



OREGON COAST
COMMUNITY COLLEGE

Best Practices for Using Canvas

These best practices, developed by members of the college faculty and the librarian, ensure high-quality online instruction and lay the foundation for a positive online experience by students and faculty alike.

1. Organization and Design

1.a	The course homepage contains the course number and title.
1.b	The course homepage contains the instructor's name and preferred contact information.
1.c	The course homepage contains an easy-to-find link to the course syllabus.
1.d	The course homepage or syllabus contains a link to the technology requirements and technical skills requisite to Canvas as stated on the OCCC distance education webpage.
1.e	The course homepage or syllabus contains course-specific technology requirements as well as links to external URLs for further explanation.
1.f	The course homepage or syllabus contains a link to the OCCC communication/netiquette expectations for students as stated on the distance education webpage.
1.g	The course homepage or syllabus contains course-specific communication/netiquette expectations.
1.h	The course homepage contains obvious instructions as to where to start and how to proceed via flags, such as "Start Here," "Getting Started," or something similar.
1.i	The instructor facilitates intuitive course navigation via the use of clearly organized learning modules.
1.j	The instructor utilizes pertinent Canvas tools (e.g. for assignment submissions).
1.k	The course design is consistent and legible resulting in a user-friendly experience.
1.l	The instructor uses consistent nomenclature, e.g. quiz vs exam vs text.
1.m	The instructor verifies that all course-related links are active.

2. Instructional Design

2.a	The course contains consistently stated due dates, grading rubrics, and feedback timing for all graded work.
2.b	The instructor clearly distinguishes between required and optional materials and activities.
2.c	The course contains a variety of instructional resources; e.g. articles, videos, etc.
2.d	The scope, sequence, and rigor of both content and instruction align with course objectives.
2.e	Assessments align with and measure student achievement of course learning outcomes.
2.f	Instructional materials promote student achievement of course learning outcomes.
2.g	Learning activities provide opportunities to interact with the content.
2.h	Learning activities provide opportunities for peer-to-peer interactions.
2.i	Learning activities provide a path for mastery of learner outcomes.
2.j	The Canvas gradebook is the cumulative source of grade information.
	3. Presence
3.a	The instructor provides a personal introduction.
3.b	The instructor creates an interactive discussion opportunity for students to introduce themselves and comment on others' introductions.
3.c	The instructor provides and adheres to specific response times for addressing student queries.
3.d	The instructor leverages a variety of Canvas tools to create a weekly presence, such as participating in discussion forums, posting announcements, posting grades, providing feedback, holding synchronous conferences, and sending emails.
3.e	The instructor actively solicits feedback from students regarding their learning and experience in the course.
3.f	The instructor reaches out to inactive students (e.g. call, email, Aviso).

4. Facilitation

4.a	The instructor takes an active role in the course by facilitating learning, encouraging students, and modeling constructive interactions.
4.b	The instructor provides feedback that is personalized and specific by using student names or nicknames and directly referencing student content.
4.c	The instructor monitors interactions for compliance with netiquette expectations and intervenes when necessary.

5. Learner Support

5.a	The course homepage or syllabus contains links to OCCC's academic and student support services.
5.b	The course homepage or syllabus contains clear instructions on how to access course-specific technology.
5.c	The course homepage or syllabus contains links to Canvas technical support as well as to course-specific technical support.
5.d	The course homepage or syllabus contains an explanation of proctoring options and processes for any proctored exams.
5.e	The instructor considers accessibility when selecting course-specific technology and seeks to improve accessibility for all students.

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