Introduction to Survey Results

A ten-question survey was distributed to 42 instructors who are actively using Canvas as part of the fall semester pilot study. 31 responses were received by October 26 when this summary was compiled.

Respondents to the survey represented the following University divisions:

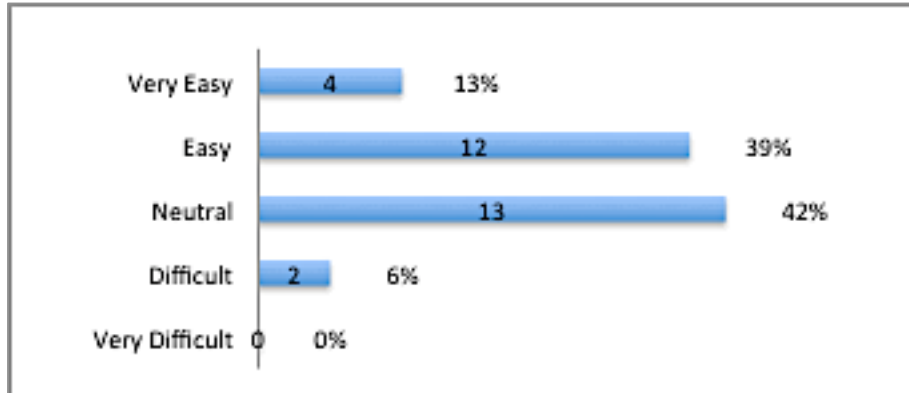| School	Active pilot instructors	Survey respondents	Response rate
Yale College / GSAS	28	22	79%
Divinity	4	3	75%
Engineering & Applied Science	1	0	0%
Forestry & Environmental Studies	2	1	50%
Nursing	6	4	67%
Public Health	1	1	100%
Total	42	31	74%

The School of Management was not included in this initial survey, because SOM had already done its own informal polling of instructors prior to the distribution of this survey. (We do, however, plan to include SOM instructors, students and support staff in the next survey at the end of the fall term.)

Two instructors from Yale College / GSAS, and one instructor in Medicine, initially signaled their desire to participate in the fall pilot but did not use Canvas this semester. They have not yet responded to a request for details on what led to their decision.

Two other instructors from Yale College/ GSAS have not yet used Canvas for their fall teaching but plan to experiment with at least some of its functionality in the second part of the semester. They were not included in the initial survey, but will be polled at the end of the semester.
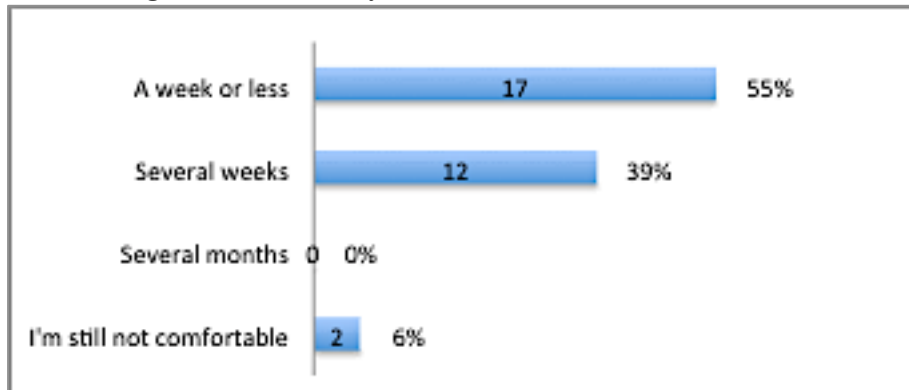
The Working Group's high-level goals for the fall pilot are included in Appendix 1, and a full list of fall 2015 pilot participants is available in Appendix 2.

**Q1. Overall, how would you rate Canvas's ease of use?**

Rating	Count	Percent
Very Easy	4	13%
Easy	12	39%
Neutral	13	42%
Difficult	2	6%
Very Difficult	0	0%

N= 31　　Mean: 2.42　Variance: 0.65　　Std Deviation: 0.81

Q2. How long did it take before you felt comfortable with Canvas when first using it?

