Students' Views on Using Canva as an All-In-One Tool for Creativity and Collaboration

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ABSTRACT

As technology continues to be integrated into the field of education, many students and teachers turn to digital tools to enhance their learning and teaching experience. Among these tools is Canva, a web-based graphic design platform. This qualitative descriptive study seeks to investigate the views of students on using Canva as an all-in-one tool for creativity and collaboration. It was conducted among eight (8) Bachelor of Secondary Education (BSED) major in Social Studies students who were identified through a purposeful sampling technique. The students were asked to write narratively in a written interview questionnaire based on Graham Gibbs' reflective cycle that was created using Google Docs. The analysis revealed three (3) main themes: unique features (user-friendliness, diverse applications, and efficient collaboration), positive effects on creativity and collaboration (continued usage, enhanced skills, and increased satisfaction), and drawbacks (application's limitations and users' limitations). The results demonstrated that students have predominantly positive opinions of Canva. It enables them to unleash their creativity, optimize collaboration, and produce visually captivating designs. However, they also acknowledged that despite its user-friendliness and comprehensive features, Canva has certain disadvantages that may come from the application and the students themselves. Factors like overreliance on the application and weak connectivity may pose a challenge to their design process. Nevertheless, Canva remains a valuable digital tool for students in enhancing their educational endeavors.

Keywords: *Canva, students, creativity, collaboration, education*

INTRODUCTION

The presence of technology continues to be prevalent in our daily lives, especially in education. The use of technology has completely changed the educational field by making it more accessible and inexpensive, profoundly changing how students learn (Saykili, 2019). As the integration of digital technologies with class instruction increased, many online platforms that aim to assist both students and teachers emerged. With this, Canva emerged as one of the most popular applications with 25 million of its total number of users belonging to the academe (Daff, 2022). Canva is an online graphic design tool well-known for its user-friendly interface with over 20 types of professional media that can be made either from scratch or from the existing templates using free graphics and photos (Gehred, 2020; Nurhidayat, 2021) with smartphones and laptops (Wahyuni & Thohiriyah, 2018). There are plenty of recent studies that describe Canva's role in teaching and learning. It has been suggested that Canva increases students' creativity and efficiency (Muldinillah and Rizaldi, 2021; Wahyuni & Thohiriyah, 2018), allowing them to develop their core competencies and produce quality school projects (Anggraeni & Pentury, 2022).

While Canva has already been around for a decade and several recently published articles have proven that it is beneficial in education, they hardly tackled the application as an all-in-one tool for creativity and collaboration for students. Most recent research centered on how the application is useful in improving the writing proficiency of students (Anggraeni &

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Pentury, 2022; Hadi, Izzah, & Paulia, 2021; Candra, Chandra, & Hidayat, 2022; Fauziyah, Widodo, & Yappi, 2022; Jumami, 2021; Utami & Djamdjuri, 2021) while others delved on its effectiveness for studying languages (Wahyuni, Riza, & Autila, 2022; Mudinillah & Rizaldi, 2021; Elsa & Anwar, 2021), particularly grammar (Nurhidayat, 2021). They have been mostly limited to Canva's effects on the enhancement of specific core competencies such as writing and learning languages. The collection of studies on Canva has not investigated the experiences of college undergraduate students in taking advantage of its comprehensive functions for various academic-related tasks.

This study is based on the Task-Technology Fit (TTF) Theory by Goodhue and Thompson in 1995 which seeks to explain how technology is utilized by evaluating its compatibility with its users' tasks and expectations (Goodhue & Thompson, 1995). The TTF theory proposes that users are more inclined to accept and adopt a technology if they believe it will enhance their task performance, is user-friendly, and it aligns with their existing work processes. Thus, this study aims to investigate how Canva serves as an all-in-one tool for creativity and collaboration among undergraduate college students in a public tertiary institution. Specifically, it seeks to answer the question: how does Canva work as an all-in-one tool for creativity and active collaboration among undergraduate college students? The pandemic may have posed many challenges to the education system but at the same time, it introduced students to convenient online graphic design tools like Canva which allows them to create quality work and collaborate with others for free. The data collected could help expand future research in the usage of Canva or digital tools in general within the academe.

METHODS

Research Design

This study used a qualitative approach with a focus on qualitative descriptive research in investigating how undergraduate college students utilize Canva as a multi-functional tool for creativity and collaboration. Qualitative descriptive research intends to understand the perceptions, attitudes, and experiences of people by gathering and examining data from different sources, such as documents and interviews. Rather than testing preexisting ideas or theories to the test, the analysis centered on determining themes, patterns, and connections that appear in the data (Cresswell, 2014; Sandelowski, 200). Furthermore, this study is anchored on the Task-Technology Fit (TTF) Theory to investigate how the specific features of a task affect the effectiveness of the technology utilized to complete it (Goodhue & Thompson, 1995).

