

Pre-Service Teachers' Perceptions of Canva as a Collaborative Learning Media for Primary Students in the Classroom

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Abstract: This study explored the views of pre-service teachers concerning the use of Canva as a collaborative learning media in elementary school classrooms. The current study investigates the use of Canva on teachers' and students' relationships and looks into the benefits and challenges posed by Canva in educational settings. It also tends to analyze respondents' experiences and views for a deeper understanding of how Canva enhances student collaboration in the learning process. This study employs qualitative methods whereby data are obtained using an online questionnaire using G-Form with open-ended questions to allow freedom of expression by the participants. The respondents were students from the third, fifth, and seventh semesters studying at one university in Surabaya, more precisely, in the English Education study program. It was found that with Canva, creativity is promoted with collaboration, which is all in line with educational theories such as those of Vygotsky, emphasizing the role of social interaction in learning. A few disadvantages were identified: students were not used to using it, and poor internet access sometimes created other problems. Such challenges are ably assisted by the teachers in the mentorship and guidance needed towards effective adaptation to the use of Canva. In this respect, the study consequently underlines an Instrumental implementation of such tools in education, so that all students can take advantage of their collaborative learning opportunities.

Keywords: Canva, Collaborative Learning, Pre-Service Teachers, Primary Students.

Introduction

Language and technology integration also takes place in terms of collaboration during the present period. Therefore, they can be enabled to become superior on the world stage. Many technologies can be used as media in learning in order to enhance collaborative learning for the improvement of interactions among students and between students and teachers. Many teachers use media to build interaction with their students in class, such as PowerPoint, online quizzes, and online games. In addition to those, some of the most well-known and widely used applications are the use of Canva in presenting PowerPoint by both teachers and students. Canva for Education offers value to both students and educators in providing intuitive drag-and-drop tools that spur creativity

and collaboration. This tool equips users with the creative and perpetual skill that makes the process of learning visually easy. According to Canva 2020, this tool, Canva for Education, allows educators to create a range of digital learning resources with great time and resource efficiency. Again, it easily embeds in project-based learning methods in that educators can create an assignment that is able to be more or less emulating real-life challenges, especially highlighting creativity skills. Canva for Education is an incredibly powerful tool for cultivating visual learning and communication.

It has a user-friendly interface that makes it easy to create beautiful images and nurtures users' creativity and collaboration. Previous studies have widely investigated the use of Canva for multiple purposes, including the effectiveness of this tool as

an infographic in educational material. Specifically, Suseno et.al, (2022) conducted research showing how well Canva works in enhancing students' comprehension and interest in using infographics as a teaching aid. It allows educators to easily create a range of original digital learning resources and support project-based learning that would enable teachers to design tasks that allow students to practice solving real-life challenges, especially those which require creativity. It is in this context, in view of the purposes of this research, which fills the gap of several studies, that this research will be conducted with the purpose to examine the interactions of pre-service teachers and students through the use of Canva on several collaborative activities in English classes, as well as innovative approaches in language teaching that involve EFL students at the forefront of the process.

Canva for Education is one of the latest platforms offered, which is a web-based graphic design tool that utilizes drag-and-drop format and provides access to thousands of images, graphics, and fonts (Canva, n.d.). It offers a variety of free images, photo filters, icons, and shapes, as well as hundreds of fonts. As a website, Canva is also considered a source of visual media that expands students' insights into the outside world by providing easily accessible authentic materials (Yundayani et al., 2019). According to Garris Pelangi (2020), Canva is an online design program that offers various tools for creating presentations, resumes, posters, flyers, brochures, graphics, infographics, banners, bookmarks, and bulletins. The types of presentations that can be created on Canva cover various fields, ranging from creative, educational, business, advertising, to technology. Faiza quoted by Maryunani (2021) stated that the Canva application offers attractive designs with features that are easily accessible via mobile devices or laptops, helping to enhance the creativity of teachers and students in creating learning media and saving time in the design process. Other research by Mudinillah & Rizaldi (2021) also emphasizes the benefits of implementing Canva, including various attractive designs, enhancing the imagination of educators and learners in designing learning media, time

efficiency in the design process, and easy access through mobile devices.

