

BSST COURSES AT THE UNIVERSITY OF MARYLAND

GUIDE FOR ONLINE INSTRUCTION

CREATED BY

BRANDI GRONCZNIK

Instructional Designer, START

EDITED BY

LIBERTY DAY


Program Director for Education
and Training, START

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ABOUT

This guide is intended as a resource to help you create an optimized online course space for your students. To increase usability, your course space should be organized and easy to navigate. Whether your course is offered fully online, as a hybrid experience, or in-person only, the space should function as a central location for students to gain additional information about the course, to access readings, and to submit assignments and exams, as applicable.

The best practices and recommendations provided in this guide are based upon independent research in instructional systems development. Additional resources are provided at the end of this guide should you wish to engage in further exploration.



START IS DEDICATED TO TRAINING AND MENTORING A NEW GENERATION OF SCHOLARS AND ANALYSTS CAPABLE OF EXAMINING QUESTIONS RELATED TO TERRORISM, COUNTERTERRORISM AND COMMUNITY RESILIENCE.

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BEST PRACTICES

TRANSPARENT DESIGN: INCREASE TRANSPARENCY FOR STUDENTS

Within the **syllabus**, include as much detail as possible. For instance, in addition to any readings and assignments that are due that day, the syllabus can provide additional detail to inform students, including the class date, topic, and in class activities and/or guest lecturers.

Create **rubrics** for as many assignments as possible. Providing rubrics that will be used to grade assignments allows students to gain a better understanding of expectations.

STUDENT ENGAGEMENT

Always remember flexibility. In an online setting, it is easy to fall into a trap of thinking that students can do more if they don't have to physically show up to class.

EVALUATION

FORMATIVE AND SUMMATIVE ASSESSMENT

	Formative Assessment	Summative Assessment
Grading	Usually not graded	Usually graded
Purpose	Improvement: to give feedback to instructor and learners about how well learners understand specific material	Judgment: to derive a grade, and to allow learners to work intensively with course material
Focus	Very focused on whether learners have acquired specific skills or information	Less focused on specific skills or information; instead, allows learners to demonstrate a range of skills and knowledge
Effort	Requires little time from instructors or learners; simple; done in class	Requires more time from instructors and learners; complex; done outside of class

Note: Although we chose this document to illustrate, broadly, the differences between formative and summative assessment, it should be noted that there are many such typologies readily available from teaching and learning centres, universities, and individual authors.

Source: Center for Innovative Teaching and Learning (CITL). (2015).

Utilize formative feedback throughout the course, in addition to providing summative assignments. Formative feedback is commonly ungraded and focuses on student improvement, rather than evaluating at a given point in the semester. The chart above, from the Center for Innovative Teaching and Learning, outlines formative versus summative assessment.

TECHNICAL REQUIREMENTS

IT IS IMPORTANT TO INCLUDE WHAT PLATFORMS WILL BE USED AND ANY TECHNICAL NEEDS, SUCH AS A CAMERA, ETC. ON THE COURSE SYLLABUS.

ADD NEW TECHNICAL REQUIREMENTS AND EXPECTATIONS TO SYLLABI (EXAMPLE BELOW)

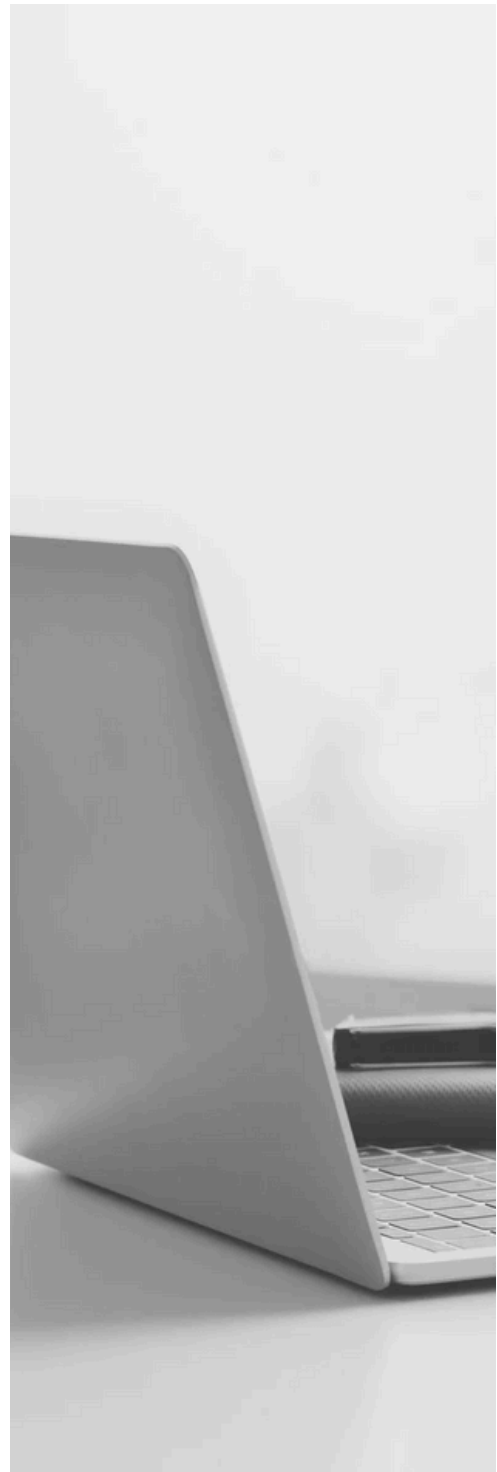
“ VIRTUAL CLASS TECHNOLOGY NEEDS

On certain occasions, as indicated in this syllabus, class will be conducted online. You will need to have a reliable internet connection, webcam, and microphone in order to adequately participate in virtual class sessions. Virtual classes will be conducted using Zoom, unless otherwise indicated by the professor. You will need to access each course's Zoom link via Canvas ELMS. Zoom sessions will open 15 minutes prior to the start of class to allow you to get your webcam and microphone connected, and work through any technical issues. For more information on using Zoom, please visit [UMD's guide for students using Zoom](#).

STUDENT COLLABORATION

Should students need to collaborate with one another for group-work outside of class, it is strongly recommended that you utilize GoogleMeet, as well as other G Suite for Education Apps (Drives, Docs, Slides, etc), via your University email account.

”



ORGANIZATION

To the extent possible, **everything should live in your Canvas ELMS course space**. Students should know that they can view the most up-to-date syllabus in Canvas ELMS to know what they need to do to prepare for class. They should be provided with an organized and easy to navigate course space that allows them to find all of the required readings, assignments, lecture links, etc.

Online best practices include “archiving” discussions and course content. Course spaces need to be as intuitive as possible. An easy way of thinking about this concept: archiving means that you are constantly working within the course space to keep the most recent discussions or modules at the top of a page; discussions and modules that are “closed” or past due may be moved to the bottom of a given Canvas ELMS page in order to keep the learners attention focused on what they should be focusing on that week.

RECOMMENDATIONS

ONLINE CLASS MEETING PLATFORM

Zoom

After analysis of available meeting platforms for features, user interface, and integrations, it is recommended that Zoom be utilized across all courses for online course lectures and breakouts. Zoom was found to have the most navigable interface, and seamlessly integrates with Canvas ELMS. Additionally, switching to a platform outside what the University has already implemented goes against Universal Design for Learning (UDL) principles, which seeks to minimize barriers and maximize learning for all.

Securing Your Session: For more information on how to secure you Zoom sessions, please visit this [DivIT Guide on Security Settings in Zoom Meetings](#).

NOTE: Utilize the Zoom add-in on Canvas ELMS to schedule your sessions. Avoid sending out links before class, or using a personal Zoom room link.

COLLABORATION

Google Meet

Google Meet/Hangout should be encouraged for one-on-one or small group meetings that are outside of class time. For example, meetings between students and peers.

Discussions

Discussion spaces within Canvas ELMS can be used as a forum for collaboration. Better utilization of group discussion spaces overall is recommended.