Informants

The informants in this study were chosen using a purposeful sampling technique, ensuring that they met specific criteria aligned with the research objectives (Palinka et al., 2015; Guest et al., 2018). These criteria included: (a) enrolled in the school year 2022-2023, (b) officially enrolled as a Bachelor of Secondary Education (BSED) Major in Social Studies student, (c) has utilized Canva for academic purposes, and (d) has minimum usage of Canva for at least eight (8) months.

Table 1 illustrates the profiles of the informants. The group consisted of eight (8) BSED Social Studies students, with an equal distribution of four (4) male and four (4) female informants. On average, they have been using Canva for approximately four (4) years and one (1) month, ranging from a minimum of eight (8) months to a maximum of five (5) years. Moreover, four (4) participants were from Iloilo province, three (3) were from Iloilo City, and

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one (1) was from Antique. Furthermore, four (4) of the informants came from Iloilo province; three (3) from Iloilo City; and one (1) from Antique. To ensure confidentiality, pseudonyms were assigned to each informant.

Table 1. Profile of the Informants

BSED Social Studies Learners	Year Level	Sex	Age	Residence	Length of Canva Usage	Enrollment Status
Alex	1	M	19	Santa Barbara, Iloilo	8 months	Enrolled
Claire	1	F	19	Lapaz, Iloilo City	5 years	Enrolled
Liam	2	M	20	Santa Barbara, Iloilo	3 years	Enrolled
Casey	2	F	20	Arevalo, Iloilo City	3 years	Enrolled
Michael	3	M	22	Jaro, Iloilo City	3 years	Enrolled
Olivia	3	F	21	Tubungan, Iloilo	3 years	Enrolled
James	4	M	22	San Jose, Antique	5 years	Enrolled
Sam	4	F	23	Banate, Iloilo	2 years	Enrolled

Instrument

A semi-structured researcher-made written interview form was employed for this study. It focused on various aspects of utilizing Canva, aligning with the Task-Technology Fit (TTF) Theory proposed by Goodhue and Thompson (Goodhue & Thompson, 1995). The interview form consisted of open-ended questions anchored on the six stages of Graham Gibbs' reflective cycle. It has two (2) parts: Creativity and Collaboration. In Part One, informants reflected on their personal experiences and employed strategies (Pedroso, 2021) while utilizing Canva for creative purposes. In Part Two, the focus shifted to reflecting on the application's collaborative capabilities. To ensure the reliability of the questionnaire, the researchers sought validation from experts in the field. The informants were also briefed on the nature and purpose of the research, as well as how the data would be collected. To maintain consistency, the researchers meticulously recorded any variations in the responses. Additionally, a line of communication was established through Facebook Messenger between the researchers and informants for questions and clarifications.

Data Collection

A semi-structured written interview questionnaire, consisting of open-ended questions based on the six stages of Graham Gibbs' reflective cycle, was created using Google Docs. The selected informants were provided with formal letters and consent forms to inform them about the study and confirm their willingness to participate. After receiving the confirmation, the interview questionnaires were sent digitally individually through Facebook Messenger. Both the question and the informants' responses were written in English.

A written informed consent that contained details about the study's purpose and approval from the subject facilitator was provided to the informants before the distribution of questionnaires. Additionally, the informants were guaranteed that their participation was

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entirely voluntary and that they could also withdraw from the study at any time. Strict confidentiality was upheld regarding their identities and the gathered data by ensuring that only the researchers had access to it. The accuracy and validity of the interview forms were verified through consultation with research advisers and credible professionals.

Data Analysis

Thematic data analysis was employed in this study to examine and explore the data collected from the students. It is a qualitative technique that interprets patterns to gain insights into the study topics. Once the completed interview forms were submitted by the informants to the researchers, the documents were uploaded and stored in a Google Drive folder. Each interview form was then marked with the informant's identity, and year level, and assigned a pseudonym. Once all eight (8) interview forms were gathered, all of the information was compiled into two separate documents: one for Part One and another for Part Two. Using a researcher-made data analysis matrix, the written transcripts were organized systematically to clearly show the informants' experiences in utilizing Canva for academic purposes. The researchers then reviewed the data thoroughly. Meaningful statements and phrases were highlighted and grouped accordingly into themes and subthemes based on their similarities and differences. These themes were improved and revised through a comparative analysis of the data. Finally, the researchers presented their results by describing the identified themes and supporting them with quotes or examples extracted from the collected data (Braun & Clarke, 2006; Saldaña, 2009).

