

Canvas Commons

A LEARNING OBJECT REPOSITORY THAT ACTUALLY GETS USED?

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#CanvasLOR



canvas
BY INSTRUCTURE

October 22, 2014

Today's Speakers



Jared Stein

VP Research & Education
Canvas by Instructure
@jstein
canvaslms.com

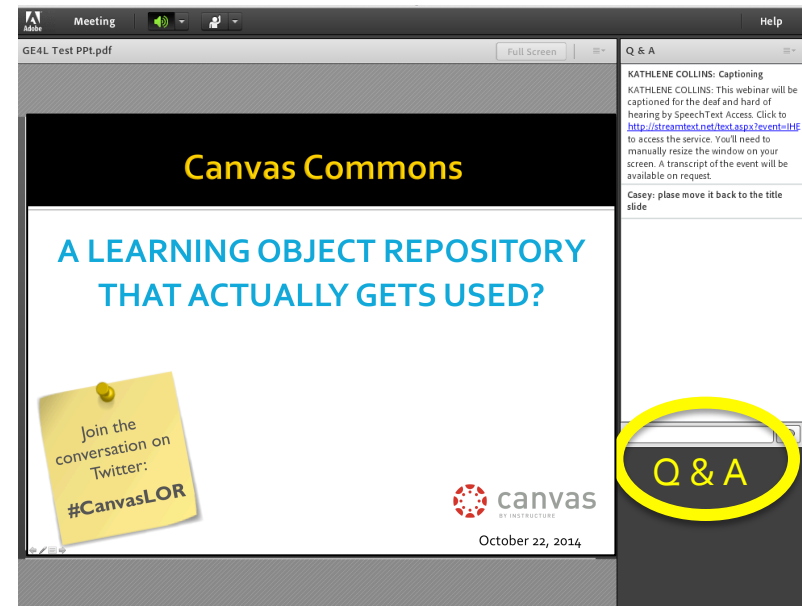


Casey Green, *moderator*

Founding Director, The Campus Computing Project
Digital Tweed blogger, *Inside Higher Ed*
Moderator, *This Week @ Inside Higher Ed* podcast
cgreen@campuscomputing.net @digitaltweed
campuscomputing.net

Before We Begin

- We are using Adobe Connect. Please enter questions in the text field at the bottom of the Q&A Window. *We are monitoring the discussion and will bring the Q&A comments into the webinar conversation.*
- We will not use the “raise your hand” feature.
- We are recording the webinar; the webinar archive and slides will be available later today.



Webinar Hashtag:
#CanvasLOR

A new LOR

—» that will actually get used. «—

...

(From the LMS that actually gets used. Go figure.)

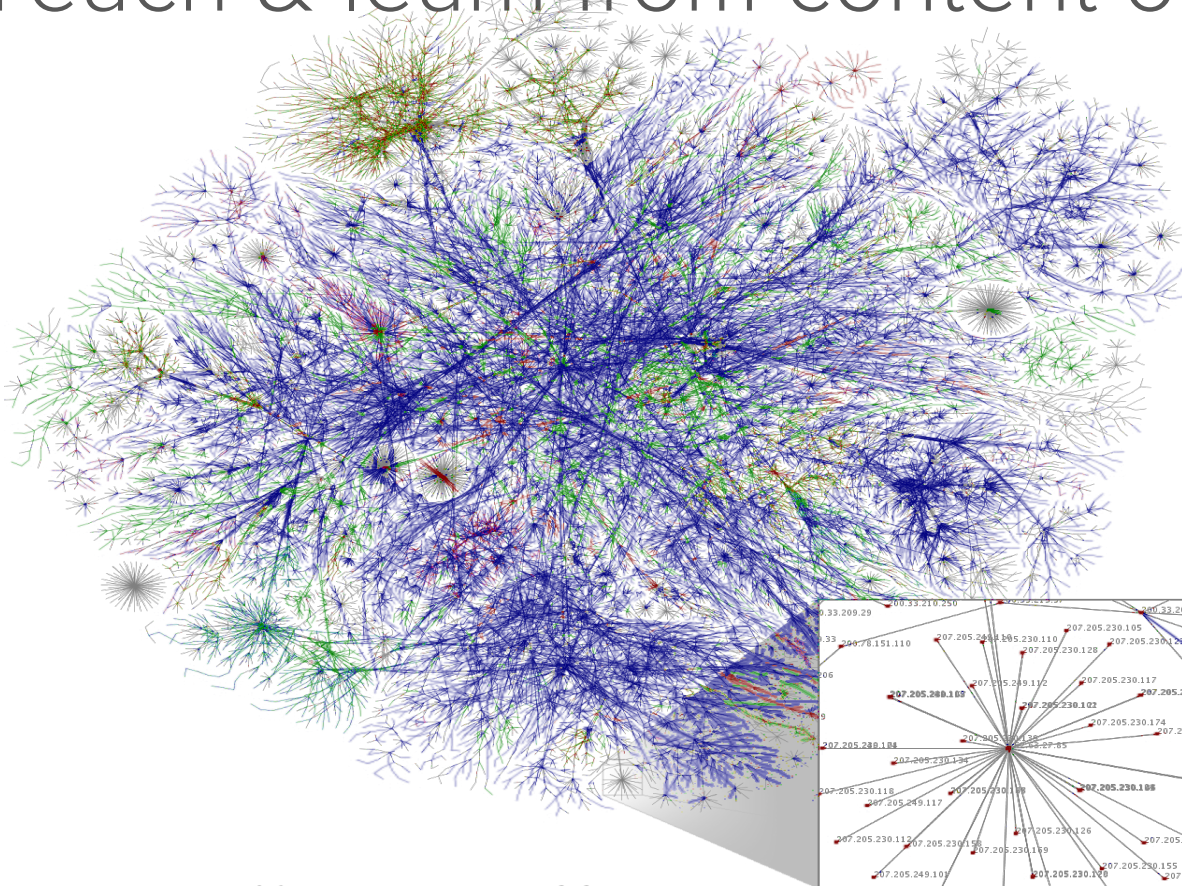
You may know what a LOR is, but do you know
what a LOR can really, truly be?

INTRODUCING
CANVAS COMMONS.

Higher Ed | K-12

Great idea:

Teach & learn from content on the web



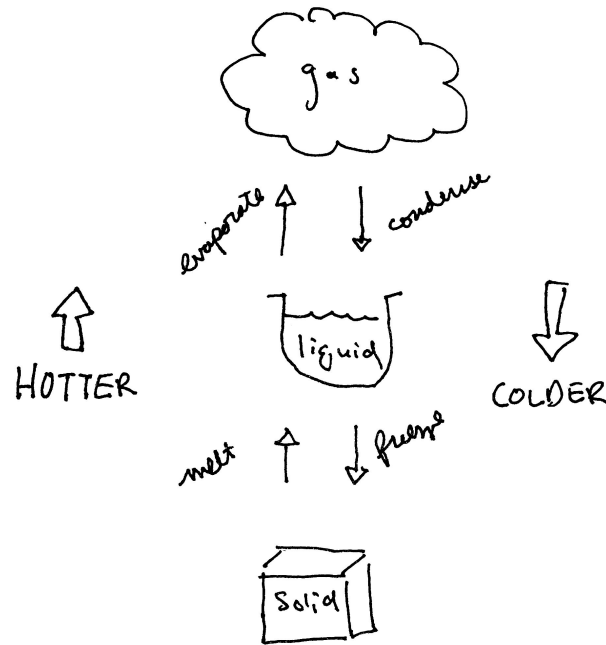
Internet map 1024 – transparent CC BY
The Opte Project - Originally from the English Wikipedia



