



CanvasCon 2017
June 12, 2017

How To Get the Most From Canvas: Best Practices and Lessons Learned

Rob Elliott and Sara Anne Hook, IUPUI

Description of Session



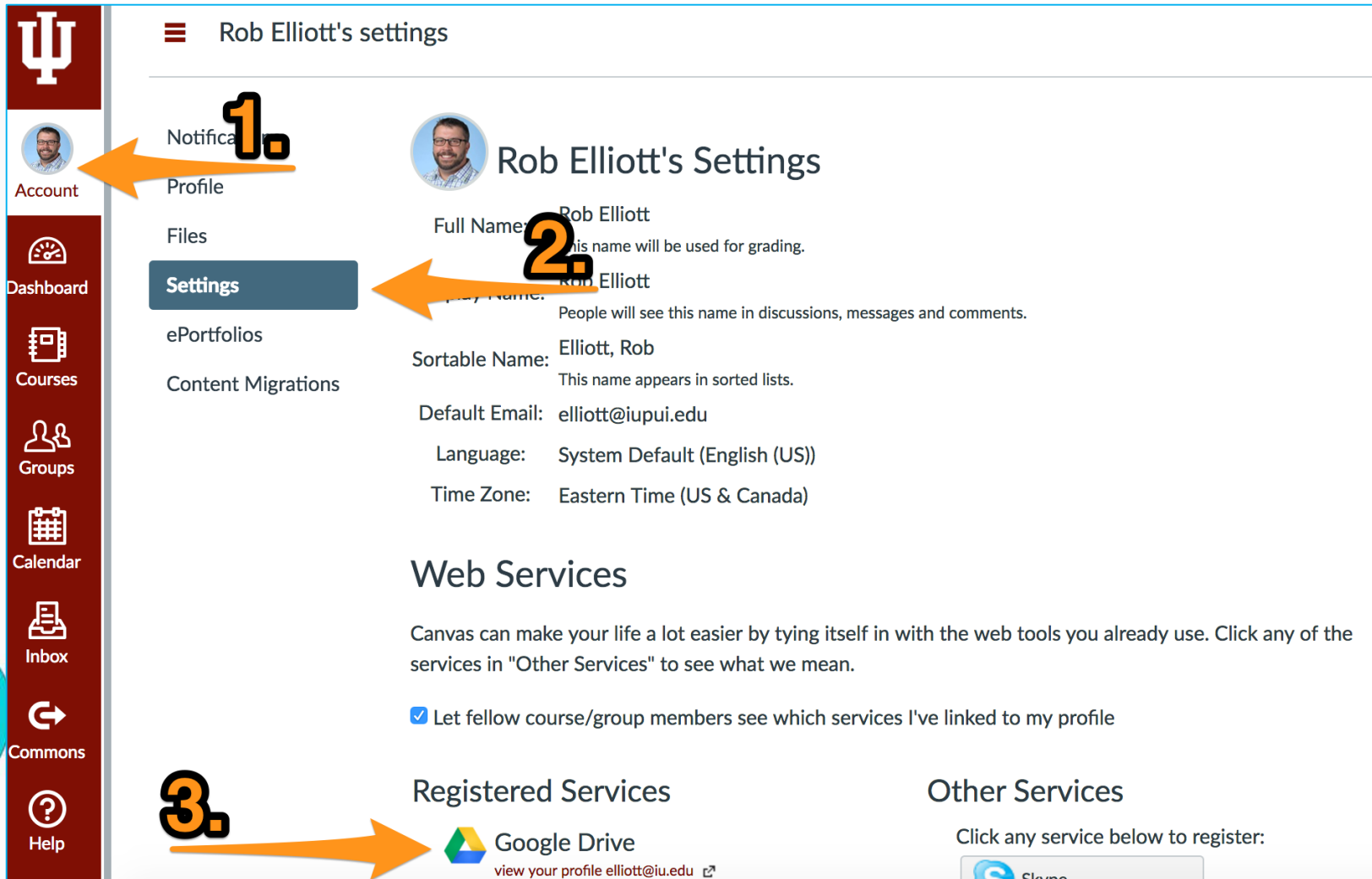
- This engaging presentation offers a wealth of insights, tips and recommendations for how to get the most from Canvas, including tools included or accessible via Canvas and Canvas Analytics.
- Reflecting rich diversity in subject expertise, the presenters have been teaching and taking online courses for more than 30 years combined.
- Specific topics to be covered: Enhancing Student Engagement and Collaboration, Canvas Analytics and Course Organization: Pages versus Modules

Collaborations

*Collaborative exercises work best
when the students are given a
framework in which to collaborate.*



Third-Party Integration is Key



The screenshot shows the 'Rob Elliott's settings' page. On the left is a dark red sidebar with icons and labels: Psi logo, Account (with a profile picture), Dashboard, Courses, Groups, Calendar, Inbox, and Commons. The main content area is titled 'Rob Elliott's settings' and includes a profile picture, a list of settings (Notifications, Profile, Files, Settings, ePortfolios, Content Migrations), and a 'Web Services' section. The 'Web Services' section has a checkbox checked for 'Let fellow course/group members see which services I've linked to my profile'. Below this are 'Registered Services' (Google Drive) and 'Other Services' (Skype). Three orange arrows with numbers 1, 2, and 3 point to the 'Account' menu item, the 'Settings' button, and the 'Registered Services' section respectively.

