

WEEK 10

Course Project:
Implementation Instructional Plan

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Master of Science
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MIDT6115: Instructional Design Frameworks

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The background features abstract geometric shapes in shades of blue, pink, and purple. A large blue triangle is in the top right, and a pink triangle is in the bottom left. A series of overlapping diamonds in blue, pink, and grey are arranged along the right side.

CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

Liezl van Wyk

WALDEN UNIVERSITY
INSTRUCTIONAL DESIGN
AND TECHNOLOGY MIDT6115

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01

ANALYSIS DOCUMENT

PROJECT DESCRIPTION

This instructional project focuses on the design of a concise, interactive training module titled 'Mastering Canva Basics for Quick, Professional Presentations.' The session is intended for adult learners, teachers, graduate students, and professionals. Those who need to create effective, polished slides in a time-efficient way. The instructional need for this module grew out of repeated observations of peers and colleagues who expressed frustration when tasked with building presentations. While Canva is a free and highly accessible tool, it is underutilized. Learners often default to PowerPoint, or if they do attempt Canva, they rely on its most basic templates without exploring design options. The outcome is typically text-heavy slides with inconsistent formatting that consume too much time to produce and fail to hold an audience's attention.

The problem is not a lack of access to technology. Instead, it is a skills gap that leaves learners either unaware of Canva's potential or unsure of how to apply design principles effectively. Instruction offers a direct solution by guiding learners step-by-step through the platform and modeling practical strategies that save time while improving visual quality. The purpose of the planned instruction is to build confidence and competence, ensuring that participants can quickly design slides that are clean, engaging, and professional.

Instruction is the best solution because it provides both demonstration and guided practice. Adult learners often learn best when they can apply new skills in a meaningful, problem-centered way. A hands-on workshop not only addresses the skills gap but also ensures immediate transfer to professional contexts.

NEEDS ASSESSMENT

The main problem this project addresses is that many adult learners do not feel confident designing effective presentations. Even though Canva is widely available and relatively easy to use, most participants either continue to rely on PowerPoint or limit themselves to Canva's default templates. This often results in slides that are text-heavy, visually inconsistent, and unnecessarily time-consuming to create.

Instruction offers a direct solution because the difficulty is not access to technology but rather a lack of design knowledge and guided practice. A structured training session allows participants to see effective slide design modeled, practice in a supported environment, and receive immediate feedback. By learning to apply design principles such as contrast, alignment, repetition, and proximity, learners can improve the clarity and professionalism of their work.

The purpose of the planned instruction is to provide a problem-centered, hands-on experience that results in a short Canva presentation learners can use immediately. This ensures that skills are not only introduced but also applied within the session. Instruction is the best solution because it offers scaffolding and peer support that written guides or self-directed tutorials cannot provide. A live workshop balances explanation, modeling, and practice, creating the conditions for learners to transfer their skills confidently into their professional and academic contexts.

The target learners for this module are adults between the ages of 20 and 55. Most will be teachers, graduate students, or professionals in workplace settings who frequently need to prepare presentations for instruction, academic defense, or business communication.

- **General Characteristics:**

Learners are generally comfortable with everyday technology such as email, Word, and PowerPoint. They are not “digital natives” in the sense of growing up with Canva or similar tools, but are confident using productivity software. Prior exposure to Canva is limited. While some may have experimented with templates, few have systematically applied design principles.

- **Entry Characteristics:**

Learners come with varying degrees of design experience. Some may be adept at layout in PowerPoint, while others feel overwhelmed by visual design. Entry knowledge is therefore uneven, but all learners share the need to streamline their workflow and improve the professional look of their slides.

- **Learning Preferences:**

Research in adult learning emphasizes the importance of relevance, practicality, and immediate application (Knowles, Holton, & Swanson, 2015). Learners want instruction that is concise, problem-centered, and directly tied to their daily responsibilities. They prefer to practice rather than passively listen.

- **Diversity and Accessibility:**

Learners represent diverse cultural, linguistic, and academic backgrounds. Some may be non-native English speakers, which requires explicit, plain-language instruction. Accessibility is also a consideration; for example, color-blind learners must be guided toward contrast-friendly design choices.

- **Motivation and Attitudes:**

Motivation is high because most participants want to save time and create presentations that look professional. However, some may initially feel intimidated by design concepts. The workshop structure, which emphasizes short practice tasks and peer support, will help reduce anxiety and build self-efficacy.

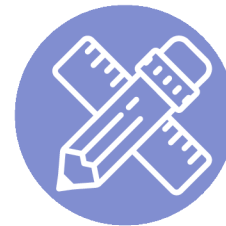
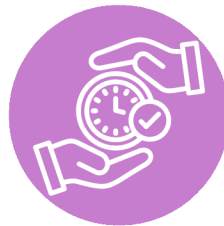
By recognizing these characteristics, the module is tailored to provide relevant examples, scaffolded practice, and collaborative opportunities that suit the needs of diverse adult learners.

PERFORMANCE GAP ANALYSIS

Currently, most learners either avoid Canva or use only the most basic features. Their presentations are frequently cluttered, filled with too much text, and inconsistent in visual style. Audiences often find such slides difficult to follow, which undermines the speaker's effectiveness. Learners also spend an excessive amount of time trying to fix formatting problems.

