



Teaching and Learning Technologies Program

Fall Canvas Pilot Results

March 2014



Table of Contents

1. Overview
2. Student Feedback
3. Academic Support Staff Feedback
4. Faculty Feedback



Overview

Course Participation

- Participating Schools: FAS, EXT
- Number of courses: 6
- Subject areas: Computer Science, Life Science, Math, Slavic Languages
- Number of teaching staff: 72
- Number of students: 530

Implementation / Integration Details

- Course data and enrollment information from School Registrars
- PIN authentication for students and instructors
- Hosted by Instructure under a pilot agreement
- Support/training provided by project team and Canvas documentation

Summary of Results

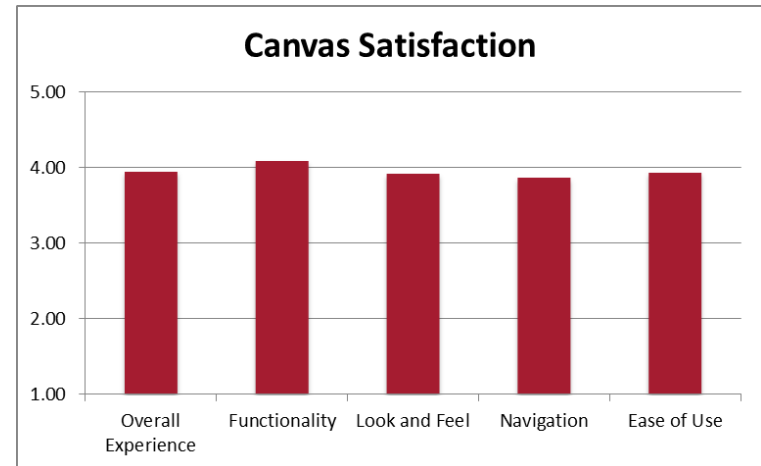
- Positive feedback on overall experience, richness of functionality, and modern look and feel
- Mixed feedback on ease of use¹
- Consistent feedback on challenges with complex navigation¹
- Survey results from students, academic support staff, and faculty provided on following slides

¹To be addressed with training and increased familiarity and working knowledge of Canvas



Student Feedback > Overall Results

Survey Participants			
Course	Class Size	Completed Survey	Response Rate
CSCI E-18: Web Development Using XML	37	7	18%
Computer Science 105: Privacy and Technology	38	16	43%
LSA1 Life Sciences 1a	418	125	30%
Russian A	15	6	40%
TOTAL	508	154	30%





Student Feedback > Key Strengths

Richness and Variety of Features: Met or Exceeded Expectations

- Viewing assigned readings
- Discussion participation
- Receiving announcements
- Completing quizzes/problem sets

Integration of Components

- Diverse course functions integrated
- Extensive information available
- Pre and post-lecture features available

Look and Feel

- Clear visual organization
- Attractive design

Ease of Use/Navigation

- General ease of use



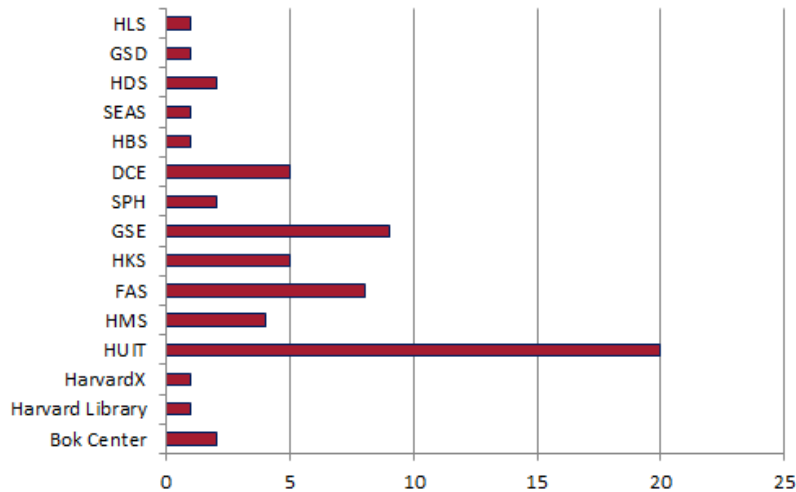
Student Feedback > Areas for Improvement

