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EDTC 6020  
ID Project Artifact

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## **ID Project Artifact**

### **Overview**

The purpose of this instruction is to give university professors an overview of the new learning management system the university has adopted to replace the current learning management system. Differences and similarities between the two learning management systems will be covered. The overall instructional goal is for professors to successfully create and customize their course shell in order to populate each course shell with relevant course materials based on their individual courses. Further training sessions will be offered that build on this particular session that will allow professors to learn how to upload content to their course shells as well as experiment with the different tools the new learning management system offers. The learners are current university professors of different levels, including adjunct, associate, assistant, and full professor. These learners will have general computer knowledge as well as an idea of what they want their courses to look like. Prior learning management system knowledge is not necessary, but will be helpful. Instruction will take place in the building classrooms and will last approximately one hour. The instructional objectives for this introductory course are:

1. Given the differences between the new and current learning management systems, professors will be able to compare and contrast the different tools offered by each learning management system with 80% mastery.

2. Upon completion of the training session, professors will have successfully built a course shell for at least one of their courses with 80% mastery.
3. By using hands-on exercises, professors will have built at least one course shell and efficiently customized the course settings with 100% mastery to produce their own personal desired result.

### **Learner/Needs Analysis**

All professors at the university need to attend these training sessions. The training is necessary because the current learning management system will be phased out and only the new learning management system will be available from a certain date. In order for professors to be able to use content from previously taught courses, they need to attend the training to know how to create, copy, and navigate their courses from the current learning management system to the new learning management system. The two different systems have many similarities, but the processes and tools are quite a bit different. The tools serve the same purpose, but using them contains a different set of instructions.

**Learner Analysis Questionnaire.** The following questions were asked of the faculty on staff at the university to help determine what their background and usage is with the current learning management system.

1. How long have you been a faculty member of the university?
2. What department do you currently work in?
3. How many courses do you teach?
4. Do you currently use the learning management system?
5. Have you used the learning management system in the past?
6. Please select the reasons you DO NOT use an LMS.

- a. I have not received adequate training.
  - b. It does not fit with my teaching style or pedagogy.
  - c. Other tools (e.g., such as my own web site, Web 2.0 tools, etc.) are more useful to me in delivering and managing my course
  - d. It is not used in my department
  - e. There is no need for me to provide my course materials digitally/electronically.
  - f. I do not know what an “LMS” is
  - g. It is not reliable.
  - h. It does not provide adequate features
  - i. It is too hard to learn
  - j. New teacher or new to the university
  - k. Student preference
  - l. Time constraints
  - m. Fear of constantly changing technologies
7. How do you use the LMS you use most?
- a. To supplement my face-to-face classes
  - b. To teach online classes (classes with 95% or greater activity online)
  - c. To teach hybrid classes (classes with 51% - 94% activity online)
  - d. Committee work
  - e. Student advising
  - f. Special student interest groups or clubs
  - g. Specific LMS tool

- h. Research
  - i. Faculty training or resource
  - j. Faculty communication/common area
  - k. Taskforce
  - l. Student special projects/independent study
  - m. Student communication/common area
  - n. Unspecified communication/common area
  - o. Access to other tools
  - p. Continuing education/external courses
  - q. To view or assist other teacher's classes
  - r. Managing TAs/student workers
8. How comfortable are you with using online resources such as the current learning management system?
- a. Extremely Comfortable
  - b. Comfortable
  - c. Neither Comfortable or Uncomfortable
  - d. Uncomfortable
  - e. Extremely Uncomfortable
9. Do you agree with the proposed requirement to utilize the learning management system?
10. Are you aware that a new learning management system is being implemented?
11. Do you use any extra tools such as TurnItIn or Blogs or MathEQ?
12. Do you feel that the learning management system enhances or takes away from your regular classroom teaching/lessons?

