

**Instructure Canvas Pilot Project  
Spring 2013  
Final Report**

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*This report was prepared with the assistance of all the Canvas pilot participants – faculty, students, campus leads, Learn@UW & DoIT technical experts, and Canvas implementation team.*



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## Executive Summary

### Introduction

During the Spring 2013 semester, the Office of UWS Learning Technology Development conducted a pilot project on the Instructure Canvas Learning Management System. This study was sponsored by the Learn@UW Executive Committee, based on a recommendation on the LMS Task Force 2011 report.

Instructure Canvas is a relatively new product in the LMS marketplace, but has some notable positive features that have drawn attention from institutions seeking replacement of Learning Management Systems in the past 18 months.

The main goals of the pilot is to gain a better understanding of the functionality of this new LMS, to examine specific features to that may improve student engagement and to observe the effort it takes for faculty and students to adopt a new LMS.

Participation was solicited through a short RFP process in Fall 2012 to the Learning Technology Centers (or equivalent units) on the campuses. 7 campuses with 11 faculty and 13 courses of various disciplines were selected which included over 300 students.

This report provides details on the project and the findings from feedback by students, faculty, and campus support staff.

### Key Findings

The key findings include: the system is easy to use; the user interface is simple, modern, and easily adaptable; performance through the hosted service is reliable; some new features are very well liked. Migration of courses is challenging depending on complexity. Integration with 3<sup>rd</sup> parties is easy via LTI standards. The general attitude among users is positive but not overwhelmingly excited. Over 80% users would like to use the system again. Most feel that continuing use will allow them to uncover and use the features more creatively. SIS integration will need much deeper investigation.

### General Recommendations from the pilot participants include:

- Expand on the breadth and depth of use in 2013-14 for better assessment
- Conduct a survey to faculty on future instructional needs in regards to LMS
- Explore other LMS options for better comparison with Canvas and D2L
- Conduct a 'shoot-out' event with faculty to test a number of LMSs side-by-side

Depending on the decision of the Learn@UW Exec Committee in regards to the next step in keeping current with the Learning Management System evolution, pursuing any of the above actions will be valuable to gain insights on the LMS needs in UWS.

# Canvas Pilot Project Final Report

## Background

### What is the pilot project

The University of Wisconsin System has standardized on a single Learning Management System (LMS) – Desire2Learn (D2L) since 2003. D2L has become the key technology to deliver digital resources and to provide interaction for all modes of online course delivery. While the growth on adoption has been steady, and the system maintains a stable environment for majority of our academic community, UWS needs to stay informed in this rapidly changing space that is critical to teaching and learning. The Learn@UW Executive Committee has endorsed a pilot project to investigate how new products compare to our current system. Based on the recommendation of the LMS Exploratory Task Force (2011 & 2012)<sup>1</sup>, the first system selected was Instructure/Canvas, a relatively new LMS system that has gained significant attention in the higher education market the past two years.

### Scope of the pilot

The main goal of the Canvas pilot is to understand the functionality provided by this LMS that may not be available in the current LMS system. Specifically, we want to examine features that can help impact student learning and overall satisfaction of the technology. The pilot also examines the resources necessary to support the technology and its users in a hosted environment.

The overall plan was to invite a small group of interested faculty and teaching staff to design and deliver a course using Canvas for the spring semester 2013.

While an in-depth investigation is not possible within the short duration of the project, we hoped to gain a preliminary understanding on how the system will support the authentication and SIS integration needs for an enterprise of the size and complexity like UWS.

## Pilot Project and Timeline

### Project Participation

The pilot was conducted within a rather aggressive timeline because of the constraints of the funding availability within a fiscal year (FY13) and the academic calendar. [Appendix 1]

An agreement with Canvas was negotiated for the Spring 2013 semester that includes license, training, implementation & hosting for 400 users. The cost reflected a 25% discount the vendor honored for Internet 2 members.

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<sup>1</sup> UWS LMS Task Force Report: <http://www.uwsa.edu/olite/learnuw/LMSTaskForce>

<sup>2</sup> The Student Survey instrument and more detailed results are available to the Learn@UW Exec

A Learn@UW subcommittee (comprised of Bob Hoar, Tanya Joosten, Lorna Wong) drafted an RFP [Appendix 3] to the campus Learning Technology units (LTC) to recommend and to support a faculty to participate. The goal was to assemble a small combination of courses that represents multiple disciplines, course levels, size of class, and instructors with various experiences in LMS and related tools. Seven campuses with a total of eleven faculty and thirteen courses were selected. Over 300 students were engaged in the pilot. [See Appendix 2 for participating faculty and courses.]

### **Pilot Support**

The project required an overall administrator, a role initially assumed by UW-Green Bay (Leif Nelson) but changed over to UW-Stout (Sali Mounce) in March. The campus pilot leads (LTC units) provide support to the faculty and students and they explored the functionality of the system as LMS experts. Training for administrators and faculty users was provided by Canvas in November.

The Canvas implementation team and the UWS team (Lorna Wong & Sali Mounce) held a weekly status-check meeting. The campus pilot leads also met weekly to exchange information and resolution of common problems. Pilot faculty met via web conference sessions and use discussion boards on the UWS Canvas site to share experience and findings.

We engaged Dr. Josh Morrill, research specialist at Academic Technology, DoIT, to assist with the evaluation of the pilot. He designed the survey instruments and monitored the process to collect feedback from both students and faculty in an orderly fashion before the Final Exam week.

Expertise from the DoIT/UWS IAM Support Team was coordinated by Dan Voeks, program manager at Learn@UW to assess Canvas' capability to leverage SAML2 for authentication. A test environment set up with the help of Ryan Larscheidt at DoIT Middleware. We were able to test the compatibility of Canvas with the UWS Federated Authentication System across the campuses.

A consultation session with the Nevada System of Higher of Education (consists of 5 institutions, including 3 community colleges) was arranged by Canvas to get a glimpse of a Peoplesoft SIS integration with Canvas. Diane Landry, integration lead at Learn@UW assisted in the discussion.

## Timeline of the Pilot

August 2012	Canvas Pilot was endorsed by the Learn@UW Exec Committee Subcommittee (Tanya Joosten, Bob Hoar, Lorna Wong) was formed
September - October	Sub-committee drafted a Request for Proposal (RFP) Pilot agreement was negotiated with the vendor for Spring 2013
October	RFP for proposals was distributed to the LTDC Responses were reviewed Courses/faculty selected & notified - Initially 10 faculty from 7 campuses, eventually extended to 11 faculty and 13 courses. Kick-off meeting held for all campus pilots leads
November	The Canvas environment was set up and configured by vendor Training session for campus pilot leads was conducted by Canvas Accounts & test courses were set up for pilot faculty Exploration of course migration by campus pilot leads
December	Training and orientation held for pilot faculty Migration of courses experimentation continued for pilot courses Course design assistance offered to pilot faculty as needed
January 2013	Course designed and built by faculty Student account were populated by campus pilot leads Support / Help channels were set up for pilot campuses Courses were all ready on Jan 22- start of spring semester
February – mid-April	Courses delivered in Canvas (Instructors) Weekly meeting with Canvas Implementation support Weekly meeting of campus pilot Leads Regular meeting with Canvas Pilot Faculty Development of project evaluation surveys Consultation session with Nevada on SIS integration Testing on federated ID set up by Middleware, DoIT Survey instruments were designed and input sought
Mid April - May	Survey instruments were finalized in mid April Student surveys were conducted end of April (2 weeks) Faculty survey were conducted beginning of May (4 weeks)
June	Compilation of students & faculty feedback Final meeting of Campus Leads (June 5) Final Report drafted
July 2013	Final report delivered to Learn@UW EXEC Next step recommendations

## Pilot Project Outcomes

### General Observation of Features, Support needs and Stability

Since all pilot participants (campus pilot leads, faculty and students) are currently D2L users, it is natural that many draw comparison between the two systems.

There was unanimous agreement that the Canvas system was easy to use. The consistency of the interface across all tools was a huge win. The general concepts of

an LMS were easily translated from the current system to Canvas, even with new terminology and different approaches to the same tasks. Only very small number of helpdesk support tickets (single digit for each campus) was generated during the pilot period across all pilot courses.

The documentation provided by Canvas was basic but helpful, users could usually answer their own questions.

Direct migration of a D2L course to Canvas met with varying degrees of success, depending on the complexity of the course. Challenges lie in restructuring the content area to fit the organization of Canvas. Conversion of discussions and quizzes required similar post-migration cleanups. Migrating a course from Canvas back to D2L failed at the time of this report due to the incompatibility of CC standards adoption between the two systems.

