



Dear faculty colleagues,

As the nation confronts the prospect of the continuing spread of COVID-19, it is more important than ever that the University be prepared to continue instruction remotely in the event of emergency closure.

If you have limited online experience, I urge to begin by using Canvas, Rivier's Learning Management System (LMS), to put one activity for each of your courses online. Doing so will reinforce your knowledge of Canvas and will make any potential move to online much easier.

Materials on Canvas will also be useful for keeping students on track who may be under quarantine for potential exposure to COVID-19.

Canvas tools include Discussions, Assignments, Quizzes, VoiceThread, or other uploaded consumable content (files, videos, hyperlinks). Real-time activities in Canvas (Conferences, Collaboration) are also an option. Please see the document below (adapted from Brandeis University) for other ideas on how to get students to interact with course content, and then evaluating students' knowledge of that content.

I have also included below a "Canvas Basics" document developed by Dr. Chris Parent, Director of Educational Technologies at Rivier. This document walks you step-by-step through moving instruction online.

It is important for us to continue to prepare for COVID-19 or any other potential emergency by having course materials online so that we can ensure continuity of instruction at Rivier.

The Health Alert Response Team (HART) is responsible for monitoring the current situation and communicating with the campus community. You will find updates at [Health Alert](#) on the Rivier website.

Best,  
Doug

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# Winterize

## Students Interacting with Content – in Canvas

1. Post 1-2 problems related to concepts, formulas, or methods that students typically have the most difficulty with and require extensive analysis. Students post their solution; explain the method they used to reach it and why they chose it. Students comment on the solutions of others – why they think their solution is different and more/less effective. **(Discussions)**
2. Post a case study and assign students to teams to analyze it. Provide the standard guiding questions: What is/are the issue(s)? Based on what you have learned to date, how should the issues be resolved? What is your basis for this decision? Student groups post their responses; others comment and pose additional questions. **(Pages - for group work; Discussions)**
3. Ask students to post two articles (or links) with differing opinions on a topic. Have students work in teams to summarize both positions, provide their opinion and post two new digital resources that back that opinion. **(Discussions)**
4. Ask students to create a Google site or to use social bookmarking (**ex: Diigo, Delicious, Flipboard, Symbaloo**) to provide curated/annotated original source materials and articles relevant to a key concept in the course. Share a link to the site through the Discussion; or invite other students into the Diigo/Delicious/Symbaloo group.
5. Break the class into teams **(Canvas Groups)**. Assign each team a different question related to the course material that you planned to address in an upcoming class and ask them to summarize and share their response. **(Discussions)** Each team should review the summaries of the other groups and respond with a question or comment.
6. Using the topic(s) of an upcoming class session, have students provide information on the topic from some combination of social media, newspaper, popular press, or an academic article and write a short reflection evaluating the different audiences, goals, and formats for the pieces of writing. **(Assignments)**
7. Using newspapers from diverse locations and/or time periods **(<http://news.google.com/newspapers> or Rivier Lib Guides)**, ask students to analyze differing reactions to a particular policy/event that relates to an upcoming topic in the course. The analysis can be shared **(Discussions)** and a discussion held.
8. Jigsaw: Break students into teams **(Canvas Groups)** and assign each team a different topic from an upcoming week's lesson. The group members are responsible for summarizing assigned and recommended readings along with identifying additional resources that expand on their topic. Then, restructure the groups so that each student is in a group with a new set of members. Each member of the new group is responsible for educating others on the topic they investigated within the original group.

## Evaluating Students' Knowledge – in Canvas

1. Students create test questions for the material – select the best and have students answer in teams, sharing their answers with the entire class. **(Discussions; Quizzes)**
2. Students provide a summary of the readings for an upcoming class that is posted and shared with others. **(Discussions; a third-party Podcast)**
3. Ask students to share a question, or identify something that is unclear about a specific reading or from the latest class. Assign teams to answer/clarify by including specific citations or new articles. **(Discussions)**
4. Students share their paper. Assign a peer editor or a team to review and ask questions. **(Assignments with Peer Review)**
5. Create a survey, knowledge quiz, or test. This is helpful in identifying concepts that may require more or less of your time in an upcoming class. **(Quizzes)**
6. Have students prepare the script for a 60-second public service announcement on a key concept in the course. **(PowerPoint or VoiceThread)**
7. Students create and post a policy statement based on key concepts in the course. Classmates pick one and create an argument with the policies as presented. **(Discussions)**
8. Have students do class presentations online instead of in class. Students can record presentations, sharing visual content along with their presentation. Post links to the recording in a Discussion Forum, and then have classmates provide feedback and ask questions. **(VoiceThread; Discussions)**

# Educational Technologies

## Standard Operating Procedure

for

### Canvas – Basics – Setting Up Your Course

**PURPOSE:** To enable instructors to quickly set up their course and course assignments in Canvas <https://rivier.instructure.com/>. For best practices in course design/instructional design, please contact the Director of Educational Technologies [cparent@rivier.edu](mailto:cparent@rivier.edu).

