COURSE NAME: Canva Education for Teachers and Students

DATES/TIMES: Summer 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 Canvas 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, web page).
● 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 Canvas features and tools
- How to navigate the Canva interface. Exploring the unlimited templates available for educators.
- Creating a teacher account and setting it up (Get teacher verification)
- Assignment: Create a one-page Canva flyer about you or a course you teach. It can be an updated syllabus, an "about the teacher Flyer," or current news going on in your class. Create something you could use either with your students or parents.
- Discussion: Introduction and connecting with other colleagues in the course.

WEEK TWO: Digger Deeper into Presentation Tools

- Creating Engaging Canva Presentations
- Review all the resources provided to prepare for the assignment. Learn various features such as embedding links, videos, music, recording your voice, and other interactive elements to make your presentations engaging and fun!
- Collaboration and Sharing. Participants will have the opportunity to share and collaborate on the tools they have explored.
- Using Google Classroom with Canva
- Assignment: Create a Student Presentation that incorporates multimedia and interactive elements. It can be for a lesson or unit.
- Discussion: Sharing Week One’s flyers. See what your colleagues created and collaborate on what you’ve discovered so far.

WEEK THREE: Collaborating on Canva Projects and Creating Educational Infographics

- Practice how to collaborate with Canva projects using Google Classroom. You will practice the steps so that you can coach your students. You will also be creating an Infographic on Canva.
- Uploading and editing video and audio in Canva
- Organizing and creating folders in Canva
- More Google Classroom practice with Canva. Posted Canva assignments and best ways for students to submit their work.
Assignment: Create an educational infographic using Canva. Search the infographic templates and choose one that you like. Choose one of the topics to focus on: (Choose one)
  ○ A topic you teach
  ○ A topic that you could share with your department or colleagues
  ○ A topic that would help you in your personal life (hobby)
  ○ Overviewing what Canva can do for a teacher

Discussion: Collaborating on a Canva project. Create and collaborate on a slide within a group.

WEEK FOUR: Final Project and other Cool Features

- Work on your final project
- Other cool features like Magic Media and creating your own Google Classroom Banner
- Using Canva for professional tools like resume building
- Discussion: Share your experience with assigning Canva tasks in your classroom. What were your top take-a-ways from the course.

Final Project Options:
1. Create a presentation using Google Slide or a Canva presentation (since you are all so good at it now) that goes over the basics of Canva Education for your colleagues at school.

2. Create a screencast video overviewing all the highlights of what we learned in weeks 1-4. Including the same information bulleted above.

3. Create a unit with at least 2-3 lesson plans that you create on Canva for students.

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%)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Post</strong></td>
<td>20 to 15.0 pts Competent/Good Post shows understanding and explanation to topic and question. Posts an adequate question to the group if applicable.</td>
<td>15 to &gt; 10.0 pts Post lacks understanding or detail to the topic and question. Student forgets to post a question if required.</td>
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<tr>
<td><strong>Additional postings/responses within discussions</strong></td>
<td>20 to 15.0 pts Competent/Good Responds to 2-3 posts, but lacks detail and information gathered, encourages some new ideas.</td>
<td>15 to &gt; 10.0 pts Competent/Good Responds to only 1 post with adequate detail</td>
</tr>
<tr>
<td><strong>Information/Details</strong></td>
<td>20 to 15.0 pts Excellent Post meets the 200-words requirement. Post is detailed and relevant to weekly reading and information.</td>
<td>15 to &gt; 10.0 pts Competent/Good Post completed with some information and relevance. 100-150 words</td>
</tr>
<tr>
<td><strong>Clarity and Mechanics</strong></td>
<td>20 to 15.0 pts Excellent Contributions to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.</td>
<td>15 to &gt; 10.0 pts Competent/Good Contributions to discussion with clear, concise comments formatted in an easy to read style with very few grammatical or spelling errors.</td>
</tr>
<tr>
<td><strong>Punctuality</strong></td>
<td>20 to 15.0 pts Excellent Initial post and response posts are submitted on time.</td>
<td>15 to &gt; 10.0 pts Competent/Good The initial post is submitted 1-2 days late. Response posts are submitted 3 or more days late.</td>
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Total Points: 100
Weekly homework assignments 30%

<table>
<thead>
<tr>
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<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
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<tr>
<td>Information and Details</td>
<td>The main points well developed with high quality and quantity support. Reveals high degree of critical thinking.</td>
<td>The main points well developed with quality supporting details and quantity.</td>
<td>The main points are present with limited detail and development.</td>
<td>The main points lack detailed development, are vague with little evidence of critical thinking.</td>
</tr>
<tr>
<td>Level of Content</td>
<td>The content indicates synthesis of ideas, in-depth analysis and evidence of original thought and support for the topic. 200+ words</td>
<td>The content indicates original thinking and develops ideas with sufficient and firm evidence. 150+ words</td>
<td>The content indicates thinking and reasoning applied with original thought on a few ideas. 100-150 words</td>
<td>Shows some thinking and reasoning, but ideas are underdeveloped and unoriginal than 100 words.</td>
</tr>
<tr>
<td>Use of Resources; Readings and Websites</td>
<td>The writing is connected to the reading/resources with much evidence supporting the information. Proper citation of resources demonstrated.</td>
<td>The writing is somewhat connected to the reading/resources with some evidence supporting the information. Proper citation of resources demonstrated.</td>
<td>The writing is lacking connection to the reading/resources. Proper citation of resources not included.</td>
<td>There is very little connection to the reading/resources and no evidence of them.</td>
</tr>
<tr>
<td>Clarity and Mechanics</td>
<td>The writing is free of distracting spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.</td>
<td>The writing has few spelling, punctuation, and grammatical errors.</td>
<td>The writing has several spelling, punctuation, and grammatical errors.</td>
<td>Spelling, punctuation, and grammatical errors distract, making reading difficult. Errors frequent.</td>
</tr>
<tr>
<td>Punctuality</td>
<td>The assignment is completed on time.</td>
<td>The assignment is 1-2 days late.</td>
<td>The assignment is 3 days late.</td>
<td>The assignment is more than 3 days late.</td>
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Final Project 30%

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

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