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# CANVAS REDESIGN PROCESS BOOK

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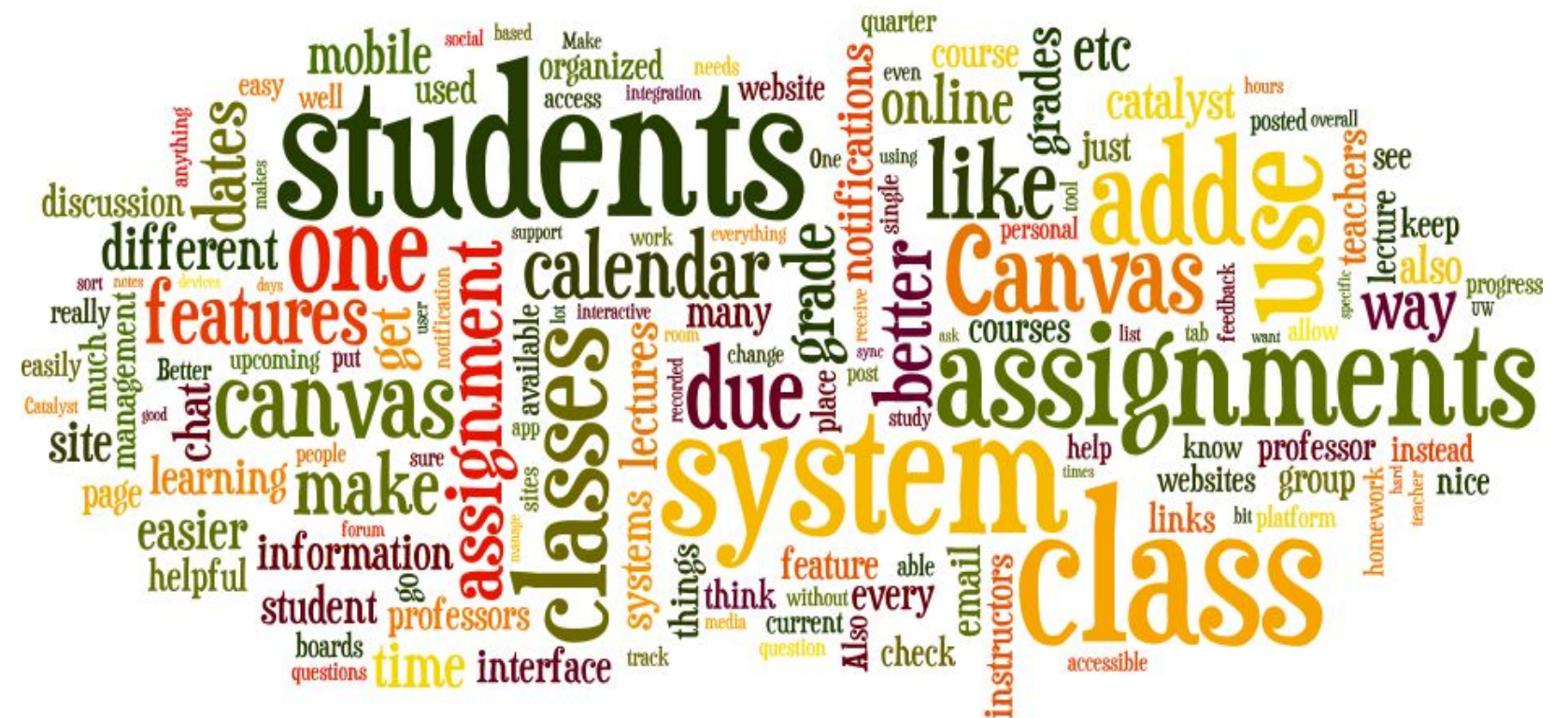
# Problem Statement

# Introduction

Canvas is a learning management system (LMS) used by the University of Washington (UW) for professors to share course material and grade assignments. For students it provides a platform for viewing and submitting assignments, as well as collaboration between students, through discussion posts, chat, etc.

## Goals

The goal of this redesign is to investigate current issues students have with the site, and then ideate potential solutions, which will then be prototyped and tested for feedback. After an iteration of testing, a high fidelity prototype will be created.



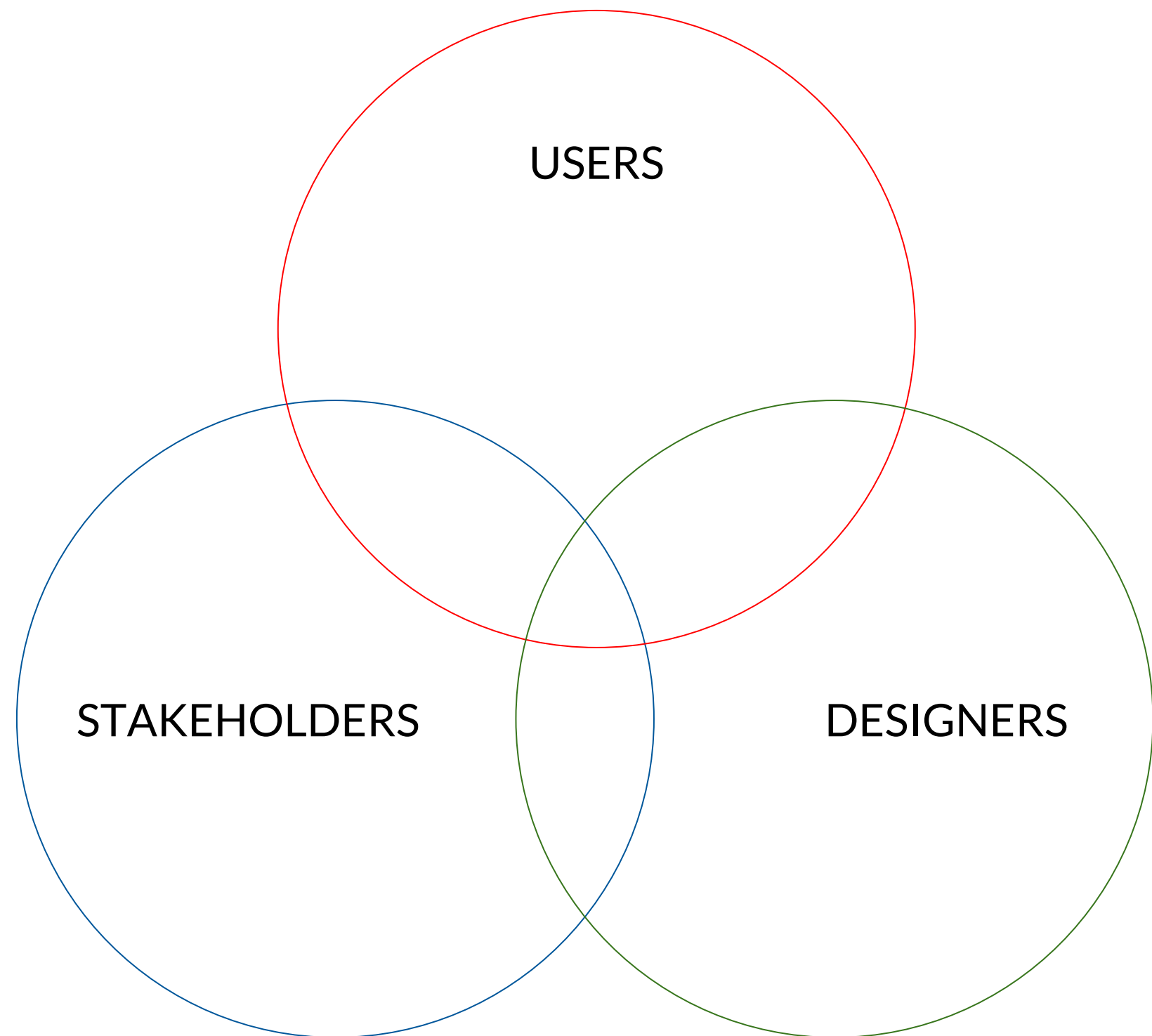
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# System Map

**Users:** The general user of Canvas are students who want to have convenient access to their assignments, readings, and discussions.

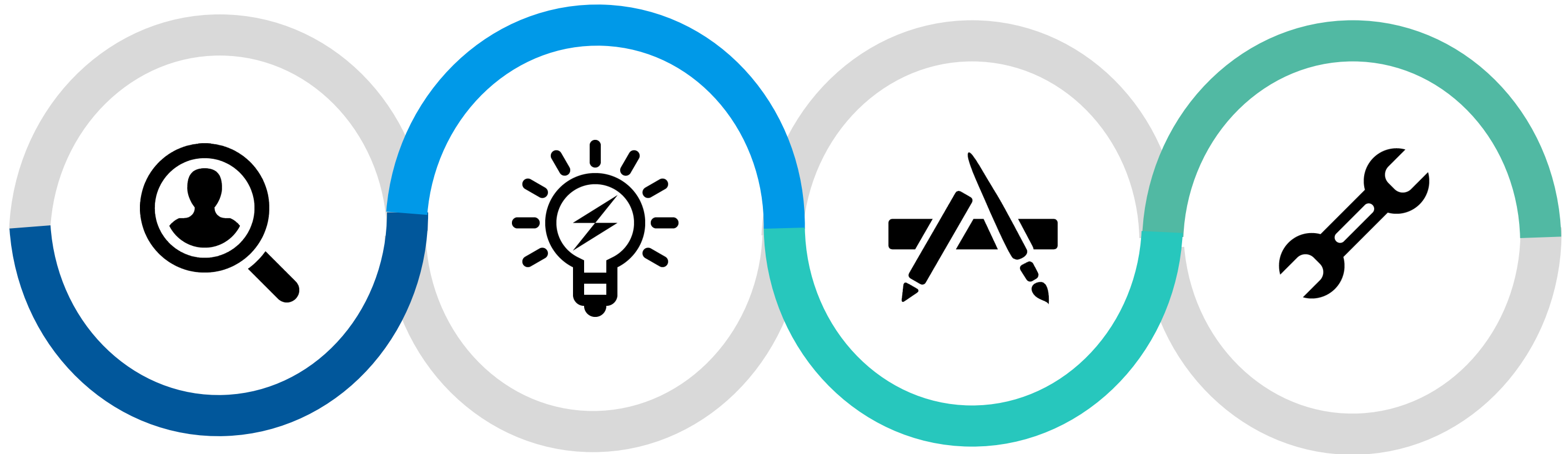
**Stakeholders:** The stakeholders are investors in UW who want a LMS that is easily scalable, with low licensing and maintenance costs

**Designers:** The designers are professors who are tasked with uploading and managing course content on Canvas, as well as UW IT who develop plugins when necessary



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# UI Process Overview



## Investigation

- SME Interview
- Semi Structured Interview
- Competitive Analysis
- User Task Matrix

## Ideation

- Paper Sketch of UI
- Moodboard
- Storyboard
- Journey Map

## Prototyping/Evaluation

- Heuristic Analysis
- Site Map
- User Flow
- Wireframe

## Production

- High Fidelity Mockups



# Stage 1: Investigation

# Understanding the Problem Space

To investigate user's issues with Canvas, several research methods were conducted. This consisted of both primary and secondary research to understand the current landscape for LMS tools. From the investigation, I decided to focus on making the UI more customizable and easier to use.

## Primary Research

- SME Interview (focused on 1st challenge, lack of customization)
- Semi-Structured Interview (pulled out quotes related to UI or information architecture)

## Secondary Research

- Competitive Analysis\*\* (Canvas scored lowest in Ease of Use, and Customizable UI)
- User Task Matrix (Canvas is most used on the Desktop across all grades)



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\*\*The Competitive Analysis was based on data collected from 7 sources which can be found in the Reference section.



# SME Interview

**Tyler Fox**  
Instructional Technologist



## Challenges:

### Lack of Customization

Instructors are unable to edit the UI on Canvas. This is so students' can transition easily to a new course, since the format is the same.

However, this omits the teacher's role in constructing an awesome learning experience, even if not all faculty is great with tech.

### Parity across Devices

There is a lack of uniformity across the different platforms of Canvas, so it takes longer to learn.

