

# Canvas Guide

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Version 8.3 | April 2024

## Learning Transformations Unit

### ABOUT THIS GUIDE

Canvas is at the core of Swinburne's approach to learning and teaching, enabling integration of both on-campus and digital learning to maximise flexibility and create a uniquely active experience for Swinburne students.

You can use this guide to support the development and delivery of content via Swinburne's learning management system, Canvas.

Examples provided throughout this guide have been taken from both the Vocational and Higher Education contexts and from various templates. Please use them for unit design ideas.

Before your course is published, review the prepare to [publish checklist](#) to ensure your Canvas course meets Swinburne standards.

For Canvas support contact [ltusupport@swin.edu.au](mailto:ltusupport@swin.edu.au).



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## HOME PAGE

Customise your home page using a template in each of your courses.

As a minimum each Canvas course should have a home page.

A home page should include:

- Learning outcomes or unit structure.
- Names and contact information of teaching and support teams.
- Copyright notice and Acknowledgement of Country image ([see embed instructions](#)).

See pages 3 and 4 for Higher Education (HE) and VET (Vocational Education and Training) home page examples.

The Learning Transformations Unit (LTU) has developed customisable templates (including the HE Blended Build Template and VET Canvas Templates) that you can import into your Canvas course from Canvas Commons.

We encourage you to personalise your home page according to your context; for example, upload your own welcome video and introductory text and/or a [Student Learning Journey Map](#).

### Why?

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Your home page is the 'landing' page for your students and their first experience of your unit. It is an opportunity for you to introduce yourself, the teaching team, the unit and set a welcoming approachable tone.

# Example Higher Education Home Page

Note the following elements:

1. Banner
2. About this unit
3. Learning outcomes
4. Teaching team
5. Student learning journey
6. Link to modules button
7. Copyright and Acknowledgement of Country

1

2

3

4

5

6

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2024-HS1-EDU60056-Foundations of Learning and Teaching
🔍 Edit



## Welcome to EDU60056 Foundations of Learning and Teaching

Hello Everyone,

My name is Kelly Galvin (She/Her). Welcome to EDU60056 Foundations of Learning and Teaching. I am really looking forward to working with you on during this unit and hearing about your student and teacher learning journeys.

### About this Unit

The aim of this unit is to set the foundations of learning and teaching in higher education settings. In this unit we will establish a peer network in which you will participate in a range of activities to learn about different learning theories and pedagogies, and the tertiary environment in which you are working and studying. These activities will enable you to develop an understanding of current theories, principles and practices of effective teaching and learning in higher education.

This is an exciting unit which will also equip you with the knowledge and skills you need to evaluate and critically reflect on your individual educational practice, develop your own personal networks and help you make informed decisions about future professional development and how this impacts your teaching career.

### Unit Learning Outcomes

ULO1 Evaluate learning theories and pedagogies, models and frameworks in professional education contexts.

ULO2 Argue varied perspectives on learning theories and pedagogies to contribute knowledge for own and others learning.

ULO3 Critically reflect on personal, professional, and organisational philosophy and approaches to develop quality tertiary learning and teaching practices.

ULO4 Contribute to the establishment of a peer network and add evidence to your learning and teaching portfolio.

### Your teaching team



**Dr Kelly Galvin**

Role: Unit Convenor and teacher

Email: [k.galvin@swin.edu.au](mailto:k.galvin@swin.edu.au)

Office hours: Monday, Thursday, Friday 9.00am – 5.00pm

### Your Student Learning Journey

This is an online unit that incorporates both asynchronous and synchronous online learning components. Throughout the week, you will progress through the asynchronous modules in Canvas. These modules consist of various content, activities and reflections, designed to engage you and facilitate interaction with your teacher and peers. Additionally, on specific weeks, you will have the chance to participate in synchronous sessions held in Collaborate Ultra. These sessions will provide hands-on, active learning experiences where you can learn alongside your teacher and peers.

Below is your weekly overview for the unit. Download a copy for your reference and to print out. For a detailed unit outline, check the [Syllabus](#).

