

Canvas Spring 2015 Report: Current and Trends

Executive Summary

Introduction

In Spring 2015, there were two primary evaluation activities related to the Canvas migration:

1. Qualitative, structured interviews with local school Liaisons to TLT
2. Canvas user feedback surveys for Teaching Staff and Students

Summary Conclusions

As of spring 2015, there has been huge growth in the number of Canvas users and platform activity compared to the spring 2014 pilot phase. All metrics support that conclusion, as well as the schools' commitment to move forward quickly toward the new platform.

At the pilot phase one year ago, the following were among the summary conclusions:

- With preparation, teachers and students appreciate Canvas' strengths, functionality.
- Positive responses offered to the teaching and learning experience supported by Canvas.
- The learning curve and transition can be addressed with focused support, introduction to features, and encouragement to explore Canvas' potential.

One year after the pilot phase:

- Usage moves forward.
 - Over half of teaching staff users are new (56% first semester, Total N=97).
 - Two-fifths on board for a second semester (40%); a few in third semester.
 - About half have only used it for one course so far (51%).
 - One-third of student users had more than one course in Canvas this semester.
- Overall experience with the platform is showing improvement, with limitations.
 - Responses suggest less initial confusion, alongside more need for ongoing support.
 - Lower percentages report they experienced confusion.
 - Higher percentages indicate a need for additional support.
 - One-fourth of students received a course-specific intro for at least one course.
 - Variation remains in use of platform's full range of integrated functions.

Action-Oriented Recommendations

The following brief recommendations based on an initial review of these results are oriented toward creating as smooth a transition as possible for students and teaching staff, as well as maximizing the use of Canvas for pedagogical goals.

- Facilitate the "best practices" early-intro to Canvas for students by, e.g., creating a readily adapted written format for teaching staff to adapt and use for individual courses.
- Examine these report results at the managerial level, to identify top-level issues and achievements, and to consider how to provide support more effectively, with fewer gaps.
- Facilitate discussion of the survey's open-ended comments at the staff level, to identify processes that are working well and action steps to improve user experience.