COURSE RESERVES FOR COURSE READING MATERIALS

It is recommended that you provide students articles/chapters/etc. via UMD Course Reserves. Articles, chapters, readings, etc. are available through Course Reserves. In the instance that UMD does not have access to one, they can use the Inter-Library Loan (ILL) system to get access.

Posting materials through Course Reserves protects you from a possible copyright lawsuit. While many instructors may post materials directly into ELMS under the "fair use doctrine," there is no protection for you if a copyright infringement lawsuit is brought by the copyright holder.

There are also additional benefits to utilizing Course Reserves. Largely, it helps UMD Libraries. When students access materials in this way, it contributes to the Library's metrics for journal downloads and material utilization. This in turn helps make the case for continued funding so students have access to these databases.

Additionally, it is more fair to the authors of the materials. Authors (and journals/publishers) will receive an accurate view count and understanding of their impact, versus if you were to download and disseminate yourself via ELMS.

EXAMS

When possible, it is recommended that you move to more project-based work, rather than providing standard midterms or final exams in an online setting. If project-based work is not a feasible option, consider at the very least open-book exams which would eliminate the need for “lockdown” or identify verification software.

In some cases, online multiple choice/timed exams are necessary. In this case, you may wish to implement the use of Honorlock. However, this does require a webcam and students to verify their identity. UMD describes Honorlock as the following:

Honorlock allows faculty to schedule a proctored online examination for students in Canvas ELMS. Faculty can schedule an examination ahead of time. Before taking an examination, students may be asked to provide facial recognition identification, provide photo identification, and a view of their surroundings (dependent upon which options their instructor chose for their examination).

As part of Master contract, Honorlock has agreed to protect captured data as an agent of UMD and thus is FERPA (Family Educational Rights and Privacy Act) compliant.

Important: iOS and iPadOS and Android do not support the full Chrome browser and are not compatible with Honorlock.

Please notify your Undergraduate/Graduate Director if you are considering using Honorlock.

PARTICIPATION

Participation, particularly in an online setting, should be more substantial than merely “did you log into class today?” Students should know that participation requires effort, and at the very least attentiveness, on their part. Consider utilizing discussions as a portion of participation, in addition to class attendance.

SETTING UP CANVAS ELMS COURSE SPACE

COURSE SPACE TEMPLATE

WELCOME TO YOUR COURSE SPACE

Your course space has been created using BSST's template, in order to improve cohesiveness and user-experience. While this template is flexible and you should make the course space your own, we ask that you keep some of the basic structure in-tact.

NAVIGATION

NAVIGATION OPTIONS

As a starting point, the following navigation elements are recommended for inclusion in your menu and have been included in your initial course setup.

- Syllabus
- Announcements
- Modules
- Zoom
- Discussions
- Assignments
- Grades
- Rubrics
- Files
- Course Reserves

You will see more navigation options than students. Navigation items that are display with a marked-through eye are disabled and not visible to student.



This icon also appears if there is no content in that feature to display. For instance, Announcements will remain “hidden” until you post an announcement.

UNDERSTANDING NAVIGATION ELEMENTS

While some navigation elements, such as Syllabus and Grades, may be self explanatory, there are several that are less so.

In the table that follows, you will find a quick explanation of some of the most commonly used navigation elements.

For more information on each of these elements, please check out the [Canvas Basics Guide](#), as well as the [Canvas Instructor Guide](#).

Announcements	Announcements allow instructors to communicate with students about course activities and post interesting course-related topics. Course announcements are designed to allow instructors to broadcast information to all members of a course or to all members of sections within a course. Students may be able to reply to announcements, but replies are not considered to be a conversation and do not appear in the Inbox.
Assignments	Assignments include Quizzes, graded Discussions, and online submissions (i.e. files, images, text, URLs, etc.). The Assignments page shows students all of the Assignments that will be expected of them and how many points each is worth.
Attendance	<p>The Attendance (Roll Call) tool is an external app (LTI) used for taking attendance in Canvas courses. A new tool to Canvas, we do not recommend using at this time without explicit training. If "Roll Call Attendance" is showing up in your Gradebook, please reach out for assistance.</p> <p>The Attendance tool always appears as a visible Course Navigation link, but it cannot be viewed by students, so hiding the link in Course Settings is not necessary.</p>
Course Reserves	The UMD Libraries provide online access to required readings requested by instructors within the Course Reserves module in ELMS. Course Reserves should be used to provide readings to students for items such as articles, chapters, readings, etc.
Discussions	Canvas provides an integrated system for class discussions, allowing both instructors and students to start and contribute to as many discussion topics as desired. Discussions allows for interactive communication between two or more people; users can participate in a conversation with an entire class or group.

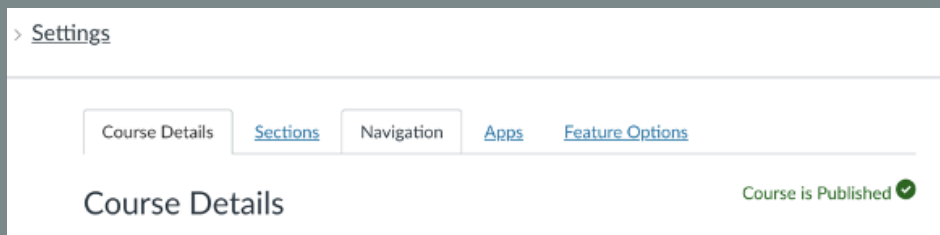
<p>Files</p>	<p>The Files area of Canvas can house course files, assignments, syllabi, readings, or other documents, as well as profile pictures and user-specific files. Instructors can lock folders and files so they can only be viewed by direct links or only unlock on a specific date.</p>
<p>Grades</p>	<p>The Gradebook stores all information about student progress in the course.</p>
<p>Modules</p>	<p>Modules allow instructors to organize content to help control the flow of the course. Each module can contain files, discussions, assignments, quizzes, and other learning materials. Module items can be added to the course from existing content or new content shells within the modules.</p>
<p>Pages</p>	<p>Pages store content and educational resources that are part of a course or group but don't necessarily belong in an Assignment. Pages can include text, video, and links to files and other course or group content. Pages can also be linked to other pages. They can also be used as a collaboration tool for course or group wikis where only specific users can have access.</p>
<p>People</p>	<p>People shows all the users enrolled in the course. Students can view this section, unless hidden.</p>
<p>Quizzes</p>	<p>Quizzes in Canvas are assignments that can be used to challenge student understanding and assess comprehension of course material. The quiz tool is used to create and administer online quizzes and surveys. Quizzes can also be used to conduct and moderate exams and assessments, both graded and ungraded.</p>
<p>Rubrics</p>	<p>A Rubric is an assessment tool for communicating expectations of quality. Rubrics can be set up as non-scoring rubrics, which allows for assessment-based and outcome-based grading without points.</p>
<p>SpeedGrader</p>	<p>As an instructor, SpeedGrader allows you to view and grade student assignment submissions in one place using a simple point scale or complex rubric. Canvas accepts a variety of document formats and even URLs as assignment submissions. Some document assignments can be marked up for feedback directly within the submission. You can also provide feedback to your students with text or media comments.</p>
<p>Syllabus</p>	<p>The Gradebook stores all information about student progress in the course.</p>
<p>Zoom</p>	<p>For online course sessions, you will use Zoom to connect with students synchronously. Instructors can easily set up and configure Zoom class sessions inside of a Canvas course by using the Zoom integration. Students can then visit their Canvas course(s) to find the links to participate in live synchronous class sessions, as well as access past Zoom class session recordings (if the instructor has set up to record the Zoom sessions and has made those available).</p>

EDITING NAVIGATION OPTIONS

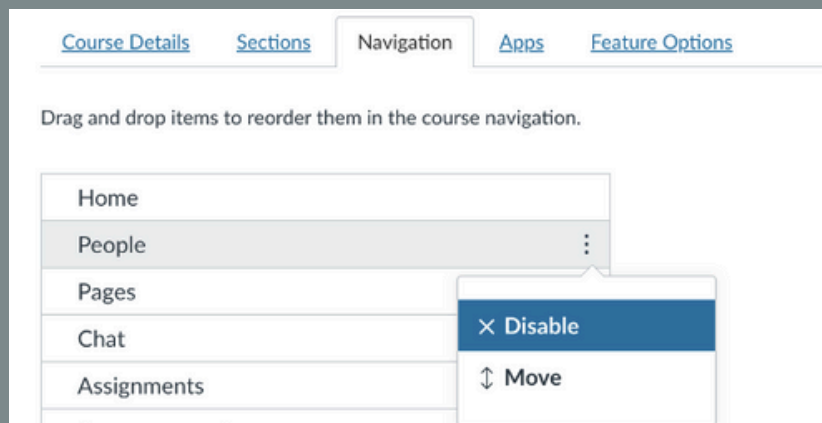
You may edit your navigation options, based on the needs of your course. Inside of your Canvas ELMS course space, first select Settings from the bottom of the navigation menu to the left.