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>Personal Teaching Practice</b>	<b>Quality Teaching Practice</b>	<b>Student Learning Outcomes</b>	<b>Introduction to Learning Theories and Pedagogies</b>	<b>Pedagogy on Pedagogies</b>	<b>Introduction to Learning Outcomes</b>
1. Introduction to Quality Teaching Practice 2. Quality Teaching Practice 3. Quality Teaching Practice 4. Quality Teaching Practice 5. Quality Teaching Practice 6. Quality Teaching Practice 7. Quality Teaching Practice 8. Quality Teaching Practice 9. Quality Teaching Practice 10. Quality Teaching Practice	1. Quality Teaching Practice 2. Quality Teaching Practice 3. Quality Teaching Practice 4. Quality Teaching Practice 5. Quality Teaching Practice 6. Quality Teaching Practice 7. Quality Teaching Practice 8. Quality Teaching Practice 9. Quality Teaching Practice 10. Quality Teaching Practice	1. Quality Teaching Practice 2. Quality Teaching Practice 3. Quality Teaching Practice 4. Quality Teaching Practice 5. Quality Teaching Practice 6. Quality Teaching Practice 7. Quality Teaching Practice 8. Quality Teaching Practice 9. Quality Teaching Practice 10. Quality Teaching Practice	1. Quality Teaching Practice 2. Quality Teaching Practice 3. Quality Teaching Practice 4. Quality Teaching Practice 5. Quality Teaching Practice 6. Quality Teaching Practice 7. Quality Teaching Practice 8. Quality Teaching Practice 9. Quality Teaching Practice 10. Quality Teaching Practice	1. Quality Teaching Practice 2. Quality Teaching Practice 3. Quality Teaching Practice 4. Quality Teaching Practice 5. Quality Teaching Practice 6. Quality Teaching Practice 7. Quality Teaching Practice 8. Quality Teaching Practice 9. Quality Teaching Practice 10. Quality Teaching Practice	1. Quality Teaching Practice 2. Quality Teaching Practice 3. Quality Teaching Practice 4. Quality Teaching Practice 5. Quality Teaching Practice 6. Quality Teaching Practice 7. Quality Teaching Practice 8. Quality Teaching Practice 9. Quality Teaching Practice 10. Quality Teaching Practice
<b>Introduction to Constructive Alignment</b>	<b>The Impact of Learning Outcomes and Learning Theory</b>	<b>Advancing Your Teaching Career</b>	<b>Being a Pedagogical Teacher</b>	<b>Self-care and Resilient Wellbeing</b>	<b>Identifying and Cultivating Quality in Student Learning and Quality Teaching</b>
1. Introduction to Constructive Alignment 2. Introduction to Constructive Alignment 3. Introduction to Constructive Alignment 4. Introduction to Constructive Alignment 5. Introduction to Constructive Alignment 6. Introduction to Constructive Alignment 7. Introduction to Constructive Alignment 8. Introduction to Constructive Alignment 9. Introduction to Constructive Alignment 10. Introduction to Constructive Alignment	1. Introduction to Constructive Alignment 2. Introduction to Constructive Alignment 3. Introduction to Constructive Alignment 4. Introduction to Constructive Alignment 5. Introduction to Constructive Alignment 6. Introduction to Constructive Alignment 7. Introduction to Constructive Alignment 8. Introduction to Constructive Alignment 9. Introduction to Constructive Alignment 10. Introduction to Constructive Alignment	1. Introduction to Constructive Alignment 2. Introduction to Constructive Alignment 3. Introduction to Constructive Alignment 4. Introduction to Constructive Alignment 5. Introduction to Constructive Alignment 6. Introduction to Constructive Alignment 7. Introduction to Constructive Alignment 8. Introduction to Constructive Alignment 9. Introduction to Constructive Alignment 10. Introduction to Constructive Alignment	1. Introduction to Constructive Alignment 2. Introduction to Constructive Alignment 3. Introduction to Constructive Alignment 4. Introduction to Constructive Alignment 5. Introduction to Constructive Alignment 6. Introduction to Constructive Alignment 7. Introduction to Constructive Alignment 8. Introduction to Constructive Alignment 9. Introduction to Constructive Alignment 10. Introduction to Constructive Alignment	1. Introduction to Constructive Alignment 2. Introduction to Constructive Alignment 3. Introduction to Constructive Alignment 4. Introduction to Constructive Alignment 5. Introduction to Constructive Alignment 6. Introduction to Constructive Alignment 7. Introduction to Constructive Alignment 8. Introduction to Constructive Alignment 9. Introduction to Constructive Alignment 10. Introduction to Constructive Alignment	1. Introduction to Constructive Alignment 2. Introduction to Constructive Alignment 3. Introduction to Constructive Alignment 4. Introduction to Constructive Alignment 5. Introduction to Constructive Alignment 6. Introduction to Constructive Alignment 7. Introduction to Constructive Alignment 8. Introduction to Constructive Alignment 9. Introduction to Constructive Alignment 10. Introduction to Constructive Alignment

Download a copy of the [Student Learning Journey for EDU60056](#) ↓ [PDF, 81KB]

Select to start exploring the unit

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Swinburne University of Technology recognises the Indigenous and cultural significance of Australia's Indigenous history and the role it plays in contemporary education.

Each day in Australia, we all walk on traditional Indigenous lands.

We acknowledge the knowledge the traditional custodians of the land that our Australian campuses currently occupy, the Wurundjeri people, and pay respects to their past and present, living and those of all other people who have lived on Wurundjeri land.

4 | Page

# Example Vocational Education Home Page

Note the following elements:

1. Banner
2. About this unit (and optional content warning)
3. Unit structure
4. Teaching team
5. Student support
6. Link to modules button
7. Copyright and Acknowledgement of Country

1



Welcome to CUAWRT512 Develop Storylines and Treatments

2

## About this unit

This unit describes the skills and knowledge required to develop storylines and treatments. Individuals determine elements of the narrative or storyline being conveyed, develop these elements and finalise the materials for the next stage of production.

The unit applies to those who work at a senior level in a range of film, television and digital media productions. They work collaboratively with story editors, script producers and script editors.