Response	Count	Percent
A week or less	17	55%
Several weeks	12	39%
Several months	0	0%
I'm still not comfortable	2	6%

N=31　　　Mean: 1.58　　Variance: 0.65　　Std Deviation: 0.81

Q3. On a scale of 1 (low) to 5 (high), how well is Canvas meeting your general expectations?

Rating	Count	Percent
5 (highest)	5	18%
4	14	50%
3	6	21%
2	2	7%
1 (lowest)	1	4%
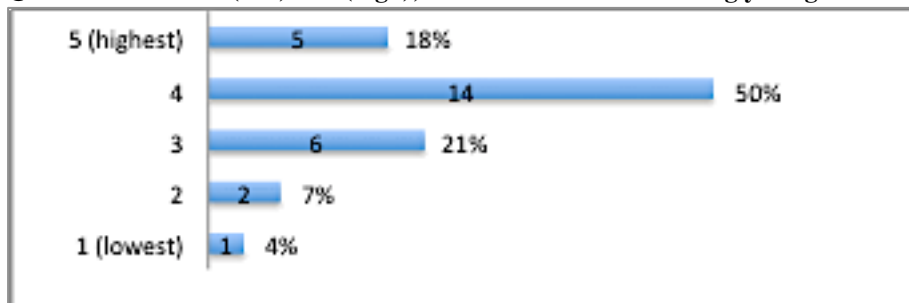
N=28　　　Mean: 3.71　Variance: 0.95　　　Std Deviation: 0.98

*Note: because of a survey set-up error, 3 participants did not respond to this question

Q4. How satisfied are you with Canvas's ability to support these specific activities?

Activity	Very satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opinion	Responses	Wtd Mean	Variance	Std Dev	Percent Satisfied
Creating or uploading a syllabus	12	16	1	0	2	29	**3.4**	0.58	0.76	**96.6**
Grading assignments	11	11	1	0	8	23	**3.4**	0.33	0.58	**95.7**
Creating & managing modules	10	10	1	0	10	21	**3.4**	0.34	0.58	**95.2**
Monitoring student activity (analytics)	5	13	0	1	12	19	**3.2**	0.47	0.69	**94.7**
Creating & assigning quizzes	6	8	1	0	16	15	**3.3**	0.36	0.60	**93.3**
Choosing a home page	7	19	2	0	3	28	**3.2**	0.29	0.54	**92.9**
Using the grade book	9	14	1	1	6	24	**3.2**	0.50	0.71	**92.0**
Creating content pages	7	14	1	1	8	23	**3.2**	0.49	0.70	**91.3**
Creating assignments	6	17	2	2	4	27	**3.0**	0.30	0.55	**85.2**
Creating discussions	8	7	2	1	13	18	**3.2**	0.73	0.85	**83.3**
Uploading & managing files	11	13	5	1	1	30	**3.1**	0.65	0.81	**80.0**
Communicating via announcements or email	10	14	3	3	1	30	**3.0**	0.83	0.91	**80.0**
Creating a course calendar	4	11	4	1	11	20	**2.9**	0.59	0.77	**75.0**
Managing student collaborations	1	7	3	0	20	11	**2.8**	0.33	0.57	**72.7**

Q5. What do you like MOST about Canvas?

Easy to use, clean, well-organized (15)

Modules (5)

Assignments tool (4)

Quizzing functionality (3)

Content creation and editing (3)

Grade book functionality (3)

Interconnection of tools (2)

Faster than Classes*v2 (2)

Speed Grader tool (2)

Control over look and feel; flexibility (2)

File uploads: fast and reliable (2)

Students' ability to message instructor (1)

Announcements: delayed posting (1)

Discussions (1)

Groups (1)

Attendance tool (1)

Assignment recordings (1)

Monitoring student activity (1)

Q6. What do you like LEAST about Canvas?

