

Evaluating the Effectiveness of the Learning Management Information System Canvas at Sacred Heart Junior College

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Abstract

The machine-controlled method of learning and interacting with students bids a lot of benefits which will be accomplished through completely different systems. Among them, the foremost widespread approach is the use of a learning management system, Canvas, the world's most reliable LMS, a platform being introduced in universities across the globe. This analysis aims to look if Canvas is task technology fit, what consequences are expected, impact of the LMS use and the consumerization attitude towards the usage of Canvas. A total of 30 instructors at Sacred Heart Junior College teaching completely different courses and are exposed to the utilization of Canvas participated during this study. Results of this study encourage lecturers to maximize the utilization of technology. Important results and data were conjointly obtained for instructors on the way to improve effective usage of the system.

Keywords: Learning Management System, CANVAS, Lecturers, Task Technology Fit

INTRODUCTION

Due to the Coronavirus pandemic schools have been forced to close down. The Ministry of Education has recommended distance learning to all schools in Belize. So far, distance learning has proved effective in lessening the risk of children and teachers contracting COVID-19, which is why the Ministry of Education says that it will continue for the upcoming school year. A press release emphasized that students will remain out of the classroom until it is deemed safe for them to return to school (Channel 7 News, 2020). A survey was conducted on the use of Canvas by teachers at Sacred Heart Junior College (SHJC) to investigate how Canvas assisted in imparting knowledge. Many teachers had to adapt to distancing learning and teaching students through the Canvas platform. The Canvas platform allows students to access their courses through mobile devices with all their educational materials. The survey shows that teachers at SHJC support using Canvas for online learning because it increases teaching productivity. For example, "67% of the teachers agree that the use of Canvas will assist them to accomplish their online teaching efficiently. Furthermore, how effective Canvas is at Sacred Heart Junior College"

How effective is the distance learning management system, Canvas, being used at Sacred Heart Junior College?

Moreover, the purpose of evaluating the learning management system Canvas is to show how effective it is in the virtual classroom. Also, to explore the disadvantages and advantages of the learning management system Canvas at Sacred Heart Junior College. Lastly, to investigate the use of Canvas by the teachers at Sacred Heart Junior College. This research aims to evaluate the effectiveness of the learning management system Canvas at Sacred Heart Junior College.

LITERATURE REVIEW

Within the past few years, the upper-level schools which refers to colleges and universities have had a new wave of major technological advancement. The variety of different technological resources present is overwhelmingly abundant whether it be registration systems to learning material or fundraising networks. But, above all of these would be the learning Management system which is a software-based or SaaS platform that facilitates the management, delivery, and measurement of an organization's corporate e-learning programs. In short, it helps you deliver training materials to various audiences (Mardinger, 2021). Many schools have established an LMS to help facilitate learning especially in the time of the Pandemic where online classes are so essential to keep learning going forward. When it comes to Sacred Heart Junior College, they use the LMS referred to as Canvas. Canvas is a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement (Community, 2021). This is the LMS in question in many cases it has been seen as a great tool but in order to get a full view of how good it is the perception of both the instructors and the students must be gathered. Given that our research is based on teachers we found previous research based on students to get a holistic view of the same LMS.

Given the fact that technology is dynamic and in a world such as the one that we are living in today, there is no surprise that the next step in the evolution of learning will be geared towards making it fully automated. According to (ECAR Study of Undergraduate Students and Information Technology, 2018) 99% of higher education institutions have adopted a 'Learning Management System' for use. This is a significant finding since the introduction of outside variables such as the pandemic and the over need to work being present. But how effective is it and how satisfied are the students with this new type of learning? When it comes to the area in Management information system (MIS) that pertains to the Learning Management System (LMS) it can be said that the most important work done is the work that was set forth to find out how satisfied students were with the use of canvas as a substitution for face to face. The research that this information originates from is "Student Satisfaction with Canvas use in Face-to-Face courses at Colorado Mountain College" (Wegner, 2019).