The Canvas system was very stable during the pilot semester. There were almost no noticeable delays or downtime that affected access to the system. One short outage was followed up with clear explanation on cause and remedy. A few users reported delays in files upload occasionally, while others felt uploading big files was very efficient. Canvas communicated upgrades and system maintenance in a timely fashion. As a hosted system, Canvas adopts a continuous update strategy that applies increments of updates and fixes to the system on a regular basis. There was no downtime, and most of the time, users did not notice the changes. This experience was most appreciated by the support staff.

Some positive features are noted: The integrated view approach allows users (both faculty and students) to navigate within the course and across other courses without traversing in and out of each course. This provides real efficiency to managing various tasks across multiple courses, but users need to get accustomed to the view. Collaborative tools (wiki like) are built into the Pages Tool, which is very convenient for group work within the course. Canvas Reports [Appendix 6] provide easily accessible statistics that are of interest to a faculty or course administrator. The small scale of the pilot did not allow assessment on the efficiency and performance implications of these reporting tasks.

Some popular tools such as discussion, quizzes and grade book do not seem to be as feature rich as what our users are accustomed to. The speed grader function is the best liked among pilot faculty, but the sophistication in various types of grade handling was definitely lacking.

While Mobile access was a strong attraction as a pilot feature, users found that the interface and features have lots of room for improvement.

A comparison table of the features available is presented in Appendix 5. This is not an exhaustive study of the two systems, but observations were recorded during the

testing of various tools. The duration of the pilot did not allow enough time for an in depth investigation to give a fair assessment of all tools.

### Authentication

Canvas does not use Shibboleth, the most common SAML2 implementation, but has developed a custom SAML2 Service Provider to provide this capability. The team worked with Instructure's technical experts to configure the solution on the Canvas test environment ([wisconsin.test.instructure.com](http://wisconsin.test.instructure.com)).

Several technical issues were identified in the course of the assessment:

- \* Canvas's solution doesn't implement the SAML2 Identity Provider Discovery Service Protocol (<https://www.oasis-open.org/committees/download.php/22041>). As a workaround, the team constructed a page containing static links to the appropriate URL for each campus IdP configuration.

- \* Canvas's discovery implementation initially included a bug that affected "deep links" into the application. The Canvas development team corrected and implemented a fix for this issue during the course of the pilot assessment, and the pilot team confirmed this was successfully resolved.

- \* The Canvas configuration interface for SAML2 has a significant bug. If a SAML2 IdP configuration is deleted and reconfigured, Canvas generates a new different URL. This is a fairly common case within UW System, and this behavior could have the effect of causing lengthy service disruptions when this scenario presents.

In the overall assessment of the UWS/DoIT IAM support team, the flaws in the Canvas SAML2 implementation would be significant and present challenges for an enterprise implementation.

### SIS Integration

Regarding SIS integration, notable findings include: Canvas provides APIs, allowing developers to write custom applications to process SIS data. The APIs provide basic functionality to add, edit and delete courses, users, and enrollments.

Additional functionality allowing Site Administrator's local changes to override SIS updates and combine sections is also included; however, it is not clear that the functionality needed to meet all critical UWS business rules is available.

Nevada System of Higher Education was able to develop applications utilizing the Canvas APIs to integrate with their SIS, but does not have business rules as complex as those of UWS. If we decided to pursue SIS integration with Canvas, we would need to do much more investigation.



## Student Feedback<sup>2</sup>

Pilot faculty monitored student reactions and feedback throughout the semester. The overall impression was that students do not have any major issues in adapting to the new system. The very few helpdesk tickets generated during the semester and the similar completion rate of the courses compared to other semesters are good evidence. Other than some minor web browser compatibility issues, students seem to be comfortable with using the system throughout the semester.

An online survey was administered at the end of the Spring 2013 semester to all students across 13 pilot courses. 179 students completed the survey, representing a 68.6% response rate.

Essentially, majority (72%) of the students in the pilot were very familiar with the D2L system. 47% are senior level upperclassmen. We were not able to get any freshmen level course to participate in the pilot. The courses represent disciplines in Education, Business, Library Science, Social Science and Humanities. 53% confirmed that they do not have any technical issues in using Canvas, even though over 83% admitted they could use more training.

When asked if they have a choice, with all other factors being equal, 47.9% of respondents chose Canvas, 36.1% favors D2L and 16% were indifferent.

Canvas has touted its user interface design meets the communication and interaction styles of modern day social media adept learners. However, the responses indicate that student only perceived marginal differences when compared to other LMSs that they use.

Overall, students express a moderately favorable reception to the Canvas LMS. The survey results validates once again that students can easily be adaptable to a new system. They appreciate good training. They reiterated as in an earlier student survey (2012) that the LMS is an important part of their learning experience and they prefer to use one LMS versus multiple LMSs.

## Faculty Feedback<sup>3</sup>

The questions and problems encountered were minimal during the pilot. This can be attributed to the LMS experience of this selected group of faculty and the useful documentation provided. No campus created its own documentation for the pilot. Most notable questions were related to the use of discussion forum, mobile apps limitation and grade book.

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<sup>2</sup> The Student Survey instrument and more detailed results are available to the Learn@UW Exec Committee and can be available to others upon request.

<sup>3</sup> The Faculty Survey instrument is available to Learn@UW Exec Committee and can be available upon request.

At the end of pilot, more comprehensive feedback was collected from each faculty through a survey with open-ended questions. We received 100% participation from all 11 faculty. 80% of the participating faculty indicated a positive experience with the system. 90% recommended extending the pilot for a full exploration of the system, and that they are willing to teach the same course in Canvas again. Approximately 50% of faculty wished for more in-depth training on features.

Faculty pointed out many good features in Canvas. Among those are: Easy and intuitive navigation, less icons and less clicks, flexible and integration among tools such as assignments, discussion, grading. The calendar and notification features serve as helpful reminders. Collaboration tools such as group pages (wikis) makes group work is easy to set up. The most favored feature is the Speed Grader, which allows faculty to easily handle multiple grade items, sort, and attach comments. Faculty also like the internal email system that keeps course email separate from an external campus email system.

Some noted that file upload seem to be slower, and required refreshing screens. Some did not like the HTML editor, but the Math equation editor (using LaTeX) is a far superior tool they have experienced in an LMS. Many did not like the Announcement feature because of the less prominent placement. The integrated view design makes the system less course centric. However, it can run into problems if files are not named intuitively, e.g. "Homework 1" in multiple courses can appear in the Upcoming Assignment and calendar views that can cause confusion.

In general, the pilot faculty thinks the system has a lot of potential. More time to experiment and in-depth training would allow instructors to discover and better deploy the tools as intended. They want to take advantage of the tools but not necessarily changing the pedagogy best fitting to the course.

### **Campus Pilot Leads**

The campus pilot leads represented the learning technology support units on seven campuses. They helped to recommend the faculty for the pilot project and they assumed main support role during the spring semester. They shared their LMS expertise by assisting in testing the features and system administration efficacy. This group met weekly to share their findings, and collaborated in solving issues that arose. A final debriefing meeting was held at UW-Eau Claire early June on the pilot experience.

The group was impressed with the ease of use and ease of transition for the pilot courses into Canvas. They agreed on the quality of the user documentation, especially on the sample courses made available by Canvas that brought better understanding to the tools. They agreed that performance was a non-issue during this small-scale pilot, and the continuous upgrade strategy worked very smoothly for the users.

The group was in agreement with the faculty on the positive features offered by Canvas. In addition, they observed that LTI integration, when available from the 3<sup>rd</sup> party vendor, was very easy to set up. Within the duration of the spring semester, we were able to set up integration with Blackboard Collaborate, Turnitin, Courseload, and Tegrity all with minimal efforts.

A number of important tools such as the Grade book, Quizzes and Discussion are not as feature rich as our current LMS. However, the essential features can serve majority of the users and a simple clean interface can be a plus.

While Canvas is easy to use, they also feel that they need more training and time to explore the potential of features currently more obscure and not used by pilot faculty. Faculty will definitely need more than one semester to be creative in the environment.

They would like to know more about the SIS integration, such as administration of course mapping and creation tasks, student enrollment and grade transfer possibility back to the SIS, an aspect of critical importance to the success of a system.

## Conclusion and Recommendations

The LMS Task Force in their 2011 study identified Instructure Canvas as an interesting and viable new comer in the Learning Management Systems space that may closely address the LMS needs of UWS.

“Specifically, the LMS task force identified Canvas as having several positive features, including a lean modern interface, good organization and design across courses, ease-of-use with few clicks to accomplish tasks, drag and drop function, efficient notification and calendar functions, modern hosting back-end technology- Amazon Cloud service (which instills more confidence than some other cloud options), and the claim of no downtime for updates. The system holds a lot of potential while certain key elements that are required to support enterprise of the size and complexity like UWS need to be carefully examined. These include back-end integration with SIS, integration with other third party products, scalability, general design, and the robustness of its quizzing & grade book capabilities.”<sup>4</sup>

This pilot project provided us additional insights on features offered and the actual experience from faculty and students. While the overall feedback substantiated the finding on the LMS Report, and the experience are generally positive, we do not observe any extraordinary desire to embrace the product. This can be attributed to the following factors: Users are generally satisfied with the current system, they (faculty especially) did not have enough time to uncover in depth the system to use it differently than their current practice. There is a resounding recommendation from the pilot faculty and campus pilot leads that additional or expanded engagement will give us more accurate assessment, it will be worthwhile to get a deeper understanding of the system, especially on Integration and SAML authentication capabilities.

