**Implementing Digital Learning at \_\_\_\_\_\_\_ University**

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(*Statement about why digital learning at your university is important.*)

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(*Statement about how Canvas facilitates digital learning.*)

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(*Statement about attached checklists guiding the institution vision towards digital learning.)*

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*(Statement addressing where additional professional development and resources need to be dedicated to align with digital learning.*)

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*(Statement about how the checklists align to SAMR model of technology integration.)*

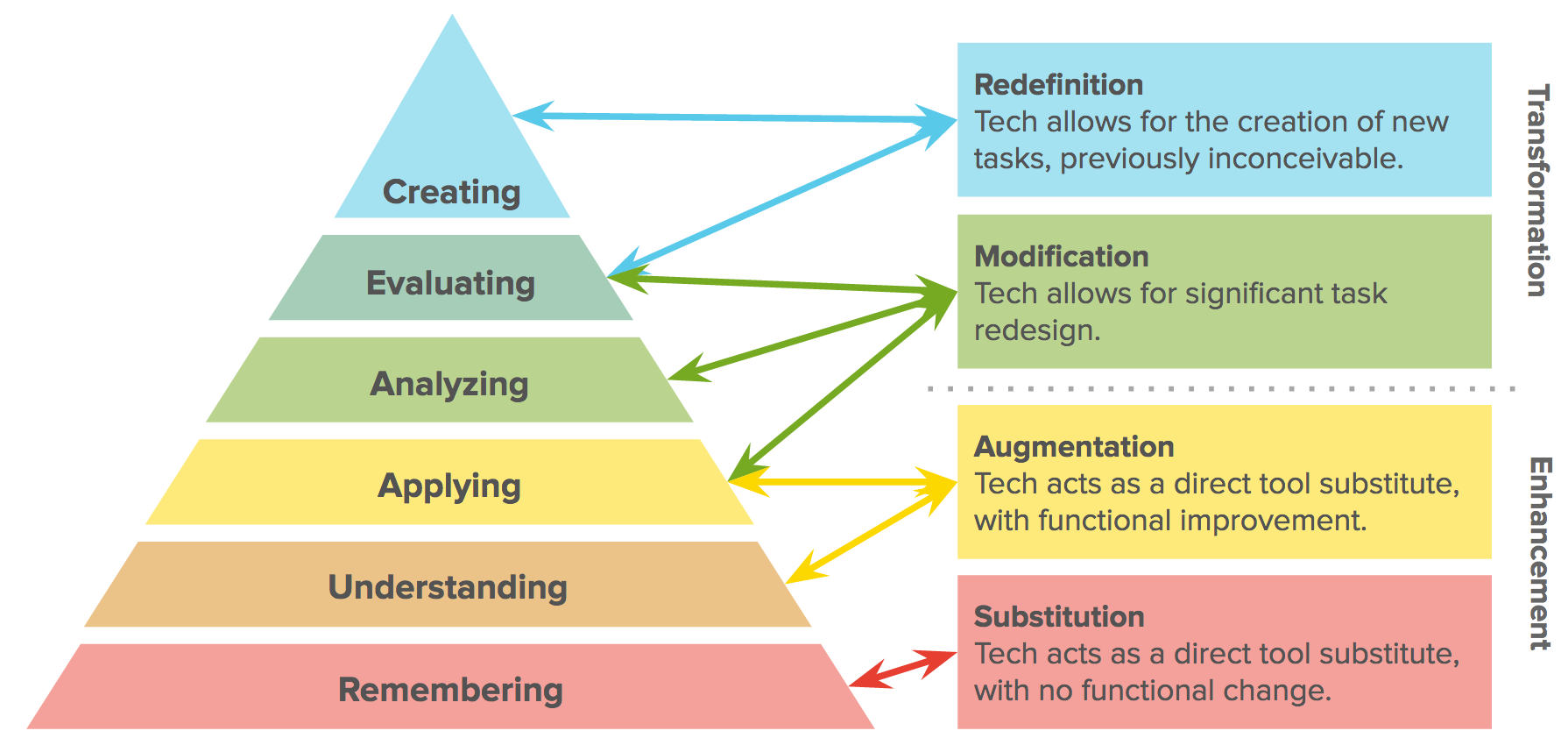
### **Bloom’s Taxonomy & SAMR**

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##### **Description**

With both Bloom’s Taxonomy and the SAMR Model of Technology Integration, the complexity is increased at each level. By linking the two together, we can now see how tasks are created that deeply embed the technology and enhance its use, rather than using the technology just because it’s there. This link allows us to see more clearly how Canvas can be used to reach areas of our students learning that were previously inconceivable.