The desired performance is that learners confidently use Canva to create a short, professional-looking presentation of three to five slides. Each presentation should incorporate at least one design principle such as, contrast, repetition, alignment, or proximity, to ensure clarity and visual appeal. Learners should also be able to export their slides in a format they can use immediately in their work.

The performance gap, therefore, is characterized by a lack of confidence, efficiency, and design knowledge. Instruction directly addresses this by modeling Canva use, providing guided practice, and reinforcing design principles. The result is a measurable improvement in both process (reduced frustration and time spent) and product (higher quality presentations).



CONTEXTUAL ANALYSIS

Instruction must consider three types of context: orienting, instructional, and transfer.

- **Orienting Context:**

Learners are motivated by professional and academic needs. They recognize that well-designed presentations improve credibility and communication. The workshop builds on this motivation by framing Canva as a tool that saves time while enhancing professionalism.

- **Instructional Context:**

The training will occur in a computer lab or virtual classroom where all learners have access to Canva. The environment is interactive, with a facilitator demonstrating steps in real time. Learners will follow along, creating their own slides while receiving immediate support. Peer collaboration is facilitated through brief feedback exchanges, which simulate real-world collaboration.

- **Transfer Context:**

Learners will apply skills directly after the workshop in their workplaces, classrooms, or academic settings. Because the training centers on creating usable slides, the transfer is immediate. Participants leave with a finished product and the skills to replicate the process independently.

UNIT GOALS

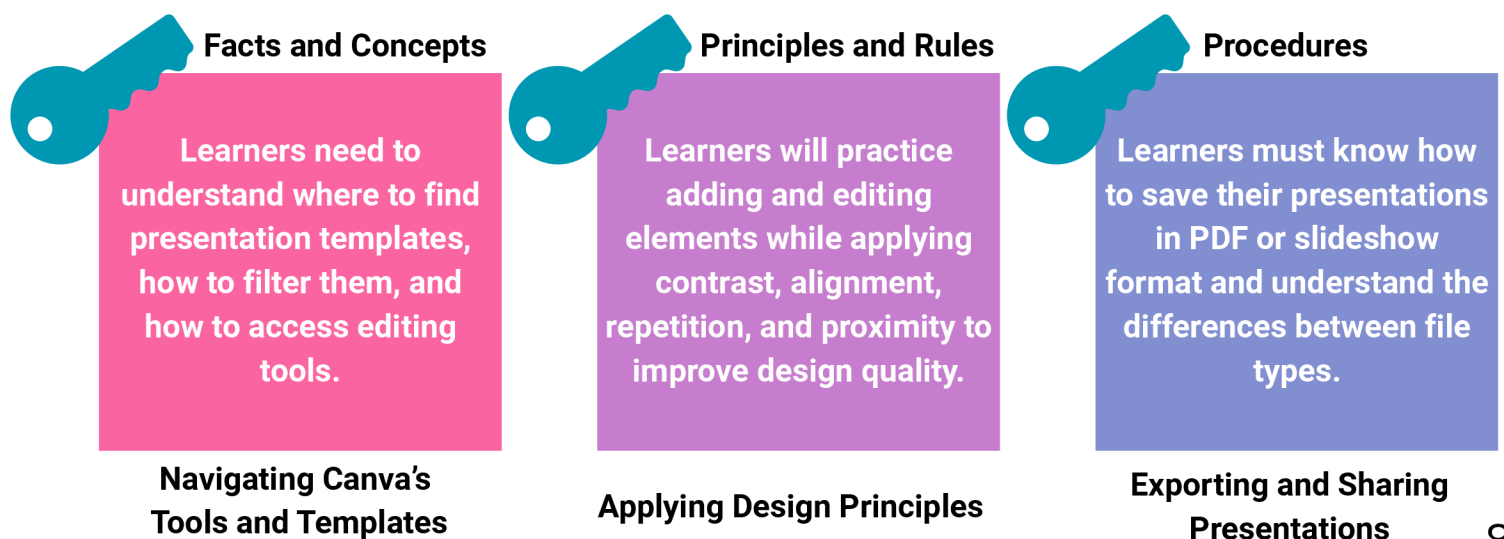
The goals of this unit are both performance-based and confidence-oriented:



Instruction will be deemed successful if learners complete a presentation that demonstrates design principles, finish within the workshop time, and express readiness to apply the skills independently.

TASK ANALYSIS

Three key topics form the backbone of this 30- to 60-minute session:



PROCEDURAL ANALYSIS

Each topic builds toward the outcome: a complete, professional-looking presentation. The procedural analysis ensures that learners understand both the actions required and the signals of successful performance.

Topic	What the Learner Does	What the Learner Needs to Know	Cues for Success or Problems
Navigating Canva	Log in, search for presentation templates, open one	Where templates are located, how to filter/search	Template opens, editable layout appears
Applying Design Principles	Insert/edit text, images, icons; adjust layout	Rules of design: contrast, alignment, repetition, proximity	Slides appear balanced, uncluttered, visually clear
Exporting and Sharing	Click "Download" or "Present"	Difference between PDF, slideshow, or link options	File saves correctly and opens in selected format

ADDITIONAL SUCCESS INDICATORS

In addition to learner performance, other indicators of success include:

- Enjoyment level of the participants, as measured in post-session surveys.
- Completion rate, with all learners producing at least three slides.
- Evidence of collaboration and constructive peer feedback.

