The Canvas Learning Management System:
Instructor And Student Experience

Final Evaluation

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Prepared by

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Introduction

The purpose of this evaluation is to explore the pedagogical and administrative implications of the Canvas learning management system (LMS). This portion of the study is designed to examine student and instructor opinion regarding the comparative benefits of the new LMS, Canvas, and the current LMS, Moodle, in order to guide decisions about adoption and use at the University. Data were collected using student and instructor surveys and focus groups with each population.

An exempt category 2 research study was approved by the Institutional Review Board at the University of Minnesota on August 26, 2015, and assigned the study number 1508E77506. The study was designed and implemented by Dr. Paul Baepler (Center for Educational Innovation) in consultation with Donalee Attardo (Office of Information Technology), and with the support of the Canvas pilot team. This report covers the Fall 2016 semester and only makes reference to the interim reports that spanned the Fall 2015 (F15) semester and the Spring 2016 (S16) semester.
Summary of Student and Instructor Surveys and Focus Groups

Key Instructor Findings

● When asked for their preference between Moodle and Canvas, 59% of the 41 instructor respondents preferred Canvas, 12% Moodle, and 29% remained neutral. When asked if the University should switch learning management systems, 79% (31) said “Yes, switch to Canvas” and 21% (8) said “No, do not switch to Canvas.”

● In a side-by-side comparison between Canvas and Moodle, instructors registered greater satisfaction for 18 of 19 Canvas features on which we polled, with the greatest positive differences expressed for:
  - Rubrics
  - Calendar/scheduling
  - User interface
  - Ease of grading
  - Ease of use
  - Quiz tool
  - Mobile experience
  - Gradebook

Respondents expressed a nominal preference for Moodle when queried about the user’s ability to:
  - Customize the system

● When asked which LMS they found easier to learn, 59% identified Canvas, 12% said Moodle, and the remaining 29% found both systems equally easy.

● Unlike Spring 2016, but in line with student opinion, instructors noted they would prefer the University support only one LMS rather than multiple systems.

Key Student Findings

● To a lesser extent than instructors, students also preferred Canvas 50% (581) over Moodle 27% (308) with 23% (263) expressing no preference. When asked if the University should switch learning management systems, 60% (680) voted “Yes, switch to Canvas” and 40% (461) said “No, do not switch to Canvas.”

● In a side-by-side comparison between Canvas and Moodle, students registered greater satisfaction for 9 of 10 Canvas characteristics on which we polled, though
the differences we found were not as large as those instructors noted. The seven characteristics with at least a small difference in ratings were:

- Knowing what my overall grade is
- Tracking individual grades
- Receiving notifications
- Working with the User Interface (look and feel)
- Tracking due dates
- Interacting with course instructor
- Using the mobile app

- Respondents expressed a nominal preference for Moodle when queried about the user’s ability for:
  - Accessing files my instructor has shared

- Similar to the instructors, 90% of the students felt comfortable with Canvas within several weeks or fewer of using it.

- Approximately three quarters of the students were either satisfied or very satisfied with the Canvas mobile app.

- As in Spring 2016, students found Canvas particularly useful to:
  - Know what grade I received on an assignment/projects
  - Track my overall grade, and
  - Complete course assignments
Instructor Focus Group Summary

The two instructor focus groups were largely consistent with the findings of the previous three (F15, S16).

- Instructors praised the mechanisms that allowed for faster and more reliable grading (Speedgrader, rubrics), promoted more efficient editing of the site, and enabled peer review and collaborative assignments.

  **KEY QUOTE**: “It doesn’t matter what a learning system does. If a student isn’t using it, they can’t benefit from it. **Canvas engaged students and they used it more**, which means that the good stuff like feedback and dialogue between student and teacher can be much more potent.”

- Instructors mentioned that Canvas made them feel more “empowered to try things out on my own.” One professor detailed how she was emboldened by the ease of grading in Canvas to assign a multimedia project in a large lecture (~200 students), a course in which she had never previously assigned a project.

- Despite general praise for Canvas, several challenges emerged, including: control and knowledge of what notifications are being sent to students, taking attendance on the mobile app, tracking student performance and behavior over time, iClicker integration, and SCORM compliance.

- Instructors highlighted the critical need for instructional support in case of a transition to Canvas.

Student Focus Group Summary

- When asked to specify what they liked about Canvas, students pointed to characteristics that made it easy to find information (look and feel), track their progress (grades and notifications), and ease the administrative burden of group work.

- Students worried that instructors wouldn’t be properly prepared for the transition because they didn’t have or refused to seek training. As in previous focus groups, students were sensitive to the notion that the value of the technology is based more on the instructor’s skill than on the tool itself.
KEY QUOTE: “I’ve had plenty of professors say ‘we care about you, we want you to do as well as possible,’ but if you want us to do as well as possible, then you need to use the interface to its fullest capability so that it’s as easy for us [to navigate and understand what is expected] as possible.”

- Although they thought it might be improved, students appreciated the Canvas mobile app, particularly for checking grades.

**Pedagogical Observations**

The following are participant anecdotes related to teaching and learning from the Fall 2016 semester:

- Students reported that they preferred Canvas for collaborative learning and peer review. They like that most of the administrative work that involves working on, exchanging, and submitting project drafts can happen within the system and that the instructor can see reviews and discussions.
- Instructors mentioned that in teaching situations with multiple graders (TAs), grading is more reliable because TAs/instructors can easily view and remark upon each other’s comments, which are all contained within the system.
- Several instructors mentioned that using Canvas represented “a new way of teaching.” This was sometimes expressed as describing the experience as being more dynamic or interactive. Others mentioned the “potentialities” or promise of what Canvas will likely develop into in the near future.
- Not being able to track students meant at least one instructor couldn’t verify the claims students make about behavior within the system.
- An instructor mentioned that particularly for informal writing, Canvas makes it easy for him to deliver feedback throughout a document (as opposed to exclusively at the end of the assignment). This is enabled by the fact that documents don’t have to be downloaded and uploaded, saving time and reducing frustration.

