



Utilization of Canvas through Online Distance Learning to Education Amidst Pandemic

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ABSTRACT

The presence of COVID-19 pandemic brought unplanned and unwanted problems in education. The limitation of face-face classes was affected and forced student learning to be delivered online. Thus, it became a need to explore and learn possible innovative materials that can be used in delivering online distance learning. The utilization therefore in the teaching and learning process in education paved way for different institutions to be ready as part of this transformation towards new normal.

Descriptive quantitative research was employed in this study that systematically described the situations of Utilizing Online distance learning by the College of Teacher Education. Online survey was conducted among 23 participating faculty members of the said college. Basic statistical tool like frequency count, weighted mean, averaging and percentages were used to analyze the gathered data.

Findings show that 23 or 65.71% of the participants answered that they have been Utilizing Canvas through Online Distance Learning. Where 15 or 60.87% of faculty mentioned that using chat as an indicator in canvas has satisfied them in communicating with their students. Faculty were evaluated on their readiness towards the transformation to the new normal and it was revealed that there are challenges that faculty must consider the situation of their students with regards the Online Distance Learning and learn to adapt with the new situation.

With the results of the study, teacher's readiness is a big factor in making a decision in shifting from face to face to online distance learning to achieve quality education. Faculty members should therefore develop their own framework, continuity plan or game plan. Continuous learning and development anchored

on the existing tools and resources of the institution, capability of staff and faculty members. The creation and discovery of certain tools is recommended as a framework in providing continuous learning where leading faculty will provide training and seminars to faculty members specially those who are just beginners in technology use.

KEYWORDS

Utilization, Distance Learning , Education , Flexible Learning, Online Teaching

1. INTRODUCTION

This year has made a great impact most especially in education due to the COVID-19 pandemic. Many countries have decided to close schools, colleges and universities. The severe short-term disruption is felt by many families around the world: home schooling is not only a massive shock to parents' productivity, but also to children's social life and learning. Teaching is moving online, on an untested and unprecedented scale. Student assessments are also moving online, with a lot of trial and error and uncertainty for everyone. Many assessments have simply been cancelled. Importantly, these interruptions will not just be a short-term issue, but can also have long-term consequences for the affected cohorts and are likely to increase inequality. (Sievertsen, 2020). Thus, the continuation of the academic year 2019-2020 has been a crisis in general. Furthermore, it has been difficult for the teachers to organize and plan the teaching and learning process.

The Commission on Higher Education (CHED) has designed an alternative teaching-learning structure which is an Online Distance Learning (ODL) whereby the continuation of Education implementation is conducted through online basis. All

the topics are distributed online, depending on the platform that the school is using. Everything is done online thus; it is a paperless teaching and learning process and it is evident that in all the courses/subjects the integration of technology is highly necessary.

The University of the Cordilleras, in line with the utilization of the ODL, has created an impact since it is clearly shown that majority of the students doesn't have necessary tools, material and resources to participate to the ODL, because many of the students did not expect this covid-19 pandemic to happen. However, the school itself is already establishing some platforms in order to address the students' needs and concerns. Some common platforms that the school is using are: Zoom, whereby the teacher and the student is having face-to-face interaction; Google classroom; this has been the first platform to give as an immediate remedy to the situation; Canvas, it has a similarity with google classroom hence, it is the most convenient and appropriate to use so far for the School; and etc.

The fundamental reason for this research proposal is to evaluate the effectiveness of the various online platforms and strategies that have been applied in response to the online distance learning. Furthermore, the researchers wanted to come up with adequate measures in order to improve the quality of education despite the absence of a face-to-face learning setup.

2. METHODOLOGY

Descriptive research was employed in this study that systematically described the situations of the College of teacher Education at University of the Cordilleras, in this time that schools or universities are suffering from Online Delivery. The researchers conducted an online survey among the faculty teachers of the University of the Cordilleras, College of teacher Education. The survey on the utilization of online distance learning to education amidst of the pandemic for the continuity of higher education in the University of the Cordilleras. was participated by 23 (65.71%) faculty teachers of the 35 expected participants. In terms of the profile of the participating faculties, among 23 participants 17.4% percent are doctors, 47.8% are masters, and 34.8% are bachelors degree.

The survey tool includes questions on the aspect of utilization of online distance learning. the assessment on their syllabus, modules, attendance, assignments, announcements, quizzes and grades. Further, the survey was also extended to faculty and students on the extent of use of electronic equipment and gadgets, the communication tools being used, the access and availability of internet connectivity. Basic statistical tool like frequency count, averaging and percentages were used to analyze the gathered data.

3. REVIEW OF RELATED LITERATURE

3.1 The COVID-19 pandemic has changed education forever.

The COVID-19 has resulted in schools shut all across the world. Globally, over 1.2 billion children are out of the

classroom. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Research suggests that online learning has been shown to increase retention of information, and take less time, meaning the changes coronavirus have caused might be here to stay.

While countries are at different points in their COVID-19 infection rates, worldwide there are currently more than [1.2 billion children in 186 countries](#) affected by school closures due to the pandemic. In Denmark, children up to the age of 11 [are returning to nurseries and schools](#) after initially closing on [12 March](#), but in South Korea students are responding to [roll calls from their teachers online](#).

With this sudden shift away from the classroom in many parts of the globe, some are wondering whether the adoption of online learning will continue to persist post-pandemic, and how such a shift would impact the worldwide education market.

