

Summary

In March 2019, a Task Force was created to review the capabilities of the Moodle Learning Management System (LMS) in comparison to other leading LMS solutions in higher education. The campus LMS is a primary component of the student experience and facilitates teaching and learning at Southeast.

The Task Force accomplished the following.

1. Developed a set of criteria to evaluate and compare different LMS solutions. Criteria were developed by members based on experience with Moodle, evaluations and articles from other institutions as well as a short survey to the campus community.
2. Invited three leading LMS vendors to campus to demonstrate their solutions. Each vendor was provided an outline of our criteria as well as an extracted Moodle course to convert to their system for the demonstration.
 - a. Canvas
 - b. Brightspace (Desire2Learn)
 - c. Blackboard
3. Evaluated each solution based on the provided criteria. While each solution showed different strengths and weaknesses, the committee agreed that Canvas would provide a significant enhancement to our teaching and learning environment. The task force was split on the advantages of Brightspace and Blackboard. Some of the outstanding features of Canvas include
 - a. A student centric approach to its design.
 - b. An intuitive web-based interface.
 - c. A very nice full featured mobile application.
 - d. A dashboard for students to see notifications, grades, due assignments and updates across all courses.
 - e. A “calculate” my grade feature for students to better understand and estimate their final grades.
 - f. Enhanced communications and student engagement.
 - g. Integration of campus and program learning outcomes into rubrics and assessments.

The Task Force recommends the campus initiate a Request for Proposal (RFP) to potentially select a new LMS. This recommendation is made with a few strong concerns.

1. While it was clear Canvas demonstrated enhanced features and an intuitive interface, the Task Force recognizes a full evaluation requires more hands-on use in a functional environment.
2. Most members of the Task Force have felt encumbered with many changes across campus this last year. The Task Force advises Campus Administration to consider an implementation that provides adequate time for faculty and staff to effectively transition to a new LMS if one is selected.
3. There was also some discussion regarding the cost of a commercial LMS when budgets are so constrained.
4. The committee acknowledges that a new LMS may not address specific concerns such as timely grade reporting by faculty or general LMS use.

If possible, there is a strong desire and recommendation by the Task Force to consider a pilot-type adoption/implementation strategy. One that would mitigate the concerns listed above and would validate the decision to adopt the new LMS. Canvas does provide a pilot adoption strategy.

Supporting Documentation

The Task Force included

- Kris Baranovic, Instructional Designer
- Marsha Blanchard, Dean of Regional Campuses
- Eric Chambers, Institutional Research
- Floyd Davenport, Information Technology
- Jadyann Epker, Student
- Sue Griffin, Assistant Professor
- Catherine Grzywa, Student
- Martha Henckell, Information Technology
- Amy Herren, Instructor /Clinic Coordinator
- Sandy Hinkle, Registrar
- Justin Jacobs, Student
- Susan Kendrick, Chairperson / Professor
- Floyd Lockhart, LMS Administrator
- Chelsea McNeely, Southeast Online
- Phillip Nolan, Student
- Pam Parry, Chairperson / Associate Professor
- Dana Schwieger, Professor
- Sven Svenson, Professor
- Mary Harriet Talbut, Senior Instructional Designer
- Min Zou, Assistant Professor

The Evaluation Criteria for reviewing different LMS solutions are listed below. These criteria were selected from reviewing similar LMS reviews by other institutions; committee member experience; and through a short survey to campus faculty and students. The survey was structured with the intent to identify those capabilities in Moodle that faculty/students really deemed essential. Survey participants were asked to select two criteria that were most important to them and to justify their selection. The respondents were asked if they “loved” or “hated” the Moodle criteria they selected. These terms (love and hate) were used to elicit strong statements for where Moodle succeeds or fails. We found that participants were reluctant to say they “hated” Moodle and some participants would select “Love”, yet still list problems with the selected criteria. 203 faculty and 671 students responded to the survey. The User Interface, Assessment tools and a Mobile app were the three most important criteria selected by participants. The criteria were organized into three groups.