A rectangular button with the word "Settings" in blue text.

Then select the third tab, "Navigation."



To add or remove a course navigation feature, select the three dots to the right-hand side of the feature, and select enable/disable.



Once you have finalized your navigation menu, you can drag-and-drop to reorder. Choose an order that will make the most sense to the students. For instance, features that will be used the most should be towards the top of the list.

WELCOME PAGE AND VIDEO

WELCOME NAVIGATION

Your course template has been designed with a home page that features several user-friendly, customizable navigation options. You may adjust these options using DesignPlus Design Tools (see page 28 or contact START's Education and Training Team for assistance).

Common navigation sections include:



Start Here

A "Page" that includes welcome material for students to read before your course begins. A brief welcome video can be embedded, as well as contact information, what students should expect in the class, and any other important information, such as how the students should expect to navigate or utilize the course space.

START HERE EXAMPLE:

View All Pages Published Edit

Welcome to BSST327 - Individual Studies in Terrorism Studies: Introduction to Terrorism and the Terrorist Threat

Welcome to the BSST327 course space!

My name is Bill Braniff and I will be your professor this semester. Please take five minutes before our first class to view this welcome video.

I will be joined this semester by your teaching assistant Megan Rutter.

Should you have any questions or concerns throughout the semester, please reach out to schedule a time to meet for virtual office hours.

Instructor: William Braniff
Email: braniff@umd.edu
Virtual Office/Office Hours: by appointment

Teaching Assistant: Megan Rutter
Email: mrutter@umd.edu
Virtual Office/Office Hours: by appointment

Navigating the Course Space

From the home screen of the course page you will be able to access the most up to date course syllabus, our weekly Zoom class links, weekly modules



Syllabus

This should link directly to the Syllabus tab, where you will keep your most up-to-date syllabus uploaded.



Zoom

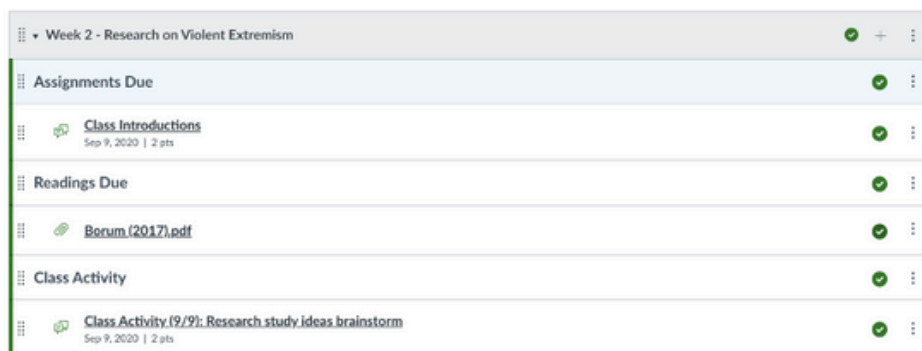
This should link directly to the Zoom navigation option in Canvas ELMS, and where students should plan to go to join each online class.



Weekly Lessons

This can link to the Modules section, and you can design it to include all of the necessary assignments and materials for any given week.

WEEKLY LESSONS EXAMPLE:





More Resources

This section can link to the Files navigation section, or you can choose to link it to a URL or Course Reserves.



Other Components

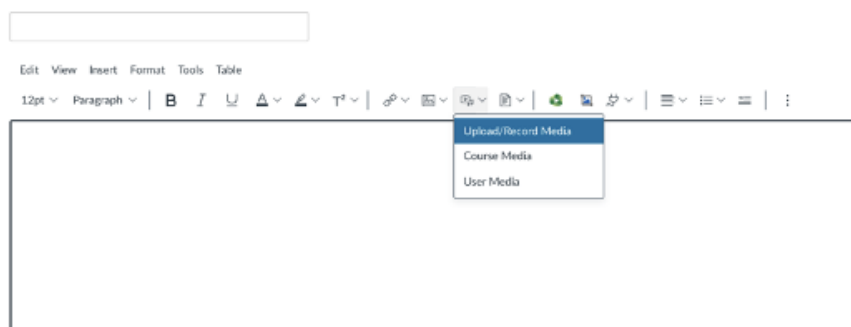
You may also wish to add other components, such as any item students will be interacting with or referencing regularly. For instance, you may link to a presentation sign-up sheet.

ADDING AN INTRODUCTION VIDEO

Adding a brief welcome video for students to view prior to the course start can help create a more inviting and engaging online environment.

To add a video, simply record using your favorite video recording software. If you're new to video recording, you can even use Zoom or GoogleMeet/ Hangout and record your meeting. Once you have your video, go to the "Start Here" welcome page you created. Then select Upload/Record Media.

Note: While there is the option to "Record Media" in the Rich Text Editor, this is not recommended.



MODULES

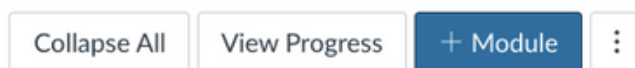
Organizing materials into “modules” creates one centralized course area where all materials and assignments can be found. This is especially helpful in an online course environment where there are multiple readings, weekly discussions, and other assignments to keep track of each week.

CREATING MODULES

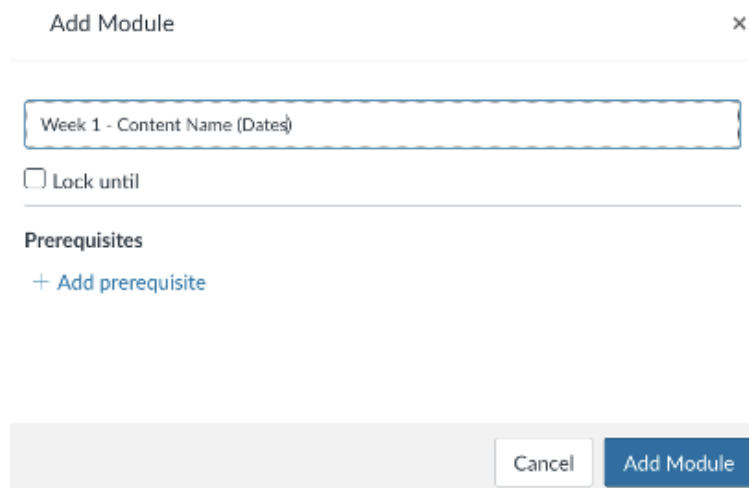
To organize your course into modules, first go to the Modules menu option.

Then select the "+ Module" button in the upper right-hand corner of the screen.

Note: It is recommended that you create a module for every week of the course.



Name the module and select "Add Module." If you wish, you can choose to lock the material until a certain time, or add prerequisites, such as completion of the previous module.

