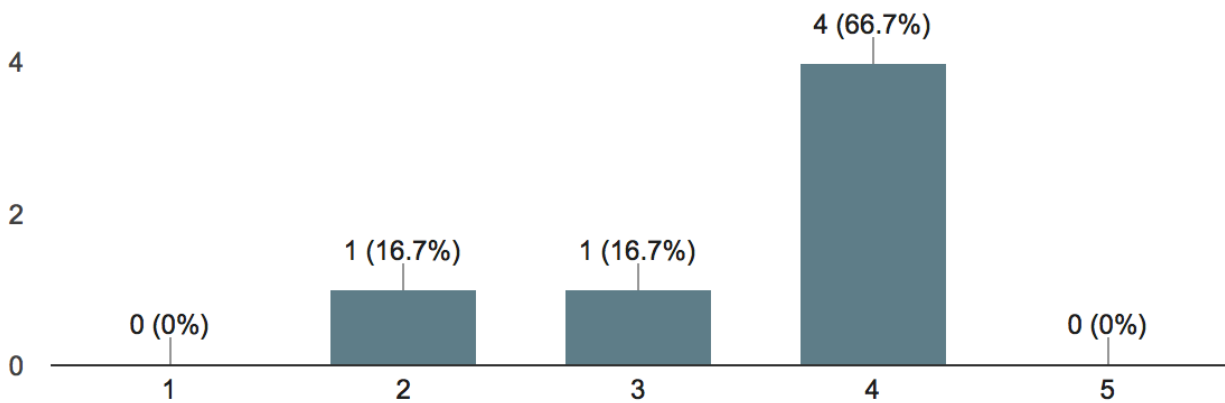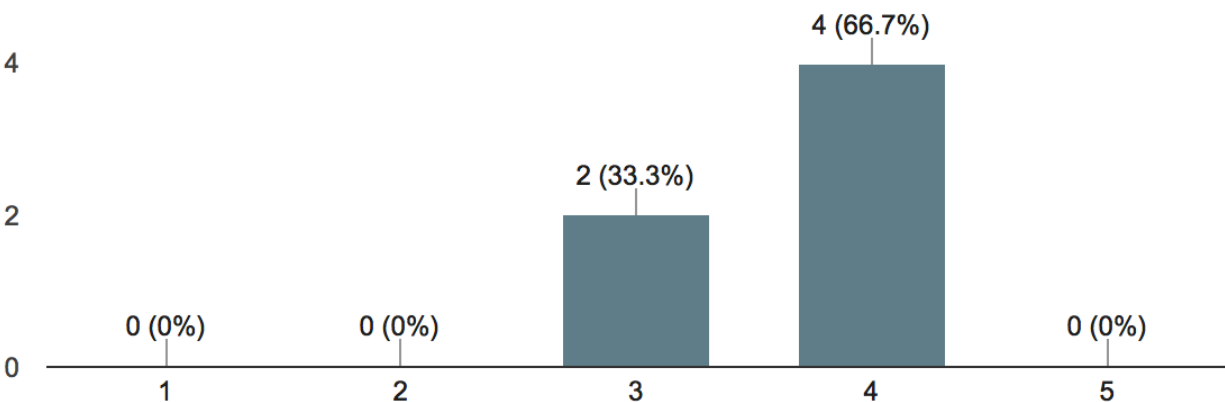# RCCD CANVAS PILOT QUESTIONNAIRE
## FACULTY FEEDBACK

How would you rate the helpfulness of the Teaching with Canvas online Canvas course? (1 Not helpful – 5 Extremely helpful)

How would you rate the helpfulness of the support and resources provided during the Canvas pilot program? (1 Not helpful – 5 Extremely helpful)

How many hours did you spend on your Canvas course?