- Faculty Perspective
 - Navigation, Course Structure, Organization
 - Use of Course Templates. Locking down layouts
 - How quizzes are created and managed
 - Creating an assignment. (Different content types)

- How rubrics are created and used for assessments
- Provide direct feedback to students
- Creating and managing forums.
- The gradebook capabilities
- Uploading files (syllabus, educational resources, assignments, etc.)
- Student Perspective
 - What the student sees when entering the LMS
 - A student dashboard – viewing all assignments, due dates, notifications, grades and new items from across all courses
 - Personalized views (colors, favorite courses, night view...)
 - The calendar view
 - Accessing courses
 - Accessing grades
 - Instructor feedback
 - Engaging faculty or support services
 - Tracking completion of my tasks
 - Uploading files (assignment)
 - Navigating between courses
 - Navigating between tasks and related content
- General
 - Student success and retention
 - General Navigation (bread crumbs, menus, etc.). Intuitiveness, Minimal clicks
 - Mobile Interface
 - The general methods for communicating between student/Instructor and student/student (group projects)
 - Monitoring or confirming student/faculty activity
 - Managing test questions. Ability to import, tag, and reuse questions.
 - Flexible and ease of use of the Gradebook
 - The process for rolling classes each semester
 - 3rd party tools/services integration and standards
 - A product roadmap

Three vendors who represent the market share of LMS solutions provided product demonstrations.

- Canvas – April 11th
- D2L – April 18th
- Blackboard – April 25th

Task Force members were surveyed after each presentation to rank and comment on how well the products demonstrated the selected criteria. Results are shown below. Ratings range from 1 (low) to 5 (high). Green shading shows above average scores. Canvas scored highest in all but two criteria.

The Task Force discussed bringing in a vendor to demonstrate similar Moodle capabilities, however, most everyone on the Task Force has a solid understanding of Moodle and decided a Moodle demonstration would not affect the results.

Comments on the vendor demonstrations are also listed. While both Blackboard and D2L received mixed reviews, Canvas received mostly positive comments. Some of the compelling comments are highlighted. It was clear that Canvas is designed for students.

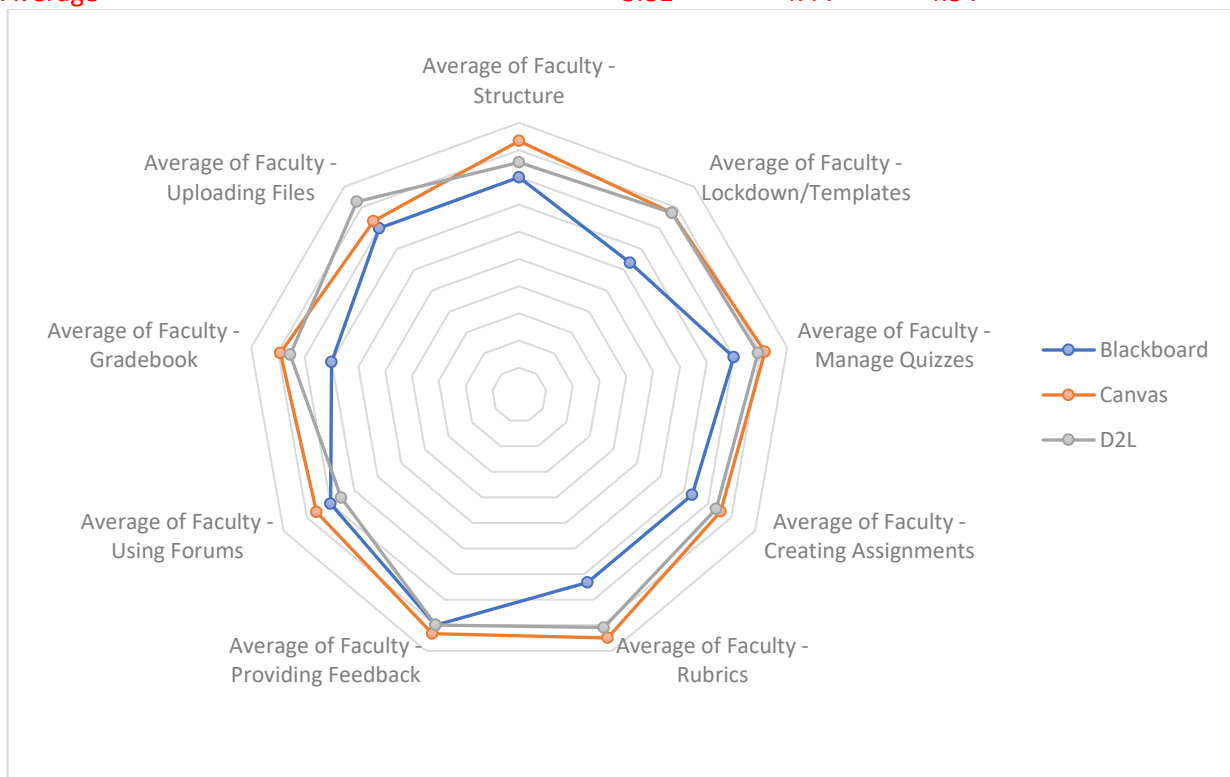
After reviewing the survey results, the Task Force members were surveyed to see if they would recommend moving to an RFP process for a new LMS. Seven members replied “yes”; four members replied “no” (a few members wanted more information). Upon further discussion, the members who voted “no”, based their decision on current challenges facing the campus (e.g., workloads, restructuring, financial concerns) and not on the merits of the optional LMS solutions. All Task Force members, but one, agreed that Canvas would provide significant enhancements for teaching and learning.

