*CPH 650: Public Health Administration*

# Enhancing Online Learning: Improving Canvas Navigation, Assessment and Student Engagement

## Overview

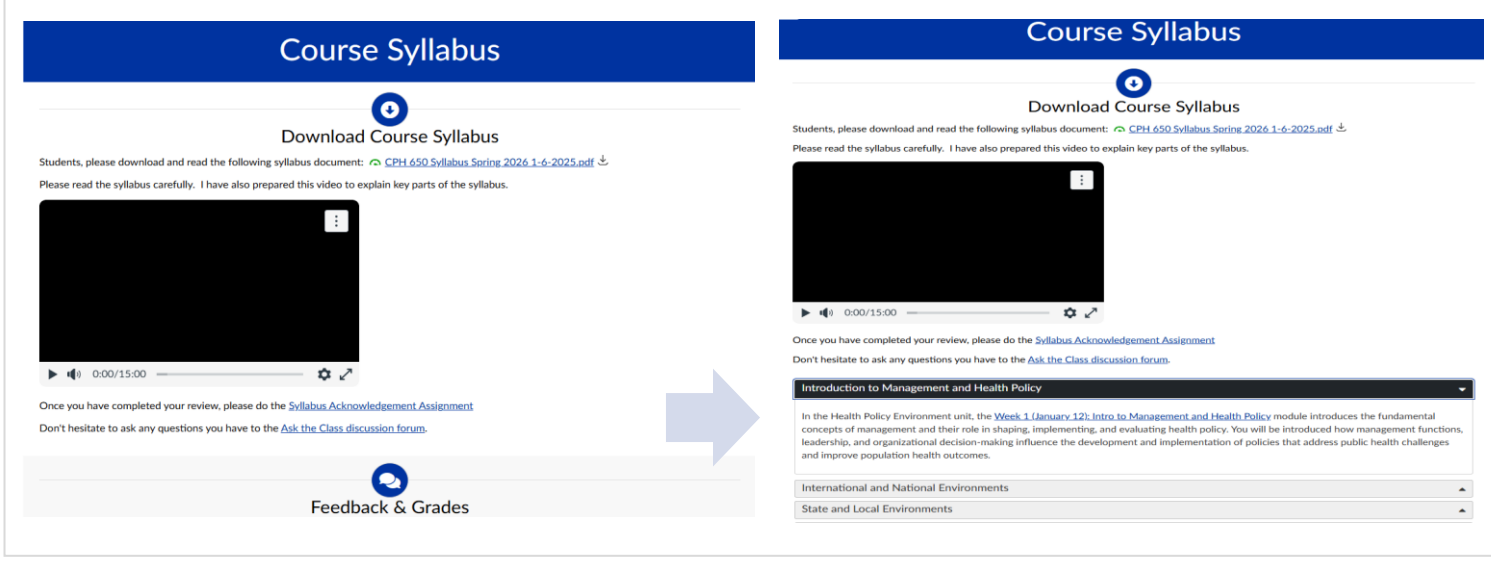
Distance learning provides a unique opportunity to reach students who would be unable to attend residential programs. The challenge in the online environment, the Canvas Learning Management program, is to make the course shell engaging and functional for student satisfaction with the online experience.

CPH 650 Public Health Administration (CPH 650) has posed challenging to teach in the online modality. The course is among the core courses that every student seeking the Masters in Public Health must take. The course contains 6 of 26 competencies required for student to be assessed in according to the Council on Education for Public Health. Across multiple faculty instructors, the course has performed poorly in Teacher-Course Evaluations.