These outcomes support not only the development of technical skills but also the positive attitudes and confidence necessary for sustained use of Canva.

This analysis demonstrates the clear instructional need for a Canva training module and outlines how the design will address it. By focusing on learner characteristics, contextual considerations, and performance gaps, the module is grounded in adult learning theory and practical relevance. Unit goals and task analysis provide a roadmap for measurable outcomes. At the end of the session, learners will not only have created their own presentations but will also leave with the skills and confidence to apply Canva effectively in their professional and academic lives.

02

DESIGN DOCUMENT

CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

This section outlines the design of the instructional module, including the instructional objectives, sequencing description, instructional message, instructional strategies, and plans for text and multimedia design. The structure follows the ADDIE model and aligns with the recommendations from Morrison et al. (2019), ensuring a systematic and theory-informed approach to design.

INSTRUCTIONAL OBJECTIVES

The instructional objectives were developed using Mager's four-part framework (audience, behavior, condition, standard) and align with the unit goals identified in the analysis phase. Each objective is SMART-er (Specific, Measurable, Action-oriented, Reasonable, Time-bound, evaluated, and revisited) and reflects appropriate instructional domains (cognitive, psychomotor, affective, or mixed) (Morrison et al., 2019; I-TECH, 2010).

The following objectives will guide instruction and assessment throughout the module.

Objective	Domain
By the end of the training session, adult learners will create and design a 3–5 slide Canva presentation that integrates text, images, and icons, achieving at least a 90% score on the provided design rubric (covering layout, visual consistency, and readability).	Cognitive + Psychomotor
During guided practice, learners will apply at least one design principle (contrast, alignment, repetition, or proximity) across a minimum of two slides, enhancing clarity and engagement as verified by instructor observation and peer feedback on slide quality.	Cognitive + Affective
By the conclusion of the workshop, learners will export their completed Canva presentation in both PDF and slideshow file formats, ensuring that both files open without major errors and are successfully shared with at least one collaborator and the instructor for grading using the rubric applied in Objective 1.	Psychomotor + Cognitive

Objective 1 focuses on developing foundational Canva presentation design skills to ensure learners can produce professional-quality presentations. Objective 2 targets learners' ability to apply visual design principles, which directly enhances clarity and engagement. Objective 3 addresses the practical need to accurately export and share presentations, thereby supporting consistency in real-world applications and assessments.

SEQUENCING DESCRIPTION

The instructional sequence follows a progressive skills development model, moving from foundational skills to more complex applications. This approach aligns with Gagné's Nine Events of Instruction (Gagné, 1985) and Morrison et al. (2019), ensuring that learners are oriented, motivated, guided, and provided opportunities for practice and feedback before demonstrating mastery.

The instructional sequence is outlined below and justified through the principles of instructional design theory.

1. Pre-Instruction / Motivation

The facilitator welcomes learners, introduces goals, and uses a before-and-after slide transformation as a motivational hook. Objectives are presented verbally and visually.

2. Demonstration: Navigating Canva

The instructor models logging in, locating templates, and using tools, and learners follow along.

3. Guided Practice: Slide Creation

Learners create 3–5 slides using text, icons, and images. The instructor provides scaffolded feedback.

4. Application of Design Principles

After the facilitator's explanation and peer feedback, Learners revise the slides using at least one design principle.

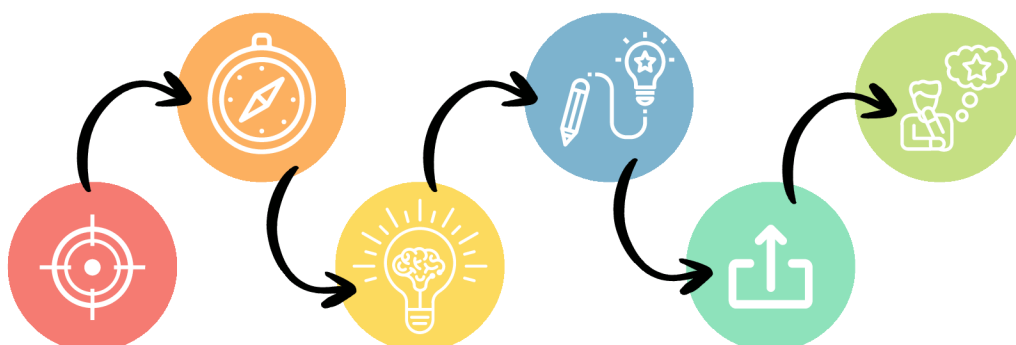
5. Exporting and Submission

Learners export their presentations as PDF and slideshow formats and share them with the instructor and peers.

6. Wrap-Up and Reflection

Learners self-assess using the rubric, submit work, and reflect on their learning.

This sequencing reflects a progression from simple to complex (Morrison et al., 2019), ensuring that learners acquire essential skills before applying them creatively and effectively. It also mirrors the structure of Gagné's instructional events, starting with attention and expectations, followed by demonstration, guided practice, independent application, and feedback.