Pilot Program

Canvas does provide an LMS Pilot program for Universities to conduct a full test of the LMS capabilities. The pilot is typically a six-month program that provides a full subscription to their cloud services to include banding, provisioning of courses, migration of content and training. As a pilot initiative, it is limited to 400 students and 20 named users (faculty/support staff). The cost of the pilot program is \$10,000 which is applied to full implementation cost once the pilot is completed and if the university chooses to continue with its use of Canvas. It is recommended the pilot target a subset of Fall courses. If Southeast chose to take advantage of this program, an appropriate set of courses with participating faculty would need to be selected.

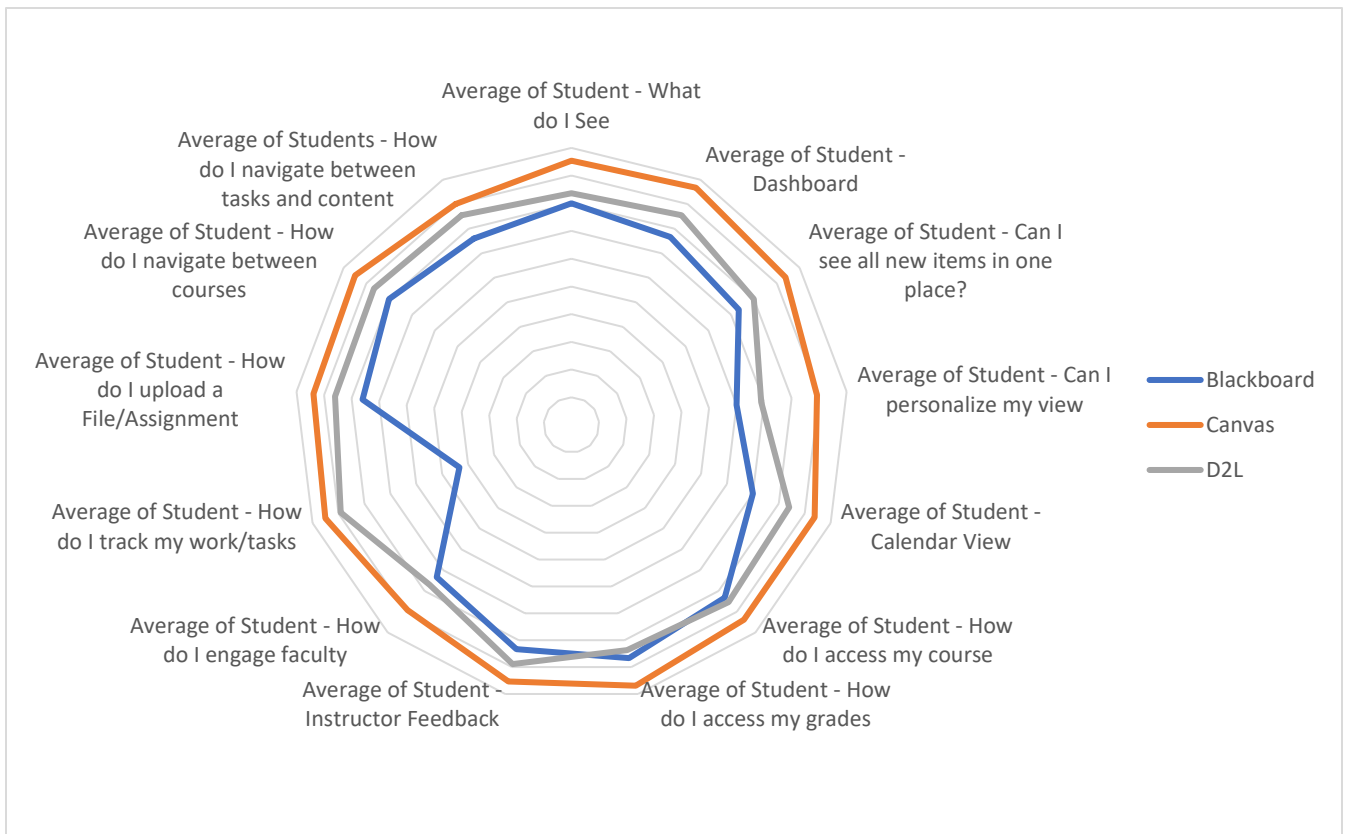
Faculty Perspective

Criteria	Blackboard	Canvas	D2L
Average of Faculty - Structure	4.00	4.67	4.27
Average of Faculty - Lockdown/Templates	3.17	4.36	4.36
Average of Faculty - Manage Quizzes	4.00	4.58	4.45
Average of Faculty - Creating Assignments	3.67	4.27	4.18
Average of Faculty - Rubrics	3.67	4.75	4.55
Average of Faculty - Providing Feedback	4.50	4.67	4.50
Average of Faculty - Using Forums	4.00	4.30	3.78
Average of Faculty - Gradebook	3.50	4.45	4.27
Average of Faculty - Uploading Files	4.00	4.17	4.64
Average	3.81	4.44	4.34