### Content Warning

This unit may have content that could be triggering. Swinburne has support services to assist you. Please advise your teachers and connect with your Swinburne success coach. For further support such as counselling services or external sources please refer to the [Swinburne support services](#) page to ensure you are safe while completing your studies.

3

## Unit structure

CUAWRT512 Develop storylines & treatments is delivered in blended mode for a duration of 11 weeks, starting 27th February 2024, ending 24th May 2024, with no pre-requisites.

To ensure that you accomplish the expected learning outcomes, you will be required to spend 2 hours per week studying, in addition to the 44 contact hours. This unit is offered through a weekly face-to-face classroom delivery mode with complimentary online learning resources.

Your Swinburne Unit Outline can be found in the [Syllabus](#) section. The unit outline contains all the information you need to know including class details, schedule, contact details and assessment information.

To complete this unit, you are required to complete all required assessment tasks in the [Assignments](#) section successfully. We encourage you to attend and interact in all classes, engage with learning materials and attempt learning activities to best prepare for the assessments.

4

## Teaching team

For all unit communication, your first point of contact should be your unit teacher through the Canvas Inbox. Your Swinburne student email address must be used for all email communication.

Jack Carlyle | Lead Teacher (Class 2b) | [jcarlyle@swin.edu.au](mailto:jcarlyle@swin.edu.au)

James Pointer | Coordinator | [jpointer@swin.edu.au](mailto:jpointer@swin.edu.au)

David Stevens | Senior Educator | [dstevens@swin.edu.au](mailto:dstevens@swin.edu.au)

Francis Myers | Manager | [fmyers@swin.edu.au](mailto:fmyers@swin.edu.au)

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## Student support

If you require further support with your studies, please connect with your Student Success Coach.

Sarah Pillar | Student Success Coach | [spillar@swin.edu.au](mailto:spillar@swin.edu.au) | Room TD232 | 9214 8963 | Availability: Tue, Wed, Thur & Fri

For further student support around Study and Learning, AccessAbility, Health and Wellbeing or Accommodation connect with Swinburne [student support services](#)

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[Navigate to Modules to get started](#)

7

<p><b>WARNING</b></p> <p>This material has been prepared and disseminated for you by us as a part of Swinburne University of Technology, in accordance with Section 127 of the Copyright Act 1968 (Cth).</p> <p>The material in this communication may be subject to copyright under the Act, but neither reproduction or communication is authorised by you nor by the holder of copyright permission under the Act.</p> <p>Do not reuse this content.</p>	 <p>Swinburne University of Technology respects the traditional and cultural expressions of Australia's Indigenous history and the role it plays in contemporary education.</p> <p>Each day in Australia, we all walk on traditional Indigenous lands.</p> <p>We therefore acknowledge the traditional custodians of the land that our education services currently occupy, the Indigenous people, and pay respect to Elders past and present. Acknowledging their role allows them to continue to thrive in the future.</p>
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# COURSE NAVIGATION

## Maintain a consistent course navigation menu

Update your course navigation to ensure consistency across units.

### Why?

Maintaining consistent standards in Course Navigation across Swinburne can reduce the cognitive load for our students. We build predictability into our campuses, with students being able to easily locate the library and other campus resources, so it makes sense to apply these same principles to our blended and online learning spaces.

The Course Navigation menu is managed via the Settings tab in your Canvas shell. Learn more about [managing your Course Navigation menu options](#).

## HE Course Navigation Menu

The following menu items should be:

Always made available  
(**required**):

- Home
- Announcements
- Syllabus
- Modules
- Assignments
- Grades
- Results Moderation

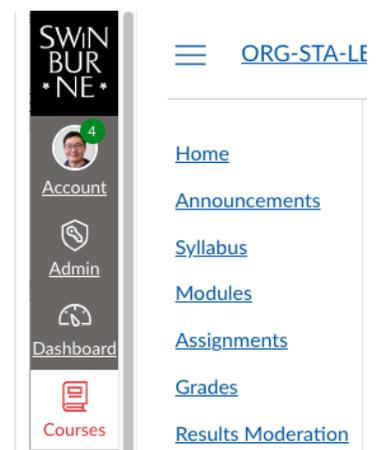
Visible *only* if you are using these functions:

- Readings
- Discussions
- Collaborate Ultra
- Echo Video
- People\*
- Office365

*If being used, locate functions after Modules.*

Always hidden:

- Pages
- Files



# VET Course Navigation Menu

The following menu items should be:

Always made available  
(required):

- Home
- Announcements
- Syllabus
- Modules
- Assignments
- Grades
- Zipler
- Results Moderation

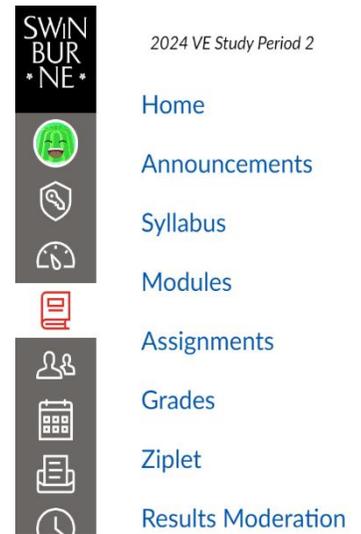
Visible *only* if you are  
using these functions:

- Readings
- Collaborate Ultra
- Echo Video
- Discussions
- Quizzes
- People\*
- Office365

*If being used, locate  
functions after Modules.*

Always hidden:

- Pages
- Files



*\*The People tab should only be made visible if you are asking your students to self-enrol in groups*

**Note:** The Results Moderation Tool is not visible to students, and therefore does not need to be hidden.

## References

Fiore, A. (2018). Standardized LMS navigation for student success, *Focus EduSolutions*, <http://www.focusedusolutions.com/blog/standardized-lms-navigation-for-student-success/>.