Collaborative Learning was initially considered by EFL instructors in Indonesian classes as Group Learning. These groups often comprise a large proportion, sometimes as much as half, of the total number of students. Communication primarily revolves around teacher-student interaction, with the teacher retaining a central role in the teaching process. English as a foreign language (EFL) learner in Indonesia, by following an independent curriculum, have experienced a transition from passive to active class participants. Recognition of curriculum change has underscored the importance and inevitability of relying on English language proficiency for both individual and national development. Therefore, to achieve optimal results, adjustments are made to align with the interests of the younger generation and wider society. Extensive research has investigated the use of collaborative learning for teaching speaking skills (Al-Tamimi & Attamimi, 2014; Bagheri, Dabaghmanesh, & Zamanian, 2013; Kandasamy & Habil, 2018; Nasri & Biria, 2017). A number of studies have shown that the use of collaborative learning techniques can foster positive attitudes towards collaborative learning and improve speaking skills (Alharby, 2015; Nasri & Biria, 2017; Suhendan & Bengu, 2014). Thus, Collaborative learning can improve students' communication skills so they can actively participate in learning activities in class. Contrasting traditional methods, cooperative learning approaches leverage social cooperation among students, yielding several advantages (Leong & Ahmadi, 2017; Namaziandost, Nasri, & Rahimi Esfahani, 2019). Mackey (2007) emphasizes the efficacy of classroom social interactions for overall language development, noting that learners who engage and communicate more frequently tend to make greater progress in oral proficiency (Namaziandost, Hashemifardnia, & Shafiee, 2019). Therefore, collaborative learning that utilizes social interaction between students and teachers, technology can be used as a medium for interaction.

Cooperative learning, as defined by Namaziandost, Nasri, & Rahimi Esfahani (2019),

encompasses instructional techniques that foster collaborative efforts among students in academic endeavors. This pedagogical approach, highlighted by Nasri & Biria (2017), emphasizes group work to enhance mutual learning and achieve predetermined objectives. Within this framework, small student groups collaborate to facilitate understanding of academic content (Amedu & Gudi, 2017), representing a shift towards learner-centered education away from traditional lecture-based methods. Extensive research, such as that by Johnson & Johnson (2003), underscores the positive impact of cooperative learning on various educational outcomes, including enhancements in English oral skills (Pattanpichet, 2011), reading comprehension (Bolukbas, Keskin, & Polat, 2011), and writing proficiency (Nasri & Biria, 2017). Moreover, the role of educators employing cooperative learning evolves from knowledge transmitters to learning facilitators (Nasri & Biria, 2017). This transformation involves guiding, demonstrating, and supporting students. Teachers in this capacity must cultivate a nurturing, learner-centric environment conducive to productive group participation (Ning, 2011). To ensure the effectiveness of cooperative activities, each activity should encompass the fundamental components of cooperative learning (Namaziandost, Abdi Saray, & Rahimi Esfahani, 2018). These components, essential to the present study, are outlined below. Therefore, additional exploration requires research question aimed at examining the issues and circumstances to determine How does the use of Canva as a collaborative learning tool impact interactions between pre-service teachers and students in English as a Foreign Language (EFL) classrooms?

In the current era, the integration of language and technology is done in the context of collaboration, which can strengthen students' skills on the global stage. Many technologies are used as learning media to enhance collaborative interactions between students and teachers. Canva, for example, has become a popular tool among educators and students for its ability to facilitate project-based learning and encourage creativity skills through an easy-to-use interface. In addition to enriching visual learning, Canva also simplifies

the process of creating innovative digital materials, which is essential for collaborative learning in the classroom. Various studies support Canva's effectiveness in education, particularly in improving student understanding through infographics and visual media. This research aims to bridge the gap in previous studies by exploring the interaction between teachers and students when using Canva in collaborative activities in EFL classrooms, as well as innovations in language teaching that prioritize students' active roles. With this approach, classroom collaboration can transform students from passive participants to actively engaged participants, supporting the development of communication skills through collaborative and social learning. This research also seeks to answer the question of how the use of Canva as a collaborative tool affects interaction in the English as a foreign language classroom.

Materials and Methods

This study used qualitative methods to explore the in-depth perceptions of student and pre-service teachers towards the use of Canva as a collaborative learning media in elementary school classrooms. The qualitative method was chosen because it allows researchers to understand respondents' views, experiences and interpretations in more richness and detail through descriptive data. In this case, data was collected through open-ended questions in an online questionnaire, which encouraged respondents to explain their perceptions freely without the limitation of an answer format.

Study Area

This study was conducted at one university in Surabaya within the English Education program. Respondents consisted of third, fifth, and seventh-semester students. These semester levels were chosen based on the students' experience in conducting microteaching practice in schools, providing them with direct understanding of teaching media and its application in primary classrooms. The 15 (fifteen) participation of students from these three different semesters

allows for comparison and analysis of perceptions based on their varying teaching experiences.