This also makes it harder to identify the limitations of different platforms, such as the tablet, which provides instructors with the same view as students.

### Slack Functionality

Although Canvas has communication functionality built in, its discussion board lacks the visuals and ease of use that a Slack channel provides.

Want a real time chat platform, but don't always want synchronous communication.



# Semi-Structured Interview

3 interviews were conducted with students from UW from all grades (Undergrad, Masters, PHD). The students came from different backgrounds including Computational Finance, Biology, and Information Science. Although Canvas use differed ranging from 2-3 times a week to almost daily, all students reported that they primarily used Canvas on their computer.

## 1st Interview

- Likes that Canvas has upcoming assignment deadlines on the right panel, which can be clicked to get started on the assignment
- Dislikes that datasets for assignments are located in Files instead of Assignments
- Suggests including submenu for left-hand navigation panel, to reduce clicks necessary to access assignment and its required files

## 2nd Interview

- Likes that Canvas discussions can be edited in case errors were made, since the whole class can see discussion posts
- Dislikes that the course homepage doesn't display announcements in right hand panel
- Suggests adding flat/reduced view of discussion thread instead of having to scroll through all the posts

## 3rd Interview

- Likes that readings can be previewed within the browser using box
- Finds the announcement and discussion pages to be redundant in terms of functionality
- Suggests consolidating the information architecture of the page, such as merging Discussions+Announcements, Assignments+Grade, and Chat+People

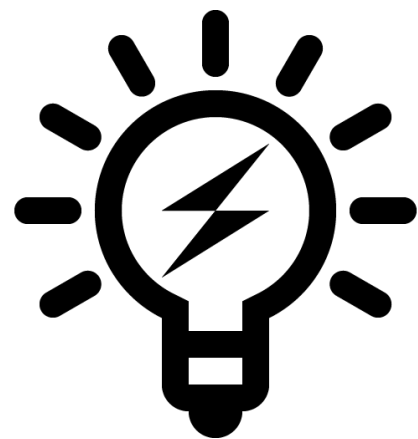
# Competitive Analysis

|                                | CANVAS | BLACKBOARD | CATALYST | SLACK |
|--------------------------------|--------|------------|----------|-------|
| A/SYNCHRONOUS COMMUNICATION    | 3      | 3          | 2        | 4     |
| EASE OF USE                    | 3      | 3          | 3        | 4     |
| CUSTOMIZABLE UI                | 2      | 3          | 4        | 3     |
| AVAILABLILITY ON ALL PLATFORMS | 4      | 3          | 3        | 4     |
| COLLABORATIVE TOOLS AVAILABLE  | 5      | 4          | 3        | 2     |
| TOTAL                          | 17     | 16         | 15       | 17    |



# User Task Matrix

|         |                             | FRESHMAN | UPPERCLASS | MASTERS | PHD  |
|---------|-----------------------------|----------|------------|---------|------|
| DESKTOP | VIEW/SUBMIT ASSIGNMENTS     | High     | High       | High    | High |
|         | VIEW CALENDAR FOR DEADLINES | Med      | Med        | Med     | Med  |
|         | CHECK ANNOUNCEMENTS         | Med      | Med        | Low     | Low  |
|         | CHECK FOR GRADES            | High     | Med        | Med     | Med  |
| TABLET  | VIEW/SUBMIT ASSIGNMENTS     | Med      | Low        | Med     | Low  |
|         | VIEW CALENDAR FOR DEADLINES | Med      | Low        | Med     | Low  |
|         | CHECK ANNOUNCEMENTS         | Low      | Low        | Low     | Low  |
|         | CHECK FOR GRADES            | Low      | Low        | Low     | Low  |
| MOBILE  | VIEW/SUBMIT ASSIGNMENTS     | Low      | Low        | Low     | Low  |
|         | VIEW CALENDAR FOR DEADLINES | Low      | Low        | Low     | Low  |
|         | CHECK ANNOUNCEMENTS         | High     | Med        | High    | Med  |
|         | CHECK FOR GRADES            | High     | Med        | High    | Med  |



## Stage 2: Ideation



# Generating Concepts

To generate potential concepts for Canvas, several ideation methods were conducted. This ranged from low fidelity sketches to convey ideas, to moodboards and journey maps in order to understand the user's experience. The focus of the concepts was making the UI more intuitive.

## Low Fidelity Ideation

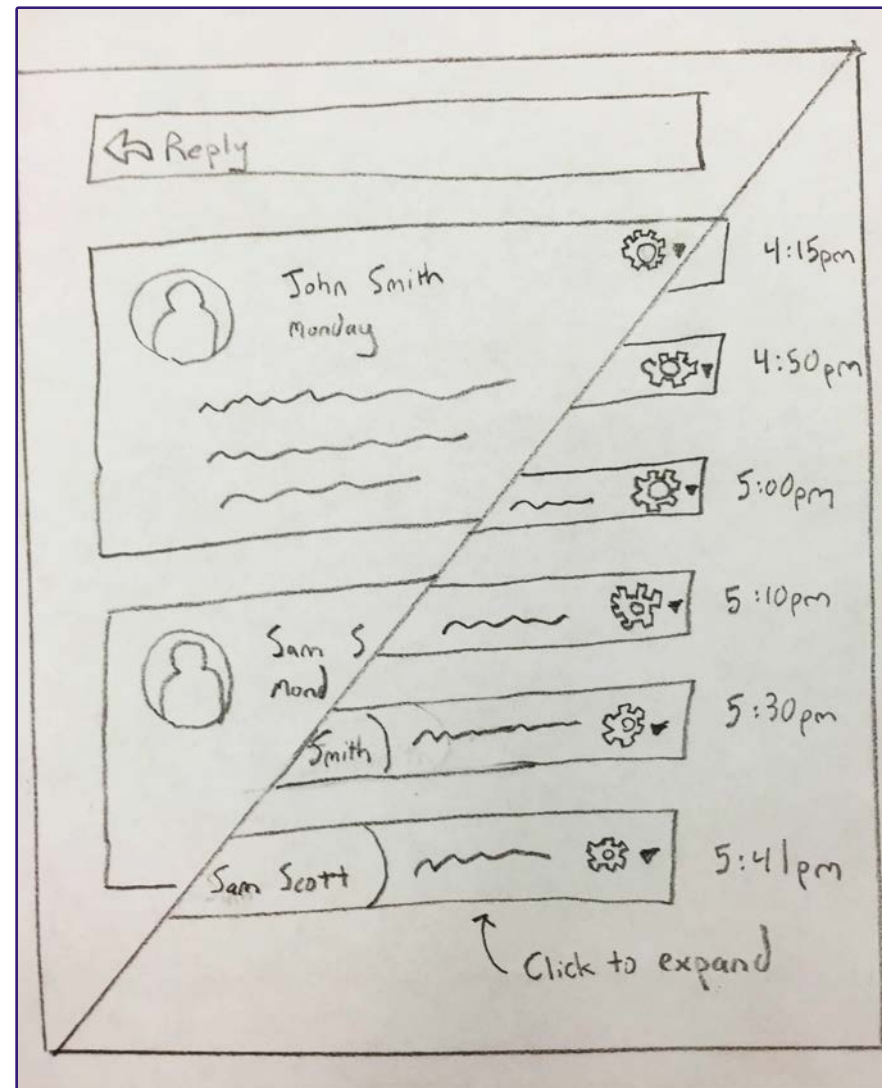
- Paper Sketch (generated 3 potential UI redesigns on paper)
- Storyboard (mapped out a potential concept that involves switching between desktop and tablet)

## Mapping User's Experience

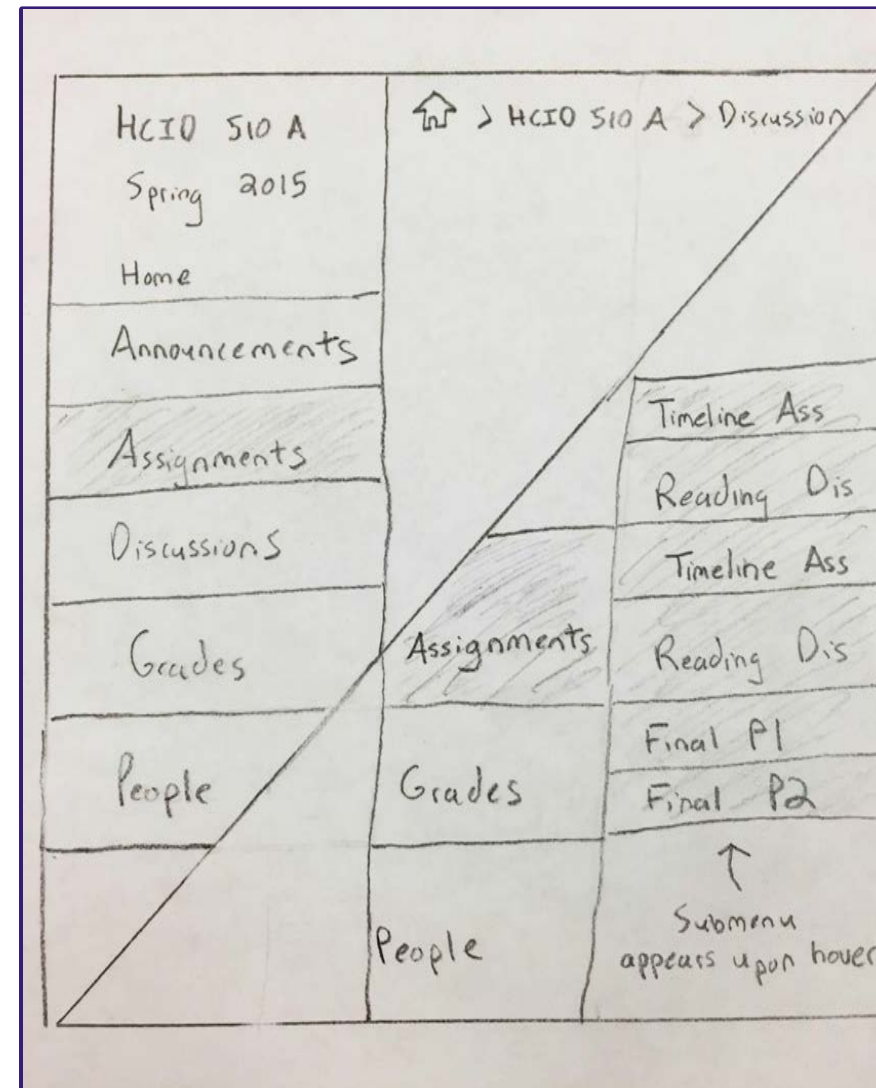
- Moodboard (created moodboard to understand the emotion that redesign should evoke)
- Journey Map (mapped out student's experience with Canvas assignment submission process)