RESULTS

Canva is a powerful, all-around graphic design tool that offers students the opportunity to enhance and streamline their academic work effectively. Exploring Canva as a comprehensive solution for fostering student creativity and collaboration, the investigation yielded three (3) overarching themes, encompassing seven (7) noteworthy subthemes, and fourteen (14) categories.

Unique Features

Canva is unique due to the extensive immense number of distinctive and innovative features that sets it apart from other similar graphic design tools. Its different tools and features are mainly classified into the following three subthemes: (1) User-Friendliness, (2) Different Usages, and (3) Synchronous Collaboration.

1. **User-Friendliness** - The platform has multiple tools and options that allow students, regardless of their level of graphic design knowledge and skills, to navigate it easily. Its user-friendliness is further characterized by three (3) categories namely: (1) Design Made Complete, (2) User Inclusivity, and (3) Ongoing Application Innovation.

   a. ***Design Made Complete*** - Canva equips students with broad sets of design tools and features for the simple creation of high-quality projects. Notable tools include the Automatic Background Eraser, Automatic Saving Option, Measuring Ruler, Photo Filters, and Design-Sharing. Such options provide students to do personalized image styling, smooth collaboration, appealing visuals, and precise measurements.

      Alex: *"Canva's strength in terms of creativity is its versatility...photos can be filtered according to one's preference."*

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Michael: *"With the ability to collaborate, Canva enables me to work with others promptly. I can also share a link with anyone who wants to change my design and add my chosen design to our team's final product."*

Alex: *"...an image's background can be removed swiftly."*

James: *"Our works are automatically saved when we accidentally close the platform."*

James: *"I became more organized with Canva and since it has a measuring tool for borders and to balance the proportion of the graphics, it has made my college goals more attainable."*

Alex: *"Canva offers a variety of elements. Thus, it made me able to effectively deliver my imagination. Unlike in other applications that I would make the cloud effect myself, but in Canva you are just going to simply search it in the elements."*

Alex: *"...There are a variety of font styles that you can choose from."*

Claire: *"The templates offered take the stress of having to start from scratch away from me. It's much easier now that I have some basis that I can customize and make my own."*

James: *"It also has ready to use templates so that the user won't spend too much time thinking on how to organize some features."*

James: "It offers a lot of options for graphics so I don't have to search online for images plus it comes in HD quality."

b. User-Inclusivity - Canva can be used by individuals from different backgrounds including those with minimum to zero graphic design experience. It is particularly helpful for students, beginners, and professionals. For students, Canva nurtures creativity and enhances their outputs, with a focus on pre-service teachers. Professionals can further maximize its user-friendly features.

Liam: *"As a student studying education, it sparked my creative juices while I created my materials."*

Casey: *"It has also made my life as a student much easier with its multiple templates and functions…For one, Canva has made my outputs more presentable and makes it look like more effort was given to the presentation."*

Claire: *"Canva is straightforward and easy to use. It's the best for beginners because you can just go on the app and immediately work. It's much easier compared to others like Photoshop where you still have to learn what each of the features mean.*

Claire: *"It's good for beginners but also great for much more professional users that can fully maximize all features."*

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Olivia: "It also caters to artists and graphic designers who seek to further their careers in the arts."

c. **Ongoing Application Innovation** - Presently, Canva continues to be updated by adding new features to satisfy the changing needs of its users. The most recent upgrades are the Draw feature which allows users to create their own illustrations and the constant addition of new design templates.

Olivia: *"It also feels great to see more features added to the sidebar such as the "Draw" feature…Overall, it's great to see that the app innovates along with its users, giving us more creative options to work with."*

Casey: *"...It is still updating its functions to adapt to the needs of its users, especially for students…When I first used Canva as a tool for my projects, it was still limited compared to the available templates it has now, but I was still amazed by how it has these different elements that Microsoft PPT don't have."*

2. Different Usages - Canva is versatile that could be used by individuals from different fields for various purposes such as: (1) Personal and (2) Academic.

a. **Personal** - It has served as a medium for individuals to create visual content for users' personal needs such as wallpapers and book covers.

Claire: *"...I also often use it for making personal wallpapers."*

Claire: *"I often used Canva back in high school more for the book covers of stories I make up for myself."*

b. **Academic** - Canva offers students a wide selection of templates for creating professional visual materials for academic purposes like visual aids, posters, infographics, videos, publication materials, and PowerPoint presentations. Despite being mainly a graphic design platform, it also provides document templates for creating instructional materials.

