**Instructor’s Guide**

Duration: 1 hour

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| **Workshop Name** | Canvas: Building Assignments |
| **Workshop Description** | In this workshop, participants will practice building out assignments of various submission types and explore how to build group assignments as well as how to give extra credit. Participants will also be provided with tips/strategies on how to use the assignments tool to maximize effectiveness of student performance. |
| **Workshop Objectives** | * Create a “paper” submission assignment * Create an “electronic” submission assignment * Review how to create a group assignment * Examine how assignments reflect in the gradebook * Review how to give extra credit |
| **Sections Covered** | * Opening and Introductions * Building an on paper assignment * Building an online submission assignment * Creating a group assignment * Giving extra credit * Wrapping Up |
| **Workshop Materials** | * Building Assignments demo Canvas course * Handout: Building Assignments * Pre-Workshop Email |

**Note:** Ensure you submit all materials to NLI through the TLOS Training Team Drive

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| **Instructor Checklist**  Detail any steps that are needed to be done before, day of, and after the session. | |
| Before the Session  (2 days prior) | * Enroll participants in NLI Building Assignments course as instructors; * Send Pre-Workshop email to participants from NLI enrollment platform |
| Day of Session | * Arrive in the session room at least 15 mins prior to the session to setup up your workstation and that projectors are on. * Setup the seating to suit the number of attendees and the nature of the session (ask room techs for assistance if needed) * Ensure the laptop cart is unlocked and laptops are ready for participants who come without devices * Assign floor walker and someone to note questions (when staff is available - floor walker and note taker can be same person). |
| After the Session | * Follow-up with answers to any questions you were not able to answer during the session with the individual who asked; if you think the answer will benefit the entire class, send answer to all session participants too |
| Additional Notes for Instructor | * Ensure you have Instructor access to the Building Assignments Canvas course |

**Detailed Agenda**

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| **Section 1** | |
| **Section Title** | Opening and Introductions |
| **Section Overview** | The purpose of the opening and introductions is to provide participants with an overview of the workshop. |
| **Expected Time** | 10 mins |
| **Materials Used** | Laptops (if instructors do not have a laptop and want to follow along)  Building Assignments demo Canvas course |
| **Slides Covered** | n/a |
| **Suggested Process**  Include steps where slides/materials should be used and how they should be used. | |
| 1. Welcome participants and introduce yourself. You can often take [attendance](https://app.nli.tlos.vt.edu/) during this time or before the workshop begins. 2. Review the intended outcomes of the workshop. Ensure everyone understands where the workshop is headed. 3. Ensure everyone can log into Canvas and has access to the demo course. If floor walker is available, have them assist any participant who was not enrolled in the course. | |
| **Additional Notes for the Instructor** | |
| Before you begin the session, ensure everyone has a laptop. If needed, have a room tech or floor walker takes care of participants. | |