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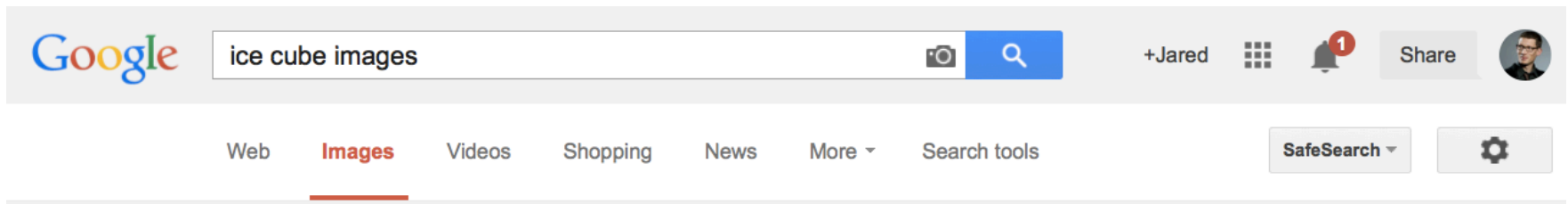
Great idea:

Teach & learn from content on the web



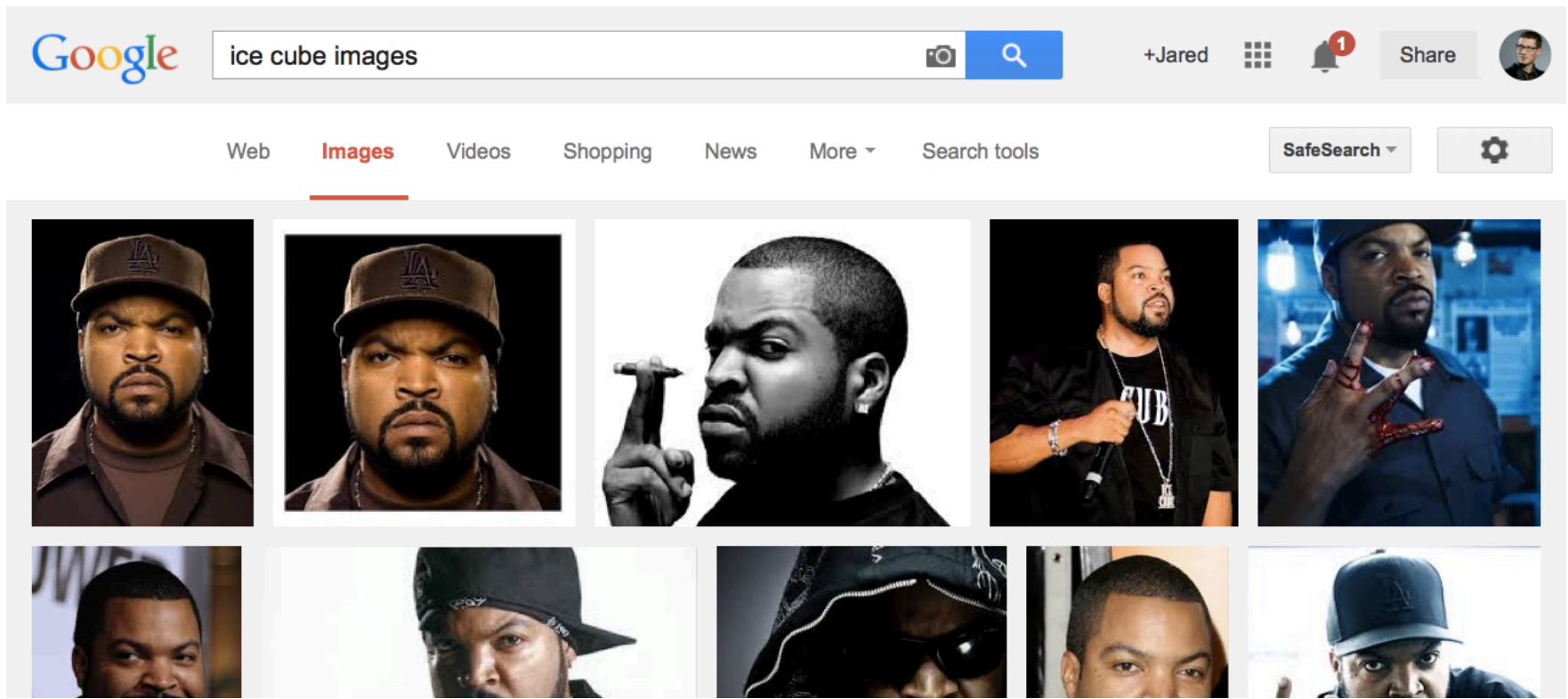
Great idea:

Teach & learn from content on the web



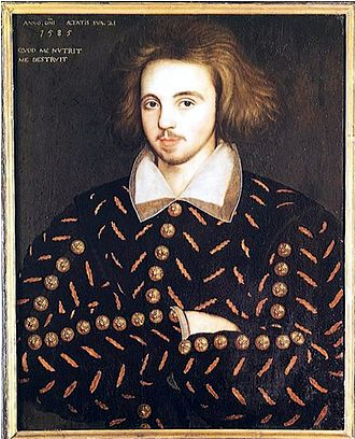
Great idea:

Teach & learn from content on the web

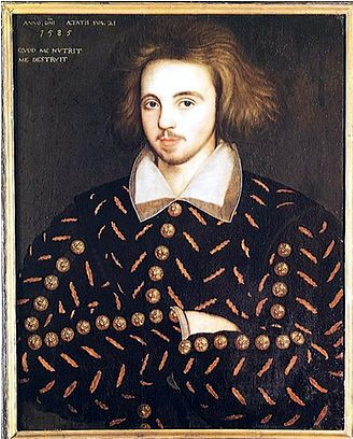


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Great idea +1: “learning objects”

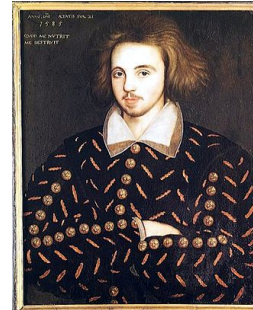


Great idea +1: “learning objects”



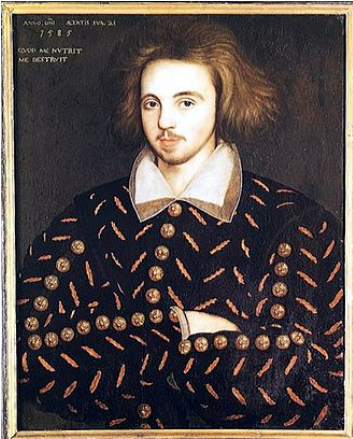
Arrest and Death

In early May 1593 several bills were posted about London threatening Protestant refugees from France and the Netherlands who had settled in the city. One of these, the "Dutch church libel", written in blank verse, contained allusions to several of Marlowe's plays and was signed, "Tamburlaine". On 11 May the Privy Council ordered the arrest of those responsible for the libels. The next day, Marlowe's colleague Thomas Kyd was arrested. Kyd's lodgings were searched and a fragment of a heretical tract was found. Kyd asserted that it had belonged to Marlowe, with whom he had been writing "in one chamber" some two years earlier. At that time they had both been working for an aristocratic patron, probably Ferdinando Stanley, Lord Strange. A