Claire: *"I'm actually not very good when it comes to visual aids but Canva helps a lot. The templates offered take the stress of having to start from scratch away from me."*

Michael: *"When we need to create posters… Canva has been my go-to editing tool."*

Olivia: *"It gives you templates that can be used and required more often as a student such as infographics."*

Sam: *"...great tool for video editing."*

Liam: *"Canva, as I've mentioned, helped me be more creative when making publication materials.*

Casey: *"It gives you templates that can be used and required more often as a student such as PPTs."*

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Michael: *"By selecting from among hundreds of top-notches, instructional templates, it helped me become more creative in that I can now design and customize my own output from the beginning. There are countless options, including worksheets, project-based learning, and lesson plans."*

3. Synchronous Collaboration - Canva has a real-time collaboration feature lets multiple students work on the same design project, post comments, and make synchronous edits. It is described by the subtheme: (1) Efficient Collaboration.

a. **Efficient Collaboration** - Collaboration becomes extra efficient with Canva with its real-time editing and feedback feature. Students can not only monitor each other's progress but also work on each other's designs. Additionally, its Comments feature is a good line for communication by allowing students to make a comment on a specific design element.

Alex: *"...it made us work faster, it also ensured that every group member has its fair share in the making of our report."*

Claire: *"It's very convenient especially when working together on a PowerPoint…It has made collaborating faster. Back then only one person could make a PowerPoint alone because there was no app to make it together. Now everyone can make PowerPoints together and edit their parts at the same time."*

Olivia: *"It was interesting to see how easy it is to multitask using this kind of collaborative platform because you get to see each other work even if you were only communicating through a screen."*

Liam: *"The ability to receive real-time comments and feedback while editing is also beneficial because it prevents misunderstandings at work and encourages collaboration by giving users access to a variety of tools."*

Casey: *"There are also elements like the Comments section where collaborators can chat with each other and input their opinions on a part of the presentation."*

Positive Effects on Users' Creativity and Collaboration

Canva develops users' creativity and collaboration by being a platform that unlocks creative potential and the ability to work well with others. With a vast collection of design elements and templates, Canva inspires unique ideas and visually captivating creations. Its collaborative features lead to seamless teamwork and efficient sharing. The effects of application on students' creativity and collaboration are described the following sub-themes namely: (1) Continued Usage, Constant Bliss and (2) Usage Increased, New Skills Unleashed.

1. Continued Usage, Constant Bliss - Canva's capacity to simplify complex design tasks and develop students' creativity leads to a positive experience, resulting in continued usage and a state of constant bliss. It was shown to increase positive feelings among students who continually use it both individually and collaboratively.

a. **Individually** - Canva boosts students' comfort and confidence because it allows them to create visually-appealing outputs without requiring advanced knowledge

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or skills in graphic design. This ability makes them eager to use Canva more for future projects as they feel a sense of achievement and satisfaction every time they finish an output.

Liam: *"I feel comfortable and confident since I know that the gap of lacking creativity will be filled with the aid of Canva."*

Casey: *"I also feel a sense of pride whenever I finish a pretty presentation since I feel like I have spent effort and time on it."*

Michael: *"I am excited whenever I use Canva due to the fact it allows me to put my creative abilities to the test once more. I am eager to use new designs, templates, and features on my upcoming projects…It inspired me to want to design constantly to see how creative I could be."*

b. Collaboratively - By having collaborative features, Canva supports cooperation between students. This builds a favorable environment for group work wherein students feel secure, coordinated, and more inclined to work with one another.

Alex: *"I feel secure. Nothing makes me feel more secure other than seeing everyone in my group helping one another using Canva."*

Liam: *"Using Canva makes me feel more inclined to work together with my teammates and gives me the impression that I can create a strong feeling of coordination within the team."*

2. Usage Increased, New Skills Unleashed

As students continue to use Canva, they not only refine their current abilities but also uncover new skills along the way. They are able to think of creative techniques and strategies as they create their design projects. This is further explored in the subcategories: (1) Creative Skills and (2) Workplace Skills.

a. **Creative Skills** - Through continuous usage of Canva, students unlock their creative potential and develop different artistic abilities. The platform sparks students' imaginative thinking and ability to produce ideas. It also empowers their artistic expression and enhances their graphic design skills as they take inspiration from previous templates and add their own original details.