INSTRUCTIONAL MESSAGE

The **pre-instructional strategy** combines a **Motivational Hook** and an **Advance Organizer** (Morrison et al., 2019, Table 8-1). The hook uses a **30-second before-and-after slide comparison to capture attention and demonstrate the relevance of design skills**. The advance organizer **outlines learning objectives and the session structure, supporting schema building and helping learners connect prior knowledge to new concepts**. This approach is particularly effective for adult learners who value immediate, practical relevance (Knowles et al., 2015). **This strategy was selected because adult learners respond well to authentic, job-relevant examples that highlight gaps in current practice.**

STRATEGIES TABLE

The following objectives will guide instruction and assessment throughout the module.

Task/ Concept	Type of Learning	Instructional Strategy	Justification
Navigating Canva dashboard and tools	Facts & Concepts	Direct demonstration and instructor modeling	Provides clear, structured exposure to basic tools, supporting initial skill acquisition.
Applying design principles	Principles & Rules	Worked examples Guided practice Peer feedback	Combines modeling with active application, which supports deep learning while managing cognitive load (Hall, 2016).
Exporting and sharing presentations	Procedures	Demonstration followed by learner performance	Ensures procedural knowledge is modeled and practiced, reducing technical errors during assessment

TEXT DESIGN

Text design for this module emphasizes **clarity, structure, and accessibility** to support beginner adult learners who may be unfamiliar with Canva. Careful attention has been paid to how textual information is presented to **minimize extraneous cognitive load, promote understanding, and ensure accessibility for a diverse group of learners** (Morrison et al., 2019, Ch. 8).

Instructional materials will use **plain language, clear headings, and chunking** to make information more digestible. Instructions will be written in short, active sentences, avoiding technical jargon wherever possible. Information will be organized into **small, manageable chunks** (e.g., step-by-step navigation, inserting text and images, applying design principles) to prevent learners from becoming overwhelmed and to facilitate sequential learning.

Typography and layout choices will follow universal design principles. Font sizes will be **18 pt or larger** to ensure readability on shared screens and individual devices. **High-contrast color schemes** (e.g., dark text on a light background) will be used consistently throughout slides, handouts, and demonstrations to support learners with visual impairments or low vision. Sans-serif fonts such as Arial or Open Sans will be used for their readability in digital formats.

A **one-page quick-reference handout** will be designed to support learners during and after the session. This handout will summarize **essential navigation steps, key design principles (C.R.A.P.), and exporting procedures**. The handout is intentionally concise and visually structured, featuring bullet points, subheadings, and icons, to function as a job aid that reinforces learning and supports independent practice after the session.

Textual elements on slides will adhere to **signal reduction strategies, avoiding overcrowded slides, minimizing unnecessary text, and using key phrases rather than whole paragraphs**. This aligns with Mayer's **Coherence Principle**, which suggests removing extraneous material to enhance learning. Important information will be highlighted through consistent use of **bolding, color, or placement**, helping learners **focus their attention where it matters most**.

All textual materials will be designed with **accessibility in mind**. Captions will accompany multimedia elements, and all digital handouts will be compatible with screen readers. This inclusive approach ensures that learners with varied needs, including English language learners and those with disabilities, can fully engage with the material.

These text design strategies are intentionally selected to **support adult learners** who may be new to Canva by providing structure, clarity, and accessible materials that reduce cognitive barriers while reinforcing core learning goals.

MULTIMEDIA DESIGN

To keep the learning experience focused and manageable for participants new to Canva, this module utilizes **two carefully selected multimedia elements**, both created and delivered within Canva itself. These elements were chosen to maintain a consistent learning environment, minimize cognitive switching between tools, and enable learners to focus on mastering the essentials.

The first element is a **before-and-after slide transformation video** created directly in Canva. This 30-second clip will showcase a cluttered, text-heavy slide being redesigned step by step, utilizing key visual design principles such as contrast, alignment, repetition, and proximity. It serves as a **motivational hook** and a **clear visual representation** of the types of improvements learners can expect to make during the session. This supports **Objective 2**, helping learners visualize effective design before they begin their own work.

The second element is a **live Canva demonstration**, which forms the core of the instructional experience and supports **Objectives 1 and 3**. The facilitator will share their screen and demonstrate, in real time, how to navigate Canva's dashboard, select and edit templates, insert and format text and icons, apply at least one design principle, and finally export and share their work. To support learners who are entirely new to Canva, the demonstration will use **slow, deliberate pacing, an enlarged cursor, and verbal explanations** for each step.

This approach is grounded in Mayer's **Signaling** and **Modality** principles, which emphasize focusing attention on key elements and using both visual and auditory channels to aid comprehension (Morrison et al., 2019).

By using Canva exclusively for all multimedia elements, the session ensures a **consistent learning environment** and **minimizes cognitive overload**. All content will incorporate **basic accessibility features** such as **high-contrast visuals** and **clear narration** to support diverse learners.

03

DEVELOPMENT GUIDE

DESCRIPTION OF INSTRUCTIONAL MATERIALS

Three instructional materials have been developed to engage learners and meet the objectives of the Canva Basics and C.R.A.P. Design Principles training session:

1. **Interactive Canva Presentation**
2. **Facilitator's Guide**
3. **Student Guide (included in Appendix A)**

Each resource plays a specific role in supporting the cognitive, psychomotor, and affective learning domains within a 60-minute instructional module.