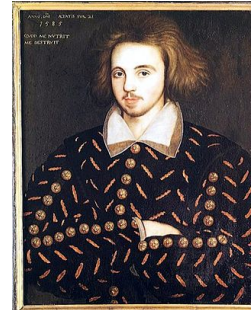
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Great idea +1: “learning objects”



Arrest and Death

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CHRISTOPHER MARLOWE

Early Life

Literary Career

Dramatic Works

Arrest and Death



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Learning object utopia

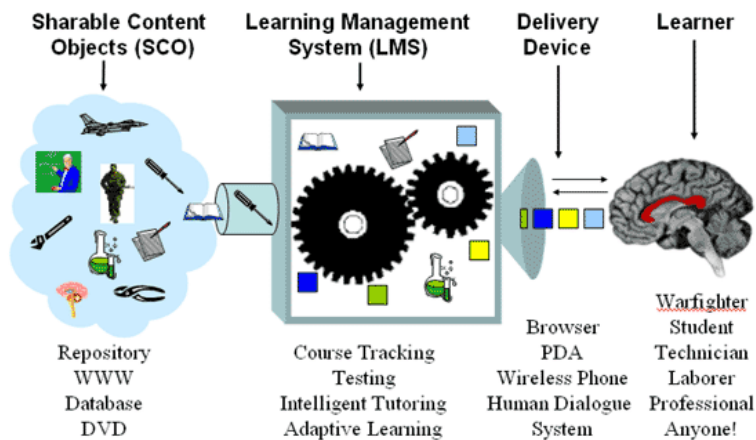
Automated course design



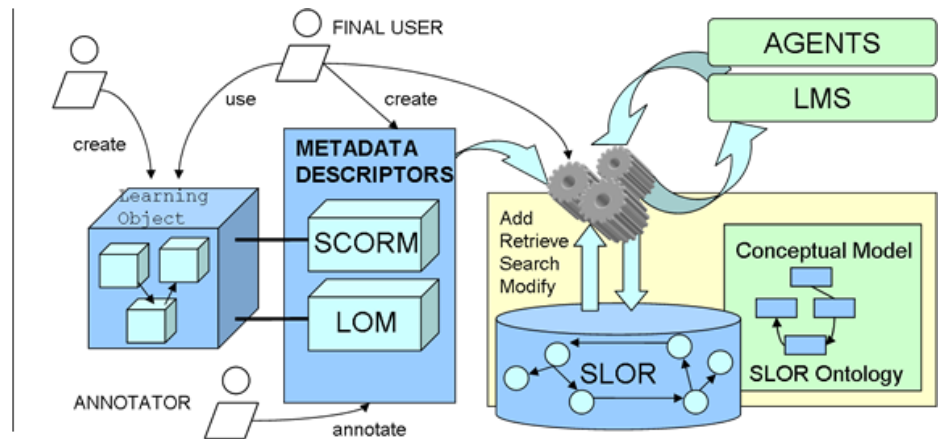
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LOs in ancient history

i.e. 2001-2006



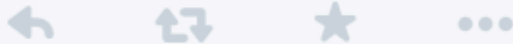
Slosser, S. (2001) "ADL and the Sharable Content Object Reference Model." MERLOT 2001.



Semantic Learning Objects Repository Working Group. (2005). A Flexible Repository. Available http://slor.sourceforge.net/slор_doc_v1.htm



Alan Levine @cogdog · Oct 14
Apparently I woke up in 2001



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RETWEETS

3



9:48 AM - 14 Oct 2014 · Details

LO in 2014 = Not cool

Topics

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Interest over time

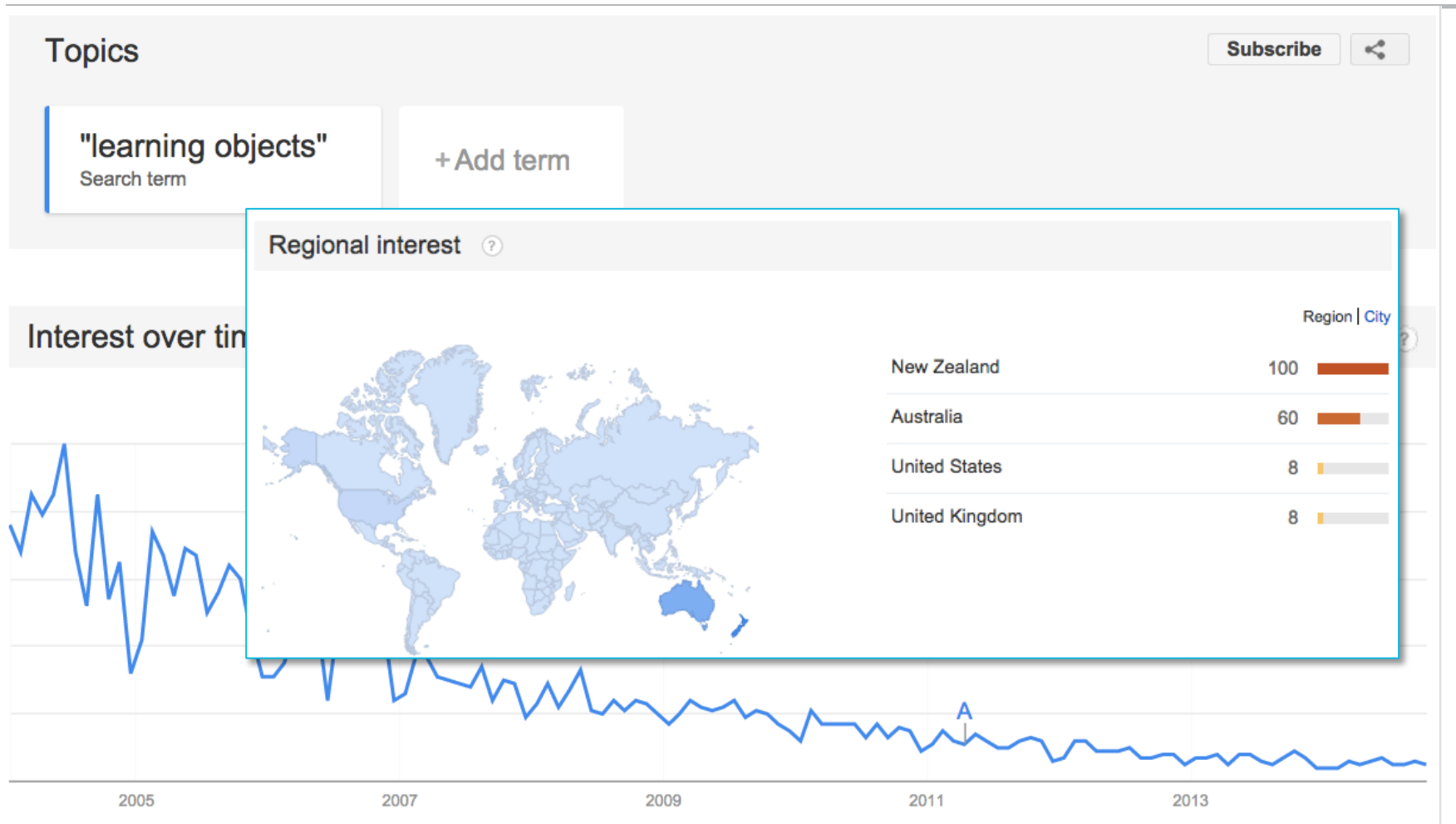
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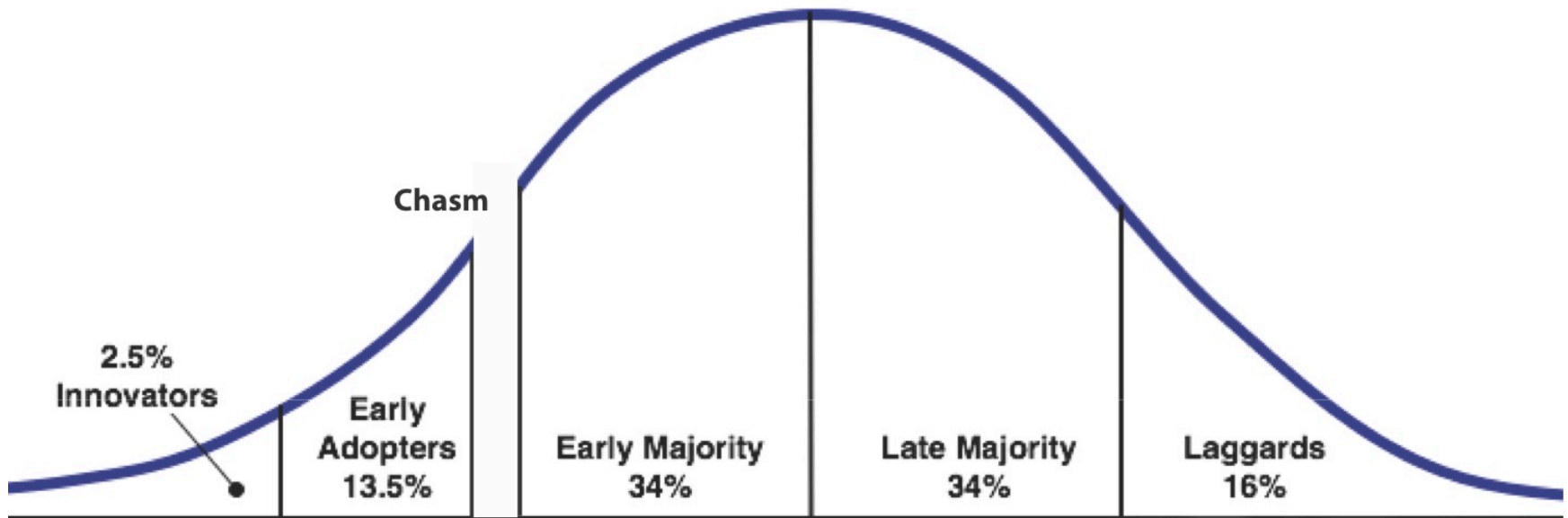
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LO in 2014 = Not cool*