Additional insights were gained through the students’ feedback. Canvas seems to be preferred among individual working 40 hours a week or more. Does that mean that different LMS may appeal to different student groups with different lifestyles and commitments? [Appendix 4]

It will also be interesting to investigate further the differences between a feature that was deemed unimportant by students and also not used a lot. Was the feature not available, difficult to use, or some other reasons? Are these findings different in different LMS? [Appendix 4 – page 25]

There are various options to gain better understanding of LMS needs to prepare for a future RFP exercise. Any project will require competing resources and expertise from the same constituency groups – the Learning Technology units and the LMS site administrators, faculty and students.

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<sup>4</sup> The LMS Exploratory Task Force Report 2011 – <http://www.uwsa.edu/olit/luwexec/projects/exploratorytask/finalreport.pdf>

## Recommendations

Following are a few actions the campus pilot leads suggested UWS to pursue at a System level so we are better informed before the future RFP process. Executing these activities will be dependent on staff and funding resources available and the timing of the next RFP process.

<b>Action</b>	<b>Resources Needed</b>	<b>Strategic Outcome</b>
Continue with the Canvas Pilot – Expand on breadth and depth of usage for 2013-14	Contract with Canvas Training for Users and Campus support Properly defined pilot goals – e.g. better understanding of integration, Mobile access, ePortfolio, site-admin tasks	We will not lose the expertise gained during the spring semester. We will be better informed of viability of an alternative system
Conduct a Faculty Needs Survey on LMS (last satisfaction survey was conducted in 2010)	A committee to design and conduct the survey Seek expert engagement to analyze the data	To understand needs and satisfaction level of the instructors on the current LMS. To gain insights from newer faculty who may have come from other LMS environments
Explore other LMS systems	A team to identify the LMSs to pursue Assemble a group of experts to test out the systems	Compare the information already published to see how well they apply to our environment
Conduct a Faculty shoot-out event – involve faculty to gather and test (or design a course) within a time frame (one or two days) using different LMS system	Need availability of test accounts Need support people to be knowledgeable on certain systems – or offer training ahead Need willing faculty participation (stipend) Need experts in conducting the exercise, observe and assess the outcome	Gain a good understanding of the LMS possibility, and will be a complement to the item above

## Appendix 1 – Budget & Expense

### Budget & Expenses – Supported by the Academic Systems CSRG

Pilot license and other cost to vendor	\$7500
Instructor stipends (\$1000 per instructor)	\$11,000
LTDC staff stipends (\$1000 per campus)	\$7,000
Central Technical Liaison with Canvas (UW-Stout)	\$1000
Research team support	\$2,000
Learn@UW technical support – in kind	
Office of Learning Technology Development – in kind	
	=====
Total Cost of project	\$27500

## Appendix 2 – Pilot Participants

Canvas Pilot Participants- Spring 2013					#	
Campus	Campus Pilot Lead	Faculty	Department	Course	student	type
Colleges	Pat Fellows	Michael Bartlett	Mathematics	MAT 221- Calculus & Analytic geometry	19	F2F
Eau Claire	Jessica Franson	Nancy Hanson-Rasmussen	Management/Marketi	300-level Organizational Behavior	37	Online
Green Bay	Nathan Kraftcheck	Sara Schmitz	Human Biology	Management in Dietetic Practice	17	F2F
Green Bay	Nathan Kraftcheck	Chuck Ryback	Humanistic Studies	English 212- Introduction to Creagtive Writing	25	Blended
Green Bay	Nathan Kraftcheck	Leif Nelson		Information, Computer and Society	39	Online
LaCrosse	Cari Mathwig Ramseier	Jo Arney	Political Science & Pub	POL 211 - Introduction to Public Administrati	42	Online
LaCrosse	Cari Mathwig Ramseier	Jennifer Kosiak	Mathematics	EDS 422/522 Teachng Math Methods	31	F2F
River Falls	Mary Alice Muraski	Eric Hafacker	Mathematics	Mathematics Techniques	7	blended
River Falls	Mary Alice Muraski	Mialisa Moline	English	Engl 371 - Proposal Writing	10	F2F
River Falls	Mary Alice Muraski	Mialisa Moline	English	Special Topics in English	15	F2F
River Falls	Mary Alice Muraski	Mialisa Moline	English	Technical & Professional Editing	23	F2F
Stout	Jane Henderson	Diane Olson	Management, Operati	INMGt-475/675Advanced Project Managemen	25	blended
Whitewater	Renee Pfeifer-Luckett	Eileen Schroeder	Libmedia Consortium	LIBMEDIA 752 - Instructional Design	26	blended
<b>7 campuses</b>		<b>11 faculty</b>			<b>Total</b>	<b>316</b>

## Appendix 3 -Canvas Pilot Description & RFP



**UWS Pilot Project on Instructure/Canvas Technology  
Sponsored by UWS Learn@UW Executive Committee**

### **Introduction**

Within the University of Wisconsin System (UWS), the Learning Management System (LMS) is a key technology in delivering digital resources and providing interaction in traditional face-to-face, hybrid/blended or totally online courses. UWS has standardized a single LMS for the last nine years for efficiency in cost and support. The annual growth on adoption has been steady, feedback from faculty and students indicate general satisfaction in the product and support.

The LMS landscape has evolved dramatically the past two years. New vendors in the market offer features that may fit certain needs of our academic community. The UWS needs to stay informed and to provide opportunities for experimentation and exploration on emerging technologies that can affect teaching and learning. The Learn@UW Exec Committee has chosen to endorse a pilot project to investigate how new products in the LMS space compare to our current system. Based on the recommendation of the LMS Exploratory Task Force, the first proposed pilot will be on Instructure/Canvas.

### **Purpose of pilot**

The purpose of the pilot is NOT to replace the current LMS, Desire2learn. UW campuses have reflected high satisfaction rates with their current LMS. The main goal of the Canvas pilot is to understand the functionality provided by this LMS and its impact on student engagement and learning that may not be available in the current LMS system. Specifically, the pilot looks to examine whether features offered by Canvas meet instructors' pedagogical and students' learning needs, helps instructors and student stay organized and manage their courses, is easy to use, encourages continued use, and increases overall satisfaction with the technology. The pilot will examine the resources necessary to support the technology and its users at a campus and System level. The pilot will explore the technical infrastructure of the system and how it meets the authentication and SIS requirements. Finally, organization administration and costs considerations will be evaluated.

### **Why Canvas?**

Canvas is a relatively new LMS system that has gained a lot of attention and adoption in the higher education market the past 18 months.

Specifically, the LMS task force identified Canvas as having several positive features, including a lean modern interface, good organization and design across courses, ease-of-use with few clicks to accomplish tasks, drag and drop function, efficient notification and calendar functions, modern hosting back-end technology- Amazon Cloud service (which instills more confidence than some other cloud options), and the claim of no downtime for updates. The system holds a lot of potential while certain key elements that are required to support enterprise of the size and complexity like UWS need to be carefully examined. These include back-end integration with SIS, integration with other third party products, scalability, general design, and the robustness of its quizzing & grade book capabilities.

### **Main Goals of this pilot phase include:**

- What functionalities does Canvas provide that D2L does not?
- What functionalities does D2L provides that Canvas does not?
- What student support efforts are needed from instructors? campus?
- What resources are needed to support the technology and users?

### **Secondary goals of the pilot:**

- How does Canvas impact instructor and student satisfaction (including training and support, ease of use, validity and reliability of technology, overall satisfaction)?



- How does Canvas impact student engagement and learning?
- What efforts are needed and opportunities available for faculty development?
- What technical infrastructure is needed to effectively support a UW-System instance of Canvas?

### **Participation**

All interested UWS campuses are invited to participate. However, due to the limited capacity of the pilot project, only a small number of courses and a few campuses will be selected to participate.

Interested campuses need to assign a pilot manager as the main contact. We are expecting this will be the campus LTDC-representative or his/her designate. We recommend that an instructor is selected /invited by the LTDC because of the limited scope and size of the pilot. The campus pilot manager will submit a short RFP (see below) with their instructor.

