



INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)

<https://gaexcellence.com/ijepe>



UNIVERSITY STUDENTS' PERSPECTIVES ON USING CANVA AS A PRESENTATION TOOL: A CASE STUDY AT YERSIN UNIVERSITY OF DA LAT

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Article Info:

Article history:

Received date: 10.05.2026

Revised date: 31.05.2026

Accepted date: 10.06.2026

Published date: 29.06.2026

To cite this document:

Thanh, P. T. T. (2026). University Students' Perspectives on Using Canva as A Presentation Tool: A Case Study at Yersin University Of Da Lat. *International Journal of Education, Psychology and Counselling*, 11(63), 887-903.

DOI: 10.35631/IJEPC.1163053

Abstract:

This study investigates university students' perspectives on using Canva as a presentation tool at Yersin University of Dalat, during the academic year 2025–2026. The research involved 234 student participants from various majors. A quantitative research approach was employed to collect and analyse students' opinions regarding the effectiveness and usability of Canva in academic presentations. The findings after analysing SPSS result revealed that students generally have positive impressions of Canva as a presentation tool. Most participants considered Canva easy to use, time-saving, and effective in creating visually appealing presentations. In addition, students believed that Canva contributes to improving their presentation skills, and self-confidence. The results also indicated a strong demand among students for further training on Canva features and practical applications. Furthermore, many participants expressed the desire for Canva to be more widely integrated into the school curriculum to support teaching and learning activities.

Keyword:

Canva, Presentation, Tool, University Students.



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Introduction – Integrating Technology into Teaching

In the context of globalization and the rapid development of industrial revolution, technology has become an inseparable part in most areas of our daily life, especially in education. Integrating technology into the teaching and learning process not only changes traditional teaching methods but also opens many new opportunities for learners to access knowledge in a flexible, effective, and personalized way. From online learning platforms and smart learning applications to artificial intelligence (AI), technology is gradually reshaping how people learn and interact with knowledge (Selwyn, 2016). Therefore, researching and evaluating the role of technology in learning is more necessary than ever to understand the benefits and challenges it brings.

First, technology contributes to enhancing access to education for learners in many different contexts. With the development of the Internet and online learning platforms such as MOOCs (Massive Open Online Courses), learners can easily access high-quality courses from many universities around the world without being limited by space and time (Hollands & Tirthali, 2014). This is especially significant for learners in remote areas or those who do not have the opportunity to attend traditional education programs. Furthermore, technology supports lifelong learning, allowing learners to continuously update their knowledge and skills to adapt to the changes in the labour market (Redecker, 2017).

In addition, the application of technology in learning helps personalize the learning process, meeting the unique needs and learning pace of each learner. Intelligent learning systems can track learning progress, analyse data, and provide content tailored to everyone's level and goals (Luckin et al., 2016). This not only improves learning efficiency but also motivates learners by providing a more relevant and engaging learning experience. Furthermore, technology supports a diversification of teaching methods, from the use of videos, images, simulations to virtual reality (VR), making it easier for learners to absorb knowledge visually and vividly (Mayer, 2009).

However, besides the mentioned benefits, the use of technology in learning also presents a lot of challenges. One of the most significant concerns is the disparity in access to technology among different groups of learners, often referred to as the "digital divide." Not all learners have the ability to access to stable internet network and devices, which can exacerbate inequality in education (van Dijk, 2020). Furthermore, the misuse of technology can lead to negative consequences such as reduced concentration, dependence on electronic devices, or a lack of direct interaction between teachers and learners (Turkle, 2015). Therefore, the use of technology needs to be carefully considered and adjusted appropriately to ensure effectiveness and sustainability in education.

From the above analysis, technology plays a crucial role in innovating and improving the quality of education in the present era. However, to maximize the benefits of technology, a harmonious combination of technology and traditional pedagogical methods is needed. This article will focus on a deeper analysis of the role of technology in learning, specific tools for learning and teaching, the benefits and challenges involved and propose some solutions to improve the effective use of technology in modern education.

Literature Review

Using Technology in Teaching

The integration of technology in education has gained significant attention in recent years, particularly during the 4.0 era. There has been a growing body of research exploring the use of technology across various fields, including education. When discussing the application of technology in teaching, people often think of tools like the internet, computer programs, social networks, and interactive games as part of the educational process. Numerous studies have demonstrated the effectiveness of these tools in enhancing lesson quality across different disciplines, including teaching English language skills.

Bahadorfar and Omidvar (2014) identified several modern technologies currently used in education, including communication labs, speech recognition software, the internet, technology-enhanced language learning (TELL), podcasting, the Quick Link Pen and the Quicktionary. They recommended incorporating these tools into classrooms to modernise teaching methods and enhance the learning environment. The researchers also argued that modern technology is essential for effectively teaching speaking skills.