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LOs didn't cross the chasm



Adapted from Moore, G. A. (1991). Crossing the chasm. Harper Business
Based on Rogers, E. M. (1962). Diffusion of Innovations. Glencoe: Free Press.

Head of gold, feet of clay?



Feet of Clay, 1970
Neuman

Quick Poll on Learning Objects (LOs)

What is **your experience** with Learning Objects (LOs)?

1. I hadn't really heard much about LOs until today.
2. I know about LOs but haven't used them.
3. I've used LOs on a few occasions.
4. I've often used LOs to enhance course materials.
5. I routinely create and reuse LOs.



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Why do “learning objects” fail?

They don't get used

...they're **too hard to find**

...they're **made wrong**



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Standards are hard

At least for most teachers and designers

```
<manifest identifier="com.scorm.golfsamples.sequencing.simpleremediation.20043rd" version="1"
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  xmlns:xsi="http://www.w3.org/2001/XMLSchema-instance"
  xmlns:adlcp="http://www.adlnet.org/xsd/adlcp_v1p3"
  xmlns:adlseq="http://www.adlnet.org/xsd/adlseq_v1p3"
  xmlns:adlnav="http://www.adlnet.org/xsd/adlnav_v1p3"
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  xsi:schemaLocation="http://www.imsglobal.org/xsd/imscp_v1p1 imscp_v1p1.xsd
    http://www.adlnet.org/xsd/adlcp_v1p3 adlcp_v1p3.xsd
    http://www.adlnet.org/xsd/adlseq_v1p3 adlseq_v1p3.xsd
    http://www.adlnet.org/xsd/adlnav_v1p3 adlnav_v1p3.xsd
    http://www.imsglobal.org/xsd/imsss imsss_v1p0.xsd">

  <metadata>
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    <schemaversion>2004 3rd Edition</schemaversion>
  </metadata>

  <organizations default="golf_sample_default_org">

    <organization identifier="golf_sample_default_org" adlseq:objectivesGlobalToSystem="false">
      <title>Golf Explained - Simple Remediation</title>

      <!--
        To do remediation effectively we need a wrapper around the content that can be retried.
        The alternative would be to use a retry all rule. That would be simpler, but unfortunately
        it resets the global objectives if objectivesGlobalToSystem is false.
      -->

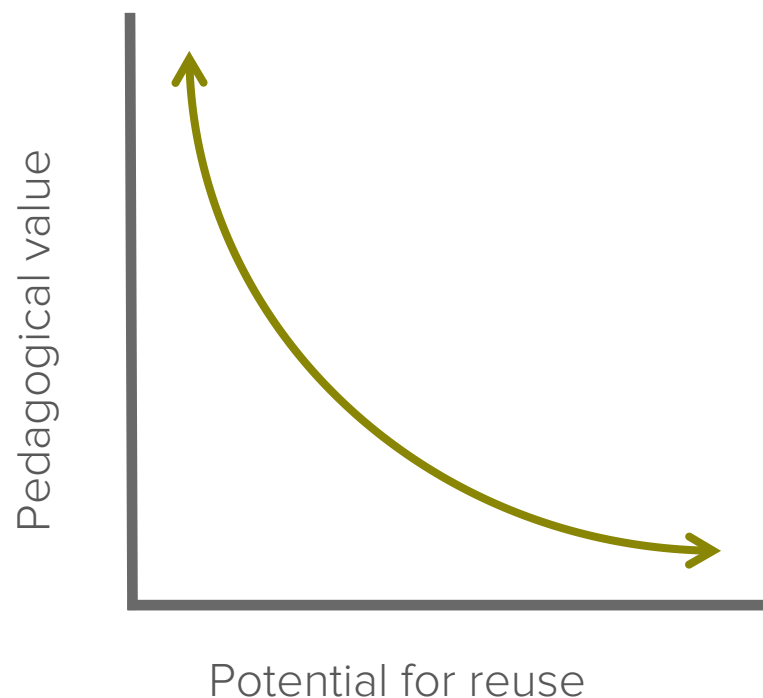
      <item identifier="content_wrapper" isVisible="false">
        <title>Remediation Wrapper</title>

        <item identifier="playing_item" identifierref="playing_resource">
          <title>Playing the Game</title>
          <imsss:sequencing IDRef="content_seq_rules">
            <!--
              Every content object reads status from the global associated with its learning objective.
            -->
          </imsss:sequencing>
        </item>
      </organization>
    </organizations>
  </manifest>
```



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The Reusability Paradox



From David Wiley, *The Reusability Paradox*. CC By
OpenStax CNX. May 24, 2013 <http://cnx.org/contents/dad41956-c2b2-4e01-94b4-4a871783b021@19@19>.