Michael: *"Canva put my ability to come up with ideas creatively to the test. As a "design thinker," I am adept at conceiving and developing solutions to problems rather than simply identifying ones."*

Olivia: *"As someone who is not artistically-gifted, Canva inspires creativity for me. When I started, I found it convenient to be able to pick a template for any project I want to do and tweak it to my preference. Overtime, I used those templates as inspiration or bases for future projects."*

Alex: *"Canva definitely improved my creativity when it comes to lay-outing. With its different elements provided, I could easily utilize it to further enhance what I want my layout to look like."*

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Michael: *"I was able to express myself and be creative by including genuine details into the designs using millions of available free images, graphics, animations, and even music."*

b. **Workplace Skills** - According to the students, some of the workplace skills improved by Canva are their organizational skills, technical knowledge, and resourcefulness. They were also motivated to willingly learn more about the application in the future.

Claire: *"I say somehow because I never intentionally learned. However, as I keep using the app and customizing the templates I find that my organizational skills are now cleaner than they were before."*

Olivia: *"...it has improved my technical knowledge of the app's different functions. This allows me to manipulate certain elements as if I was using other platforms such as Photoshop."*

Olivia: *"...It improved my creativity of finding ways to make up for the app's limitations by using it in conjunction with other online websites such as www.remove.bg and offline apps such as Filmora."*

Liam: *"I am aware that, despite having used the application for three years, my knowledge of how to use the app is still basic. And for me to maximize the potential and benefits of the application, I need to in-depth study and use it."*

Drawbacks

Although it has plenty of user-friendly features that give users a positive experience, Canva has several drawbacks. These drawbacks were mainly identified by the following namely: (1) Application's Limitations and (2) Students' Limitations.

1. Application's Limitations - The limitations of Canva experienced by students are divided into two (2) namely: (1) Individual Projects and (2) Collaborative Projects.

a. Individual Projects - Students faced drawbacks while working individually on their Canva projects. This includes limited customization options, premium functions requiring payment, the absence of PowerPoint transitions for each element, limited and inaccurate search results, and the inability to edit some of the pre-made elements. Canva's background erasing features may also require additional manual effort from students.

James: *"...the drawbacks of Canva is that most of its amazing graphics are in premium...."*

Claire: *"Unless you have a premium account though, I find that the use of the best elements is limited but it's not an unreasonable limit."*

Casey: *"...it is still lacking some functions like how we can control what elements come first when presenting a PPT."*

Olivia: *"...its search results are limited in the app. It could also be inaccurate and would require digging through the Internet to find the exact element you're looking for."*

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Michael: *"I am unable to summon elements. Only those pre-built and design-enhancing items are eligible for designs. The only things I can do are modify their color, size, and rotation. As a result, it restricts my creativity."*

Alex: *"I am always having a hard time erasing background because there are certain areas that you need to manually erase/restore."*

b. Collaborative Projects - Although Canva's collaborative feature increases efficiency in group work, students expressed dissatisfaction over the drawbacks they experienced as they worked together. Collaborative projects are susceptible to chaos due to screen disruptions caused by page additions and lag when multiple users are working at the same time.

Claire: *"...Like when someone working on a page above you adds a page, your own screen moves down and interrupts your work. It's especially annoying when there are more than 20 people working in the same Canva as you and you're on the lowest page."*

Sam: *"Canva sometimes lags, especially when there are a lot of people who are working together."*

2. Students' Limitations - Some limitations come from the students themselves. These are the: (1) Over Reliance of Students and the (2) Internet Connectivity.

a. **Over Reliance of Students** - Due to the extensive collection of templates for various projects, students may rely heavily on the available options and not make any alterations or add original details.

Casey: *"Since users are already given a template, most of the time they are too lazy to change or edit the templates and just paste everything on it."*

b. **Internet Connectivity** - Because it is a web-based platform, Canva requires an internet connection to be used on desktop and mobile devices. Weak internet connectivity can pose challenges as it restricts access to visuals and templates. A stable and reliable internet connection is crucial for optimal functionality, preventing issues like slow performance and freezing. Moreover, offline edits by group members may not be saved, negatively impacting collaboration.