Even before COVID-19, there was already high growth and adoption in education technology, with global edtech investments reaching [US\\$18.66 billion in 2019](#) and the overall market for online education projected to reach [\\$350 Billion by 2025](#). Whether it is [language apps](#), [virtual tutoring](#), [video conferencing](#) tools, or [online learning software](#), there has been a significant surge in usage since COVID-19.

4. RESULTS AND DISCUSSIONS

Table 4.1 shows the level of satisfaction of the UC-CTE faculty out of 23 participants, in utilizing online distance learning in line with the following tools. Finding shows that there were 15 out of 23 participants under "Chat" who answered that they were satisfied in the usage of chat as one of the means of instruction in Canvas/ ODL and it is the highest under this category. There were 7 out of 23 participants under "announcements" who answered that they were very unsatisfied in making announcements through canvas and it is the highest under this category. It is shown from the table that majority of the participants in all the tools that were presented have chosen "satisfied."

TOOLS	Very satisfied (VS)	Satisfied (S)	Unsatisfied (U)	Very unsatisfied (VUS)
Syllabus	3	14	0	6
Module	4	13	1	5
Attendance	1	14	3	5
Assignments	3	13	2	5
Announcements	1	13	2	7
Quizzes	2	13	2	6
Grades	3	14	3	3
Chat	2	15	2	4
Conference	0	14	7	2
Commons	1	11	6	5

The table 4.2 shows the measuring tool that was used in gathering data from the participants. Which indicates statistical limits that helps in the precision of the study. The highest statistical limit in the table ranges from 3.25 to 4.00 states that the participant is very satisfied in whatever educational tool that is being addressed. On the other hand, the lowest limit ranges from 1.00 to 1.74 states that the participant is very unsatisfied on whatever statistical tool that is being addressed.

Statistical Limits	Descriptive Equivalent	Meaning
3.25-4.00	Very satisfied	Fully meets the needs and condition of CTE faculty
2.50-3.54	Satisfied	Precisely meets the needs and condition of CTE faculty
1.75-2.49	Unsatisfied	Doesn't meet the needs and condition of CTE faculty
1.00-1.74	Very unsatisfied	Lowly meet any of the needs and condition of CTE faculty

The table presents the level of satisfaction of the faculty teachers of CTE of the University of the Cordilleras. The grand mean (2.31) interprets that the level of satisfaction UC-CTE faculty teachers is unsatisfied, and doesn't meet the needs and condition of the CTE faculty. The highest area mean (2.70) the utilization of Precisely meets the needs and condition of CTE faculty furthermore, among these items the lowest area mean (2.35) unsatisfied or Doesn't meet the needs and condition of CTE faculty in terms of the announcement through canvas is line with online distance learning.

ITEMS	MEAN	INTERPRETATION
Syllabus	2.61	Precisely meets the needs and condition of CTE faculty
Modules	2.70	Precisely meets the needs and condition of CTE faculty
Attendance	2.48	Doesn't meet the needs and condition of CTE faculty
Assignments	2.61	Precisely meets the needs and condition of CTE faculty

Announcements	2.35	Doesn't meet the needs and condition of CTE faculty
Quizzes	2.48	Doesn't meet the needs and condition of CTE faculty
Grades	2.74	Precisely meets the needs and condition of CTE faculty
Chat	2.65	Precisely meets the needs and condition of CTE faculty
Conference	2.52	Precisely meets the needs and condition of CTE faculty
Commons	2.38	Doesn't meet the needs and condition of CTE faculty
Grand mean	2.31	Doesn't meet the needs and condition of CTE faculty

The table 4.4 shows the answers of the participants regarding the challenges that brought about by ODL as a mode of teaching amidst this pandemic. Majority of the participants states that the common problem is the internet connection/stability and the absence of gadgets that would accommodate online distance learning.

Apriori Codes and Interview Prompts	Coding	Clustering	Categorizing
<p>Challenges</p> <p>1. What are the challenges you encounter with ODL as mode of teaching amidst this pandemic?</p> <ul style="list-style-type: none"> Students can't join classes because they don't have internet connection, Lack of gadgets to use Students can't join classes because they don't have internet connection Needs to buy load for data usage every time we need to use canvas, Poor signal, Students can't join classes because they don't have 	<p>-can't join due to internet connection and lack of gadgets.</p> <p>-No internet connection to join class</p> <p>-buy load for data has poor signal and don't have internet to join in classes.</p> <p>-poor signal students can't join online class and lack gadgets.</p>	<p>A. Challenges</p> <ul style="list-style-type: none"> Lack of gadgets Poor signal Need to buy data for online class Can't join classes no internet 	<p>1. Challenges</p> <p>Letter A</p>

5. CONCLUSIONS AND RECOMMENDATION

Schools recognized the challenge on how to continue teaching and learning beyond the usual face to face instruction. Colleges in U.C are diverse and are geographically challenged because of its terrain and location. School readiness is a big factor in making a decision in shifting from face to face to online distance learning to achieve quality education. Faculty members should therefore develop their own framework, continuity plan or game plan. Continuous learning and development anchored on the existing tools and resources of the institution, capability of staff and faculty members.

The creation and discovery of certain tools is recommended as a framework in providing continuous learning where leading faculty will provide training and seminars to faculty members specially those who are just beginners in technology use. Further, survey on the existing tools and resources of the institution, capability of staff and faculty members, and capacity of students be conducted to ensure the appropriate learning modalities to be provided.

We should consider that not all schools and students are equipped with the technology, thus adapting to the new normal should give us the initiative to support the Online distance learning in the educational to serve and have quality education. However, regardless of the modalities of teaching, school must always aim for the best education that they could give to all students. Giving equal and quality education must be the top most priority of every institution amidst this pandemic.

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