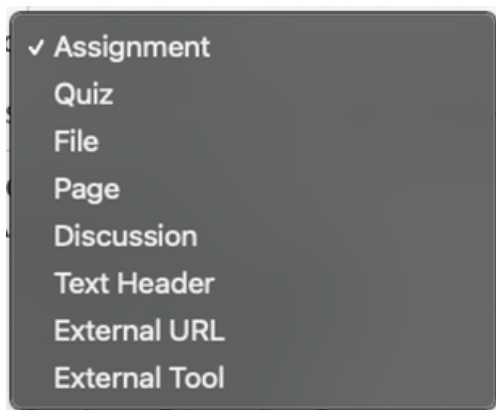


To add course materials to each module, select the "+" at the top of each module banner.

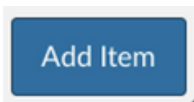


Using the drop-down menu, choose the type of course material you would like to add.

Note: You can use "Text Headers" to organize each module into sections, such as "Assigned Pre-Readings," "Discussions," and/or "Assignments."



Then choose the module content item and select "Add Item."



Once all materials are added, you can use the eight dots button to re-organize the order of materials, as necessary.



Once the module is ready, be sure all items are "published," including the module itself. By clicking on the "non" sign, you can change the module to published, represented by a green checkmark.



ASSIGNMENTS AND GRADING

Various types of assignments can be created and accepted through the course space. *Collecting assignments via email is strongly discouraged.*

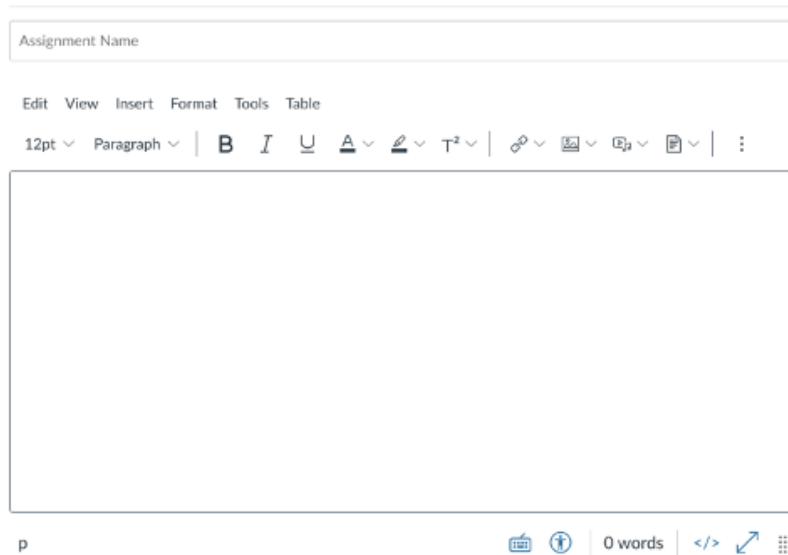
ASSIGNMENTS

You will use this option to collect assignments such as course papers or other open-ended submissions, such as obtaining proposed paper topics from students.

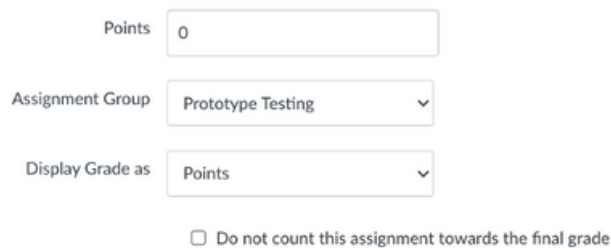
To create an assignment using this method, select the "+ Assignment" button after navigating to the Assignments menu option.



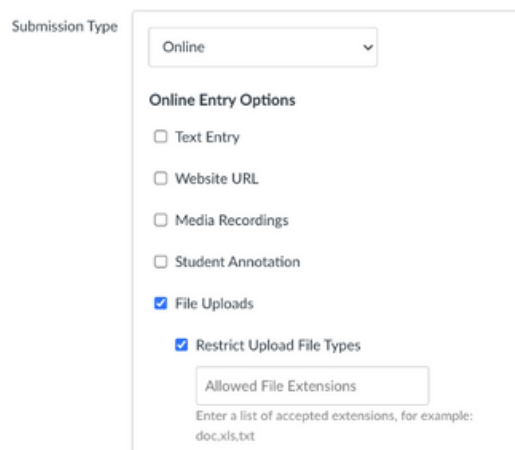
In the "Assignment Name" field, enter the name for the assignment. Then, enter the directions/prompt into the text entry box.



Identify how many points the assignment is worth, the assignment group, and select the appropriate grading options.



Choose the submission type. If choosing "File Uploads," you may restrict the types of files that may be uploaded.



Determine the number of attempts you would like to allow, if you would like to use the “Turnitin” originality checker, if you would like this to be a group assignment, if you would like to require peer reviews, and any applicable due dates or timing restrictions.

The image shows a series of configuration options for an assignment:

- Submission Attempts:** A dropdown menu labeled "Allowed Attempts" with "Unlimited" selected.
- Originality Checker:** A dropdown menu labeled "None" and a sub-section "Show report to students" with a dropdown menu labeled "Immediately".
- Group Assignment:** A checkbox labeled "This is a Group Assignment" which is currently unchecked.
- Peer Reviews:** A checkbox labeled "Require Peer Reviews" which is currently unchecked.
- Assign:** A section titled "Assign to" with a dropdown menu showing "Everyone" and an "X" icon. Below it are fields for "Due", "Available from", and "Until", each with a calendar icon. At the bottom of this section is a "+ Add" button.

Once complete, select "Save & Publish."



DISCUSSIONS

Discussion posts can either be graded or ungraded.

To utilize a discussion post as an assignment, select the "+ Discussion" button in the upper right-hand corner of the screen after navigating to the Discussions menu option.



Enter the discussion topic title in the "Topic Title" field, as well as the discussion prompt in the text entry box.

Topic Title

Edit View Insert Format Tools Table

12pt Paragraph | **B** *I* U A [color] [background color] T² | [link] [unlink] [table] [print] |

p [bulleted list] [numbered list] | 0 words | [code] [undo] [redo] |

Post to

All Sections x

Be sure to select the "Graded" checkbox under options. You may select other options as appropriate.

Options

- Allow threaded replies
- Users must post before seeing replies
- Enable podcast feed
- Graded
- Allow liking

Complete the assignment details, including points possible, and any applicable assignment date details.

Group Discussion

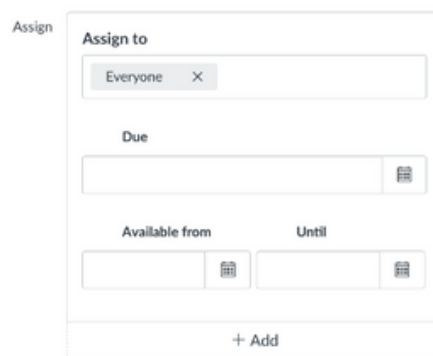
This is a Group Discussion

Points Possible 0

Display Grade as Points

Assignment Group Assignments

Peer Reviews Require Peer Reviews



Then, select the "Save & Publish" button.



Discussion topics can be organized as focused or threaded discussions. Focused discussions only allow for two levels of nesting, the original post and subsequent replies. Threaded discussions allow for infinite levels of nesting. Focused discussions are relatively short-lived interactions, while threaded discussions allow replies within replies and may last for a longer period of time.

QUIZZES

When adding a Quiz, you will be prompted to choose a Quiz Engine - New or Classic. It is recommended that you use the New Quiz Engine for its streamlined functionality.

New Quizzes has more question types, like hotspot, categorization, matching, and ordering, in addition to traditional multiple choice, true/false, and essay questions.. A streamlined interface makes the build of quizzes

An overview on managing and creating New Quizzes can be found at <https://community.canvaslms.com/t5/Video-Guide/New-Quizzes-Overview-Instructors/ta-p/384197>.

WEIGHTING ASSIGNMENTS

Once you have all of your assignments set, you will utilize the integrated Canvas ELMS Gradebook to automatically calculate each student's grade. To do this, you will want to be sure that you identify each assignment groups' weight, and that all assignments are organized into their appropriate group. **Please note that you will still need to input final grades into UMEG at the end of the semester.**

First, navigate to the Assignments menu option.