Proposals will be evaluated by the following criteria:

- Institutional readiness to support such a pilot - this includes available resources to coordinate and support instructors and students, to provide orientation and training, and to develop and provide support documentation and materials. Each campus will 1-2 courses. Canvas will provide 'premium level' training and support during the pilot.
- Instructor with interest in exploring LMS functionalities – We are seeking instructors with experience using the current LMS. We will also consider a non-LMS user but willing to try a new LMS.
- Course candidates - Courses will be selected to represent a variety of disciplines, class sizes, and different pedagogical strategies. The diversity will allow for testing many features of the LMS.

The UWS Office of Learning Technology Development (Lorna Wong) and the Learn@UW Exec Committee will form a small Review Committee to ensure a combination of courses and campuses are selected to best accomplish the goals of the pilot.

Selected campuses will be notified no later than Nov 1, 2012, and will assist in planning of the pilot project in terms of training, communication, course design, and evaluation. Courses will be delivered Spring 2013 semester. Upon completion of their participation in the pilot, the campus LTC & instructors will receive a stipend. Details are outlined on the RFP.

### **Evaluation of Pilot Outcome**

Pilot campus project lead and faculty will participate in the evaluation of this project. We will also seek researchers with experience in quantitative and qualitative methodologies and in usability testing who have interest in this project to lead the evaluation.

The results of the evaluation will determine the success of the pilot and the next steps of action. A small stipend will be awarded to the evaluation team to lead the work.

#### **What do we want to evaluate:**

- What functionalities does Canvas provide that D2L does not?
- What functionalities does D2L provide that Canvas does not?
- How does Canvas impact instructor and student satisfaction (including training and support, ease of use, validity and reliability of technology, overall satisfaction)?
- What efforts are needed for faculty development from LTC units?
- What student support efforts are needed from instructors?
- What resources are needed to support the technology and users?
- How does Canvas impact student engagement and learning?
- What technical infrastructure is needed to effectively support a UW-System instance of Canvas?

#### **Evaluation Methods:**

The evaluate strategy may include multiple methodological approaches through experiential evaluation, surveys, direct observations, and focus groups.

- Surveys over the course of the pilot to collect a cross-sectional body of the participant's experience
- Faculty and student focus groups to assess the strengths and weaknesses of the product
- Reports/observations of faculty and instructional support staff during course development to gain a deeper understanding of the ability to meet instructors needs, satisfaction with the product, and resources to support instructors and the technology
- Reports/observations in testing functionality and technical infrastructure needs

### **Tentative Timeline (subject to revision)**

#### ***September 2012***

- Contact Campus LTC for possible campus interest (Lorna Wong)
- Negotiate with Instructure for a Canvas pilot agreement (Lorna Wong)
- Review Project Plan with Learn@UW Exec Committee (Bob Hoar, Tanya Joosten, Lorna Wong)

#### ***October 2012***

- RFP distributed - week of Oct 8
- Finalize Pilot terms with vendor – before November
- RFP deadline – Oct 22
- Review RFP and identify campus participants (Pilot Review Committee) – Oct 22-26
- Announcement of Pilot campuses and courses – Week of Oct 29
- Set up pilot environment and get access to Canvas environment - before end of October
- Pilot campuses/instructors kick-off meeting – Week of Oct 29-Nov 2

#### ***November 2012***

- Training, course migration, documentation– week of Nov 1-15 (Campus Pilot Leads)
- Create test course sites for participants (UWS/ Canvas)
- Test course migration from current LMS (Campus Pilot Leads, Canvas support)
- Set up communication mechanism for project participants (Campus Pilot Leads)

#### ***December - January 2012***

- Orientation and training for instructors (Canvas/ Campus Pilot Leads)
- Start design course sites for spring courses (Instructor participants)
- Continuous consultation and support provided to instructors (Campus Pilot Leads)
- Enrollment of students (Canvas, Campus Pilot Leads)

#### ***January 2012***

- Delivery of courses utilizing Canvas (Instructors) for Spring 2013
- Begin development of project assessment and evaluation tools (Campus Pilot Leads /Evaluation Team)

#### ***April 2012***

- Assessment and evaluation tools completed (Evaluation team)
- IRB approval if needed (Evaluation team)

#### ***May 2012***

- Collect data on instructor and student use of Canvas (Evaluation team)
- Instructor debriefing/focus group on use of Canvas (Evaluation team)
- LTC (Pilot project lead) debriefing/focus group on the use of Canvas (Evaluation team)

#### ***June/July 2012***

- Complete analysis of data gathered from faculty and students (Evaluation team)
- Complete final report to Learn@UW Exec Committee (Evaluation team and Pilot Review Team)

## **Budget – Supported by the Academic Systems CSRG**

### **Resources**

<http://www.instructure.com/>

[Canvas Guides](#) - provide a variety of resources for them to review.

[Canvas Orientation Courses and Demo](#) - The Demo is 90 minutes long, but it allow you to learn and understand Canvas.



**Request for Proposal (RFP)**  
**Instructure Canvas LMS Pilot**  
**Deadline: October 22, 2012**  
**Send to: Lorna Wong (lwong@uwsa.edu)**

**Overview**

The University of Wisconsin System is conducting a pilot project as an effort to enhance our understanding of the changing LMS landscape. The intent of the LMS pilot is NOT to replace our current standard system – Desire2Learn. This pilot provides opportunities for experimentation and exploration on emerging technologies that can affect teaching and learning. Instructure/Canvas is the technology chosen for Spring 2013. Other products will also be considered in the future.

We invite interested campuses to select faculty and teaching staff to participate in this project where they will design a course using Canvas to be delivered for the spring semester 2013.

The Campus LTC is expected to assign a designated staff to be the campus pilot project lead to support the pilot instructor. Participating pilot instructor and campus LTC will each be awarded a stipend of \$1000 upon completion of the project.

Pilot campus Lead (LTDC-rep or designate) will be expected to:

- Attend Training workshops offered by Canvas
- Act as the contact person to the UWS project implementation manager
- Support the pilot faculty – training, course set up, course migration, student enrollment and continuing support during the semester to ensure smooth delivery
- Participate in evaluation efforts during and after the pilot
- Support the transfer of the course back to the current supported LMS after the pilot as needed

Pilot instructors will be expected to:

- Attend consultation meetings and training workshops in using Canvas
- Understand that the pilot course will not be integrated with the campus SIS. Enrollment of students and transfer of grades back to the SIS will be needed.
- Integrate Canvas into their course for delivery in Spring 2013
- Assist with the evaluation of the Canvas platform on instructors and students, including surveys, focus groups, and written narratives, and
- Share their experience at future UWS LMS discussions

**Application**

Please submit a 1-2 page proposal by **October 22, 2012**, to Lorna Wong [lwong@uwsa.edu]. Your proposal should address all the questions in the RFP template below.

The selection of participants will be competitive. Awards will be announced **October 26, 2012**.

**Instructure Canvas RFP template**

***Campus Information***

Campus: \_\_\_\_\_

***Contact Information***

Campus LTDC Representative: \_\_\_\_\_

Campus Pilot Lead (if not LTDC-rep): \_\_\_\_\_

Contact Email of Pilot Lead: \_\_\_\_\_

Campus LTC unit will be available to support faculty & students in this pilot: Yes No

Faculty Name: \_\_\_\_\_ Email: \_\_\_\_\_

Campus Mailing Address: \_\_\_\_\_

College/Department: \_\_\_\_\_

**Course Information [course must be delivered for Spring 2013]**

Proposed Course Title: \_\_\_\_\_

Course Enrollment Size and Level: \_\_\_\_\_

Course Delivery Mode: F2F blended Online

LMS Tools will be used in this course \_\_\_\_\_

Other Technologies Used in the course (e.g. turnitin, lecture capture, BB-Collaborate, Kaltura, blogs, wikis):

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**Faculty Experience in using LMS & Technology**

Experience with using technology or LMS in your teaching (courses taught using LMS, Years, tools used etc.)

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Number of years / semester you have taught this course: \_\_\_\_\_

**Briefly address:**

- Why do you want to pilot Canvas in your course?
- Why are you a good candidate to participate in this pilot?
- What do you expect Canvas to offer that will better facilitate your course? e.g. efficiency, student engagement, interaction, performance, etc.
- Why is your course suitable for better understanding of the potential and limitations of Canvas?
- Any other information

## Appendix 4 – Student and Faculty Survey Analysis



### UW System Canvas Pilot: Student & Faculty Attitudes, Opinions and Usage

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#### SURVEY FINDINGS

Joshua H. Morrill, PhD  
Evaluator, Academic Technology  
DoIT – University of Wisconsin Madison

June 2013

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#### Background

**OBJECTIVE:**

The purpose of this research is to help the the University of Wisconsin system understand any unique benefits or issues associated with adopting Canvas as an LMS.

**METHOD / APPROACH:**

An online survey was administered at the end of the Spring 2013 semester to 261 students across 11 institutions. 179 students completed the survey

**This is a 68.6% response rate...** And is quite good for a distributed survey like this.

In addition to the student survey a short, open-ended follow up survey was sent to the 11 faculty members who participated in this pilot. As of the writing of this report 10 of the 11 faculty members have completed this online survey. A few highlights of that interview are presented in this report.