1. Account

2. Settings

3. Registered Services

Rob Elliott's Settings

Full Name: Rob Elliott
This name will be used for grading.

Display Name: Rob Elliott
People will see this name in discussions, messages and comments.

Sortable Name: Elliott, Rob
This name appears in sorted lists.

Default Email: elliott@iupui.edu

Language: System Default (English (US))


Time Zone: Eastern Time (US & Canada)

Web Services

Canvas can make your life a lot easier by tying itself in with the web tools you already use. Click any of the services in "Other Services" to see what we mean.


Let fellow course/group members see which services I've linked to my profile

Registered Services

 Google Drive
view your profile elliott@iu.edu

Other Services

Click any service below to register:

 Skype



New Collaborations Are Easy

Pages

Modules

Collaborations

SCORM

People

IU Photo Roster

Announcements

Files

Outcomes

Quizzes

Conferences

Settings

Start a New Collaboration

Collaborate using: Google Docs

Google Docs is a great place to collaborate on a group project. It's like Microsoft Word, but lets you work together with others on the same file at the same time without having to email it around.

Warning: you (and all your collaborators) will need a Google account in order to participate in any Google Docs collaborations.

Document name:

Description:

Collaborate With:

People Groups

- Team Blue
- Team Red
- Team White

Click or tap a user or group in the left-hand column to add Collaborators.

Collaboration in My Courses



- Students are required to provide feedback to each other as part of the next week's Discussion Forum questions.
- Note the details of the first question on the instructions for the Module.
- Increases learner-learner interaction, per the Quality Matters (QM) rubric.
- We take points off if students do not provide feedback to each other.

Collaboration in My Courses



Benefits:

- Students post their responses earlier – to enhance their chances of getting the maximum feedback from other students.
- Students provide more robust responses to the Discussion Forum questions.
- The best and most robust responses tend to get the most feedback from other students.
- Students read each other's responses, which reinforces what they are learning and provides them with different viewpoints.
- Builds a bit of competition into the courses – posting early means more opportunities for feedback.

Ψ
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Commons
Help

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- Home
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- Grades
- People
- Pages
- Files**
- Syllabus
- Modules
- Chat
- SIS Faculty Center
- IUPUI Academic & Student Support Services
- Campus Course Policies
- CourseNetworking (CN Post)
- Course Questionnaire
- Questionnaire Responses
- Outcomes
- Quizzes
- Discussions
- Assignments
- Conferences
- Collaborations
- SIS Performance

I410 - Module 12 - Fall 2016.pdf

Download I410 - Module 12 - Fall 2016.pdf (266 KB)

I410/I590/N485Electronic Discovery – Fall 2016

- Common Problems With E-Discovery – and Their Solutions – from *The Federal Lawyer*



By Sunday, November 13 at noon, please respond to the Discussion Forum questions for Module 12:

- Go to the responses to the Discussion Forum questions for Module 11. Select a student. Please comment on the student's review of one of the supplemental readings for Module 11. What did the student identify as being the lesson we can learn from this article? Were there any other aspects to or issues highlighted in this article that inform our knowledge of e-discovery, electronic evidence or litigation in general? Please include your feedback to the student as part of your responses to the Discussion Forum questions for Module 12 and indicate the student's first and last name.
- Select one of the four technology tools covered in Chapters Six, Seven and Eight of *Electronic Discovery for Small Cases* (Quick View Plus, dtSearch Desktop, Digital WarRoom Pro and Portable Archive File). Visit this vendor's website. What are some of the services offered by this vendor that could assist with e-discovery, especially the processing, review and analysis steps? What is one service or feature that sounded particularly intriguing to you?
- Select one of the technology tools covered in Chapter 5 of *E-Discovery: An Introduction to Digital Evidence* (Discovery Attender, AccessData Forensic Toolkit, iCONNECT-XERA, IPRO Eclipse). Visit this vendor's website. What are some of the services

◀ Previous

Next ▶

Student Name	Secondary ID	Discussion Forum: Module 10 Out of 3	Discussion Forum: Module 11 Out of 3	Discussion Forum: Module 12 Out of 3	Discussion Forum: Module 13 Out of 3	Discussion Forum: Module 14 Out of 3	Discussion Forum: Module 15 Out of 3	Discussion Forum: Module 16 Out of 3	Case Study #1 Out of 30	Case Ou
Bartholomew, Mad FA16-IN-INFO-1410-2	mobartho	3					0	0	0	
Bibler, Elaine FA16-IN-INFO-1410-2	ebibler	0					3	3	25.6	
Brink, Mackenzi FA16-IN-INFO-1410-2	mibrink	0					3	3	25	
Burris, Whitney FA16-IN-INFO-1410-2	wdburris	3					3	3	26.8	
Cole, Christy FA16-IN-NEWM-N48	colecshly	0					3	3	27	
Degenhardt, Hillan FA16-IN-INFO-1410-2	hdegenha	3					3	3	28.5	
Dumont, Kyla FA16-IN-INFO-1410-2	kydumont	2.8					3	3	25.5	
Fife, Victoria FA16-IN-INFO-1410-2	vjfile	3					3	3	25.2	
Fisher, Anne FA16-IN-INFO-1410-2	fisheram	3					3	3	27.1	
Garner, Peter FA16-IN-INFO-1410-2	pi Garner	3					0	3	26.2	
Gorby, Rebecca FA16-IN-INFO-1410-2	rgorby	3	2				0	3	25.3	
Jachimecki, Jessica FA16-IN-INFO-1590-2	jjachime	0	0				3	0	30	
James, Kendra FA16-IN-INFO-1410-2	ksrinker	3	3				3	3	26.8	
Jones, Ethan FA16-IN-INFO-1410-2	etin Jones	3	3				3	3	28.1	
Jones, Jonathan FA16-IN-INFO-1590-2	jonajone	0					0	0	26.8	
Kaddoura, Rolla FA16-IN-INFO-1410-2	rkaddour	3					3	3	27.6	
Kendall, Cheryl FA16-IN-INFO-1410-2	chokenda	2.5					3	3	25	
Kim, Jennifer FA16-IN-INFO-1410-2	kim907	3					3	3	27.7	
Liu, Jiansi FA16-IN-NEWM-N48	liu374	3	2				3	3	24.8	
McGann, Sean FA16-IN-INFO-1590-2	smcGann	3					3	3	28.3	
Medina, Vincent	vmedina	3	3				0	0	27.1	