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Fair Use



TEACH Act

Adapted from "Door Knocker of Needful Things" CC By
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Revise / Remix → Recontextualize



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Way better idea: OER

Emphasizes **access** and grassroots **innovation**





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OER as open textbooks



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Open Book Test: Can a Cost-Saving Measure Also Raise Performance?



 23

 1



 Email



Eric Horowitz

Oct 20, 2014

Discussions about the future of school curricula tend to be cannibalized by the sensationalized

EdSurge Newsletters


Receive weekly emails on edtech products, companies, and

Source: EdSurge, Ed Horowitz, 10/20/2014
<https://www.edsurge.com/n/2014-10-20-open-book-test-can-a-cost-saving-measure-also-raise-performance>





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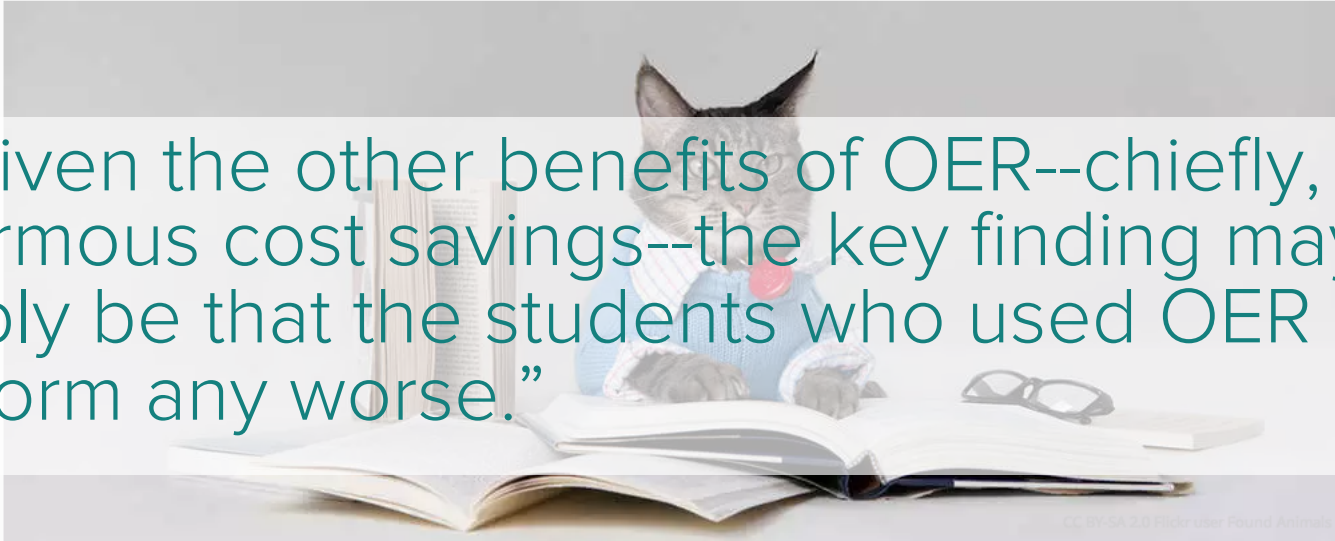
OER as open textbooks

 **edSurge**




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Open Book Test: Can a Cost-Saving Measure Also Raise Performance?



“...given the other benefits of OER--chiefly, enormous cost savings--the key finding may simply be that the students who used OER didn't perform any worse.”

 23  1 

Email

 **Eric Horowitz**
Oct 20, 2014

Discussions about the future of school curricula tend to be cannibalized by the sensationalized

EdSurge Newsletters
Receive weekly emails on edtech products, companies, and

Source: EdSurge, Ed Horowitz, 10/20/2014

<https://www.edsurge.com/n/2014-10-20-open-book-test-can-a-cost-saving-measure-also-raise-performance>



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Quick Poll on OER

What is **your experience** with Open Educational Resources (OER)?

1. I hadn't really heard much about OER until today.
2. I know about OER but haven't used them.
3. I've used OER on a few occasions.
4. I've often used OER to enhance course materials.
5. I routinely create, reuse, and revise OER.

“OER IS NOT A PRODUCT”