Other technological tools, such as computers, broadcasting systems, CD players and tape recorders, were found to improve students' listening skills. Meanwhile, computer-based reading programmes, multimedia software, electronic dictionaries and CD-ROM newspapers were found to enhance reading abilities (Nomass, 2013). Voice chat and speech synthesis programmes were found to be useful for speaking, while computers, email and text chat could help students to improve their writing. The researchers emphasised that integrating technology into second language teaching is crucial and that teachers should select appropriate tools based on the specific language skill being taught.

Mobile phones are another helpful technological tool. Features such as note-taking, texting, cameras, voice recorders, internet access and dictionaries provide students with updated learning resources and opportunities to learn outside the classroom (Ibrahim & Kadiri, 2018). The researchers concluded that incorporating mobile learning (M-learning) into education provides a modern approach that is well-suited to digital-age learners.

Although these studies were conducted in different contexts and at different times, one common recommendation tool was the usage of the internet. It was suggested as a valuable teaching tool for not only speaking (Bahadorfar & Omidvar, 2014), but also writing, listening and reading (Nomass, 2013). Additionally, mobile phones with internet access were identified as useful learning tools (Ibrahim & Kadiri, 2018). Consequently, the internet could be considered a valuable resource for teachers and students looking to improve their English teaching and learning methods.

Using Internet Platforms for Teaching

Internet resource has a positive impact on learning English and TEFL courses. With its speed, availability, affordability, easiness, etc, Internet helps student in their learning process, improving their openness, autonomy and interests (Khalaf, 2018).

There are number of platforms available on the Internet, which can help educators in their lesson planning and teaching. For instance, Wiki, YouTube, Kahoot, Quizziz, Padlet, and Canva, those are just several popular websites among thousands of them.

In 2011, Lin & Yang examined the effectiveness of using Wiki technology to teach writing skills. The findings revealed that learners responded positively to incorporating Wiki and peer feedback in writing instruction, with students reporting noticeable improvements in grammar, mechanics, and writing style. They also appreciated the platform as a valuable tool for fostering social interactions

In addition to Wiki, other internet-based platforms like YouTube and Skype have been recognized as useful tools for second language teaching. YouTube offers a wealth of resources that educators can use to create activities for listening and speaking classes, while Skype facilitates global connections between learners, enabling communication and collaboration across geographical boundaries (Tamandani & Jahanshahi, 2016).

There are also many other studies which has been done to prove the effectiveness of Kahoot for learning. For example: the research of Wang, & Tahir (2020). in 2020 showed that Kahoot has a positive effect to students' learning, especially to classroom dynamic, student anxiety. 51 staff and 412 students in the school in Malaysia joining in semi-structured interviews and questionnaires admitted that Kahoot! Offer positive learning experiences and it can be considered as an ample support in terms of enhancing learning engagement (Bawa, 2019).

103 non-English majoring students of HUIT participated in quasi-experimental research about using Quizziz to teach for English classes in 2024. Teachers let their students use Quizziz for reviewing vocabulary and grammar, or even comprehensive paragraph. The researcher concluded that this platform has been proved to be an effective way for English learning and teaching. Both teachers and students expressed positive attitude toward the usage of Quizziz in reviewing new words and grammatical aspects (Ngoc, 2024).

Using Canva Platforms as A Teaching Aid

What Is Canva?

And another platform that has attracted attention recently thanks to its multitasking functions, Canva. Gehred mentioned in his article, in 2020, that Canva is a graphic design website that was made in 2012 by Melanie Perkins. In details, the website provides photo filters, millions of images, free icons and shapes, and a wide range of fonts. Users can choose from thousands of templates, including ones useful for librarians like meme generators, Snapchat refilters, and Instagram Story templates. Canva also offers marketing templates such as brochures and business cards. Completed designs can be downloaded in formats like JPEG, PNG, and PDF. For print purposes, Canva recommends using PDF-Print format and offers printing services within 3–5 days. As of December 2019, a t-shirt template is available. Canva operates in 190 countries, supports over 100 languages, and is compatible with all operating systems. New users can sign up for a free Canva Basic account at canva.com, and the app is available on both the Apple App Store and Google Play Store. Uploaded designs can be edited anytime. The researcher concluded that Canva is an all-in-one design tool that is easy to use, making it perfect for both professionals and beginners. However, the writer also mentioned that the programme is intuitive; however, it takes time to learn its unique features. Canva has experienced problems

in the past, including a major data breach in 2019. The company has a support FAQ page and is working to resolve these issues.