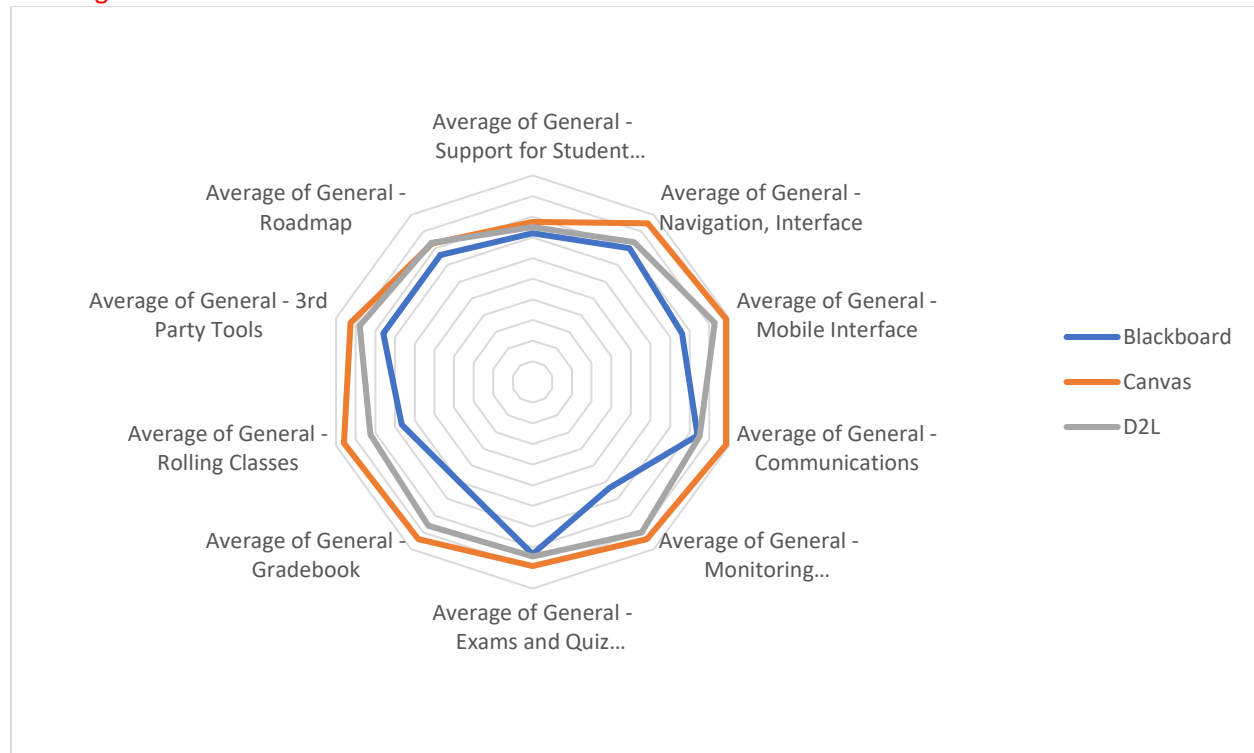
Student Perspective

Criteria	Blackboard	Canvas	D2L
Average of Student - What do I See	4.00	4.77	4.18
Average of Student - Dashboard	3.83	4.83	4.27
Average of Student - Can I see all new items in one place?	3.67	4.69	4.00
Average of Student - Can I personalize my view	3.00	4.46	3.44
Average of Student - Calendar View	3.50	4.69	4.20
Average of Student - How do I access my course	4.17	4.69	4.27
Average of Student - How do I access my grades	4.33	4.85	4.18
Average of Student - Instructor Feedback	4.17	4.77	4.44
Average of Student - How do I engage faculty	3.67	4.46	3.86
Average of Student - How do I track my work/tasks	2.17	4.75	4.45
Average of Student - How do I upload a File/Assignment	3.80	4.69	4.30
Average of Student - How do I navigate between courses	4.00	4.75	4.33
Average of Students - How do I navigate between tasks and content	3.80	4.50	4.27
Average	3.70	4.69	4.17



General Criteria

Criteria	Column Labels		
	Blackboard	Canvas	D2L
Average of General - Support for Student Success	3.60	3.88	3.75
Average of General - Navigation, Interface	4.00	4.75	4.18
Average of General - Mobile Interface	3.80	4.92	4.64
Average of General - Communications	4.20	4.92	4.25
Average of General - Monitoring Student/Faculty Activity	3.17	4.70	4.50
Average of General - Exams and Quiz Management	4.17	4.45	4.22
Average of General - Gradebook	3.00	4.70	4.30
Average of General - Rolling Classes	3.33	4.80	4.13
Average of General - 3rd Party Tools	3.80	4.64	4.40
Average of General - Roadmap	3.80	4.14	4.17
Average	3.69	4.59	4.25



Faculty Perspective Comments

Blackboard

- I felt this was the strongest of the three vendors for faculty. Good easy structure. I never got lost. Rubrics have templates and there is a nice way to manage Objectives. Built-in anti-plagiarism. Conversion tool helps identify any migration issues. Pretty nice attendance tool. I like the grading capability for grading forums.
- The analytics were impressive. Goals/institutional outcomes feature was great. Adding content seemed pretty straightforward, although it still seemed to suffer from quite a few clicks, though definitely an improvement over Moodle. Gradebook was organized nicely, 1 click access to assignments was great. BB Ultra is a nice update, I have used BB in the past and didn't care for it, but this new version is definitely powerful and has a lot of nice features, the layout is nice. I liked the "Safe Assign" tool and the AI integrated into forum grading.