**Teaching and Learning anecdotes from Spring 2016:**

- Students felt their Canvas forum comments were more likely to be read because they could be more easily and efficiently accessed by other students.
- Students perceived that they received more prompt feedback within Canvas because instructors were already focusing on grading their work from within the tool.
- Instructor felt the rubric tool allowed her to give more feedback, to do it consistently, and to be more transparent about her grading.
- Canvas allowed instructor to send a reminder only to students who had not yet completed an assignment in order to encourage them to complete the work.
● Instructors appreciated that they could comment on different file types from within the tool, including .docs, .j pngs, .pdfs and return different media types of feedback.
● Instructors found that because of its responsive design, it was difficult to project pages from Canvas in a classroom setting.

Teaching and learning anecdotes from Fall 2015:

● Instructor mentioned that because grading was more efficient with less clicking, he spent more time grading and gave more substantive feedback.
● Instructor used a rubric for the first time because it was easier to use in Canvas.
● Instructor more willing to hold an online discussion in Canvas because otherwise was dreading the grading.
● Students felt that because the Canvas technology was simple and reliable that they could concentrate more on the content than the mechanics of completing an assignment.
● Students pointed out that knowing what their grade might be helped them to determine if they needed to try harder.
● Student mentioned that when in the past, due to long response times, they lost confidence that their work would upload in Moodle, they sometimes turned in incomplete work just to get something submitted.
● Many students commented on the need for instructors to have proper training in any LMS.
Survey Procedures

We sent a survey to all 76 instructors participating in the Fall Canvas pilot at the University of Minnesota (Crookston, Duluth, Morris, Rochester, and Twin Cities campuses) in November, 2016. Completing the survey was not a requirement of being a participant in the pilot, but instructors were urged to return the instrument. No compensation was provided. Each instructor was sent a custom link to the survey using the University’s Qualtrics software on November 1, 2016 and reminders on November 10th and 21st. Instructors who had not responded after two weeks were contacted with individual emails from consultants encouraging them to complete the survey. Forty-three instructors completed the survey within approximately three weeks of the initial invitation, resulting in a 55% response rate. Individual results of the survey are confidential and reported in the aggregate. Direct comments are not attributable to any individual.

The survey included closed-ended questions that asked about instructors’ satisfaction and perceived utility of Canvas, level of comfort with technology, preferences for using Moodle or Canvas, level of satisfaction with each of 19 LMS features in both Moodle and Canvas, importance of each feature, preference for how many LMSs the University should support, and preference for learning how to use an LMS. Open-ended questions inquired about what instructors liked least and most about Canvas as well as why they preferred either Moodle or Canvas over the other.

All 4,099 students enrolled in a class using Canvas at the University of Minnesota campuses were sent a similar but shorter survey as the one sent to instructors. Completing the survey was optional and students were reassured that not completing the survey would affect neither their grade in the course nor their standing at the University. As an incentive, we offered a random drawing for one of four $25 Amazon gift cards. Each student received a survey link via Qualtrics on November 1st and were reminded nine days later on November 10th; the survey remained open for three weeks. 1163 students completed the survey, resulting in a response rate of 28%. As with the instructors, all results of the survey are confidential, reported in the aggregate, and de-identified. Direct comments are not attributable to any individual.

Table 1: Data Sources

<table>
<thead>
<tr>
<th>Source</th>
<th># of Participants</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Survey Responses</td>
<td>43/76</td>
<td>55%</td>
</tr>
<tr>
<td>Instructor Focus Group Participants</td>
<td>13</td>
<td>-</td>
</tr>
<tr>
<td>Student Survey Responses</td>
<td>1163/4099</td>
<td>28%</td>
</tr>
<tr>
<td>Student Focus Group Participants</td>
<td>5</td>
<td>-</td>
</tr>
</tbody>
</table>
The courses were delivered in multiple formats and class sizes.

**Table 2: Class Formats**

<table>
<thead>
<tr>
<th>Format</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face</td>
<td>24</td>
</tr>
<tr>
<td>Blend of face-to-face and online</td>
<td>10</td>
</tr>
<tr>
<td>Online</td>
<td>9</td>
</tr>
</tbody>
</table>

**Table 3: Instructor Respondents by Course Size**

<table>
<thead>
<tr>
<th>Course Size</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-20</td>
<td>11</td>
</tr>
<tr>
<td>21-40</td>
<td>13</td>
</tr>
<tr>
<td>41-60</td>
<td>4</td>
</tr>
<tr>
<td>&gt;60</td>
<td>15</td>
</tr>
</tbody>
</table>
Students from around the system and at all academic levels participated in the survey.

**Table 4: Student Respondents by Campus**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crookston</td>
<td>24 (2.0%)</td>
</tr>
<tr>
<td>Duluth</td>
<td>167 (14.4%)</td>
</tr>
<tr>
<td>Morris</td>
<td>27 (2.3%)</td>
</tr>
<tr>
<td>Rochester</td>
<td>19 (1.6%)</td>
</tr>
<tr>
<td>Twin Cities</td>
<td>926 (79.7%)</td>
</tr>
</tbody>
</table>

**Chart 1: Student Respondents by Campus**

**Table 5: Student Respondents by Academic Level**

<table>
<thead>
<tr>
<th>Level</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>332 (29%)</td>
</tr>
<tr>
<td>Sophomore</td>
<td>234 (20%)</td>
</tr>
<tr>
<td>Junior</td>
<td>220 (19%)</td>
</tr>
<tr>
<td>Senior</td>
<td>219 (19%)</td>
</tr>
<tr>
<td>Graduate/Professional</td>
<td>156 (13%)</td>
</tr>
</tbody>
</table>

**Chart 2: Student Respondents by Academic Level**
Survey Results

LMS Preference

We asked both students and instructors which LMS they preferred. As in previous semesters, both groups expressed a moderate preference for Canvas over Moodle.

Q. “Overall, which course management system helps you better to succeed in your classes?” [Chart 4] and “is better for your teaching?” [Chart 5]

Table 6: Student and Instructor LMS Preference

<table>
<thead>
<tr>
<th></th>
<th>Canvas</th>
<th>Same</th>
<th>Moodle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>581 (50%)</td>
<td>263 (23%)</td>
<td>308 (27%)</td>
</tr>
<tr>
<td>Instructors</td>
<td>24</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>
Both students and instructors were also asked to choose a single learning management system. Again, both groups selected Canvas over Moodle. With this question, when compelled to choose one system or the other, the margin in favor of Canvas over Moodle is larger for both students and instructors.