Publishing and copyright requirements for Files (9)

Email location and functionality (5)

Photo roster missing; can't download roster (4)

Insufficient customizability of look and feel (3)

Assignments functionality (3)

Grade book functionality (3)

Insufficient training; student confusion (3)

Student view (2)

Notifications settings (2)

Analytics insufficient (2)

Modules: too much effort, insufficient options (2)

Submission button terminology confusing (2)

Discussions functionality (2)

No Media Gallery (Kaltura) (1)

Not as sophisticated as Google Apps (1)

Announcements functionality (1)

Files: can't update, must replace (1)

No synchronized "umbrella" sites (1)

Speed Grader tedious for large class (1)

Doesn't support .asp code (1)

Slow page load (1)

Q7. Would you summarize any feedback you've received from students about Canvas?

Positive reviews: "like ducks to water"; they like or love it; better than Classes*v2 (13)

Not much to report (5)

It's not different enough from Classes*v2 to make it worth migrating (3)

Took a few weeks to become comfortable, but now they're happy (2)

Had problems with uploading assignments (2)

Initial access challenges during shopping period (1)

Students hate using two different systems at the same time (Canvas and Classes*v2) (1)

Shoppers who didn't enroll kept getting email (1)

Would prefer instructors use consistent tools, and tools consistently, from one course to another (1)

They prefer Classes*v2 because it's more familiar (1)

Notifications settings are challenging (1)

Difficult to print pages (1)

Q8. In your initial assessment, which platform would you prefer to use for your teaching?

Answer	Responses	%
Classes*v2	2	**6%**
Canvas	25	**81%**
Other platform(s)	4	**13%**
Total	31	100%

Among respondents who selected Classes*v2 or Canvas, **92.6%** chose Canvas

"Other platform(s)" text responses:
- No preference yet (2)
- Blackboard (1)

Q9. What are the main reasons for your preference in question 8?

*Respondents preferring Classes*v2:*

- "The students prefer the set up in Classes*v2."
- "Since it doesn't seem like everything I need for my class can be integrated within Canvas, I don't see the point of switching over. I think Canvas is a good platform for a fully online course, but not necessarily for a normal face to face class. Creating all the assignments (so they would appear in the gradebook) was extremely time consuming, and on ClassesV2 I could just create the items and it was a lot easier and faster. I also find the ClassesV2 resources easier to manage - on Canvas you have to click so many times before something is published (having to add copyright, then publish) and if you forget one step your students can't access the files. It's a bit tedious.
  I like the speedgrading function and the ability to give comments to students on assignments, this has been very useful. For our classes, Canvas would gain value if it could integrate our workbook (students being able to ACCESS the workbook WITHIN canvas, not having to link them outside. It's a textbook from Cengage) and if there was a way to integrate blogs (not linking externally) on Wordpress."

Respondents preferring Canvas:

The majority of comments cite perceived improvements in organization of learning materials, tool functionality, and flexibility compared to Classes*v2:

- "Less clunky, more modern, easier, much better versatility in organizing material."
- "Far more robust platform than classes v2" "It is as easy as ClassesV2, but more useful functions for our teaching than ClassesV2"
- "Once you learn how to use it, canvas is superior in terms of flexibility and options."
- "It is better organized than classes v2"
- "Even though I know classesv2, I like some of features in CANVAS better – student communication easier, layout better, file handling MUCH better"
- "More modern than classesv2 and has more flexibility."
- "There is potential for much more functionality. I have not even tried to use some components. I am looking forward to integrating more novel teaching approaches."
- "Delayed posting of messages and documents."
- "Ability to manage small group discussions for this large class."

Many respondents point to Canvas's greater ease of use, cleaner user interface, and modern design:

- "Ease of communication with students and ease of presentation of course structure, contents, and expectations."
- "Interface is clearer I think, and results of rich content ending make for ease of use."
- "v2 is not user friendly and doesn't provide an easy forum for discussions."
- "Ease of use, modern features"
- "I never used classesv2 as much as I use canvas now, but I recall it having a worse UI."

Some respondents chose Canvas primarily because they dislike Classes*v2:

- "Classes v2 is slow"
- "Canvas is pretty good and classes*v2 is just awful"
- "I never liked Classes and now that Canvas is a potential option, I'd take it any day over Classes"

Three respondents expressed more ambivalence in their preference for Canvas:

- "Canvas does not solve all of my problems, but it does solve some."