Discussion Forum: Module 12
✕

Grade: out of 3

[Update Grade](#)

[More details in the SpeedGrader](#)

Submitted: Nov 13, 2016 at 9:10am

Comments

Vishakha Kumari Nov 20, 2016

glad that you were on board with Sean's point of view and have successfully added your own views as well. Also, your finding on the rainbow tables is quite interesting to me as well. It seems to me that one equipped with such a table and a basic profiling of the target could crack the password quite easily, and thus pose a threat to the cryptographic protection for nearly all the users. Good job!

Add a comment

[Post Comment](#)

Canvas Analytics

Why I am Interested in Canvas Analytics.

- Part of review team for a pilot project on analytics called Unizin Snapshot.
- Member of PhD committee for a student doing his dissertation on system-wide course analytics.
- A way to quickly see how students were doing in my courses to easily respond to the FLAGS system.
- Analytics could provide students with a clearer picture of how they are doing in a course.
- Evidence to refute a student's claims about his inability to communicate with me – faculty versus administrator (Account Analytics) access



Canvas Analytics

What are Analytics? As Defined by Canvas

Analytics evaluate individual components of a course and evaluate student performance. Analytics takes a three-pronged approach to creating substantive data for Canvas users.

Justification focuses on system reports and how the system is being used.

Intervention looks to predict at-risk students and how to meet their needs.

Learning focuses on learning outcomes, the effectiveness of the teaching style, and the division of time between students achieving competence and those falling behind.



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SU17-IN-INFO-I470-10401

SUMMER 2017

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IUPUI Academic & Student Support Services

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SIS Performance Roster

SIS Grade Roster

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SU17: LIT SUPRT SYS&COURTRM PRESENTN: 10401

Edit Settings

Import from Commons

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

View Course Analytics

Module 5 of I470/I590/I485 begins on Monday, June 5. You can find Module 5 by clicking on the Modules on the left side of your Canvas screen.

Module 5 includes a Fireside Chat, which you can access through Modules in Canvas.

By Sunday, June 11 at noon, please respond to the Discussion Forum questions for Module 5 using the the Modules link in Canvas (left side of the screen).

Be sure to take Quiz #2, which will be available from Friday, June 9 at 5:00 p.m. until Sunday, June 11 at 5:00 p.m. Quiz #2 will cover Modules 3-4 and will be a mixture of true/false, matching and multiple choice questions. Once you log into Quiz #2, you will have 2 hours to complete it.

Instructions for the Final Project are available as part of Modules 4 and 5. The Final Project is due on Monday, June 19 at 5:00 p.m. A grading rubric is also provided. I wanted to provide the instructions to the Final Project as quickly as possible, so that you would have plenty of time to work on it.

Have a terrific week! Please let me know if you have questions!

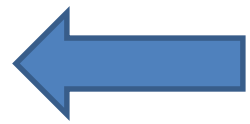
To Do

- 18 Grade Discussion Forum: Module 2 5 points • May 21 at 12pm
- 24 Grade Discussion Forum: Module 3 5 points • May 28 at 12pm
- 26 Grade Midterm Mini-Project 30 points • Jun 2 at 5pm
- 25 Grade Discussion Forum: Module 4 5 points • Jun 4 at 12pm

Coming Up

View Calendar

- Discussion Forum: Module 5 SU17-IN-INFO-I470-10401 5 points • Jun 11 at 12pm
- Quiz #2 SU17-IN-INFO-I470-10401 20 points • Jun 11 at 5pm



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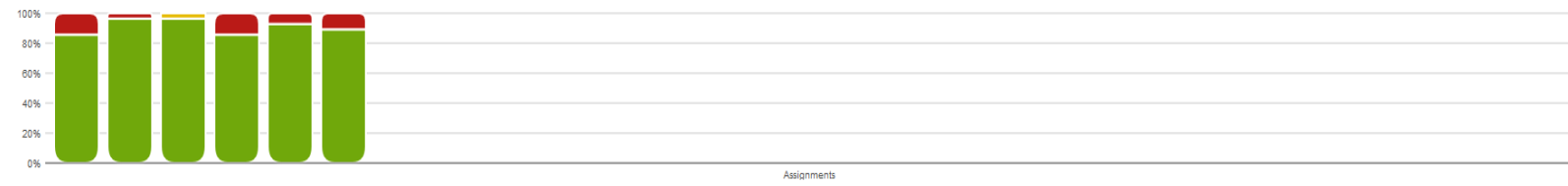
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Activity by Date