*Q. “In your opinion, should the University switch learning management systems?”*

**Chart 6: Student -- Should the University Switch LMSs?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>680</td>
<td>461</td>
</tr>
<tr>
<td>(%</td>
<td>(60%)</td>
<td>(40%)</td>
</tr>
</tbody>
</table>

**Chart 7: Instructor -- Should the University Switch LMSs?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>(%</td>
<td>(79%)</td>
<td>(21%)</td>
</tr>
</tbody>
</table>

**Table 7: Student and Instructor LMS Switch?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>680</td>
<td>461</td>
</tr>
<tr>
<td>(%</td>
<td>(60%)</td>
<td>(40%)</td>
</tr>
<tr>
<td>Instructors</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>(%</td>
<td>(79%)</td>
<td>(21%)</td>
</tr>
</tbody>
</table>
LMS Feature Preference

Student LMS Characteristics Preference

Students were asked to rank LMS characteristics or features from a list generated by ATSS staff and to rate their satisfaction with Canvas and Moodle on each of these traits. The table below examines the differences in student ratings and presents them in the rank order of importance that students determined. In seven of the ten categories, students expressed more than a nominal difference between the two systems, but only one of these could be considered a moderate difference, and no differences were large.

Q. “For each feature, rate your satisfaction for BOTH Canvas and Moodle.”
(Please indicate whether you are Extremely satisfied=5, Somewhat satisfied=4, Neither satisfied nor dissatisfied=3, Somewhat dissatisfied=2, Extremely dissatisfied=1, Did not use=not counted.)

Table 8: Student – Feature/Characteristic Difference Between Canvas and Moodle

<table>
<thead>
<tr>
<th>Rank*</th>
<th>Characteristic/Feature</th>
<th>Canvas (Mean)</th>
<th>Moodle (Mean)</th>
<th>Preference</th>
<th>Effect Size** (Meaningfulness of difference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tracking due dates</td>
<td>4.04 (1124)</td>
<td>3.61 (988)</td>
<td>Canvas</td>
<td>Small (d = 0.38)</td>
</tr>
<tr>
<td>2</td>
<td>Knowing what my overall grade is</td>
<td>4.14 (1114)</td>
<td>3.47 (990)</td>
<td>Canvas</td>
<td>Moderate (d = 0.59)</td>
</tr>
<tr>
<td>3</td>
<td>Accessing files my instructor has shared</td>
<td>3.99 (1126)</td>
<td>4.03 (994)</td>
<td>Moodle</td>
<td>None (d = 0.04)</td>
</tr>
<tr>
<td>4</td>
<td>Tracking individual grades</td>
<td>4.24 (1124)</td>
<td>3.75 (989)</td>
<td>Canvas</td>
<td>Small (d = 0.47)</td>
</tr>
<tr>
<td>5</td>
<td>Working with the User Interface (Look and Feel of the system)</td>
<td>3.91 (1111)</td>
<td>3.49 (973)</td>
<td>Canvas</td>
<td>Small (d = 0.38)</td>
</tr>
<tr>
<td>6</td>
<td>Managing and manipulating my files</td>
<td>3.81 (1011)</td>
<td>3.78 (929)</td>
<td>Canvas</td>
<td>None (d = 0.03)</td>
</tr>
<tr>
<td>7</td>
<td>Receiving notifications</td>
<td>3.89 (1104)</td>
<td>3.39 (932)</td>
<td>Canvas</td>
<td>Small (d = 0.45)</td>
</tr>
<tr>
<td>8</td>
<td>Interacting with course instructor</td>
<td>3.81 (924)</td>
<td>3.52 (816)</td>
<td>Canvas</td>
<td>Small (d = 0.28)</td>
</tr>
<tr>
<td>9</td>
<td>Interacting with other students</td>
<td>3.63 (835)</td>
<td>3.60 (800)</td>
<td>Canvas</td>
<td>None (d = 0.03)</td>
</tr>
<tr>
<td>10</td>
<td>Using the mobile app</td>
<td>3.53 (495)</td>
<td>3.27 (367)</td>
<td>Canvas</td>
<td>Small (d = 0.23)</td>
</tr>
</tbody>
</table>

*Rank is based on the features that students said were the most important.
**Effect size can be interpreted as a measure of meaningfulness of difference between ratings of features on each system. Effect size in this table is interpreted in this fashion: 0.2 Small, 0.5 Moderate, 0.8 Large (Cohen 1988).1

Instructor Survey LMS Characteristic Preference

Instructors were asked about their satisfaction with 19 LMS features (rank and satisfaction). In all but one case, instructors preferred Canvas features to those of Moodle, and they indicated more than a nominal difference between the two systems in 17 features. In general, instructors found more large and moderate differences between the two systems than students reported. As in Table 8, details in Table 9 present the difference in instructor ratings in the rank order of their importance as determined by the instructors.

Q. “For each feature, rate your satisfaction for BOTH Canvas and Moodle.” (Please indicate whether you are Extremely satisfied=5, Somewhat satisfied=4, Neither satisfied nor dissatisfied=3, Somewhat dissatisfied=2, Extremely dissatisfied=1, Did not use=not counted.)

Table 9: Instructor – Feature/Characteristic Difference Between Canvas and Moodle