Lambert, J., Kalyuga, S. & Capan, L.A. (2009). Student Perceptions and Cognitive Load: what can they tell us about e-Learning Web 2.0 course design? *E-Learning and Digital Media*, 6(2), 150-163.  
<https://doi.org/10.2304/elea.2009.6.2.150>

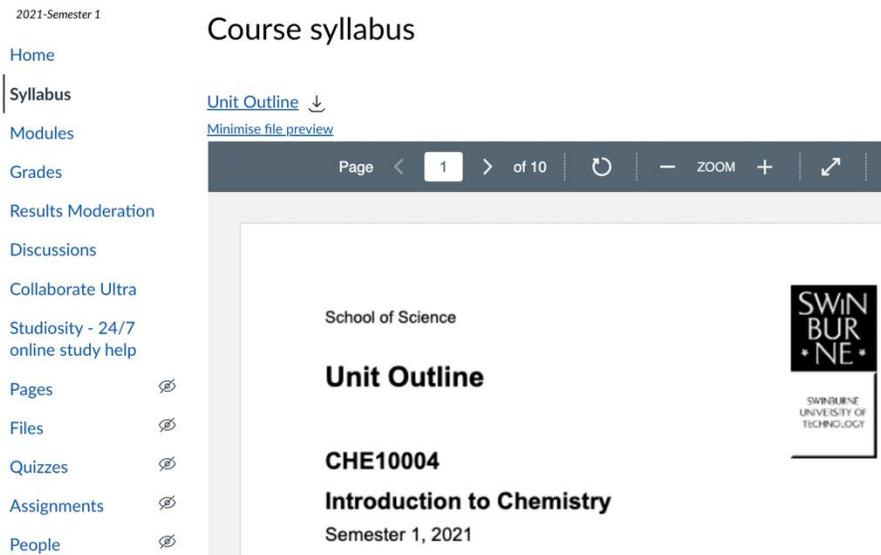
# SYLLABUS

## Embed a Unit Outline within the Syllabus

Embed your accredited Unit Outline [in PDF format] within the Syllabus section of your Canvas unit.

You can embed the document using the Rich Content Editor when editing the Syllabus page. See [how to upload a document in the Rich Content Editor](#). When uploading your Unit Outline, ensure your link text is meaningful and describes the link's target and file size e.g., "Unit Outline CHE10004 Semester 1 2024 [PDF 646KB]".

**Note:** Set the link option to 'preview inline' to enable the embedded PDF file to appear automatically on the page.



The screenshot shows a Canvas course page for '2021-Semester 1'. The left sidebar contains navigation links: Home, Syllabus (active), Modules, Grades, Results Moderation, Discussions, Collaborate Ultra, Studiosity - 24/7 online study help, Pages, Files, Quizzes, Assignments, and People. The main content area is titled 'Course syllabus' and features a 'Unit Outline' link with a download icon and a 'Minimise file preview' option. Below this is a PDF preview window showing the document's content: 'School of Science', 'Unit Outline', 'CHE10004', 'Introduction to Chemistry', and 'Semester 1, 2021'. The Swinburne University of Technology logo is visible in the top right corner of the PDF preview.

### Why?

It is a compliance and quality requirement of the University that the accredited Unit Outline be made available to students within the Learning Management System. For consistency, upload the document via the Syllabus tab.

# PERSONALISATION

## Course card and banner images



Personalise your units Canvas course by adding a dashboard course card image and a banner image to your home page.

For course card and banner image support contact [itusupport@swin.edu.au](mailto:itusupport@swin.edu.au)

The course card image is displayed on the Canvas dashboard. An image can be uploaded in the course settings. See [How do I add an image to a course card in the Dashboard?](#) for support.

A banner image can be located at the top of the home page. You can design a banner image to represent your course, discipline, or individual units.

The recommended size is 1280 x 250px (34cm x 7cm).

To add a banner to your home page, click edit, then select the 'Embed Image' button and upload banner image. See [How do I upload and embed an image in the Rich Content Editor?](#) for support.

**Note:** Ensure your images are royalty-free (e.g. [Unsplash](#)) or licensed (e.g. [Adobe Stock](#)).

The [Canvas Image Creation Tool](#) allows easy creation and customisation of dashboard course card and home page banner images.