Interactive Canva Presentation

- The interactive Canva presentation serves as **the core instructional medium**.
- It introduces learners to:
 - **Canva's interface**
 - **Demonstrates how to apply C.R.A.P. design principles**
 - **Provides visual examples of good and poor design**
- Short interactive elements such as clickable icons, animation triggers, and demonstration slides enhance learner engagement. This tool supports both instructor-led and self-paced formats, aligning with adult learning principles by allowing learners to explore and review content independently.



Facilitator's Guide

- The Facilitator's Guide outlines:
 - **Session pacing**
 - **Discussion prompts**
 - **Transition cues for instructors leading the workshop**
- It supports consistent delivery across different facilitators while allowing flexibility to adapt instruction to the learners' context. It includes timing suggestions, troubleshooting notes, and reflection questions that encourage learner participation and real-world connections.



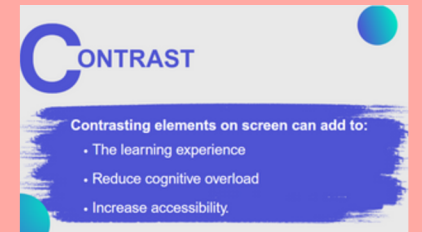
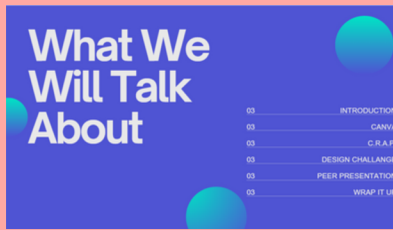
Student Guide

- The Student Guide (see Appendix A) serves as a step-by-step learner resource, summarizing essential Canva functions and design strategies.
- It includes:
 - **C.R.A.P. Design Principles**
 - **Keyboard shortcuts**
 - **Canva presentation effects**
 - **Export instructions**
 - **Canva Hacks Cheat Sheet**
- Learners can refer to this guide during and after training as a quick reference manual to reinforce independent learning and technical confidence.
- Together, these materials integrate visual, auditory, and kinesthetic learning modalities, ensuring accessibility and practical application for all participants.



CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

SAMPLE OF INSTRUCTIONAL MATERIALS



TRAINING SESSION PACING			
Time	Phase	Facilitator Focus & Actions	Tips / Transitions
0-5 minutes	Welcome & Introduction	• Greet participants and introduce the theme: "Get Your C.R.A.P. Together with Canva!" • Quick icebreaker: Ask the first Canva Poll Question ("Have you used Canva before?"). • Check that everyone is online, logged into Canva, and has the Student Guidebook.	"No worries if you're new—by the end of this session, you'll be designing like a pro!"
5-15 minutes	Presentation & Guided Exploration	• Start the Canva Interactive Presentation. • Walk through: Dashboard basics, templates, and interface overview. • Show fun shortcuts ("D" = drumroll, "C" = confetti). • Quick interactive poll: "Which Canva feature do you use most?"	Tip: Keep the pace light and engaging—drop in Canva "hacks" and show effects live!

TRAINING SESSION PACING			
Time	Phase	Facilitator Focus & Actions	Tips / Transitions
15-40 minutes	Guided Design & Practice	• Introduce the Design Challenge: Create a 2-3 slide mini-presentation applying at least two C.R.A.P. principles. • Encourage participants to explore templates and customize. • Walk around (if in-person) or monitor (if virtual) to assist.	"Remember: Contrast makes it pop, alignment keeps it clean, and proximity helps your ideas connect!"
40-45 minutes	Presentation & Verbal Feedback	• Have participants share their mini-presentations with a peer or small group. • Provide quick feedback using the Micro-Rubric. • Celebrate creativity—use a "mic drop" or "confetti" animation for standout slides.	• "That's a slide worthy of a Canva celebration—cue the confetti!"
55-60 minutes	Reflection & Wrap-Up	• Lead a short verbal reflection: "What's one new Canva hack or C.R.A.P. principle you'll use this week?" • Summarize the key takeaways. • Thank participants and remind them to share their exported PDFs or slides.	• "Your designs tell stories—keep exploring, experimenting, and sharing!"



CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

DELIVERY METHOD

The 60-minute Canva training module uses a **blended microlearning delivery approach** that combines **guided demonstration** and **self-paced hands-on exploration**. This method maximizes engagement by balancing instructor modeling with individual learner autonomy.

Structure of Delivery Outline		
Time	Phase	Quick Guide
0 - 5 minutes	Welcome & Introduction	• Welcome • Check that everyone is connected to the internet • Check that everyone has a Canva Account & Login • Check that everyone has recieved a Canva Student Guide
5 -15 minutes	Presentation & Guided Exploration	• Start Presentation • Guided Exploration
15 - 40 minutes	Guided Design & Practice	Guided design challenge : • Students create a 2–3 slide Canva presentation
40 - 45 minutes	Presentation & Verbal Feedback	• Peer sharing • Feedback • Rubric-based review
55 - 60 minutes	Reflection & Wrap-up	• Verbal reflection • session wrap-up

Strengths

- 
- Promotes active engagement through hands-on practice.
 - Supports diverse learning preferences via multimedia resources.
 - Enables real-time feedback and peer collaboration.
 - Adaptable for self-paced, hybrid, or group learning contexts.