**MATERIALS:** Canvas, course materials

**PRIMARY:** Instructors not currently utilizing Canvas

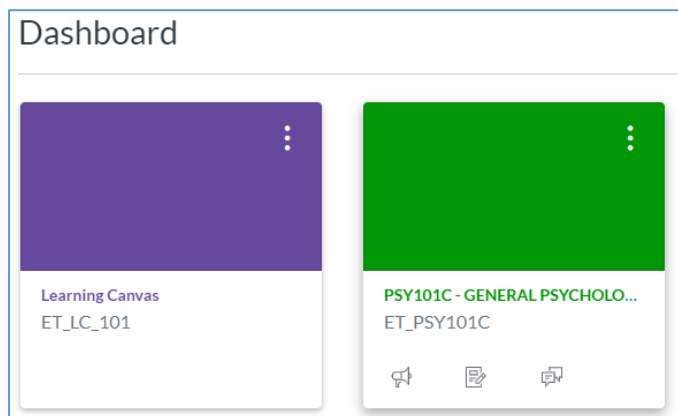
**PROCEDURE:**

## Finding Your Canvas Course

All courses (this semester, and previous semesters) can be found in Canvas. Click <https://rivier.instructure.com/courses> to find your older courses.

**Video:** <https://community.canvaslms.com/videos/3966-dashboard-overview-students>

1. <https://rivier.instructure.com/>
2. Log in with your username (ex: FLastname).
3. Use your regular password.
4. Your course will be on this Dashboard page. Scroll down until you find your course card.
5. Click the card/course name to enter the course.



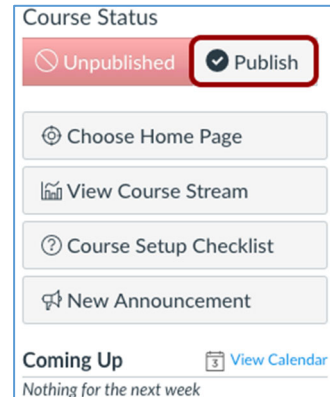
## PUBLISH: How do I publish a course?

You must publish a course before students can access it and its contents. Students cannot see unpublished courses and content.

<https://community.canvaslms.com/docs/DOC-13030-415257126>

1. On your course home page (click Home).
2. In the sidebar, click the Publish button.

Remember to also publish the individual content in your course.



## PUBLISH: How do I publish an Announcement to my class?

Announcements allow instructors to communicate with students about course activities, and broadcast information out to all course members.

**Guide:** <https://community.canvaslms.com/docs/DOC-10405-415250731>

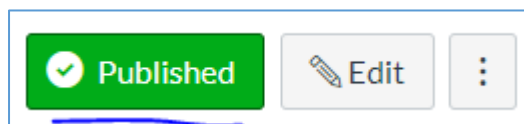
**Video:** <https://community.canvaslms.com/videos/1090-announcements-overview-instructors>

1. Click “Announcements” in the left-side navigation.
2. Create a title/subject-line and fill in the announcement body.
3. Click “Save” when you are done.





Students will receive an email notification with your announcement.

## PUBLISH: What does a published item look like?

You will know when your file/module/assignment is published when there is a green checkmark next to the item, or green “Published” button on the item’s details.



These buttons can be toggled on/off.

Last edit		
Oct 19, 2018 by Doug Roberts	1 	⋮
Oct 19, 2018 by Doug Roberts		⋮
Jan 4, 2019 by Doug Roberts	2 	⋮
Oct 22, 2018 by Doug Roberts		⋮

