



## Instructure Canvas Pilot II (2015) Report Attachments

### ATTACHMENT A: PILOT PARTICIPANT INFORMATION (BY CAMPUS):

Campus	Name	Semester	Tool(s)	Course Title	Format	Section Qty.	Total # Students
UW-Colleges	Christa James-Byrnes	Fall	BB-Collaborate	LEC 483: Senior Capstone Seminar	Virtual F2F– broadcasted via web conferencing (BbC)	2	18
UW-Colleges	Matt Fencil	Fall	McGraw Hill Publishing	HES 209: Nutrition & Weight Control	Blended	2	60
UW-Eau Claire	Kristine Knutson	Summer	Turnitin, Kaltura, BB-Collaborate, Blogs	CJ 301: Intercultural Communication (Undergrad)	Online	1	20
UW-Green Bay	Todd Dresser	Spring	Kaltura, BB-Collaborate	History of the United States from 1600-1850 (Undergrad)	Online	1	27
UW-Milwaukee	Dylan Barth	Spring	Kaltura	English 205: Business Writing (Undergrad)	Blended	1	25
UW-Whitewater	Matt Vick	Spring	Turnitin	Teaching Science in Elementary/ Middle Schools (Undergrad)	Blended	3	24
UW-Whitewater	Margaret “Peggy” Kuchan	Summer	Turnitin, Respondus Monitor	Business Finance (Undergrad)	Online	1	75
UW-Whitewater	Wade Tillett	Fall	Canvas Wiki tool	SECNDED 428: The Teaching of Mathematics in the Secondary School (Undergrad)	Face-to-Face	1	19
UW-Whitewater	Sharri VanAlstine	Fall	Turnitin	MUSED 323: Elementary School Music Methods (Undergrad)	Face-to-Face	2	28

## ATTACHMENT B: STUDENT SURVEY RESULTS

**Question 3:** Several learning management systems (LMSs) are used on various UW campuses. Please indicate which LMSs you have used in the past, and which LMSs you are using this semester. (Check all that apply) (43 responses)

	Used in the past	Used THIS semester	Total Respondents
<b>D2L (Desire2Learn)</b>	36	34	43
<b>Canvas</b>	4	35	36
<b>Moodle</b>	3	1	3
<b>Other</b>	5	1	5

**Question 4:** If you have used one or more "Other" LMSs, please write the name of the LMS(s) below. (5 responses)

- Blackboard = 3
- D2L = 1
- Schoolfusion= 1

**Question 5:** If you have used multiple LMSs listed above (D2L, Moodle, etc), which one did you prefer? (43 responses)

Answer Choices	Responses
I have only used ONE LMS	6
I really had no preference - they were all similar	9
I preferred.... (please specify your preferred LMS below)	28
<ul style="list-style-type: none"> <li>• D2L = 19</li> <li>• Canvas = 8</li> <li>• Blackboard = 1</li> </ul>	

**Question 6:** Please indicate your agreement or disagreement with the following statements: (41 responses)

	Strongly Disagree	Disagree	Neutral/ No opinion	Agree	Strongly Agree
<b>The LMS used in this class (Canvas) was an important part of the course.</b>	1	3	4	18	15
<b>It is important that the same LMS be used for all of my courses.</b>	0	2	7	8	24
<b>In general, I do not think LMSs are useful for students.</b>	25	13	3	0	0

**Question 7:** We want to get a sense of how generally important or unimportant an LMS is to your learning. If 100 were "Completely important"/ "Essential"/ "The main factor of course success" and 0 was "not at all an important factor in course success" Taking into account all the elements of a class, how important in general would you rate an LMS for your success in a course? (38 responses)

Completely Important -----	-----Not at all important
100 = 9; 98 = 1; 95 = 4; 90 = 7; 89 = 1; 85 = 2; <u>24</u>	80 = 5; 79 = 1; 75 = 2; 70 = 2; 60 = 1; 50 = 1; 10 = 1; 9 = 1 <u>11</u> <u>3</u>

**Question 8:** The following items assess the degree to which Canvas was better/worse than D2L. Please use the following scale to respond to each item. (note: highest response rates highlighted) (40 responses)