Michael: *"A weak connection prevents me from seeing parts of the visuals, templates, and other elements, which limits my ability to be creative."*

Claire: *"The site tends to get slow and freezes a lot in my experience but that could also be attributed to internet connection I think."*

Casey: *"One weakness of this app would be its requirement to use the Internet. If ever one of your group mates had edited a part of the presentation when they were offline, then that part would not be saved."*

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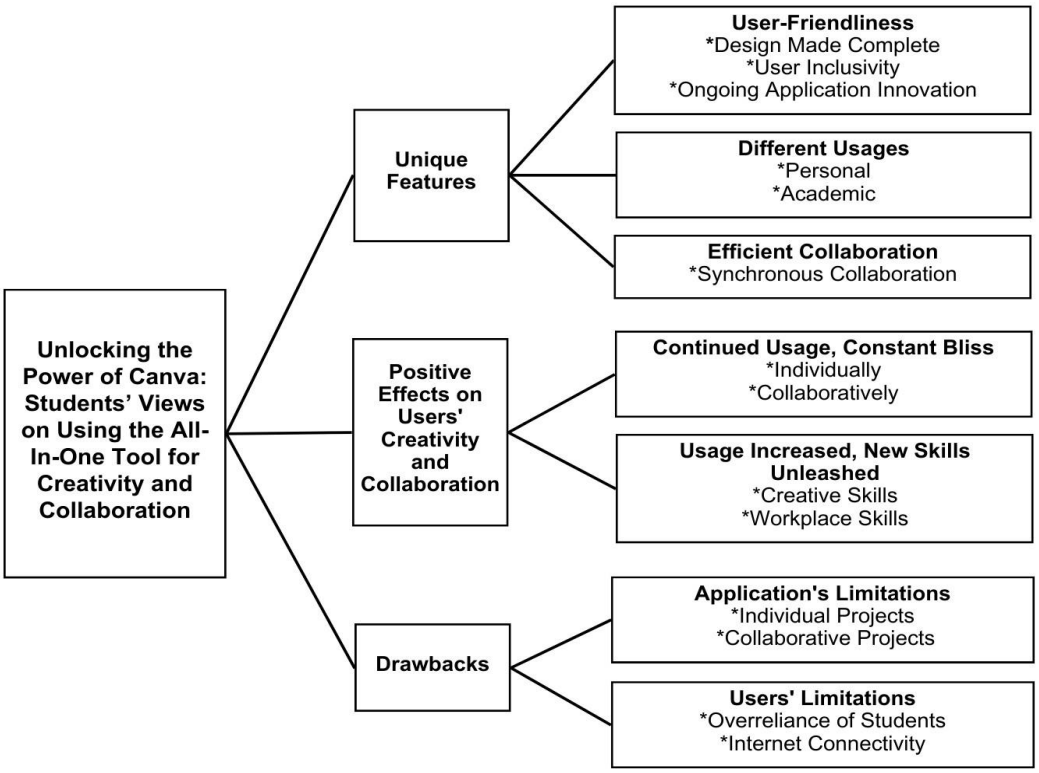

monthly users across 190 countries, with over 200 designs created every second (Perkins, 2022). Its influence extends to the education sector, with approximately 25 million teachers and students using the platform (Daff, 2022).

This study unveiled that Canva's unique features according to students are its user-friendliness, its different usages, and efficient collaboration. Design is made complete with its wide range of tools and features. Faiza, cited by Maryunani (2021), emphasized Canva's attractive design and user-friendly features, accessible on smartphones and laptops, enhancing creativity and saving time for teachers and students. In addition to photo filters, personal photo uploads, and compatibility with applications like DropBox and emojis

(Gehred, 2020), the study identifies features such as design sharing, background remover, automatic saving, and a measuring ruler. However, Canva's standout feature for students is its vast collection of design-related content, including over a million photos, graphics, fonts (Yundayani, 2019), shapes, grids, frames, backgrounds, and charts (Gehred, 2020). Pre-made elements are highly valued by students due to their convenience, as they alleviate the need for manual creation. Additionally, Canva acquired the free stock photo sites Pixabay and Pexels in 2019, allowing users to access a diverse range of high-quality photos directly within the program (Gehred, 2020). The informants of this study particularly appreciated the convenience and time-saving aspect of being able to start their projects with pre-designed templates, as it reduces the need to create visuals from scratch. With numerous templates available, (Gehred, 2020; Candra et al., 2022; Haddi et al. 2021; Muldinillah & Rizaldi, 2021; Wahyuni & Thohiriyah, 2018; Astuti, 2021), students can efficiently produce visually appealing designs without having to invest significant time and effort in the initial design process. Studies by Salam and Muldinillah (2021), Tanjung and Faiza (2019), and Muldinillah and Rizaldi (2021) confirmed Canva's usefulness and time-saving nature in the design process. In Candra et al.'s (2022) study, some students felt that Canva sometimes failed to stimulate their creativity when they rely solely on the available designs without providing additional unique elements to differentiate their work from others. Gehred (2020) concluded that although Canva is intuitive and easy to use, users still require time to learn its features. Similarly, Candra et al. (2022) concurred that the abundance of options and design templates may lead some students to spend more time in the design process. Pelangi (2020) notes that while some designs may appear similar, users still have the freedom to choose their preferred design.