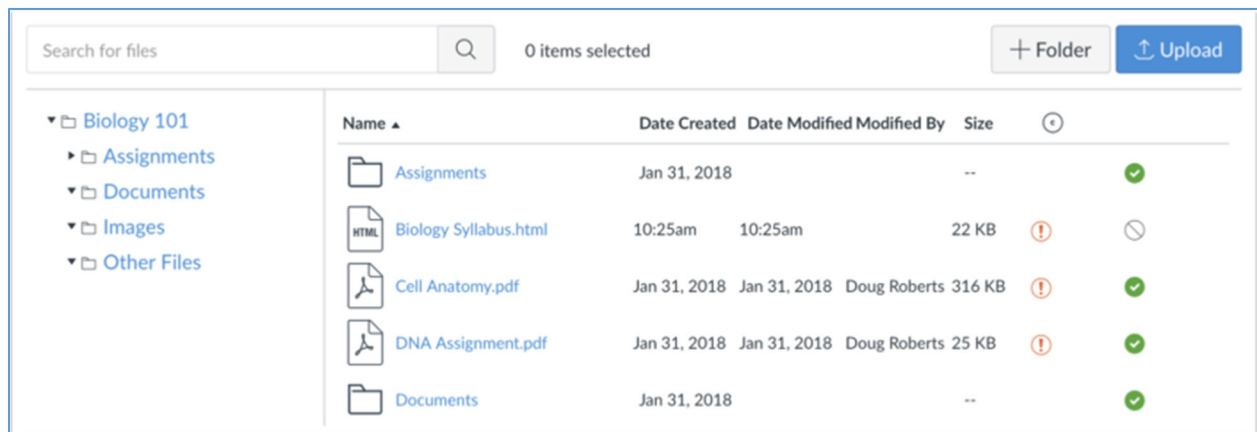
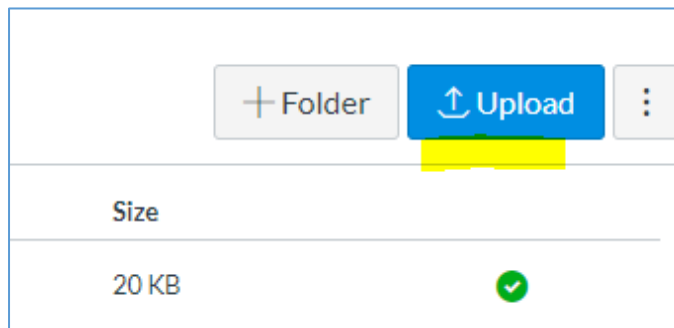
## FILES: How do I upload files in Canvas?

Files can house course files, assignments, syllabi, readings, or other documents. You would use Files to share these documents with students, or to prepare/organize yourself for your next class.

**Guide:** <https://community.canvaslms.com/docs/DOC-13033-415241383>

**Video:** <https://community.canvaslms.com/videos/1111-files-overview>

1. Click “Files” in the left-side menu.
2. Click the Upload button.
3. Browse for your content.
4. Select your file, and click “Open”



## DISCUSSIONS: How can I create *offline* or *asynchronous* Discussions?

*Discussions allows for interactive communication between two or more people, usually used with an entire class. Discussions can be created as an assignment for grading purposes or to simply serve as a forum for topical and current events.*

**Guide:** <https://community.canvaslms.com/docs/DOC-13016-4152724374>

**Video:** <https://community.canvaslms.com/videos/1109-discussions-overview-instructors>

**Video (Students):** <https://community.canvaslms.com/videos/1128-discussions-overview-students>

1. Go to your course.
2. Click “Discussions” in the left-side navigation.
3. Click the blue “+ Discussion” button.
4. Add a discussion title and content.
  - The content area can contain text, URLs, images, and files.
5. Add options
  - *Recommended:* threaded replies, graded, and maybe “post before seeing replies”
  - *Note:* a “Due” date allows students to find it on their Canvas calendar/dashboard.
6. Click “Save & Publish”


### Options



- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking
- Add to student to-do

### Assign to

Everyone ×

**Due**



**Available from**   **Until**  

## CONFERENCES: How do I create *online* or *synchronous* discussions?

You may want to hold class in real-time in an online or virtual setting. The following directions are for conducting a conference/class using Big Blue Button in Canvas.

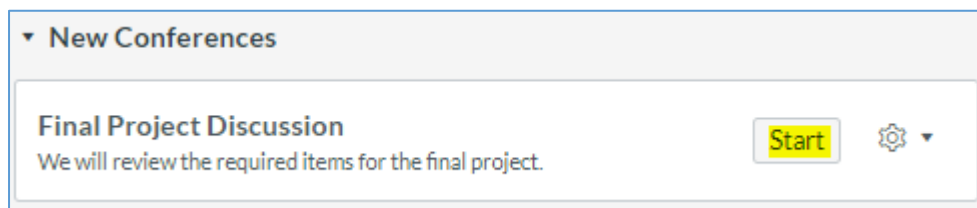
Also note: Students may not be able to attend an unscheduled conference. Also note the technology requirements (internet connection, possible audio/video capabilities) should be sent ahead of time.