Materials

The research instrument used in this study was an online Google Forms questionnaire with open-ended questions. The chosen instrument was appropriate to investigate perceptions of pre-service teachers regarding the use of Canva as a collaborative learning medium in primary classrooms. Open-ended questions provide deeper and more reflective responses than, for example, multiple-choice questions, to capture a wide variety of views and experiences among the respondents.

Procedures

1. Data Collection: The data were collected by written interviews with the help of Google Forms. There were open-ended questions in the questionnaire regarding pre-service teachers' views on using Canva for collaborative learning, particularly in the context of interaction with students in primary classrooms.
2. Questionnaire distribution: The Google Form was shared online with students through social media, email, or campus discussion groups to increase accessibility for respondents. The questionnaire was shared within a stipulated time frame so that third, fifth, and seventh-semester students would coordinate and share their information.
3. Open-Ended Questions: A set of open-ended questions was included in the questionnaire to understand respondents' opinions on how the use of Canva in primary classroom collaborative learning brings benefits, raises problems, and brings potential for learning. These questions also identified how Canva facilitates creativity, student engagement, and interaction in teaching activities.

Data Analysis

The data obtained from the questionnaire were analyzed qualitatively using a thematic analysis approach. The analysis process began with reading all responses to understand the general perception of pre-service teachers towards Canva as a

collaborative medium. Following this, the data were coded to identify key themes emerging from the respondents' answers.

1. Initial Coding: Responses were categorized based on recurring ideas found in the respondents' answers, such as "ease of use," "enhancing creativity," "effectiveness in collaboration," and "classroom application."
2. Identification of Key Themes: Based on the coding results, main themes were identified to describe the general perceptions of students about Canva as a collaborative learning tool. These themes may include perceptions of Canva's accessibility, its ability to facilitate project-based learning, and its impact on student engagement.
3. Data Interpretation: The identified themes were further analyzed to understand pre-service teachers' perspectives on Canva and its impact on collaborative teaching. This interpretation also considered differences in perceptions based on the teaching experience of students at various semester levels.

Results and Discussion

Understanding Canva's Role in Collaborative Learning for Primary Education

Use of Canva as a teaching tool in the classroom has revolutionized the way pre-service teachers approach students and, most notably, how to better engage students in the learning process. Having built a reputation as a platform featuring colorful templates, animations, and user-friendly design tools, Canva gives educators the possibility of creating visually attractive, interactive content capable of drawing the attention of young learners away from more dynamic and visually rich materials. This shift in using digital tools, for example, Canva, not only enhances the aesthetic value of learning materials but also introduces new ways for students to participate actively in their learning experiences.

Pre-service teachers report that Canva significantly impacts how students approach engagements in learning, and that it is a platform that provides an avenue through which students

interact with content through various multimedia sources, such as videos, animations, and customizable designs. The creative ways of presenting material make lessons enjoyable and memorable, since it makes it easier for students to stay focused and engaged. Moreover, Canva fosters student collaboration, as they are capable of working in teams on digital projects and

presentations; this enhances the development of teamwork and independent learning skills. The table below summarizes important points obtained from pre-service teacher responses on how Canva affects their interaction with students during lessons. This figure 1 shows the impact of Canva in terms of visual appearance, student engagement, collaboration, and teaching efficiency.

Key Themes	Summary
Enhanced Visual Appeal	Canva's design features (colorful templates, animations, images) make learning materials visually engaging, capturing student attention and reducing boredom.
Increased Student Engagement	The use of Canva's visuals and interactive elements boosts student enthusiasm, making them more active and interested in lessons.
Improved Interaction & Collaboration	Canva fosters a collaborative environment, enabling students to co-create presentations, work in groups, and develop independence in completing tasks.
Efficient & Practical for Teachers	Canva streamlines lesson preparation and presentation, saving time and making content delivery clearer and more organized, especially compared to traditional whiteboard teaching.
Enhanced Understanding & Retention	With interactive, well-organized visual aids, Canva helps students understand and retain material more effectively.

Figure 1. Canva influences Pre- service teachers-student interaction during the learning process.