13. How long would you be willing to sit in a training session?
14. Would you be interested in Social Media tools that are integrated with the new learning management system?
15. How important are the following technical features of an LMS to you? Please indicate the importance of each feature/function by ranking them from Not Important to Very Important.
  - a. Ability to have online discussions among students in multiple sections of the same course
  - b. Ability to include audio or video content that can be downloaded to mobile devices
  - c. Ability to access course from hand-held devices (Examples: iPhones, Blackberry, smart phones, mobile phones)
  - d. Ability to include Web 2.0 tools (blogs, wikis, RSS feeds, other new technologies) in the LMS itself
  - e. Ability to integrate blogs, wikis, RSS feeds, other new technologies from outside sources with the LMS
  - f. Ability to provide visual notification of the submission of new information (Examples: discussion board postings, assignment submissions, quiz and exam submissions)

**Learner Analysis Results.** I chose the previous questions for the questionnaire/survey because I needed to know how they used the current learning management system, if at all. I also wanted to know what tools they used the most as well as any other features they might use if

given the opportunity. One last thing that I was trying to gauge was the overall attitude toward using learning management systems in general.

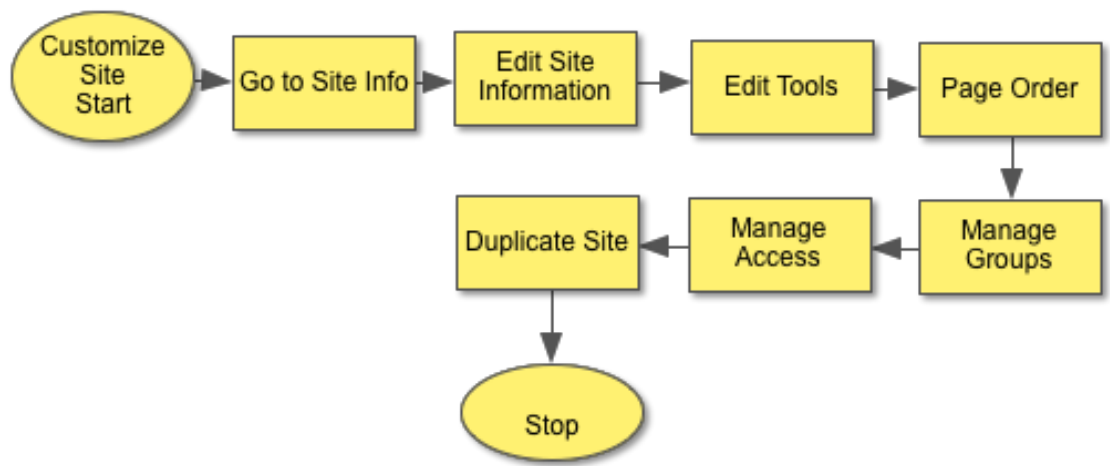
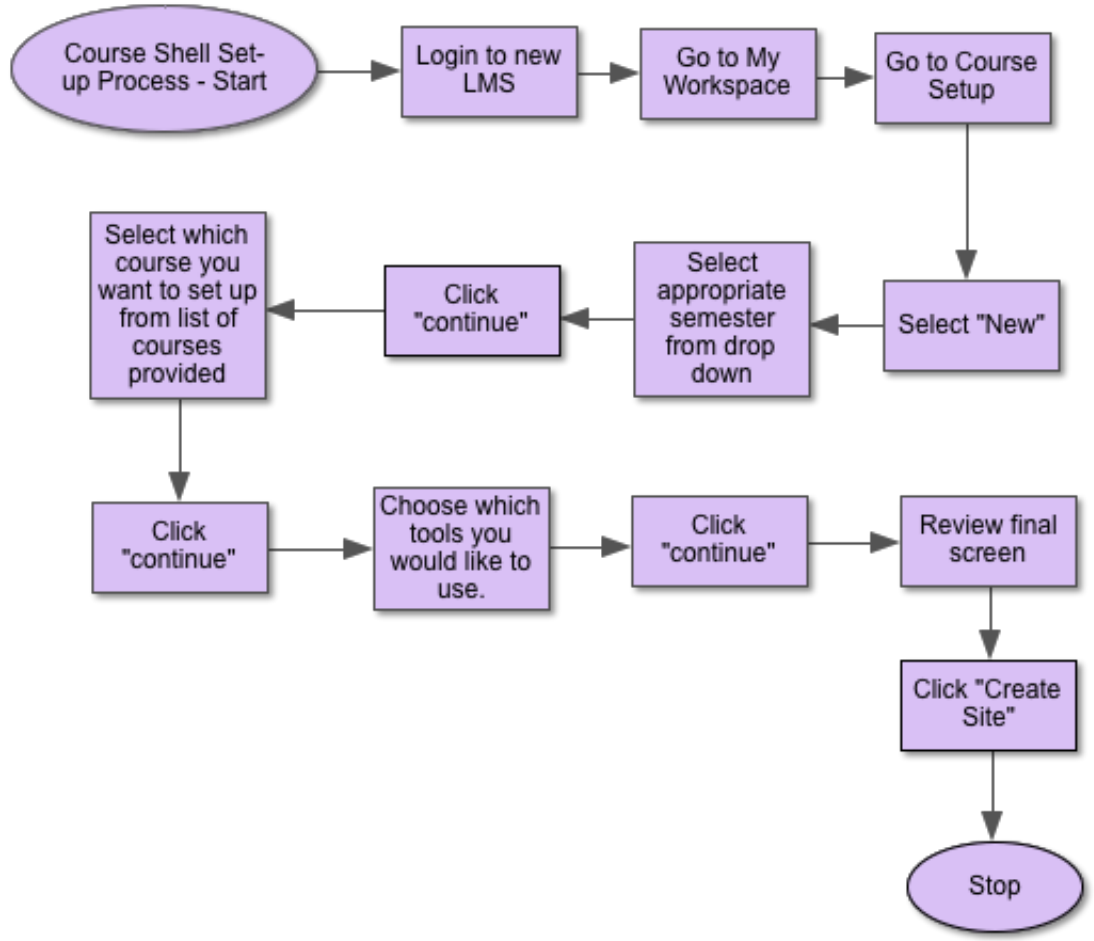
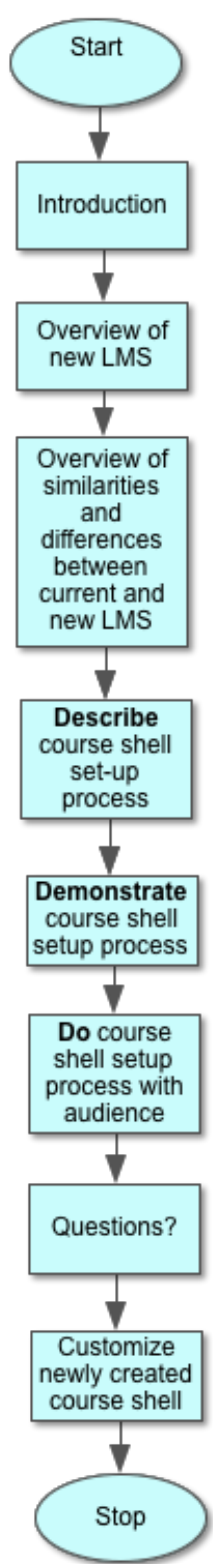
In general I found mostly common answers across many of the questions. Some of the more veteran professors seem to not understand what all of the learning management system fuss is about and disagree with the proposed requirement forcing them to use the learning management system as part of their instruction. I have the impression that they assume what they have been doing is working, so why change. However, I also get the feeling that they are interested in what the learning management