In addition, Canva can be used to create a variety of designs, including visual documents, photos and videos, business cards, invitations, mugs, T-shirts, calendars, logos, posters, flyers, brochures, social media content, websites, stickers, and more (Navarre, 2018).

Canva As a Presentation Tool

Canva offers a range of valuable features for education. In the classroom, educators and institutions can collaborate visually, while students can design documents that enhance their learning experience. Canva also provides free resources for teachers, including tutorials, courses, and webinars. Additionally, schools can integrate Canva with their Learning Management Systems (LMS). For higher education, Canva's focus on creative design can inspire future generations. Some key benefits of using Canva in education include boosting engagement with unique content: Teachers can choose from various resources like lesson plans, reports, and posters, and enhance interaction with multimedia elements such as music, videos, GIFs, and animations. Secondly, it provides feedback in one place: Educators can give students real-time feedback to motivate them and share work directly through Canva or an LMS. Finally, it helps students develop essential skills: Canva allows students to demonstrate their learning through creative formats like posters, videos, and group projects (Hapsari, 2023).

As a result, more teachers are using this platform to create new method for teaching various subjects or even different skills in their lessons. According to Hapsari, Canva is an online platform for design and visual communication aimed at empowering anyone to create and share designs anywhere. It can also help students build essential skills, provide valuable feedback in one place, and increase engagement through creative content. Canva designs are useful for teaching business letters, which are often considered challenging to create. Therefore, exploring how to use Canva's web-based platform to inspire students in learning business communication is essential. Then the researcher used questionnaires to collect data from 20 students at the English Language Education Department from UNISDA Lamongan in 2022-2023 academic-year. Students were asked about opinions for using Canva in the Business Correspondence class. The results show that more than 90% of the participants agreed that Canva is a helpful tool when using it for Business Correspondence lessons, especially for boosting their writing skill. It also shows that, they were satisfied with Cava's usefulness, and accessibility. (Hapsari, 2023). Conversely, these results are reflected on student's perspective only and only focus on one writing skill, so the researcher also suggested further studies on different aspects to have a clearer understanding about the application of Canva.

Canva As a Presentation Tool

Jamaludin and Sedek (2023) did research to find out about the effectiveness of using Canva in learning experience. Researchers tried to solve 3 research questions: 1) perspectives of students about the integration of Canva 2) What extent do students prefer 3) How does using Canva as a platform for note preparation and sharing compared to other methods? After conducting activities in different groups, each group has 5-6 students, peer teaching was conducted to illustrate the application of the method. Students were guided to create a range of content with Canva. Finally, data was collected through a survey. Results show that every student used Canva as a common tool, 56,3% of them were familiar with Canva. 14 over 16 of them admitted that

they were more familiar with Microsoft PowerPoint than Canva. Nevertheless, 11 over 16 also expressed a preference for Canva over Microsoft PowerPoint due to its user-friendly. The study also discovered that Canva improved participation and understanding of the subject matter. Canva assisted students in understanding the context and the knowledge areas that required attention by having them prepare and share summary notes and teaching slides that were in line with their learning preferences and styles. The results suggest that Canva improves engagement, comprehension, and cognitive development during class activities, which can create better learning outcomes. However, the sample of the study is limited, which can affect the general result. It is suggested that teachers should apply Canva into classroom presentation activities. In addition, students are also encouraged to use it to improve their presenting abilities.

Annisa Salsabila and Amrullah employed a quantitative method to investigate 91 respondents from tenth grade at SMA Srijaya Negara Palembang, which is a private senior high school in Kota Palembang. Researchers used a closed-ended questionnaire that consisted of 14 questions. The results are analyzed by three main constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Behavioral Intention (BI). The finding reveals that SMA Srijaya Negara Palembang students had a very favorable opinion of utilizing Canva as a presenting tool when studying English. All indicators reached the "High" category on the 7-point Likert scale. With 14 "strongly agree" and 23 "agree" comments, "Using Canva improves my performance in English class presentation" obtained the lowest score (mean = 5.55), but it nevertheless demonstrated considerable support. The participants highly agree that Canva helps their academic success, as it is easy to use and they will likely continue using it in the future. Unlike the study from Jamaludin and Sedek (2023), researchers can only find out the perspective of students on Canva without comparing it with existing presentation tools.