Areas for Improvement	Plans to Address
<ul style="list-style-type: none">• Limited Feature Use and Training<ul style="list-style-type: none">– Online chat– Mobile application– Gradebook– Support for sections and office hours through video conferencing	<ul style="list-style-type: none">• Will develop centrally-offered support materials• Will develop centrally-offered train-the-trainer materials• Will coordinate with peer institutions on strategies for wider adoption of these feature✓ Provided a more attractive offering for online sections and office hours by upgrading Big Blue Button web conferencing
<ul style="list-style-type: none">• Possible User Experience Issues<ul style="list-style-type: none">– Site organization and navigation– Student-to-student communication features are not easily discoverable– Discussion features may not be intuitive– Unclear default notification settings	<ul style="list-style-type: none">• Will develop centrally-offered materials for best practices around structuring courses in Canvas• Will better publicize the support for student-to-student interaction✓ Configured more intuitive default notification settings

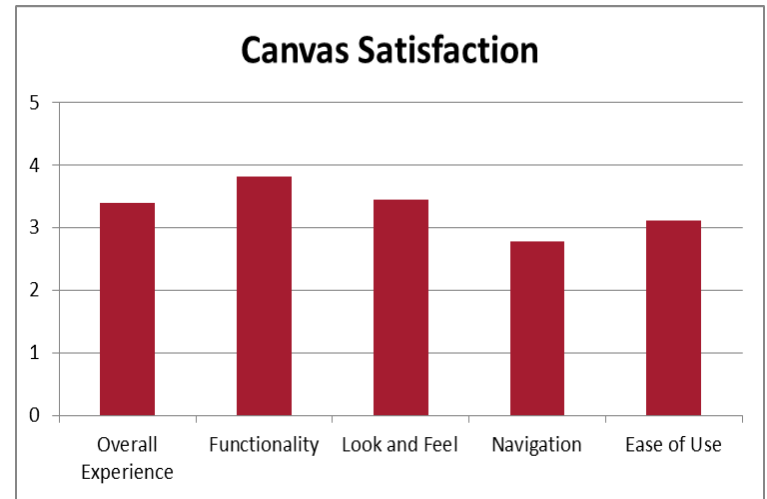


Academic Support Staff Feedback > Overall Results

63 participants from across Harvard attended Fall Canvas Workshop:



Nearly 30% of attendees responded to survey:





Academic Support Staff Feedback > Key Strengths

Richness and Variety of Features

- Calendar
- Syllabus
- Gradebook
- Chat
- Mobile app

Integration of Components

- Media
- GoogleDocs
- YouTube

Look and Feel

- Modern feel of color scheme and general layout

Ease of Use/Navigation

- Quick and responsive
- Understandable once acclimated
- Easy to add content
- User interface similar to other technology that community is familiar with