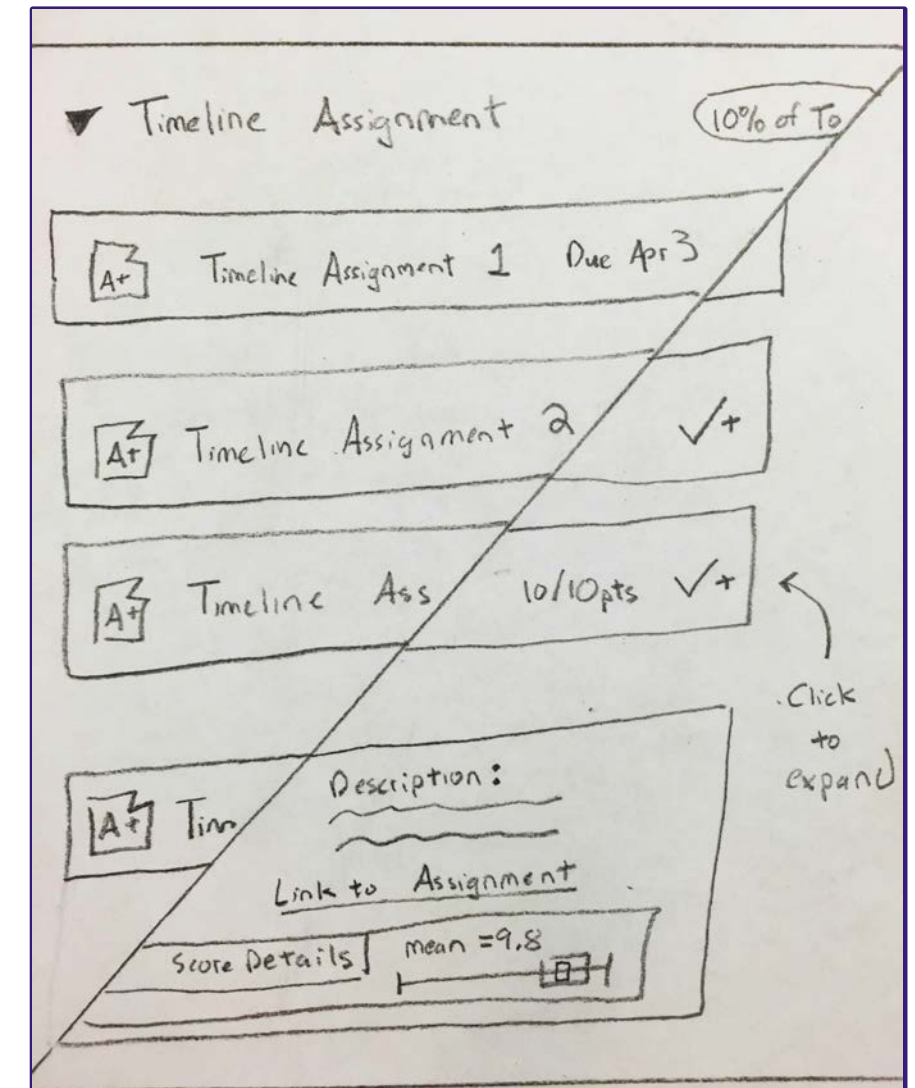
# Paper Sketch of UI



Redesign of the discussion thread page. Replacing the original threaded design with flat abbreviated view.



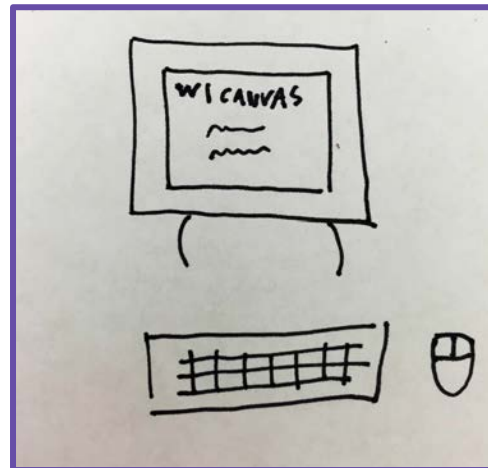
Redesign of the left hand navigation panel. Creation of a submenu for more convenient navigation.



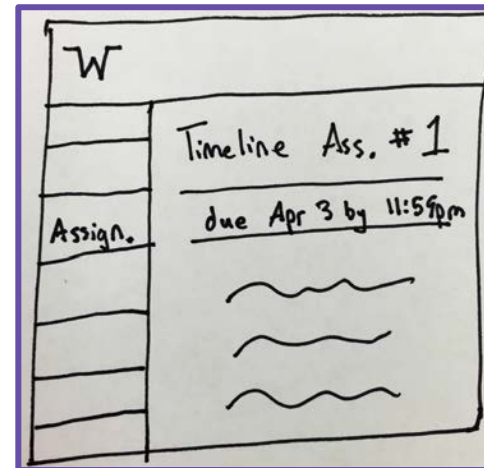
Redesign of the Assignment and Grades page. Merging the two categories into one section.



# Storyboard



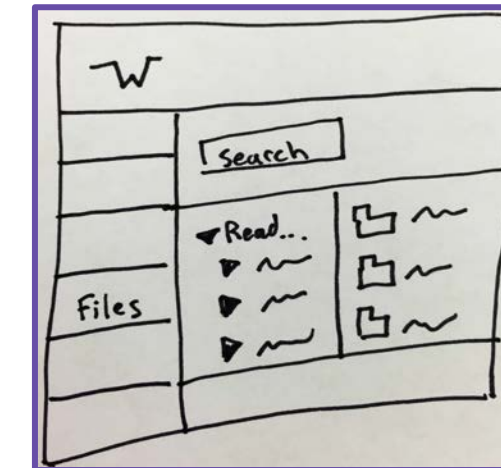
Student accesses  
Canvas on  
computer



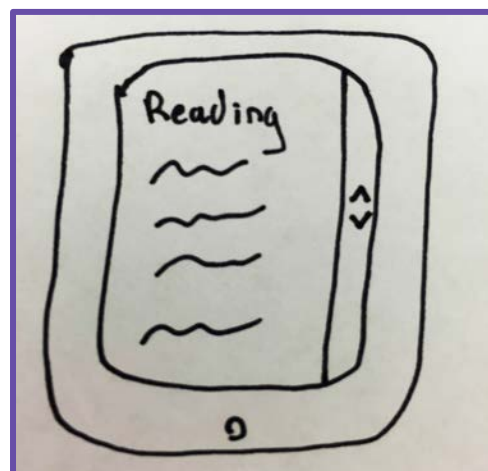
Checks latest  
assignment due



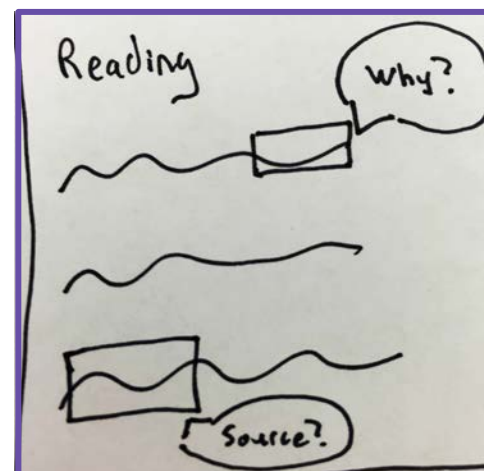
Opens tablet to  
view readings



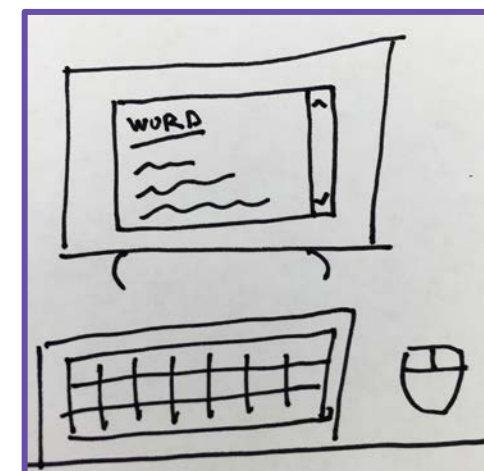
Navigates to Files  
section for readings



Opens reading on  
tablet



Adds any comments  
if necessary while  
reading









Begins typing  
assignment back on  
computer

# Moodboard





# Journey Map

|  TIMELINE OF JOURNEY STAGES   | CHECK ANNOUNCEMENT  | VIEW ASSIGNMENT  | COMPLETE ASSIGNMENT   | SUBMIT ASSIGNMENT  | REVIEW GRADE   | RESUBMIT FOR REGRADE   |
|--|---|--|---|--|--|--|
| <br>TOUCHPOINTS<br>Who or what are they interacting with?   | <ul style="list-style-type: none"><li>• Mobile to view email notification</li><li>• Computer to view announcement</li><li>• Peers/Students in class</li></ul> | <ul style="list-style-type: none"><li>• Computer to view assignment</li><li>• Tablet to view readings</li><li>• Peers/Students in class</li><li>• Instructor for questions</li></ul> | <ul style="list-style-type: none"><li>• Computer to complete assignment</li><li>• Collaboration tool such as Facebook/Slack to discuss assignment</li><li>• Online/Offline resources</li></ul>                                      | <ul style="list-style-type: none"><li>• Computer to submit assignment</li><li>• Mobile if posting to discussion thread</li><li>• Tablet if available</li></ul>   | <ul style="list-style-type: none"><li>• Mobile to view email notification</li><li>• Computer or mobile to view grade</li><li>• Grading Rubric for instructor feedback</li></ul>  | <ul style="list-style-type: none"><li>• Computer to resubmit assignment on Canvas</li><li>• Email to instructor confirming regrade request</li><li>• Mobile to check on regrade progress</li></ul> |
| <br>CUSTOMER'S NEED<br>What is their top need? What needs are not being met?  | <ul style="list-style-type: none"><li>• Keeping up to date with HW deadlines</li><li>• Keeping track of latest changes to assignment</li></ul>                | <ul style="list-style-type: none"><li>• Access to HW and any relevant files</li><li>• Assignment deadline and constraints</li><li>• Required readings and methods</li></ul>          | <ul style="list-style-type: none"><li>• Making sure assignment meets all the requirements</li><li>• Clarification of any parts of the assignment that are confusing</li><li>• Working collaboratively if group assignment</li></ul> | <ul style="list-style-type: none"><li>• Submitting assignment in correct format</li><li>• Submitting assignment on time</li><li>• Submitting all the required modules</li></ul>  | <ul style="list-style-type: none"><li>• Understanding instructor's feedback</li><li>• Clear delineation of point deductions</li><li>• Class grade distribution for assignment</li></ul>  | <ul style="list-style-type: none"><li>• Clear directions for submitting regrade</li><li>• Peer feedback regarding assignment issues</li><li>• Communication channel with instructor</li></ul>      |
| <br>THOUGHTS & FEELINGS<br>What are their innermost thoughts at this precise moment?  | <ul style="list-style-type: none"><li>• Nervous</li><li>• Anxiety/Dread</li></ul>   | <ul style="list-style-type: none"><li>• Frustration</li><li>• Anxiety/Dread</li><li>• Sad</li></ul>  | <ul style="list-style-type: none"><li>• Tired</li><li>• Frustration</li><li>• Stress</li><li>• Regret</li></ul>   | <ul style="list-style-type: none"><li>• Happiness</li><li>• Impatience</li><li>• Fatigue</li></ul>   | <ul style="list-style-type: none"><li>• Nervous</li><li>• Uncertainty</li><li>• Relief/satisfaction</li></ul>  | <ul style="list-style-type: none"><li>• Unhappy</li><li>• Anxiety to improve assignment</li><li>• Stress/Regret at having to resubmit</li></ul>  |
| <br>CONTEXT<br>What else in the environment might influence them?   | <ul style="list-style-type: none"><li>• Coursework in other classes</li><li>• Current work schedule</li></ul>   | <ul style="list-style-type: none"><li>• Peer/Student discussion about assignment</li><li>• Nearby distractions</li></ul>   | <ul style="list-style-type: none"><li>• Friends and Family</li><li>• Work environment</li><li>• Noise level</li></ul>   | <ul style="list-style-type: none"><li>• Other assignments due</li><li>• Internet Connection</li><li>• Access to computer</li></ul>   | <ul style="list-style-type: none"><li>• Comfort</li><li>• Background noise</li><li>• Time waiting for grades</li></ul>   | <ul style="list-style-type: none"><li>• Overhearing grades of classmates</li><li>• Coursework in other classes</li><li>• Nearby distractions</li></ul>   |
| <br>INSIGHTS & OPPORTUNITIES<br>What can you do to help them meet their needs, make the experience easier, or more enjoyable? | <ul style="list-style-type: none"><li>• Provide early enough notice for assignments so that students have enough time to prepare</li></ul>                    | <ul style="list-style-type: none"><li>• Keep the assignment prompt simple and easy to read</li><li>• Link assigned readings in assignment prompt</li></ul>                           | <ul style="list-style-type: none"><li>• Minimize stress and anxiety while working on assignments (i.e. humor in assignment prompt)</li><li>• For large assignments, divide it into smaller more manageable deliverables</li></ul>   | <ul style="list-style-type: none"><li>• Simplify assignment submission process, so there's only one way to submit each assignment</li><li>• Allow user to view all submissions made</li><li>• Provide template for assignment submission</li></ul> | <ul style="list-style-type: none"><li>• Expedite this process, to reduce time waiting for grades</li><li>• Provide verbal feedback instead of numerical feedback when possible</li><li>• Make sure grading rubric is clear and concise</li></ul> | <ul style="list-style-type: none"><li>• Make regrade process easy and painless</li><li>• Provide clear channel between instructor, TA's, and students when submitting regrade</li></ul>            |