83.3%

16.7%

- 🔵 1-15 hours
- 🔴 16-30 hours
- 🟠 31-45 hours
- 🟢 46-60 hours
- 🟣 61 hours or more
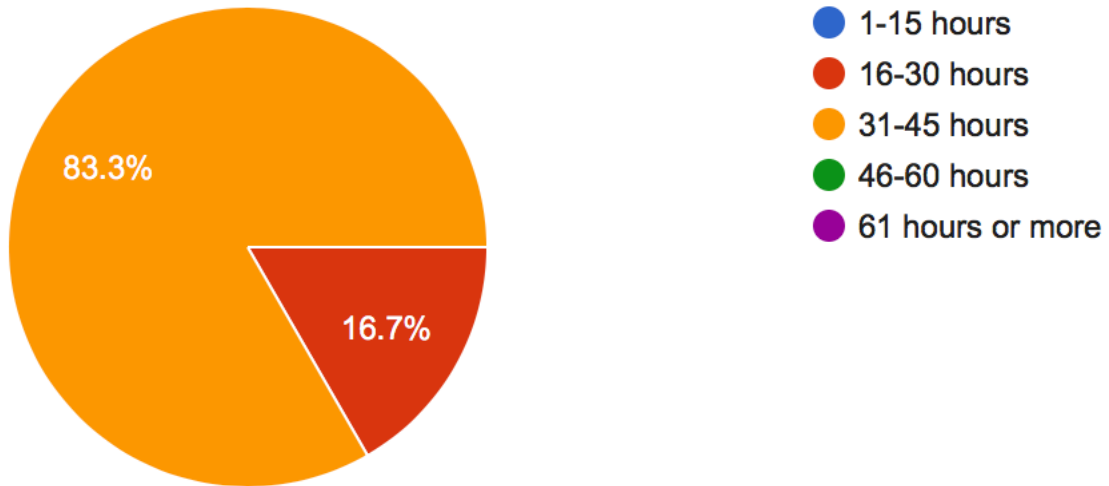
How challenging was it to create your Canvas course?
(1 Not easy – 5 Extremely challenging)

0 (0%)   1 (16.7%)   2 (33.3%)   2 (33.3%)   1 (16.7%)

3

2

1

0

1   2   3   4   5
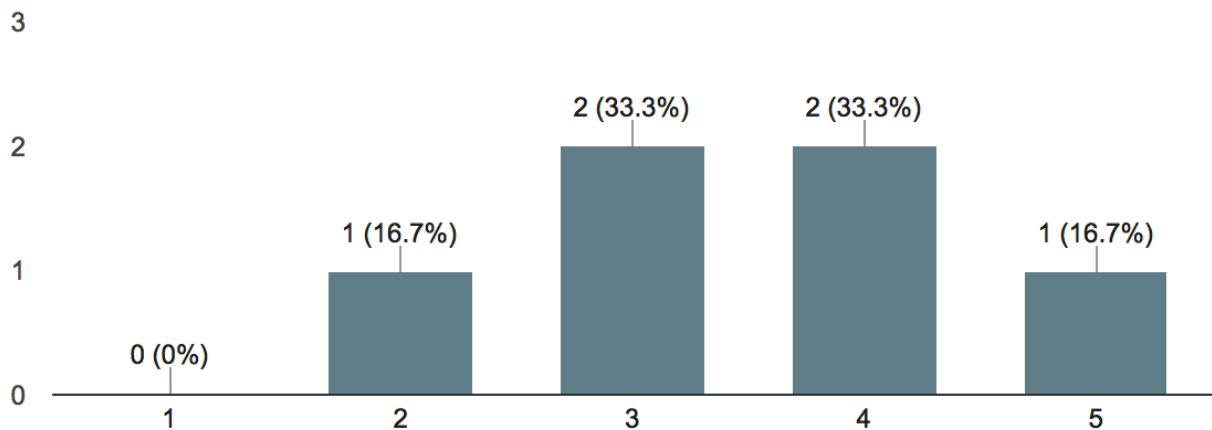
How would you rate your overall experience with the RCCD Canvas Pilot Program? (1 Not helpful – 5 Extremely helpful)
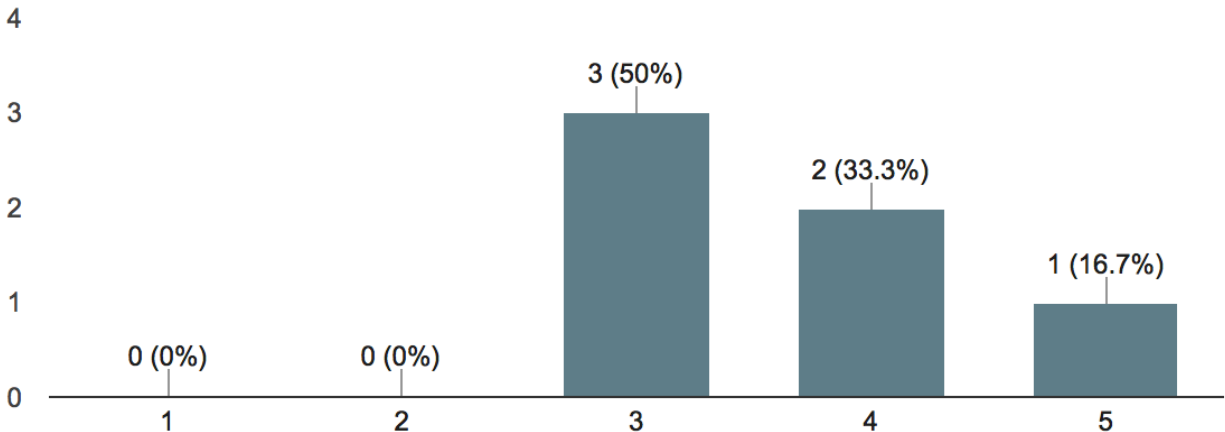
How would you rate the impact this migration had on your course?
(1 Negatively impacted – 5 Positively impacted)