From the data, it is evidently clear that Canva plays a transformative role in enhancing the teaching-learning experience, especially in fostering interaction between teachers and students. This platform, well-known for its user-friendliness and large visual design features, offers several advantages that make classroom sessions more engaging, interactive, and effective in terms of content retention. First of all, the visual aesthetics and creativity Canva brings into the classroom have an effect on students' interests and moods. Allowing for colorful templates, images, and even animations, Canva transforms static lessons into dynamic, visually grabbing experiences. Many teachers commented on how students showed better interest and engagement when lessons were delivered in a Canva format compared to traditional modes such as textbooks or even normal PowerPoint presentations. The platform's variety in visual elements breaks the monotony of regular classes, which often rely heavily on text. This is very important in ensuring the contemporary student, who is so much accustomed to rich visual media in their everyday life, is kept engaged. This way, students remain

attentive and become more participative in discussions and activities since they find the content visually interesting and stimulating.

In addition to improving student interest, Canva significantly improves engagement through interactivity and collaboration. Several educators noted that the interactivity of Canva, with its animations and all-adjustable elements, really makes students go from passive recipients of information to active users. For example, one teacher talked about an instance in class when the children were supposed to make their own slides using Canva; This not only allowed them to personalize their learning experience but also gave them a sense of ownership over the content. Allowing students to change fonts and add stickers, Canva supports a student-centered approach to learning; further, students are allowed to try out the slide transitions. Such autonomy in creating visual presentations enhances working in groups to be even more effective at building collaboration and teamwork skills and mutual cooperation. Teachers pointed out that students showed more interest in group activities when they were based on co-creating content using Canva,

which actually is a very nice tool for collaborative learning environments.

Another most frequently cited big benefit by teachers is efficiency and practicality, which Canva provides in lesson preparation and classroom management. Canva's tools make creating and presenting content easier, so it is very practical for a teacher looking to save time while maintaining a high standard of visual quality. Rather than writing on the board or creating simple slides, it is very easy for a teacher to create a good-looking presentation with clean fonts, aligned layouts, and vibrant colors. This saves not only time in preparation but also makes the material being presented much easier to read and understand. Teachers highlighted how using Canva allowed them to deliver lessons in a more organized and structured manner, ensuring that students could follow along easily and comprehend complex ideas through well-designed visual aids.

Moreover, Canva improves knowledge acquisition and retention in students by making the lesson more accessible and easier to follow. The very clear, structured visual structure of the Canva presentations helps to break down these complex concepts into much more digestible portions that students can absorb and remember better. One of the teachers' said students were able to have a better understanding of and retain the content when the lesson was relocated in an organized and visually grabbing way. Through the use of images, animations, and icons that support the text, Canva enables students to understand abstract ideas more easily. This feature is especially useful in language learning, where visual cues can be associated with items of vocabulary, grammar, and sentence structures in a way that promotes language acquisition.

In conclusion, the data indicates that Canva positively impacts both the interaction between teachers and students and students' learning outcomes. Its features cater to a range of educational needs, from capturing student interest to promoting collaboration and enhancing understanding. By making learning more visually engaging, interactive, and organized, Canva supports teachers in creating a dynamic classroom environment where students are motivated to

participate actively. For teachers aiming to improve classroom interaction, simplify lesson planning, and enrich students' learning experiences. In figure 2 Canva proves to be a versatile and effective tool in the modern educational setting.

Students become more active participants in learning activities when using Canva
<ul style="list-style-type: none"> - Canva's attractive and colorful design engages students. - Interesting PowerPoint format holds attention. - Fun animations and vibrant visuals enhance student interest.
<ul style="list-style-type: none"> - The appealing presentation of material maintains student focus. - Students participate actively, especially in designing projects and asking questions about Canva's features.
<ul style="list-style-type: none"> - Students enjoy experimenting with various tools, sparking creativity and independent learning.

Figure 2. Students' active participants in learning activities when using Canva

Based on the data, using Canva as a learning tool in the classroom has shown significant potential in increasing student engagement and participation. All responses indicate that students became more active in learning activities when Canva was incorporated into the lessons. The primary reason behind this increased engagement is Canva's visually appealing and interactive features. Many respondents emphasized that Canva's templates, vibrant colors, and animations make the learning content more engaging and help maintain student focus throughout the lesson. This shift from traditional, often text-heavy materials to more dynamic presentations seem to resonate well with today's visually-oriented students.

Additionally, Canva provides a variety of templates and design tools that allow teachers to create attractive and stimulating presentations. This factor was noted as one of the most significant aspects influencing student participation. For example, when lesson content is presented through visually interesting PowerPoints, students are more inclined to pay attention. The animations and bright visuals within Canva were repeatedly cited as particularly effective in drawing student interest, making the content not only more enjoyable but also easier to understand.