# Stage 3: Prototyping/Eval.



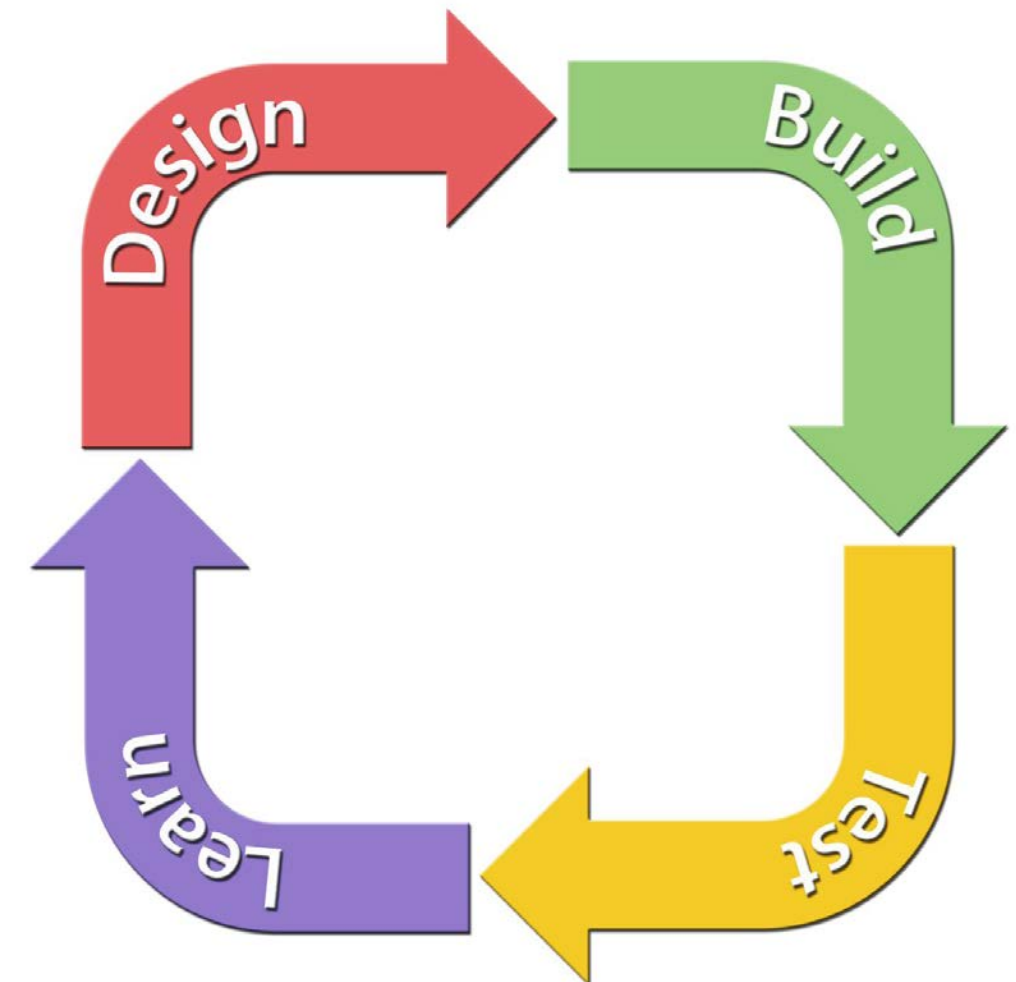
# Prototyping a Solution

From the investigation and ideation phase, I narrowed down the scope, with a target of revamping the navigation panel and the assignment/grade pages.

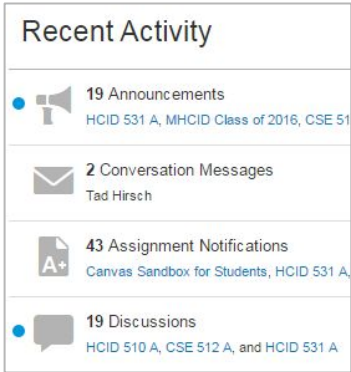
As a result, in this phase, a heuristic analysis was done to determine usability issues, while a site map and user flow were built to better understand the information architecture (IA) of the site. Then a wireframe was built and tested, to get user feedback for the final prototype.

## Methods

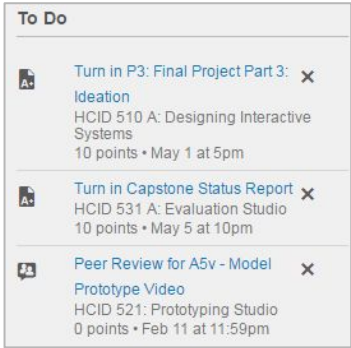
- Heuristic Analysis (followed Nielsen's 10 heuristics, focusing on "recognition rather than recall" and "flexibility and efficiency of use")
- Site Map (focused on the nodes that fall under the Courses & Groups section of the site)
- User Flow (built to understand the assignment submission flow with respect to the journey and site map)
- Wireframe (low-fidelity working prototype to test the redesign)



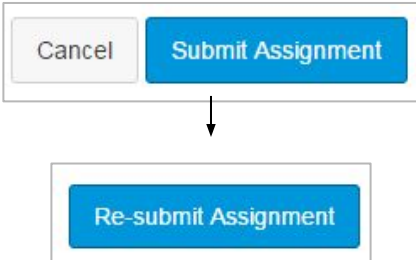
# Heuristic Analysis



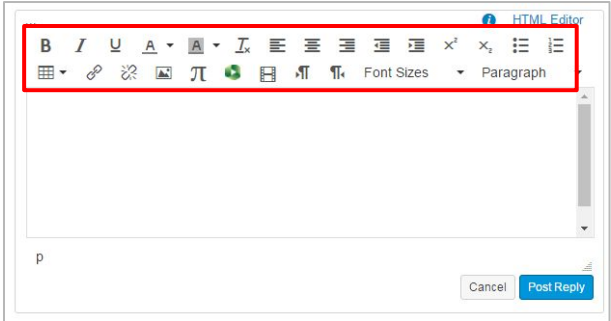
**Visibility of system status**  
Blue dot indicator on homepage shows unread entries



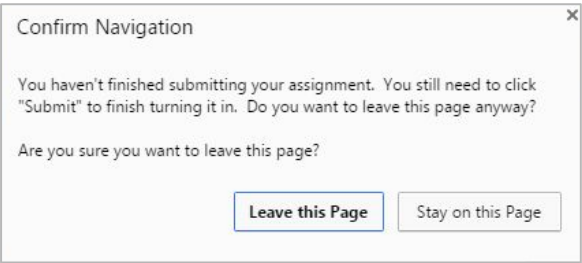
**Flexibility and efficiency of use**  
Can dismiss recent activity and items on the to do list



**Help users recognize, diagnose, and recover from errors**  
Can cancel assignment submission before upload  
**User Control and Freedom**  
Can resubmit assignment and overwrite previous submission



**Match between System and Real World**  
Discussion thread post tools are similar to other editing tools  
**Consistency and Standards**  
Uses terminology commonly associated with learning management systems



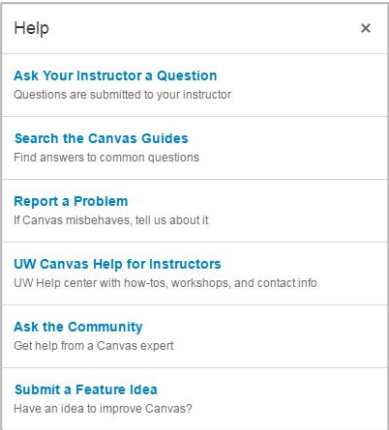
**Error Prevention**  
Popup confirmation box when navigating away from assignment submission page



**Recognition rather than recall**  
Breadcrumbs at top of page when navigating course page

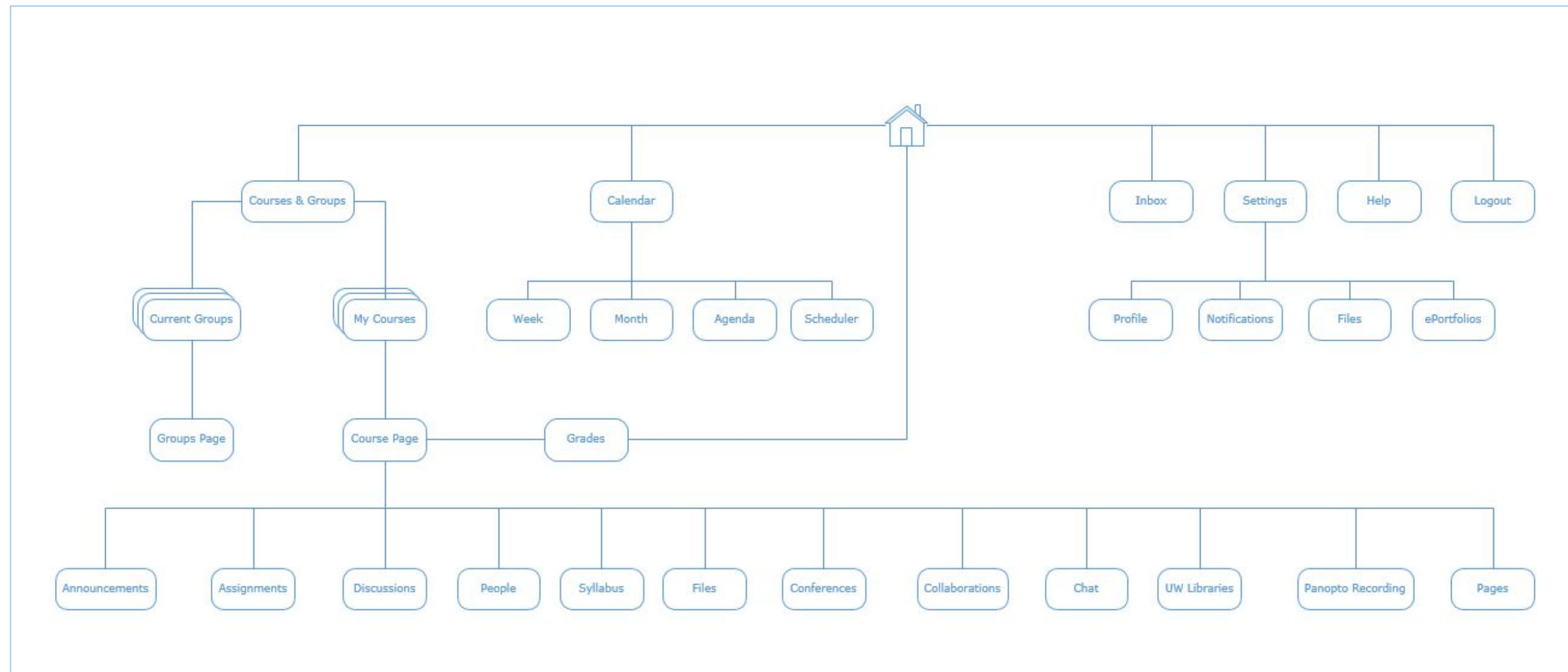


**Aesthetic and Minimalist Design**  
Site color scheme matches UW colors and is standardized across all pages



**Help and Documentation**  
Help link is easily visible in upper right navigation panel, but opens as a popup instead of as separate page