	Canvas Significantly Better	Canvas Slightly Better	No Difference	D2L Slightly Better	D2L Significantly Better
– Helps me understand the ideas and concepts taught in this course	2	9	17	5	7
– Increases engagement with course content	4	10	10	5	11
– Allows me to interact more with my professor	5	8	19	2	6
– Offers flexibility to learn the way I want	3	8	17	5	7
– Helps me interact and collaborate more with classmates	1	11	16	6	6
– Makes my study time more efficient	1	6	22	5	6
– Is easy to use/ intuitive to learn	2	11	7	9	11
– Enhances my learning experience	2	9	17	6	6

**Question 9:** Which statement best represents your opinion of the support that you received for using Canvas? (39 responses)

Answer Choices	Responses
I did not have any problems with Canvas that required support.	20
I had problems, but never contacted support for assistance (I handled them myself or never resolved them)	11
I had problems but they were resolved quickly and easily by support.	3
I had problems that were resolved with some effort by support.	3
I had problems that were never fully resolved by support.	2

**Question 10:** Which **Canvas** features did you use in this class and did you encounter any difficulties when using that feature? If so, were you able to resolve the difficulty with or without support? (select one)  
(39 responses)

	I did NOT use this feature	I used this feature without problems	I encountered problems that were never resolved	I encountered & resolved any problems (with or without) support	Total
Downloading audio files	74.36% 29	25.64% 10	0.00% 0	0.00% 0	39
Downloading video files	73.68% 28	23.68% 9	0.00% 0	2.63% 1	38
Uploading audio files	74.36% 29	20.51% 8	2.56% 1	2.56% 1	39
Uploading video files	89.19% 33	10.81% 4	0.00% 0	0.00% 0	37
Downloading course materials/ documents	0.00% 0	86.84% 33	2.63% 1	10.53% 4	38
Participating in chat rooms in Canvas	76.32% 29	13.16% 5	5.26% 2	5.26% 2	38
Participating in discussion groups in Canvas	60.53% 23	31.58% 12	0.00% 0	7.89% 3	38
Submitting class assignments	0.00% 0	69.23% 27	7.69% 3	23.08% 9	39
Checking grades	5.13% 2	87.18% 34	2.56% 1	5.13% 2	39
Using the Canvas mobile app	86.49% 32	5.41% 2	5.41% 2	2.70% 1	37
Interacting with your instructor via text messaging through Canvas	94.74% 36	5.26% 2	0.00% 0	0.00% 0	38
Interacting with your instructor via audio interaction in Canvas	84.62% 33	10.26% 4	5.13% 2	0.00% 0	39
Interacting with your instructor via video interaction in Canvas	84.62% 33	7.69% 3	5.13% 2	2.56% 1	39
Interacting with your instructor via email through Canvas	63.16% 24	34.21% 13	0.00% 0	2.63% 1	38

**Question 11:** Have you encountered any of the following challenges when using **Canvas** this semester (choose all that apply) (39 responses)

Answer Choices	Responses
I have not had any problems	43.59% (17)
Not available when I need it	7.69% (3)
Inadequate training to effectively use Canvas features	38.46% (15)
Challenges getting it to work on my computer/ personal device	20.51% (8)
My instructor had difficulty using Canvas	15.38% (6)
Access to support/ technical services	10.26% (4)
Slowness/ bandwidth issues	17.95% (7)
Web browser compatibility issues	12.82% (5)

**Question 12:** Please describe any difficulties in use, features or support that you encountered in **Canvas** and whether these issues were ever resolved / addressed (15 responses)