Submissions



Grades



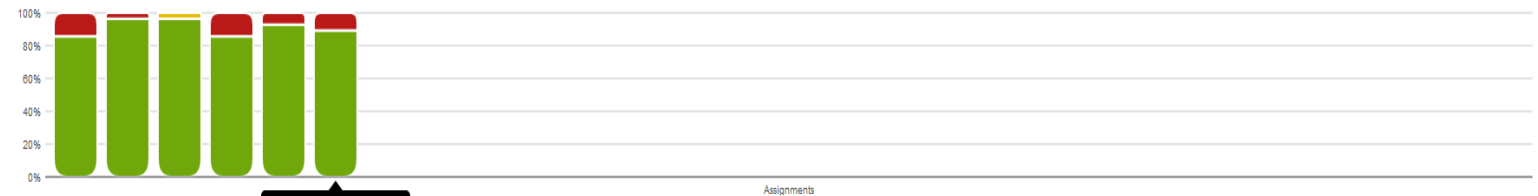
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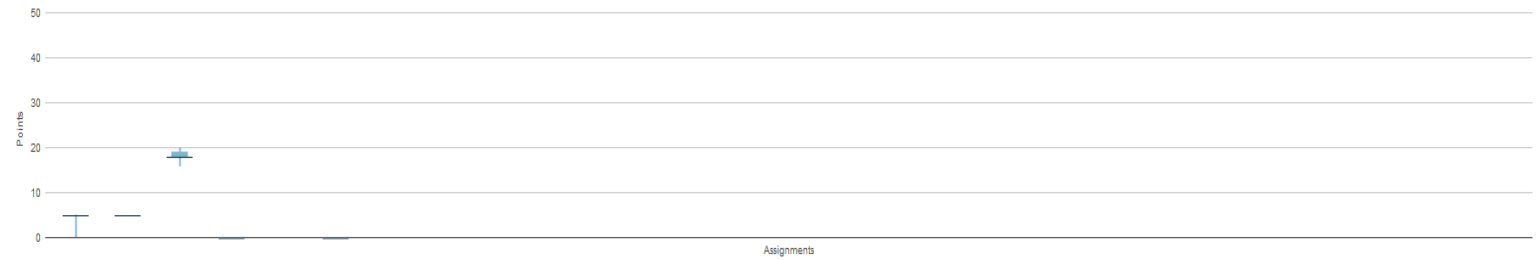
Activity by Date



Submissions



Grades



Analytics SU17-IN-INFO-L. X

https://ru.instructure.com/courses/1639481/analytics

SU17-IN-INFO-1470-10401 > Analytics

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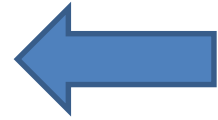
Inbox

Commons









Help

Activity by Date

Date	Page Views	Actions Taken
2017-06-05	259	2
2017-06-04	422	22
2017-06-03	238	2
2017-06-02	413	24
2017-06-01	411	7
2017-05-31	220	4
2017-05-30	215	2
2017-05-29	60	3
2017-05-28	450	18
2017-05-27	117	2
2017-05-26	1,249	15
2017-05-25	917	13
2017-05-24	474	8
2017-05-23	126	2
2017-05-22	210	2
2017-05-21	588	23
2017-05-20	285	3
2017-05-19	137	1
2017-05-18	311	3
2017-05-17	304	3
.....	...	-



To change from
Graphs to Tables
view.

- 
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-  Dashboard
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-  Calendar
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-  Help

SUDMISSIONS

Assignment	Missing	Late	On Time
Discussion Forum: Module 1	14%	0%	85%
Discussion Forum: Module 2	3%	0%	96%
Quiz #1	0%	3%	96%
Discussion Forum: Module 3	14%	0%	85%
Midterm Mini-Project	7%	0%	92%
Discussion Forum: Module 4	10%	0%	89%
Discussion Forum: Module 5	0%	0%	0%
Quiz #2	0%	0%	0%
Discussion Forum: Module 6	0%	0%	0%
Final Project	0%	0%	0%

Grades

Assignment	Low	Median	High	25th-75th %ile	Points Possible
Discussion Forum: Module 1	0	5	5	5 - 5	5
Discussion Forum: Module 2	5	5	5	5 - 5	5
Quiz #1	16	18	20	18 - 19	20
Discussion Forum: Module 3	0	0	0	0 - 0	5
Midterm Mini-Project	N/A	N/A	N/A	undefined - undefined	30
Discussion Forum: Module 4	0	0	0	0 - 0	5
Discussion Forum: Module 5	N/A	N/A	N/A	undefined - undefined	5
Quiz #2	N/A	N/A	N/A	undefined - undefined	20
Discussion Forum: Module 6	N/A	N/A	N/A	undefined - undefined	5
Final Project	N/A	N/A	N/A	undefined - undefined	50

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Midterm Mini-Project	7%	0%	92%
Discussion Forum: Module 4	10%	0%	89%
Discussion Forum: Module 5	0%	0%	0%
Quiz #2	0%	0%	0%
Discussion Forum: Module 6	0%	0%	0%
Final Project	0%	0%	0%