# Site Map

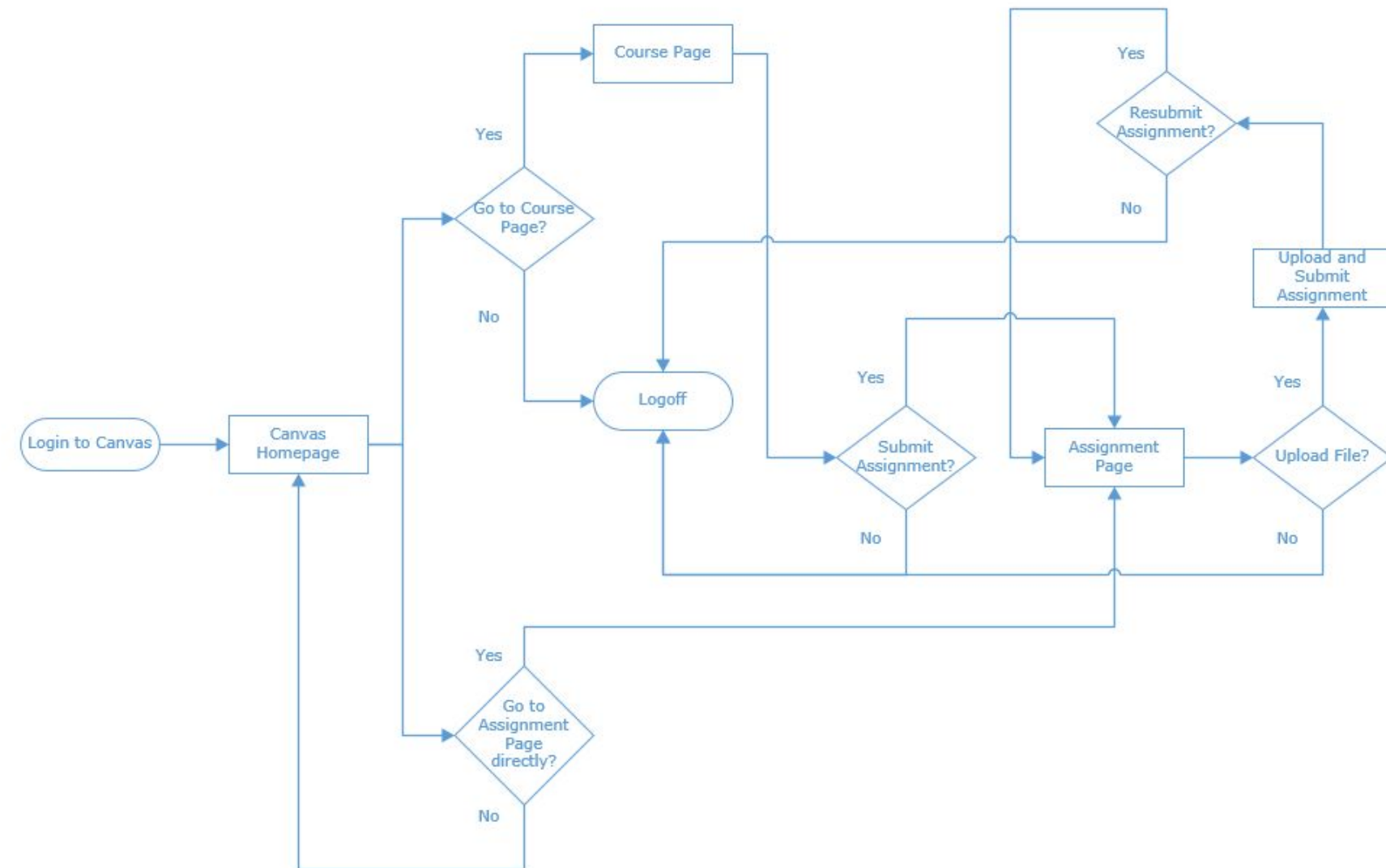




# User Flow

## Task

- 1) Login to Canvas
- 2) Submit Assignment
- 3) Resubmit if necessary
- 4) Logoff



# User Test

The goal of this user test was to evaluate the wireframes that were prototyped for the Canvas redesign. The wireframes focused on the task of students accessing the Canvas assignment page, where they can view upcoming and past assignments, as well as their grades.

From the user test, I hoped to gain a better understanding of any pain points that may have been missed during the ideation phase, since only a small sample of students were interviewed.

## Recruitment

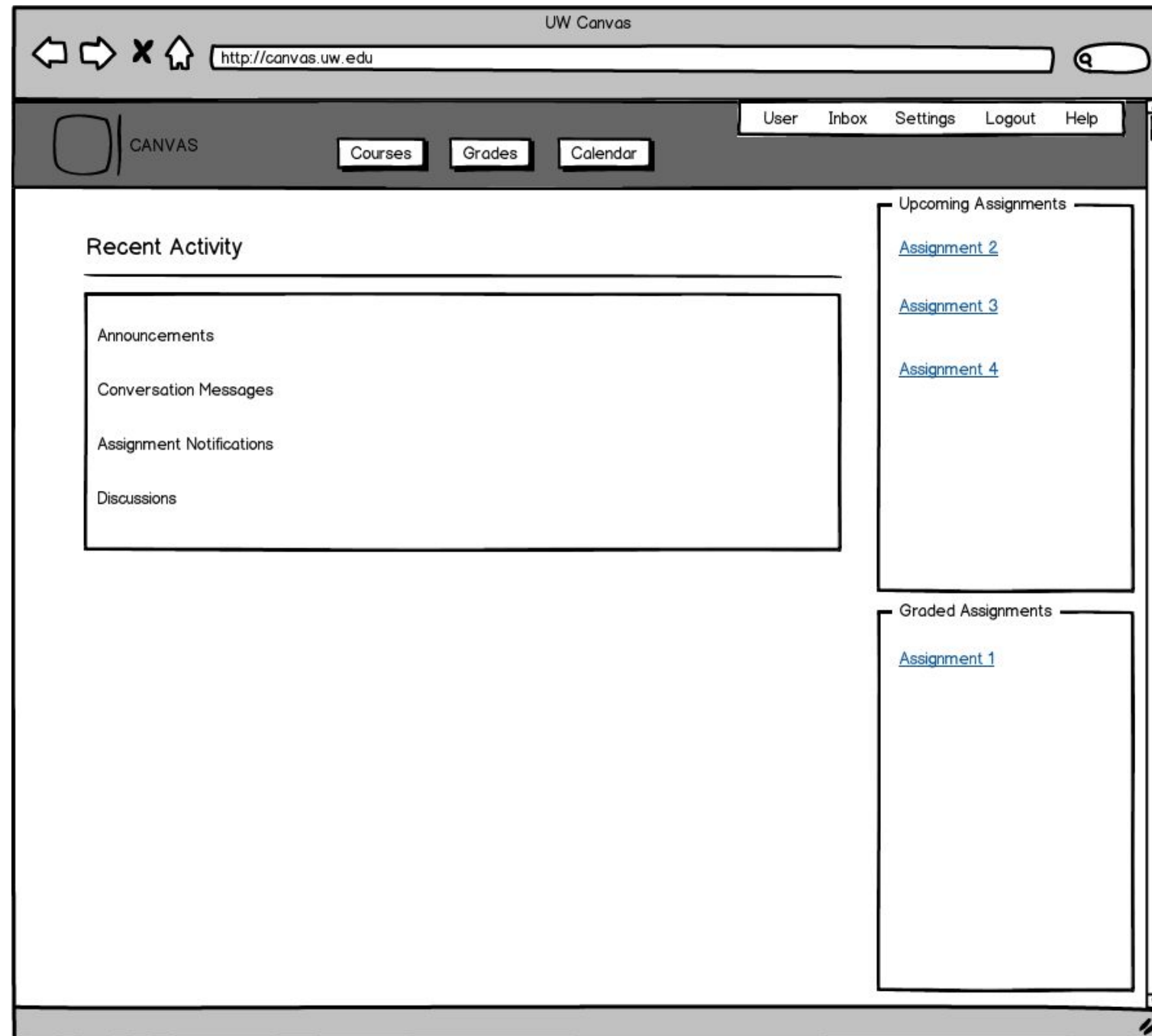
1. Users will be recruited from the University of Washington, and are required to be current students who have used the Canvas tool before for assignments
2. Since departments and professors use Canvas differently, participants will be recruited from different departments and age groups when possible
3. Participants will be rewarded for their time with a beverage of their choice

**Where:** Testing will be conducted either on campus or in a cafe setting, where users will feel comfortable talking and providing feedback

**Duration:** The test will last approximately 30 min., although this will depend on the speed of the user.

**Process:** The user test will be introduced to the participant, following the test script in the appendix. After each task, the user will be asked several follow-up questions.

# Wireframe



1

Removed To-Do quick links on right-hand side. Can be confusing to new users.

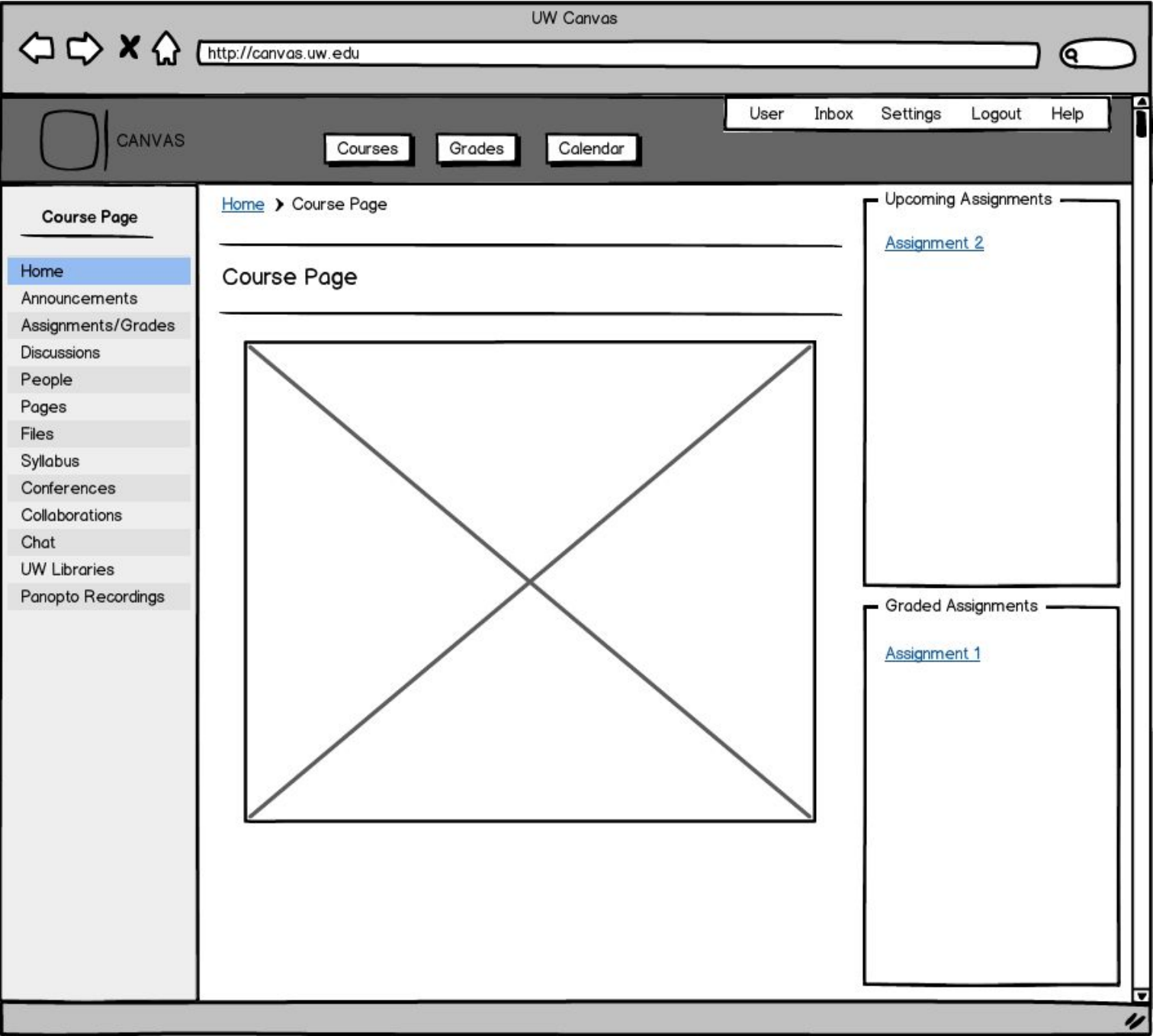
2

Replaced with Graded Assignments panel, which displays the most recently graded assignments.