Another study examines how Institute Pendidikan Tapanuli Selatan eighth-semester English education students evaluate the use of Canva in their presentations. It examines how their interest, inventiveness, and general presentation abilities are impacted by these digital tools. The study got data from a quantitative approach. The research was carried out for two months, from May 8 to July 8, 2025, during the academic year 2024/2025. Researcher made some observations on March 20, 2025. Then a structured close-ended questionnaire was handed out to collect data, which included closed-ended questions that employed the Likert scale of measurement. 20 students were asked about their experience about Canva and most of them found Canva as a helpful tool for creating learning materials and presentation slides. Many agreed that they mainly used Canva to design and edit their slides. They noted that the platform boosted their creativity and positive attitude toward their presentations (Hasibuan, A., Hsb, E. R., & Sinaga, Y. (2025)

Another research that was adopted from the Narrative Inquiry research method, finding out about the effectiveness of Canva as a learning resource. Data was collected through interviews of six participants from 2022 Cohort at UIN Walisongo Semarang. Depending on the results and discussion, most participants felt assisted by Canva as a presentation tool. The researcher also mentioned that the main challenges include the level of understanding and skills of students. The study also suggested that having the support from instructors when students meet difficult technical problems with Canva is necessary (Hidayatullah, T., Nurussyifa, N., Sari, F. N., & Anbiya, B. F. (2024).

Thus, Canva is considered an effective tool for supporting students in their learning process, particularly with regard to presentation skills. While the above studies have partially proven this, the small sample size affects the reliability of the results. Furthermore, these studies mainly focus on high school students, despite the fact that university students also need to use and improve their presentation skills during their studies. Finally, most studies have not yet indicated users' learning and training needs when using Canva, nor what data is available. Therefore, this study aims to build on previous findings by using a larger sample size of participants who are university students — a group that frequently uses presentation skills in their studies. The study also seeks to identify whether students require more formal training in using Canva for learning purposes.

Method

Due to the requirements of the university syllabus, presentations are a form of assessment for students at the university. Therefore, a study was conducted at Yersin University of Dalat, involving 234 randomly selected students from the first to third years of the 2025–2026 academic year. The respondents are students from Yersin University, representing a variety of majors, including 136 first-year students, 66 second-year students, and 32 third-year students.

The research used a questionnaire to collect data. The questionnaire consisted of 15–16 questions, divided into two parts. The first part aimed to identify participants' experience of using Canva. If the answer was yes, participants were asked to complete a Likert scale consisting of 14 questions rated from 1 to 5, representing “Strongly disagree”, “Disagree”, “Undecided”, “Agree” and “Strongly agree” respectively. Students were also asked if they would like further training in using Canva. If the answer to the first question is 'no', participants will be directed to another question about their expectations regarding future Canva training.

In details, there are 14 questions in part 2, which are designed to investigate three main factors. First, three questions about making a presentation by Canva, the procedure when using Canva to make a presentation, are Q 3, 5 and 7. These items are surveyed to identify whether students believe that using Canva to make a slide is easy, fast and supportive or not?

Second, item number 2, 4, and 6 designed to find out student's opinion about the outcome product of the platform. With the aims of find out participants' view about the product of Canva, students were asked to rate about Canva slide 's attractiveness, easy to follow and understand. And the last 4 question, number 1, 8, 9 and number 10 surveyed about learner's general view about using Canva and other apps as a presentation tool.

And item number 1, 8, 9 shows us the general views of participants about using Canva as a presentation tool.

The data was collected through Google Form and was analysed by SPSS. According to the results, the reliability of the 10 questions in Likert Scale part shows the reliability Statistics at 0.907, and the index for each question was also presented in the following table.

Table 1: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.907	14

The reliability analysis of the survey instrument indicates a high level of internal consistency among its items. Specifically, Cronbach's alpha coefficient for the 14 items in the scale is 0.907, which exceeds the commonly accepted threshold of 0.70. This suggests that the items are strongly correlated and consistently measure the same underlying construction. Therefore, the survey can be considered highly reliable and suitable for further analysis. While the coefficient is very high, implying excellent reliability, it may also suggest some redundancy among the items. However, this does not affect the instrument's overall quality.

The validity of the survey instrument is supported by the correlation analysis of the observed variables. As shown in the correlation matrix, most items exhibit moderate to high positive correlations with one another, with many coefficients exceeding 0.6 and being statistically significant at the 0.01 level. This indicates strong relationships among the items, suggesting that they measure a common underlying construct and supporting construct validity. Items related to the usefulness, ease of use and effectiveness of Canva (e.g. quick and easy design and attractive results) show very high correlations ($r > 0.8$), which reinforce the scale's coherence. Conversely, negatively worded items (e.g. 'Canva does not support my learning' or 'Canva is difficult to use') tend to have weak or inconsistent correlations with positive items. This is theoretically appropriate and may indicate proper differentiation within the construction. Overall, the pattern of correlations demonstrates that the instrument has acceptable validity. However, further analysis, such as factor analysis, could provide stronger evidence for the underlying structure.