- "I still prefer the greater leeway I had in Classesv2 for customization but perhaps there is more potential for that in Canvas than I realize. I had many materials that needed to be migrated from Classesv2 and that took the bulk of the time in this instance but, in the end, I prefer the day-to-day ease of use of Canvas vs Classesv2. That said, if Yale adopts Canvas, I hope that the Yale team will be able to shape the Canvas system to allow more customization or figure out ways to get around it. I would especially hope for the addition of some form of question and response nesting in the discussion forums. The way it is done in Coursera is an excellent example of what's possible."

- "No strong preference. Classes*v2 is better at some things, worse at others. Given that Yale is dropping that system, my preference is to go with Canvas since there's a chance we'll be using it long-term."

Respondents preferring "Other platform(s)":

- "I'm not sure what I would choose now, I was always ok with Classes*v2, I think Canvas has many nice tools that I'm taking advantage of, but also many basic things that are not working easily, so I'll have to wait to the end of the semester to judge."

- "I refuse to accept that there isn't a platform out there that isn't both easy to use, but also unbounded by the silly coding restrictions Canvas has."

- "If I want to do with Canvas what I did with classev2, i.e. grading, announcements, storing information, there is no need to switch to Canvas. In fact, drop box is sorely missed in Canvas. However, I was hoping that Canvas would combine classesv2 and WordPress capabilities. Since I am not tech savvy I would need a lot more guidance how to connect the two in Canvas."

- "I have experience with Black Board and found it more intuitive."

Q10. Is there anything else you'd like to share regarding your initial experiences teaching with Canvas?

Selected responses that offer perspectives not already evident from previous answers:

- "I think Canvas is a better model for the future, but there is a lot on it that will have to be fixed before this happens. I think also that much hand holding of faculty will have to happen when the switch is made, or there will be hell to pay. This assistance will require much administrative/tech support."

- "From the faculty standpoint, it has been very challenging and especially time consuming to have to adapt to what seems like an endless introduction of new systems. On one hand, I recognize that technology is constantly changing and we need to keep up and I am in favor of that but having to redo one's web portals to conform to new platforms over and over takes up a vast amount of time. I have been willing to do that but my sense from talking to other faculty over the years is that most are not willing to make that commitment. For that reason, a much larger number of faculty than we might wish are sticking with the standard text syllabus (this is apparent on OCI) and are not experimenting with how transformative technology can be for their teaching."

- "I'm a little disappointed, but I believe if many of the things I mentioned above can be fixed it would be a great platform. I'm happing to share more feedback as we go."

- "It is hard to imagine some of my senior colleagues adopting Canvas, because it is such a complex platform and there is a learning curve. I think that if yale were to adopt it we would need to have a pretty long transition period and lots of support, not just orientations but well-trained support people in each school/department who would be available to come work with faculty one-on-one."

- "I taught with Canvas at another institution, and my overall impression is that it looks pretty, but should and could be much more useful."

- "Overall, Canvas was not as intuitive as I thought. It would have been helpful if I had been shown how to actually create a module. It took a lot of time figuring out how to upload and connect pages in the modules, often by trial and error. Perhaps to somebody more tech savvy this is not an issue."

Appendix 1: **Goals for the Fall 2015 Canvas Pilot**

The Working Group has established the following high-level goals for the Canvas pilot:

A. Tool usability and functionality

   Validate the usefulness of Canvas for on-campus teaching and learning

   1. Evaluate the overall usability of Canvas, both on its own merits and in comparison to Sakai/Classes*v2
   2. Ensure that the most common LMS-based course tasks are easy to perform by faculty and students
   3. Ensure that the Canvas equivalents of the most frequently used tools in Classes*v2 are tested and meet expectations
   4. Determine ease of reusability of materials across course sites and from one semester to the next
   5. Ensure that there are no "deal-breaker" functional gaps between Canvas and Sakai which could not be remediated during a full-campus rollout
   6. Identify tools and functionality that were not available or frequently used in Classes*v2, and measure the significance of these to faculty and students
   7. Determine whether a core set of LTI-enabled external applications may be needed to replace or augment core Canvas tools to achieve desired levels of faculty/student satisfaction
   8. Assess default Canvas configurations for course sites and user notification settings, and identify any changes that Yale should consider implementing before a larger rollout of the platform