- Submitting multiple files via Google Drive
- I could not get it in my phone whatsoever. The organization is very different in layout and possibly by the instructor, but either way it was very hard to use
- The virtual classroom feature was the biggest problem. It was slow on both ends and frequently lagged so that we had to wait for people to answer questions or make comments. I tried using different internet connections, but everyone else in the classroom, including the instructor, was having issues with speed.
- Sometimes the audio would cut out or the video would be extremely slow.
- Some days it would never open or I would have to re-download it taking up more space on my computer. Or it would be very glitchy and slow causing me to not hear the professor or participate in the discussion.
- I had difficulties finding what I needed for several weeks into the course because they were so different than the style and page I am used to. While I did eventually understand where to go and how to get the material needed, it was a frustrating experience to have to go through several pages before finding what I needed.
- No difficulties. (3 qty.)
- Had an issue with getting access.
- A few trivial problems. A professor had a quiz with True/False Multiple Choice, and the quiz randomized the order, so it would be True, False or False, True, but I think that was user error. Clicking the "Submit" button in dropboxes on Chrome was weird in Feb, but I think that was resolved. Occasional unintuitive layout for the modules, but I think that was user error by the prof too. (Discussions, Chat, People should all be adjacent, for example.)
- Uploading files, my professor had to change this feature to fix the problem for me. (2 qty.)
- I was unable to submit an assignment because the submit button was not present. The next day it was there. The documents loaded really slow and would often not let me download them.
- Canvas was extremely unorganized. There were several places to submit assignments making it difficult for the instructor to grade assignments efficiently.

**Question 13:** How important are the following attributes of a learning management system (LMS) to you?

	<b>Not at all Important</b>	<b>A Little Important</b>	<b>Moderately Important</b>	<b>Very Important</b>	<b>Total</b>
<b>Integrated with Twitter</b>	100.00% 16	0.00% 0	0.00% 0	0.00% 0	16
<b>Usable on my mobile devices (e.g., iPhone, Android phone)</b>	10.81% 4	27.03% 10	21.62% 8	40.54% 15	37
<b>Integrated with Facebook</b>	81.58% 31	13.16% 5	2.63% 1	2.63% 1	38
<b>Integrated with LinkedIn</b>	84.21% 32	5.26% 2	2.63% 1	7.89% 3	38
<b>The same LMS is used campus-wide by all courses/instructors</b>	7.89% 3	5.26% 2	18.42% 7	68.42% 26	38
<b>Integrates with my personal calendaring software</b>	27.03% 10	35.14% 13	18.92% 7	18.92% 7	37
<b>It allows me to communicate more with my instructor</b>	7.89% 3	18.42% 7	26.32% 10	47.37% 18	38
<b>It allows me to interact more with other students in a class</b>	15.79% 6	26.32% 10	28.95% 11	28.95% 11	38

**Question 14:** Imagine you were designing a new website tool for a course. What features or improvements do you think are important to include? (19 responses)

- Easy to use software.
- The grading aspect of canvas was really nice. Being able to know my grade without having to calculate it myself was super helpful. Also navigating through files in canvas is a lot easier than through D2L.
- I think the feature pertaining to the 'what if scores' are important for a website tool. That was on Canvas and I used it a lot. Also, I think a group discussion like on Canvas is important. My class was about to add to a wiki page to study for a test and that really helped out a lot.
- Simple, user-friendly interface. Easy ways to contact classmates and instructor. Integration with smartphone.
- Making sure the video and audio runs smoothly.
- Making it user friendly. Not having too many links or buttons just having the right amount that is necessary to complete the work.
- D2L provides everything I need.
- I would make messages go to email and text message so that students get their messages quickly
- File sharing amongst students.
- Many people have phones that have internet, so it would be helpful for future students to be able to use the app that went with the website tool. Also, it is important for that campus to have the students use the same for each class because I had one class that used Canvas and two others that used D2L. I would have liked to just be able to get to all of my classes with one, not two.
- Set up a video explaining getting around in Canvas. Time wasted on figuring this out.
- Having a close friend with vision impairments, having inclusive/scalable text is important. Apparently Google is really bad at making their texts accessible. I have no idea what she exactly means, or if Canvas (or even D2L) has those accommodations, but that's something that people without disabilities (such as myself) sometimes don't even consider.
- User friendly and simple, shouldn't require students spending a lot of time figuring it out
- Good support links
- Grades, assignments and files and modules with the same name.
- I don't know
- N/A
- More organized.
- A standard format for all instructors that way students can navigate all the same classes the same avoiding confusion saving instructor time!

