

Framingham State University
Division of Professional and Continuing Education
Course Syllabus

COURSE NAME: Canva Education for Teachers and Students

DATES/TIMES: **Spring 2024**

CREDIT HOURS: One graduate credit.

INSTRUCTOR: Caroline Maloney
(978) 270-3952

LOCATION: Online

COURSE DESCRIPTION:

This 4 week course will introduce teachers to the use of Canva for Education as a powerful tool to promote creativity and enhance student learning. Participants will learn how to use Canva's features and tools to create engaging educational materials that support student creativity and learning, including infographics, posters, and engaging presentations that include screencast tools. The course will also explore how to integrate Canva into classroom activities and assignments to foster critical thinking and problem-solving skills.

Learning Outcomes:

Participants will:

- Understand the features and tools of Canva
- Learn how to use Canva to promote creativity and enhance student learning
- Explore best practices for integrating Canva into classroom activities and assignments
- Develop skills for creating interactive and multimedia products

MA Framework Digital Literacy and Computer Science standards:

- Individually and collaboratively, use advanced tools to design and create online content (e.g., digital portfolio, multimedia, blog, webpage).
- Use digital tools to design and develop a significant digital artifact
- Select digital tools or resources based on their efficiency and effectiveness to use for a project or assignment and justify the selection.

COURSE EXPECTATIONS:

- a) Online attendance is mandatory which includes posting several times a week to the discussion board
- b) Participants will be expected to complete the weekly assignments on time which will include readings, video viewing, written responses and participating in a class discussion.
- c) A final project is required and due before the end of the course

Course Materials:

Access to the free Education version of Canva Education <https://www.canva.com/education/>
You need an educational institution email or google account to sign up for the free Education version.

COURSE OUTLINE:

WEEK ONE: Introduction to Canva

- Overview of Canva's features and tools
 - How to navigate the Canva interface
 - Creating a teacher account and setting it up
 - Setting up student spaces (syncing with Google Classroom)
- Assignment: Create your account (if you haven't already). Create a doc about your class. You can be like a syllabi or just an informative sheet about your class. One page.

WEEK TWO: Designing Infographics and Posters and Flyers

- Best practice for creating Infographics, Posters and Flyers
 - Creating templates and custom designs
 - Incorporating multimedia and interactive elements
- Assignment: Create a poster or flyer sample on a topic that is part of your curriculum

WEEK 3: Creating Presentations and slideshows

- Tips for creating effective presentations and slideshows
 - Student sharing and collaboration on a group project
 - Customizing templates and designs
 - Adding multimedia and interactive elements
- Assignment: Create a more advanced presentation that includes video or a screencast

Week 4: Fostering creativity and Critical Thinking with Canva

- Creating classroom activities and assignments that promote creativity and critical thinking using Canva
- Work on the Final Project

Assessment/Grading Criteria:

- **Participation in weekly discussions and activities (40%)**
- **Creation of sample educational materials using Canva (Weekly Assignments 30%)**
- **Final project demonstrating the application of Canva in a classroom activity or assignment that promotes creativity and critical thinking. (30%)**

Weekly discussion board participation 40%
Grading Criteria

Week 1 Discussion Post					
Criteria	Ratings				Pts
Initial Post	20 to >15.0 pts Excellent Post fully addresses the topic and question. Demonstrates a proficient understanding and is engaging. Student asks questions to stimulate the discussion.	15 to >10.0 pts Competant/Good Post shows understanding and explanation to topic and question. Posts an adequate question to the group if applicable.	10 to >5.0 pts Proficient/Acceptable Post lacks understanding or detail to the topic and question. Student forgets to post a question if required.	5 to >0 pts Inadequate Post not tied to topic or relevant. Shows little effort or understanding to topic.	20 pts
Additional postings/responses within discussions	20 to >15.0 pts Excellent Student responds to at least 3 other posts. Posts refer to what others have written, provides details from information gathered within the course, and encourages new ideas.	15 to >10.0 pts Competant/Good Responds to 2-3 posts, but lacks detail and information gathered, encourages some new ideas	10 to >5.0 pts Proficient Responds to only 1 post with adequate detail	5 to >0 pts Inadequate Responds to only 1 post but with lack of detail	20 pts
Information/Details	20 to >15.0 pts Excellent Post meets the 150-200 words requirement. Post is detailed and relevant to weekly reading and information.	15 to >10.0 pts Competant/Good Post completed with some information and relevance. 100-150 words	10 to >5.0 pts Proficient Post is adequate, but lacking detail. Less than 100 words	5 to >0 pts Inadequate Less than 50 words, does not refer to what others have written	20 pts
Clarity and Mechanics	20 to >15.0 pts Excellent Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.	15 to >10.0 pts Competant/Good Contributes to discussion with clear, concise comments formatted in an easy to read style with very few grammatical or spelling errors.	10 to >5.0 pts Proficient Posts are adequate with clarity, some grammar or spelling errors.	5 to >0 pts Inadequate Post is lacking clarity and several grammar/spelling errors. Student not reviewing work before submitting	20 pts
Punctuality	20 to >15.0 pts Excellent Initial post and response posts are submitted on time	15 to >10.0 pts Competant/Good The initial post is submitted 1-2 days late. Response posts on time.	10 to >5.0 pts Proficient The initial post is submitted 3 or more days late. Response posts on time.	5 to >0 pts Inadequate Both initial and response posts are late but within 3 days of due date.	20 pts
Total Points: 100					