### Why?

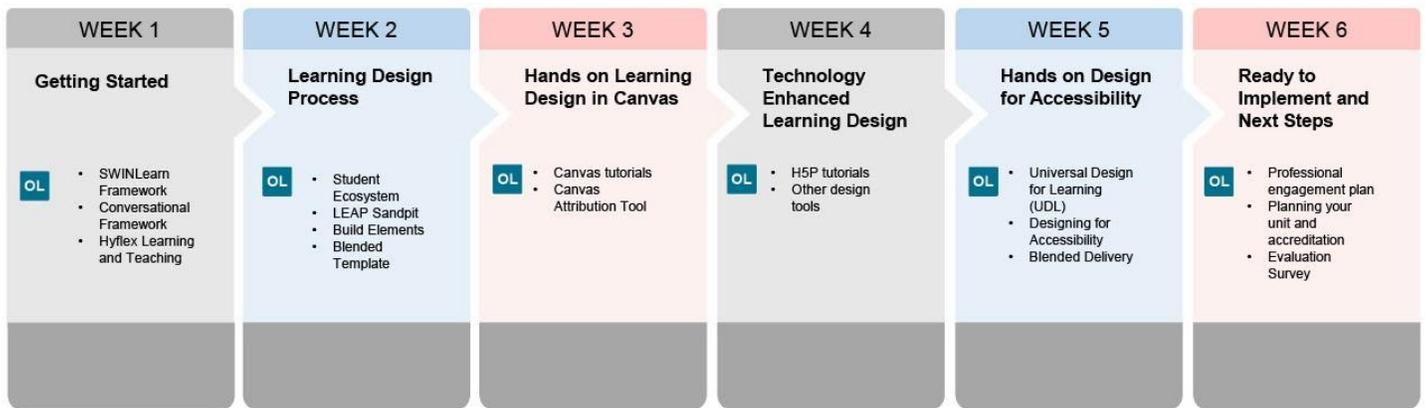
Course card images and home page banners provide visual cues related to your discipline and offer educators an opportunity to provide a personal touch to a unit or group of units. When a dashboard course card image and home page banner image is used, a visual brand can be created for your course. If applied across the course, banners also allow for a consistent experience for students accessing all their units. Banners can also help you and your students easily differentiate one unit from another.

# Student Learning Journey

Another way to personalise your unit is to include a student learning journey to your unit home page. A student learning journey is a visual representation outlining the activities, assessments, and topics that students will undertake in your unit. [Use the Student Learning Journey template](#) (via Swinburne Commons) to develop a student learning journey map for your unit.

Support the student learning journey by including the following in each module:

- An introduction page to situate students
- A summary page to highlight key takeaways and important information related to assessment and learning outcomes.



## Why?

The student learning journey supports student orientation to the unit. If done well, it can alleviate confusion for students by allowing them to concentrate on what is important – their learning (Scriven & Crevacore, 2018). The exercise of mapping out a student journey also gives educators greater understanding of the pathway their students will undertake from their perspective (Rains, 2017).

## References

- Scriven, R., & Crevacore, C. (2018). *Reducing the confusion and clicks and its impact on learning*. Open Oceans: Learning without borders. Proceedings ASCILITE 2018 (pp. 499-504). Australasian Society for Computers in Learning in Tertiary Education. <https://2018conference.ascilite.org/>
- Rains, J.P. (2017). Defining student journey mapping in higher education: The 'how-to' guide for implementation on campus. *Journal of Education Advancement and Marketing, Vol 2, no. 2, Autumn/Fall 2017*, 106 – 119.

# MODULES

## Provide all learning materials and assignments in Modules

Modules are the primary space for your learning materials and activities in Canvas.

You can organise your Modules via weeks, topics, or assessment tasks. For improved student experience, it is recommended that module organisation and naming conventions are kept consistent across a course.

Modules are linear, meaning that by organising your content in modules (Pages, Discussions, Quizzes, Assignments), your students can easily navigate through your content using the 'Next' and 'Previous' buttons.

LTU has developed module templates you can import into your Canvas course from Canvas Commons. These templates contain pre-populated modules with recommended headings, icons, structure including introductory pages, and content cues you can adapt for your unit. Module structure templates also include approved home page templates for you to use.

We recommend you also import a customisable Acknowledgement of Country template from [Canvas Commons](#), search for the current template appropriate to your context using the below search prompts below

- HE Acknowledgement of Country page
- VET Acknowledgement of Country page

- General information
  - Acknowledgement of Country
  - Student support services
  - Assessment process

- Unit Information
  - Welcome to Exhibition Design
  - Preparing for your first class
  - Permission to use your work
  - Introduce Yourself

- Week 1: INTRODUCTION TO EXHIBITION DESIGN
  - Week 1: FOCUS
  - Week 1 Before Class
  - Week 1: During the class
  - Week 1: After the class

- Acknowledgement of Country
  - VET Acknowledgement of Country

- Supporting you at Swinburne
  - Swinburne support services
  - Swinburne's Diversity and Inclusion Commitment
  - Academic integrity and referencing
  - Using Canvas and other tools for your study

- About your unit
  - Unit information
  - Timetable
  - Engagement and attendance
  - Assessment information and processes
  - Learning materials and tools
  - Placement information

- Topic 1: Topic name
  - Topic 1: Overview
  - Topic 1: Before class
  - Topic 1: During class
  - Topic 1: After class
  - Topic 1 Discussion board
  - Topic 1: Summary

(Left): Higher Education Template.