Theory used in “Student Satisfaction with Canvas use in Face-to-Face courses at Colorado Mountain College” (Wegner, 2019)

The Theoretical structure used in (Wegner, 2019) research to carry out and evaluate the data is the Context and Product components of the CIPP evaluation model which was used to guide the determination of the overall quality and merit of the mandated Canvas usage program. The goal of CIPP evaluations is to assist institutions to regularly assess and improve services and make effective and efficient use of resources, time, and technology in order to serve the targeted needs of stakeholders and to do so appropriately and equitably (Stufflebeam & Shinkfield, 2007). The two major issues found in the research that was in need of major correction were, the program as currently instituted lacks meaningful context without understanding the needs of students concerning LMS use. Secondly, in terms of measuring program success, there does not exist any metric other than faculty compliance with the minimum requirements. The CIPP model can help solve these two issues by catering for the needs of both formative and summative evaluations. CIPP evaluations are formative when they proactively collect and report information to improve programs. They are summative when they look back on completed program activities or performance, aggregate value meanings of relevant information, and focus on accountability (Stufflebeam, 2003). Evaluators may use CIPP evaluations both to guide the development and improvement of programs – the formative role – and to supply information for accountability – the summative role (Stufflebeam, 2001, 2003). Context evaluation examines whether existing goals are in line with stakeholder needs and assess if the proposed objectives are responsive to those needs. The Product evaluation, identifies and assesses both intended and unintended project outcomes.

Limitations of “Student Satisfaction with Canvas use in Face-to-Face courses at Colorado Mountain College” (Wegner, 2019)

One of the major limitations of this study was the exclusion of technology self-efficacy and technical support questions. While these are both important factors of successful technology acceptance and adoption, they were outside the scope of the research for practical.

This program evaluation focused solely on student perceptions and experiences of Canvas platform use in Face to Face courses and the potential impact on their satisfaction. Purposefully, it did not include faculty input as there already exists much research about faculty adoption and use of LMS and there is an abundance of material regarding best practices in the use of LMS tools.

The evaluation was also limited in scope with regard to the CIPP model, focusing on only two components, Context, and Product, at the exclusion of Input and Process.

Interpretation of the findings in “Student Satisfaction with Canvas use in Face-to-Face courses at Colorado Mountain College” (Wegner, 2019)

The researcher used a quantitative questionnaire whereby twenty questions were asked to a population of students. The results of those said questionnaires were then analyzed and placed in statistical tables and graphs according to the different sections such as demographics and usefulness of Canvas. The researcher then made statements to clarify the finding of these data linking different sections.

The interpretation goes as follows, the variations in respondent demographics: student type, LMS experience, certificate/degree program, student classification, and campus location seem to have little effect on perceptions of the usefulness or ease of use for Canvas tools in Face-to-Face courses. This suggests these particular aspects of the student context should not be viewed as critical contributors in setting improvement goals within the LMS Minimum Usage program. However, when respondents were classified by School, there was a significant relationship with both the Usefulness and Ease of Use. This may indicate the nature of School Specific Canvas usage is a contributing factor in the respondent’s experience with Canvas tools used in their courses.

The data suggests the program is generally meeting the expected use of the tool's students find useful to their learning, with the exception of three tools perceived as only moderately useful. Question 9 provides meaningful context regarding the specific LMS tools respondents find useful to learning. There are three clear categories of usefulness indicated (high, moderate, low). Four of the eleven tools can be considered to have high usefulness, with over 50% of respondents selecting them. It is not known if the differences in these three categories are due to the respondent's relative experience with these tools or the lack thereof. Of the four high usefulness tools chosen, three (Gradebook, Announcements, and Syllabus) are required to be used in some way as part of the current LMS Minimum Usage

For the majority of respondents, the data suggests if a faculty uses a Canvas tool effectively respondents tend to find them more useful. Additionally, the overall data suggests that students' expectations for the use of Canvas tools, including those which are part of the LMS Minimum Usage program, are being at least partially met. In addition, it is not enough to use the tools students deem useful, they must be used well by faculty, otherwise, they have no value to students. There is also a strong statistical relationship between perceived effective tool use and respondents' overall rating of the ease of use of the Canvas tools used.