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| **Section 2** | |
| **Section Title** | Building an on paper assignment |
| **Section Overview** | The purpose of building a paper assignment is to demonstrate and work through the creation of an on-paper assignment |
| **Expected Time** | 10 mins |
| **Materials Used** | Building Assignments demo Canvas course |
| **Slides Covered** | n/a |
| **Suggested Process**  Include steps where slides/materials should be used and how they should be used. | |
| 1. Have participants go into demo course and work along. Preface the scenario to give context to what you are doing:    1. “Let’s work through an example where I want to give my students an assignment where they need to turn in a paper in-person” 2. **PRACTICE:** Have participants create a new assignment. Use pre-built assignment info to paste into a new assignment. Set submission type as “on paper”. 3. Explain the purpose and provide some examples of what this submission type does.    1. Possible example: You have your students turning in a research paper to you. You will be grading the assignment by hand to return to them with corrections that need to be made. Using the on paper submission type will notify the student that they will not be submitting the assignment electronically, and it adds a column in your grades section. 4. **DEMO:** Enter the course settings and select student view on the right options panel. As student, submit to the assignment after it is created    1. Show how students see assignment    2. Show in grades 5. Ask if there are any questions about the information covered before moving on. | |
| **Additional Notes for the Instructor** | |
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| **Section 3** | |
| **Section Title** | Building an online submission assignment |
| **Section Overview** | The purpose of building an online assignment is to demonstrate and work through the creation of an online assignment |
| **Expected Time** | 10 mins |
| **Materials Used** | Building Assignments demo Canvas course |
| **Slides Covered** | n/a |
| **Suggested Process**  Include steps where slides/materials should be used and how they should be used. | |
| 1. **PRACTICE:** Have participants create a new assignment. Use pre-built assignment info to paste into a new assignment. Set submission type as “online”. 2. Explain the purpose and provide some examples of what this submission type does.    1. Possible example: Instead of having student submit that paper to you in class, you want to have it submitted through Canvas. You will be grading the assignment using SpeedGrader so they can see all notes within their Grades section. Using the online submission type will notify the student that they will be submitting the assignment electronically, and it adds a column in your grades section. 3. **DEMO:** Enter the course settings and select student view on the right options panel. As student, submit to the assignment after it is created    1. Show how students see assignment    2. Show in grades 4. **DEMO:** Enter Grades and show how the submitted assignment looks on within SpeedGrader 5. Ask if there are any questions about the information covered before moving on. | |
| **Additional Notes for the Instructor** | |
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| **Section 4** | |
| **Section Title** | Creating a group assignment |
| **Section Overview** | The purpose of creating a assignment is to demonstrate and work through the creation of a group assignment |
| **Expected Time** | 10 mins |
| **Materials Used** | Building Assignments demo Canvas course |
| **Slides Covered** | n/a |
| **Suggested Process**  Include steps where slides/materials should be used and how they should be used. | |
| 1. **DEMO:** Use pre-built assignment info to paste into RCE and select “make group assignment box” 2. Explain that by default, group assignments allows you to give everyone in that group a single grade. Instructors do have the option to ‘Assign Grades to Each Student Individually’. Leave box unchecked, then proceed with lesson 3. Demonstrate how this shows in gradebook/speedgrader 4. Ask if there are any questions about the information covered before moving on. | |
| **Additional Notes for the Instructor** | |
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| **Section 5** | |
| **Section Title** | Giving extra credit |
| **Section Overview** | The purpose of giving extra credit is to demonstrate the ways an instructor can provide extra credit within Canvas. |
| **Expected Time** | 10 mins |
| **Materials Used** | Building Assignments demo Canvas course |
| **Slides Covered** | n/a |
| **Suggested Process**  Include steps where slides/materials should be used and how they should be used. | |
| 1. **Review the following steps and scenarios with participants:**    1. **By individual assignment**       1. Go into gradebook and manually add points to assignment    2. **By assignment group**       1. Create a new assignment       2. Name it extra credit (will generate column in gradebook and let you know it is extra credit )       3. Make worth 0 points       4. Make “no submission” type       5. Create       6. Go into gradebook and manually enter points upon student completing extra credit | |
| **Additional Notes for the Instructor** | |
| This Section is for demonstration purposes. Time may become a factor if questions from the previous sections extend the expected time outlined. This is a good Section to cover quickly if needed. | |

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| **Section 6** | |
| **Section Title** | Wrapping Up |
| **Section Overview** | The purpose of wrapping up is to finalize any remaining questions and close out the session. |
| **Expected Time** | Time Remaining |
| **Materials Used** | Handout: Building Assignments |
| **Slides Covered** | n/a |
| **Suggested Process**  Include steps where slides/materials should be used and how they should be used. | |
| 1. Ensure that everyone understood all the material covered in the section. If not, use this time to review any material covered. 2. Pass out the Building Assignments handout to help reinforce the information covered. 3. Thank everyone for coming. | |
| **Additional Notes for the Instructor** | |
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