It's a way
of thinking,
teaching,
and learning

THE WILLIAM AND FLORA
HEWLETT
FOUNDATION



OER AND THE STATE OF THE MOOC, CATHY
CASSERLY, 8/2014



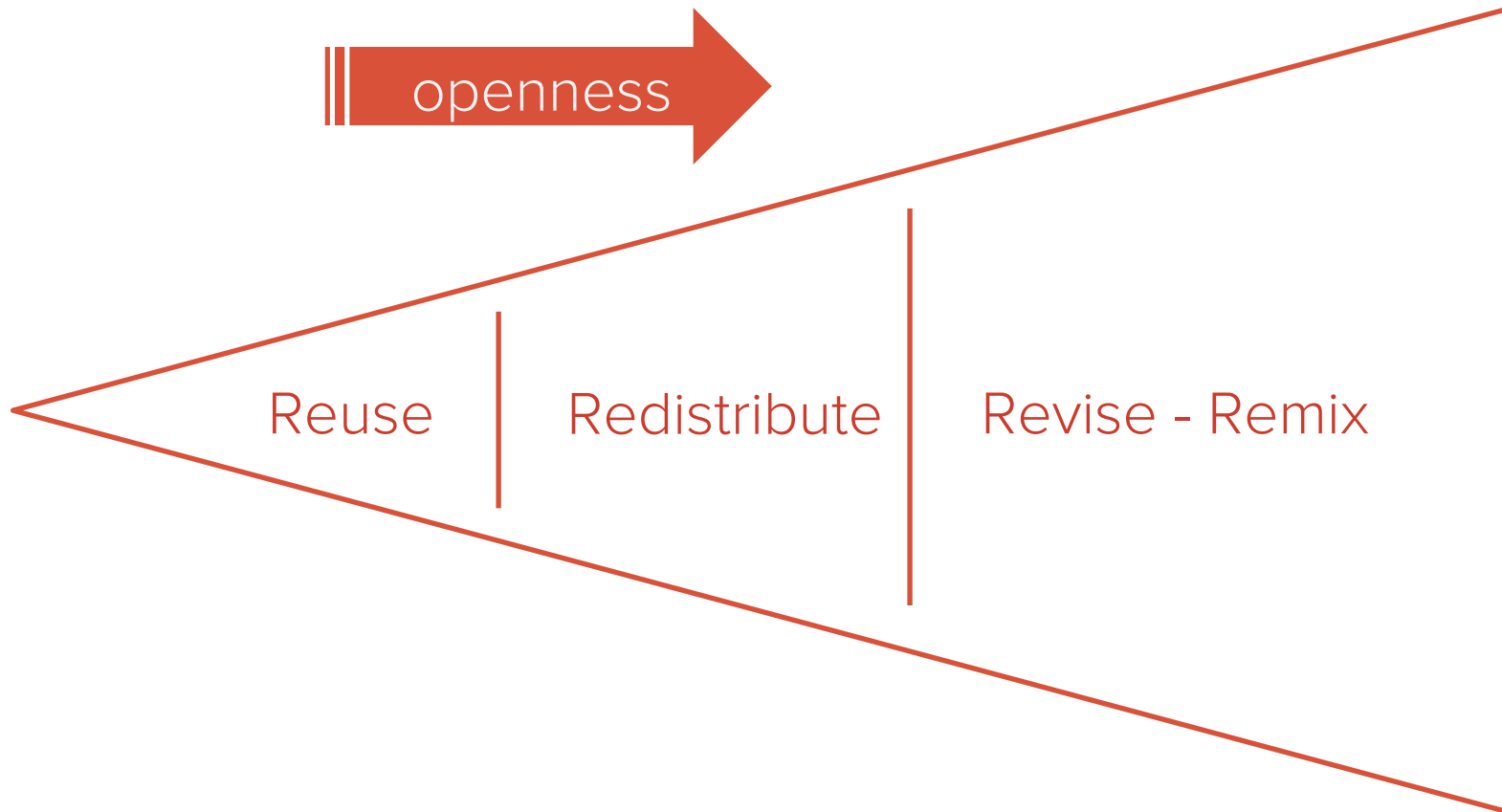
BY

OER as catalyst for innovation

“Use of OER leads to critical reflection by educators, with evidence of improvement in their practice”

OER Impact Map. (2014). Reflective practice. Available <http://oermap.org/hypothesis/582/hypothesis-e-reflection/>

4 'R's of Openness




Hilton III, J, Wiley, D, Stein, J, Johnson, A. (2010) The four 'R's of openness and ALMS analysis: frameworks for open educational resources. The Journal of Open and Distance Learning, 25:1, 37 - 44



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In Canvas since Day One

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Intro Geology

Home Modules Assignments Collaborations Conferences


Intro Geology

View Course Stream

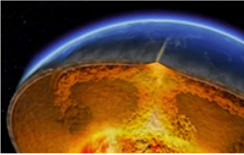
Introduction to Geology - Stein



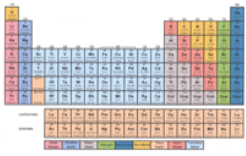
Class Orientation




Week 1: Earth's Origins




Week 2: Plate Tectonics




Week 3: Matter & Minerals



Week 4: Igneous Rocks



Week 5: Sedimentary Rocks



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Eric Carle The Very Quiet Cricket



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Canvas Network for open courses

canvas.net

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YOUR BRAIN REALLY, REALLY WANTS TO BE SMARTER.

DON'T MAKE IT BEG. THAT'S JUST MEAN. ALSO: NOT SMART.

FREE



BROWARD COLLEGE
www.broward.edu

College Foundations: Reading, Writing, and Math

This game-based course provides prospective students with a primer in college-level reading, writing, and math.

FREE



Suffolk University

History of Boston

Explore the rich history of Boston, birthplace of the American Revolution. From the Puritans to the New England...

FREE



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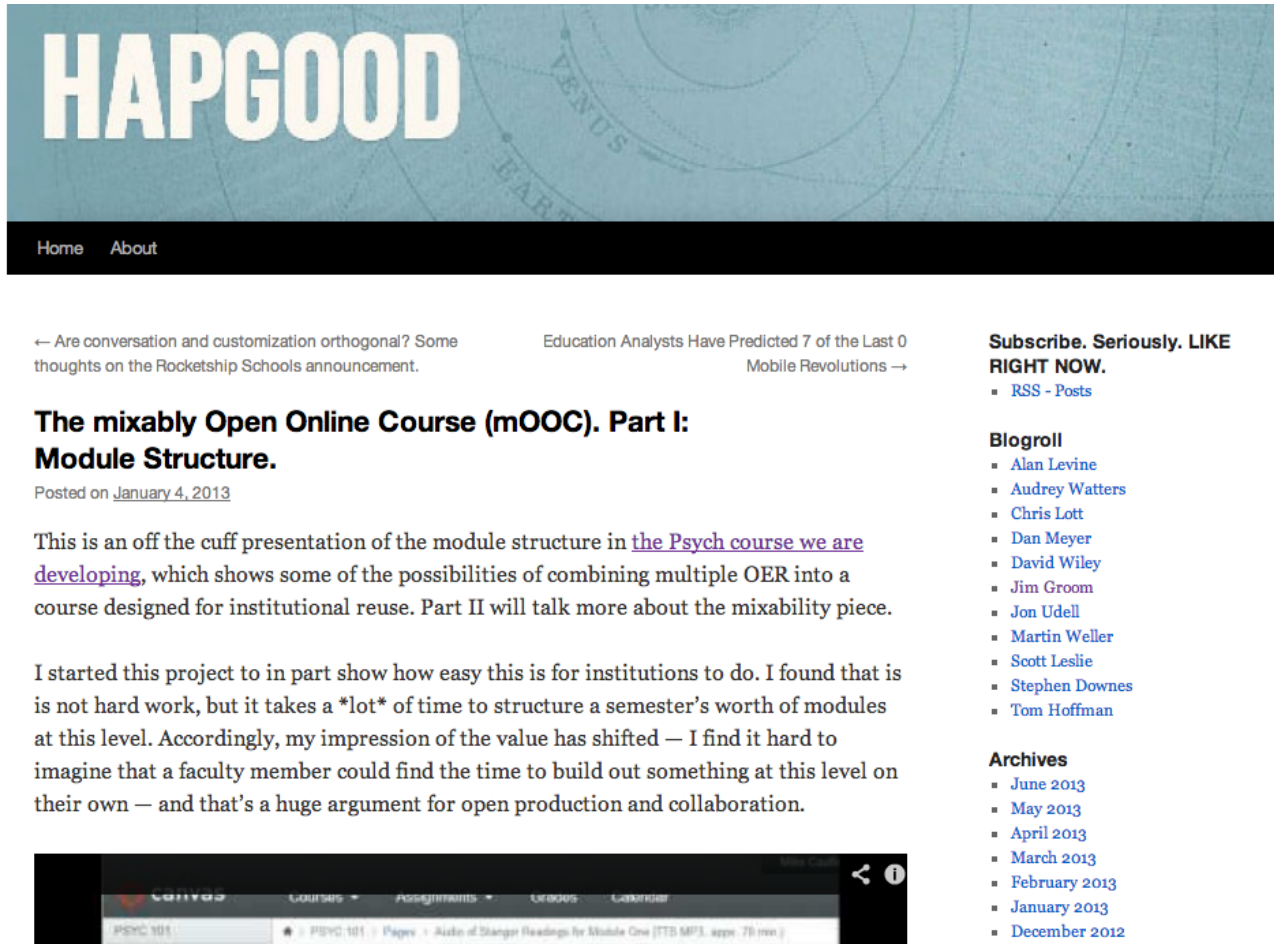
Introduction to Strategic Thinking

This is a short interdisciplinary course on strategic thinking and some of its most mind-bending aspects. Students thinking to...