**Question 15:** Do you have any comments you would like to make regarding your experience with Canvas in this class? (18 responses)

- I like D2L way better
- Not being able to submit my assignments was very frustrating. I resorted to emailing my assignments to my professor and I'm lucky she would accept them that way because some professors won't accept emailed assignments.
- I really enjoyed it. I think it was very effective because Mr. Tillet updated grades in it. If he wouldn't have updated grades, like some teachers on D2L, then Canvas wouldn't have interested me.
- I really liked that I was able to automatically see the percentage I had in the class. I also really liked that I could put in what I may get on an assignment and see how that effects my grade.
- It's hard for me to say if I prefer D2L or Canvas better. Off the top of my head, I'd say D2L, but that could be because I'm quite familiar with it. The setup on Canvas (i.e. where menu items show up on the home screen) is more intuitive to me, but the problems with the online classroom feature make it a difficult sell.
- I liked canvas but I do think the set up is confusing with the names such as moduals, assignments, etc.
- Provided a number of difficulties; I highly prefer D2L over Canvas.
- Overall, I personally did not like having to have that tap open all semester because it was hard to relocate it after it would get exited from my browser. It was also annoying having to submit my assignment and have discussions on a completely different feature I already have 2 others I have to work with and by throwing in a 3rd was a pain in the butt. I like having all of my classes right on D2L so I can see them all together, and it's all on ONE feature.
- When uploading a file you are not allowed to view what you uploaded before submission. That is a feature that I utilize a lot in d2l just to reassure myself I uploaded the correct item.
- I wish I would have known about the mobile app for Canvas, but now I know it for next time.
- The Grades page is fabulous. The What-If feature is a great innovation. I like a lot of it, but it's difficult evaluating the LMS with only one class, as I get a limited perspective. Being able to compare/contrast between a few profs would be a much more meaningful experience and allow me to give a more educated opinion. That being said, at a first glance, I like it more than D2L And that Panda loading icon is seriously my favorite.
- I think sticking with a program that everyone already knows like D2L would be most beneficial for the whole campus community
- I felt it was the same like D2L.
- I liked it
- I really liked the way that Canvas displayed grades. After every assignment, Canvas displayed the percent that I had in the class. You could also plug in different grades on ungraded assignments to see how your grade will change in the future. This was a tool that really helped me in the class.
- loved that it told you my updated grade at anytime!
- I really liked it, just takes some getting used to.
- It was awful, I wasted a lot of time recovering assignments my teacher had difficulty finding.



**Question16:** Please indicate your agreement or disagreement with the following statements (37 responses)

	Strongly Disagree	Disagree	Neutral/ No opinion	Agree	Strongly Agree	Total
<b>I worry about doing poorly in a course because I struggle to learn new technologies.</b>	32.43% 12	27.03% 10	18.92% 7	21.62% 8	0.00% 0	37
<b>I am able to learn and adapt to new technologies without much trouble.</b>	5.56% 2	2.78% 1	11.11% 4	50.00% 18	30.56% 11	36
<b>I get uncomfortable (annoyed, worried, etc.) when an instructor indicates that I need to learn a new technology for a course.</b>	16.22% 6	21.62% 8	18.92% 7	43.24% 16	0.00% 0	37
<b>My friends keep me up-to-date on the latest technologies.</b>	2.70% 1	37.84% 14	27.03% 10	24.32% 9	8.11% 3	37
<b>I spend time experimenting with programs I do not know very well in order to increase my knowledge.</b>	13.51% 5	29.73% 11	24.32% 9	21.62% 8	10.81% 4	37
<b>Technology is important for what I plan to do after graduation.</b>	2.70% 1	10.81% 4	10.81% 4	45.95% 17	29.73% 11	37

**Question 17:** What year are you in school? (37 responses)

Answer Choices	Responses
Freshman	5.41% 2
Sophomore	16.22% 6
Junior	32.43% 12
Senior	43.24% 16
Graduate	0.00% 0
OTHER (Transfer):	2.70% 1

**Question 18:** Which of the following technology items do you own/use in your schoolwork and which items do you plan to purchase in the next 6 months? (36 responses)