Weaknesses

- 
- Requires consistent internet access and digital familiarity.
 - Limited time may restrict the deep exploration of advanced Canva features.

This delivery approach best meets the learning objectives by promoting design literacy through experiential learning. Learners not only gain technical skills but also confidence to apply visual design principles independently.

DESCRIPTION OF ASSESSMENT MATERIALS

To evaluate both foundational understanding and applied skills within the 60-minute Canva Basics + C.R.A.P. Design Principles session, two complementary assessment instruments will be implemented:

1. **An Interactive Canva Poll** to gauge the group's baseline knowledge of Canva Basics and design principles.
2. **A Performance-Based Micro-Rubric** assessing a short, 2–3-slide design challenge.

Interactive Canva Poll

At the start of the session, participants will complete a **brief Interactive Poll** embedded in the Canva presentation.

Using Canva's interactive poll or "magic form" features, learners respond in real time to 4–5 multiple-choice questions, such as:

- "Have you used Canva before?"
- "Do you know what C.R.A.P. means?"
- "Which of these is not part of the C.R.A.P. design principles?"
- "Which tool would you use to duplicate a slide?"
- "You're designing a classroom poster. Which C.R.A.P. principle helps you make the title stand out?"
- "A slide uses five different fonts. Which principle is being violated?"

Responses appear instantly on the presentation screen, giving the facilitator and group a quick overview of collective familiarity with Canva's interface, features, and design concepts. The activity takes under 5 minutes, functioning as both an **icebreaker** and a **diagnostic tool** that **informs how deeply to model specific steps in the workshop**. It keeps participants **engaged** from the start and establishes a supportive, interactive tone for the session.

Performance-Based Micro-Rubric

After the initial poll and presentation, participants move into a hands-on 2–3 slide design challenge where they apply at least two C.R.A.P. principles (Contrast, Repetition, Alignment, Proximity).

Learners arrange text, icons, and images, then export their presentation as a PDF and PowerPoint. Students will share it with a partner and the facilitator.

The Micro-Rubric rates application of design principles, layout clarity, and export accuracy, and includes a brief verbal reflection (a one-minute "show and tell") where each learner explains one design choice and its intended impact.



CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

Criteria	3 – Proficient	2 – Developing	1 – Beginning
Application of C.R.A.P. Principles	Demonstrates at least 2 principles clearly	Demonstrates 1 principle partially	Minimal or incorrect use
Layout & Visual Balance	Slides are cohesive and well-aligned	Minor spacing or contrast issues	Disorganized or hard to read
Export & Sharing	Successfully exports and shares PDF and Presentation	Minor export issues	Unable to export correctly
Verbal Reflection	Explains design choices clearly and confidently	Some clarity in reasoning	No meaningful reflection

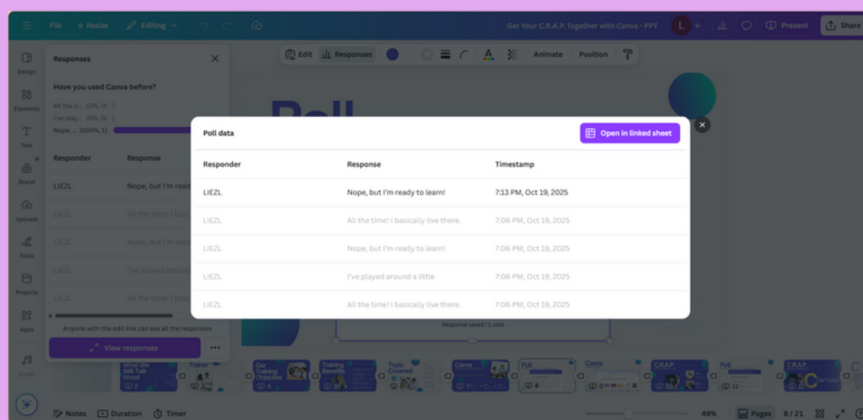
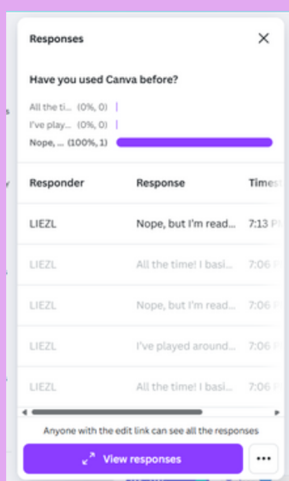
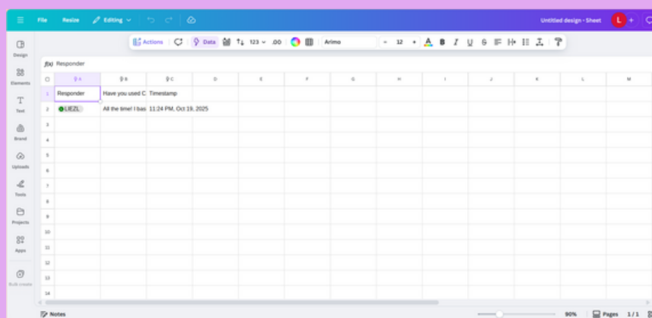
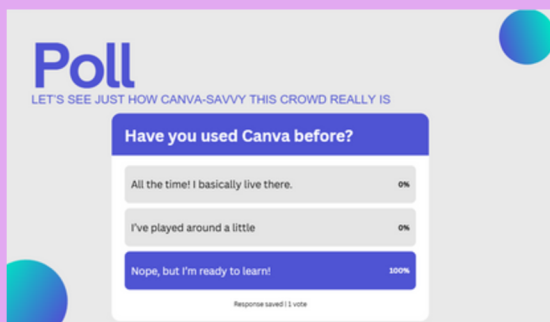
This approach promotes authentic, performance-based assessment within the limited timeframe while keeping learners active and creative.