This study highlighted Canva’s user inclusivity, which meant it is for everyone even for those who may not have prior graphic design expertise. Likewise, Klug and Williams (2020) posited that it is simple to use for both professionals and beginners. By prioritizing simplicity and straightforwardness, it enables novice users to quickly grasp and navigate the platform. In light of this, the application can also be highly advantageous for students, enabling them to not only nurture their creativity but also enhance their academic outputs. In addition to that, Boholano’s (2017) study specified that pre-service teachers (those who are in training to become teachers) in particular who possess valuable skills in using digital technology have access to the most powerful tools for teaching in the 21st century. Wahyuni and Thohiriyah (2018) explained that students and teachers together develop their skills as “design thinkers” by using Canva. This implies that they can cultivate the ability to envision and generate innovative solutions to problems, rather than solely focusing on identifying pre-existing ones. Presently, there is ongoing application innovation with Canva. Its features and tools are constantly being updated and improved to satisfy the growing demands of its.

By taking advantage of the functionalities of Canva, this study discovered that students can produce a variety of digital media for both their academic and personal needs. Pelangi (2020) and Gehred (2020) enumerated some of these media: Powerpoint presentations, resumes, posters, pamphlets, brochures, graphics, infographics, banners, bookmarks, business cards, and bulletins. A wide range of presentation themes is also available, categorized for different purposes, namely: creative presentations, education, business, advertising, technology, and beyond (Gehred, 2020). In addition to those, this study also found that Canva could be used to create wallpapers, book covers, publication materials, and visual aids. And although Canva is primarily a graphic design tool, this study also discovered that it has built-in features for editing videos and writing text documents. Anwar and Christiana (2021) and Smaldino et al. (2015) encourage the use of Canva for creating

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learning media. According to Baglama et al. (2017), infographics, in particular, are effective for presenting teaching materials because they are concise and visually appealing. Visualization through infographics makes educational materials more understandable (Tong and Bakhan, as cited by Baglama et al., 2017).

This study demonstrated that Canva is efficient in collaboration because it enables real-time editing and feedback from multiple students, streamlining the design process. Similar to our results, Gehred's (2020) study indicated that multiple students can collaborate seamlessly on design projects with Canva, overcoming the physical distance and facilitating effective teamwork. Its collaborative features, such as sharing design links, enable students to provide feedback, make simultaneous edits, and contribute to the project in real time, promoting a sense of shared responsibility and fostering effective collaboration among groups. Furthermore, the informants of this study mentioned Canva's built-in comment section where they can leave and reply to comments on specific elements or sections of a design. The informants appreciated the ability to work simultaneously while leaving comments and receiving real-time feedback to prevent misunderstandings.

A notable discovery of this study was the positive impact of continued Canva Usage on students' emotions. It is closely associated with students experiencing positive emotions, both as they work individually and collaboratively. Our findings are similar to Li's (2017) study about the factors that influence individuals' adoption of smart technologies in the tourism sector. The study's results showed that users valued pleasure and satisfaction from exploring and learning to use new technology and are concerned about practicality in prolonged use. Meanwhile, Israel, Tscheulin, and Zerres' (2019) quantitative study on immersive hotel presentations indicated that perceived usefulness has a significant impact on both the attitude toward technology usage and the intention to use it. Canva's ability to simplify complex design tasks and unleash students' creativity fosters a positive user experience, resulting in continuous usage. Similarly, Pallud's (2017) findings suggest that IT dimensions, specifically ease-of-use, and interactivity, affect emotional processes such as authenticity and cognitive engagement, which also influence learning. Additionally, this study discovered that Canva enhances engagement by increasing students' desire and willingness to collaborate with others. Its collaborative features create a sense of trust and support which encourages effective collaboration among students. Our results are similar to Du, Wang, Zhou, Xu, Fan, and Lei's (2018) study on university students wherein they suggested that trust among group members created a significant impact on online collaboration. Online collaboration also brings about a change in the learning environment (Hammond, 2016). This echoes the conclusions of Smaldino et al., (2015) who posit that Canva can establish a positive learning atmosphere with its resources, which in turn impacts students' focus, retention, and mindset. When students view their learning environment positively, they will display a positive attitude toward their tasks and activities. A positive mindset leads to an increased willingness to be an active participant and engage in the learning process, demonstrating focused attention and active involvement in their studies.