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The “mixably” open online course



HAPGOOD

Home About

← Are conversation and customization orthogonal? Some thoughts on the Rocketship Schools announcement. Education Analysts Have Predicted 7 of the Last 0 Mobile Revolutions →

The mixably Open Online Course (mOOC). Part I: Module Structure.

Posted on [January 4, 2013](#)

This is an off the cuff presentation of the module structure in [the Psych course we are developing](#), which shows some of the possibilities of combining multiple OER into a course designed for institutional reuse. Part II will talk more about the mixability piece.

I started this project to in part show how easy this is for institutions to do. I found that is is not hard work, but it takes a *lot* of time to structure a semester's worth of modules at this level. Accordingly, my impression of the value has shifted — I find it hard to imagine that a faculty member could find the time to build out something at this level on their own — and that's a huge argument for open production and collaboration.

Canvas Courses Assignments Grades Calendar

PSYC 101 • PSYC 101 • Pages • Audio of Stranger Readings for Module One (TTB MP3, approx. 70 min)

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Mike Caulfield on <https://hapgood.us>



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mixably open online course

The screenshot displays the Canvas LMS interface for a course named 'PSYC 101'. The top navigation bar includes the Canvas logo, course navigation links (Courses, Assignments, Grades, Calendar), and user options (Jared Stein, Inbox 5, Settings, Logout, Help). A left sidebar lists course navigation options: Home, Announcements, Assignments, Discussions, Grades, Pages, Files, Syllabus, Quizzes, Modules (highlighted), Outcomes, Conferences, Collaborations, People, and Settings. The main content area is titled 'Course Modules' and features a 'View Progress' button and a 'Create a Module' button. The modules are organized into two sections. The first section, 'About', includes a scroll instruction and links to 'Introduction to the Psychology mOOC (mixable Open Online Course)', 'Credits (Textbook, Questions, Videos, Activities)', 'A Note on Required Texts', 'How Your Grade Is Computed', and a 'Sample Quiz'. The second section, '[WIP] Introduction / What is Psychology? (2-3 hours)', includes a 'Discussion: Introduce yourself!' (3 pts), 'Learning Goals and Objectives: What is Psychology?', 'Readings (1.5-2.5 hours)' with links to 'Stangor 1.1, 1.2 Due', 'Stangor (1.1) Psychology as a Science', 'Stangor (1.2) The Evolution of Psychology', a 'Downloadable Chapter 1 Readings.docx' file, and an 'Audio of Stangor Readings for Module One (TTS MP3, appx. 70 min.)' file. The 'Lectures (20 minutes)' section includes a video '1.2 General Goals for the Course (video: 3:08)' and a quiz '1.2 General Goals for the Course' (May 25, 1 pts).

canvas Courses Assignments Grades Calendar

Jared Stein Inbox 5 Settings Logout Help

PSYC 101 Home Announcements Assignments Discussions Grades Pages Files Syllabus Quizzes Modules Outcomes Conferences Collaborations People Settings

Course Modules View Progress Create a Module

About

Scroll to bottom of page for designer/contributor information.

Introduction to the Psychology mOOC (mixable Open Online Course)

Credits (Textbook, Questions, Videos, Activities)

A Note on Required Texts

How Your Grade Is Computed

Sample Quiz

[WIP] Introduction / What is Psychology? (2-3 hours)

Discussion: Introduce yourself! 3 pts

Learning Goals and Objectives: What is Psychology?

Readings (1.5-2.5 hours)

Stangor 1.1, 1.2 Due

Stangor (1.1) Psychology as a Science

Stangor (1.2) The Evolution of Psychology

Downloadable Chapter 1 Readings.docx

Audio of Stangor Readings for Module One (TTS MP3, appx. 70 min.)

Lectures (20 minutes)

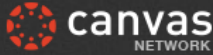
1.2 General Goals for the Course (video: 3:08)


1.2 General Goals for the Course May 25 1 pts



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Intro Psyc on canvas.net

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Keene State College

May 19, 2013 to Jun 29, 2013
Cost per student: Free

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Introductory Psychology

-  Provides video lectures
-  Provides opportunities to interact with the instructor or students
-  Uses discussion forums
-  Contains external social networking participation or elements
-  Some of your work will be assessed by peers

Full course description

This course is ideal for students who would like to build their foundational knowledge of the field of psychology. It also provides an introduction for anyone who is interested in the enduring understanding of the field of psychology such as:

- Psychology is the scientific study of behavior and mental processes.
- Intuition and introspection are helpful to understanding psychology, but often fail us.
- The evolution of Psychology as a discipline is one which moves from intuition and introspection towards a more scientific approach.
- Different schools of Psychology investigate different aspects of the effects of environment and biology on behavior; there is no one "right" approach.

Learning objectives for this course are:

1. To identify theoretical underpinnings of the major areas of psychology, including cognition (thought



Larry Welkowitz
Professor of Psychology

Dr. Lawrence Welkowitz has been a leading practicing clinical psychologist,

professor, director of clinical psychology programs and author for nearly three decades. He was previously founding Clinical Director of the Behavioral Medicine Program at Columbia University's Medical School in New York.

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Whither OER reuse?

e.g. Alan Levine on cogdogblog.com

Aug 10
2014

STALKING THE MYTHICAL OER REUSE

<http://cogdogblog.com/33370>



They are out there...



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Quick Poll on Sharing Resources

Does your institution encourage faculty to share curricular resources with

1. Departmental colleagues
2. Within the institution
3. With others off-campus /within the world
4. Not at all –no effort to foster sharing of curricular resources

Canvas Today

Institutions on Canvas: 1,014

Unique users: 16M+

Taught courses: 1.3M+

Data managed: 1.5PB

Canvas Commons

Finding: Conspicuous

Authoring: Easy (Canvas)

Sharing: Encouraged

Revising / remixing: See above

Objects: Learning *activities*



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Courses







Modules





Quizzes





Assignments



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- Outcomes
- Quizzes
- Modules
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- Attendance
- Chat

🏠 > Brand

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Only teachers can see this course until it is **published**

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Course Status

Unpublished

Publish

- ➡ Import from Commons
- 🕒 Choose Home Page
- 📢 New Announcement

Coming Up [View Calendar](#)

Nothing for now

Next Steps

- Import Content
- Add Course Assignments
- Add Students to the Course
- Select Navigation Links
- Choose a Course Home Page
- Add Course Calendar Events
- Add TAs to the Course
- [Publish Course](#)

Great, so you've got a course... Now what? Well, before you go publishing it to the world, you may want to check and make sure you've got the basics laid out. Work through the list on the left to ensure that your course is ready to use.

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- Pages
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- Syllabus
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Coming Up 7 [View Calendar](#)

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Courses







Modules





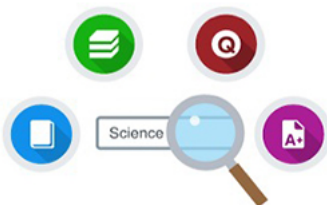
Quizzes





Assignments

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Courses



Modules



Quizzes



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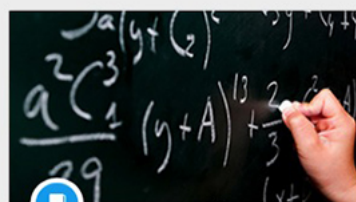



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Subjects ▾







6th Grade Math

Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

By: Kate McGee

★ 0
SEP 16 2014







ENG 102 O2 - Composition II - Su14

This is an OER Freshmen Composition course. This course was taught in an 8 week summer semester.

