Canvas Migration

Design Document - Version 1

Goal

Create an initial Canvas Shell Design for migrating existing in-person course content into Canvas LMS so that it helps the developers create the course in Canvas LMS and facilitators to conduct live online classes.

Requirements

The design should help meet the following requirements:

- 1. Efficient Content Management
- 2. Supports multiple delivery modes (online, physical pods, self-paced, summer camps)
- 3. Flexible to meet diverse customer requirements (private schools, charter, online schools and universe map, summer programs)
- 4. User- Friendly curriculum developers, teachers, students, educators

Design Considerations

The following design considerations influence the design of the shell structure in Canvas

- 1. Self-Sustaining Modules
- 2. Flexibility (unit orchestration, scheduling)
- 3. **Design Criteria**(criteria on what goes as a page or what goes as a section in a page, Quiz or Assignment, etc., editable resource or opens in new tab, etc.)
- 4. **Consistency**: Experiment cards (External tool Google doc), Problem Sets (coded as Quiz), Module-level settings, Naming Convention
- Reusable with minimal adaptations across different modes (Online, Physical, Self-Paced)
- 6. Student-friendly (structure, flow, submissions)
- 7. Teacher-friendly (background information, instructions, assignment, grading)
 - > teachers, substitute, parent educators
- 8. Curriculum- friendly (Extensible/ Configurable to add additional content)

9. Ease of Migration

High-Level Design

This is one way that the design considerations can translate as Canvas shell structure

Overall Approach			
Current	Canvas		
<u>ONE Weekly Lesson (two labs)</u>	ONE Canvas Module		
Components/Sections within the Lab	Pages/Quiz/Assignments within the Canvas Module		
Labs combine to form Course	Canvas Modules combine to form Canvas Course		
Same Course for all delivery modes (created separate planners for summer, fall etc)	 Independent Canvas Course for different delivery modes Live-Online Courses Self-Paced Courses 		

Proposed Course structure in Canvas				
Canvas Course		<unit name=""> Live-Online</unit>	<unit name=""> Self-Paced</unit>	
Canvas Module	Unit Overview and Co	ourse Prep		
Page	Unit Overview	The Unit narrative with description, overriding question, syllabus	The Unit narrative with description, overriding question, syllabus	
Page	Your instructor	About the Instructor Zoom Link Class Expectations	About Virtual Instructors Virtual Office Hours/Form	
Page	Unit supplies	What Supply Team should	What is in the kit	

		deliver to the teacher	
Page	Discussion forum	General Questions - Canvas, Access, etc,	General Questions - Canvas, Access, etc,
Page	Assessment		
Canvas Module(s)	Lab Module(s)		
Page	Introduction	One page, visible to the teacher only. Lab objective+Challenge statement+Instructor resources+ Lab supplies (source: mother lessonpPlan)	NA
ONE Page (or)	Launch	One page, visible to the	Vid + launch writeup + specific challenge statement
TWO Pages + Quiz	Lab	teacher only. The same script copied from the mother lesson plan doc.	Vid + materials list + procedure + google doc data table (source: Task Card)
	Landing		Vid + quiz (source: Task Card)
Page	Student Resources	Student Supplies List + Experiment card(google doc)	NA
Assignment	DIY / Take Home	The procedure	NA
Page	Extensions	Page of links	Page of links
Quiz	Problem Set	Quiz	Quiz
Discussion	Discussion forum	Socratic Lab Questions	Socratic Lab Questions Questions while running the lab

Low-Level Design - Live-Online

- 1. Migrators will copy the template shell < Live-Online Course > to make their own Canvas Course.
- 2. Here are the specific configuration rules that 'migrators' have to explicitly adhere to during the migration process. (I have just added examples in the table below...)

Canvas Element	Configuratio	on Rules	
Problem Set	L1 - 3-5 discrete	e answer, 1 open-ended	
	L2 - 4-7 discrete answer, 1-2 open-ended		
	L3 -5-8 discrete	-8 discrete answer 2-3 open-ended	
	L4 -5-8 discrete	answer 2-3 open-ended	
	*Discrete-answer questions should be coded as multiple choice, true/false, or matching if possible so Canvas can auto-grade. *Open-ended questions can be File Upload (esp. for drawings) or Essay Question (text-entry box) *Discrete-answer is 1 point each *Open-ended questions are graded on a 3 point scale: 0 points Answer is blank or completely irrelevant 1 point Answer is attempted, but incorrect		
	2 points	Answer is partially correct, or missing some details	
	3 points	Answer is correct and/or well-reasoned.	

Table of configuration rules that is not coded in the shell template

Zoom Link	The Join Zoom link external app is already added to the course navigation page. The migrator/instructor has to change the zoom link url, so they can be the host. Here are the steps to Change the Zoom meeting link to your Canvas Course. First create your zoom meeting links and keep them handy.				
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Design Alternatives for Experiment Card

Experiment Card	There are 3 ways to know which option v every migrator code	o code for an experiment card(task card) in Canvas. Let me works best and I can write down the steps right here, so s/configures the same way.			
	Option-1 : Students are prompted within the canvas page(lab page) to make a copy of the google doc task card				
	Pros - Students can save the copy to their own drive/computer or can even print if they want. I like this option for Live-Online, because it mimics the same behavior we have now.				
	Screenshot of what from the lab page:				
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	Calendar Syllabus Inbox Outcomes Ø	Experiment Card Opton 1 : (Students are prompted to make their own copy to record data online/print in another window) Record the data in Electromagnet Task Card &			