	Currently own/Use for school	Plan to purchase in next 6 months	Total Respondents
Apple desktop	3	0	3
Apple notebook	8	2	10
iPad	13	4	17
iPhone	18	0	18
PC desktop	16	0	16
PC notebook	16	2	18
Android tablet (e.g. Galaxy Tab)	6	0	6
Android phone	13	1	13
Other smartphone (e.g. Blackberry)	2	0	2

**Question 19:** In general what Internet browser do you prefer to use? (Select One) (37 respondents)

Answer Choices	Responses
Safari	10.81% 4
Firefox	13.51% 5
Explorer	2.70% 1
Chrome	56.76% 21
Internet Explorer	16.22% 6
Responses Other (please specify any other browser(s) you prefer)	0.00% 0

**Question 20:** Did you have to switch from using your preferred browser to use Canvas in this course? (37 responses)

Answer Choices	Responses
YES	18.92% (7)
NO	81.08% (30)

**Question 21:** What is your current -or intended - major? (37 responses)

Answer Choices	Responses
Biological / life sciences, including agriculture	0.00%
Business, including management & marketing	18.92% (7)
Computer Science	0.00%
Education	56.76% (21)
Engineering	0.00%
Fine Arts	0.00%
Health Sciences, including nursing	5.41% (2)
Humanities , including history and liberal arts	0.00%
Physical Sciences, including math	0.00%
Social Sciences, including psychology	8.11% (3)
Undecided	0.00%
Other (BAAS, Community Health and Wellness, Integrated Leadership Studies, Democracy and Justice Studies/ Spanish)	10.81% (4)

**Question 22:** Approximately what is your current overall GPA? (0.0 to 4.0) (36 responses)

Answer Choices	Responses
A	72.97% (27)
AB	0.00%
B	18.92% (7)
BC	8.11% (3)
C	0.00%
D	0.00%
F	0.00%

## ATTACHMENT C: INSTRUCTOR FEEDBACK (9 responses)

Participating instructors were asked the following three key questions about their pilot experience:

### 1. How did it go? Anything unexpected and/or difficult? Anything that went really well?

- Overall everyone agreed that the pilot went well and that they did not encounter any major difficulties or problems using Canvas, but rather just minor annoyances and differences from how they assumed things would work. Instructors were impressed with how intuitive and user-friendly Canvas was. Respondents reported some minor issues, which included:
  - Difficulty editing content that was created in D2L and then imported into Canvas
  - Giving “special access” to a student who needed to take a quiz after the due date
  - Discussion notifications came in a single daily email, rather than instantly
  - Attachments didn’t go through on messages to the classlist
  - No easy way to see if students had read instructor feedback
  - “Due dates” added to calendar were a bit confusing to students for things like discussion boards that were closing that day
  - Easy to miss the “Publish” checkmark that makes the course active
  - Unable to get the Speedgrader iPad app to work (possibly a pilot limitation)
  - Students couldn’t directly upload a picture into a discussion board post - they had to first upload it to their personal photos in Canvas and then select it
- The grading process – Canvas’s SpeedGrader in particular – was well received by pilot instructors. Instructors noted that there was no need to download a file to be graded and then re-upload it, and she said there was a lot less “pointless clicking” than in D2L. Some difficulty translating rubric scores into gradebook scores was noted. Another feature that was mentioned as working particularly well was the Canvas mobile application.

### 2. What tools did you try to integrate with Canvas? How did it go? What would you try next time?

Respondents had worked on integrating a number of third-party tools with their courses to varying degrees. The list of tools integrated included:

- Blackboard Collaborate
  - Integration worked well and was very easy
  - One respondent noted that he thought this tool would be great for students to use to collaborate on group projects
- Kaltura
  - Easy and seamless integration with no problems
- BigBlueButton
  - Recordings deleted themselves after a couple weeks, so one instructor had to recreate recordings he wanted students to have continued access to
- Twitter & YouTube
  - One person just played around with these two (did not integrate into course) and found them easy to use
- Dropbox
  - In one course, some students used Dropbox and it was easy and didn’t cause any issues
- Box