- "The native video/webinar service is nice, although I suspect it comes at a cost and we already maintain a Zoom license. Were we to go with Blackboard, migration would be more difficult than the other options? The way BB arranges content is much different. The interface is ugly, and if one of the reasons for reconsidering Moodle is because the UI is less welcoming, BB is not a workable solution.
- One advantage to BB is it includes a rubric to grade forums. This wasn't demonstrated, but it is a feature that has been requested for Moodle.
- The gradebook does not resolve any of the faculty concerns with the Moodle grade book. In fact, it may be worse. Based on this demonstration, BB does not provide many solutions and introduces more problems. Considering we were shown the most recent version of BB, I suspect that a fully upgraded Moodle would be far more preferable."
- I had to come in late, so I may have missed some of the features demonstrated.
- Faculty would like Safe assign, but I believe it is an add on. The analytics in real time on the scatter plot are goo as is the SMS text. But the rubric, grade book and variety of assignments are either worse or just like those in Moodle. I think the lack of change of themes will not make faculty happy.
- SafeExam, the plagiarism tool? Works well (used it a lot at Mizzou). Not enough of it was shown for folks to see how good it is.

D2L

- "Master Templates for control of presentation. Strong mobile capability. Accessibility tool built into content creation. Can simulate any student.
- I got a little lost at times... like Moodle, it seemed a little tedious and would require more training.
- Strong on the Faculty side."
- "Drag and drop is common to all LMSes, I was hoping they would address the ""cannot get the faculty to do anything OTHER than putting content in a word file and uploading that."" I do like the auto convert to HTML/doc templates/etc.
- Thought they were still basically just on the LTIs.
- Quiz creation almost identical to what we have now. Would be nice if they show off the math elements of the question types.