(Right): VET Template

## Why?

Students access all relevant learning materials and activities via the Modules tab in your Canvas unit. The design of your modules should reflect the design of your curriculum and contain enough context so that students fully understand the sequencing of activities, the expectations you have of them, and what they are being asked to do. Using a logical module structure will make your unit easier to navigate and allows you to set up how you'd like students to engage with your unit.

## References

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Boise State University (c. 2019). *Using a modular approach to course design*, <https://ctl.boisestate.edu/idea/teaching-with-tech/primer/using-a-modular-approach-to-course-design/>.

Bridgeman, A. (2017). *Thinking in Canvas: Using modules to make your unit a real page-turner*, The University of Sydney, 12 June, <http://sydney.edu.au/education-portfolio/ei/teaching@sydney/thinking-canvas-using-modules-make-unit-real-page-turner/>

Learn more about [Canvas Commons](#).

Learn more about [Modules in Canvas](#).

# ASSIGNMENTS

## Provide detailed instructions within your Assignments

Assessment information in the Canvas Assignments page must match the information in your accredited Unit Outline. To ensure assignment details are clear and consistent, include:

- due dates
- submission type (e.g. File upload, media upload)
- weighting
- assignment points that accurately represent what you will be marking the assessment out of
- rubrics
- all essential assessment instructions.

See [Writing Clear Instructions for Assessments](#) and the [Preparing to Publish Canvas Checklist](#) for more guidance on setting up your assessments.

### Why?

Assessments provide the opportunity for your students to demonstrate how well they have met or are progressing towards unit learning outcomes. They are also a tool for learning and a way for students to receive valuable feedback.

By embedding effective instructions and detailed assignment information in Canvas, your students will have the optimum chance of success within your unit.

### References

University of Tasmania (2018). *Choosing and designing assessment tasks*, <http://www.teaching-learning.utas.edu.au/assessment/choosing-and-designing-assessment-tasks>.

### Assignment template

Published Edit

[Convenor instruction: Use this template for a consistent structure for your assignments. See [Canvas Community for instructions on adding rubric to Canvas](#). For more information, see [Writing Clear Instructions for Assessment Tasks \(PDF\)](#) ]

#### Assignment overview

- **Title:** Assessment title
- **Individual assignment / Group assignment**
- **Assessment type:** Academic essay/Business report/Infographic/Presentation/Film etc.
- **Weighting:** 40%
- **Word count (or equivalent):** i.e. 2-3-minute presentation/ 2500 words etc.
- **Due date:** Include date and time
- **Submission procedure:** If students are submitting via Turnitin add the relevant statement from the [Turnitin](#) guide.
- **Feedback date:** eg. 2 weeks after submission.
- **Referencing style:** eg. APA 7
- **Who will see your work?** eg. Teacher, public, Turnitin, class

#### Assignment explanation

Provide a rationale for students doing this assignment and how it relates to unit learning outcomes, industry or life skills. Include a video recording of assessment details and rationale if appropriate.

#### Task

Provide clear sentence on assessment task.

#### Instructions

Provide instructions on what students are to do (be concise and use numbered steps if appropriate).

1. Step one etc.
- 2.

#### Resources

Provide guidance on resources to support completion of the assessment, for example linking to prior student work or directing students to relevant weekly modules or unit resources. Link to any templates required for the assignment.

#### Rubric

You will be marked according to the rubric. View the rubric to support your completion of this assignment.

*Example from HE Blended Template*

Learn more about [Canvas Assignments](#).

Learn more about [creating a Canvas Assignment](#).

# TEXT, VIDEO, PODCASTS, AND MULTIMEDIA

## Use multimedia for enhanced asynchronous learning

Canvas allows you to design engaging, media-rich learning experiences by embedding multimedia such as graphics, audio, video, and interactives. Multimedia can be uploaded directly into Canvas (e.g. images) or embedded from external sources like Echo Video or YouTube (e.g. video and audio files).

Providing resources in a range of multimedia gives students the choice of how they engage with learning materials.

- **Video and audio content:** Videos and audio such as podcasts can be embedded in a Canvas page within the context of learning, so students do not need to leave the LMS to engage.
- **Images:** Images (including diagrams and flow charts) provide context and enable students to visualise concepts and make connections.
- **Interactives:** Learning technologies such as H5P allow us to embed interactive activities in Canvas for students to practise and self-check their understanding of concepts.
- **Links:** Embed hyperlinks to websites and external resources for students to explore as part of your learning materials.



### Why?

According to the principles of multimedia learning, people learn more deeply from words and pictures than from words alone (Mayer, 2019). By adding multimedia, you can improve understanding and comprehension, resulting in more meaningful connections in basic and higher-order learning. Implementing the use of multimedia also allows students more control over the information they see, the pace in which they access it, and how it is received.

### References

Mayer, R. E. 2019. How multimedia can improve learning and instruction. In J. Dunlosky & K. A. Rawson (Eds.), *The Cambridge handbook of cognition and education* (p. 460–479). Cambridge University Press.  
<https://doi.org/10.1017/9781108235631.019>

Learn more about accessible multimedia in the **Accessibility section of this guide.**

# LANGUAGE

## Use writing for the web principles for improved readability

Engage your students with clear, simple language, an active voice, and a conversational writing style. Writing clear and well-formatted content improves readability to support all students.

