### Canvas tool guide for teachers

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<th>Pedagogical / Teaching goal</th>
<th>Information transfer</th>
<th>Assessing learning</th>
<th>Communication &amp; interaction</th>
<th>Co-creating content</th>
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<td>Canvas tool (and how easy it is to set up and use)</td>
<td>Is it a tool for disseminating information to your students?</td>
<td>Will this tool allow you to assess your students' learning?</td>
<td>Can students communicate with each other and the teacher?</td>
<td>Can you and your students collaborate and create content together?</td>
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#### Announcements
- Very simple to set up, and students will get automatic email reminders of the notices you post.
- Announcements are valuable for info transfer unless you dilute their impact through overuse.
- Announcements should not be used for assessment - use discussions instead.
- You can enable student replies to announcements, but interaction may be better as a discussion.
- Announcements shouldn't be used for the co-creation of content.

#### Discussions
- Very easy to set up opportunities for you and the students to interact.
- Can be valuable, but information overload is a risk; important details may be lost in the chatter.
- Marked discussions are possible, but you should put thought into the pedagogical design.
- Discussions are an easy way to encourage students to interact with you and each other.
- Discussions can be used to negotiate, research, and discuss, but not really for the content creation itself.

#### Files
- Easy to upload and organise PowerPoints, PDFs, images, and other documents through the file menu.
- Yes, this is the primary purpose of the files menu.
- Students upload files through assignments or discussions rather than via the files menu.
- Files are used for the distribution of content, not for interaction or communication.
- Students in groups can share files within the group; otherwise, use discussions or group assignments.

#### Pages
- Easy to create, edit, and embed content, including links and media files.
- Pages present information passively, unless you enable student editing (see next row).
- Pages can only be used this way if you enable student editing (see next row).

#### Pages [student editable]
- You need to identify a clear purpose and communicate with your students when you enable wiki-like editing.
- You can ‘seed’ pages with content but students may edit or change it.
- Pages are not used for assessment unless you enable student editing (see next row).
- Students can interact by editing each others’ work.
- Yes, students and teachers can design, edit, and embed content individually or together.

#### Assignments
- Assignment set-up and use can be easy or complex; see the Canvas Assignment Guide for options.
- Assignments shouldn’t be used for information transfer (except for the instructions!).
- This is the primary purpose of assignments; try Speedgrader to mark entirely online.
- Students and teachers can communicate through feedback and (optionally) peer review or group work.
- Can be used for co-creation of content if you make it a group assignment.

#### Quizzes
- Effective quizzes require prior thought and some careful set-up.
- No, quizzes are an assessment tool.
- Yes, excellent for immediate feedback and student reflection; can be formative or summative.
- Ungraded surveys can be used to elicit feedback and students can add comments to a completed quiz.
- Quizzes are not typically used for the co-creation of content.

#### Collaborations
- Students must connect their Canvas and Google accounts first to enable collaborative writing in Google Docs.
- Teachers have the option to ‘seed’ content to guide students, but this is not its primary function.
- Yes, students can share and submit their collaborations as assessed work.
- Teachers and students can communicate and interact through collaboration comments and content.
- Probably the best tool in Canvas to encourage co-creation of content.

#### Conferences
- Running live sessions online requires thought around timing, structure, and flow.
- Requires set-up but can be used to disseminate information by running live lectures online.
- You could technically do this, but it does not connect with the gradebook.
- Excellent opportunities to communicate with video, audio, and text chat.
- Saved archives may not last (depending on your institution); consider using a collaboration instead.

#### ePortfolios
- ePortfolios are generated by the student so they are not used by the teacher in this way.
- Yes, a strong way of assessing student development and reflection.
- You can allow for comments on ePortfolio pages but this is not their primary purpose.
- ePortfolios do not allow for other students to co-author content.

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**Key:**
- Good match for this purpose
- Can work with some learning design
- Not the best tool for this purpose

**Notes:**
- Based on the Moodle tool guide for teachers by the CreATE team at the Faculty of Education and Social Work, the University of Auckland - October 2015.
- From the CreATE team at the Faculty of Education and Social Work, the University of Auckland - October 2015. (www.cats-pyjamas.net)