<< < 1 > >>

Grades

Assignment	Low	Median	High	25th-75th %ile	Points Possible
Discussion Forum: Module 1	0	5	5	5 - 5	5
Discussion Forum: Module 2	5	5	5	5 - 5	5
Quiz #1	16	18	20	18 - 19	20
Discussion Forum: Module 3	0	0	0	0 - 0	5
Midterm Mini-Project	N/A	N/A	N/A	undefined - undefined	30
Discussion Forum: Module 4	0	0	0	0 - 0	5
Discussion Forum: Module 5	N/A	N/A	N/A	undefined - undefined	5
Quiz #2	N/A	N/A	N/A	undefined - undefined	20
Discussion Forum: Module 6	N/A	N/A	N/A	undefined - undefined	5
Final Project	N/A	N/A	N/A	undefined - undefined	50

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Student ▾	Page Views ▾	Participations ▾	Submissions	On Time	Late	Missing	Current Score ▾
	173	5	10	6	0	0	93.33%



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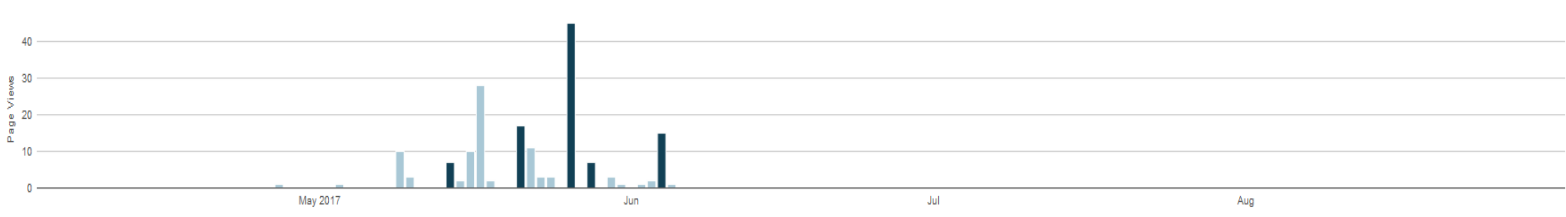
SU17-IN-INFO-I470-10401 > Analytics > [Redacted]

Current Total: 93.33%

SU17: LIT SUPRT SYS&COURTRM PRESENTN: 10401

[Redacted]