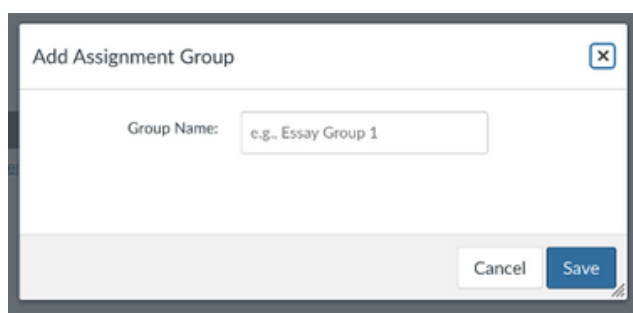
SET ASSIGNMENT GROUPS

To set assignment groups, select "+ Group" from the upper right-hand side of the screen.



Name the group and select "Save". You will want to set up groups to correspond with the grading breakdown that is in your course syllabus.

For instance, if you have discussion posts worth 20%, mid-term worth 40% of grade, and final project worth 40% of the final grade, you will want to create three assignment groups, each named accordingly.



If the assignment is already created, add the corresponding assignments to each assignment group by dragging the assignment to the correct group using the set of eight dots to the left of the assignment block.

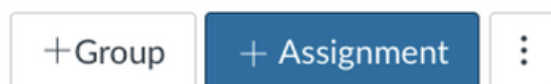


If you have not yet created the assignment, you can create one by selecting the "+" button for that group. You can also do this by creating a new assignment from the Assignments, Discussions, or Quizzes navigation options, discussed previously, and then assigning it to the appropriate assignment group.

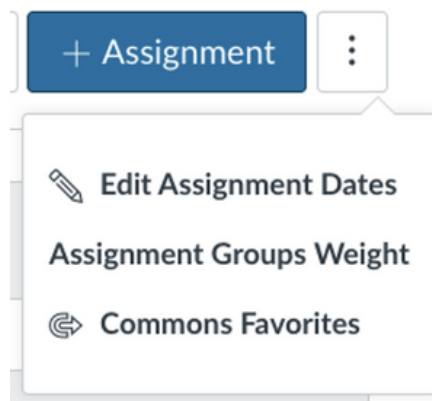


SET ASSIGNMENT GROUP WEIGHTS

To set assignment group weights, select the 3 dots in the upper right-hand corner of the screen.



Select "Assignment Groups Weight" from the drop-down menu.

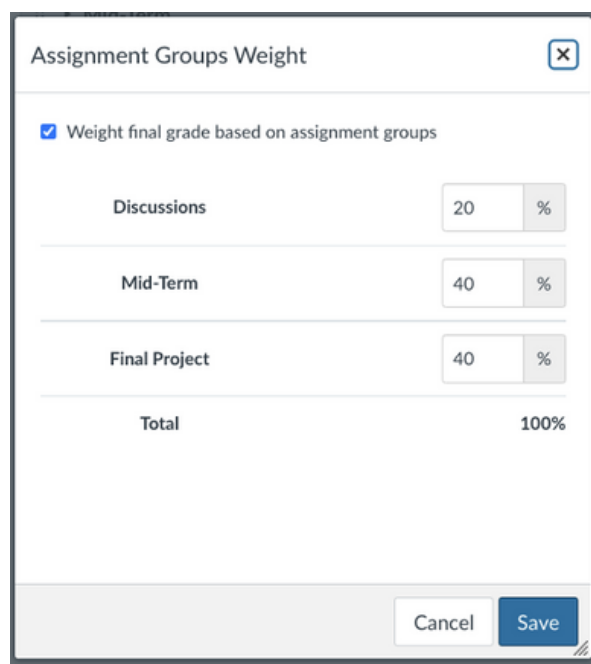


Select the checkbox to weight the final grade.

Weight final grade based on assignment groups

Indicate the percentage breakdown for each group, as indicated in the course syllabus. Then select "Save".

For example:

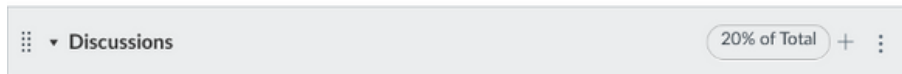
A screenshot of a dialog box titled 'Assignment Groups Weight' with a close button (X) in the top right corner. The dialog contains a checked checkbox labeled 'Weight final grade based on assignment groups'. Below this, there is a table with three rows: 'Discussions' with a value of 20%, 'Mid-Term' with a value of 40%, and 'Final Project' with a value of 40%. A 'Total' row at the bottom shows 100%. At the bottom of the dialog are 'Cancel' and 'Save' buttons.

Discussions	20	%
Mid-Term	40	%
Final Project	40	%
Total		100%

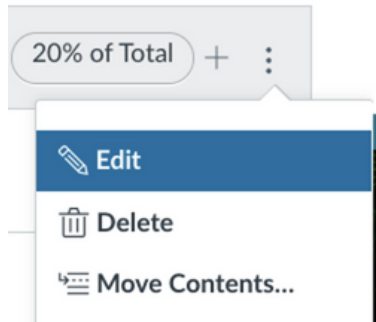
DROPPING LOWEST GRADES FROM AN ASSIGNMENT GROUP

In some cases, you may plan to allow students to drop the lowest score from a group or only require them to complete a certain number of discussion posts. In order to accurately grade this, you can "drop" a certain number of lowest grades from a given group.

Under the assignment group, select the 3 vertical dots on the right-hand side.



Select "Edit."



Select the parameters for what you would like to allow "ignored" in grading, as well as indicate any assignments that should NOT be excluded. Then, select "Save."

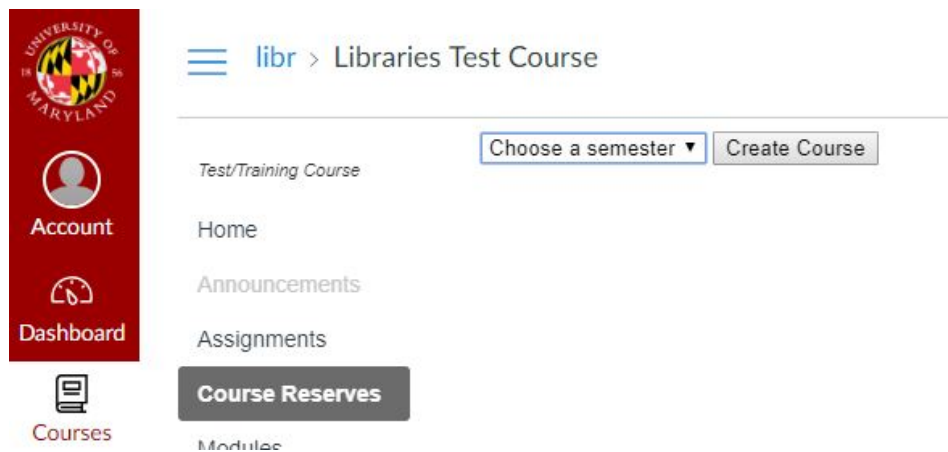
A screenshot of an 'Edit' dialog box. At the top right is a close button with an 'x'. Below is a 'Group Name' field containing 'Discussions'. Underneath is a percentage field set to '20' followed by '% of total grade'. A section titled 'Number of scores to ignore for each student' contains two fields: 'Lowest Scores' set to '0' and 'Highest Scores' set to '0'. At the bottom, there is a 'Never Drop' section with a plus sign and a link that says '+ Add an assignment'. At the very bottom are 'Cancel' and 'Save' buttons.