Canva also encourages students to engage with the learning material more actively. In some cases, students were allowed to design parts of the presentation or work on projects within Canva, fostering a hands-on learning experience. This approach not only enhanced their involvement but also gave them an opportunity to experiment creatively, further motivating them to explore and ask questions about the platform's tools. Many respondents mentioned that students displayed

excitement in designing their own outputs and often actively inquired about the functions of various Canva features. This participatory learning environment, facilitated by Canva, not only increased engagement but also promoted creativity and independent exploration, which are essential for effective learning outcomes. Overall, Canva has proven to be an effective tool for making classroom learning more interactive and captivating for students as proven in figure 3.

Category	Responses/Insights	Examples of Collaborative Use
Presentation of Collaborative Work	Canva enables both teachers and students to create and present materials together, such as mind maps and presentations.	Students present discussion results and summaries using Canva for visual clarity.
Engagement Through Creative Design	Teachers use Canva to create visually appealing materials that capture students' attention and engagement.	Teachers design lesson materials with Canva, increasing student focus.
Interactive Q&A and Prompts	Canva allows teachers to pose questions linked to materials, encouraging active participation from students.	Teachers use Canva templates to set up quizzes or interactive questions.
Link Sharing for Team Collaboration	Canva's link-sharing feature supports real-time collaboration between teachers and students, or among students.	Teachers and students co-create learning products, like posters or presentations.
Creativity and Skill Development	Canva fosters student creativity through assignments that involve design tasks, enhancing engagement.	Students complete creative assignments using Canva for personalized designs.
Assessment and Feedback	Canva facilitates teacher-student collaboration by allowing shared access for project review and feedback.	Teachers review students' shared Canva projects and provide feedback directly.
Student Collaboration and Participation	Canva supports collaborative activities, boosting student participation through shared access and interactive design.	Students work together on shared Canva projects, increasing class participation.

Figure 3. Canva supports collaboration between teachers and students, as well as among students, in learning activities.

Based on the data gathered, Canva plays a substantial role in enhancing collaboration between teachers and students, as well as among students, in various classroom activities. Firstly, one of the primary ways Canva facilitates collaboration is through its versatile presentation and design tools. Teachers and students alike can use Canva to create collaborative presentations, such as mind maps, that help summarize discussion points visually. This allows students to organize and present information in a more structured way, fostering teamwork and collective understanding.

Moreover, Canva's design features make educational materials visually engaging, which is crucial for capturing students' attention. Teachers

can craft vibrant lesson materials, which, due to Canva's accessible design templates, keep students focused and increase their participation in lessons. With such resources, students are not only passive recipients of knowledge but active participants, fully engaged in a visually supportive learning environment.

Canva's link-sharing feature is another essential tool that enables real-time collaboration between teachers and students. By sharing links, teachers can invite students to co-create learning products, such as posters, quizzes, or presentations, which can be worked on collaboratively either in class or remotely. This setup fosters an environment where learning is no longer a solo activity; instead, it

becomes a cooperative process that encourages students to contribute actively and take ownership of their learning journey. Additionally, Canva promotes creativity and practical skill development among students by giving them the tools to design personalized educational materials. Through specific assignments that require creative input, such as creating posters or presentations, students can use Canva's features to develop their design skills while simultaneously engaging with the lesson content. Finally, Canva also aids in assessment and feedback, allowing teachers to review students' work and provide real-time feedback. This immediate feedback process improves the learning experience, making it more dynamic and responsive. Altogether, Canva not only enhances lesson interactivity but also fosters an inclusive, collaborative atmosphere that benefits

both teachers and students by making learning visually stimulating, creative, and participatory.

Pre- Service Teacher Experiences and Challenges of Using Canva for Collaborative Learning in Primary Students

Based on the data above, it is evident that Canva significantly supports teachers in planning and managing classroom lessons. By offering structured templates, diverse design options, and interactive features, Canva enhances the quality and engagement of teaching materials. Teachers find it practical and time-efficient, though students may require an adaptation period to fully integrate Canva into their learning activities. Overall, Canva proves to be a valuable tool in creating an engaging and organized classroom environment in figure 4.