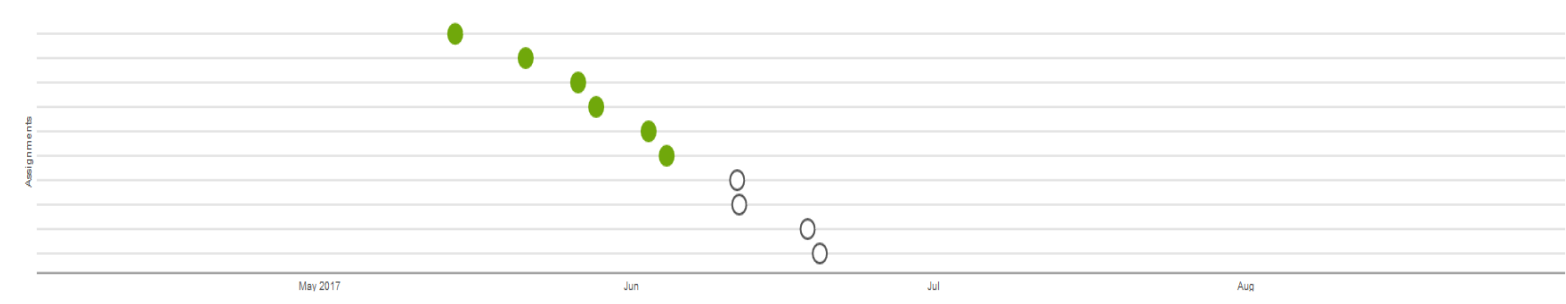
Activity by Date



Communication

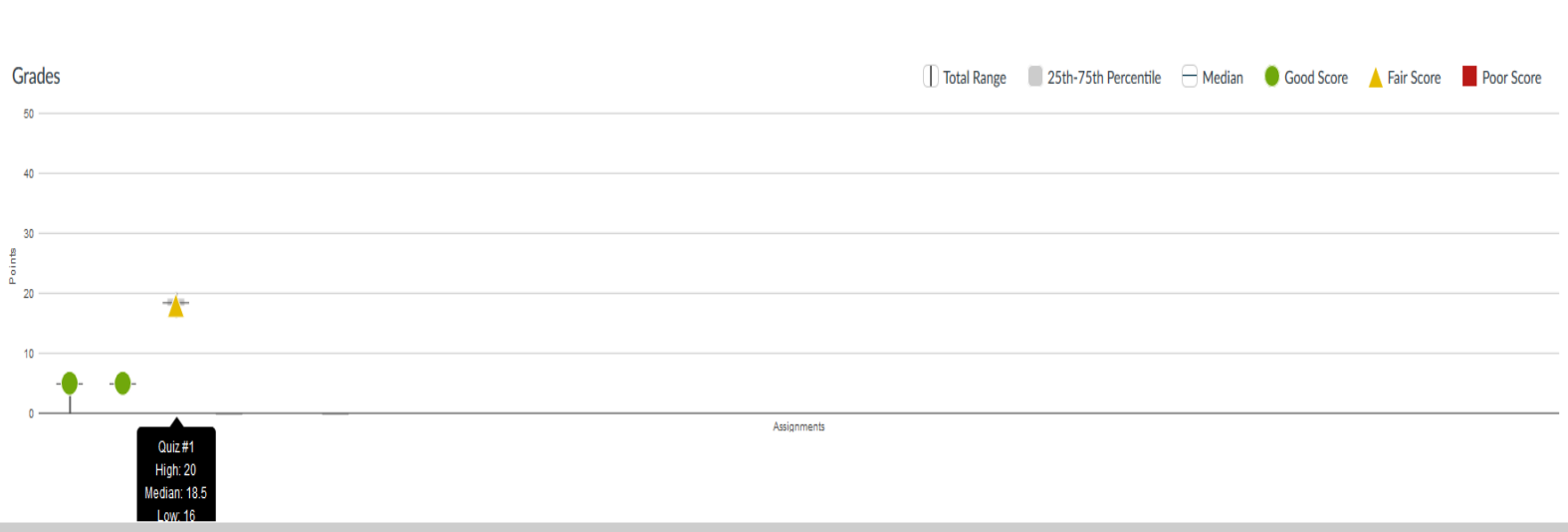
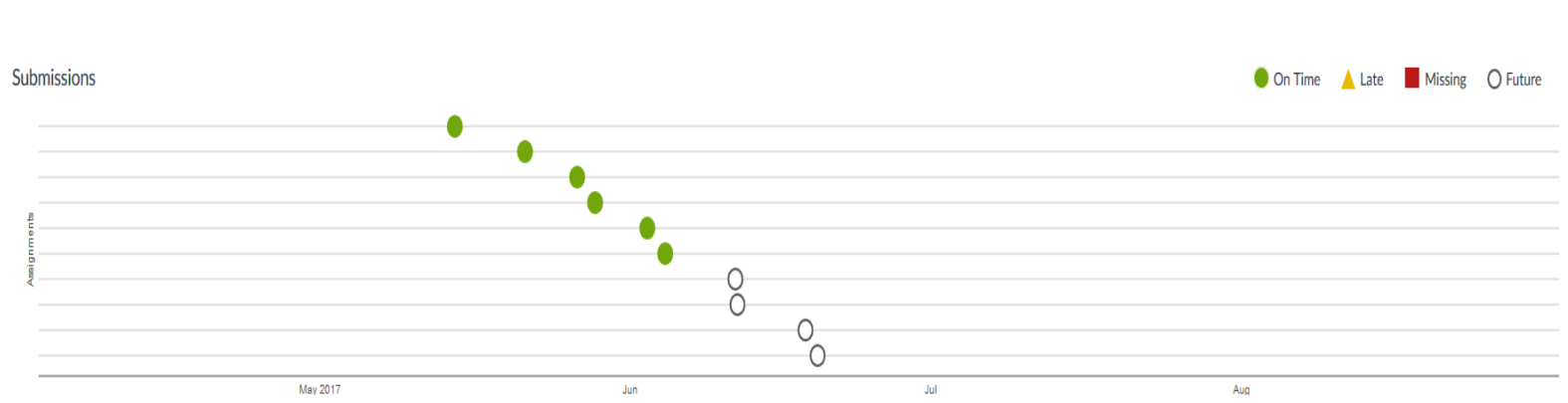
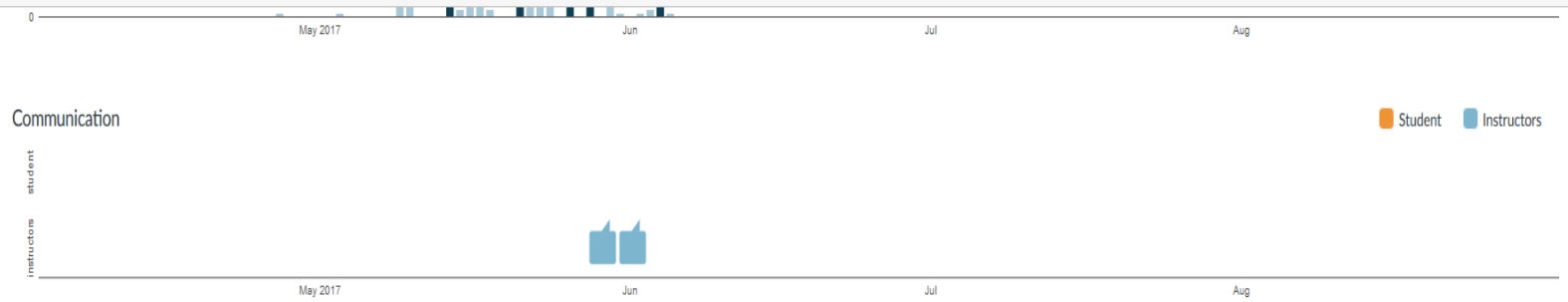


Submissions



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If You Scroll Down an Individual Student Page...