B. Supportability

   Identify the types of campus-based support that might be required for a broad Canvas rollout

   1. Evaluate the effectiveness of Canvas-provided live and email support, and determine whether it is sufficiently used and valuable to justify the service charges
   2. Determine whether Canvas-provided online documentation is sufficient for resolving most platform-specific questions
   3. Identify how much local support faculty may need to migrate content from Sakai into Canvas
   4. Identify how much local support faculty may need to build sites in Canvas
   5. Measure the amount of independence faculty members gain over time when using Canvas
   6. Determine what types of local outreach, training and Yale-specific documentation may need to be in place before a broad Canvas rollout could take place

C. Operational robustness and vendor relations

   Verify that the cloud-hosted Canvas offering meets campus technical expectations

   1. Measure the platform stability, responsiveness and availability
   2. Ensure that Canvas meets or exceeds Yale's accessibility and data security standards
   3. Evaluate the effectiveness of Canvas's multi-tenant approach by establishing a school/department hierarchy of subaccounts based on Banner information and assigning subaccount administrative privileges as appropriate for course administration testing purposes
   4. Evaluate the ease and sustainability of extending core Canvas functionality through managed use of LTI apps at the account, subaccount and course level
   5. Assess Instructure's responsiveness to Yale's needs and priorities.

Appendix 2: **Fall 2015 Canvas Pilot Participants**

Yale College & GSAS

ARBC 130/ ARBC 502	Intermediate Arabic I	Sarab Al Ani
ARBC 162/ ARBC 513	Modern Arabic Political Thought	Sarab Al Ani
ASTR 170	Introduction to Cosmology	Louise Edwards
ASTR 220	Galaxies and Cosmology	Louise Edwards
CHEM 423/ CHEM 523	Synthetic Methods for Graduate Students	Timothy Newhouse
CHEM 430/ CHEM 530	Statistical Mechanics and Thermodynamics	Ziad Ganim
CHNS 130	Intermediate Chinese	Ninghui Liang, Chuanmei Sun, Peisong Xu
E&EB 235/ HLTH 250	Evolution and Medicine	Stephen Stearns
ECON 131	Econometrics and Data Analysis I	Doug McKee
ELP 514	*Speaking Fluently 2*	*Elka Kristonagy*
FREN 121	Intermediate French	Candace Skorupa
GMAN 130	Intermediate German I	Theresa Schenker
GMAN 150	Advanced German I	Marion Gehlker
HEBR 156/ JDST 405/ MMES 216	*Dynamics of Israeli Culture*	*Shiri Goren*
HEBR 159/ JDST 409/ MMES 159	*Conversational Hebrew: Israeli Media*	*Shiri Goren*
HSAR 252/ CLCV 175/ ARCG 252	Roman Architecture	Diana Kleiner
LING 112	Historical Linguistics	Claire Bowern
LING 219/ ANTH 380/ LING 619	Evolution of Language & Culture	Claire Bowern
MATH 107	Mathematics in the Real World	Brett Smith
MATH 112	Calculus of Functions of One Variable I	Dylan Allegretti, John Hall, Marketa Havlickova, Liyang Zhang
MATH 115	Calculus of Functions of One Variable II	John Hall, Kyle Luh, James Rolf, Brett Smith
MCDB 221L	Model Organisms Lab	Maria Moreno
MUSI 112	Listening to Music	Craig Wright
PHYS 112	Practical Electronics	Stephen Irons
PHYS 170	University Physics for the Life Sciences	Claudia De Grandi, Simon Mochrie
PHYS 205L	Modern Physical Measurement	Karsten Heeger, Stephen Irons, Steve Lamoreaux
PHYS 206L	Modern Physical Measurement II	Karsten Heeger, Stephen Irons, Steve Lamoreaux

Divinity

REL 501	New Testament Interpretation	Michal Dinkler
REL 580	Exegesis of the Gospel of Matthew (Greek)	Michal Dinkler
REL 687	Prayer Book	Andrew McGowan
REL 718	Religion in the American West	Tisa Wenger
REL 720	Religious Freedom in U.S. History	Tisa Wenger
REL 969	Christianity and Ecology	Matthew Riley