Academic Support Staff Feedback > Concerns

Reported Concerns	Plans to Address
<ul style="list-style-type: none">• High dependency on third-party tools	<ul style="list-style-type: none">• Acknowledge that the breadth of features offered through third party tools present value and also challenges• Continue to build close relationship with Instructure to address issues with third party tools• Improve/maintain communication with end-users in the event of third-party tool failures
<ul style="list-style-type: none">• Migration of iSites content	<ul style="list-style-type: none">• Plan file export/import process for migrating iSites materials to Canvas
<ul style="list-style-type: none">• Course cloning	<ul style="list-style-type: none">• Exists natively in Canvas
<ul style="list-style-type: none">• No recurring calendar events	<ul style="list-style-type: none">• Have TLT community vote up Instructure's Canvas feature request
<ul style="list-style-type: none">• No submission of non-graded assignments	<ul style="list-style-type: none">• Exists in Canvas, with documentation in the Canvas Guides
<ul style="list-style-type: none">• No custom HTML code	<ul style="list-style-type: none">• Exists in Canvas by selecting Switch Views option, which allows user to enter custom HTML in any screen with the content rich editor.
<ul style="list-style-type: none">• User interface at times inconsistent and/or confusing; some key features are hard to find	<ul style="list-style-type: none">• Support school efforts to familiarize faculty with the new interface
<ul style="list-style-type: none">• Notification and communication settings unclear	<ul style="list-style-type: none">✓ Configured more intuitive default notification settings



Academic Support Staff Feedback > Concerns

Reported Concerns	Plans to Address
<ul style="list-style-type: none">• Branching and randomization in quizzing tool	<ul style="list-style-type: none">• Use Canvas to support randomization• Use Qualtrics to support branching and randomization
<ul style="list-style-type: none">• Tiered permissioning	<ul style="list-style-type: none">• Exists in Canvas, with documentation in Canvas Guide
<ul style="list-style-type: none">• Slide tools	<ul style="list-style-type: none">• Recommend Picasaweb (available through Harvard's Google integrations), Flickr, or other 3rd-party image management tools
<ul style="list-style-type: none">• No ability to customize user interface (syllabus, labels, categories, dashboard)	<ul style="list-style-type: none">• Provide more examples of courses that have customized the way they organize course materials using modules and other Canvas features
<ul style="list-style-type: none">• More fine-grained Google Docs/Drive integration	<ul style="list-style-type: none">• Get more information on specific use cases; in the interim, have TLT community further assess current functionality and documentation in Canvas Guide
<ul style="list-style-type: none">• Video player	<ul style="list-style-type: none">• Explore available tools for more advanced players, annotation tools, etc. (basic player exists natively in Canvas)
<ul style="list-style-type: none">• Integrated maps	<ul style="list-style-type: none">• Use basic Google Maps LTI integration• Explore incorporating WorldMap into wider ecosystem
<ul style="list-style-type: none">• Workflow templates for common tasks	<ul style="list-style-type: none">• Have TLT community vote up feature requests in Canvas Forums
<ul style="list-style-type: none">• Alternate authentication to XID for non-Harvard affiliates	<ul style="list-style-type: none">• Explore with University Identity and Access Management team



Faculty Feedback > Overall Results

Positive Feedback on Canvas Pilot¹

- Attractive look and feel
- Easy to upload and import files
- Flexible course structure with use of modules
- Easy to communicate grades with students

Challenges and Desired Improvements

- Aspects of file organization and presentation of information is not intuitive
- “Best path” scenarios for common tasks should be provided
- Additional quiz features desired
- Emailing students should be easier
- Ability to add guests, students, and permissions is needed

Future Interest in Working with Platform

- *“exciting possibility for creating interactive learning experiences for students relatively easily using Modules”*
- Will continue using Canvas and will recommend to others

¹Based on mid-semester and end-semester responses from most of the 6 participating faculty; most platform use was basic with less use of interactive features



Faculty Feedback > Case Study

Course Objective Description

- HILT Grant-funded course innovation: Calculus Practitioner Series
- Enhance student understanding of the relevance of calculus to increase motivation and learning
- Video modules feature practitioners in STEM and quantitative social science fields discussing connections with mathematics (calculus)

Teaching and Learning Process Goals

- Individual learning modules as course supplement
- Short video clips sequenced with ungraded quizzes (online); followed by graded problem sets (offline)
- Students receive feedback on online ungraded module quizzes
- Self-paced learning

Canvas as Solution and Student Outcomes

- Some limitations in other software packages for process goals
- Canvas offered required features and seamless integration
- Overall successful student learning (student-reported)
- Overall positive student user experience (student-reported)