You can also see:

- Activity by Date, including number of Page Views and Actions taken.
- Communication: Instructor Messages and Student Messages
- Submissions, including Status (On Time, etc.), Due Date, Submission Date and Score.
- Grades, including score, performance, Low, Median or High, the 25-75% percentile and the points possible.
- **Very helpful for Quality Matters (QM) evaluation**, because you can demonstrate, at a glance, that students are interacting with the course content, with the instructor and with each other. (See QM Specific Review Standard 5.2)
- Other ways that Canvas Analytics tools support QM.

Organization of Course Materials



- **Modules**
- **Pages**

Using Modules Effectively

I Prefer to Use Modules in Canvas:

- Even before Indiana University moved from OnCourse to Canvas, I organized everything in Modules.
- When I first started teaching online, I originally used OnCourse only as a “shell” and delivered my course as a separate website – with everything arranged as Modules.
- So Modules are like an old friend!



Using Modules Effectively

- Each Module in Canvas begins with a document from me wherein I indicate the Learning Outcomes, reminders about the assignments that are due, the reading assignment, including supplemental materials, the Discussion Forum questions, my Fireside Chat and my Mini-Lecture.
- I personalize this document using my “course coach” and lots of icons.
- This is Tipster!



Using Modules Effectively

- The availability of the Module and reminders are provided as the “front page” in Canvas and as Announcements.
- Each new Module begins with the “front page” – the first thing that students see when they log into the course.
- I organize everything in the same order within my Canvas site as it is in my Module document.
- I believe that this careful organization makes it easier for students to navigate my courses, but also helps me make sure that all of the pieces and parts for each Module are there.
- A logical, seamless way to organize everything.



I330 - Module 1 - 2017.pdf - Adobe Acrobat Pro


File Edit View CaseMap DocPreviewer Window Help

Open Create [Icons] Customize

1 / 12 [Navigation] 69.2% [Zoom] Tools Fill & Sign Comment

I330/I590/N485 Legal and Social Informatics of Security – Spring 2017


Module 1: Introduction to Information Security



Learning Outcomes

Upon completion of Module 1, students will be able to:

- Examine an approach for considering information security and privacy.
- Justify why it is important to protect information/data, networks and computer systems.
- Define the term “information security”.
- Identify the components within information security and the steps in the information security and privacy lifecycle
- Evaluate the consequences of information security failures.
- Describe the interrelationship between information security and privacy.
- Assess why law firms are especially vulnerable to data breaches.
- Advocate for additional investment in more robust information security and privacy approaches.
- Summarize the important points in Module 1 and the reading assignment.



Please read the Introduction, Chapters 1 and 2 and Appendices A and O in *Locked Down: Practical Information Security for Lawyers*, 2nd ed. Please also read the following items included as part of Module 1 in Canvas:

- Chapter 1- Introduction to Information Security - from *Information Security and Privacy: A Practical Guide for Global Executives, Lawyers and Technologists*
- Cloudy Security: Your Financial Planner, CPA and Lawyer Are Joining the Tech Revolution. Be Afraid – from *Forbes*
- 2016 ABA Techreport – Security – by David Ries
- Two articles from *Indianapolis Star* [Chinese Hackers Strike U.S. Law Firms and Taking a Wi-Fi Risk]
- Erasing the News: The Media and Lawyers Wrestle with the Question: Should Some Stories Be Forgotten? – from *ABA Journal* [includes For Sale: Your Personal Data]
- See also Mining the Law-Technology Gap for Legal Jobs – from *The National Jurist* – indicating that there are not enough people with legal training in cyber-security.

1




I330 - Module 1 - 2017.pdf - Adobe Acrobat Pro

File Edit View CaseMap DocPreviewer Window Help


Open Create Save Share Print Comment Settings Customize

2 / 12 69.2% Tools Fill & Sign Comment

I330/I590/N485 Legal and Social Informatics of Security – Spring 2017


 By Sunday, January 15 at noon, please respond to the Discussion Forum questions for Module 1:

- Introduce yourself and your professional background. Are you pursuing a degree, program or certificate and when do you expect to finish?
- Indicate one learning goal you have for this course.
- What experiences have you had related to the security and privacy of information/data, computer systems and networks?
- Why might information security and information privacy be especially important in new media, informatics, IT and paralegal work and in your future career?
- Why is it important to think about information security and privacy as a lifecycle?
- Select one of the law firm breaches described on pages 13-22 of *Locked Down: Practical Information Security for Lawyers*, 2nd ed. What did the law firm do wrong in its approach to information security and privacy? How does this situation reflect the statistics presented in Appendix A and in the summary from the *2016 ABA Techreport – Security* and what they reveal about the readiness of law firms to deal with security challenges in 2017?
- Any other surprising or interesting points from Module 1 or the reading assignment.

 Please listen to a Fireside Chat – included as part of Module 1 in Canvas.

Welcome to the Course!

Module 1: Summary of Major Points

 Please read the following mini-lecture.

