlines (Very useful to students who have excused absences)
- Quizzes-calculated formula and random blocks

WEEK 2 ↗

MEEN 344: WEEK 2

Overview

This chapter is dedicated to an introduction to Fluid Mechanics terminology and basic definitions. =>

↳To-Do List

In order to successfully complete Week 1, please do the following:

1. Review: Week 2 Lecture Presentation; basics of hydrostatics to calculate forces and pressure reading using manometers
2. Read: Chapter 2 in your textbook
3. Create: Work individually to solve the problems at the end of the chapter and submit the homework. This will help you understand the concepts.
4. Discuss: Join your classmates in a Group Discussion.

Lecture Notes
[Fluid2.pdf ↗](#)

HW#2
[Week 2 HW#2](#)

Quizzes
Take Home Quiz 2:

Problems Solutions

Discussion board
[Discussion Week 2](#)

M01 - The Design Process of 6

Page 1 of 11

The Design Process

Module 01

Module X: Term Project

Engage

- Introduction
- Schedule and Deadlines

Listen, Watch, & Learn

- M01 Lecture: Topic & Team
- M01 Lecture: Proposal Writing
- Exemplars

Implement & Practice

- Submit Team & Topic Details
- Submit Project Proposal
- Submit Revised Proposal
- Submit Progress Presentation 1
- Submit Progress Presentation 2

Reflect

- Submit Project Handout
- Submit Video Presentation

Useful Features Cont.

- Honorlock integration
- Rubrics is very easy and integration is useful to students prior to publishing assignments.
- Student analytics, check how long they have spent working on assignment, how long for each question
- Moderating a quiz in real-time

Criteria	Ratings					Pts
MC 1	3 pts Full Marks		0 pts No Marks			3 pts
MC 2	3 pts Full Marks		0 pts No Marks			3 pts
MC 3	3 pts Full Marks		0 pts No Marks			3 pts
MC 4	3 pts Full Marks		0 pts No Marks			3 pts
Short Answer 1	12 to +10.0 pts Full Marks	10 to +9.0 pts Graph	3 to +3.0 pts Shear Thinning	2.5 to +0.0 pts Shear Thickening	0 pts No Marks	
1. Mention Shear Thinning (2.5) 2. Mention Shear Thickening (2.5) 3. Graph (2) 4. Slope (2) 12 Total						12 pts
Short Answer 2	7 to +5.0 pts Full Marks Explanation adequate		3 to +0.0 pts Buoyancy Principle		0 pts No Marks	
Problem 1	11 to +10.0 pts Final Answer	10 to +10.0 pts Correct Substitution	10 to +8.0 pts Correct Units	8 to +5.0 pts Correct value	5 to +0.0 pts Bernoulli	0 pts No Marks
1. Bernoulli's equation (3) 2. Setting up correct format (3) 3. Units (2) 4. Substitution (3) 5. Correct Answer (2)						15 pts

Related Items

Quiz Statistics

See Full Quiz

Download All Files

SpeedGrader™

Assessment
Grade out of 60

48

Late Penalty: -15
Final Grade: 33

[View Rubric](#)

M4 Problem Set	
Criteria	Ratings
Q1: view longer description	Level 4 Exceptional Outstanding Excellent Generated chart of E - Generated chart of strength - Proper screening for both charts - Proper material ranking based on cost. Comments press ctrl+shift 5 / 5 pts
Q2: E3.12 view longer description	Level 3 Good, Consistent A maximum of one item is missing or wrong. Comments no need for the slope, the best modulus is the highest value of a and a both respectively 4 / 5 pts
Q3: E3.15 view longer description	Level 3 Good, Consistent A maximum of one item is missing or wrong. Comments one good should be friction coefficient squared 4 / 5 pts
Q4: E3.18 view longer description	Level 4 Full Marks, exceptional, outstanding, excellent professionally presented and described, with no missing or incomplete items. 5 / 5 pts
Q5: E3.19 view longer description	Level 3 Good, Consistent A maximum of one item is missing or wrong. Comments shear coefficient three, we want two damping coefficient. 4 / 5 pts
Q6: E3.26 view longer description	Level 4 Full Marks, exceptional, outstanding, excellent professionally presented and described, with no missing or incomplete items. 5 / 5 pts

Answers which scored in the top 27%	32 respondents	91%	<div style="width: 91%;"></div>
Answers which scored in the bottom 27%	1 respondent	3%	<div style="width: 3%;"></div>
Ungraded answers	2 respondents	6%	<div style="width: 6%;"></div>

[View in SpeedGrader](#)

Student Engagement

- Discussions
 - Graded
 - Students can engage with each other and instructors
 - Students can not see each others replies unless they put their answers
 - Students were encouraged to ask each other questions
- Chat feature
- Discussion board
- Announcements that allow students to reply back and ask for clarifications

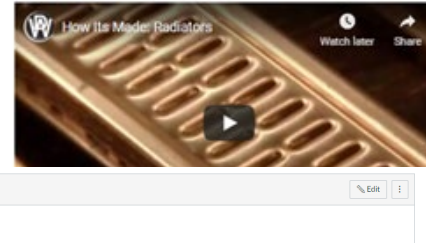
Prompt - Material Selection for Cars


- Videos 1 through 4 provide an overview of manufacturing of Cars - a product that continues to evolve and improve our quality of life.
- Conduct a material selection analysis using the (TSRD) toolkit for a component of your choice, from any of the videos.
- You are only required to analyze ONE component from any of the technical sub-systems of a car shown in the videos and engage in discussion.
- For example, you may analyze a car hood, or a door panel or any other car component/part shown in any of the videos.
- Start by viewing the short videos given below. But, you are highly encouraged to conduct your research to learn more about various needs, objectives, constraints and candidate materials for your selected component.