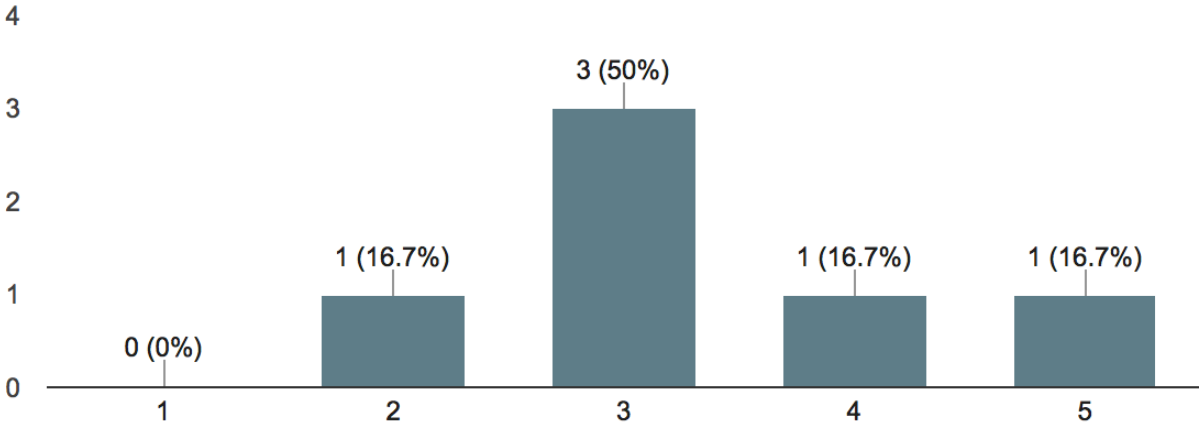**How would you rate your understanding of Canvas *before* the Canvas Pilot?**