Assessment Alignment Justification

Learning Goal / Task	Objective Alignment	Assessment Instrument	Measured Domain	Evidence of Alignment
Develop familiarity with Canva tools and features	Navigate Canva workspace and identify basic tools	Interactive Canva Poll	Cognitive + Affective	Poll results show collective awareness of tools and principles.
Apply C.R.A.P. design principles effectively	Use at least 2 principles in a slide design	Micro-Rubric	Cognitive + Psychomotor	Evaluates practical application and layout balance.
Export and share presentations accurately	Save and share final presentation in PDF and presentation	Micro-Rubric	Psychomotor	Confirms ability to export and share files correctly.
Build confidence in applying Canva professionally	Reflect on learning and self-efficacy through verbal sharing	Micro-Rubric (Reflection criterion)	Affective	Reflection demonstrates confidence and self-awareness.

CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

SAMPLE OF ASSESSMENT MATERIALS



Criteria	3 – Proficient	2 – Developing	1 – Beginning
Application of C.R.A.P. Principles	Demonstrates at least 2 principles clearly	Demonstrates 1 principle partially	Minimal or incorrect use
Layout & Visual Balance	Slides are cohesive and well-aligned	Minor spacing or contrast issues	Disorganized or hard to read
Export & Sharing	Successfully exports and shares PDF	Minor export issues	Unable to export correctly
Verbal Reflection	Explains design choices clearly and confidently	Some clarity in reasoning	No meaningful reflection

Feedback Notes

Score

04

**IMPLEMENTATION
PLAN
AND
FACILITATOR'S
GUIDE**

CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

This section outlines the implementation phase of the instructional module “Get Your C.R.A.P. Together with Canva!”, which was developed as part of the professional development series for educators. The purpose of this phase is to provide clear, actionable guidance to facilitators and learners to ensure the session is delivered and participants participate successfully. It includes the facilitator’s pacing guide, the student guidebook overview, and specific steps for setup, delivery, and assessment. The plan ensures the session runs smoothly, aligns with the learning objectives, and supports an engaging, collaborative learning experience through Canva’s interactive tools and the application of the C.R.A.P. design principles.

UNIT OVERVIEW

The “Get Your C.R.A.P. Together with Canva!” training module is a one-hour interactive professional development session designed for educators and adult learners. The purpose of the session is to help participants create visually engaging presentations using Canva while applying the C.R.A.P. design principles: Contrast, Repetition, Alignment, and Proximity.

The session uses a balanced approach that includes short demonstrations, hands-on guided practice, and opportunities for collaboration. Participants work directly in Canva to design a short presentation, exploring how visual design choices improve clarity and engagement. The session also includes live polls, quick interactive checks, and fun presentation effects such as Drum Roll, Confetti, Curtain, Mic Drop, and Blur to maintain energy and learner motivation.

PRE-WORKSHOP PLANNING

- **Audience:** Teachers and adult learners with basic computer literacy
- **Duration:** 60 minutes
- **Format:** Instructor-led session with interactive polls and guided Canva activities

Facilitator Preparation:

- Confirm that all participants have Canva access, preferably through Canva for Education.
- Review the Facilitator’s Pacing Guide and Interactive Canva Presentation.
- Test all technology before the session, including Wi-Fi, projector, and audio.
- Prepare links for polls, examples, and sample slides.
- Provide learners with the Student Guidebook, which includes:
 - Canva dashboard overview
 - Steps for finding and editing templates
 - The basics of the C.R.A.P. design principles
 - A quick reference guide for exporting and sharing files
 - Presentation mode shortcuts and a “Canva Hacks” cheat sheet

Learner Preparation:

- Log in to Canva before the workshop begins.
- Open the Student Guide (printed or digital copy).
- Have one active Canva design file ready to practice during the session.

CANVA IMPLEMENTATION INSTRUCTIONAL PLAN

INSTRUCTIONAL ENVIRONMENT, EQUIPMENT, AND MATERIALS

Environment:

- The session can be delivered in-person in a computer lab or virtually through platforms such as Zoom or Microsoft Teams.