Improvements made based on analysis and issues of research paper (Wegner, 2019)

- Continued use and refinement of the student satisfaction survey, which is to be made available once a year (alternating between the fall and spring semesters)
- Development of a new survey focused on TSE and training/support needs to be deployed in the semesters opposite to the satisfaction survey.

This feedback will serve two important purposes:

- growing and enriching the understanding of the context of the program
- providing the means to evaluate the program and to make adjustments attuned to meeting student needs

How does my study improve upon the discovery and limitation of the previous research?

This research is excellent because of the ability it had to take the input from the students which is the majority group that uses the LMS and shows how satisfied the students are with the overall program based on the usefulness of the different features present in that said Program. In the case of our research, we will improve upon this research by filling in the gaps of the research that pertains to nonteachers not being surveyed. This will not only give a full picture of the overall satisfaction of the program but it will also allow a fuller understanding of what is needed to make it work at the optimum level. Also, by evaluating the effectiveness of the Learning Management Information System Canvas at Sacred Heart Junior College, the comparison between what the teachers deem as effective, what the students deem as useful, and what they perceive as satisfactory will be shown. The demographics can be compared in terms of the teachers having more effect on the effectiveness of Canvas to the demographics of the students showing perception of usefulness. Lastly, the study improves on the previous research by using a smaller school and different age group, so the sample size will be bigger because of the fact that teachers are being used and not students.

METHODOLOGY

Hypothesis

The main hypothesis measures the effectiveness and fit of the Canvas Learning Management System for lecturers. Some outcomes that teachers would be expecting are efficiency, accuracy, and improved performance. The model adopted is the Delone and McLaren Model which has been used for studies similar

to this one. The model has 6 constructs such as information quality, system quality, service quality, user satisfaction, use and perceived net benefits. (Gongora et al. 2018)

H_1 : Supportive technology quality will positively impact system quality.
H_2 : Teaching preferences will positively impact outcome.
H_3 : The use of Canvas will positively impact user outcomes.
H_4 : The use of Canvas will positively impact students' learning.
H_5 : The use of Canvas will positively impact user satisfaction.
H_6 : Supportive technology will positively impact users.
H_7 : Quality of information will positively impact users.
H_8 : The use of Canvas will positively impact the user's skills.
H_9 : The use of preferential supportive technology will positively impact the outcome of students.

Table 1. Hypothesis questions.

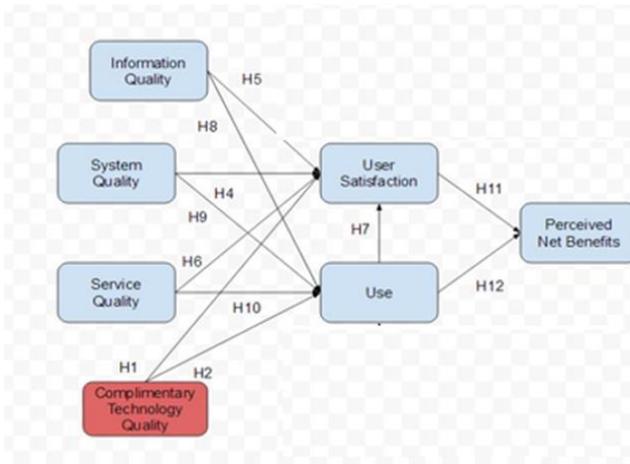


Figure 1 illustrates the modified research model

Figure 1. Illustrates the Modified Research Model.

