

# Canvas Course Sections

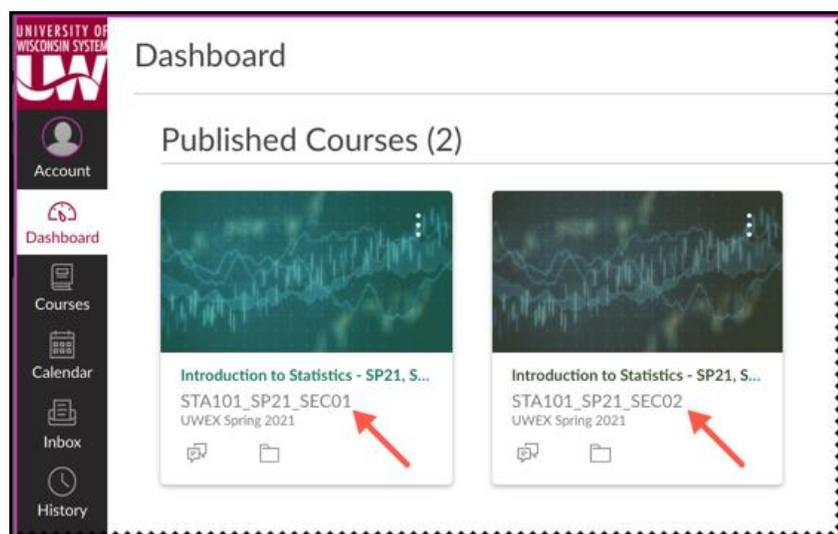
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## Overview

Thank you for teaching an online course through UW Extended Campus. Student surveys have shown that *you* are what contributes the most to a successful learning experience--your time, your feedback, and your investment in each course. This document helps you understand what to expect if your course splits into multiple sections, and how to take advantage of Canvas' features to help your students get the personalized experience they're hoping for.

## Multiple Sections = Multiple Course Shells

Imagine you teach a course that splits into two sections, and you teach both of them. When you log into Canvas, you'll see two courses on your Dashboard, one for each section. You can always identify which section corresponds to which course by looking for the **SEC##** number in the course code.



We put each section into a different course shell, rather than putting all sections together in one course, because:

- Students feel they are getting the best academic experience when they are in a normal sized class. Getting a degree online can be overwhelming for some students, so just imagine the jolt of finding yourself in a very large online class.

- Managing group assignments, group discussions, and peer review is much easier. This is particularly true when different instructors teach different sections.
- Using and managing external tools to enhance learning is much more straightforward. Many of you leverage tools provided through Pearson, McGraw-Hill, Cengage, and others. In most cases, these tools don't recognize section groupings when multiple sections are placed in the same Canvas course. Splitting sections into separate courses expands the range of tools you can use.

## Keeping Sections Academically Identical

When UW Extended Campus partners with your campus to offer collaborative courses, both parties sign a Memorandum of Understanding (MOU) promising students an academically identical experience even when courses split into different sections and those sections are taught by different instructors. In other words, no matter who is teaching which section, students should be graded on the same things, and grades should be calculated the same way. Therefore, personalize only those parts of the course that don't affect grading, such as announcements and discussions.

Personalization Encouraged	Keep Identical
<ul style="list-style-type: none"> <li>• Your personal information, such as your self-introduction and contact information.</li> <li>• Announcements. For example, if one of your sections is grasping a new concept better than another, you can tailor announcements in each section to give targeted feedback.</li> <li>• Discussion responses. Discussions may vary from course to course, and feedback has shown students love to see that you're engaging with them specifically.</li> <li>• Grading feedback. You're doing this now--giving feedback based on each student's strength and growth areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Content of graded assignments</li> <li>• Number and type of graded assignments</li> <li>• Grading schemes, such as which percentage ranges count as A, B, C, etc.</li> <li>• Grading points or weights</li> <li>• Extra credit opportunities</li> </ul>

# Additional Considerations

## Announcements and Discussions

If there is an announcement or discussion comment you want to repeat across multiple sections, you need to post it separately in each course shell.

## Course Edits

From time to time, you may discover typos in your course, or wish to make minor changes to clarify items such as quiz questions. Remember that any updates you make in one section's course do *not* automatically carry over to other sections. In other words, updates must be repeated in each section. Your instructional designer can help facilitate this process.

## Student Transfers

If students need to transfer between sections, they move into an entirely different course shell, so any work they have already completed does *not* move with them. Therefore, we make every effort to finalize transfers no later than the first week of a term. In some cases, if a student has already completed graded work, you may need to enter any grades received in the new course shell.

If you have additional questions about sections, feel free to reach out to your UW Extended Campus instructional designer.