Equipment and Materials:

- Instructor computer and projector or screen-sharing setup
- Participant computers or tablets with Canva access
- Student Guidebook (digital or printed)
- Facilitator's Guide with pacing and prompts
- Poll link or QR code for participant responses
- Canva slides or sample projects for demonstration

DELIVERY AND INSTRUCTIONAL SEQUENCING

Time	Activity	Facilitator Actions	Learner Actions
0–5 min	Welcome and Poll	Greet participants and launch poll: <i>"Have you used Canva before?"</i>	Respond to poll and share quick thoughts
5–15 min	Introduction and Exploration	Demonstrate Canva dashboard, templates, and interface features. Explain shortcut keys ("D" for drumroll, "C" for confetti, "Q" for curtain, etc.).	Follow along and practice locating templates using Student Guide
15–40 min	Hands-On Design	Guide learners to create a 2–3 slide presentation applying at least two C.R.A.P. principles. Provide examples and live feedback.	Design slides and experiment with color, layout, and alignment
40–50 min	Sharing and Feedback	Lead short presentations. Use the micro-rubric for quick, positive feedback.	Share slides and reflect on design choices
50–60 min	Wrap-Up and Reflection	Facilitate a final reflection question or poll: <i>"Which Canva hack will you use next week?"</i>	Share responses and complete quick self-check

ASSESSMENT OF LEARNING

Two methods are used to evaluate learning:

Interactive Canva Polls:

- Gauge participants' familiarity and confidence with Canva features before and after the session.

Performance-Based Micro-Rubric:

- Evaluates slide design, application of principles, export accuracy, and ability to explain design choices.
- Feedback is given immediately and focuses on positive reinforcement, improvement tips, and confidence building.

POST-WORKSHOP REFLECTION AND FOLLOW-UP

Participants are encouraged to:

- Continue exploring Canva and the C.R.A.P. principles using the Student Guide.
- Revisit their designs and improve visual consistency.
- Apply what they learned in classroom presentations or teaching materials.
- Facilitators can collect exported slides or reflections for further analysis of progress and engagement.

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EVALUATION PLAN

EVALUATION PROCESS

The evaluation of the instructional module “Get Your C.R.A.P. Together with Canva!” will focus on determining how effectively the session met its learning objectives and supported teacher skill development in design and presentation creation. Evaluation will be both formative and summative, capturing data before, during, and after the workshop.

Before Implementation

Participants will complete a Canva Poll containing short, interactive questions to measure baseline familiarity with Canva and the C.R.A.P. design principles. One item will also serve as a self-confidence rating, allowing learners to identify how confident they feel about designing visual materials before the session begins. This information will help the facilitator gauge the group’s prior experience and tailor instruction accordingly.

During Implementation

Throughout the 60-minute workshop, formative evaluation will take place using observation checklists and interactive polls to measure engagement and comprehension in real time. The facilitator will monitor learner progress during design activities and provide instant feedback. Participants will also share quick “Canva moments” (e.g., Confetti or Drumroll keyboard shortcuts) to demonstrate skill mastery and maintain enthusiasm.

After Implementation

At the end of the workshop, participants’ Canva projects will be assessed using a Performance-Based Micro-Rubric, measuring the correct application of contrast, repetition, alignment, and proximity principles. A post-session reflection survey will follow, asking learners to rate their confidence and identify one new skill they plan to apply in their teaching.

A 1-Week Canva Challenge will serve as an optional follow-up activity, encouraging participants to revise or improve one of their existing slides using C.R.A.P. principles and share it in a collaborative space. This brief asynchronous task reinforces retention and practical transfer of skills.

To support continuous improvement, the facilitator will review survey data, rubric scores, and reflection responses to determine what aspects of the session were most effective and where refinements may be needed.

ALIGNMENT OF UNIT GOALS TO THE EVALUATION PROCESS

Unit Goal	Evaluation Component	Measurement Tool	Justification
1. Navigate Canva's interface with confidence.	Pre-session Poll and Confidence Rating	Canva Poll and self-assessment scale	Captures prior experience and affective readiness before instruction.
2. Apply the C.R.A.P. design principles in visual creation.	Performance-Based Micro-Rubric	Four-criterion rubric	Measures cognitive and psychomotor mastery of design principles.
3. Collaborate and reflect on design choices.	Reflection Survey and Peer Feedback	Reflection prompts and partner discussions	Evaluates affective engagement and depth of understanding.
4. Export and share Canva designs accurately.	Final Product Review	Exported presentation (PDF/PowerPoint)	Confirms technical skill development.
5. Continue to apply C.R.A.P. principles post-session.	1-Week Canva Challenge	Shared improved designs	Measures long-term knowledge transfer and retention.

This evaluation design integrates quantitative and qualitative tools to capture a full picture of learner progress. The pre-session poll and confidence rating provide baseline data for comparison. Observation and interactive polls ensure that learning is active and responsive during the session. The performance rubric and reflection survey measure the transfer of knowledge into practice, while the optional one-week challenge assesses retention and sustained engagement.

All evaluation instruments were selected to reflect authentic learning and align with the session's time constraints. They support continuous improvement by allowing the facilitator to use collected data to refine pacing, materials, and support strategies for future cohorts.

Accessibility and inclusivity are also embedded in the process. Future iterations of this module will include contrast verification for color-blind accessibility and optional captioning for video or audio content, further aligning with Universal Design for Learning (UDL) principles.

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RESOURCES

RESOURCES

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