

AUT Canvas Principles & Canvas Threshold Summary and Practices

The background features a series of overlapping triangles in various shades of teal and light blue, creating a dynamic, geometric pattern that tapers towards the bottom center.

AUT Canvas Principles

The AUT Canvas Principles guide colleagues to design Canvas courses that are welcoming, easy to navigate and help engage learners in their learning. The Principles are informed by evidence about what constitutes good practice in learning and teaching, and provide a baseline from which staff can further develop their use of Canvas to enhance their teaching and students' learning. The Principles underpin the AUT Canvas Threshold and Course Templates.

1. Structure

The Canvas course is structured clearly to help learners navigate quickly, understand the sequence of tasks and activities, access information and easily understand the layout of unfamiliar courses.



2. Orientation

The Canvas course helps learners to orientate themselves, by outlining how they are expected to learn and engage, and how they may contact key staff members to get help when they need it.



3. Communication

The Canvas course has consistent online communication with and between learners. The Course contains opportunities to hear from learners.



4. Teacher presence

The Canvas course facilitates an online presence to give learners a sense of belonging and help them to feel connected to a community of learning.



5. Assessment

The Canvas course clearly outlines assessment requirements and links to tools and information to help avoid plagiarism.



6. Resources

This Canvas course contains well-labelled learning resources, using internal and external sources. A course reading list is included.



7. Active learner participation

The Canvas course provides opportunities for active engagement for learners, through tasks and/or associated activities. Learners are encouraged to share their learning resources, interact with each other and participate in activities.



8. Accessibility

The Canvas course supports participation from all learners. Files are provided in accessible formats with cross-platform compatibility to enable learners to view them on mobile devices.



9. Inclusivity

The Canvas course provides a safe, positive, and inclusive higher learning environment characterised by the free exchange of diverse ideas, skills and cultural perspectives.



10. Copyright, Privacy and Security

The Canvas course models good copyright, privacy and security practices.



Canvas Threshold Summary

Over 10 weeks, whether strengthening your existing course or starting from scratch to we will work with you to:

AUT Canvas Principles

<p>1. Move relevant digital materials from Blackboard to AUT's new Canvas template</p>			
<p>2. Set clear expectations for learners so they can identify what represents successful participation in your course</p>			
<p>3. Produce a suite of videos to give you an online presence and create a narrative to guide your students' learning</p>			
<p>4. Develop effective communication channels within Canvas for you and your learners</p>			
<p>5. Create guidance that allows learners to identify the activities they need to complete for each week or topic</p>			
<p>6. Design learning tasks for each week or topic to help students engage with teaching materials, consolidate their learning and check their progress</p>			
<p>7. Review your assessment designs and - if necessary - clarify</p>			
<p>8. Make sure your site is accessible and inclusive for all learners</p>			

AUT Canvas Principles & Canvas Threshold Practices

This resource is designed to provide colleagues with further guidance notes to support putting our principles into practice.

1. Structure

The Canvas course is structured clearly to help learners navigate quickly, understand the sequence of tasks and activities, access information and easily understand the layout of unfamiliar courses.



Threshold practice

- Uses the AUT Canvas template
- Inline presentation of activities and materials (content, resources and activities are organised in a meaningful way to guide students through the relevant week or topic)

2. Orientation

The Canvas course helps learners to orientate themselves, by outlining how they are expected to learn and engage, and how they may contact key staff members to get help when they need it.



Threshold practice

- An orientation video is present
- Staff page with images, contact information, and quote/professional information (need to be consistent within the course)
- Course schedule (timetable)
- Course overview section completed:
 - > Timetable
 - > Link to course descriptor (official document) present
 - > Paragraph explaining course aims (approx. 50 – 100 words)
 - > Course learning outcomes
 - > Mode of learning (on campus, synchronous, asynchronous) and instructions regarding delivery (sites, online activity, etc) (a paragraph)
 - > Expectations for student activity and teacher presence (a paragraph)
 - > Potential:
 - > Highlight key activities
 - > Special student roles
 - > Relationship with other courses
 - > Lab/practical requirements

3. Communication

The Canvas course has consistent online communication with and between learners. The Course contains opportunities to hear from learners.



Threshold practice

- Q & A Discussion set up that includes explanatory text
- Communication protocols – including expectations for both staff and students

4. Teacher presence

The Canvas course facilitates an online presence to give learners a sense of belonging and help them to feel connected to a community of learning.



Threshold practice

- Weekly or topic introduction videos
- Staff information page (with image, contact details, and quote/professional information)

5. Assessment

The Canvas course clearly outlines assessment requirements and links to tools and information to help avoid plagiarism.



Threshold practice

- One assessment overview video
- Assessment overview table completed and linked
- Individual assessments presented in standard format (at least consistent within a programme)
- Marking and feedback information explicit and provided at start of semester
- Standard 'assessment information' package (e.g., Turnitin, submissions, plagiarism, etc)
- For new courses, AUT's authentic assessment practices should be considered

6. Resources

The Canvas course contains well-labelled learning resources, using internal and external sources. A course reading list is included.



Threshold practice

- Pre-recorded lecture replacement content in faculties without lectures (according to standards) (in Panopto)
- Talis list (Reference list)
- Third-party resources presented inline whenever possible

7. Active learner participation

The Canvas course provides opportunities for active engagement for learners, through tasks and associated activities. Learners are encouraged to share their learning resources, interact with each other and participate in activities.



Threshold practice

- Introductory text or video outlining each week or topic
- Narrative text connecting elements within the week
- Explicit learning outcomes for each week or topic
- Explicit 'to do' list for each week or topic appropriate to level of learner, e.g. first year, postgraduate
- Descriptions and guidance for formative learning tasks for each week or topic that support active learner participation
- A feedback mechanism for each learning task

8. Accessibility

The Canvas course supports participation from all learners. Files are provided in accessible formats with cross-platform compatibility to enable learners to view them on mobile devices.



Threshold practice

- Accessibility has been considered and follows AUT's Accessibility Guide
- All materials are accessible

9. Inclusivity

The Canvas course provides a safe, positive, and inclusive higher learning environment characterised by the free exchange of diverse ideas, skills and cultural perspectives.



Threshold practice

- Inclusive practices have been considered across the whole student experience of a course

10. Copyright, Privacy and Security

The Canvas course models good copyright, privacy and security practices.



Threshold practice

- Adheres to copyright legislation and relevant licences to model academic integrity



The AUT Canvas Principles are based on the UCL E-Learning Baseline and, licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/) and have been contextualised for the AUT and Aotearoa New Zealand environment. We also acknowledge that these guidelines have been influenced by RMIT's Threshold standards for online course environments (March 2017), and Federation University Australia's Online Course Checklist. The guidelines as a whole have also been informed by the AUT Web Writing Guidelines, the Web Content Accessibility Guidelines 2.0 (WCAG 2.0) and Universal Design for Learning (UDL) key principles.