Response Details	
Assists in Lesson Planning	Canva's "lesson plan" feature is very helpful, offering design references and making lessons more structured.
Facilitates Material Delivery	Canva makes it easier to deliver lessons with various features, making teaching more practical and enhancing teaching resources like lesson materials, modules, and presentations.
Improves the Quality of Engaging Lessons	Helps create engaging and high-quality teaching materials through various templates and visuals. Makes lessons more dynamic and interactive, capturing students' attention.
Efficiency in Lesson Planning and Classroom Management	Canva offers flexible and efficient access, saving time, energy, and costs in lesson planning. It helps organize key points for teaching materials in an easy and structured way.
Requires Student Adaptation	Although helpful for teachers, students need time to get accustomed to using Canva for learning activities.

Figure 4. The Detail on How Canva Influences Lesson Planning and Classroom Management.

The data collected shows that Canva is an important tool in modern teacher practices, significantly guiding classroom learning planning and organization. Pre-service teachers applauded Canva, showing its real value in making lessons more organized, visually appealing, and easier to deliver. Some of the important features, such as the "lesson plan" templates, enable teachers to structure their lessons in a way that each topic is presented logically and appealingly. This structured approach has a positive effect on the quality of lessons, as teachers can prepare their sessions with creative visuals and resources that capture students' attention.

In addition, it's an all-in-one platform for teachers to create any material they may need, starting from lesson slides, through modules, and even interactive assessments. They might also use the application to prepare easily understandable graphical content—like videos, posters, or even animations—to make learning more engaging. Features like these can help create a highly dynamic learning environment that goes really well with today's students, who often are more engaged when learning involves colorful visuals and animations.

Practicality relates to the ease of use and accessibility of Canva, making it effective for

teachers. Many respondents also noticed that using Canva saves much time, efforts, and even costs because it provides readymade templates and design resources that need minimal fine-tuning. Further, this accessibility enables teachers to concentrate more on content delivery and interactions within the classroom, ensuring better results from teaching. However, the feedback also underlines a few challenges, especially on the adaptability of students. While Canva makes things much easier for the teacher, some students may take some time getting used to the platform if they are not conversant with its use. A little orientation by the teachers towards the students may be necessary to understand how the materials created in Canva could be interacted with. In all, Canva has important role in education sector—most especially for teachers wanting to update their teaching methods for this modern world. Teachers can provide their students with more

structured, lively, and visually grabbing lessons that foster a more dynamic learning environment through Canva, though some adjustments may be necessary initially for student adaptability.

The challenges that teachers encounter while trying to implement Canva as a learning media in order to cultivate collaboration among students are numerous. Many educators acknowledge the potential of Canva in increasing student engagement and creativity, but they start facing a lot of problems: first of all, variances in the level of familiarity with Canva among the students; technical problems that may involve internet connectivity; and finally, the teachers are supposed to train students enough so that they can use Canva features effectively. Despite the challenges, teachers are still interested in using Canva as a collaborative learning tool, although their methods may change in order to make the classroom more inclusive and supportive—figure 5.

Challenges	Proposed Solutions
Transitioning to other platforms	Consider purchasing a premium Canva account through online shops (e.g., Shopee)
Limited features for creativity	Institutions should provide adequate resources and facilities for students
Frequent changes in Canva features	Teachers should regularly check updates and participate in Canva training sessions
Internet and device issues	Provide internet connections for students; allow collaboration with classmates if needed. Prepare downloadable materials (PDF or PPT) for offline access; use personal internet plans
Students unfamiliar with Canva	Encourage peer support and provide additional tutorials when necessary
Confusion regarding features and distractions	Use other image editing apps alongside Canva; avoid excessive elements and effects
Students' lack of experience with Canva	Engage students in frequent hands-on projects using Canva
Loss of slides or materials	Continue teaching the material as if the slides are present
Students not paying attention	Incorporate games or quizzes to enhance engagement

Figure 5. The Pre-Service Teachers' Challenges when Using Canva as Learning Media in Class.

The responses collected on challenges faced by teachers in using Canva in EFL classrooms give a multi-dimensional view of this educational tool. From the overall data, it is evident that a good experiences and huge hurdles for educators in integrating this tool into their teaching practices. Firstly, many teachers reported a lack of difficulties in using Canva, highlighting its user-friendly interface and potential for enhancing interactive learning. This suggests that for some educators, the

platform serves as an effective medium for creating engaging lesson materials. However, challenges do arise, particularly concerning platform limitations and access issues. Several responses highlighted that the necessity of a premium account to unlock advanced features, indicating that financial constraints can restrict creativity and the full utilization of the tool. Institutions are encouraged to provide adequate resources to support teachers and students, which could mitigate these issues. A

recurring theme in the responses is the technological challenges associated with internet connectivity and device compatibility.