3

Upcoming Assignments panel has been moved to upper right corner, since this is a highly visited section.





4

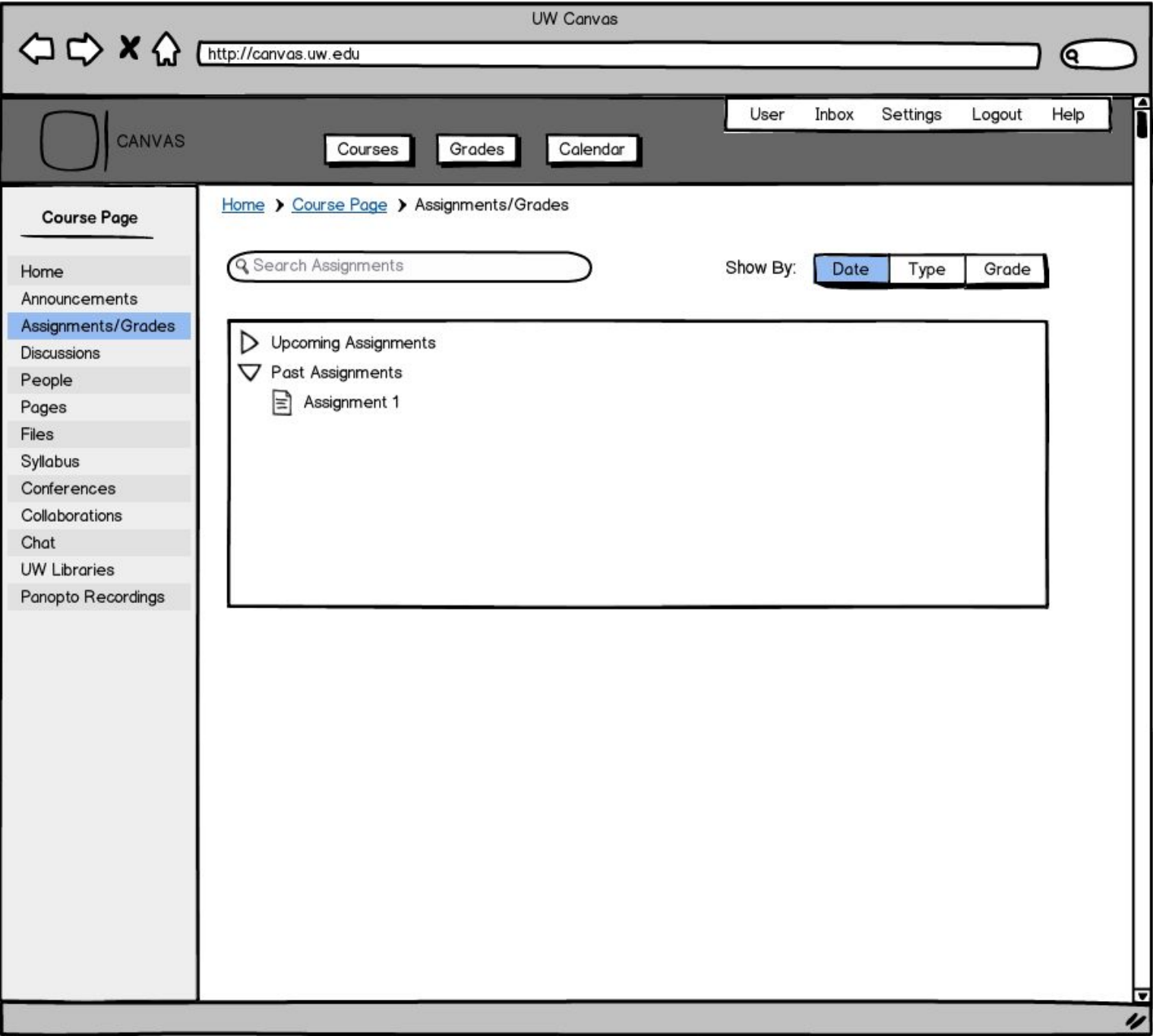
Removed To-Do, Coming Up, and Recent Feedback quick links on right-hand side.

5

Replaced with Upcoming and Graded Assignments, so there is consistency between pages.

6

Merged Assignments and Grades pages on left-hand navigation panel, since they are redundant.



7

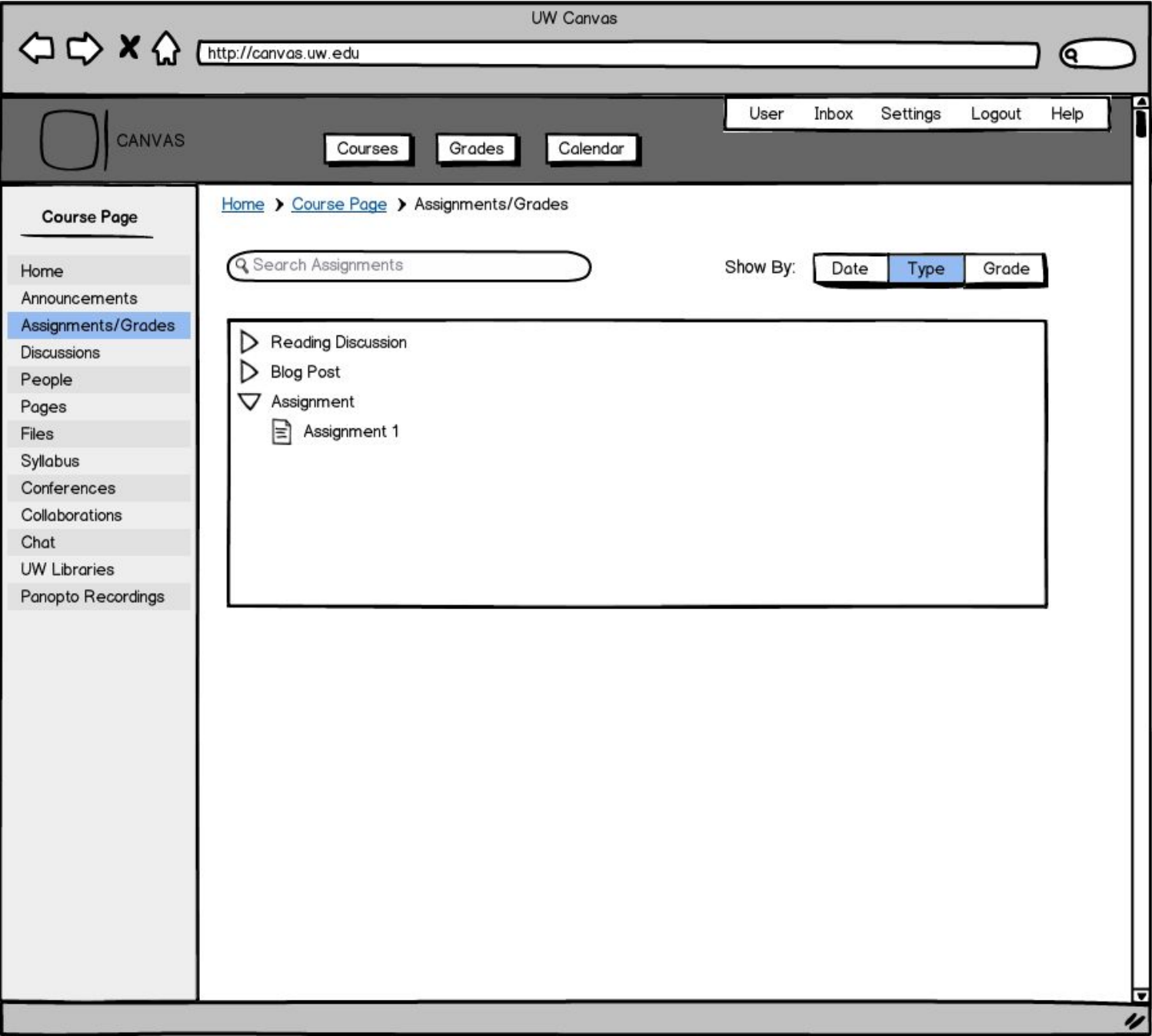
Changed original threaded design, into a nested tree for displaying assignments.

8

Added additional view option for grades, since Grades page for the course is no longer available.

9

Merged Assignments and Grades pages on left-hand navigation panel, since they are redundant.



10

Changed original threaded design, into a nested tree for displaying assignments.

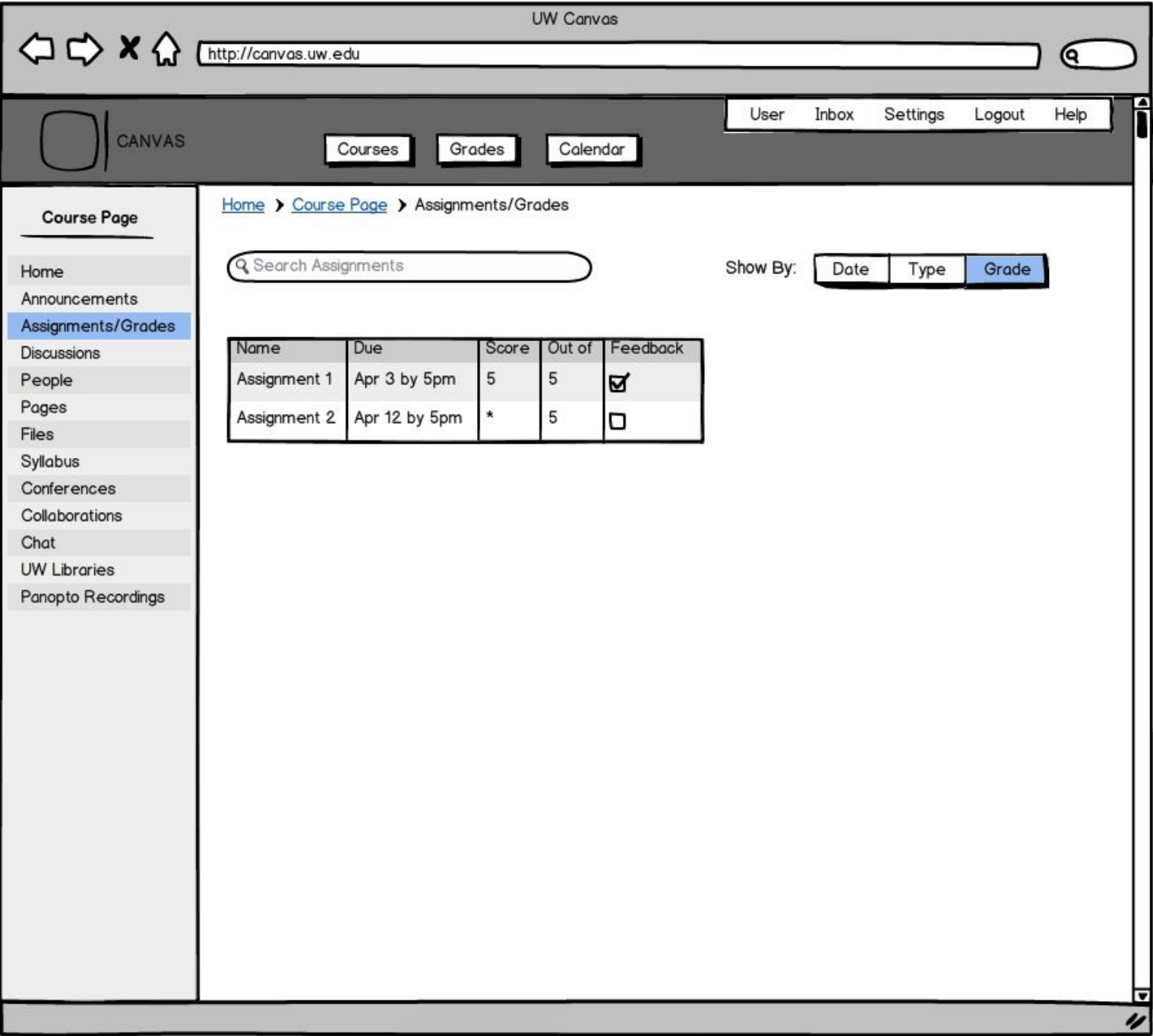
11

Added additional view option for grades, since Grades page for the course is no longer available.