By: Anthony Anderson

★ 0
SEP 10 2014



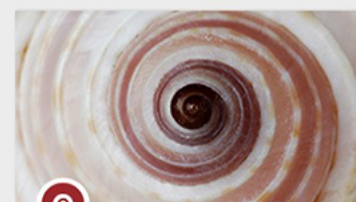



Ratio of Two Quantities

Helps students with word problems and ratios

By: Kate McGee Non Admin

★ 0
SEP 12 2014







Ratio of Two Quantities


Quiz to test student understanding of the concept of a ratio and use ratio language to describe a ratio


By: Kate McGee Non Admin


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SEP 11 2014






















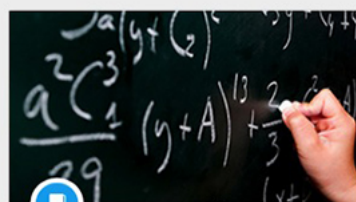
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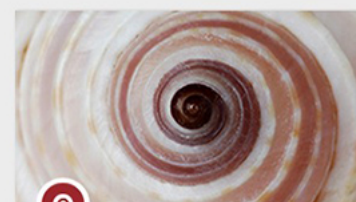
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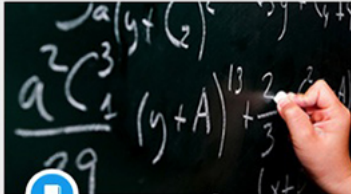
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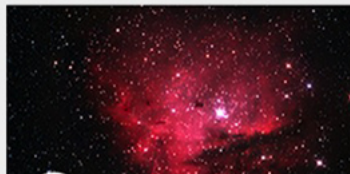
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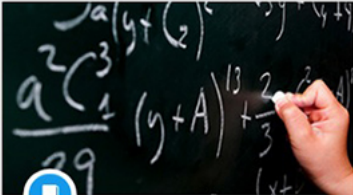
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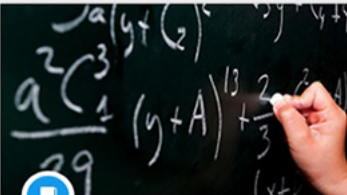
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- ☐ 12
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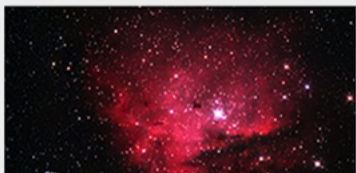
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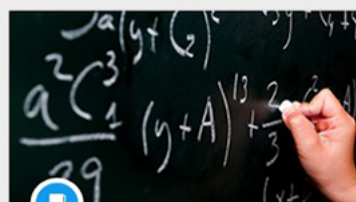
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Grade/Level ▾

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- Art & Music
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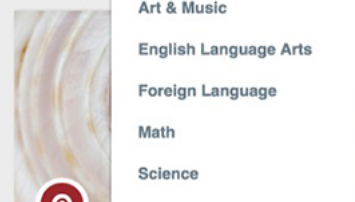
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Geology Lesson: Plate Tectonics and the Ocean Floor

This Module contains an intro Page, a File, a Discussion, some hyperlinks, an Assignment, and a Quiz.



Concept Map Assignment - Earth Formation

A concept map assignment for geology students asking them to explain how the earth was formed. Complete with



Quiz - Origin of the Earth

Geology quiz on the origins of the earth.

By: Jared Stein



Geology Lesson: Origin of Earth

This Module contains an intro Page, a File, a Discussion, some hyperlinks, an Assignment, and a Quiz.





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Geology Lesson: Origin of Earth

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Subjects

Science


Grade/Level

11, 12, Undergraduate

This Module contains an intro Page, a File, a Discussion, some hyperlinks, an Assignment, and a Quiz.

• earth sciences

• geology



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Module Items

Week 1 Intro & Agenda

Before Class

The Solid Earth (pdf)

How the Earth Was Made: Asteroids

☁ Import into Course

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Grade/Level 11, 12, Undergraduate

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earth sciences

geology



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▸ Course Orientation



▾ Week 1: Origin of Earth



📄 Week 1 Intro & Agenda

must view the page



📄 Before Class



📄 The Solid Earth (pdf)



📄 How the Earth Was Made: Asteroids



📄 Quiz 1 - Origin of the Earth

must score at least a 7

Oct 15 11 pts



📄 After Class



💬 Week 1 Field Trip Discussion

must contribute to the content of the page

Oct 24 13 pts



📄 Assignment 1: Concept Map - Earth Formation

must submit the assignment

Oct 17 19 pts




📄 Paper Draft 1

Oct 29 20 pts



📄 Assignment 1 answer key



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▸ Course Orientation

✓ + ⚙

▾ Week 1: Origin of Earth

✓ + ⚙

📄 Week 1 Intro & Agenda

must view the page

✓ ⚙

📄 Before Class

✓ ⚙

📄 The Solid Earth (pdf)

✓ ⚙

🔗 How the Earth Was Made: Asteroids

✓ ⚙

🕒 Quiz 1 - Origin of the Earth

must score at least a 7

Oct 15 11 pts ✓ ⚙

📄 After Class

✓ ⚙

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must contribute to the content of the page

Oct 24 13 pts ✓ ⚙

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must submit the assignment


Oct 17 19 pts ✓ ⚙

📄 Paper Draft 1

Oct 29 20 pts ✓ ⚙

📄 Assignment 1 answer key

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Week 1 Intro & Agenda

must view the page

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How the Earth Was Made: Asteroids

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Quiz 1 - Origin of the Earth

must score at least a 7

Oct 15

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After Class

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Week 1 Field Trip Discussion

must contribute to the content of the page

Oct 24

13 pts

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Assignment 1: Concept Map - Earth Formation

must submit the assignment

Oct 17

18 pts

✓

⚙

Paper Draft 1

Oct 29

20 pts

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⚙

Assignment 1 answer key

☁

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QUIZ INFORMATION

Title

Quiz: Origin of the Earth (Remix)

Description

A remix of Quiz: Origin of the Earth by Jared Stein.

Tags (Hit enter to start a new tag)

Grade/Level (Check all that apply)

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☒ Undergraduate ☐ Graduate

Subjects (Check all that apply)

☐ Art & Music ☐ English Language Arts ☐ Foreign Language ☐ Math

☐ Science ☐ Social Studies, History, Geography ☐ Specialty

Quiz Image *(Select an image)*

Select an Image

CONTENT LICENSING



K 1 2 3 4 5 6 7 8 9 10 11 12 Undergraduate Graduate

Subjects *(Check all that apply)*

- ☐ Art & Music
- ☐ English Language Arts
- ☐ Foreign Language
- ☐ Math
- ☐ Science
- ☐ Social Studies, History, Geography
- ☐ Specialty

Quiz Image *(Select an image)*



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- ☐ Math
- ☐ Science
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Quiz Image *(Select an image)*



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- Dept uses master course templates
- Instructors extend online teaching
- Community iterates and improves

tldr:

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...and we'll be at OpenEd 14 in DC next month!

Closing questions?



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