Results

For the first question, the results show that the vast majority of respondents are familiar with Canva. Specifically, 209 out of 234 students reported having used Canva, while 25 indicated not having done so. This suggests that approximately 89% of participants are familiar with the tool, indicating that Canva is widely used among the surveyed students. The small proportion of non-users indicates limited unfamiliarity with the tool, and the data as a whole reflects a high level of exposure to Canva within the sample.

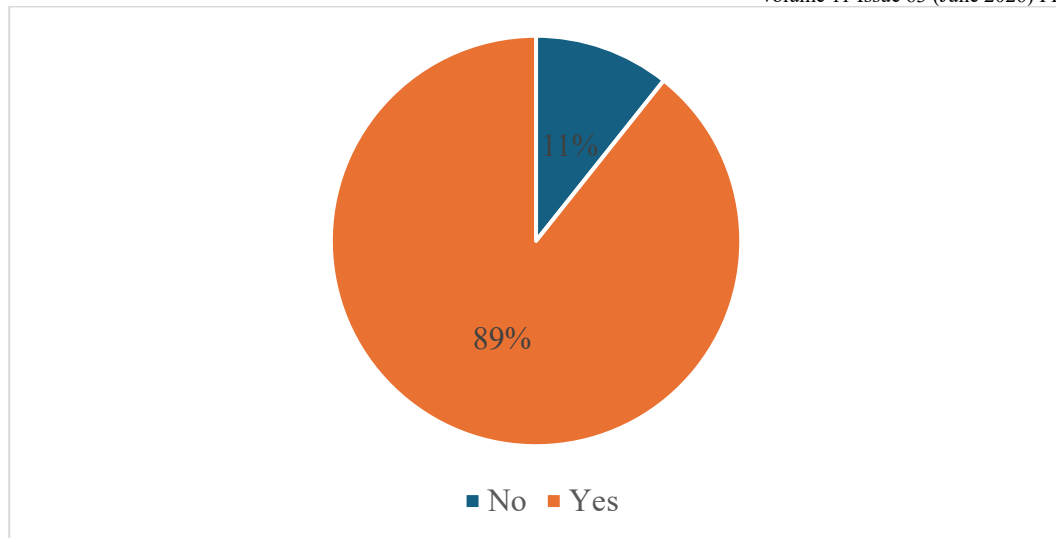


Figure 1: Have You Ever Used Canva Before?

When asked whether they would like to find out more about Canva, 18 out of 25 students answered in the affirmative, while 7 answered in the negative.

The results show that of the 25 students who had never used Canva before, 18 (72%) expressed an interest in finding out more about it, while 7 (28%) said they were not interested. This suggests that, although many students have not yet used Canva, a significant proportion are willing to explore the tool in future. However, the relatively high number of uninterested students also reflects differing levels of curiosity and motivation towards learning to use Canva among non-users.

209 students who chose “Yes” for the first question then entered the second part of the survey by answering 14 questions about their opinion for using Canva as a presentation tool. The data is presented in the following table:

Table 2: SPSS Data Analysis

Statistics														
	Tôi thường sử dụng Canva cho việc thiết kế thuyết trình	Canva giúp tôi thiết kế slide nhanh chóng	Canva giúp tôi thiết kế slide dễ đẹp, thu hút	Số lượng slide có sẵn trên Canva hạn chế, không đa dạng	Canva cho phép tôi thiết kế slide, bài thuyết trình hiệu quả hơn	Canva giúp tôi tin hơn trong việc thuyết trình	Tôi cảm thấy thích Canva hơn nhờ có tính năng hỗ trợ trong việc học tập của tôi	Canva sẽ là lựa chọn hàng đầu của tôi khi cần thiết	Canva dễ sử dụng hơn so với Power Point	Canva để sử dụng với Prezi	Nó TỐN THỜI GIAN để học được cách sử dụng Canva			
N Valid	209	209	209	209	209	209	209	209	209	209	209	209	209	209
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	4.23	4.22	4.21	4.19	3.41	4.14	4.08	3.89	2.45	2.65	3.95	3.93	3.87	2.78
Median	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	2.00	3.00	4.00	4.00	4.00	3.00
Mode	5	5	4	5	4	4	4	4	1	3	4	4	4	3

The descriptive statistics offer a thorough insight into how respondents perceive Canva as a presentation design tool. Overall, the results demonstrate a strong positive tendency, as reflected in the high mean scores ranging from 3.87 to 4.23 across most variables. Items such as frequent use of Canva (mean = 4.23), quick design facilitation (mean = 4.22), ease of use (mean = 4.21) and attractive slide designs (mean = 4.19) received the highest ratings. Combined with consistent median scores of 4.00 and mode values of 4 or 5, these values indicate that the majority of respondents selected 'agree' or 'strongly agree'. The close alignment of the mean, median and mode across these items suggests a symmetrical distribution of responses, implying that opinions are concentrated around positive evaluations rather than being widely dispersed. This reflects a high level of consensus among respondents regarding the effectiveness and usability of Canva.