The approach taken in compiling this report was to provide the key pieces of data that will inform a decision, highlight difference/ uniqueness, or inform action moving forward.

## Initial Findings

### **OVERALL:**

Responses to Canvas among UW-System students is more moderate than the initial test done at the UW Madison School of Business. This could be because students were not exposed to the breadth of functionality within Canvas. It is recommended that there is a more formal training for faculty and student participants to see if this increases perceptions.

### **OTHER CONSIDERATIONS:**

It may be worthwhile for the system to conduct some usability tests among a few LMSs with system students. The reason for this recommendation is the finding that older students seemed to appreciate Canvas more than younger students. What we do not have a good sense of is "Why"? What is appreciated by older students and what functionality do younger students want that that is missing?

Training emerged as a significant theme in faculty and student responses. Going forward a comprehensive set of training materials should be developed. And, this is likely a good idea regardless of the LMS.

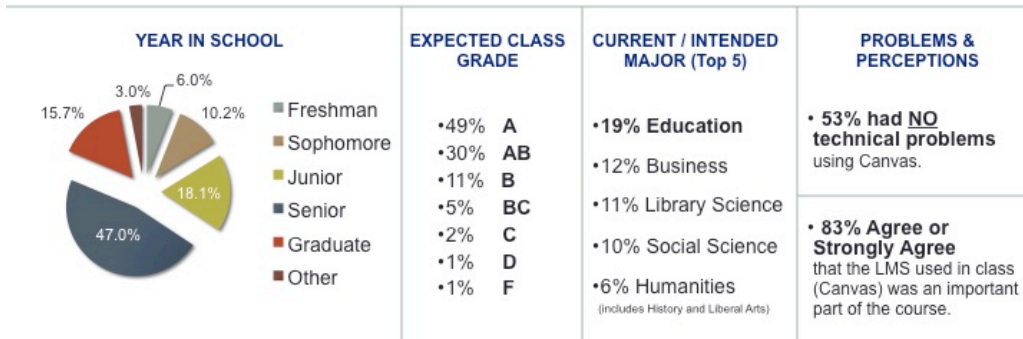
Overall, faculty seemed to like Canvas even though they had a few concerns. Likewise, students were generally favorable (though less so than the UW Madison evaluation). However, it is important to note that similar to UW-Madison students, system students wanted one LMS. This is important for any institution to consider. Multiple LMSs on a campus would be perceived unfavorably by students.

### **RECOMMENDATION:**

A second year of testing with willing campuses. However, augment this test with robust support and training materials for faculty and students. This will allow you to see if understanding functionality raises value of Canvas in eyes of students.

## Quick Profile of Respondents

### Familiarity with Desire 2 Learn (D2L)



## Report Topics

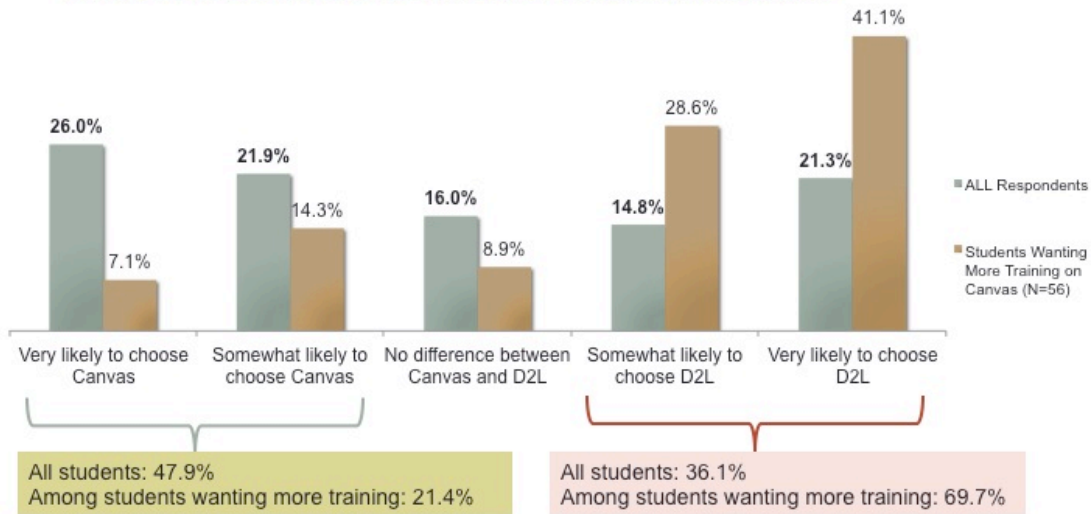
- *If Given the Choice:* D2L vs. Canvas
- Feature Importance and NON-Importance
- Faculty Member's Thoughts



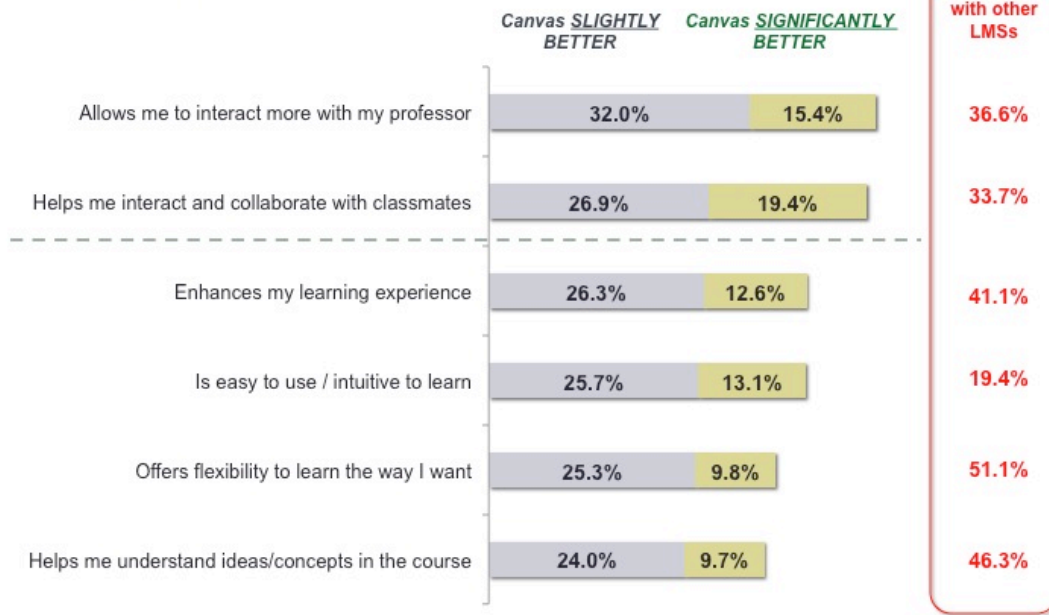


**47.9% of surveyed students would select a course teaching canvas (all other factors being equal). But, more training on the Canvas and its capabilities could raise this number significantly. A disproportionate amount of students opting for the D2L course felt like they needed more training on Canvas.**

**Q: Imagine you had to select between two identical courses. The only difference is that one instructor uses Desire2Learn (D2L) and in the other they use Canvas. Which course would you choose?**



**Canvas seems to have a slight edge in elements relating to increased interaction. However, for most attributes students see no difference with other LMSs.**



**Importance/ Use / and Problems with Canvas features.** There are three tiers of features (1 - red) No experience: did not see value in and did not use , (2- yellow) Hit or Miss: some perceptions of not being important, but also a percentage who used without problems, and (3- green) Core: High usage / nearly universal perceptions of importance of feature.

	This feature is <b>UNIMPORTANT</b>	I did not use this feature	I used this feature without any problems
Interacting with instructor via text messaging in Canvas.	55.8%	89.9%	8.3%
Using the Canvas mobile app	49.4%	84.4%	9.6%
Interacting with instructor via audio/ video in Canvas	46.8%	86.8%	9.0%
Uploading audio/video files	26.2%	70.2%	23.2%
Downloading audio/video files	20.2%	57.7%	33.3%
Using web conferencing / collaboration tools in Canvas	18.6%	61.9%	21.4%
Interacting with your instructor via email in Canvas	18.6%	40.5%	54.2%
Participating in discussion groups within Canvas	5.8%	14.9%	66.7%
Downloading course materials/ documents	1.2%	5.4%	65.7%
Submitting class assignments	1.2%	1.8%	73.8%
Checking grades	0.6%	1.2%	84.0%

## Initial Faculty Feedback

While the overall impressions appear positive, the need for training on Canvas was highlighted. Additionally, many comments suggested that D2L did many communication tasks faster and more effectively than Canvas.

### Positive or Negative experience?

"80% of participating faculty indicated the experience of piloting canvas was positive.