Research Question

The main research question is 'How does Task Technology Fit influence the performance impacts for lecturers at SHJC'. This was done to test the positive impacts of the LMS during a pandemic. Research questions that guided the research are listed below. (Gongora et al. 2018)

Participants

The target sample of participants in our study is 30 teachers, being males and females, from Sacred Heart Junior College who are presently using Canvas but used Moodle prior to this semester. Twenty-six out of the thirty teachers completed the questionnaire; approximately 87%. The most commonly used LMS is Canvas and was the LMS chosen to be used for our study.

Procedure

The survey was conducted in the midst of a semester. Permission was requested from the Dean of Sacred Heart Junior College to conduct a survey. Thereafter teachers were contacted via email and provided with a link to participate in filling out the questionnaire. It took approximately 15 minutes to complete the questionnaire. All responses were anonymous and participation was voluntary.

Measurement

Previous research questions were modified to suit SHJC LMS platform. The questionnaire consisted of 7 sections with 6 measuring different concepts as described below. A sample of the Questionnaire can be found in the appendix. (McGill & Klobas 2009) Our questionnaire was intended to measure the success of Canvas LMS; however, teachers at SHJC had been using Moodle and recently started to use Canvas this semester. Therefore, our questionnaire was answered on their experience with Canvas.

Teaching preferences were based on their teachers' preferences on teaching in-class or e-learning; this measured if teachers would still prefer online teaching or a blended approach after face-to-face classes resume.

Prior use of an LMS measured the length of time the LMS was used and if they would continue usage even after face-to-face classes resume.

Task Technology Fit measured the LMS being used, its efficiency, and its accuracy. Also, how compatible and user-friendly the LMS is with teaching on a 7-point Likert scale 'strongly agree to strongly disagree'. (McGill & Klobas 2009)

Expected consequences of the LMS consisted of eight items that measured the consequences of using an LMS in teaching. These were developed by Davis (1989) and Moore and Benbasat (1991). Items were measured in a 7-point Likert Scale labeled from 'strongly disagree to strongly agree'. (McGill & Klobas 2009)

Perceived impact on learning used 3 items to measure if the LMS had a positive impact on effectivity and productivity in teaching, how valuable the LMS is to teachers and how much more effective it is using it, and then never having used an LMS.

Consumerization Attitude was measured with six items. These items measured the fit of an LMS with online teaching and assisting the teacher with being more efficient. Some items also measured the improvement in performance for teachers in using an LMS as their preference. All items used the 7-points Likert scale labeled from 'strongly disagree to strongly agree' (McGill & Klobas 2009).

DATA ANALYSIS

The composition of frameworks to form the basic research of Management Information System Canvas brought to the discussion the ability of an LMS to be efficient in use by Sacred Heart Junior College teachers since there was no hypothesis testing. For the purpose of data results and analysis, histograms will be used. These charts will help to evaluate the success of LMS Canvas at Sacred Heart Junior College.

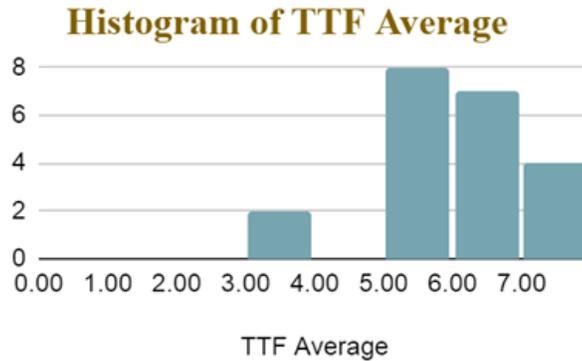


Figure 2 Task-Technology Fit Average

Figure 2 shows the responses for the Task Technology Fit of LMS Canvas at Sacred Heart Junior College. There was a positive result in this Chart. 23 lectures out of 30 are satisfied with working with Canvas to deliver their course as they rated the information quality from ranges 5 to 7. However, there was 1 Lecturer who was not satisfied with the information use of Canvas, on which his/her response ranged from 3-4. Therefore, it can be said that the information system is moderately successful when it comes to task technology fit.