<table>
<thead>
<tr>
<th>Rank*</th>
<th>Feature</th>
<th>Canvas</th>
<th>Moodle</th>
<th>Preference</th>
<th>Effect Size** (Meaningfulness of difference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setting Up a Course</td>
<td>4.22 (41)</td>
<td>3.76 (37)</td>
<td>Canvas</td>
<td>Small (d = 0.44)</td>
</tr>
<tr>
<td>2</td>
<td>Assignment Creation &amp; Management</td>
<td>4.18 (38)</td>
<td>3.58 (36)</td>
<td>Canvas</td>
<td>Moderate (d = 0.63)</td>
</tr>
<tr>
<td>3</td>
<td>Ease of Grading</td>
<td>4.37 (38)</td>
<td>3.09 (34)</td>
<td>Canvas</td>
<td>Large (d = 1.09)</td>
</tr>
<tr>
<td>4</td>
<td>Ease of Use</td>
<td>4.38 (42)</td>
<td>3.36 (36)</td>
<td>Canvas</td>
<td>Large (d = 1.03)</td>
</tr>
<tr>
<td>5</td>
<td>Gradebook</td>
<td>4.20 (35)</td>
<td>3.27 (33)</td>
<td>Canvas</td>
<td>Large (d = 0.84)</td>
</tr>
<tr>
<td>6</td>
<td>User Interface (Look &amp; Feel)</td>
<td>4.32 (40)</td>
<td>3.11 (36)</td>
<td>Canvas</td>
<td>Large (d = 1.04)</td>
</tr>
<tr>
<td>7</td>
<td>Flexibility of Course Organization</td>
<td>3.70 (40)</td>
<td>3.38 (37)</td>
<td>Canvas</td>
<td>Small (d = 0.28)</td>
</tr>
<tr>
<td>8</td>
<td>Managing Course Files</td>
<td>4.07 (40)</td>
<td>3.31 (36)</td>
<td>Canvas</td>
<td>Moderate (d = 0.68)</td>
</tr>
<tr>
<td>9</td>
<td>Communicating with students/Announcements</td>
<td>4.34 (35)</td>
<td>3.62 (32)</td>
<td>Canvas</td>
<td>Moderate (d = 0.68)</td>
</tr>
<tr>
<td>10</td>
<td>Tracking Student Performance</td>
<td>4.12 (34)</td>
<td>3.53 (30)</td>
<td>Canvas</td>
<td>Moderate (d = 0.61)</td>
</tr>
<tr>
<td>11</td>
<td>Discussion Tools</td>
<td>3.83 (29)</td>
<td>3.52 (27)</td>
<td>Canvas</td>
<td>Small (d = 0.26)</td>
</tr>
<tr>
<td>12</td>
<td>Customizing the System</td>
<td>3.38 (34)</td>
<td>3.44 (32)</td>
<td>Moodle</td>
<td>None (d = 0.05)</td>
</tr>
<tr>
<td>13</td>
<td>Creating and Managing Student Groups</td>
<td>4.00 (23)</td>
<td>3.15 (27)</td>
<td>Canvas</td>
<td>Moderate (d = 0.70)</td>
</tr>
<tr>
<td>14</td>
<td>Student Preview</td>
<td>4.00 (32)</td>
<td>3.83 (29)</td>
<td>Canvas</td>
<td>None (d = 0.16)</td>
</tr>
<tr>
<td>15</td>
<td>Quiz Tool</td>
<td>4.10 (21)</td>
<td>2.96 (25)</td>
<td>Canvas</td>
<td>Large (d = 0.96)</td>
</tr>
<tr>
<td>16</td>
<td>Rubrics</td>
<td>4.32 (25)</td>
<td>2.73 (15)</td>
<td>Canvas</td>
<td>Large (d = 1.34)</td>
</tr>
<tr>
<td>17</td>
<td>Calendar/Scheduling</td>
<td>4.20 (25)</td>
<td>3.08 (24)</td>
<td>Canvas</td>
<td>Large (d = 1.13)</td>
</tr>
<tr>
<td>18</td>
<td>Mobile Experience</td>
<td>3.77 (22)</td>
<td>2.65 (17)</td>
<td>Canvas</td>
<td>Large (d = 0.91)</td>
</tr>
<tr>
<td>19</td>
<td>Branching Scenario Tools</td>
<td>3.75 (4)</td>
<td>3.17 (6)</td>
<td>Canvas</td>
<td>Moderate (d = 0.54)</td>
</tr>
</tbody>
</table>

*Rank is based on the features that instructors said were the most important.
**Effect size can be interpreted as a measure of meaningfulness of difference between ratings of features on each system. Effect size in this table is interpreted in this fashion: 0.2 Small, 0.5 Moderate, 0.8 Large (Cohen 1988).**

**Instructor View**

**Instructor Comfort with Technology and Canvas**

As in Spring 2016, over 90% of instructor survey respondents described themselves as *comfortable* or *highly comfortable* with technology. The same proportion felt comfortable using Canvas within several weeks.

**Chart 8: Instructors’ Comfort with Technology**

**Chart 9: Instructors’ Time Until Feeling Comfortable with Canvas**
Instructor – Ease of Use, Adaptability, Teaching Fit

When asked to compare Canvas and Moodle in terms of their ease of use, adaptability, and teaching fit, instructors found Canvas to be easier to use, more adaptable to their needs, and better for their teaching.

Q. “Which learning management system do you find easier to learn?”

Chart 10: Which learning system do you find easier to learn?

Q. “Which LMS do you find most adaptable to your needs?”

Chart 11: Which learning system do you find most adaptable to your needs?
Q. “Overall, which learning management system is better for your teaching?”

**Chart 12: Which learning system is better for your teaching?**

**Instructor Opinion Regarding Canvas**

In general, instructors held higher opinions of Canvas than Moodle in terms of the tool’s efficiency, effectiveness, usefulness in teaching and learning, and instructors’ enjoyment.

*(Please indicate whether you Strongly Disagree=1, Disagree=2, Neither Agree nor Disagree=3, Agree=4, Strongly Agree=5)*

**Chart 13: Canvas increased my efficiency as a teacher.**

**Chart 14: Canvas increased my effectiveness as a teacher**
Selected Instructor Responses to Open-Ended Questions

What do you like most about Canvas?

- “I like that it offers potentialities for further teaching tools such as video communication, interactive grading, webpage-based course with several pages that can be thematic, narrative etc…. I feel that it has the potential to open up a new way of using online tools to teach.”

- “If I had to pick exactly one thing... the biggest difference for me between Moodle and Canvas has been that Canvas supports group-work so much better (the grading and assigning of groups within a course). That's the very most helpful thing.”

- “[Canvas] has a mobile app that needs development for administrative functions, but is generally pretty great.”

- “I find it easy and much quicker to grade in Canvas and that my students can tell from the comments who is grading -- me or my TA. I also like that I can see on my main page when I have assignments to grade.”
What do you like least about Canvas?

- “Discussion - no threading or clarity.”
- “I really don't like that I can't track my students.”
- “That it is created/owned by a for-profit company and is not open sourced.”
- “Hard to figure out the grade book, to add quiz scores that are not done in Canvas.”
- “Quizzing function is far less superior than Moodle -- I would not be able to teach 2 of my courses in the current Canvas LMS with the way that I administer the quizzes; Moodle isn't perfect, but at least I can get it to work!”