- The grade book is nearly identical to what we have now; we just have fewer color coding options.
- Time spent is a good metric; most LMSes do not have an exit event, so ""time spent"" is not something most measure reliably; I am curious as to if they use the onBlur() or some other event."
- I did like the live view while creating a quiz. However, the layout and navigation was a little difficult.
- Brightspace seems easier than Moodle or canvas for much of the content creation that I do. It is not an attractive-looking system. No need for starfish with this system. Best system so far for grading.
- They say you can have templates, but I did not see it, or see how easy it was to do. I believe you can do individual feedback on assignments, but I am not exactly sure how easy it was.
- "It looked straightforward. I wasn't sure about grading off-line.
- Nice that it converts files to HTML so easily accessible through mobile devices."
- Compared to Moodle, D2L is more user-friendly, but it still has multiple screens to navigate through, and its ultimately powerful functionality gets lost in multiple menus and pages. I see it running into the same problem as Moodle. A highly dynamic and powerful tool is great, but if it becomes too difficult to access its features, or it requires multiple trainings to learn, there's not much point. I liked the feedback features in D2L and the offline functionality. the HTML conversion is also awesome, eliminating the need for Word/PPT apps. I wasn't a huge fan of the organizational style with the tiles and waffle, though it was much more functional than Moodle.
- The date manager tool seemed helpful to view all due dates and edit them when setting up a new course from a previous course. I really liked the quiz question preview when you are building quizzes.

Canvas

- Canvas's layout is elegant, beautiful, intuitive, and easy to navigate. Its mobile access was fantastic, and the ease in which the course could be created and edited, was simply awesome. SpeedGrader was a great, dynamic feature. It made me excited, as an instructor, to think about designing a more dynamic and interactive course in Canvas. Quite frankly, Moodle is a barrier to overcome in teaching my classes, not an asset. Efficiency is paramount, especially when it comes to an LMS, as faculty simply do not have the time to deal with load screens and clunky UIs. Canvas clearly demonstrated why they are the leading LMS in higher ed.
- Good control over access to modules. Drag and drop on calendar to change assignments/activities with automated notifications. The rolling of courses automatically realigns most of the events/assignment's due dates. Didn't quite understand the dynamic syllabus. Integration with tools looked well done (just LTI). Roles determine your view of course capabilities. The integration with SLOs, rubrics, assignments and grades look good.
- Notification of students who...
- Late policy for Grade book (fudge points)
- I like the ability to move courses from Moodle to Canvas. Additionally, I like the communication aspects with the paper submission and global announcements.
- Many crucial operational features weren't demonstrated. Many of the features already exist in Moodle (or could exist), but Canvas does them better. The UX for faculty is streamlined, and

basic functions seem more intuitive. The multiple means of feedback solve several longstanding faculty issues. Gradebook navigation seems more robust but not necessarily improved. Faculty wanting grades tied to objectives and outcomes will be happy. It's not clear if faculty who use the gradebook as a list of scores and keep things simple will be as pleased.

- This seems like a strong LMS with flexibility, movability, and navigation within the program. It looks good.
- I don't know if this is something Moodle can do because I don't use Moodle that much, but the sequencing feature seemed helpful. For example, being able to set it up so students can only open a quiz, post in a forum, etc. after they have at least opened (and hopefully read / completed) other content. This may also be possible in Moodle, but I like the accessibility checker and the broken link checker.

Student Perspective Comments

Blackboard

- "I thought the interface was good and clean. Notification settings is nice. Communications are good. Being able to see new content is available on each course icon... which is OK and there is a nice activity stream.
- Students can't check off their work... and there is no ""what if"" option for grades."
- The organizations feature could be useful for group work/clubs; I've heard complaints about the app that SEMO built for that purpose. The use of navigation bars on the top and left, and the use of "pop up" screens rather than fully navigating to another page was a nice feature to keep from getting lost. Blackboard's layouts are locked down pretty tightly, which could improve accessibility for students but perhaps prevent faculty from customizing better for their courses. I liked the "Ally" add-on. The inability to check off assignments was a detractor; even Moodle has completion tracking. I don't recall seeing their calendar view.
- The activity stream is a cool feature that Moodle doesn't do well. Students can access grades in one central location, something Moodle does but BB does a bit better. It's easier to find. Instructor feedback is easy to access as well, as most of it can be accessed from outside the course, whereas users must go into the individual courses in Moodle to find that same feedback. Otherwise BB doesn't provide much over Moodle. General navigation is more clunky. For all the issues raised by students regarding what they like and don't like about the current LMS, BB doesn't solve very many pain points.
- "Only see what is new. It also seems that the students can bypass all course content and go directly to the assignment and work from there, which I feel adds confusion to the student.
- No tracking of assignments ability"
- "Basic, straightforward.