COURSE RESERVES

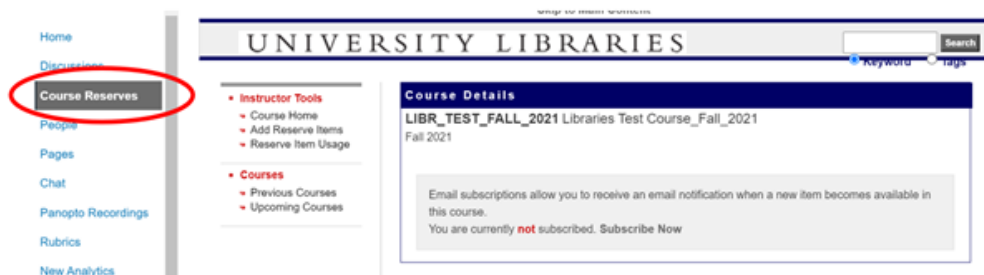
Course Reserves can be used to add articles, journals, chapters, etc. to your course space for students to access.

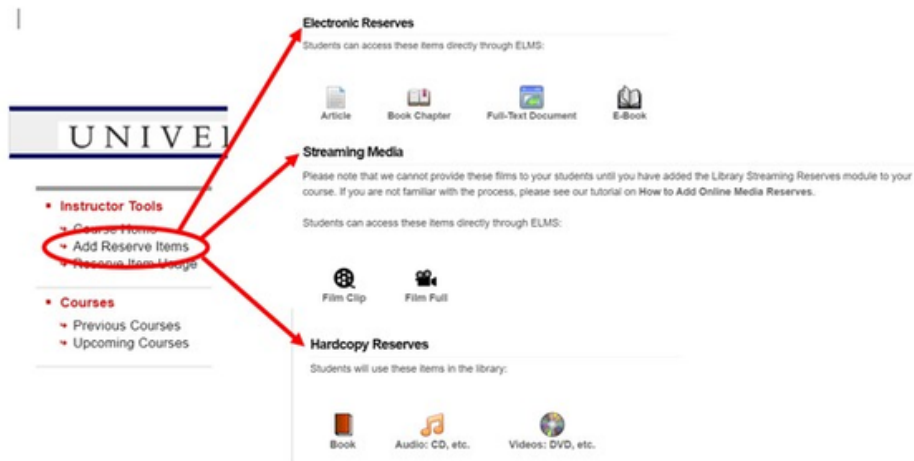
Note: If “Course Reserves” is not currently in your navigation menu, you will need to add it using the “Editing Navigation Options” directions found on page 13.

Once Course Reserves is added, select “Course Reserves” from the Navigation Menu. Then select the semester the materials are being used from the drop down menu. Then select “Create Course.”

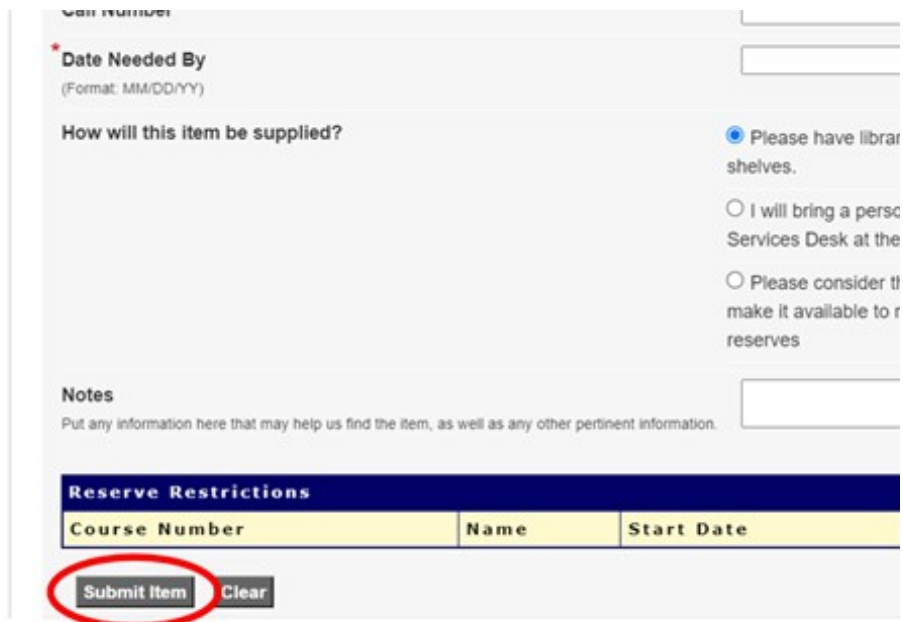


Now that the course has been created, you may begin adding material by entering the Course Reserves module, selecting Add Reserves Items, choosing the type of material you'd like to add (e-reserve, book, CD, DVD, etc.) and completing the form with as much information as possible.





Once you have provided the information requested, select “Submit Item.”



Additionally, you may import items from a current or previous semester.

For more information on Course Reserves, including general guidelines and processing times, please visit UMD’s Place Course Materials on Reserve page.

DESIGNPLUS DESIGN TOOLS

DesignPlus is an available feature you can use when editing Pages.

Note: Utilizing DesignPlus is not required.

When editing a page, a small rocket ship icon will appear in the upper right-hand corner of the page. Select the icon, or use the keyboard shortcut (Alt+Shift+D).



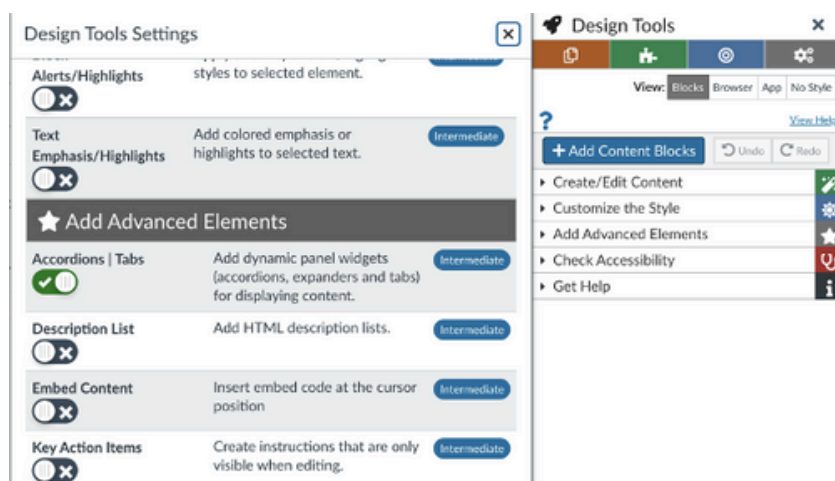
Note: If this option doesn't appear, you may need to save and refresh the page.

ADJUSTING DESIGN TOOL SETTINGS

Before getting started, it is important to know that some features are only available after adjusting the Design Tool settings. To adjust, first select the gears tab in the Design Tools menu.



Then, enable the feature you would like to use by selecting the toggle button to change the element from displaying an "X" to instead displaying a checkmark.

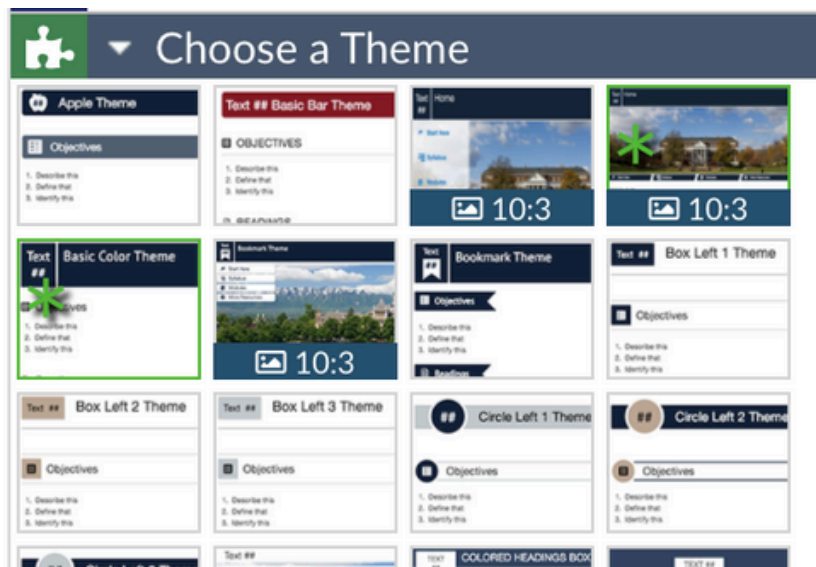


Example: In the above image, Accordions/Tabs have been enabled. This can be used as an interactive feature to present definitions, key concepts, etc.