- Couldn't do in-line annotations using the grader with files from Box
- Turnitin
  - One respondent tested it (although did not integrate into the course) and found it easy to use
  - Another respondent reported that it was difficult to integrate, but thought it might have been due to the nature of being in a pilot phase

Respondents also reported on the tools that they would have liked to be able to integrate or would like to integrate in the future:

- Badging system
  - One of the respondents said that they had hoped to explore badging as part of this pilot, but ran in to some barriers given the nature of the pilot. He said it's something he would be interested in seeing in the future
- TimeMapper
  - Another respondent talked about his use of TimeMapper for an assignment in the course and mentioned that an integration with Canvas would have made things easier. Such an integration does not currently exist in Canvas, nor in D2L.

Instructors seemed impressed with the catalog of tools that could be integrated with their Canvas course. Instructors had worked on integrating a number of third-party tools with their courses. Overall, integrations went smoothly, with the exception of Turnitin which could be due to the technical manner in which the course is set up due to "pilot phase."

There was an overall positive response to Canvas over D2L and the majority of respondents mentioned that Canvas was more intuitive and easier to set up and use than D2L. The discussion board, groups, and quizzes were mentioned as being especially easier to create and work with in Canvas over D2L. One respondent said that there were also some "little functionalities" that made Canvas more user friendly, such as the easy ability to add hyperlinks and the way the YouTube video links automatically created an embedded video. One of the respondents noted that Canvas seemed more set up for ADA compliance than D2L, especially given that it was black and white text heavy with less ability to customize things like colors and fonts than in D2L.

Instructors mentioned a number of differences between D2L and Canvas, most of which they said were fairly minor things that just took some getting used to. Overall, the sense seemed to be that both LMSes have the same general components and work about the same. The feedback on various key differences was:

- Gradebook
  - Two respondents noted that they couldn't create a gradebook item without creating a corresponding assignment and that sometimes this wasn't what they wanted -- in D2L this dependency doesn't exist
  - Respondents unanimously agreed that grading in Canvas was easier and faster than in D2L for a number of reasons (some mentioned in response to the first question) and one respondent thought not having to download and re-upload graded assignments in Canvas would be a good selling point for other instructors

- Assignment Dropbox
  - One major issue that a respondent noted was that when students resubmitted their assignments in Canvas, he wasn't sent any sort of a notification of new items to grade (a feature which does exist in D2L). This frustrated students who weren't receiving timely feedback on their assignments, as the instructor often didn't notice the resubmitted assignment.
- Release Conditions
  - Canvas release conditions were not as robust as in D2L
- Syllabus, Assignments, Modules
  - Two respondents mentioned that the lines between these three pieces is quite blurred and that in practice they seemed to lead to some redundancy and confusion for where to go. Both respondents noted that due to this, they disabled or hid one or more of these from the students
    - In D2L the relationships between pieces of the course website are more clear and intuitive and have less redundancy
- Set-Up
  - One respondent said that the initial set-up for the course seemed to take a bit longer than it would in D2L and though that this would likely be a stressful factor for other instructors making the migration
- Quizzes
  - One respondent was impressed with the quiz set-up in Canvas and thought it was more intuitive and provide more options and flexibility than creating quizzes in D2L

Respondents did not receive any negative feedback from students, but found that there were just minor differences from D2L that needed to be explained to their students during the course of the semester. One respondent said that her students overall liked it better and especially liked that they could use it on a mobile device and thought that quizzing was easier. This respondent was also impressed with the documentation provided online by Canvas and said she was able to point her students there when they had questions.

### **3. Given that you previously taught in D2L, what do you see as the key differences in using Canvas?**

One instructor noted that the benefits of moving to Canvas should be weighed against the tradeoffs of the amount of training and support for migration that would need to be provided. He also encouraged future instructors using Canvas to consider trying to rethink their course design in terms of the Canvas LMS rather than trying to migrate it from D2L and replicating their D2L course as closely as possible.

All instructors mentioned that support would be vital during a migration to Canvas and that it would be important for both faculty/staff building courses and also students using the courses. One respondent noted that there was a noticeable increase in emails from students with questions and a general sense of heightened anxiety among the students with regards to using a new LMS.