12

Merged Assignments and Grades pages on left-hand navigation panel, since they are redundant.





10

Moved grade data from original Grades page to Assignment/Grades page

11

Followed similar format to previous Grades page so user is familiar with layout

12

To view overall/final grades for the course, user can select Grades button at the top of the page.

# Results

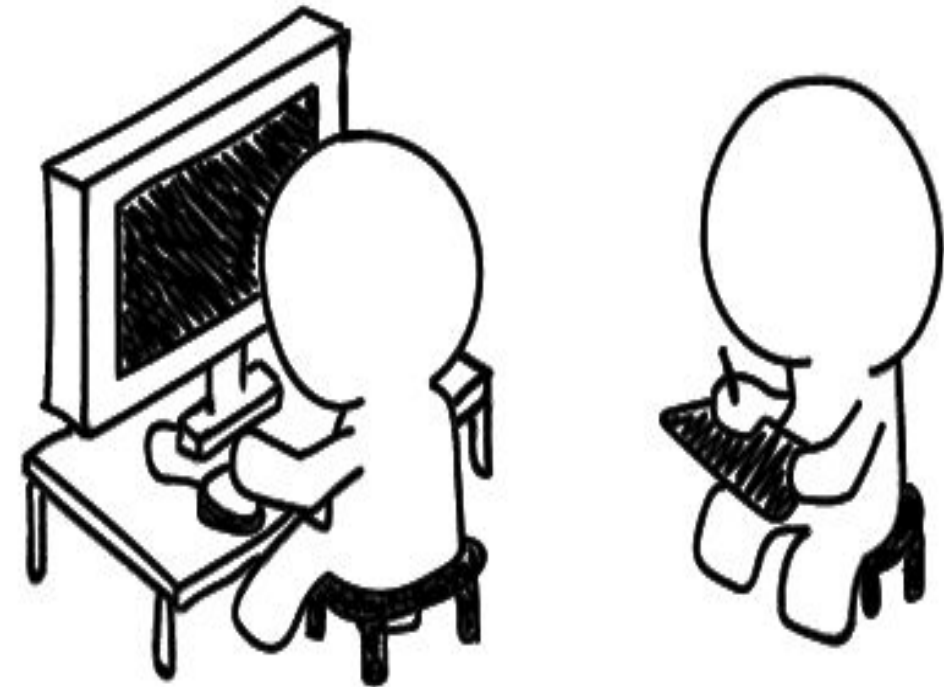
| User | Task 1  | Task 2   | Task 3  | Task 4  |
|------|---|--|---|---|
| A    | <ul style="list-style-type: none"><li>I found the “Courses” link easy to find, but feel it could be changed to “My Courses”</li><li>No issue finding the Assignment link from the quick links panel</li></ul> | <ul style="list-style-type: none"><li>Quick links panel on Homepage is the easiest</li><li>Yes, requires less steps</li></ul>  | <ul style="list-style-type: none"><li>Yes, especially since you can scan more quickly than before</li><li>I usually use Date view for the most recent assignments</li></ul>                   | <ul style="list-style-type: none"><li>Yes, it's easy to quickly view your grades</li><li>I like having it all in one place, but I wonder how you would display grading feedback, since it doesn't look like there is room to show the comments?</li></ul>                   |
| B    | <ul style="list-style-type: none"><li>Yes, it's fine the way it is</li><li>I prefer the old design which had the To Do list, since you could mark/remove completed assignments</li></ul>                      | <ul style="list-style-type: none"><li>The homepage was easier, since it was faster</li><li>Yes, but like I said before, I like having the To Do list instead</li></ul> | <ul style="list-style-type: none"><li>It works well, but I also didn't have any issues with the previous design</li><li>I always use Date view, since it shows upcoming assignments</li></ul> | <ul style="list-style-type: none"><li>Yes, but I wish it had the table on the side that shows the weight of each group of assignments</li><li>The table works well, but again, wish it had another table to show the weight of each assignment on the final grade</li></ul> |
| C    | <ul style="list-style-type: none"><li>No problem with the current design</li><li>Maybe allow the user to hover over link to preview assignment?</li></ul>   | <ul style="list-style-type: none"><li>Either is fine, depends which page I'm on</li><li>Yes, it's helpful</li></ul>  | <ul style="list-style-type: none"><li>Yes both Date and Type Views were easy to use</li><li>I think I've always used Date view, never seem to need Type View</li></ul>                        | <ul style="list-style-type: none"><li>Yes it works well</li><li>I like the table, since it is easy to scan through all your grades column by column</li></ul>   |

# Evaluation of Results

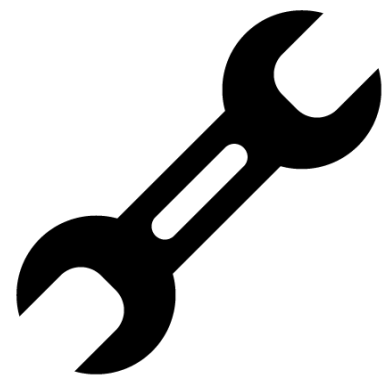
Based on the feedback received during the user test, the changes to the homepage and coursepage worked well across all users. Some were fine with existing design, but expressed that the new design also worked for them.

However, there were conflicting views on the changes to the grades page. Due to the multitude of information available on the grades page, such as having a table on the side with the weight of each assignment category, some users wished for additional information for the Grades view in the redesign.

Another concern was the spacing of the new grades/assignment page, specifically the table. Since there is a feedback column, which is clickable, users wondered if it would expand like the original design did. Since it's now a table, and not a threaded design which can expand to show the grading comments/feedback, the best potential method would be displaying a popup upon clicking the feedback check mark.





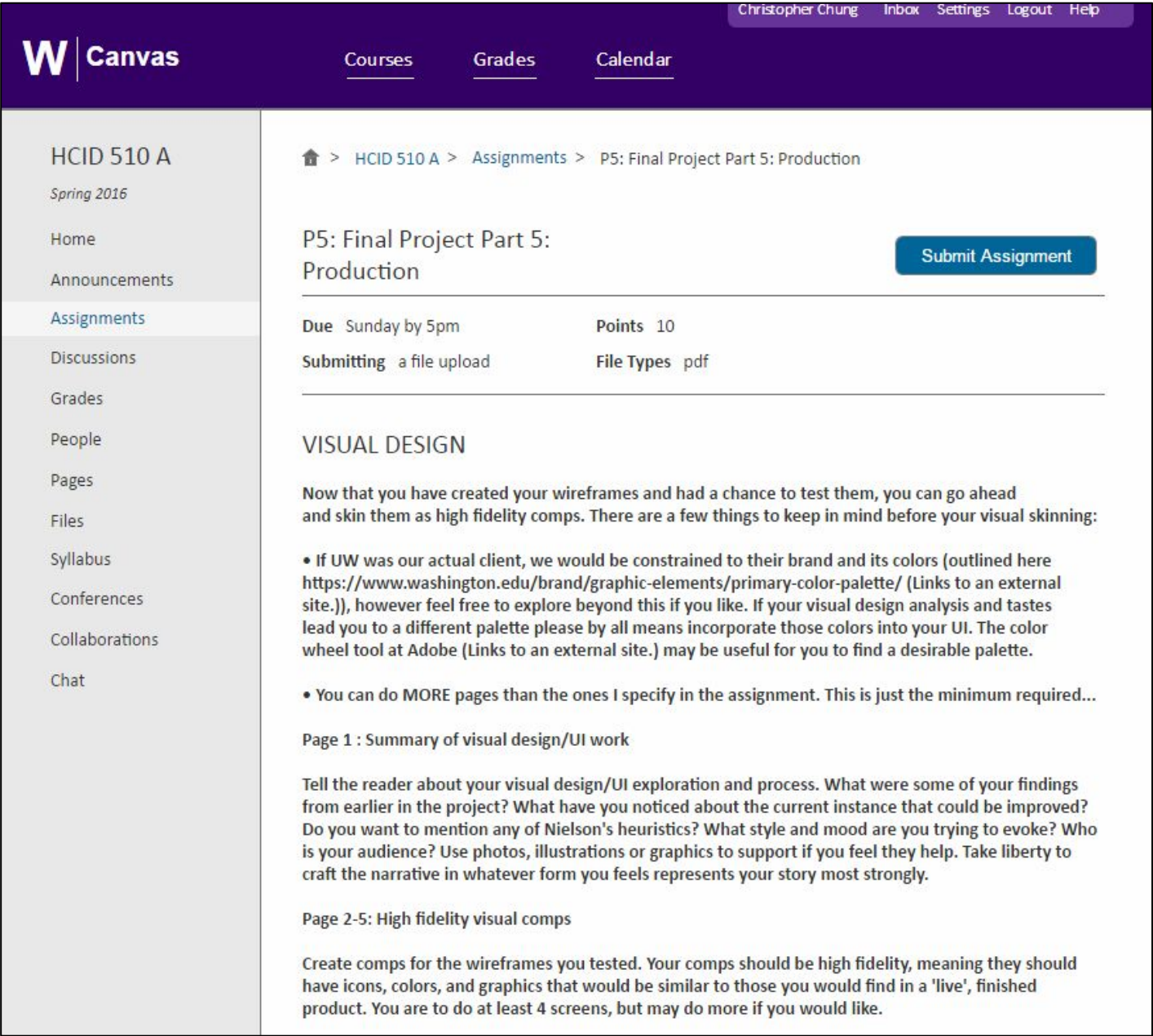


# Stage 4: Production

# High Fidelity Mockups

Based on the feedback received from the user tests and the insights gained from the first three stages, I built a high fidelity interactive prototype using Axure.

Link to live prototype:  
[www.chungware.com/test/home\\_page.html](http://www.chungware.com/test/home_page.html)



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WCanvas

CoursesGradesCalendar

Recent Activity

21 Announcements

CSE 512 A, HCID 531 A, MHCID Class of 2016

3 Conversation Messages

Tad Hirsch and Justin Hamamacher

37 Assignment Notifications

HCID 531 A, HCID 510 A, CSE 512 A, and Canvas Sandbox for Students

16 Discussions

HCID 510 A, CSE 512 A, and Canvas Sandbox for Students

Upcoming Assignments

Turn in Final Project Proposal

CSE 512 A: Data Visualization

0 points May 10 at 5pm

Turn in A1: Final Presentation

HCID 510 A: Designing for I.S.

