# Las Positas College
## Canvas Faculty Feedback as of 4/26/16

(1) **Canvas Feedback from Deborah Bauer, LPC faculty, who has used Canvas and is on the OEI Task Force.**

"To address the issue of Canvas, I think that because I am forced to begin using Canvas, I have more of a positive outlook on it. I think that it is going to be better for the students because they can easily open up their home page and see their assignments. I also think that the navigation of the Canvas system is easier.

I like the 24/7 help that Canvas offers.

As adjuncts are assigned to different colleges, colleges would not have to worry about training on a different LMS.

Besides the fact that more and more community colleges are embracing Canvas, I feel it offers some ease in course access for all courses a professor teaches online or f2f (that is, there will be quicker access to information on all courses within an instructor's course bank. Faculty will have fewer 'clicks' once their courses are established in Canvas. This will be true for student access as well.
There are some things that make this much easier than blackboard such as grading. Organizing assignments, quizzes, page content seems less rigid and clunky as I get used to it (again less "clicks" to get to where I want to go).

The apps seem to be easy to use and incorporate into each course or shared among courses.

With that said, I do think that there is a learning curve, as with all new formats, but that will subside as we become familiar and training seminars are set up."

(2) **Another instructor from LPC, Colin Schatz also has used Canvas and provided positive feedback. He provided these comments on Canvas in response to the Chabot faculty comments:**

"For some of the other "complaints", I have had opposite experiences and opposite student feedback. For instance, my (and their) experience is that the Canvas interface is aesthetically a bit odd (i.e. "plain" looking) but that navigating to necessary information/materials is EASIER and students like it BETTER compared to their Blackboard-enabled classes. I think some of this has to do with the setup of courses and the overall "model" for organizing content just being different in the two systems. It is true that Canvas doesn't have nested folders within its "Modules" component, but I haven't found that a problem — I just keep one module per day or week of class, then put things in different indentation levels with labels for different categories. The interface makes moving stuff around within a module (or between modules) easily accomplished

on one page. I like that much BETTER than dealing with layers of nested folders.  It sounds like part of what is happening is that content imported from Blackboard is really badly "adapted" to Canvas — in particular, that it is just turning Bb folders into Canvas modules in a mechanical way that doesn't make sense for how Canvas should be used. Using any new system effectively inevitable means some big chunk of up-front time "costs" to get it arranged in the way its design best supports. (That's not really an argument *for* Canvas, just a reality I think we would face for ANY other CMS platform.)

(3) **Deborah Bauer, LPC faculty, commented on Colin Schatz's input:**

"I think that the testimony by Colin Schatz said it best. I feel exactly that way and I also think that linear style of canvas does not matter because Canvas has indentation tabs that are easily afforded.  This indentation, instead of blackboards nesting folders, allows students to see all immediately and click on any assignment easily.  I think that it would be a huge benefit to take advantage of the resources being offered by Canvas."

(4) **The OEI Task Force also talked with John Perez, another instructor at Las Positas who has used Canvas.  John also teaches at Ohlone and Solano, both of which are migrating to Canvas, and his comments for both colleges are provided below.**

"At Ohlone, I am currently an early adopter and I am active on Canvas and have been for two semesters now. The students, approximately 60, like the format better than Black Board. One area the students prefer over BB is the grade section. Much easier to navigate and read comments. The first few weeks are tough, since most students are familiar with BB, I end up taking a few minutes each class to walk students through the software and how to check for assignments that are due. Usually by the end of week 3, students are on board with no problems."

"At Solano, students at Solano have only been exposed to Canvas, and the general feeling is that students who are Millennials really enjoy the software and technology. For older students in my evening classes, they enjoy the "open" platform in regards to viewing documents, access to me, and the ability to navigate quickly from section to section. In my 8 semesters using Canvas, with an average of 200 students per year, I have only heard of 2 negative comments specific to Canvas. One student (this semester) did not want to use an online platform, period. (3 months later, he is still enrolled and doing fine). Two years ago, a student said she didn't know how to use a computer. She stuck with me, and the class, and finished with an A."

(5) **Comments from an English instructor at LPC:**

"The main positives about Canvas to me are the support services it offers, as well as the opportunity to be part of the Exchange, if and when we decide to join it. After experimenting in the "sandbox" with one of my courses, I found the migration worked quickly and easily, though I can see that Canvas is organized differently, and I was

migrating a class that didn't have too much content in it; I can understand why it might be easier to re-build a course in Canvas (by putting items in where I want them, one by one), rather than migrating whole classes and then trying to figure out where everything went. From everything I've seen and heard, after this up-front work of getting courses into Canvas, I would expect it to run at least as smoothly as Blackboard -- which certainly has its own issues -- except with the added advantage of the services and opportunities mentioned above. As department chair, I hear from more and more of our adjuncts (we have almost 40) who are using Canvas at the other schools they teach at, and prefer it. So I'm ready to get on board with the switchover."

(6) **Comments from a Psyc-Counseling instructor at LPC:**

"With any new software there will be a learning curve. I played around with Canvas in the OEI sandbox and it was intuitive to use. I can see that the standardization of the areas and the simple plain format will be easy for students to use."

(7) **Comments from a Library Studies instructor at LPC:**

"My experience with both migrating content into and creating courses from scratch in Canvas has been positive.  The learning curve seemed shorter than that of Blackboard's, with an increase in functionality.  I especially appreciate the more robust course syllabus in Canvas and I also look forward to being able to use the assignment rubrics to submit SLO's.  I have been able to upload content and migrate my existing course content from Blackboard quickly and easily.  The one hiccup seems to be that Canvas does not restructure the migrated Blackboard course content to match with the Canvas classroom structure.  Because of this, I did need to restructure (move round) most of the migrated content in Canvas, before the content made sense in the new classroom structure and navigation options.  While this did require some time and thought on my part, the end result seems to be a BETTER structured, much more pedagogically sound, and intuitive classroom for my students."

(8) **Comments from Faculty at the Canvas Session on Flex Day 2/16/16**:

As part of Flex Day, LPC conducted a session called "Introduction to Canvas" on Feb. 16, 2016. There were 47 participants in the session, which was described in the official agenda as: "Learn the very basics of Canvas, the course management system that will potentially replace Blackboard in the near future at LPC. Canvas is being used to deliver online, hybrid, and web-enhanced classes by California Community Colleges that have joined the Online Education Initiative. This session will give a brief overview of Canvas, followed by an opportunity to learn the system in a hands-on environment. Prior to attending, be sure to create a free Canvas course by going to canvas.instructure.com."

All participants arrived with their courses created, and they were given a tour of the Canvas interface, followed by a demonstration of the main Canvas tools and features,

including the migration tool to import from Blackboard. Participants were also given time to practice Canvas techniques on their own. No negative feedback was brought forth to the group. The main questions from participants centered around the migration process and the timeline to move to Canvas if that is the direction the college/district will head.