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| **University Leaders**  **Digital Learning with Canvas Checklist** |

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| **Component 1 - Vision and Strategy**  Creates and communicates digital learning vision to all stakeholders | | | |
| **Substitution**   * Uses Canvas Global Announcements to communicate vision and strategy to faculty and students | | | |
| **Augmentation**   * Uses Canvas Calendar to notify users of timelines and important training dates | | | |
| **Modification**   * Uses a faculty resources course and models Canvas usage for faculty | | | |
| **Redefinition**   * Uses Canvas Analytics to help identify leaders and super users * Empowers super users by giving them a role with professional development | | | |
| **Component 2 - Personal Growth**  Organizes professional development in digital learning environment | | | |
| **Substitution**   * Uses Canvas Announcements to communicate professional development to faculty | | | |
| **Augmentation**   * Models Canvas best practices by using Canvas courses for all faculty training | | | |
| **Modification**   * Organizes all digital learning professional development in a Canvas Course | | | |
| **Redefinition**   * Organizes professional learning communities in Canvas Courses | | | |
| **Component 3 - Leadership**  Models digital learning to all stakeholders | | | |
| **Substitution**   * Provides faculty and students with information through Canvas | | | |
| **Augmentation**   * Uses Canvas Global Announcements to push information to both faculty and students | | | |
| **Modification**   * Elicits feedback from faculty and students in Canvas through the use of Canvas quizzes and surveys | | | |
| **Redefinition**   * Flips department meetings using a Canvas Course | | | |
| **Component 4 - Community**  Provides a digital learning community for all stakeholders | | | |
| **Substitution**   * Uses Canvas Global Announcements to communicate vision and strategy to faculty and students | | | |
| **Augmentation**   * Provides community public Canvas course with information about university events and important dates | | | |
| **Modification**   * Shares challenges, solutions, and ideas in the Canvas Community | | | |
| **Redefinition**   * Uses Canvas Surveys to determine next steps in Canvas Usage | | | |

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| **Faculty**  **Digital Learning with Canvas Checklist** |

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| **Component 1 - Assessment and Data**  Assesses students in digital learning environment | | | |
| **Substitution**   * Uses Canvas Quizzes to give formative and summative assessments to students | | | |
| **Augmentation**   * Utilizes Canvas Question Banks to create unit specific sets of questions * Differentiates Canvas Assignment due dates | | | |
| **Modification**   * Attaches Canvas Rubrics to formative and summative assessments | | | |
| **Redefinition**   * Assesses students using Canvas Outcomes * Modifies student learning pathways using Canvas Mastery Paths * Uses Canvas Learning Mastery Gradebook to improve instruction and target remediation | | | |
| **Component 2 - Collaborative Digital Environment**  Incorporates collaborative digital learning environment | | | |
| **Substitution**   * Creates and assigns groups in Canvas | | | |
| **Augmentation**   * Facilitates Group discussions in Canvas * Assigns Peer reviews in Canvas | | | |
| **Modification**   * Differentiates assignments based on groups * Facilitates student group page in Canvas for collaboration * Uses Canvas Conferences to allow groups to communicate outside the classroom | | | |
| **Redefinition**   * Uses Office 365 or Google Drive integrations to allow students to collaborate in real time * Connects students to global community with Twitter or another LTI tool (educreations, Portfolium) | | | |
| **Component 3 - Community**  Connects students to the local and global community through digital learning | | | |
| **Substitution**   * Uses external links in Canvas to link students to outside resources | | | |
| **Augmentation**   * Links to external discussion boards and community pages in Canvas | | | |
| **Modification**   * Embeds external Video Conference tools to connect to learners around the world | | | |
| **Redefinition**   * Connects to global community with Twitter or other LTI Integrations (educreations, Portfolium) | | | |
| **Component 4 - Feedback**  Provides quality feedback to students in digital learning environment | | | |
| **Substitution**   * Uses Canvas Gradebook to give grades to students | | | |
| **Augmentation**   * Provides written feedback to students in Canvas SpeedGrader | | | |
| **Modification**   * Uses video/audio feedback option in Canvas SpeedGrader | | | |
| **Redefinition**   * Utilizes Canvas tools like Scheduler and Conferences to give student feedback | | | |
| **Component 5 - Digital Content and Instruction**  Teachers will know and use appropriate digital tools and resources for instruction. | | | |
| **Substitution**   * Uses Canvas Content Pages * Links students to external websites | | | |
| **Augmentation**   * Uses Canvas Assignments, Discussions, and Quizzes | | | |
| **Modification**   * Uses Canvas Arc video tool * Uses LTI tools in Canvas to bring external apps into their Canvas space | | | |
| **Redefinition**   * Provides students with a wide range of submission options when creating and assigning Assignments in Canvas * Uses Canvas Mastery Paths to provide learning pathways for students | | | |
| **Component 6 - Digital Citizenship**  Models digital citizenship to students | | | |
| **Substitution**   * Coaches students on discussion prompt responses in Canvas | | | |
| **Augmentation**   * Participates in Canvas discussions with students * Communicates with students via Canvas mail or feedback in SpeedGrader | | | |
| **Modification**   * Holds Canvas video conferences with students using Bigbluebutton | | | |
| **Redefinition**   * Uses Canvas LTI tools to connect students with people outside the classroom in a meaningful, legal, and safe way | | | |
| **Component 7 - Accessibility**  Instructor and content are available 24/7 | | | |
| **Substitution**   * Posts syllabus and disclosures in Canvas to ensure all students are aware of procedures and availability of both the content and instructor | | | |
| **Augmentation**   * Uses Canvas Inbox to email students | | | |
| **Modification**   * Uses Canvas Calendar to make office hours visible to students * Uses Canvas Scheduler * Uses Canvas Notifications Settings to ensure communication | | | |
| **Redefinition**   * Uses Canvas conferences to hold virtual office hours | | | |