20 points May 22 at 11:59pm

Peer Review for A5v

HCID 521: Prototyping Studio

5 points Feb 11 at 11:59pm

Graded Assignments

Assignment 2: Exploratory A2

CSE 512 A: Data Visualization

13 out of 15 points

Discussion 2: Interactive HCI

CSE 512 A: Data Visualization

1 out of 1 points

Peer Review for A4v

HCID 521: Prototyping Studio

4.5 out of 5 points

1

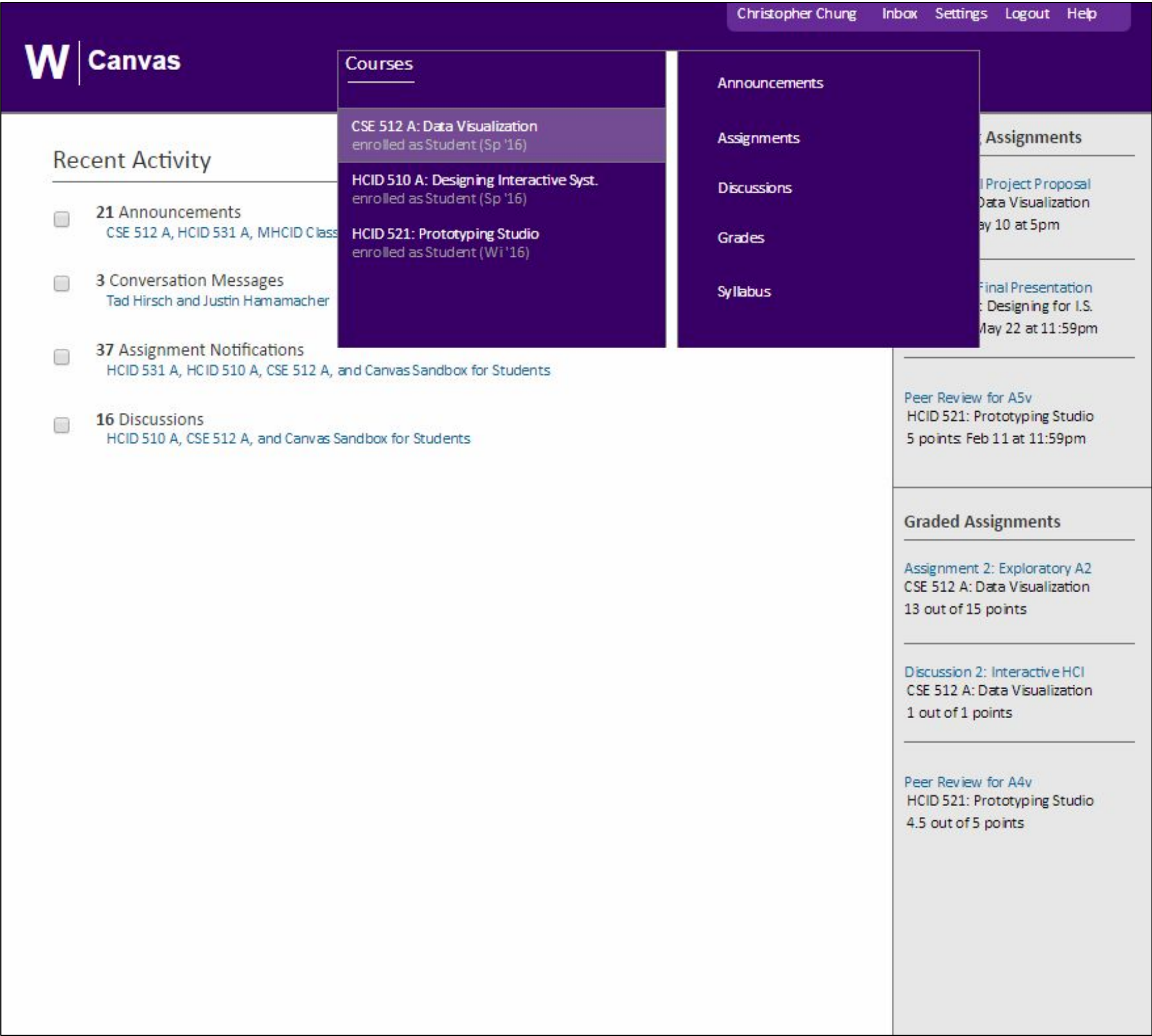
Removed To-Do quick links on right-hand side. Can be confusing to new users.

2

Upcoming Assignments panel has been moved to upper right corner, since this is a highly visited section.

Replaced with Graded Assignments panel, which displays the most recently graded assignments.





3

Added second level navigation panel. This allows users to access course assignments, grades, etc. in a single click.

Previously, required 2 to 3 clicks in order to reach course assignments or grades page.

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Home > HCID 510 A > Assignments

Search Assignments

Go

Show By: 

Date

Type

Grade

| Due Date ▲           | Assignment Name                                  | Assignment Description  | Points    |
|----------------------|--|---|-----------|
| Due May 22 at 5:00pm | P5: Final Project Part 5: Production             | Now that you have created your wireframes and had a chance to test them, you can go ahead and ...       | 10 points |
| Due May 15 at 5:00pm | P4: Final Project Part 4: Prototyping/Evaluation | This week you will be creating wireframes and testing your designs with users. I suggest you use ...    | 10 points |
| Due May 1 at 5:00pm  | P3: Final Project Part 3: Ideation               | You will be turning in pages in 11x17 PDFs (horizontal) that showcase your thinking and work in the ... | 10 points |
| Due Apr 24 at 5:00pm | P2: Final Project Part 2: Investigation/Ideation | You will be turning in pages in 11x17 PDFs (horizontal) that showcase your thinking and work in the ... | 10 points |

4

Added additional sort option for Grades. This allows users to toggle between Date, Type, and Grade views of their assignments.

5

Replaced original assignment layout with table, which allows the user to scan through upcoming assignments more quickly.

6

User can also toggle the arrow next to Due Date to sort assignments in ascending or descending order.

Assignments are also shaded based on whether they've been submitted or still need to be submitted. Grayed out text indicates the assignment has already been submitted

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Home > HCID 510 A > Assignments

Search Assignments

Go

Show By: ☐ Date ☒ Type ☐ Grade

▼ Participation

Class Participation

10% of grade

▼ Timeline Assignment

▶ Timeline A1

▶ Timeline A2

30% of grade

▼ Final Project

▶ P1: Final Project Part 1: Investigation

▶ P2: Final Project Part 2: Investigation/Ideation

▶ P3: Final Project Part 3: Ideation

▶ P4: Final Project Part 4: Prototyping/Evaluation

▶ P5: Final Project Part 5: Production

70% of grade

7

- Changed original threaded design, into a nested tree for displaying assignments.
- Added grade weights on the right hand side, to provide additional grading information based on assignment category

8

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Home > HCID 510 A > Assignments

Search Assignments

Go

Show By:

Date

Type

Grade

▼ Participation

Class Participation

10% of grade

▼ Timeline Assignment

30% of grade

▼ Timeline A1

due Apr 3 at 11:59pm

▼ Timeline A2

due Apr 10 at 11:59pm

▼ Final Project

70% of grade

▼ P1: Final Project Part 1: Investigation

due Apr 17 by 5:00pm

▼ P2: Final Project Part 2: Investigation/Ideation

due Apr 24 by 5:00pm

▼ P3: Final Project Part 3: Ideation

due May 1 at 5:00pm

▼ P4: Final Project Part 4: Prototyping/Evaluation

due May 15 at 5:00pm

▼ P5: Final Project Part 5: Production

due May 22 at 5:00pm

9

To hide secondary information, users are given the ability to toggle the due dates on and off.

This is because the dates can be easily viewed and sorted in the Date view, while the Type view groups assignments by category.

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Home > HCID 510 A > Assignments

Search Assignments

Go

Show By: 

Date

Type

Grade

▼ Participation

▼ Class Participation

\* out of 20 points

▼ Timeline Assignment

▼ Timeline A1

5 out of 5 points

▼ Timeline A2

5 out of 5 points

▼ Final Project

▼ P1: Final Project Part 1: Investigation

9.5 out of 10 points

▼ P2: Final Project Part 2: Investigation/Ideation

10 out of 10 points

▼ P3: Final Project Part 3: Ideation

10 out of 10 points

▼ P4: Final Project Part 4: Prototyping/Evaluation

\* out of 10 points

▼ P5: Final Project Part 5: Production

\* out of 10 points

10% of grade

0 points / 0%

30% of grade

10 points / 100%

70% of grade

29.5 points / 98%

Final Grade:

98.75%

10 Original Grades page can now be accessed directly from the Assignments page, simply by using the radio buttons in the upper right hand corner.

The page has been simplified, since much of the original information available has been incorporated into the Type view.

11 Grade weights, which are visible on the Type view, are also visible on the Grades page.

Below them are the subscores, which are calculated based on graded assignments. These are then aggregated and displayed as the Final Grade on the bottom.

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# Summary of UI Exploration

## 01 Findings

During the investigation phase, several issues were identified, primarily through the interviews and heuristic analysis.

Two major issues were the top navigation panel which had poor “recognition rather than recall” and the assignment and grade pag, which lacked “flexibility and efficiency of use”

## 02 Changes

To visualize the changes made, low fidelity paper sketches were generated, which later evolved into higher fidelity mockups.

Changes were made to the homepage, assignment page, and grades page. User tests were conducted using wireframes, for feedback to include in the final prototype.

## 03 Audience

This redesign is primarily targeted at general users of Canvas, which are students who want to have convenient access to their assignments, readings, etc.

Other stakeholders involved are instructors and IT support, who want a LMS that has a low learning curve, while being easily scalable, with low licensing and maintenance costs.

## 04 Style/Mood

The redesign was constrained by the required university branding/color style, which is dark purple, on white/gray background. As a result, much of the original color/font style was left untouched.

To gain a better understanding of the mood, a mood board was constructed, with a focus on ease of use and productivity. This was reflected in the redesign through a more streamlined and minimalistic interface, which removed redundant text/links to declutter the screen.

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# Moving Forward

One aspect that was not considered in the redesign was showing the overall/final grade for the class. I made the assumption that the Grades page, which can be found in the top navigational panel, would be a separate page from the newly designed assignment/grades page. As a result, a good next step for future iterations of this redesign, would be to focus on redesigning the overall grades page.

Currently, this page allows users to toggle through every course, and view their overall/final grade. However, compared to the assignment/grades page, it does not provide as detailed of a view of the grade distribution. Perhaps the newly designed Grades page could include additional data visualizations that could help the user better understand their current progress across all classes. The visualizations might even help them identify which classes are their weak points, and possibly provide suggestions to improve.

Another possible next step is to branch the redesign into the tablet space. The current Canvas app on tablet lacks many of the features available on the desktop version. Perhaps many of the changes made in this redesign could be ported or translated over. Obviously several design constraints exist on tablet, due to the smaller screen real estate, and the interaction method of touch over mouse. However, this would only be necessary if there was a surge in Canvas users on tablet, as currently, desktop is still the dominant platform.



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# References

1. <http://depts.washington.edu/lingta/CanvasVsCatalyst.pdf>
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3. <https://www.emaze.com/@ALQIQZIC/Slack-Competitive-Analysis-Slides>
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6. [http://elms.umd.edu/sites/elms.umd.edu/files//webfiles/documents/doc/ComparisonChart\\_JULY18.pdf](http://elms.umd.edu/sites/elms.umd.edu/files//webfiles/documents/doc/ComparisonChart_JULY18.pdf)
7. <https://www.montclair.edu/media/montclairedu/oit/tti/Canvas-vs-Blackboard--Comparison-table-links-only.pdf>

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# Appendix - Test Script

## Introduction:

Thank you for volunteering for our study. We appreciate your time and efforts talking with us. Our study will be testing a wireframe prototype of a redesigned assignment and grades page for the Canvas LMS. We will ask you some background info questions and then run you through several tasks.

## Background Info: (3 minutes)

- How old are you?
- What major are you currently studying?
- What devices do you own? (i.e. tablet, laptop, smartphone)

## Using Canvas: (3 minutes)

- How frequently do you use Canvas every week?
- Are there any classes where you don't use Canvas, or use another tool in conjunction with Canvas? (i.e. Slack)
- What device(s) do you use to submit assignments on Canvas?
- Do you have any issues with the current assignment or grades pages on Canvas?

---

### **Task 1: Navigating to the Assignments Page from Homepage (6 minutes)**

#### Instructions:

- Please find the link to the Courses Page
- Then find the link to Assignment 1

#### Questions:

- Was it intuitive to look for the courses page under Courses?
- Was it easy to find the assignment page for the assignment specified?

### **Task 2: Navigating to the Assignments Page from Coursepage (6 minutes)**

#### Instructions:

- Please find the link to the Assignments Page
- Then find the link to Assignment 1

#### Questions:

- Which method do you prefer for accessing the assignment page?
- Did you find the quick links panel on the right hand side of the coursepage/homepage helpful?

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### **Task 3: Viewing Assignments by Date/Type (6 minutes)**

#### Instructions:

- Please select the Date view on the Assignments Page
- Then switch to the Type view on the Assignments Page

#### Questions:

- Was the Date view easy to use? How about the Type view?
- Which viewing method do you prefer, Date or Type?

### **Task 4: Viewing Assignments by Grade (6 minutes)**

#### Instructions:

- Please select the Grade view on the Assignments Page
- Then look for the grade received for Assignment 1

#### Questions:

- Was it easy to quickly view the grades?
- Do you like the table format for grades, or would you prefer something else?





# W

# THANKS FOR READING

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