Furthermore, items related to performance enhancement, such as improving presentation effectiveness (mean = 4.14) and increasing user confidence (mean = 4.08), also received strong agreement. This indicates that Canva is perceived not only as easy to use, but also as a meaningful contributor to users' presentation skills. Meanwhile, items that were rated more moderately, such as enjoyment of presenting with Canva (mean = 3.89), preference for Canva as a primary tool (mean = 3.95), and comparisons with other platforms such as PowerPoint (mean = 3.93) and Prezi (mean = 3.87), still reflect positive attitudes, albeit with slightly more variation in responses. This variation is evident in the mode values (mostly 4) and suggests that, while respondents generally favour Canva, their preferences may not be as strongly pronounced with regard to comparative or experiential aspects.

In contrast, the item regarding the limited availability of templates (mean = 3.41) indicates a more neutral evaluation. Although the median and mode remain at 4, the lower mean suggests that some respondents disagreed, resulting in a more dispersed distribution of responses. This implies that, while Canva is generally appreciated, certain functional aspects may require improvement. Negatively worded items, such as 'Canva does not support my learning' (mean = 2.45) and 'Canva is difficult to use' (mean = 2.65), show low mean values, with medians of 2.00–3.00 and modes of 1 or 3. These results clearly indicate that most respondents disagree with these negative statements. The larger gap between the mean and the median for these items also suggests slight skewness, reflecting stronger disagreement among a substantial proportion of participants.

Items 6 and 7 focus on the effectiveness of Canva in improving students' presentation skills and confidence. Item 6 ('Canva allows me to design slides and presentations more effectively') has a mean of 4.14, a median of 4.00 and a mode of 4, suggesting that the majority of respondents agree that Canva improves the effectiveness of their presentation design. Similarly, item 7 ('Canva helps me feel more confident when designing and presenting slides') has a mean of 4.08, with the same median and mode, suggesting a consistent level of agreement. The relatively high mean values of both items suggest that students find Canva useful and perceive it as having a positive impact on their performance and self-confidence. The close alignment of the mean, median and mode further indicates a stable distribution of responses, which reinforces the reliability of these findings. Overall, the results suggest that Canva meaningfully supports both the technical and psychological aspects of students' presentation experiences.

Items 12 and 13 examine how respondents perceive Canva compared to other presentation tools. Item 12 ('Canva is easier to use than PowerPoint') has a mean of 3.93, a median of 4.00 and a mode of 4, suggesting that the majority of respondents agree that Canva is easier to use

than PowerPoint. Similarly, item 13 ('Canva is easier to use than Prezi') shows a mean of 3.87, with the same median and mode, suggesting a comparable level of agreement. While both items reflect positive perceptions, the slightly lower mean for Item 13 suggests that respondents are slightly less certain when comparing Canva to Prezi than PowerPoint. The consistency between the means, medians and modes of both items demonstrates a stable response pattern, suggesting that students generally perceive Canva as a more user-friendly tool than these alternatives.

Finally, the item 'It takes a lot of time to learn Canva' (mean = 2.78) reflects mild disagreement, indicating that respondents generally do not perceive Canva as difficult or time-consuming to learn. Overall, the consistency among the mean, median and mode values for most items confirms the stability of the response patterns. The findings strongly suggest that Canva is widely perceived as an effective, user-friendly and beneficial presentation design tool, with only minor concerns regarding certain features.

To have a clearer view about the students' opinion, the following table describes the frequency of agree and strongly disagree in each question.

After finishing the 14 rating items, 209 students then are asked about their opinion for further training about Canva. And the following chart depicts the result.

