From Novice to Designer: Evaluating the Effectiveness of Canva Training-Workshops for Elementary Teachers in Buenavista, Guimaras, Philippines

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Abstract: In today's increasingly digital world, education is undergoing a significant transformation. Traditional teaching methods are being supplemented and, in some cases, replaced by innovative tools that promote more interactive and engaging learning experiences. However, in many rural and underserved areas, access to such resources remains limited. Teachers of four Elementary Schools in Buenavista, Guimaras faced the dual challenge of navigating limited digital infrastructure and the increasing demand to incorporate technology into their teaching practices. In addressing the challenge, a comprehensive training-workshop on the use of Canva, empowering teachers to create visually engaging and interactive learning materials was conducted using the Pre and Post Self-Assessment. Results revealed that 23 of 56 participants rated themselves to have No Knowledge or Skills and after the community service, the notable results manifest the none of the participants remain to have No Knowledge or Skills rather, 27 of 56 participants elevated to have Fair Knowledge or Skills in using the Canva Platform as Educational Technology. This result is evident that the Community of Educators continues to strive for the betterment of the Educational Landscape of the Nation.

Keywords: canva; digital literacy; interactive; learning engagement; teachers;

1. INTRODUCTION

In today's increasingly digital world, education is undergoing a significant transformation. Traditional teaching methods are being supplemented and, in some cases, replaced by innovative tools that promote more interactive and engaging learning experiences. However, in many rural and underserved areas, access to such resources remains limited. Four (4) Elementary School namely San Roque ES, Dagsaan ES, Daragan ES and Zaldivar ES are institutions where teachers face the dual challenge of navigating limited digital infrastructure and the increasing demand to incorporate technology into their teaching practices. Target-Training Workshops is one of the key initiatives to address the digital divide (Akter, 2024).

Despite these challenges, there is a strong recognition among educators and administrators of the need to enhance their digital literacy to improve the learning experience of their learners as part of the Educational

Policies (Safitri & Kurniadi, 2024). Moreover, Fu et al. (2024) said that teachers must be motivated to adopt new tools and community service as one of the initiatives to sustainable development of rural education, however many lack formal training in using digital platforms such as Canva for Education—a tool that can revolutionize how they create learning materials and now considered a new shape of learning methods (Safitri & Kurniadi, 2024). Firdayanti et al. (2024) emphasized that Canva allows teachers to easily design visually appealing content interactive activities combining text, image and or photos and collaborative project, all of which are essential in catering to the diverse needs of today's learners which hugely improve their ability (Pratiwi et al., 2024).

In the case of the four (4) elementary schools, the limited access to resources, compounded by a general lack of exposure to digital tools, has left a gap in how effectively teachers can engage their learners (Hrastinski 2021). Many of the learning materials used are static and less visually engaging, limiting learners' ability to absorb and retain information. Furthermore, the absence of interactive and collaborative learning activities reduces opportunities for learners to develop critical thinking and teamwork skills.

Recognizing these gaps, the College of Science and Technology Community Extension Office of the Guimaras State University as the only state university in the Province of Guimaras extended its expertise in the field towards enhancing the skills of the educational community around it and considered (Forca et al., 2024) extension as one of the important components to expand its reach by conducting a training entitled "Designing Innovative Solutions: A Hands- on Workshop with Canva" aimed to equip Elementary School teachers with the skills and confidence to create dynamic, visually compelling, and interactive teaching materials. The training will not only address the immediate need for digital literacy but will also help bridge the gap between the rural educational setting and modern, technology-enhanced teaching methods. By introducing Canva, teachers will be empowered to create a more engaging, learner-centered learning environment, ultimately improving the quality of education for their learners through icons and illustrations, ready-made templates and background tips and tricks, and even animation (Hidayati et al., 2023).