Why do you prefer either Moodle or Canvas over the other?

- “User interface is everything! Without a solid, easy to navigate interface, even the best system out there will fail. I feel Canvas is much better in this aspect.”
- “I teach a course that includes community members. Moodle was next to impossible for them to navigate. They also had some access issues. These issues have gone away with Canvas.”
- “I feel like I spend a lot of wasted time in Moodle waiting for things to load and waiting for things to respond. It's a real pain to arrange things or change things. Yes, it is a bit more flexible, but it is not as efficient.”
- “Also, uploading grades in Moodle is *way* easier than in Canvas (where you need to download the file and upload it again).”
- “In the end, for me it is about student engagement and Canvas seems to better in that regard.”
- “Speed grader is amazing.”
- “Having frequently helped my faculty peers, I think when instructors wish to innovate or simply just try something new, Moodle sometimes seems like an insurmountable set of obstacles, whereas Canvas has a little more transparency.”

What more would you like to tell us about your experience using Canvas this semester?

- “It's a new way of thinking about teaching, but if people only see an LMS as a supporting tool, they'll never use any given system to the max. Perhaps you can
include a Canvas workshop as part of new faculty orientation. Perhaps you can offer College-based or even department-based Canvas workshops instead of having University-wide clinics. Instead of having faculty go to you, come to faculty. Come to department meetings and/or retreats... Whether to introduce Canvas briefly, or better yet to run a full-on workshop.”

- “You need to account for this: there will be many faculty who don’t want to put the time or effort, or are not interested in technology enough to explore Canvas to the full. There will be grumpy faculty! There will be faculty who want to do it, but won't be able to do it all at once.”

- “Since technology by its nature is always changing, it's also a matter of you making it clear to faculty that no LMS will last forever and that change (whether upgrades or transitions to different LMS) is inevitable. And change can be a good thing if it helps faculty reflect on their teaching practices and improve them instead of repeating the same old models.”

- “[Students] were also excited about the mobile interface (on the first day of class when I mentioned I'd be using Canvas, several of them grabbed their phones to see what the mobile site was like before I even mentioned it).”

**Student View**

**Student Comfort with Technology and Canvas**

Ninety-eight percent of students reported that they were comfortable or very comfortable with technology, and 93% indicated that they were comfortable using Canvas within several weeks of the semester. Eighty-eight percent of students encountered fewer than three technical issues with Canvas through at least November 1, 2016.
Chart 19: Students' Comfort with Technology

Chart 20: Students' Time Until Feeling Comfortable with Canvas
Student Technical Difficulties

Chart 21: Frequency of Technical Difficulties Among Students

- 550 students never experienced technical difficulties.
- 466 students experienced technical difficulties 1-2 times.
- 115 students experienced technical difficulties 3-5 times.
- 19 students experienced technical difficulties 6-10 times.
- 14 students experienced technical difficulties more than 10 times.
Student Device Use

Approximately half the students at one time used a smartphone to access Canvas, but 93%, for whatever reason, preferred using a laptop when working with Canvas.

Chart 22: Types of Student Device Usage with Canvas

Chart 23: Preferred Device to Use with Canvas
Student Satisfaction with the Mobile App

Approximately three-quarters of students were satisfied or very satisfied with the mobile app.

Chart 24: Student Satisfaction with the Canvas Mobile App

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>19%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>8%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>57%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>19%</td>
</tr>
</tbody>
</table>

Selected Student Comments related to the Mobile App:

Positive
- “There is a mobile app for canvas and that was a life saver!”
- “Canvas has an incredible mobile app.”

Negative
- “Many of the files my instructor posts on canvas are impossible to view on the mobile app.
- “Canvas videos were inaccessible on a mobile platform.”
Canvas’s Usefulness (Student)

When asked about the usefulness of Canvas in nine academic tasks or areas, students consistently found Canvas useful.

Q. Students – Canvas helps me to …
(Please indicate whether you Strongly Disagree=1, Disagree=2, Neither Agree nor Disagree=3, Agree=4, Strongly Agree=5)

Chart 25: Students’ Perception of the Usefulness of Canvas Features
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn the course material/content</td>
<td>168 (15%)</td>
<td>518 (45%)</td>
<td>326 (28%)</td>
<td>104 (9%)</td>
<td>39 (3%)</td>
<td>3.58</td>
</tr>
<tr>
<td>Study for exams/tests</td>
<td>137 (12%)</td>
<td>403 (35%)</td>
<td>399 (34%)</td>
<td>168 (15%)</td>
<td>48 (4%)</td>
<td>3.36</td>
</tr>
<tr>
<td>Complete course assignments</td>
<td>314 (27%)</td>
<td>575 (50%)</td>
<td>155 (13%)</td>
<td>75 (7%)</td>
<td>32 (3%)</td>
<td>3.92</td>
</tr>
<tr>
<td>Make efficient use of my time in the course</td>
<td>246 (21%)</td>
<td>486 (42%)</td>
<td>284 (25%)</td>
<td>89 (8%)</td>
<td>50 (4%)</td>
<td>3.68</td>
</tr>
<tr>
<td>Be in control of my own learning in the course</td>
<td>222 (19%)</td>
<td>501 (43%)</td>
<td>288 (25%)</td>
<td>102 (9%)</td>
<td>42 (4%)</td>
<td>3.66</td>
</tr>
<tr>
<td>Know what grade I received on an assignment/quiz/project</td>
<td>501 (44%)</td>
<td>486 (42%)</td>
<td>85 (7%)</td>
<td>50 (4%)</td>
<td>31 (3%)</td>
<td>4.19</td>
</tr>
<tr>
<td>Track my overall grade in the course</td>
<td>479 (42%)</td>
<td>429 (37%)</td>
<td>126 (11%)</td>
<td>80 (7%)</td>
<td>40 (3%)</td>
<td>4.06</td>
</tr>
<tr>
<td>Communicate with my instructor(s)</td>
<td>179 (16%)</td>
<td>402 (35%)</td>
<td>397 (34%)</td>
<td>135 (12%)</td>
<td>40 (3%)</td>
<td>3.47</td>
</tr>
<tr>
<td>Communicate with other students</td>
<td>131 (11%)</td>
<td>340 (29%)</td>
<td>478 (42%)</td>
<td>150 (13%)</td>
<td>54 (5%)</td>
<td>3.30</td>
</tr>
</tbody>
</table>
Selected Student Responses to Open-Ended Questions

Positive student comments about Canvas (versus Moodle)

- “Canvas does do a better job at letting me see my overall performance in the classes at a glance, whereas in Moodle I had to fish around for that. I also appreciate that Canvas doesn’t feel like it’s pushing itself into my life as I did with Moodle. Canvas would be more like a friend, while Moodle is the annoying cousin that you just have to put up with.”