**Guide:** <https://community.canvaslms.com/docs/DOC-12687-415241306>

**Guide (students):** <https://community.canvaslms.com/docs/DOC-10689-4212712451>

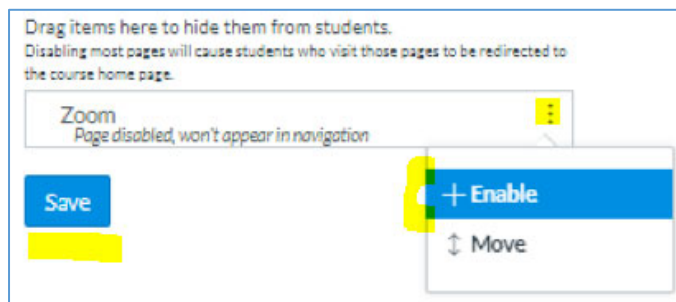
**Video:** <https://community.canvaslms.com/videos/1101-conferences-overview-instructors>

1. Go to your course in Canvas.
2. Click “Conferences” in the left-side navigation.
3. Click the “+ Conference” blue button.
4. Add conference details.
  - *Recommended:* If recording, keep the Duration to 60 minutes or less. If you need longer, and it needs to be recorded, then add a second Conference.
  - *Note:* Recordings are kept for 14 days.
5. Invite course members.
6. Click “Update”
7. When ready, click “Start”



*Alternative:* If you have a Zoom account, you can use Zoom within Canvas.

1. Click “Settings” in the left-side navigation.
2. Click “Navigation” tab at the top of the Settings page.
3. Click the three-dots next to Zoom.
4. Click “+ Enable”
5. Click “Save”
6. ...then click “Zoom” on the left-side navigation and create your Zoom conference.





## ASSIGNMENT: How do I create an online Assignment?

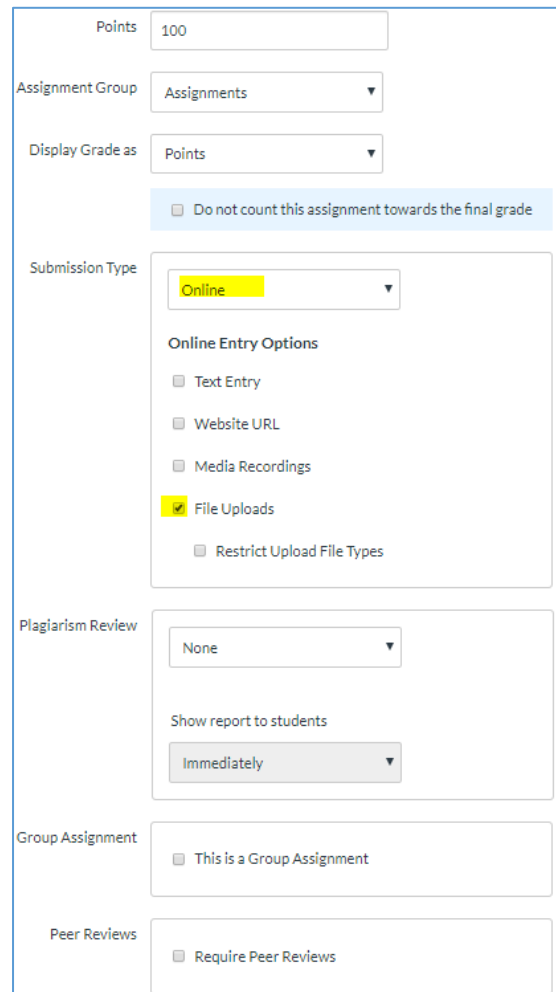
Assignments can be a quiz, discussion, or online submission. The following instructions assume you want students to submit a Word document online through Canvas.

**Guide:** <https://community.canvaslms.com/docs/DOC-9873-415267003>

**Video:** <https://community.canvaslms.com/videos/1092-assignments-overview-instructors>

**Video (Students):** <https://community.canvaslms.com/videos/1121-assignment-submissions-students>

1. Go to your course.
2. Click “Assignments” in the left-side navigation.
3. Click the “+ Assignment” blue button.
4. Add an assignment title/name.
5. Add directions/instructions. The clearer the instructions, the better it is for everyone.
6. Fill in the other details
  - a. Points:
  - b. Submission type: Online
  - c. Check: File Uploads
  - d. *Optional*: restrict upload to “docx”
  - e. *Optional*: Plagiarism review: Turnitin
  - f. Due: set a due date
7. Click “Save & Publish”



The screenshot displays the Canvas assignment configuration interface. The 'Points' field is set to 100. The 'Assignment Group' is 'Assignments' and 'Display Grade as' is 'Points'. A checkbox for 'Do not count this assignment towards the final grade' is present. Under 'Submission Type', 'Online' is selected. The 'Online Entry Options' section includes checkboxes for 'Text Entry', 'Website URL', 'Media Recordings', 'File Uploads' (which is checked), and 'Restrict Upload File Types'. The 'Plagiarism Review' section shows 'None' selected for the review type and 'Immediately' for 'Show report to students'. The 'Group Assignment' checkbox is unchecked, and the 'Peer Reviews' checkbox is also unchecked.