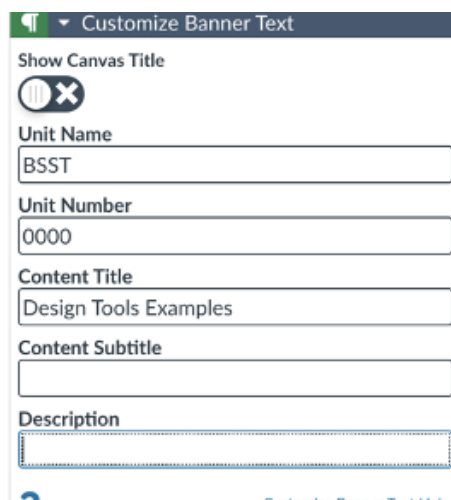
CUSTOM NAVIGATION THEMES

A navigation theme has already been provided via your course template. While we strongly suggest keeping the theme provided, you may wish to edit components of the theme, including navigation blocks.

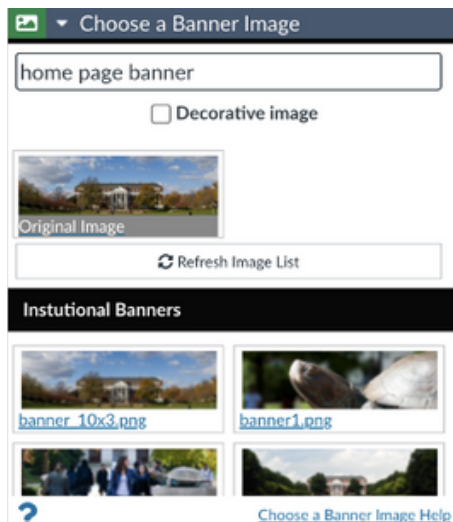
First, you can choose a theme.



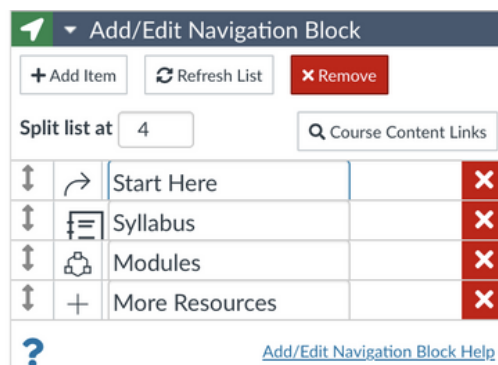
Then, you can edit the banner text that appears on the top of the element.



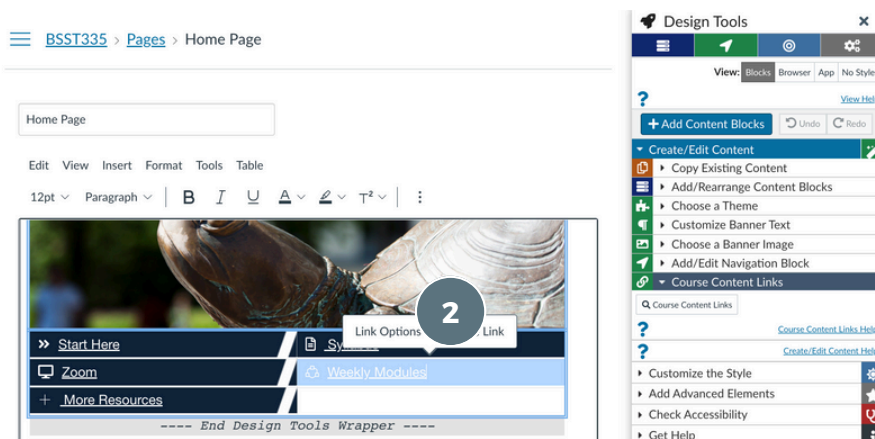
Next, you can select a banner image.



And, add navigation blocks and icons.



Then, be sure that the navigation blocks that you have added are correctly linked to content. Do this by (1) selecting on "Course Content Links" in Design Tools, then (2) selecting the navigation block in the Rich Text Editor. (3) Selecting "Link Options" will allow you to view what is currently linked and adjust appropriately.



3 Link Options ✕

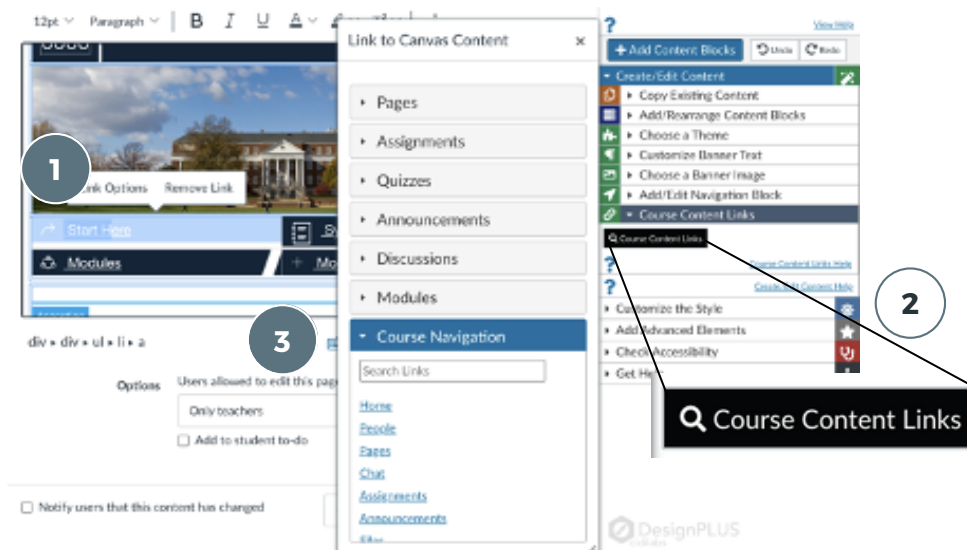
Text

Start Here

Link

<https://umd.instructure.com/course>

You can also (1) highlight the item in the Rich Text Editor, (2) select the magnifying glass button for "Course Content Links," and then (3) select the content that the navigation button should direct to.



ADVANCED ELEMENTS - ACCORDIONS/TABS

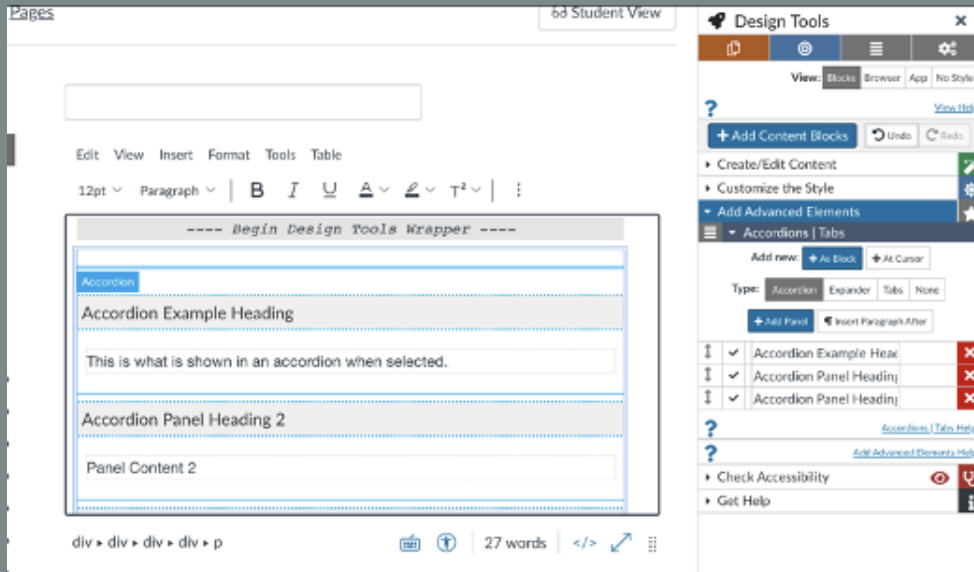
To add an advanced element, select "Add Advanced Elements" in the design tools menu.