D2L

- More colors in the grade book. What if is nice, if faculty only.
- Predict is extra... grr."
- You can see icons on each class informing you of new items and notifications. It has a nice built-in tracking of task in the module view. Nice Peer Review option.
- Not as happy with the lack of memory across devices, but that is a common thing.
- The look of D2L is okay, but not as good as Canvas. I thought the forums were disorganized and confusing. I liked the progress bar for course completion.
- Again, not as pretty as canvas, but as good as Moodle or better.
- I like the HTML response box offering dynamic features there. The accessibility checker was great. Again, powerful but not as intuitive. I think students would need further training to get the full functionality of it. It's a little clunky to have to go to multiple pages to get to content view--but once there, I like the number "count down" feature and the progress bar. I'm not sure we saw the student's view of the gradebook.
- Text notifications for due dates and announcements was good. An approved mobile app aligns with comments from students about wanting an app option. But the responsive design mobile site seems pretty good too as an option.

Canvas

- Whereas Moodle is used because of necessity, I think students would actively seek out Canvas as an organizational and collaborative tool. Students can quickly access multiple aspects of their courses, calculate their own grades, create groups, collaborate, track assignments, it was all so fluid and intuitive. I could see Canvas becoming this "can't live without" app, whereas my students do not like or use the Moodle app. Everything demonstrated was integrated so cohesively. All of these features would certainly enhance the campus learning environment. Canvas is something we would definitely be able to highlight as a recruitment tool.
- "You must post before reply in forums option. Dashboard is nice... To Do List (which you can check off), Recent Feedback, Grades, Notifications).
- Peer-reviewed assignments - good group creation and management. Good Modules interface.
- Very good Mobile Interface."
- I LOVE the calculate my grade ability. The To-Do ability allows students to view assignments without going to the course itself. The group's ability would help students communicate better online.
- "The option to rename courses with nicknames could deem very useful.
- The ease of doing peer reviews will really help students.
- This is way more mobile friendly than Moodle. I love the option to do assignments from a mobile device.
- Speech to text option is great for people on the go."
- Canvas destroys Moodle in this arena. The student user interface is far more intuitive and humane than the current system. Course work is far more interconnected, resources are easier to find, communication is simpler, and there are far more accessible options. Many of the student complaints towards Moodle and how faculty use it are negated by many Canvas features.
- Seems student friendly. Really like the what-if function related to grades.
- The Canvas mobile app seemed very impressive, and I think a usable mobile app is very important to students (especially because not all students have consistent personal computer access). The "what if" score in the gradebook also seems like something students would really like. Having a group space for assignments also seemed really helpful, especially for online classes where physical meetings wouldn't be an option.
- Everything could be customized the way the student wants it. Especially their notifications and their display.
 - It is very mobile friendly.
 - Very simple to see what assignments have been completed, what still needs to be done, and what has been graded.
 - The calendar is very easy to understand, it offers both a day-to-day and monthly view. Students can look at a calendar showing the dates for all their courses or they could look at a calendar that is focused just on a singular course.
 - Looking at returned assignment is very easy; the student can clearly see the comments left by the teacher and look at the rubric used for that assignment.

General Comments

Blackboard

- Roadmap and a voting for new options capability. Good batch edit for rolling classes. Overall the structure was clean and consistent. I like the way settings are always in one place... and it was clean. Well designed.
- The sales presentation left a lot to be desired. I'm sure it's a great product, but it was boring and poorly organized, which made me wonder about the company and the product itself. Also the quality of BB Collab wasn't impressive. As far as pros: I loved the feature that turned PDFs into alternative formats. Student preview feature was great. They mentioned a near and long-term road map but didn't go into detail. It sounds like they have several add-ons you can tack on for a price which would enhance BB functionality, similar to Moodle, but they didn't go into as much detail on this to give me a better idea of how they compare. I wondered if the add-ons were all "in-house" (SafeAssign, Ally) or if they integrated well with more 3rd party apps. I would have liked to have seen the course rollover feature carried over in more detail. I liked the content-linking--the idea of only having to create 1 page of content that can be linked to multiple courses so editing only happens 1x instead of copying the content to each course like Sharing Cart/Import does. I would definitely use this feature as I teach undergraduate and graduate versions of a practicum course and they have a lot of overlapping content.
- The tools for user analytics are really cool, although not worth the trade offs. BB removes a lot of faculty control over course management, which would not be popular. This LMS would present the most drastic paradigm shift in LMS design. Based on this demonstration, even the outdated version of Moodle Southeast currently uses provides more flexibility and functionality than BB.
- The vendor mentioned a RoadMap as well as one third party tool that can be integrated, but I didn't hear much.
- "There is something about this program which looks dated and not cutting edge. I cannot really articulate what it is other than there are so little options of ways to engage students that is seems behind in technology pedagogy.
- He seemed surprised that test questions were able to be imported.
- The moving dates up or back by a number of days is good, but we had that ability with the old OIS Calendar system."
- "Has limits, but it is Blackboard... sort of expected, even with Ultra.