### Why?

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The way we engage with web content is very different to traditional print media like books or articles. Where users generally read through a book page, web content is often scanned (Usability.gov, n.d.). As such, the way we write for the web should be different too.

Our students also come from diverse backgrounds. Keeping language simple, clear, and easy to read allows students to focus on the learning, rather than the comprehension. Clear and simple writing improves accessibility of content for users with reading disabilities or those with difficulty concentrating (Ng, 2017).

### Writing user-friendly content tips:

- **Use pronouns:** Address your students as 'you' and use 'we' when talking about you and the students.
- **Headings:** Use headings so content can be scanned easily and to support students using screen readers.
- **Chunk your content:** Separate your content into smaller sections using headings, images, activities, or pages.
- **Use white space:** Avoid pages full of text - white space can break up your content and improve readability.
- **Sentence case:** All words in headings should be in lower case, except the first word of the title and proper nouns.
- **Bold:** Use bold to emphasise important concepts. Use sparingly and avoid long passages in bold.
- **Italics:** Use italics for foreign words and titles of works, not for emphasis.
- **Underline:** Only used to indicate hyperlinks.
- **Capitalisation:** Avoid the use of all caps which can be difficult to read.
- **Highlighting:** Avoid text highlighting and instead use bold to emphasise key elements if required.
- **Dot points:** Use dot points to format lists and provide succinct content.
- **Paragraph style:** Use default paragraph style for paragraph/body text - do not adjust default font size.

## References

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Ng, C. (2017). A practical guide to improving web accessibility, *Weave*, 1(7), <https://doi.org/10.3998/weave.12535642.0001.701>

Usability.gov (n.d.). Writing for the web, <https://www.usability.gov/how-to-and-tools/methods/writing-for-the-web.html>

Learn more about writing for the web from: [University of Queensland- Write for the web](#)

# Content

## CANVAS TEMPLATES

### Uplift your Canvas course with a template

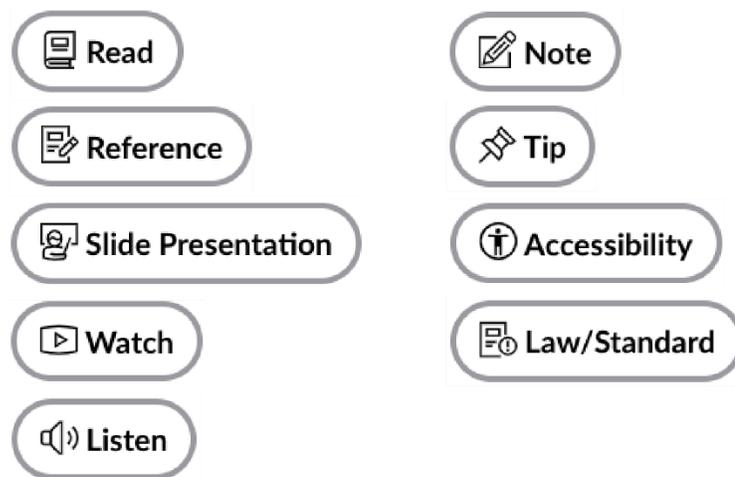
We have developed easy-to-use Canvas course templates available on Canvas commons.

Canvas design elements can be used for consistency and sign posting of learning materials. The suite of elements can be found in the

Canvas Design Elements course, for access email

[ltusupport@swin.edu.au](mailto:ltusupport@swin.edu.au)

#### Examples of icons



#### Box models

Use boxes to emphasise content within your unit. Try to use these in consistent ways across your unit, for example, recurring features like case studies, scenarios or for providing further resources.

##### Further resources

Add resources here with description of why they are useful.

##### Case study/Scenario/Explore

Insert recurring feature or key takeaway you'd like to emphasise with this callout box.

## Blockquote

Bring attention to and highlight quotes.

"So it goes." - Kurt Vonnegut

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## Why?

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Consistent templates can enrich student engagement, increase different types of learner interaction online and improve familiarity with unit interfaces ultimately allowing students to focus on their course content and can lead to improved success (Scutelnicu, Tekula, Gordon & Knepper, 2019). Styled elements within the template such as icons and boxes, when used consistently, can provide signposting for students to support their self-directed learning within the online environment (Cook, 2017).

## References

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Cook, E. (2017). Design strategies that work to maximise e-Learning. *Education Technology Solutions*, 81, 34-36.  
<https://educationtechnologysolutions.com.au/2018/03/design-strategies-work-maximise-e-learning/>

Scutelnicu, G., Tekula, R., Gordon, B., & Knepper, H. J. (2019). Consistency is key in online learning: Evaluating student and instructor perceptions of a collaborative online-course template. *Teaching Public Administration*, 37(3), 274-292.  
<https://doi.org/10.1177/0144739419852759>

Learn more: [How do I embed media in the Rich Text Editor?](#)

# Accessibility

## REQUIREMENTS FOR CONTENT DEVELOPMENT IN CANVAS

### Ensure content meets Accessibility Guidelines

Content presented in Canvas should provide an equitable learning experience for all students. Consider accessibility throughout the design of your learning materials. We recommend applying principles of [Universal Design for Learning \(UDL\)](#).