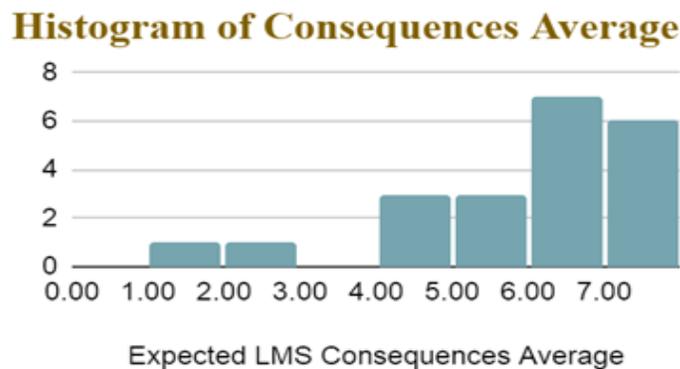


Figure 3 Expected Learning management Consequences Average

In figure 3 There were several variances among the responses. In this case, two lecturers were not satisfied with the expected consequences of Canvas and strongly disagreed with the Information System by rating the expected consequence 1-3. Three agreed that the result they get is what they expected when using Canvas; ranging from 4-5. On the other hand, 18 lectures strongly agreed with the expected consequence of Canvas. With this figure we come to the conclusion that the lecturer's expected consequences from Canvas are seen in the final result, that being that most of the responses ranged from 5 to 7.

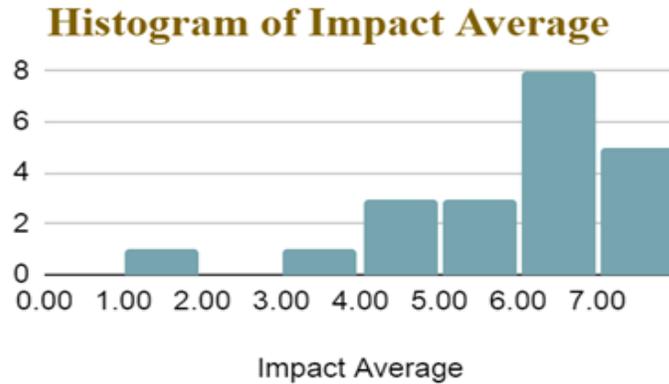


Figure 4 Impact Average

Figure 4 showed little variance. two lecturers strongly disagree on the impact of Canvas when delivering their content by rating it 1-3. Three lecturers agreed that the impact of Canvas is effective in a moderate manner by ranking it 4-5. Eighteen lectures out of twenty-three consider Canvas's impact and productivity as positive by ranking it from 5-7.

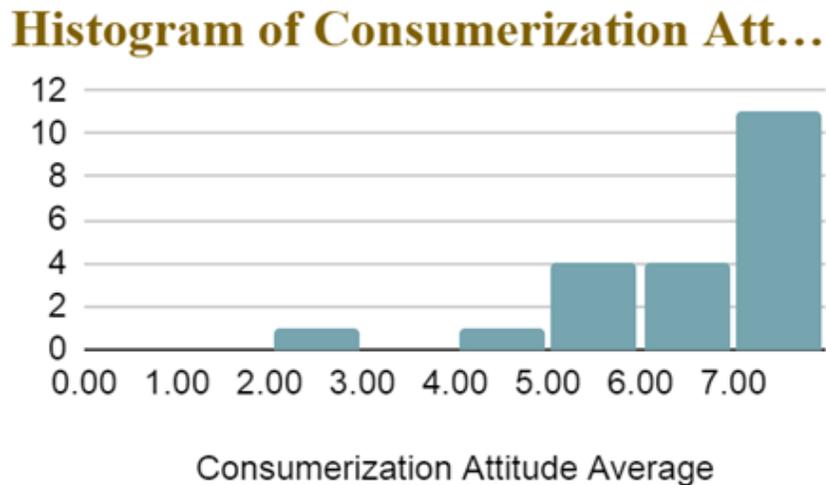


Figure 5 Consumerization Attitude

Figure 5 variances of two lecturers would not choose their own LMS and would rather stay with Canvas by ranking it 2-3. One Lecturer agreed that he/she would choose another LMS if given the option. Eleven lecturers would rather choose their own LMS that would fit their teaching method by ranking it 5-7.