(1 No knowledge – 5 Excellent understanding)
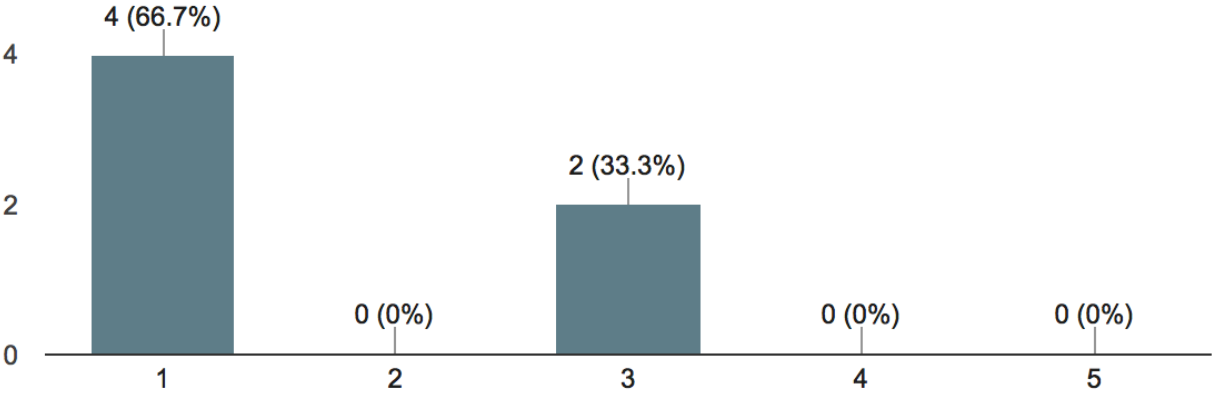
How would you rate your understanding of Canvas *after* the Canvas Pilot?

(1 No knowledge – 5 Excellent understanding)

What advice can you offer instructors who will be building their Canvas course for the first time?

- Watch some videos explain the big picture regarding modules and files. Then, dig into the nuts and bolts.
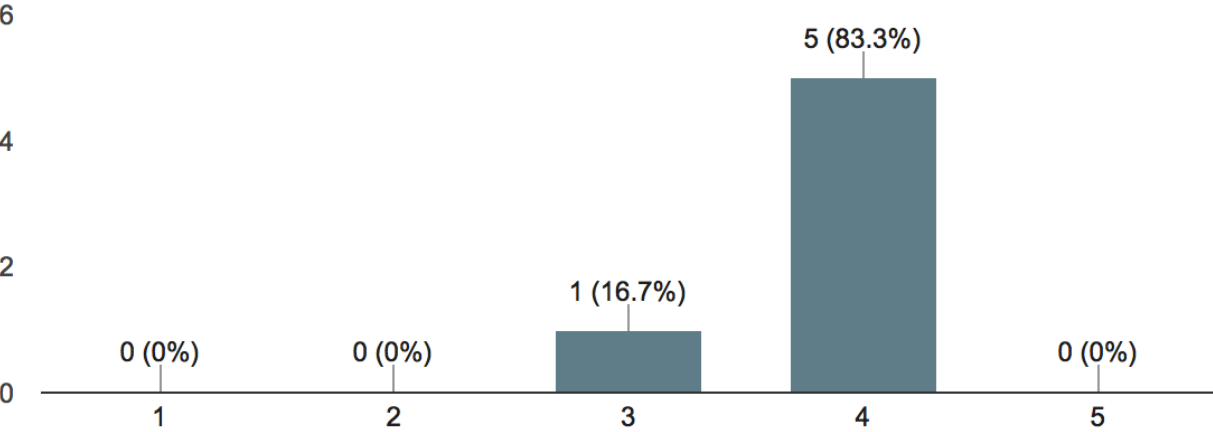- Build from scratch, don't migrate, make use of modules.
- Don't try to export a Blackboard course and import it in to Canvas. You will be much happier creating the course inside Canvas, rather than wasting time trying to clean up the mess that would result. Be open-minded. Even though Canvas may label things with different names the ones you're used to in Blackboard, most of the same features are offered. You can maintain the design of your course in this system if you are flexible and willing to work with the CMS.
- Outline in modules, know how to create your starting home page, get familiar with the gradebook and how to reset or exempt grades.
- Don't get frustrated and keep an open mind.
- Since you will be starting from scratch, give yourself enough time to complete the conversion.

Was there a resource that was most helpful to you during this process? If so, please describe it.