Weekly homework assignments 30%

Criteria	Levels of Achievement			
	Excellent	Above Average	Adequate	Inadequate
Information and Details	20 Points Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.	15 Points Main points well developed with quality supporting details and quantity.	10 Points Main points are present with limited detail and development.	5 Points Main points lack detailed development. are vague with little evidence of critical development.
Level of Content	20 Points Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. 200+ words	15 Points Content indicates original thinking and develops ideas with sufficient and firm evidence. 150+ works	10 Points Content indicates thinking and reasoning applied with original thought on a few ideas. 100-150 words	5 Points Shows some thinking and reasoning but ideas are underdeveloped and unoriginal than 100 words.
Use of Resources; Readings and Websites	20 Points The writing is connected to the reading/resources with much evidence supporting the information. Proper citing of resources demonstrated.	15 Points The writing is somewhat connected to the reading/resources with some evidence supporting the information. Proper citing of resources demonstrated.	10 Points The writing is lacking connection to the reading/resources. Proper citing of resources not included.	5 Points There is very little connection to the reading/resources and no evidence of them.
Clarity and Mechanics	20 Points Writing is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	15 Points Writing has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	10 Points Writing has several spelling, punctuation, and grammatical errors	5 Points Spelling, punctuation, and grammatical create distraction, making reading difficult. fragments, comma splices, run-ons evident. Errors are frequent.
Punctuality	20 Points The assignment is completed on time	15 Points The assignment is 1-2 days late	10 Points The assignment is 3 days late	5 Points The assignment is more than 3 days late

Final Project 30%

Criteria	Exemplary	Proficient	Developing	Unsatisfactory
Creativity	The design exhibits exceptionally innovative and original ideas, demonstrating a high level of creativity.	The design demonstrates some creative elements and ideas, showing an effort to think outside the box.	The design lacks originality and creativity, relying on common and predictable elements.	The design is unoriginal and does not showcase any creative elements.
Critical Thinking	The design effectively incorporates various design elements to convey a clear message or purpose, demonstrating a high level of critical thinking.	The design shows a thoughtful approach in incorporating design elements to convey a message or purpose.	The design lacks a clear and cohesive message or purpose, indicating limited critical thinking.	The design does not demonstrate any attempt to incorporate design elements effectively or convey a message.
Canva Skills	A wide range of Canva tools and features are used proficiently and purposefully, showcasing advanced skills.	A variety of Canva tools and features are used adequately and appropriately to enhance the design.	Only basic Canva tools and features are utilized, with limited proficiency and relevance to the design.	The use of Canva tools and features is minimal or non-existent, indicating a lack of understanding or effort.
Organization	The design is well-structured, with a clear hierarchy of information and visual elements, making it easy to follow and understand.	The design demonstrates a decent organization of information and visual elements, allowing for ease of understanding.	The design lacks a clear organization, making it somewhat challenging to follow or comprehend.	The design is disorganized and lacks structure, making it difficult to understand or navigate.
Design	The design exhibits exceptional visual appeal, with a harmonious combination of colors, fonts, and imagery, creating an engaging and visually pleasing composition.	The design shows a good sense of aesthetics, with an appealing combination of colors, fonts, and imagery, creating an attractive composition.	The design lacks visual appeal, with a limited or unbalanced combination of colors, fonts, and imagery, resulting in a less engaging composition.	The design is visually unappealing, with an incoherent combination of colors, fonts, and imagery, making it unattractive.
Presentation	The design is presented with excellent attention to detail, ensuring proper formatting, alignment, and readability of text and visuals.	The design is presented with sufficient attention to detail, ensuring overall readability and appropriate formatting of text and visuals.	The design lacks attention to detail, resulting in inconsistent formatting, alignment issues, and difficulties in reading text and visuals.	The design is poorly presented, with significant formatting, alignment, and readability issues.

Grades by points:

94-100: A 90-93: A-

87-89: B+ 83-86: B

80-82: B- 77-79: C+

73-76: C 70-72: C-

Academic Honesty Policy:

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student's oral and written, technical and artistic work. Please refer to the academic honesty policy in the FSU Graduate Catalog, Student Conduct section on page 21.

Academic Accommodations Policy

Framingham State University offers equal opportunities to all qualified students, including those with disabilities. The University is committed to making reasonable accommodations as necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Disability/Access Services works with students with ADD/ADHD, learning and psychiatric disabilities, students with mobility disabilities, students who are blind or low vision, students who are d/Deaf or hard of hearing, and students with chronic medical conditions. Please refer to the link below for more information: <https://www.framingham.edu/academics/center-for-academic-success-and-achievement/disability-access-services/index>

Framingham State University Whittemore Library: Whittemore library provides access to numerous online databases for all FSU students and faculty. These databases are used to search for journal or newspaper articles. Many of these articles are available in full-text. All databases accessed from off-campus require you to login before being able to search. Follow these simple directions: Go to: <http://www.framingham.edu/wlibrary>