Video 1: How Its Made: NASCAR Car Bodies



Video 2: How Its Made: Radiators



HW#2  Osama Osama Osama

Dear Students,

Please note that HW#2 has been uploaded to Canvas.

Make sure you read the prompt and submit within the deadline.


[Week 2 HW#2](#)

Let me know if you have any questions.

Thanks,

Osama
This announcement is closed for comments.

Search entries or author

 Reply

Still needs improvement/not stable

- Avoid editing Quizzes once published. If you noticed a mistake it is better to remove the question if possible or you have to manually edit it.
- Avoid copying items in the modules pages. It might cause changes to the original item (happened twice, but I believe this was fixed later)
- Pictures might not be displayed properly and appears as broken link.
- Grades announcement is confusing, even if I don't post the grades some were posted

Make the move!

Canvas replacing eCampus in fall 2021

<https://canvas.tamu.edu>

In Fall 2021, Canvas is replacing eCampus and it will be the sole Learning Management System (LMS).

eCampus will be operational until **August 31**. After that date, users will not be able to access eCampus in any capacity. There will not be a storage archive of the content in eCampus.

Fall courses are loaded in Canvas and ready for access.

To prepare for the migration, storage shells are created in Canvas.

What are storage shells?

A space in Canvas to move courses content from eCampus.

Storage shells in Canvas tie a **unique CRN** to the Instructor of Record (IOR).

You will have access to your storage shells in Canvas until **August 2022**.

How many storage shells did I receive?

You received one storage shell per corresponding unique CRN in eCampus from **Spring 2019 – Spring 2021**.

Your storage shells are located on your Canvas dashboard under *Unpublished Courses*, and they have the prefix **ZSTOR**.

Will I be able to add others to my storage shells in Canvas? No. Storage shells are only associated with the IOR and will not have any additional associated enrollments.

Migrating content from eCampus to Canvas

You can migrate content from eCampus to your fall 2021 courses on Canvas or the storage shells.

We are providing one-to-one consultations and instructions to migrate the content.

The Office for Academic Innovation (AI) is offering one-on-one, 45-minute migration sessions. [Schedule a migration consultation appointment](#) if you need additional assistance.

We encourage you to visit the links below.

- [What you should know before you import your content from eCampus to Canvas](#)
- [How to export eCampus content](#) with additional [resources](#)
- [Why build from scratch in Canvas](#)



Migration Consultations

Need help making the move to Canvas? Request a 30-minute [migration consultation](#) with an LMS expert.



Office Hours

Join us Tuesday and Thursday next week for a 15-minute, one-on-one session to get your questions answered.



On-Demand Training

Visit our On-Demand training resources showcasing New to Canvas and Advanced Canvas video series.

Migration Consultations

Need help making the move to Canvas? Request a 30-minute [migration consultation](#) with an LMS expert.

ORCA - Course Management Tool

You can use ORCA (Online Request Course Administration) to

- Combine course sections

Course Instructors will be able to use ORCA to combine sections for Fall until about one week before the start of the semester.

- Add associate roles

All individuals associated with a course in Canvas are required to have completed FERPA and Information Security Awareness training in TrainTraq. This includes Canvas course associate roles (Lead TA, TA, Designer, Grader, Grade Submitter).

- Confirm status of members training requirements

Course associates who have not completed these trainings will be listed as **Training Required** when added through ORCA. Upon completion of these trainings, the individual will be added to the section in their respective role. Please allow up to 24 hours after successfully completing both trainings for the individual to appear in the Canvas section(s).

You can access ORCA at <https://orca.tamu.edu>

You can find information for using ORCA at

<https://keep-teaching.tamu.edu/course-management#nc03hwqzscx1>

Training & Resources

- Training and support information. [Training & Support - Learning Management System \(tamu.edu\)](#)
- The TAMU KeepTeaching site has a section dedicated for LMS. <https://keepteaching.tamu.edu/>
- eCampus exit. Please visit our [eCampus exit FAQs](#).
- **Curated Playlists**
Visit the site at lms.tamu.edu/Menu/Playlists Video resources into playlists to target your course design and delivery needs. Additional resources are continuously added.
- **Migration Consultations** Need help making the move to Canvas? Request a 30-minute [migration consultation](#) with an LMS expert.
- AI YouTube Channel. [TAMU Office for Academic Innovation - YouTube](#)
- You can sign up at this link to receive emails about the resources we are offering for the upcoming week?
<https://lms.tamu.edu/Training-Support/Training-Email-Signup>
- You can find information for using ORCA at
<https://keepteaching.tamu.edu/course-management#nc03hwqzscx1>