Chapter 1 - Introduction to Information Security - in *Information Security and Privacy: A Practical Guide for Global Executives, Lawyers and Technologists* provides an excellent foundation for the topics we will be covering this semester. [This book is now out-of-print. A new edition is not yet been published, in spite of my encouragement to the author and the publisher.] As stated on page 1, digital information is fundamental to life today and the most valuable assets that most organizations have are their information and intellectual property. Even individual citizens are increasingly concerned about the privacy and security of their information, who owns this information and what a third party can do with it. The author

2



I330 - Module 1 - 2017.pdf - Adobe Acrobat Pro

File Edit View CaseMap DocPreviewer Window Help


Open Create [Save] [Share] [Print] [Sign] [Mail] [Settings] Customize

12 / 12 [Tools] [Fill & Sign] [Comment] 69.2%


I330/I590/N485 Legal and Social Informatics of Security – Spring 2017


Report. Note the types of technology policies that law firms have in place, the variety of security tools and measures they are taking, such as security audits or cyberliability insurance, whether there have been security breaches and malware attacks and the results of these incidents. Appendix A provides statistics on disaster recovery and business continuity, which is something that many organizations do not even think about, let alone prepare for. Backup is an important component of any disaster recovery/business continuity plan. The summary from the *2016 ABA Techreport – Security*, included as part of Module 1 in Canvas, provides additional information about security in law firms. It is interesting to compare the statistics from Appendix A with the new 2016 report.

Appendix O in *Locked Down: Practical Information Security for Lawyers*, 2nd ed. provides the *SANS Institute Glossary of Security Terms*.

 Next Steps

In Module 2, we will examine a number of federal and state laws related to information security and privacy.

 Please let me know if you have questions about Module 1 or the reading assignment.

 Tipster says, “Welcome to the course!”

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SU17: LIT SUPRT SYS&COURTRM PRESENTN: 10401

Edit

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Import from Commons

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

View Course Analytics

To Do

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- 24 Grade Discussion Forum: Module 3 5 points • May 28 at 17pm
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- 25 Grade Discussion Forum: Module 4 5 points • Jun 4 at 12pm

Coming Up

- Discussion Forum: Module 5 SU17-IN-INFO-1470-10401 5 points • Jun 11 at 12pm
- Quiz #2 SU17 IN INFO 1470 10401 20 points • Jun 11 at 5pm




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Module 5 Begins on Monday, June 5 Jun 5 at 8am

 Sara Hook

Module 5 of I470/I590/N485 begins on Monday, June 5. You can find Module 5 by clicking on the Modules on the left side of your Canvas screen.

Module 5 includes a Fireside Chat, which you can access through Modules in Canvas.

By Sunday, June 11 at noon, please respond to the Discussion Forum questions for Module 5 using the the Modules link in Canvas (left side of the screen).

Be sure to take Quiz #2, which will be available from Friday, June 9 at 5:00 p.m. until Sunday, June 11 at 5:00 p.m. Quiz #2 will cover Modules 3-4 and will be a mixture of true/false, matching and multiple choice questions. Once you log into Quiz #2, you will have 2 hours to complete it.

Instructions for the Final Project are available as part of Modules 4 and 5. The Final Project is due on Monday, June 19 at 5:00 p.m. A grading rubric is also provided. I wanted to provide the instructions to the Final Project as quickly as possible, so that you would have plenty of time to work on it.

Have a terrific week! Please let me know if you have questions!

This announcement is closed for comments

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Module 1: Introduction to Information Security	
I330 - Module 1 - 2017.pdf	✓ ⚙
Chapter 1 - Introduction to Information Security.pdf	✓ ⚙
Cloudy Security.pdf	✓ ⚙
Techreport 2016 - Security .pdf	✓ ⚙
Two articles from Indianapolis Star.pdf	✓ ⚙
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Mining the Law-Technology Gap for Legal Jobs.pdf	✓ ⚙
Cyber Liability Premium Indication Form.pdf	✓ ⚙
Fireside Chat: Module 1	✓ ⚙
Discussion Forum: Module 1 Jan 15 3 pts	✓ ⚙
Module 2: U.S. Federal and State Laws	
I330 - Module 2 - 2017.pdf	✓ ⚙
Chapter 2 - Information Security and Privacy - pages 27-73.pdf	✓ ⚙



Pages Provide Flexibility

Pages are great when you want a succinct “home page” for each unit of your course.

- Flexible formatting
- Ability to add free-form content and images
- Allows a “quick look” overview for each week or unit of the course



Sample Unit Home Page

Unit 03: Software is Defined by its Actions

- Go back to [Unit 02: Classes Define Objects](#)
- View the entire [Course Schedule](#)

What's the Big Idea?

Now that you're thinking in terms of classes and objects, let's move ahead and build something new.

When designing software, the first question you really have to answer is "what does this need to *do*?"

Each distinct bit of functionality that software performs (User Registration, User Log In, User Makes Payment, etc.) is called a "Use Case." Let's learn how to discover and organize Use Cases.

Reading

- UML Textbook, Chapter 2 ([THE OTHER TEXTBOOK](#))
- [21300 use case diagrams.pptx](#) ↗

Videos

1. [Functional Modeling with Use Case Diagrams, part 1 \(7:56\)](#) ↗
2. [Functional Modeling with Use Case Diagrams, part 2 \(9:11\)](#) ↗
3. [Use Case Diagram Tips 1 \(5:06\)](#) ↗
4. [Use Case Diagram Tips 2 \(4:46\)](#) ↗

Videos from the Discussion

1. [Choosing Actors \(5:01\)](#) ↗
2. [Choosing Use Cases \(4:03\)](#) ↗

Assessments

- [Discussion Exercise: Plaintown Library Use Cases](#)
- [Assignment: Use Case Diagram](#)





Thank you!

**Our PowerPoint presentation is available from IUPUI
ScholarWorks: <https://scholarworks.iupui.edu/>**

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