### Recommendation

90% of participating faculty would recommend extending the pilot to the Fall semester for further exploration.

### TRAINING

Approximately 50% of faculty mentioned training as an issue to be addressed:

"Some of the initial training sessions were a bit frustrating..."

"The only training I received were videos I watched on my own."

"Training session on the different ways to view and grade assignments was too short."

### D2L BETTER THAN CANVAS AT...

Many communication, process issues were raised as strengths of D2L:

"D2L slightly faster in posting and refreshing pages"

"The HTML editor in D2L is MUCH more friendly."

"Course News much easier to recognize than Announcements."

"I do like the quizzes feature a little better in D2L"

## Miscellaneous Canvas Feedback Facts

- Canvas seems to be preferred among individuals working 40 hours a week or more (see below). Does this indicate an important group to consider?



- Most students indicated Chrome as their preferred browser (48.5%). However, students who used Safari experienced the fewest problems (26.3% experienced a problem), followed by Internet Explorer (41.7% experienced a problem). 50% of Chrome users and 55.2% of Firefox users reported experiencing a problem in Canvas. Are there some browser specific issues that need to be addressed?

## Initial Findings

### OVERALL:

Responses to Canvas among UW-System students is more moderate than the initial test done at the UW Madison School of Business. This could be because students were not exposed to the breadth of functionality within Canvas. It is recommended that there is a more formal training for faculty and student participants to see if this increases perceptions.

### OTHER CONSIDERATIONS:

It may be worthwhile for the system to conduct some usability tests among a few LMSs with system students. The reason for this recommendation is the finding that older students seemed to appreciate Canvas more than younger students. What we do not have a good sense of is "Why"? What is appreciated by older students and what functionality do younger students want that that is missing?

Training emerged as a significant theme in faculty and student responses. Going forward a comprehensive set of training materials should be developed. And, this is likely a good idea regardless of the LMS.

Overall, faculty seemed to like Canvas even though they had a few concerns. Likewise, students were generally favorable (though less so than the UW Madison evaluation). However, it is important to note that similar to UW-Madison students, system students wanted one LMS. This is important for any institution to consider. Multiple LMSs on a campus would be perceived unfavorably by students.

### RECOMMENDATION:

A second year of testing with willing campuses. However, augment this test with robust support and training materials for faculty and students. This will allow you to see if understanding functionality raises value of Canvas in eyes of students.

## Appendix 5 – Feature Comparison Table

The following table was prepared by UW-Stout during their testing of the Canvas features. It offers a brief comparison of the key features between D2L (v10.0) and the current version of Canvas during Spring 2013 semester. It is not intended to be a comprehensive listing of all features and tools both systems.

Features	D2L	Description	Canvas	Description	Extra Information
<b>Teacher/Student Features</b>					<b>KEY</b>
<b>Course Homepage</b>	X	Course Home	X	Home	Do not know/may not have access to find out
<b>Roster</b>	X	Classlist	X	People	Both have equal or similar capabilities
<b>Course Content</b>	X	Content and Links	X	Modules	Not available or not as good as the other
<b>Discussion</b>	X	Discussions	X	Discussions	Available and/or better than the other
<b>Assignment Submission</b>	X	Dropbox	X	Assignments	
<b>Files</b>	X	Manage Files	X	Files	Comparison by Canvas
<b>Gradebook</b>	X	Grades	X	Grades	<a href="http://www.instructure.com/compare-higher-education">http://www.instructure.com/compare-higher-education</a>
<b>Announcements</b>	X	News	X	Announcements	
<b>Quizing</b>	X	Quizzes	X	Quizzes	To give special access to a quiz, you need to "Moderate this Quiz" option (right panel).
<b>Calendar</b>	X	Calendar	X	Calendar	D2L - requires you to check "Display in Calendar". Canvas auto adds items to Calendar
<b>Checklist</b>	X	Checklist			Checklist is a feature that allows teachers to create a list of items that students should be completing and allows the student to check those off as they finish. This is more of an organization tool and is not tied to the grade book.
<b>Wiki</b>			X	Pages (Wiki)	This is a place for Pages to be "stored" and it keeps old versions of the pages so you can restore them to previous revisions.
<b>Syllabus</b>			X	Syllabus	Although you can upload a syllabus in either program, Canvas automatically adds assignment to a built in syllabus with their associated due dates.
<b>Collaborations</b>			X	Collaborations	The use of "Web based tools that most likely your students are already familiar with. Students can use resources like Google Docs and EtherPad to work collaboratively on tasks like group papers or note-taking."
<b>Chat</b>	X	Chat (IM Feature only)	X	Conferences (Video, Sound, Text, and Screenshot capabilities)	
<b>Email</b>	X	Send Only Feature	X	Full email GUI	
<b>Portfolio</b>			X	For Students to share their work with others.	
<b>Compatibility</b>					
<b>Internet Explorer</b>	X	Up to IE 9	X	Up to IE 9	
<b>Firefox</b>	X	Up to Firefox 18.0.1	X	Up to Firefox 18.0.1	
<b>Google Chrome</b>	X	Up to Version 24.0.1312.57 m	X	Up to Version 24.0.1312.57 m	
<b>Safari</b>	X		X		
<b>LockDown Browser</b>	X	Supported			

Features	D2L	Description	Canvas	Description	Extra Information
<b>External Tools</b>					
<b>Turnitin</b>	X	Via External Tools	X	Via External Tools	
<b>Tegrity</b>	X	Via External Tools	X	Via External Tools	
<b>CourseLoad</b>	X	Via External Tools	X	Via External Tools	
<b>Mobile Application</b>			X	App is called "Canvas" and is available for iOS(Apple) and Android	News Stream, To Do List, Access courses individually, View Assignments, Participate in Discussions, View Class List, View Messages from Teachers and Classmates, and View Grades
<b>Support Tools</b>					
<b>User Impersonation</b>	X	Inpersonate	X	"Become" or "Masquerade"	
<b>Course Search</b>	X	Search for a course	X	Find a Course	
<b>User Search</b>	X	Search for	X	Find a User	
<b>Reporting Featrues</b>	X	Statistics (very limited)	X	Analytics (extensive graphs)	
<b>Course Rolls</b>			X	Course Rolls (with ability to add and customize rolls)	
<b>Account Rolls</b>			X	Account Rolls (with ability to add and customize rolls)	
<b>Export/Import</b>					
<b>From Old Course to New</b>	X	Via Import/Export/Copy Components	X	Via Import and Export Course Components	
<b>From D2L To Canvas</b>		Importing into Canvas from D2L does work but there are certain things that do not import properly. Assignments linked to dropboxes did not import under the proper categories in canvas, Discussions did not import under categories.		Files Import properly. All assignments are added to the canvas syllabus automatically. Quizes and Quiz Restrictions import properly.	
<b>From Canvas To D2L</b>		You cannot export a course from Canvas and Import it into D2L. This is because Canvas Exports using Common Cartridge 1.1 and D2L ONLY supports CC 1.0		You cannot export a course from Canvas and Import it into D2L. This is because Canvas Exports using Common Cartridge 1.1 and D2L ONLY supports CC 1.0	

## Appendix 6 – Sample Reports & Analytics

### User statistics/Analytics

- I. [Org-level and sub-org analytics](#)
- II. [Org-level and sub-org user statistics](#)
- III. [Course-level analytics](#)
- IV. [Course-level user statistics](#)
- V. [Student interaction report \(for instructors\)](#)
- VI. [Student competency report & Grade export report](#)
- VII. [Glossary of reports and statistics](#)

### From Org level (System)

#### “View Analytics” for entire Org from “Courses”

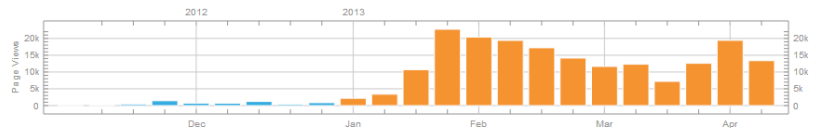
University of Wisconsin System

← Current Courses →

21 Courses | 28 Teachers | 323 Students | 494 Assignments | 451 Discussion Topics | 1,675 Files Uploaded | 47 Media Recordings

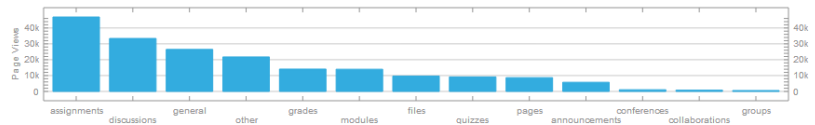
#### Activity by Date

Each bar represents the number of page views on that day. An orange bar indicates that some user took an action within a course on that day.