This initiative is timely, as it aligns with the broader national and global push towards digital education (Soekamto et al., 2022), ensuring that even schools in rural settings like the four (4) Elementary Schools are

not left behind in this educational shift. This training-workshop was aligned with the following SDGs: SDG 4 – Quality Education, SDG 5- Gender Equality, SDG 9 - Industry, Innovation and Infrastructure and SDG 17 - Partnership for the Goals. Generally, this study concentrated on enhancing the digital literacy and creative teaching strategies of the Elementary School Teachers from San Roque, Dagsaan, Daragan and Zaldivar through a comprehensive training-workshop on the use of Canva, Akter (2024) highlighted that by empowering teachers to create visually engaging and interactive learning materials will improve student engagement and learning outcomes.

Specifically, this training provides teachers with a comprehensive understanding of Canva's tools and features, specifically tailored for educational purposes. Equip teachers with the skills to design visually appealing presentations, worksheets, infographics, and other learning materials that cater to various learning styles (Jamaludin & Sedek, 2023; Unun Pratiwi et al., 2024). Enable teachers to apply Canva in creating customized lesson plans, activities, and assessments that enhance student creativity and participation and Strengthen teachers' confidence in using canva and other similar tools for creating and sharing digital educational content, helping them become more tech-savvy educators.

2. METHOD

The extension activity was conducted on September 24, 2024 at Zaldivar Elementary School, September 30, 2024 at Daragan Elementary School, December 4, 2024 at Dagsaan Elementary School and December 9, 2024 at San Roque-Tastasan Elementary School. A total of 56 teachers from the four elementary schools participated in the workshop. Before the discussion proper, the Community Extension Services team made use of the Standard Self-Assessment Instrument to assess the participants. It was distributed to 56 teachers and made their self-assessment towards their knowledge and skills related to CANVA Platform wherein it adapts the Likert Scale with the verbal description as illustrated in **Table 1**. The score value of **1** is the lowest and **5** is the highest score value.

Table 1. Rating Scale and Verbal Description

Score	Verbal Description
1	No knowledge or skills
2	Lack of knowledge or skills
3	Some knowledge or skills
4	Fair knowledge or skills
5	A lot of knowledge or skills

Consistently, the workshop observed the same flow of proceedings for the four elementary schools that started with a prayer and national anthem through a multimedia then followed by the Introduction of facilitators of the training-workshop and the welcoming statement from the Dean of the College of Science and Technology, Prof. Adrian J. Forca. An opening spiel for the training-workshop proper then followed with Mr. John Paul M. Garcia served as resource person. The session commenced with an overview of Canva and its applications in the classroom setting.

The training-workshop focused on Teacher's exploration on Canva's features, including templates, design elements, and customization options. Each participant created their own designs, such as posters, certificates, and infographics, relevant to their teaching contexts. A collaborative group activity encouraged participants to apply their learning in designing instructional materials that could be used immediately in their classes.

Figure 1. The Canva Workshops at Four Elementary Schools in Buenavista, Guimaras: **(a)** Dagsaan Elementary School Teachers; **(b)** Daragan Elementary School Teachers; **(c)** San Roque-Tastasan Elementary School Teachers; **(d)** Zaldivar Elementary School Teachers;

The extension activity, *"Designing Innovative Solutions: A Hands-on Workshop with Canva,"* successfully empowered the participating teachers with essential graphic design skills. By integrating digital tools into their instructional practices, the teachers are now better equipped to create engaging and effective learning materials. This initiative reaffirms the commitment of the College of Science and Technology to promoting innovation in education and supporting the professional growth of educators.

3. RESULT AND DISCUSSION

This training-workshop shows a significant outcome as shown in the results illustrated in Figure 2. The Participants from four (4) Elementary Schools in Buenavista, Guimaras, Philippines answered self-assessment survey using the standard self-assessment questionnaire of the Community Extension Services whereas, results revealed that 23 of 56 participants rated themselves to have **No Knowledge or Skills** in the use of canva and only 2 of 56 have rated themselves to have a **lot of knowledge or skills** in Canva.