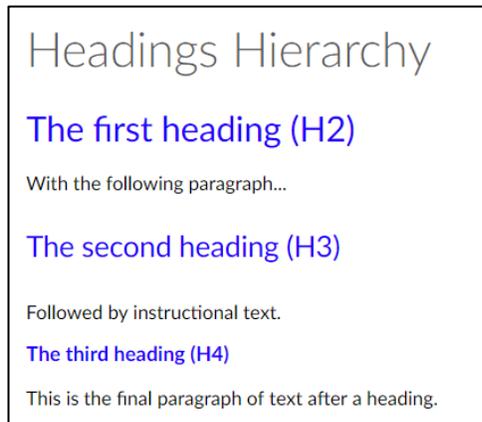
UDL recommends designing materials that can be accessed, understood, and used by everyone from the outset, regardless of ability.

Examples of how you can make your content accessible include:

- **Alternative text for images:** All images require meaningful alt text descriptions which can be read by a screen reader (See [Canvas Community instructions on alt text](#)).
- **Video transcripts:** Use Automated Speech Recognition (ASR) for videos uploaded to Echo Video. While this transcription is machine-generated, you can edit it for accuracy ([Enabling Automated Speech Recognition in Echo Video](#)).
- **Closed captions:** Add closed captions to videos.
- **Content formatting:** Use the default font in Canvas and avoid use of coloured text for emphasis or differentiation.
- **Meaningful hyperlinks:** Avoid links like “find out more” or “click here.” Instead, use meaningful link names that describe the link’s target e.g. “Swinburne Library Website”.
- **Only use tables for tabular data:** Avoid using tables for formatting as this presents an accessibility issue for screen readers and mobile devices.



- **Use correct heading styles:** Use headings that follow a defined hierarchy to support students using a screen reader. The types of headings and the html tag equivalent are Heading 2 <h2>, Heading 3 <h3> and Heading 4 <h4>. Each Canvas page title automatically uses a Heading 1 style. Choose from the other three heading styles in your content. Use Heading 2 to define the major content areas on the page and heading 3 and heading 4 as lower-level headings to define topics within the sub-heading. For example:



## Why?

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Creating accessible learning experiences is a legal requirement. The [Disability Discrimination Act 1992](#) and [The Disability Standards for Education 2005](#) require that all people are provided with equal access to educational materials.

## References

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Martin, J. (2017). 'Universal design for learning principles in Canvas', *Instructure*, 21 September, <https://community.canvaslms.com/groups/designers/blog/2017/09/21/universal-design-for-learning-principles-in-canvas>

University of Tasmania. (2018). *Designing accessible learning content*, <http://www.teaching-learning.utas.edu.au/content-and-resources/accessibility>

UNSW Sydney. (2018). *Universal design for learning (UDL)*. <https://teaching.unsw.edu.au/universal-design-learning-udl>

To learn more view the LTU [Accessible and Inclusive Design video](#) and [guidelines](#).

# Copyright

## CONTENT COMPLIANCE

### Ensuring content is copyright compliant

Canvas allows rich learning environments with embedded video and audio files, PowerPoint slides, PDF documents, and social media content. All content uploaded, linked, and embedded within Canvas must be copyright compliant. We also recommend correctly citing all multimedia content in your course. Remember, attribution alone does not mean you are copyright compliant!

#### Why?

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As well as protecting Swinburne from the implications of copyright infringement, academic staff should model best practices for their students. Understanding how to source and use appropriate digital content is a key skill for [Future-Ready Learners](#) and will equip students for their future careers.

Copyright management at Swinburne is guided by the principles of clause 9.2 of the Swinburne People, Culture and Integrity policy and/or the Copyright Guidelines available from the [Copyright at Swinburne](#).

It is critical that you do not upload PDF versions of textbooks and journal articles into your Canvas, as this is not Copyright compliant.

Several resources are available at Swinburne to support you:

- [Liaison Librarians](#): Provide support with making copyright compliant resources including readings available
- [Swinburne Copyright Office](#): Available for any copyright queries or concerns
- [Copyright wiki](#): Extensive information on copyright at Swinburne
- [Copyright for Teaching tool](#): Find information on the media type you want to use and your intended use

#### References

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Blechner, A. (2019). 'Finding public domain & Creative Commons media: Video content', *Harvard Law School*, 11 February, <https://guides.library.harvard.edu/c.php?g=310751&p=2072820>.

Swinburne University of Technology. (2018). *Copyright at Swinburne*. <http://www.swinburne.edu.au/library/about/copyright/>.

To help you easily find reusable materials, Creative Commons has created a dedicated CC Search portal, [search.creativecommons.org](http://search.creativecommons.org).

Learn more about [finding Creative Commons licensed materials](#).

[Contact your Liaison Librarian](#) for assistance in sourcing and embedding copyright compliant resources for your students.

Contact the Swinburne Copyright Office at [copyright@swin.edu.au](mailto:copyright@swin.edu.au)