Under Accordion/Tabs, use the "Add Block" feature to add content to the Rich Text Editor. Then, "Add Panel" to continue adding to that same feature.

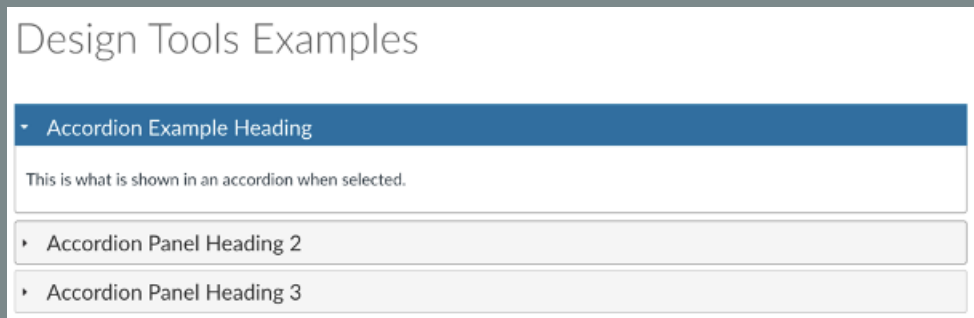
You can adjust the "Type" using the options provided in order to make the content present as tabs, accordions, etc.

The "Panel Heading" will be the main content headings that are displayed, and the "Panel Content" will be what is shown after the item is selected.

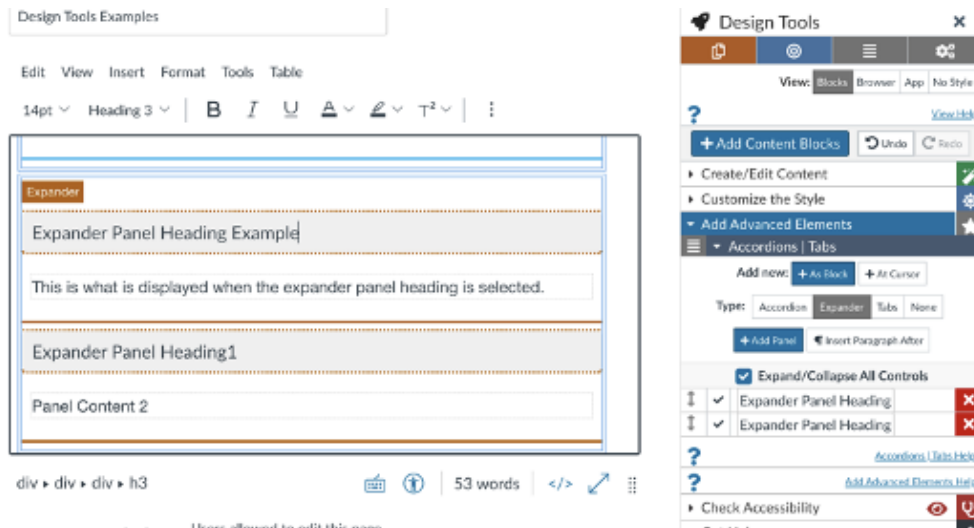
ACCORDION EXAMPLE - SETTINGS



ACCORDION EXAMPLE - PREVIEW



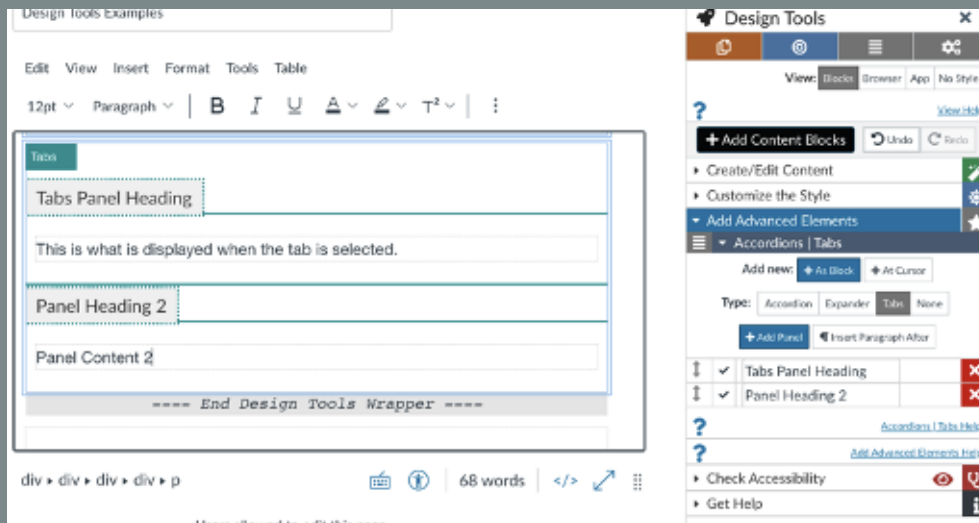
EXPANDER EXAMPLE - SETTINGS



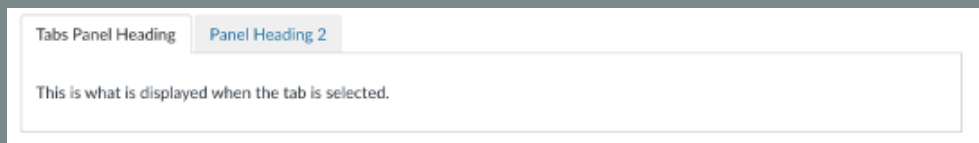
EXPANDER EXAMPLE - PREVIEW



TABS EXAMPLE - SETTINGS



TABS EXAMPLE - PREVIEW



ADDITIONAL RESOURCES

Canvas

- ELMS-Canvas Faculty Tutorial - UMD <https://umd.instructure.com/courses/1253803>
- Instructor Guide - Instructure Canvas <https://community.canvaslms.com/t5/Instructor-Guide/tkb-p/Instructor>
- Canvas Basics Guide - Instructure Canvas <https://community.canvaslms.com/t5/Canvas-Basics-Guide/tkb-p/basics>
- To view the Design Tools Examples presented in this guide: <https://umd.instructure.com/courses/1271382/pages/design-tools-examples>

Assessments

- Tools for Formative Assessment - Lambert, K. <https://www.utwente.nl/en/examination/faq-testing-assessment/60formativeassessment.pdf>
- Rubrics
 - Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics - Association of American Colleges and Universities - <https://www.aacu.org/value-rubrics>
 - Best Practices for Designing Effective Rubrics - Chabaan, M. <https://teachonline.asu.edu/2019/02/best-practices-for-designing-effective-rubrics/>
 - Effective Structures for Assessments - UMD TLTC <https://tltc.umd.edu/effective-structure-s-assessment>

Online Instructional Design

- Competencies for Online Teaching and Learning - Spector, M.J. <https://files.eric.ed.gov/fulltext/ED456841.pdf>
- Future Trends in the Design Strategies and Technological Affordances of E-Learning - Gros, B & García-Peñalvo, J. https://www.researchgate.net/publication/374737084_Future_Trends_in_the_Design_Strategies_and_Technological_Affordances_of_E-learning
- Emoderating: The Key to Online Teaching and Learning Online - Salmon, G <https://www.taylorfrancis.com/books/mono/10.4324/9780203816684/moderating-gilly-salmon>
- Gilly Salmon webpage - Salmon, G. <https://www.gilysalmon.com/>

GUIDE FOR ONLINE INSTRUCTION

ANY QUESTIONS?

EMAIL YOUR UNDERGRADUATE/
GRADUATE DIRECTOR AND THEY WILL
PUT YOU IN CONTACT WITH
INSTRUCTIONAL DESIGN SUPPORT

MARCH 2025