DISCUSSION

The research included a total of 23 lecturers (47.8 percent females and 52.1 percent males). The ages of the teachers ranged from 31-60 years old (with an average age range of 31-40 years). Despite being a convenience study, the participants had a diverse range of IT knowledge and training. They used Canvas in a variety of ways, with the average period of use being 2 semesters. Participants were also asked what education level they have in order to understand their level Technology-wise. The participants' backgrounds are summarized in the Table 1 below.

Participant Details	
Female	11
31-40	2
Bachelor's	1
Masters	1
41-50	5
Bachelor's	1
Masters	4
51-60	4
Bachelor's	1
Masters	3
Male	12
31-40	7
Bachelor's	3
Masters	4
41-50	3
Bachelor's	2
Masters	1
51-60	2
Masters	2

Table 1 Participants Details

The findings of the study present a strong positive influence on the instructors' experiences toward the usage of learning management systems such as Canvas.

Task technology Fit had an average score of 5.88, indicating positive feedback, meaning that SHJC lecturers can use Canvas effectively and efficiently. As an LMS, the analysis shows that SHJC lecturers find Canvas to be user-friendly which indicates that accurate information can be uploaded, and easy to learn. As proposed, task–technology fit was found to play a critical part within the utilization and victory of Canvas.

In terms of expected consequences of the utilization of Canvas, SHJC lectures' score was a positive 5.67 average. They expect to be more efficiently productive when using Canvas as an LMS. The dependability of Canvas among the SHJC lectures is high. Based on the results of expected consequences, many lectures

expect that when using Canvas, they achieve a greater job performance. The relatively high score indicates proof of the above statement.

Consistent with task technology fit and expected consequences, the perceived impact of Canvas on SHJC lecturers is also positive with a 5.7 average. It can be observed in the analysis that SHJC lecturers' effectiveness and productivity are directly impacted by the use of Canvas. They see Canvas as a valuable aid for their online teaching. Further results showed that a well-designed learning management system like Canvas attracted the interest and focus of the scholars. Additionally, it was emphasized that a learning management system like Canvas is extremely appropriate for sharing data. Results suggest that performance expectancy, effort expectancy, social influence, and facilitating conditions have an impact on user's behaviors.

The data analysis revealed that the consumerization attitude of Canvas scored a 6.16. Although canvas is seen as a valuable tool if given the choice an LMS of their choice that would fit their environment would be chosen. Experiences function as moderators for effort, social influence, and facilitating conditions towards users' behavior. To boost the implementation of Canvas in the Teaching and learning method, encouragement and support from peers are imperative. However, any analysis must be finished for the instructor's technology to be aware of a way to get an improved image of the usage of Canvas. Findings showed that performance and effort expectancy have positive effects on the users' behaviors and could also be influenced by other IT factors.

Ultimately, Canvas provides the most benefit to teachers and students by providing them with tools that could be utilized to be successful while conducting online teaching and learning as well as for life preparation. In evaluating the use of this platform, we can clearly extract that instructors at Sacred Heart Junior College were each able to easily adapt Canvas in a way that met their teaching needs and strengthened student learning and engagement. Ultimately, there is no doubt that Canvas meets the goals of today's necessities in the learning field especially during a pandemic and allows teachers the ability to structure their course effectively to address content knowledge, while at the same time enhancing technological mastery that will prepare students for a productive life. The results of this study support the literature review research conducted.