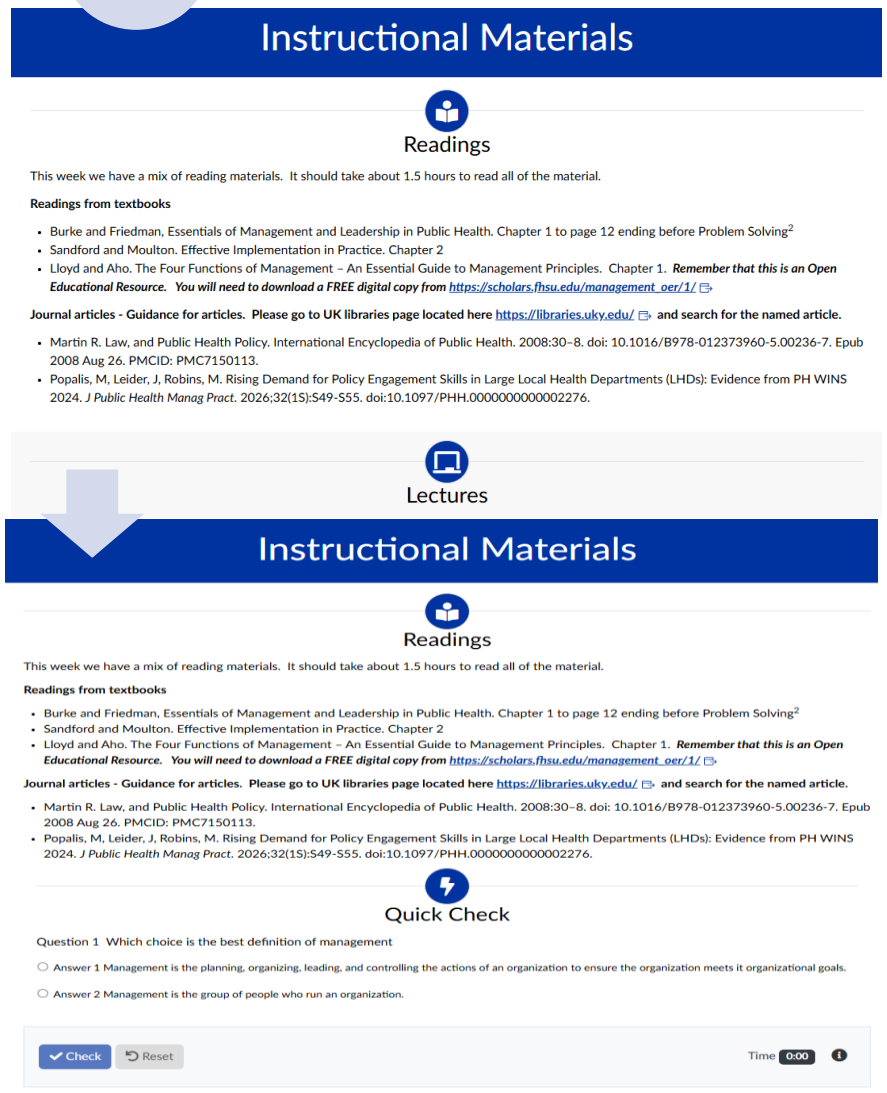
The aim of the participation in the Academy is to improve the delivery of CPH 650 to increase student engagement, learning, and satisfaction with the course.

## 1 Construction of the Canvas Course Shell to Improve Initial Student Engagement

Revising the syllabus page in Canvas to include clear navigation points and direct links to individual modules supports both the accessibility and usability principle and the active learning principle. Organizing the syllabus with clearly labeled navigation points helps students locate course materials and understand the course structure which reduces barriers to accessing learning content and improving the overall user experience. The new navigation features encourage students to take greater responsibility for their learning by independently accessing modules. These changes promote a more intuitive, student-centered learning environment that supports learner autonomy, engagement, and successful participation in the course.




## Improving Student Demonstration of Learning




Including a quick-check quiz after the required readings provides students with an opportunity to assess their own understanding of the material before moving on to the next learning activity. These low-stakes assessments encourage active learning by requiring students to recall key concepts and identify areas where they may need to revisit the readings. Immediate feedback helps students recognize misunderstandings, reinforce their knowledge, and take greater responsibility for their learning

## Enhancing Clarity and Providing Just-In-Time Learning Resources

Improving instructions and embedding reference materials alongside questions enhances both accessibility and usability by providing students with clear expectations, guidance, and convenient access to resources needed to complete learning activities successfully. These improvements support active learning by promoting engagement with instructional resources, enhancing self-efficacy, and helping develop the knowledge and confidence students need to achieve course learning objectives.




## Reflection

Reflecting on these course improvements, I recognize the importance of intentionally designing a Canvas course that promotes accessibility, usability, and active learning. Improving navigation helps students locate modules/course materials efficiently, while incorporating quick-check quizzes after required readings allows students to assess their understanding and identify areas requiring further review. Clarifying assignment instructions/embedding reference materials alongside quiz questions further reduces barriers to learning. These changes create a more organized, student-centered learning environment that encourages independent learning, self-assessment, and active engagement. These improvements reinforce the value of continuously evaluating course design and using evidence-informed strategies to enhance the student learning experience and support achievement of course learning objectives. With these changes, student satisfaction should improve.

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