- “The peer review process through Canvas is fantastic, as well; I can give direct feedback and attach edited documents without having to use Google Docs or email. Having all the communication take place on Canvas means the professor can see the reviews and discussions too, which has been an issue in the past on Moodle. The notifications are easy to customize as well, and will show you snippets of the new content. The only downside to Canvas is that the discussion threads are hard to follow.”

- “Collaborative learning is SO much better on Canvas. Yes, Moodle has it’s perks, but Canvas allows one student in a group to submit a single file for an entire group project. Submitting a GitHub URL as an assignment works magically in Canvas as opposed to Moodle, and previewing work from in Canvas is amazing.”

- “Canvas is much more student oriented. It really helps students recognize due dates and follow the grades they receive on every assignment. Also Canvas gives students the ability to enter in a ’fake grade’ into an assignment to see how their grade changes according to that specific assignment which is a feature I really like because it helped me track my grade much better. The Canvas layout is also much clearer, and easier for students.”

- “The look and feel of canvas is much nicer and only glancing at a page you can tell what visual elements are the focus and you have a clue of what interactions with each of the elements might perform, but with Moodle not always.”

Neutral student comments (Canvas versus Moodle)

- “I can live with either. My success in the course does NOT depend on the learning management system.”
• “I like both of them and so I don't see the reason to switch over to Canvas because it does not seem to have more benefits than Moodle.”

• “I hate both of them to be honest, I don't think either is better than the other because they're both plagued with issues, they're just different issues. Find something completely different to use.”

Negative student comments (Canvas versus Moodle)

• “Canvas wasn’t revolutionary. The app is cool, but also hard to navigate. I don’t think it is worth the headache of switching platforms.”

• “I still print readings, and it is hard to print articles from Canvas. Further, there are so many glitches still. For example, last semester’s assignments and due dates keep appearing in this semester's class causing much confusion.”

• “The Canvas UI was not user friendly. The course discussions were very difficult to follow, and the Canvas system actually made me want to participate in the online course less. I’m not in love with Moodle either, but it's a bit simpler and easier to manage. Most courses shouldn't really need all of the bells and whistles Canvas has.”

• “Navigation throughout Canvas is very unclear. Going to weekly topics was easy, but then navigation within those pages was strange. For example, I would expect that using the "previous" arrow on week 5 would bring me to week 4, but instead, it brought me to slide show notes that I didn't even know were available to students until I stumbled onto the page accidentally.”
Canvas Instructor Focus Groups

Date: December 5, 2016, 1:00-2:00 p.m. & December 7, 2016, 10:30-11:30 a.m.

Location: Virtual using WebX & Walter Library 131

Procedural Note: This summary combines the findings of both instructor focus groups. The first was held online using the web conferencing tool, WebX, and consisted of instructors from Duluth, Rochester, and the Twin Cities campuses. An effort was made to recruit participants from Crookston and Morris, but no one was available during the scheduled times. The second focus group was held face-to-face and was comprised exclusively of Twin Cities instructors. All focus groups were conducted by Paul Baepler (CEI) with Lauren Marsh (OIT) assisting.

Themes

In general, themes from this semester’s focus groups were consistent with those from previous semesters. When asked about what they valued in Canvas, participants singled out Speedgrader, rubrics, feedback tools on assignments/discussions, grading group assignments, scheduler, and the ease of editing and adjusting content.

Instructors appreciated the flexibility to design the front page so that it feels more “custom-made.”

Speedgrader and Providing Student Feedback

“For short, mini-presentations I used to write notes in a Google doc and translate notes into Moodle for feedback, and I found that I could have Speedgrader open and give feedback while the presentation is happening. I can enter information right away into a rubric while I’m remembering it and the experience is fresh. I don’t need to do any extra work to give them this immediate feedback on mini presentations. It’s possible that it could work in Moodle, but I have the sense that Speedgrader is what is enabling that.”

“Canvas provided an opportunity to share feedback between students on student presentations (particularly on mobile devices), and students expressed how helpful it was to read their colleagues comments so immediately. And it completely changed the tenor of the class.”

“The support for rubrics encouraged me to do more with rubrics. And it’s clear that the students have been looking at the rubrics because they asked about it the one time I didn’t have one set up for an assignment.”
“Canvas [Speedgrader] is **changing the way I respond to minor writing assignments**. Typically what you would do would be to maybe give students a few summative comments at the end of a piece, but because Speedgrader makes it so easy to make comments without having to download all of the documents, I tend to be more specific about the comments I made within the document itself in addition to the summative comment at the end, and it doesn’t take a ridiculous amount of time to do that.”

“The degree to which you can comment on small writing assignments is really important, not only for writing courses but for writing across the curriculum, and that it is so much easier to do on Canvas than it is in Moodle is to me a high selling point....Canvas invites you to comment. It’s more conversational. You have that document opened up **you’re more inclined to make comments as you go** and then have those summative comments. With Moodle, I don’t do that so much with the smaller assignments. You have to download them, open each one as a document, comment, and re-upload them as a file and it’s ridiculously time consuming.”

“ It doesn’t matter what a learning system does. If a student isn’t using it, they can’t benefit from it. **Canvas engaged students and they used it more**, which means that the good stuff like feedback and dialogue between student and teacher can be much more potent.”

**Canvas and Moodle Contrasted**

“Canvas is like an iPhone app. You press an icon, and it pretty much works. With Moodle, there are so many options, but I don’t know what they all do.”

“I felt like with Moodle everything is 20 mouse clicks and with Canvas everything is two.”

“Moodle ‘feels’ old and built under a different pedagogical paradigm and Canvas was built under the paradigm of mobile technology and cloud.”

“Regarding Canvas, I am happy that my students are happy [using Canvas].”

