# Canvas and Teaching Technology Monthly meeting

## Meeting Minutes

Date and time: Monday, 06 March 2023, 11am-12pm

Venue: Via Zoom

https://auckland.zoom.us/j/95651325297?pwd=UnRVMUR4RGNxZGd3bmJHMkpFa3o2QT09

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| Chair | Gemma Sinclair |
| Presenters | Gemma Sinclair, Shareeni Kala, Mohammad Ladha, Chun Li, Steve Leichtweis |
| Attendees | Agung Harahap, Aldon Hartley, Bernd Martin, Cheryll Uy, Craig Housley, Gayle Morris, Hashinika Abeygunasekera, Heera Kim, Huyen Vu, Kay Harrison, Louise Allan, Manisha Cronje, Mike Hurst, Mohammad Ladha, Michelle Yao, Nicola Paton, Rachelle Singleton, Radhini Sabanayagam, Sandra Storz, Sarah Crewther, Sarah Wang, Shareeni Kala, Steve Leichtweis, Tetiana Sviridova, Wen Chen Hol, Tony Chung, |

| Agenda | Comments |
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| Cross-listing requests reminders (Shareeni) | <ul><li>The cross-listing request needs to be done before the first assessment. If you have cross-listing requests, please submit your services request by the end of week two, semester one.<br><br>CANVAS support - Service Portal (service-now.com)</li></ul> |

| LTIS/RAA Drop-ins (Mohammad) | • Weekly Zoom drop-ins for teaching staff<br>Zoom drop-ins for teaching staff start this week with Learning &Teaching Connect and Ranga Auaha Ako team members.<br><br>These sessions are for questions about learning or assessment design I your course or for technical questions on using Canvas, Panopto, Lecture Recordings, Turnitin, H5P, Perusall, Talis etc. We will run these sessions until the mid-semester break in April as a pilot.<br><br>Available times for Zoom drop-in:<br>Tuesdays: 2 pm – 3 pm<br>Thursdays: 11 am – 12 pm<br><br>If you need to raise a support case or request Canvas access, please log a request here.<br><br>Instructure also offers 24×7 support for Canvas via live chat or phone 0800 005 205<br><br>All L&T related events and drop-ins are listed on the TeachWell calendar. |
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| Canvas training (Chun) | • The Canvas Drop-in sessions opened to all staff and have been extended for another two weeks, covering the first two weeks of Semester one.<br><br>Top three questions asked in the Canvas drop-ins:<br><br>1. Course Access Coordinators (CAC) cannot edit or add content. But CACs can add people, including themselves, as teachers then edit content in their Canvas courses.<br>2. Make sure assignments are created in Canvas and the weights of assignment groups are set up correctly.<br>3. You can use the link validator tool in Canvas to check all the hyperlinks in your Canvas course. It's important to make sure all the link are working especially when content is imported from another course. |

| New Canvas Baseline (Steve) | • Context for the 2016 migration to Canvas |
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| | Decommissioned a local Moodle installation & the bespoke, Cecil platform. |
| | Some of the drivers for this change: Risk, BCP, Adopt SaaS technology, and swap CAPEX costs to OPEX. |
| | The migration was a classic 'technical lift and shift' (ie, cut & paste). |
| | 'Canvas Minimum Presence' document identified the expected baseline usage. |
| | Canvas Minimum Presence: |
| | Course Syllabus<br>Copyright material listed in Talis<br>Course resources available electronically<br>Grade management via Gradebook |
| | • Learner experience in Canvas (2016 -2020) |
| | Used Canvas as a digital repository<br>Inconsistent approaches within degree programmes<br>Lack of awareness of the pedagogical affordances & importance of the learner experience in the online space. |
| | Students experienced inconsistency during their studies, as reflected in multiple L&T feedback surveys and SETs. This is not a unique UoA issue as identified in a recent JISC survey. |
| | • Drivers for this update |
| | UoA student feedback, international research, and good practice from peer institutions. |
| | Aligning the use of Canvas with the strategic goals of Taumata Teitei & the Curriculum Transformation Framework project. |

|  | Ensuring we meet the accessibility requirements identified in the new UoA disability Action Plan.<br><br>• Accessibility<br><br>In 2021, the Tertiary Education Commission (TEC) moved to recognise accessibility as a 'responsibility' of tertiary education organisations through requiring a Disability Action Plan (DAP).<br><br>UoA now has a DAP and a programme of work that will address accessibility gaps in Canvas and develop minimum requirements for digital content, based upon principles of Universal Design for Learning (UDL) and Web Content Accessibility Guidelines (WCAG).<br><br>UoA is licensing UDOIT Advantage for Canvas to support this new requirement.<br><br>• Canvas baseline practices<br><br>Intended to provide students with more consistent, easy to use, and inclusive online learning experiences within their programmes.<br><br>It is underpinned by Universal Design for Learning accessibility requirements and informed by the student voice.<br><br>The biggest change involves the intentional use of Canvas' inbuilt features to support a more coherent course structure. With the added opportunity to adopt a academic-driven, consensus approach within a programme, major, or specialisation.<br><br>The aim is for consistency, not uniformity, in design.<br><br><br>Steve gave an overview of the Canvas course design, including the expected baseline practice and the benefits. Please see the [recording](#) for more detail. |
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| Presentation: New Teachwell site and Q&A (Sarah and Craig) | Craig running through the TechWell website, and running into the detail of it.<br><br>Please see the presentation recording. |
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