Many of the teachers mentioned that lessons are often disrupted by unstable internet access and the necessity of good technological infrastructure in educational settings. Solutions proposed include providing internet access for students who lack it, along with preparing downloadable materials to help students study offline. Further, the issue raised by students not having a compatible device for using Canva highlights a much more important concern regarding access to technology in education. Moreover, this data justifies the fact that, though Canva is a powerful tool, some of the students may need more support in mastering its features. The teachers suggested creating a learning environment where students can support one another and, at the same time, provide additional tutorials to assist those who are not familiar with

using the platform. This not only helps to overcome the initial learning curve but also provides peer-to-peer interaction, a critical component of collaborative learning. In consequence, while using Canva offers an excellent opportunity to improve EFL instruction through its interactivity and engaging materials, the barriers of access, resources, and user familiarity have to be surmounted. With the proposed solutions, educators can maximize the benefits of Canva and eventually have a more dynamic and effective learning environment for their students.

To address the potential challenges students may face when using Canva, teachers have adopted various strategies to ensure smooth integration and maximize learning outcomes. The figure 6 the approaches reported by teachers to support students' adaptability and ease of use with Canva in the classroom:

Strategies to Overcome Student Difficulties Using Canva	
Provide Initial Instructions and Guidance	Teachers give clear instructions, initial explanations, or training at the start of the semester, as Canva is used frequently.
Individual Assistance	Teachers assist students who struggle individually, guiding them step-by-step.
Provide Simple Tutorials	Teachers offer simple tutorials or demonstrations on how to use Canva, often before or during the first session.
Encourage Peer Support	Teachers encourage students to seek help from peers first before approaching the teacher for further assistance.
Address Connectivity Issues	Some teachers provide a hotspot connection if internet access is a challenge for students, or download materials as PDF to bypass the need for online access.
Facilitate Hands-On Practice	Teachers allow students to practice using Canva on their own while offering support as needed, ensuring independent use of the platform.
Open Q&A Sessions	Open Q&A sessions during or after lessons allow students to ask questions and clarify doubts.
Regular Monitoring	Teachers move around the classroom to observe and assist students in using Canva effectively.
Be a Supportive Facilitator	Teachers adopt a supportive role, aiming to make students comfortable and confident in using Canva, adapting teaching strategies as needed.

Figure 6. Pre- Service Teacher Strategies to Overcome Student Difficulties Using Canva.

Based on the data gathered regarding how teachers address difficulties faced by students when using Canva, several key strategies emerge that highlight the supportive role educators play in facilitating effective learning experiences. Notably, many teachers reported that their students encountered little to no difficulties while using

Canva. For those who did face challenges, a range of approaches was employed to ensure that all students could engage effectively with the platform. One of the primary strategies utilized by teachers is providing clear initial instructions and guidance. Many educators emphasized the importance of offering training at the beginning of

the semester, particularly since Canva would be a frequently used tool throughout their lessons. This preparatory step helps establish a solid foundation, equipping students with the skills they need to navigate the platform confidently.

Moreover, to initial instruction the teachers often provide individual assistance to students who are struggling. This individualized allows educators to tailor their help according to each student's specific needs, ensuring that no one falls behind. Many teachers also encourage peer support, promoting a collaborative environment where students can seek help from one another before approaching the teacher. This action not only fosters a sense of community in the classroom but also empowers students to assist their classmates. Building the connectivity issues have also been a concern, with some teachers addressing this by providing hotspot connections or downloading materials in PDF format. By alleviating technological barriers, educators can help maintain student engagement and focus on the learning objectives. The teachers also frequently utilize visual and interactive examples when introducing Canva, making instructions more accessible and easier to understand. Regular monitoring and Q&A sessions enable teachers to remain engaged with students, ensuring that they are following along and understanding the material. Overall, these strategies reflect a commitment to fostering a supportive learning environment, allowing students to thrive as they explore and utilize Canva in their educational journey.

Discussion

Utilizing Canva as a digital learning media changes in how pre-service teachers interact with students by presenting visually engaging content and by providing a platform for student collaboration. This aligns with findings from Chandler and Munday (2020), who state that dynamic an interactive visual media can significantly enhance student interest in learning, particularly in primary education settings, where students' attention is often drawn to visually appealing materials. Thus, Canva has been shown to boost student interest by presenting material in a creative and interactive

format. According to Mayer's (2014) research on multimedia learning, the use of vibrant visual elements like colors, animations, and images in Canva creates a more engaging learning environment and aids students in understanding and remembering material. This supports that information presented both visually and verbally can reinforce learning and improve student retention especially using Canva as learning media.