“Canvas seems more like social media; it is arranged more like 2016.”

“Canvas looks cleaner. It looks more like something my students will want to use.”

“The things that I have to do most often are much easier to do in Canvas, such as fiddle with grades. Little things like that are a million billion times easier in Canvas.”
“As an instructor and as a course designer, I feel more empowered to try things out on my own. I use a lot more features—that I think are also available in Moodle—but I felt more comfortable playing around figuring it out in Canvas. I think there are so many [too many] options in Moodle that you look at it and say, ‘I don’t know.’ There are fewer options in Canvas, but I think more instructors would be more autonomous in designing and managing their courses than they would be in Moodle and need less help. There are fewer options and maybe it’s clearer what those options actually do.”

“I have a very limited use for all the bells and whistles it offers, but as somebody who really uses it just for gradebook management and course content delivery, Moodle does just fine.”

Pedagogical Implications for Canvas

Increased grading reliability
In situations with multiple instructors or TAs, several graders can contribute feedback or assessment ratings to an assignment. For example, in situations in which a TA might be struggling with how to grade an assignment, she can ask another instructor to look at the assignment and the grading/feedback that has already been done in Canvas.

“Sometimes we can come together with the TAs and discuss the ones that they’re really struggling with, and we can all look at the same one at the same time. And we’ll also do it asynchronously when someone has a question and asks if someone else can look at this particular student to see what I’ve already done.

It’s just so much easier and a lot less trouble for a TA to communicate with other TAs and us about how to best grade something.”

Perception that Canvas supports introverted students
“[Canvas] feels more visually accessible and engaging. Made it easier for collaborative work and more introverted students seem more comfortable with engaging the class discussion. Because it’s easy to access ‘mobilely,’ it has allowed me to give quick and insightful comments right away and then I’m getting more feedback back and forth. The feedback bolsters their confidence and [introverted students] seem more easily able to lead in this applied course.”
Anecdote: Instructor attempted new assignment in large lecture course.

One instructor mentioned that she tested the rumor/promise that Canvas would make grading easier by assigning a project in her large lecture (~200 students) course. This was the first time she attempted this type of assignment in this size course. She found that the grading was easier to complete and more reliable, and she was extremely content with the student outcomes:

“Canvas made grading easy because all the projects were in the same place (on the canvas site) and we could each see any of them, and we could each put our comments and see each other’s comments on any of them, and we could do this while we were grading without the students seeing the scores. By doing this - by looking at each others’ scores and comments, we were able to come up with reasonable reliability in our grading. (We would just email each other saying -- what do you think of what I put on Student X’s project -- was I too hard on him, etc -- and everyone would be able to see the project and the comments).”

“It would have been a nightmare juggling projects if they were turned in in a different way, whether that was on paper, or by email, or through a Google doc. It would have been hard to keep track of those, we wouldn’t each have access to all of them particularly easily, and it would have been impossible to see each other’s comments.”

“I would also add that I love what the students did with these projects. There is a huge variety of different health problems targeted, all different media. There are short films, websites, Instagram sites, blogs, posters, pamphlets, etc. Someone made a video game (sort of), and one student wrote an original song, which he submitted as an mp4 so I could hear it, along with a 38 page score for it in 6 instruments.”

The Critical Need for Instructional Support

“If they do choose Canvas, I would strongly advocate that they have to give support to the faculty who are having to learn Canvas.”

“If people think that systems are going to change ‘every five minutes,’ then people will stop investing in the change.”

“If people are there to help carry the luggage, then maybe the cost of moving isn’t so high. But if people think that they have to break it all down and carry it over, then some people are really going to get grumpy about that.”

Challenges with Canvas

2 This quote was taken from a follow-up email exchange that took place after the example was mentioned in a focus group.
Instructors mentioned that the student view that instructors see does not accurately reflect what the actual student sees. Also, several instructors remarked that it was difficult to know exactly what notifications and announcements Canvas was making. They would like more control over what the students see or what they are informed about.

Quizzing, when designed for “mastery” such that content is contingent upon completion at a particular level of ability, is not supported.

In Canvas, it’s difficult to upload a spreadsheet with a set of grade scores; though, because one can easily search for students in Canvas, it’s easier to change a single grade (a student’s excused absence, for example).

Taking attendance didn’t work consistently on the mobile app.

SCORM compliance wasn’t fully integrated and there was no good workaround. This can be a fatal flaw for instructors who rely on SCORM (implemented in this fashion) for course interactions.

iClicker integration is particularly awkward. VideoANT isn’t well integrated in Canvas.

Instructors mentioned that they couldn’t easily track students. For instance, Canvas doesn’t seem to track “over time” or with a timestamp. Access reports are very limited; they just tell you the last time something was accessed; thus you don’t know if a student accessed something before a deadline or if they also tried more recently to access something after the deadline. Moodle’s student tracking, on the other hand, works fine.

Self-assignment to groups has been confusing, and the auto-group function doesn’t make a connection to previous groups (so that groups don’t repeat the same members in subsequent groupings).

Challenges with Moodle

“It is so easy to accidentally click on something in Moodle and then you need to go and fix it in four places. A number of things need to align in order for things to work the way you expect it to work. In Canvas, there are fewer pitfalls.”
Canvas Student Focus Group

Date: December 9, 2016

Time: 10:00-11:00 a.m.

Location: Walter Library 131

Procedural Note: The student focus group was conducted with randomly selected Twin Cities students in the pilot courses; thirty responded from a random list; nine were invited and five participated. The session was conducted by Paul Baehler (CEI) with Lauren Marsh (OIT) assisting.

Themes

Students appreciated the clear organization and formatting in Canvas. They singled out the tabs for navigation. They mentioned it was easier to find new grades, both in the web format and in the mobile version upon receiving a notification.

“It’s kind of superficial, but it’s definitely easier to navigate in Canvas, and if you’re not going to miss something by scrolling all the way to the end of the page as you do in Moodle, it just makes it easier.”

“I don’t want added stress of figuring out where do I actually find something. I think making the program [Canvas] as easy as possible, that only makes it better.”

Students commented on the integration of tools within Canvas. They valued the ability to conduct a peer review entirely within the system (including having the rubric in Canvas and making comments within the tool).