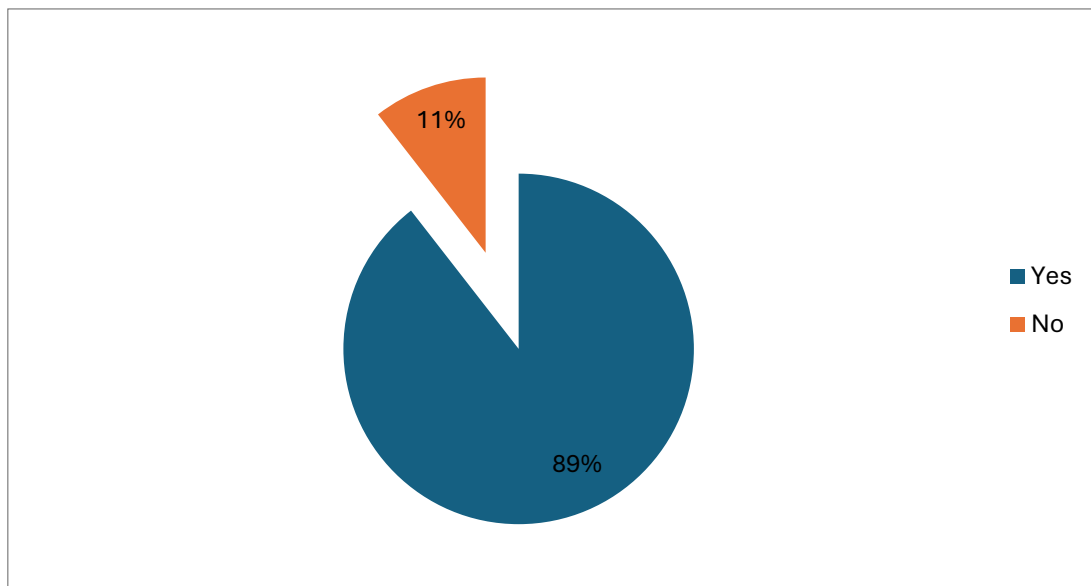


Figure 2: Do You Want to Be Trained More About Using Canva?

The chart shows that the majority of respondents are interested in receiving further training on how to use Canva. Specifically, 89% of students answered 'Yes', while only 11% answered 'No'. This suggests a strong demand for further instruction and indicates that most students are willing to improve their skills and gain a deeper understanding of Canva. The small proportion of students who are not interested highlights the fact that a lack of motivation towards further training is relatively rare within the group.

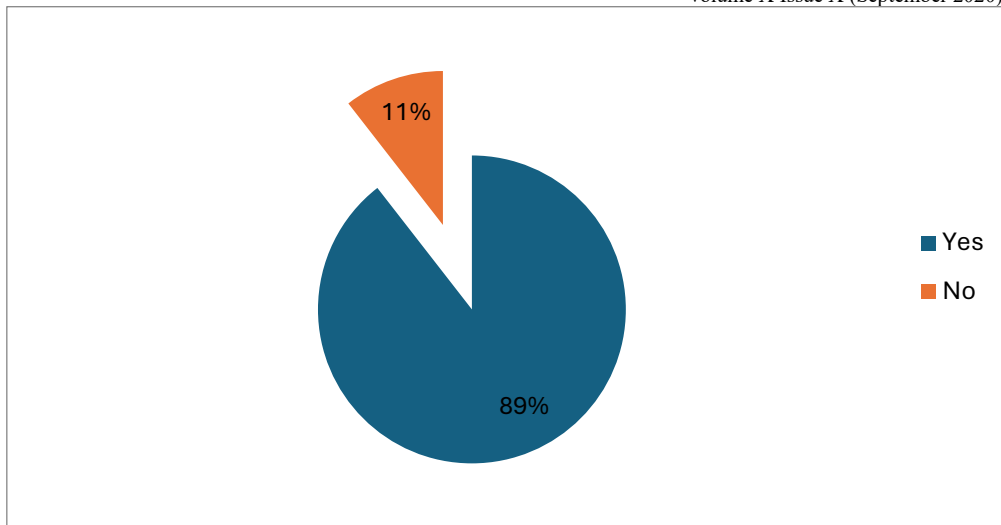


Figure 3: Do You Want To Have Canva In School Syllabus?

The chart shows that most of the respondents show support for Canva in the school syllabus. Specifically, 89% of students answered 'Yes', while only 11% responded 'No'. These results suggest that most students favor integrating Canva into formal learning, reflecting a strong interest in using the tool as part of their academic curriculum. The small percentage of negative responses shows that opposition to this idea is minimal among participants.

The two pie charts show remarkably similar results regarding students' attitudes towards Canva. In both charts, 89% of respondents selected 'Yes', while only 11% selected 'No'. These results suggest that students are interested in receiving further training on Canva and strongly support its inclusion in the school syllabus. The identical percentages suggest consistent positive perceptions of Canva across different educational contexts.