CONCLUSION

The global effect of the COVID-19 pandemic on education has been unprecedented. Traditional forms of teaching and learning have undergone rapid, widespread, and potentially irreversible changes as a result of the implementation of strict social distancing measures and school closures. As discussed in this study, canvas at Sacred Heart Junior College is an efficient learning management system. It was evident from the online survey that was sent to the dean, who then distributed it to the teachers through their scheme with a total of 27 lecture participants. Overall findings illustrated canvas to be mostly moderately successful. These Lectures had expressed the facilitation through which it is used to monitor grades, manage active enrollments and assignment submissions, share course documents, facilitate message correspondence between students and instructors and contain course and institutional syllabus information for all to access. Besides, 55 percent of lecturers had also expressed a large positive impact on their efficiency and productivity as online teachers.

The findings show that success expectancy, effort expectancy, social influences, and encouraging conditions have positive effects on users' behavior and that these findings can be extended with other IT factors to improve performance, as suggested. However, further research is required to investigate how teachers use technology to understand how to use canvas.

Limitations also reflected as to whereas Some respondents chose not to participate because the data was collected using an online platform due to the pandemic interference not enabling us to contact them directly as to whereas at this time it was beyond our control, and such respondents were less likely to stay fully engaged for a survey lasting longer than 8-10 minutes in which we may had made the questionnaires less time consuming and more reliable for a busy life of a instructor.

Moreover, a significant percentage of respondents stated that "if I choose my own Learning Management System, it would match well and efficiently with their online teaching," implying that in this case, these institutions should adhere to the lecturers' preferences to provide them with the necessary tools to carry out their regular online teaching. Using proper tools and equipment allows employees to complete their tasks efficiently, which creates opportunities for employees to expand their range of capabilities (Weitzel, 2019).

Limitations

This study has potential limitations. The effect estimates based on the results and feedback of our research carried out. One primary limitation was that respondents expressed the desire to implement their own sources of LMS and the study should have thereafter given the option to express the specific LMS of preference so we could extend our comparison with different LMS and which worked more effectively for them. Another limitation would be that since the data was collected using an online platform; due to the pandemic interference not enabling us to contact them directly, some instructors chose not to participate, followed by also that such respondents are less likely to remain completely engaged for a survey lasting longer than 8-10 minutes, affecting the responses and hence the validity of the study.

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Appendix

Task Technology Fit - Lecturers

MIS Research - Task Technology Fit - Lecturers Perceptions of Learning Management Systems

* Required

Background Information

Please answer all questions in the survey.

1. Please indicate your gender: *

Mark only one oval.

- Female
- Male
- Prefer not to say

2. Please indicate your age range: *

Mark only one oval.

- 20-30
- 31-40
- 41-50
- 51-60
- >60

3. Please indicate your highest degree attained: *

Mark only one oval.

- Associates
- Bachelor's
- Masters
- PhD
- Other: _____

https://docs.google.com/forms/d/1QRP_bn8K51Tkp79SqukMrU_yTUqyNulPy-vttYVVU/edit

1/12

4/28/2021

Task Technology Fit - Lecturers

4. Please indicate which Learning Management System (LMS) you have used: *

Check all that apply.

- Moodle
- Google Classroom
- Canvas
- Other: _____

Teaching Preferences

5. I prefer teaching face to face rather than online. *

Mark only one oval.

- 1 2 3 4 5 6 7
- Strongly Disagree Strongly Agree

6. I am more effective teaching face to face than online. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

7. Students learn more in my face to face classes than online. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

8. I would want to teach some online courses after SHJC resumes face to face teaching. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

9. I would want to teach all my courses online after SHJC moves back to face to face teaching. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

10. I would not want to teach any online courses after SHJC moves back to face to face teaching. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

Prior Learning Management System (LMS) Use

11. Please state the number of semesters you have used Canvas. *

Mark only one oval.