It is also noteworthy that the students in this present study were able to unleash new skills as their usage of Canva increased. By actively utilizing the platform, they discover a wide range of approaches for creating designs. This resonates with the sentiments of the Canva creators who said that the best method of learning the program is through hands-on experimentation (Gehred, 2020). This study found that these skills were primarily divided into two which are creative skills and workplace skills. Likewise, Anggraeni and Pentury's (2022) suggested that when Canva is effectively utilized, it not only leads to the production of

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high-quality projects by students. It also develops and strengthens their core competencies, thus refining their critical thinking, creativity, communication, and collaboration skills that extend beyond the academic realm. Similarly, Santos, Ramos, Escola, and Reis (2019) suggested that digital skills encompass not only technical proficiency in ICT but also the ability to think critically, solve problems, and creatively and innovatively utilize computers.

Although Canva is indeed a beneficial tool to students, the results of this study pointed out that it also has its drawbacks, which can come from both the application itself and its users. In the study of Nistor, Stanciu, Lerche, and Kiel (2019) on undergraduate students of Educational Sciences, one of the factors contributing to technology acceptance is when students possess technical experience and are willing to adopt any technology, provided that technical issues and effort are minimized. Even though Canva is a free platform (Gehred, 2020), the informants of this study mentioned that many appealing graphics are restricted to the premium version which may hinder their creativity. This aligns with the findings of Pelangi (2020), who also observed that formats, stickers, delineation, textual style, and other features need to be paid for. However, Pelangi (2020) stated that the availability of numerous other interesting and free formats makes this irrelevant. The specific planning process still depends on the users' imagination and creativity. Similarly, Wahyuni and Thohiriyah's (2018) literature review concluded that although Canva is free, teachers should anticipate paid illustration pictures. The cost can be avoided by refraining from downloading paid images. Instead, teachers can upload their pictures from their storage to Canva. Moreover, this study also pointed out other drawbacks of the application according to students such as the absence of Powerpoint transitions for each element, limited search results, uneditable elements, inaccuracy of the background eraser, and the chaos that happens in collaborative projects.

This study also highlighted that some of these drawbacks originate directly from the users themselves. The extensive availability of pre-made designs in Canva may lead to excessive dependence among students, restricting their creativity and limiting their capacity for originality. In addition to that, an unstable internet connection on the users' end can lead to the slow performance of the application. Pelangi (2020) supported this by pointing out that one of Canva's disadvantages is that it requires an adequate and stable network connection. Wahyuni and Thohiriyah (2018) emphasized that users need to secure their internet stability first before accessing Canva since it is a web-based application after all. Ismail, Bakar, and Wafa (2019) said that low internet access is a factor in the readiness of students for online learning. Similarly, those students who do not have access to the Internet from home or are dependent on a cell phone only for access, perform lower on a range of metrics, including digital skills, homework completion, and grades (Hampton, Fernandez, Robertson, & Bauer, 2020). Securing uninterrupted access to the Internet and available online tools may facilitate quality research and other scholarly activities (Yessirkepov, Zimba, & Gasparyan, 2021).

This study has several limitations that should be acknowledged and addressed in future research. Firstly, the small sample size of only eight (8) undergraduate students from Iloilo limits the generalizability of the findings to a broader context of Canva usage in the Philippines or other countries. Future studies should aim to include a larger and more diverse sample to provide a comprehensive understanding of Canva's use in education. Secondly, the study focused exclusively on Bachelor of Secondary Education Major in Social Studies students, and caution should be exercised when extrapolating the findings to other undergraduate programs due to potential variations in factors such as school culture, learning strategies, teaching approaches, and environment. Thirdly, the study solely examined the impact of Canva on student creativity and collaboration, neglecting other potential effects in

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different areas. Lastly, the study relied on self-report questionnaires, which may introduce self-report bias. Despite these limitations, this research contributes valuable insights into the usage of Canva among students.

CONCLUSION

In an era where technology is at its height and continues to revolutionize the field of education, Canva is a significant digital tool for teachers and students alike. In relation to that, this study focuses on the views of undergraduate college from a public tertiary institution in using Canva as an all-in-one tool for creativity and collaboration. Our findings present three key factors that influenced students' experience with Canva. Students have favorable feelings towards using Canva with its unique features and its positive effects on their creativity and collaboration. However, there are also limitations that originate from both the application and the users themselves. By being aware of factors that may hinder their creativity and collaboration when using Canva, students may be able to prepare solutions in advance and make decisions on how to integrate the platform into their academic endeavors effectively. As classrooms slowly become less on paper and more on screens, it is necessary for both students and educators to adapt and learn to use digital tools like Canva in order to possess the digital literacy skills needed to succeed in today's time.

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Conflict of interest

There is no conflict of interest among authors.

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