Furthermore, Canva's ability to support classroom collaboration has proven effective in developing students' social and teamwork skills. According to Vygotsky's (1978) theory of social constructivism, interactions among students while working together create opportunities for deeper, shared learning. In this study, Canva enabled students to work in groups to create presentations or other digital projects, fostering collaborative skills and a sense of ownership over their learning. Teachers appreciated Canva for its ease of use in preparing well-organized and structured teaching materials. This can accelerate the preparation process and helps teachers present content more systematically. The use of media like Canva similar stated by the findings of Van Der Meij and Boersma (2002), who found that digital media can help teachers organize materials more effectively and reduce administrative workload. Hence, this study indicates that Canva is not only an engaging visual learning tool but also a platform that strengthens interactions among students and between teachers and students. Using of Canva can be better in education because it has a lot of advantages include enhanced visual appeal, engagement, collaboration, and efficiency in teaching, all contributing to a more participatory and meaningful learning experience for students.

This study on pre-service teachers' experiences with Canva also highlights the benefits and obstacles of using digital tools for collaborative learning in primary education. Findings indicate that Canva is a flexible platform that enhances lesson planning, content delivery, and classroom organization by providing structured templates, rich visual resources, and interactive features. These findings are consistent with previous research emphasizing that digital platforms help create visually engaging materials that capture

students' attention and improve learning outcomes (Mishra & Koehler, 2006). By enabling pre-service teachers to design well-organized, visually engaging lessons without requiring advanced design skills, Canva also supports efficient time management, echoing insights from studies on digital tool effectiveness (Hillier, 2018). Despite Canva's ease of use for teachers, adapting it for student use presents certain challenges. This study aligns with Vygotsky's (1978) concept of the "zone of proximal development," where technology can enhance learning outcomes but often requires structured support to help students develop the necessary digital skills. Younger learners, in particular, may find Canva's features overwhelming or distracting without proper guidance. To support students through these difficulties, teachers offer hands-on tutorials, peer-based assistance, and regular feedback, mirroring strategies advocated by Kim et al. (2013) for scaffolding digital learning.

Technical limitations, such as unreliable internet access and device compatibility, also emerged as challenges. This echoes broader findings in educational literature that digital learning adoption can be constrained by inconsistent infrastructure (Selwyn, 2016). Educators are addressing these issues by providing offline materials or hotspot connections to ensure equitable access, a practice consistent with recommendations from educational technology research (Anderson & Kanuka, 2002). These adaptations also align with the Universal Design for Learning (UDL) framework, promoting an inclusive learning environment by making resources accessible to students with limited access to technology (Rose & Meyer, 2002). In conclusion, the study suggests that while Canva is a valuable tool for fostering engagement and organizing lessons, it requires strategic implementation to support students' adjustment. Teachers play a key role in this process by offering individualized help, peer support, and ongoing monitoring. By addressing these challenges with structured guidance and infrastructure support, Canva can effectively enhance interactive and inclusive learning experiences in primary classrooms.

Conclusions

This study shows that Canva greatly improves pre-service teachers' ability to create engaging and visually compelling content while fostering student collaboration in primary education. With interactive, customizable design templates, Canva enables teachers to present information in ways that captivate young learners, underscoring the importance of dynamic visuals in keeping students' attention. Additionally, Canva's lively visuals and animations enhance understanding and retention by effectively integrating visual and verbal information.

Canva's collaborative features also support the development of social skills, allowing students to engage more deeply with the content through group projects and shared digital creations. This experience strengthens students' sense of ownership and teamwork, creating a more participative classroom environment. Teachers find Canva helpful in organizing lessons, which streamlines their workload and improves lesson structure. However, the study also notes some challenges, including students' adjustment to the platform's features and technical issues such as inconsistent internet access and device compatibility. Educators address these issues by offering offline access and promoting peer support. Overall, Canva proves to be a valuable educational tool that boosts engagement, collaboration, and lesson planning, fostering an interactive and inclusive learning environment for students while easing the teaching process.

Conflict of Interest: The author declares that there are no conflicts of interest regarding the publication of this article. We have disclosed all financial, personal, or professional relationships that could be perceived as influencing the work presented herein. This ensures transparency and maintains the integrity of the research. The findings and opinions expressed in this article are solely those of the authors based on the data.

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