1
 2
 3
 4
 5
 6
 >6

12. I used Canvas to facilitate teaching face to face classes prior to SHJC move to online delivery. *

Mark only one oval.

- Yes
- No

13. I have taught classes utilizing an LMS other than Canvas. *

Mark only one oval.

- Yes
- No

14. How many semesters have you taught using an LMS other than Canvas? *

Mark only one oval.

- 0
- 1
- 2
- 3
- 4
- >4

15. I used an LMS other than Canvas to facilitate teaching face to face classes (prior to online delivery) *

Mark only one oval.

- Yes
- No

16. I plan to continue using Canvas to enhance my teaching after we return to face to face teaching. *

Mark only one oval.

- | | | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Strongly Disagree | <input type="radio"/> | Strongly Agree |

17. I would like to continue using my preferred LMS to enhance my teaching after we return to face to face teaching. *

Mark only one oval.

- | | | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Strongly Disagree | <input type="radio"/> | Strongly Agree |

Task-technology fit

Please complete the following questions about ONLINE TEACHING.

18. Canvas fits well with the way I like to teach online. *

Mark only one oval.

- | | | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Strongly Disagree | <input type="radio"/> | Strongly Agree |

19. Canvas is compatible with all aspects of my online teaching. *

Mark only one oval.

- | | | | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| Strongly Disagree | <input type="radio"/> | Strongly Agree |

20. Canvas is easy to use. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

21. Canvas is user friendly. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

22. It is easy to get Canvas to do what I want it to do. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

23. Canvas is easy to learn. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

24. It is easy for me to become more skillful at using Canvas. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

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/2021

Task Technology Fit - Lecturers

25. New features of Canvas are easy to learn. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

26. Do you think the output from Canvas to the students is presented in a useful format? *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

27. Can you provide accurate information to your students with Canvas? *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

28. Can you provide up-to-date information to your students with Canvas? *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

29. Can you provide information students need in time using Canvas? *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

s://docs.google.com/forms/d/1QRP_bn8K51Tkp79SqkMrU_yTtUqyNulPy-vttYvVU/edit

3/2021 Task Technology Fit - Lecturers

30. Can you provide information that seems to be just about exactly what your students need with Canvas? *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

Expected consequences of LMS use

31. Using Canvas will help me to accomplish my online teaching more quickly. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

32. Using Canvas will improve my online teaching performance. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

33. Using Canvas will increase my online teaching productivity. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

34. Using Canvas will enhance my effectiveness as a teacher while teaching online. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

35. Using Canvas will make it easier to complete my teaching tasks while teaching online. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

36. Using Canvas will give me greater control over my teaching tasks while teaching online. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

37. Overall, I think that Canvas will be useful in my ability to teach online. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

38. Using Canvas will improve the quality of my online teaching. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

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Task Technology Fit - Lecturers

PERCEIVED IMPACT ON LEARNING

39. Canvas has a large positive impact on my effectiveness and productivity as an online teacher. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

40. Canvas is an important and valuable aid to me in my online teaching. *

Mark only one oval.

1 2 3 4 5 6 7
Strongly Disagree Strongly Agree

41. With Canvas, I am able to teach more effectively online than I would be without it. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

Consumerization Attitude

Perceived fit / Expected Performance Improvement

42. If I could choose my own Learning Managements System it would fit well with teaching online. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

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Task Technology Fit - Lecturers

43. If I could choose my own Learning Managements System it would fit well with helping me to be efficient in teaching online. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

44. If I could choose my own Learning Managements System it would be compatible with my online teaching. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

45. If I could choose my own Learning Managements System my online teaching performance would improve. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

46. If I could choose my own Learning Managements System my online teaching productivity would improve. *

Mark only one oval.

1 2 3 4 5 6 7

Strongly Disagree Strongly Agree

47. If I had the option to select my own Learning Management System, I would be able to function more efficiently when teaching online. *

Mark only one oval.

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="radio"/>	Strongly Agree						

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