However, the two charts reflect slightly different perspectives. The first chart focuses on students' personal desire to improve their Canva skills through additional training, highlighting their willingness to develop digital presentation abilities. In contrast, the second chart reflects students' views on institutional implementation, showing that they believe Canva should be incorporated into formal education and classroom activities. Together, the findings suggest that students view Canva as being both personally beneficial and academically valuable.

Discussion

According to the result of the first question, there are more than four fifth of university students, coming from Yersin University, who have used Canva before. This also means that Canva is a platform that has been known and used by many students at the university. Besides some popular designing tool like Power Point and Prezi, which have been around the field for many years, Canva now has gain its popularity among users, especially university learners. Furthermore, the results of items 12 and 13 indicate that students had a positive attitude and were inclined to agree when given the choice of using Canva for slide design instead of PowerPoint or Prezi. This demonstrates the influence and popularity of Canva within the student community once again. Furthermore, the results of items 12 and 13 show that students had a positive attitude and were more inclined to agree to using Canva for slide design instead

of PowerPoint or Prezi. This further demonstrates Canva's influence and popularity within the student community.

According to the results of the survey, the top three mean items show that most students have a positive view of using Canva due to the following factors: it is easy and fast to use, and it produces attractive slides. Items with negative words such as "DIFFICULT" or "NOT SUPPORTED" have a low mean value. These results support the above conclusion about the effectiveness of Canva as a presentation tool. This study consists of the findings of previous studies, which showed that Canva is a fast and easy learning tool, particularly for slide design and presentations.

Although the scores weren't as high as those for the previously mentioned items, survey participants still gave high levels of agreement to the statements about confidence in presentations and the effectiveness of Canva in making presentations. This demonstrates that, in addition to convenience, speed and user-friendliness that are prominent features of Canva, efficiency and convenience are also important factors to consider. Undeniably, Canva will be a useful tool to help students improve the quality of their presentations and increase their confidence.

Surprisingly, over 85% of those surveyed who had previously used Canva expressed a desire for Canva training and its inclusion in school curricula. Currently, most of the learning in high school and middle school curricula, as well as in university computer science courses, focuses on using Microsoft software. One of the programs students are formally taught is PowerPoint. Although Canva is gradually gaining popularity, especially among young people due to its convenience and flexibility, it remains a platform that students must learn and practice using independently, without any formal training courses. As mentioned, Canva has many other features, such as designing publications, posters, images and videos. However, to exploit Canva's full potential, users need proper training and education. This is clearly reflected in the students' wishes expressed in the last two questions.

Conclusion

In conclusion, Canva is an effective presentation tool thanks to its speed, ease of use and extensive library of slides. Furthermore, it helps students to improve the quality and delivery of their presentations. Compared to other presentation tools such as PowerPoint or Prezi, respondents tended to use Canva more frequently. Moreover, users also expressed a desire for more training on how to use it in future. This result once again demonstrates Canva's effectiveness from the perspective of students, particularly university students in Vietnam. Therefore, the study suggests that local educational institutions should provide training and support to help students incorporate Canva into their educational processes alongside existing platforms, thereby improving teaching and learning quality and bringing us closer to the application of technology in education.

However, this study has some limitations that need to be addressed, and these research gaps will form the basis for future studies. Firstly, the study only explored students' perspectives. The opinions and perceptions of teachers, who will directly evaluate learning outcomes, are also important for assessing the effectiveness of a new method or application. Secondly, the study only examined the use of Canva for slide design and presentation support. In fact, Canva has many other functions that support students' learning and training. Therefore, the researcher

recommends that future studies should focus on understanding teachers' perspectives and exploring Canva's other functions.

Acknowledgements: The authors would like to express their sincere gratitude to Yersin University for providing the necessary resources and support throughout the course of this research. Special appreciation is extended to colleagues and peers who contributed valuable insights and constructive feedback, which greatly enhanced the quality of this paper.

Funding Statement: No Funding

Conflict of Interest Statement: The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Education, Psychology and Counselling (IJEPC)

Ethics Statement: This study was conducted in accordance with ethical research standards. All procedures involving human participants were reviewed and approved by the Yersin University of Dalat. Informed consent was obtained from all participants prior to data collection. Participation was voluntary, and respondents were assured of confidentiality and anonymity. The data collected were used solely for academic purposes.

Author Contribution Statement: All authors contributed significantly to the development of this manuscript. Pham Thi Trang Thanh was responsible for the conceptualization, methodology, and overall supervision of the study. Pham Thi Trang Thanh handled data collection, analysis, and interpretation of results. Pham Thi Trang Thanh contributed to the literature review, drafting, and critical revision of the manuscript. All authors read and approved the final version of the manuscript prior to submission.

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