Although students mentioned that the discussion board looked better than in Moodle, it was difficult to follow. The nesting was difficult to track because the levels of indentation were small in Canvas.

Appearance

Several students commented on the appearance of Canvas. They described it as seeming “modern,” and this was consistent with the instructors’ general impressions.

“Canvas is kind of like an app. The way Canvas is set up is the way mobile web sites are set up…. You don’t have to zoom in and try to tap on the right thing. That’s super annoying, and I’ve tried to do that with Moodle on my phone. It’s too frustrating.”
Students also mentioned that it was easy to lose track of information or the instructor’s directions that they needed in Moodle but the organization scheme in Canvas made germane content more prominent.

**Pedagogical Implications for Canvas**

Students mentioned that group work in Canvas was easier to accomplish because of administrative efficiencies. For instance, once the instructor defined the group, all those in the group received credit for a project if anyone in the group uploaded the finished project. Instructors could also see what was happening on a project as it was developing.

Students mentioned that it was motivating to see that their list of “upcoming assignments” gradually decreased as they accomplished each task.

**Importance of Instructor and LMS**

Students were keenly aware that the value of a learning tool depends upon the instructor’s ability to use it.

“I hope there is a chance if you do a switch to have renewed training, or make templates for [instructors] or really short best practices or something. Even if it’s one page and they don’t make use of all the relational capabilities in Canvas and it has all the assignments for the entire semester, that would be super helpful.”

“I’ve had plenty of professors say ‘we care about you, we want you to do as well as possible’ but if you want us to do as well as possible, then you need to use the interface to its fullest capability so that it’s as easy for us [to navigate and understand what is expected] as possible.”

“If professors know what they are doing on the web site, I think it will ... reassure students that everything is planned.... It will be easier for students to transition to a new system. If they do it well, then students will think, ‘wow, this is great.’”

“I guess [the decision on whether or not to switch LMSs] would depend on how interested instructors would be in learning how to use it. I think Canvas is a better system, but my instructor was very interested in learning how to use it.... If you have every single professor moving to Canvas and some don’t care to learn how to use it, it could be a mess.”
APPENDICES
APPENDIX A -- Accounts of First-Time Users of Both Systems

Two students responding to the survey volunteered their status as first-time users of both Moodle and Canvas. Below are their accounts comparing the two systems from that unique perspective.

ACCOUNT 1 -- I am a first time graduate student here and am currently taking my first two classes: one uses Canvas and one uses Moodle. I have not had prior experience with either LMS. Overall, I thought that Canvas was MUCH more intuitive to use, besides some small navigation issues with the left hand menu. I also really like the peer-review option in Canvas and have found interacting with my classmates easier, which is important in an online class.

ACCOUNT 2 -- It's my first semester at [X campus] as an online student. I'm taking 1 class in Canvas and 1 in Moodle, so I'm comparing them with no previous experience in either system as they were both new to me. Canvas is clearly more streamlined and much easier to navigate in. My assignments are much more clear and grades are much easier to view. I was immediately able to understand how to use Canvas with no instructions. Moodle on the other hand, I first found to be difficult to navigate and find what I needed.
APPENDIX B -- Number of LMSs the University Should Support

Instructors and Students agree that the University should support only one LMS. Students believe this strongly.

Chart 26: Instructors – Number of LMSs the University Should Support?

![Bar chart showing the number of instructors' preferences for LMS support.]

Chart 27: Students – Number of LMSs the University Should Support?

![Bar chart showing the number of students' preferences for LMS support.]

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APPENDIX C -- Support for How to Learn About Canvas

Chart 28: Instructor Preference for Type Of Support to Learn LMS.

- Self-paced online tutorials on using Canvas: 28
- Walk-in consultation: 27
- Written guides: 26
- In-person workshop: 16
- Roundtable sharing sessions: 10
- Regularly offered live tutorials from Canvas: 10
APPENDIX D – Crookston Student LMS Preference

Chart 29: Crookston Student Preference

<table>
<thead>
<tr>
<th>Preference</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>Canvas is much better</td>
<td>8</td>
</tr>
<tr>
<td>Canvas is somewhat better</td>
<td>3</td>
</tr>
<tr>
<td>Canvas and Moodle are about the same</td>
<td>10</td>
</tr>
<tr>
<td>Moodle is somewhat better</td>
<td>2</td>
</tr>
<tr>
<td>Moodle is much better</td>
<td>1</td>
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</tbody>
</table>

Chart 30: Crookston Students’ Preference for Switching LMSs

- Yes, switch to Canvas: 15
- No, do not switch to Canvas: 9
APPENDIX E -- Duluth Student LMS Preference

Chart 31: Duluth Student Preference

![Bar Chart](image1)

Chart 32: Duluth Students’ Preference for Switching LMSs

![Pie Chart](image2)
APPENDIX F -- Morris Student LMS Preference

Chart 33: Morris Student Preference

<table>
<thead>
<tr>
<th>Preference</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas much better</td>
<td>13</td>
</tr>
<tr>
<td>Canvas somewhat better</td>
<td>7</td>
</tr>
<tr>
<td>Canvas and Moodle are about the same</td>
<td>4</td>
</tr>
<tr>
<td>Moodle somewhat better</td>
<td>3</td>
</tr>
</tbody>
</table>

Chart 34: Morris Students’ Preference for Switching LMSs

- Yes, switch to Canvas: 23
- No, do not switch to Canvas: 4

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APPENDIX G -- Rochester Student LMS Preference

Chart 35: Rochester Student Preference

Chart 36: Rochester Students’ Preference for Switching LMSs
APPENDIX H -- Twin Cities Student LMS Preference

Chart 37: Twin Cities Student Preference

Chart 38: Twin Cities Students’ Preference for Switching LMSs
APPENDIX I -- System and TC LMS Instructor Preference

Chart 39: System Campuses and Twin Cities LMS Instructor Preference Comparison
APPENDIX J -- Instructor Preference Related to LMS Experience

Chart 40: Instructor Preference – Previous Experience using Moodle, by number of Courses taught in Moodle

Chart 41: Instructor Preference – Previous Experience using Canvas, by Number of Courses Taught in Canvas
APPENDIX K -- Instructor Preference Related To Course Format

Chart 42: Instructor Preference for Switching LMS Based on the Course Format They Had Been Teaching in When Piloting Canvas