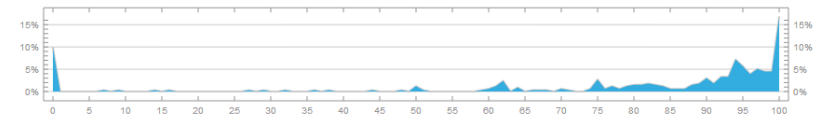
#### Activity by Category

Each bar represents the number of page views related to that category.



#### Grade Distribution

Distribution of current grades in courses across all students enrolled in department courses.




- Activity by date (page views in blue and user “took an action” in orange)
- Activity by category (assignments, discussions, general, modules, grades, etc.)
- Grade distribution



## View user information from "Users"

**Name and Email**

Full Name: Nathan Kraftcheck  
 Display Name: Nathan Kraftcheck  
 Sortable Name: Kraftcheck, Nathan

Profile Picture:  [Remove avatar picture](#)

Default Email: kraftchn@uwgb.edu  
 Time Zone: Central Time (US & Canada)

[Edit](#) | [Merge with Another User](#) | [Delete from University of Wisconsin System](#)

---

**Login Information**

kraftchn@uwgb.edu      University of Wisconsin System      Last request: Apr 10 at 12:45pm [more...](#)

[Add Login](#)

---

**Enrollments**

Courses (4)

- [Charles Darwin](#)  
Active, Enrolled as a Teacher.  
[See Student Interactions Report](#)
- [Pilot Instructors](#)  
Active, Enrolled as a Teacher.  
[See Student Interactions Report](#)
- [Pilot Resources](#)  
Active, Enrolled as a Teacher.  
[See Student Interactions Report](#)

Accounts (2)

- [University of Wisconsin System](#)
- [University of Wisconsin Green Bay](#)

### Page Views

URL	Date	Participated	Time	User Agent	 <small>csv</small>	
<a href="https://wisconsin.instructure.com/accounts/1842/users">https://wisconsin.instructure.com/accounts/1842/users</a>	Apr 10 at 12:56pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/accounts/1842">https://wisconsin.instructure.com/accounts/1842</a>	Apr 10 at 12:56pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/accounts/1842/analytics">https://wisconsin.instructure.com/accounts/1842/analytics</a>	Apr 10 at 12:56pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/accounts/1842">https://wisconsin.instructure.com/accounts/1842</a>	Apr 10 at 12:55pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/accounts/1842/analytics">https://wisconsin.instructure.com/accounts/1842/analytics</a>	Apr 10 at 12:48pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/accounts/1842/statistics">https://wisconsin.instructure.com/accounts/1842/statistics</a>	Apr 10 at 12:48pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/accounts/1842">https://wisconsin.instructure.com/accounts/1842</a>	Apr 10 at 12:48pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/">https://wisconsin.instructure.com/</a>	Apr 10 at 12:48pm		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/courses/8943/external_tools/1869">https://wisconsin.instructure.com/courses/8943/external_tools/1869</a>	Apr 10 at 10:09am		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/courses/8943/external_tools/1869">https://wisconsin.instructure.com/courses/8943/external_tools/1869</a>	Apr 10 at 10:09am		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/courses/8943">https://wisconsin.instructure.com/courses/8943</a>	Apr 10 at 10:09am		--	Chrome 26.0		
<a href="https://wisconsin.instructure.com/">https://wisconsin.instructure.com/</a>	Apr 10 at 10:08am		--	Chrome 26.0		

- View courses enrolled in, groups, contact info, page views with and without participation with date and browser used

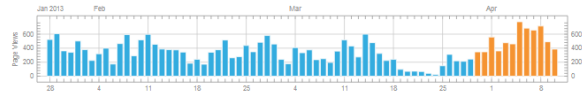
From sub-org level (Campus): same as Org level



## Course-level analytics

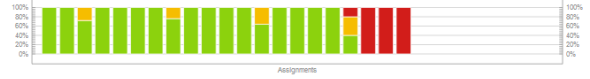
### Activity

Each bar represents the number of page views on that day. An orange bar indicates that some user took an action within the course on that day.



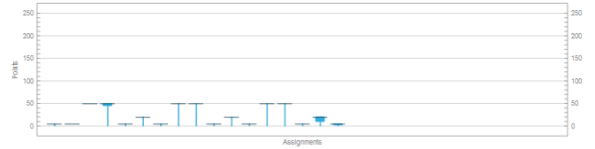
### Assignments

Each bar is an assignment. The green layer represents the percentage of students that turned in the assignment on time. Assignments that are late are yellow, and missing assignments are red.



### Grades

Each bar is one assignment. The thin vertical whisker extends from the lowest score for any student in the course to the highest score. The thicker bar extends from the 25th percentile to the 75th, with the median marked.



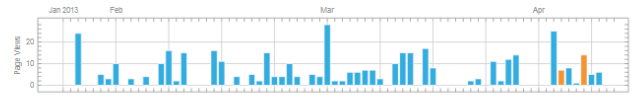
Student	Page Views	Participations	Assignments	Current Score
Student Name				73.8%
Student Name				13.8%
Student Name				16.3%

### “View Course Analytics” from course “Home”

- Activity by date (page views in blue and user “took an action” in orange)
- Individual course assignments and graph showing how many on time, late, or missing
- Grade distribution for each assignment
- Table of student names with individual Page Views, Participations, Assignments broken down similar to class assignment table, and Current Score (clicking on student names leads to further breakdown of categories by date, score, etc. – same info in People->View Analytics for individual)

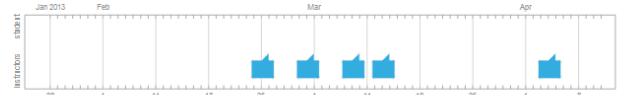
**Activity**

Each bar represents the number of page views on that day. An orange bar indicates that the student took some action within the course on that day.



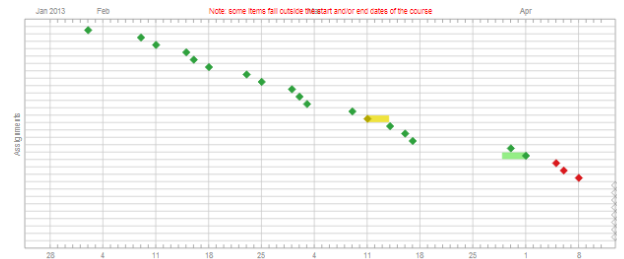
**Communication**

The top track represents days on which the student sent messages to course instructors. The bottom track is for messages from the instructors to the student.



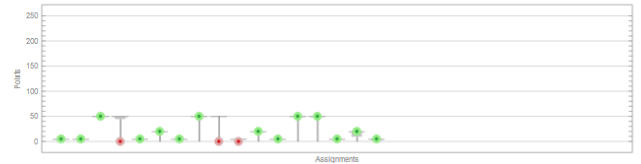
**Assignments**

Each row is one assignment. The diamond is the due date and the bar extends to the submission date. Green indicates an on time submission, yellow a late submission, and red a missed assignment. Gray diamonds are assignments without due dates, placed at the time of submission.



**Grades**

Each bar is one assignment. The thin whisker extends from the lowest score for any student in the course to the highest score. The thicker bar extends from the 25th percentile to the 75th, with the median marked. The student's score is marked with a dot.




**Course-level user stats**

View user information from “People” within course, click on People then click on username – same info available when clicking on user’s name from individual user analytics

- View recent messages and contact info for individuals

**Name and Email**

Full Name: **Adams, Tara**  
 Display Name: **Adams, Tara**  
 Sortable Name: **Adams, Tara**

Profile Picture:  [Remove avATAR picture](#)


Default Email: **adams@UNCG.EDU**  
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**Recent Messages**

from **FreeWriting and Idea Exploration #4** Apr 7, 2013 1:45pm

 In the short story assignment, I decided to take an excerpt from a novel I had started back in the day when I was in Junior high. I have not touched it much since then and this class has inspired me to start up with it again. The excerpt was a combination of ideas from the original novel I had started and ideas for my new revised version. For chapter one I plan to begin with a back story of the main character Marygold and then lead into her life progressively becoming more complicated when items and letters begin to appear from a secret admirer. After about a year there is nothing heard from this man and Marygold is back on track with her life and working to achieve her dream as a school teacher. Then her life begins to become difficult once again. I plan to add mystery to this chapter not too long after the reader begins to dig into it. The beginning to this novel will have the reader wondering and wanting to know more by the end of chapter one.