After the Canva Training-Workshop that was attended by 56 participants, a significant result revealed a significant effect to the teachers that 27 of 56 rated themselves to have a **Fair Knowledge or Skills** in Canva Platform while 28 of 56 participants rated themselves to **A lot of knowledge or Skills** in using the platform. Moreover, none of the participants rated themselves to retain in the **No knowledge or skills** or **Lack of Knowledge or skills**.
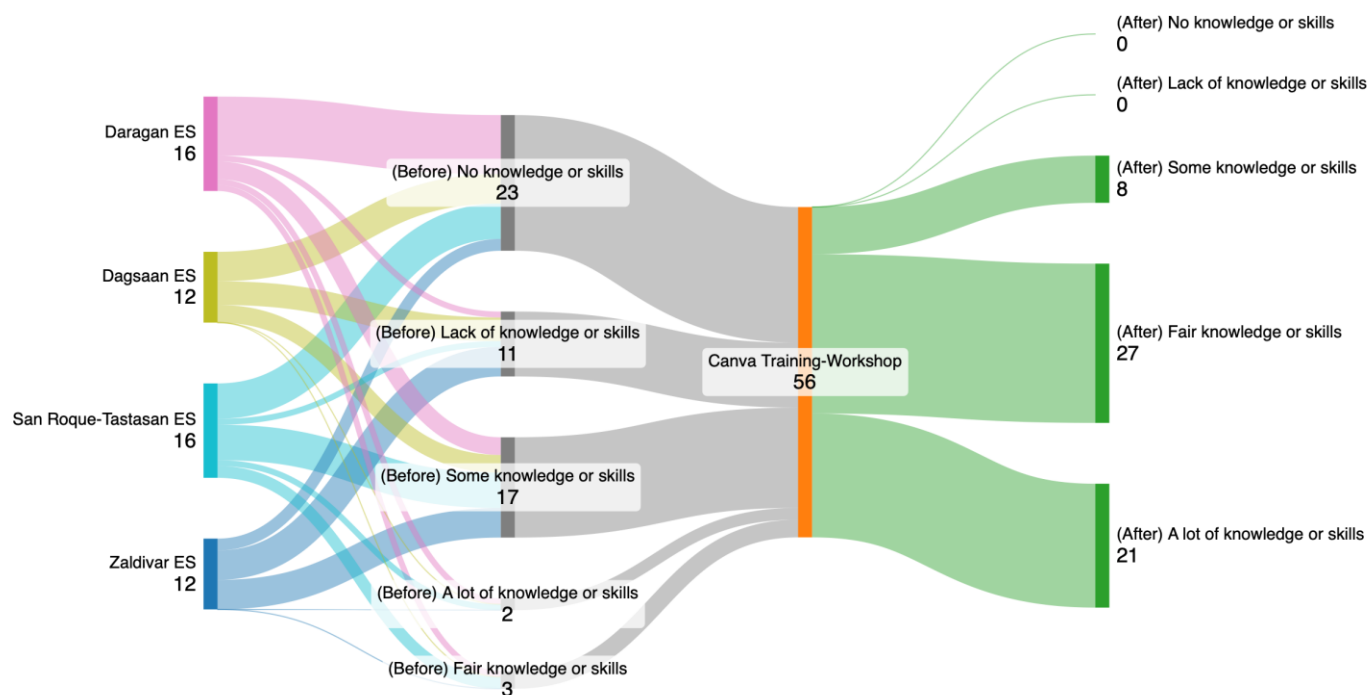
Figure 2. Self-Assessment of Knowledge and Skills Before and After the Conduct of Canva Training-Workshop to the Four Elementary Schools in Buenavista, Guimaras, Philippines

4. CONCLUSION

The Conduct of Canva-Training Workshop that made use of the Pre and Post Self-Assessment Standard Instrument of the University is evident to change the lives of the Teachers that affect the Teaching-Learning Process in the Community whereas, Teachers are the arm of the Country to Foster the improvement of Education. The Digital Education Technologies intensifies to lighten the identified gaps through training workshops.

Notable results as evidenced provides a clear direction for the Researchers to expands the scope of the Community Services enabling as the Self-Assessment of Knowledge and Skills Before and After the conduct of the Canva Training-Workshop is significant to the present education landscape. In addition, Teachers manifest improvement in their knowledge and skills in using the latest innovative platforms as the demands of better and improved instructional materials continues to challenge the educators.

ACKNOWLEDGMENT

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