- Introduction to Teaching with Canvas.
- The multitude of available online resources. By taking the initiative to search for what I needed to know, I was able to find websites, discussion forums, tutorials, videos, etc. to help. In addition to all of those online resources, you have to bring an attitude of open-minded curiosity. Treat it like a puzzle. Canvas is a new tool... How can you learn to use it?
- Office hours were always useful.
- The one-on-one session with the course designer(s).

If you were to rebuild your course again, what would you have done differently?

- Make my content pages with html, creating with the Canvas limitations in page editing is disappointing.
- Started sooner.
- Nothing. I'm very happy with the process and the result.
- I would learn how to convert all my assignments, quizzes, exams and discussion boards so i did not have to recreate everything.
- Prepare and revise files ahead of migration.
- I wish that there was more and better structure behind how to build a course containing specific elements (if your course uses videos..., if your course uses quizzes, etc.)

What was the easiest part of creating your Canvas course?

- Creating the homepage.
- Modules.
- No one particular part stands out, but I found it easy to get excited about using Canvas because the CMS is very visually appealing and it offered me an opportunity to think carefully about the most important components of my course.
- Organizing the modules.
- Access and migration.
- Making the shell.

What was the most challenging part of creating your Canvas course?

- Making content pages that are not disappointing, planning for external media organization.
- Migrating test banks from Blackboard.
- Learning how information is organized into Pages and Modules. It is a different format to the storage and organization within Blackboard and Moodle, which are the other two systems I've used.
- Spending too much time trying to move content over.
- Navigation and application of pedagogical intent.

What alternate methods, tools, or resources might help support instructors who are building a Canvas course in the future?

- A 1 page sheet describing best practice concepts with bullet points that then link to more detailed explanations.
- Time. Still need to see how Turnitin and Respondus Lockdown Browser work with Canvas.
- I like the conference tab and the ability to have a live session with multiple students at one time. I like to set up my office hours this way and all who are interested can participate. I also like the simplicity of creating and recording lectures and uploading for students to watch no matter what technology they are using, it works...
- Build a tone of excitement, enthusiasm, and buy-in from faculty. We have to be able to demonstrate to faculty that this system is better for students and instructors alike. That needs to be clearly demonstrated. Create workgroups of faculty member who are all simultaneously transitioning their courses and meeting regularly to discuss their progress in person. They can help each other along and make sure everyone is accountable to one another along the process. They can also commiserate and brainstorm solutions together. Ask faculty to transition during the summer or winter term or provide reassign time to work on it.

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- More availability of one-on-one sessions with course designers.

What is your impression of Canvas as a LMS (Learning Management System) after working with it to create your course?

- A young product with great potential.
- Definite benefits. As long as we can still incorporate Turnitin or another anti-plagiarism program and use a Lockdown Browser like Respondus, the transition should be possible, although it will take time for re-building each course.
- I like it! I think students will find it much easier to navigate and I feel I have more control over what they see and interact with. Blackboard is not intuitively laid out and has so many features automatically activated that it can be overwhelming. This system is easier to navigate and simpler. That said, even though I like this system better, I will only be able to recommend a switch if we can confirm that it will lead to long-term significant savings for the district. Blackboard is able to accomplish most of the same features and functions as Canvas. Switching will cause significant work load increases for faculty and transition time for students. Those costs are only worthwhile if we know that the system will be free to the district or significantly cheaper than Blackboard for an extended period of time.
- I like it however, some things still need to be worked out. Like how to reset one students attempt in taking an exam. If the system boots them out in blackboard you can reset. In Canvas, I have not found a way around this. you have to open up the whole test for all students to have an additional attempt and I do not like that option. We should be able to find a way to clear an attempt and allow one student to do a retake.
- It seems efficient and basically clear, yet there is a lack of creative potential for an aesthetically pleasing virtual classroom environment.
- There are some aspects that are nice such as the embedded rubrics; however, the course seems to be too linear so that students must sit and complete the module all at once. Jumping in and out of a module does not seem as streamlined.