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from **Peer Review for Assignment #4 (Group #1: Adams, Shannon, Beth, CourtneyAnne, Genesis, FreeWriting, Wanda)** Apr 2, 2013 10:30pm

 Begins I loved your story. :-). Here is my review.  
 Attached File: [Review 2.doc](#)


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from **Peer Review for Assignment #4 (Group #1: Adams, Shannon, Beth, CourtneyAnne, Genesis, FreeWriting, Wanda)** Mar 30, 2013 12:04am

 I love this story, it was fun to read and kept me interested the whole time. Here is my review.  
 Attached File: [Review.doc](#)


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from **Peer Review for Assignment #4 (Group #1: Adams, Shannon, Beth, CourtneyAnne, Genesis, FreeWriting, Wanda)** Mar 29, 2013 6:31pm

 Here ya go guys. I hope you like it :-).  
 Attached File: [Red Rose Writing Assignment.doc](#)

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from **Discussion of "Big Me"** Mar 25, 2013 11:35pm

 Having Andy as the story teller really gives the story more character. The reader is able to see how his story is lived through his eyes. I believe that reading the story through Andy's point of view shows the reader his story and his alone. As readers we obtain bits and pieces of what the other characters in the story are about and what role they play but I would rather hear Andy's story. To Andy his life was just one big comic book, a detective story that was his life. If we had heard the story from say his brother, mother, or fathers points of view this story could have turned out to be a Mother Dearest type of story. Reading this story in Andy's point of view really gives the reader a deeper understanding and appreciation of how Andy's mind works. He doesn't see his life as his brother perceived it, he doesn't remember things the same way his brother does, and he seems to see the beauty and adventure in everything around him. As his brother put it Andy was "apocry."

In "Big Me" Andy always says that his brother is the one who dramatizes what had happened to them as children. Such as their dad threatening to shoot them all and their mother making their home a horror house when they were children. Andy saw his mothers attitude and the fighting between his mother and father rather comical and he would sometimes wait for the following applause after a good "put down" was given to one or the other. I believe that these points in the dialogue were quite successful in this form of story telling because it truly shows the range in points of view that are found throughout this story. I think that this particular story would be a wonderful one to have a Psychology teacher present to a class just to see what type of diagnoses the class could come up with for Andy. In the end Andy just sounded like he would like to be normal. There are stressful points in his life where he welcomes the darkness of being lame but he is happy to see his wife and children when he does come back to the here and now. He loves his life but doesn't mind having a mental escape every now and then.


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from **Ask the Professor** Mar 25, 2013 10:11pm

 So I have assignment 4 done and submitted. Where is the section to post it for our discussion group to see? Is it just not up yet? I'm just curious.


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from **FreeWriting and Idea Exploration #3** Mar 17, 2013 12:01pm

 Sorry this is a day late. I missed this one on my assignments due list. I hope you get a smile out of it :-).  
 Attached File: [Blue Zone.doc](#)


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from **Discussion of May Bradbury and Tom Carlson** Mar 15, 2013 10:36pm

 These stories both fit the concept of a traditional plot because in the beginning of each you get a taste for what is in store rather than needing to read a page or two to figure out what is going on. These two stories are clear, concise, and have wonderful imagery in them. The turning point in Carlson's story was when the girl was confronted by her lab partner about lying to her boyfriend of one year. She couldn't bring herself to tell her boyfriend the truth about her being with another boy even when it wasn't a date. This in turn caused all the truth in this story to unravel as it seems. The turning point in Bradbury's story came when the therapist told the father that he was no longer Santa to his children because he was taking away the luxurious presents he had once given them. So when the father had threatened to turn off the nursery he was seen as a threat to the children instead of being seen as a father. This caused the suppressed rage being held in by the children to grow until it could no longer be contained. The children turned their amnesia into a deadly trap for their parents. The tension being built in these stories is created by the realism that is used in describing what is happening. Both of these stories are relatable to the reader causing an emotional connection and a greater amount of interest when reading these stories. This also causes a greater impact when the full tension is released in the end of the reading. I thoroughly enjoyed both of these stories. I had never heard of these two authors before this class and I would enjoy reading more of their work later on in life.


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from **Peer Review for Assignment #3 (Group #1: Adams, Shannon, Beth, CourtneyAnne, Genesis, FreeWriting, Wanda)** Mar 14, 2013 9:59pm

 Hi Original  
 I loved reading your poem. I did a paritomb as well which made me even more excited to read yours. Here's my review :-).  
 Attached File: [Sister's Pentomb Review.doc](#)

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from **Peer Review for Assignment #3 (Group #1: Adams, Shannon, Beth, CourtneyAnne, Genesis, FreeWriting, Wanda)** Mar 14, 2013 9:45pm

 This was a wonderful poem to read. Here's my review.  
 Attached File: [Private John Wright Review.doc](#)

- [Analytics](#)
- [Grades](#)
- [Send Message](#)
- [Access Report](#)
- [User Account Details](#)
- [Registered Web Services](#)

Adams, Tara hasn't linked any external services to their account yet.

- “Analytics” link goes to previously mentioned individual analytics
- “Grades” link jumps over to gradebook view of individual
- “Access Report” link shows content items, # of views, times participated, and last viewed

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Content	Times Viewed	Times Participated	Last Viewed
Discussion of Hunger Games Chapter 1	1		Apr 9, 2013 9:17pm
Story Discussion #9	3		Apr 9, 2013 9:17pm
Course Assignments	69		Apr 9, 2013 9:17pm
3 Quotes #1	65		Apr 9, 2013 9:17pm
Course Topics	135		Apr 9, 2013 7:38pm
Story Discussion #8	5		Apr 8, 2013 11:43am
Course Grades	36		Apr 8, 2013 11:42am
Story Discussion #10	1		Apr 7, 2013 1:50pm
Assignment #5	1		Apr 7, 2013 1:48pm
Freewriting and Idea Exploration #4	3	1	Apr 7, 2013 1:48pm
Freewriting & Exploration #4	4		Apr 7, 2013 1:42pm
The Hunger Games.pdf	3		Apr 6, 2013 8:24pm
Course Files	5		Apr 5, 2013 8:21pm
Peer Review for Assignment #4 (Group #1: Adams, Brunner, Buck, Courtney-Ellis, Denardo, Flemming, Wanie)	11	3	Apr 4, 2013 6:48pm

- “User Account Details” link shows same info as system and campus level

### Student interaction Reporting – for instructors

(From global/top menu) Grades->Student Interaction Report next to course being taught

- Table of student names with “last interaction” date, current course score, final course score, and assignments they each student submitted that need to be graded

Student	Last Student Interaction	Current Score	Final Score	Ungraded Assignments	
[Redacted]	5 days ago	73.8%	32.6%	Assignment #4 submitted 12 days ago	
[Redacted]	36 days ago	13.8%	6.1%		
[Redacted]	36 days ago	16.3%	7.2%		
[Redacted]	5 days ago	92.5%	40.9%		
[Redacted]	5 days ago	92.5%	40.9%	Assignment #4 submitted 14 days ago	
[Redacted]	3 days ago	100.0%	44.2%	Assignment #4 submitted 10 days ago	
[Redacted]	5 days ago	100.0%	44.2%	Assignment #4 submitted 10 days ago	
[Redacted]	5 days ago	75.0%	33.1%	Assignment #4 submitted 9 days ago	
[Redacted]	5 days ago	95.0%	42.0%		
[Redacted]	5 days ago	98.8%	43.6%	Assignment #4 submitted 9 days ago	
[Redacted]	5 days ago	93.8%	41.4%	Assignment #4 submitted 8 days ago	

### Student Competency Reporting and Grade Export Report

Run from Org or Sub-Org level, from “Settings” choose “Reports” tab

- Competency shows the learning outcome results for all students. The resulting CSV file will have one row per user-outcome-result pair, and will show the details of the result including the associated assignment

## *Report paths glossary*

**Student Competency:** Account > Settings > Reports

**Statistics:** Account > Statistics

**User Page Views:** Account > Users > [User]

**Account Outcome Results for [User]:** Account > Users > [User] > See Outcome Results for [User]

**Account Outcomes - Aligned Items:** Account > Outcomes > [Outcome]

**Account Outcomes - Outcome Artifacts:** Account > Outcomes > [Outcome]

**Course Outcome Results for [User]:** Course > Users > [User] > See Outcome Results for [User]

**Course Outcomes - Aligned Items:** Course > Outcomes > [Outcome]

**Course Outcomes - Outcome Artifacts:** Course > Outcomes > [Outcome]

**Quiz Results:** Course > Quizzes > [Quiz] > Show Student Quiz Results (from Options ["Gear"] drop-down menu)

**Student Progress for Modules:** Course > Modules > View (Student) Progress

**Course Statistics - Totals, Discussions, Assignments, Students, Quizzes:** Course > Settings > Course Statistics

**Course Statistics - Page views over time:** Course > Settings > Course Statistics

**Course Statistics - Assignment Usage Report:** Course > Settings > Course Statistics > Assignments Tab

**Course Statistics - Recently Logged-In Users:** Course > Settings > Course Statistics > Students Tab

**Course Statistics - File Storage:** Course > Settings > Course Statistics > File Storage Tab

**Page Revision History:** Course > Pages > [Page] > Page History

**Grading History:** Course > Grades > (Options ["Gear"] Drop Down) > View Grading History