D2L

- Quizzes still look assessment only.
- Yes, a few core features are under an additional cost.
- ""Conversations"" are nice... we have 'em as ""Hallways."" But few faculty use them.
- Multi course report is nice; I have to do that in the SQL now. Other reports we have, if poorly used by folks.
- Primarily, still underdeveloped and the addons cost. Moo3.3 is also about three, three and a half years old."
- "Intelligent Agents are very nice for alerts. Does some of what Starfish provides.
- Again, I like the course progress tool."

- "They did not get to the best aspects of Brightspace... just the things they thought would sell the platform.
- Forum threading is nicer."
- Overall, it is not a bad LMS. It is a lot better than Moodle, however, Canvas was much better than D2L.
- Generally, better than Moodle or canvas.
- There seems to be less clicks to get things done than our current LMS. It seems that the rollover of SE600 was ok, there will have to be editing, but that is to be expected.
- I came in late, so I may have missed some of the items that I marked as not being demonstrated.
- I think it would be a step-up compared to Moodle but not necessarily a positive recruitment tool like Canvas. I would have liked to have actually seen more of the mobile interface rather than just sizing the browser down, and then I would have liked to have seen how the various features hold up within the smaller browser size.

Canvas

- "The retention aspect was mentioned right at the end, but I would have liked to have seen more about how Starfish integrated with Canvas. There certainly seemed to be potential there, but they highlighted a competitor. **I loved that CLOs could be integrated into rubrics.** Great data for program assessment and ensuring that our assignments align directly with the CLOs.
- **Navigation was so much more fluid;** everything could be completed on one screen, thanks to left side nav bars and accordion boxes, as opposed to navigating through multiple screens and additional load times. The GradeBook was so much simpler, the filter features were intuitive and functional.
- I absolutely love that Canvas is OpenSource, it provides for so much more potential and flexibility over time. Items that are not OpenSource may not be able to be as adaptable over the long-term.
- I like the idea of the Pilot Project and thought their rollout RoadMap was timely and efficient while allowing time for adjustments.
- **I will be honest that comparing Canvas to Moodle is like comparing a Tesla to a cheap daily driver.** Moodle will get you where you need to go, but you don't ever use it if you don't have to. Canvas, on the other hand, would be a hub that I would access every day, and actually enjoy. It's very hard to find any flaws in Canvas when comparing to Moodle, they are simply on completely different levels."
- Solid product. Well structured. Good communications and tools. Very good mobile tool.
- The system seemed very nice and user friendly. The navigation structure seemed very intuitive. I liked the navigation menu along the vertical edge of the screen.
- The app would be extremely useful for students.
- **You can tell that Canvas is created for the students.** The ease of mobile use and options that students can use to increase their interaction with students and staff are amazing. Being able to select notifications when grades are put in all of this will help with student mentality.
- "Many subtle features of Canvas make Moodle look really bad. Canvas has much better video integration throughout. It improves the student experience almost universally. It solves some pains of moving a course from one semester to the next (the predictive course dates is particularly nice). **The mobile aspect is miles beyond where we're currently at.**

- That said, the faculty side didn't seem as improved. The gradebook was simpler in some ways and way more complex in others (the introduction of learning objectives/course outcomes will cause some faculty to break out in hives). The challenges inherent in the migration process was downplayed; moving Moodle courses to Canvas will be a lot more work for faculty than the demonstration claimed. Most tools move over, but the architecture is significantly different and incongruent with how many Southeast faculty design their course pages. On that note, while some continuity between course pages is good for consistency, it can also make all courses indistinguishable. Moodle seems far more robust for page design, as faculty have more options in creating unique user experiences and course interactions.
- It's also worth mentioning Canvas includes an intuitive in-line text editor, so faculty can comment on student work without having to download it and reupload it. This has been an issue for quite some time.
- Students would be happier with Canvas based on the feedback and this demonstration. Faculty will be more conflicted as the trade-offs are a bit more balanced."
- Generally, seems like a strong option.
- Both students and faculty can easily upload information from an array of 3rd party tools, such as google drive, office 365, YouTube.