Engineering & Applied Science

MENG 459/ BENG 459/ ENAS 559	Neuromuscular Biomechanics	Madhusudhan Venkadesan

Forestry & Environmental Studies

F&ES 510	Introduction to Statistics: Environmental Sciences	Jonathan Reuning-Scherer
F&ES 510E	Introduction to Statistics: Environmental Sciences	Jonathan Reuning-Scherer
F&ES 515	Physical Sciences for Environmental Management	Shimon Anisfeld
STAT 101-3, 105, 109	Introduction to Statistics	Jonathan Reuning-Scherer

Management

ECON 363/ LAW 20515/ MGT 890	Global Financial Crisis	Timothy Geithner, Andrew Metrick
MGMT 700	Accounting Research Seminar	Rick Antle, Shyam Sunder
MGT 401	Managing Groups & Teams	Victoria Brescoll, Heidi Brooks, Michael Kraus, Amy Wrzesniewski
MGT 401E	Managing Groups & Teams (Executive MBA)	Lorenzo Caliendo, Ian Rogan, Kevin Williams, Jidong Zhoui
MGT 402	Basics of Accounting	Kalin Kalev, Thomas Steffen
MGT 402E	Basics of Accounting (Executive MBA)	Kalin Kalev, Ian Rogan
MGT 403	Probability Modeling & Statistics	Constanca Esteves, Jonathan Feinstein, Edward Kaplan, Arthur Swersey
MGT 403E	Probability Modeling & Statistics (Executive MBA)	Constanca Esteves, Ian Rogan, Arthur Swersey
MGT 404	Basics of Economics	Joyee Deb, James Levinsohn, Sharon Oster, Jidong Zhou
MGT 404E	Basics of Economics (Executive MBA)	Lorenzo Caliendo, Ian Rogan, Kevin Williams, Jidong Zhou
MGT 405	Modeling Managerial Decisions	Anjani Jain, Donald Lee, Nathan Novemsky
MGT 405E	Modeling Managerial Decisions (Executive MBA)	Donald Lee, Nathan Novemsky, Ian Rogan
MGT 408	Introduction to Negotiation	Daylian Cain, Barry Nalebuff

MGT 408E	Introduction to Negotiation (Executive MBA)	Daylian Cain, Ian Rogan
MGT 410	Competitor	Judith Chevalier, Joyee Deb
MGT 410E	Competitor (Executive MBA)	Judith Chevalier, Ian Rogan
MGT 411	Customer	Ahmed Khwaja, Vineet Kumar, K. Sudhir
MGT 411E	Customer (Executive MBA)	Ian Rogan, K. Sudhir
MGT 412	Investor	Roger Ibbotson, Tyler Muir, Marina Niessner
MGT 412E	Investor (Executive MBA)	Roger Ibbotson, Ian Rogan
MGT 414	Leadership Fundamentals	Amy Wrzesniewski
MGT 414E	Leadership Fundamentals (Executive MBA)	Ian Rogan, Amy Wrzesniewski
MGT 415	Advanced Leadership	David Bach
MGT 415E	Advanced Leadership (Executive MBA)	David Bach, Ian Rogan
MGT 423	Sourcing & Managing Funds	Geert Rouwenhorst, Jacob Thomas
MGT 699E	Sustainability Colloquium (Executive MBA)	Paul Anastas, Johanna Palacio, Ian Rogan
MGT 876	Operations Strategy	Anjani Jain

Nursing

NURS 717	Transitions to Professional Practice	Marianne Davies, Judith Kunisch
NURS 757	Primary Care of Adults II	Geraldine Marrocco
NURS 782	At Risk Childbirth: Clinical	Cecilia Jevitt, Erin Morelli, Michelle Telfer
NURS 783	At Risk Childbirth: Theory	Cecilia Jevitt

Public Health

EMD 518	Principles of Infectious Diseases	Melinda Pettigrew

Courses in italics have not yet used Canvas but plan to incorporate some experimentation later during the fall pilot.