system has to offer, but veteran professors do not want to be forced to use it if it cannot offer them what they are looking for. For some of the newer, less experienced professors, I sense excitement and hesitation. I believe a lot of them think that they are not using the learning management system as it is designed to be used and that they are missing out on a lot of opportunities because they were not properly trained on all of the different tools. Many of them feel that they are not even aware of all of the tools available to them. Most seem excited to learn about these tools and find better ways to organize and present their content. A few were interested in Social Media content tools, but not enough to introduce these tools just yet.

A large number of the respondents use the learning management system as a supplement to classroom instruction. The discussion board is used as a place to carry over in-class discussions as well as to share things of interest that come up between class sessions. I have found that this tool is used by a lot of foreign students that may have language barriers that they struggle with in the classroom. The discussion board gives them a place to be more comfortable without time restraints and the pressure to use the proper English words.

Many professors agree that the use of a learning management system is just added work for them and for the students. This will help me tailor my instruction to show them how productive using a learning management system can make their students as well as themselves and their instruction. There are many ways to use a learning management system that shakes up normal, monotonous instruction and gives a much-needed change from the mundane operations of a college level class. I want to show them that lecture classes can take on a whole new meaning and method of instruction with the new learning management system.

I intend on giving out the same questionnaire after the initial introduction training session to see if the initial session made them more comfortable or more interested in what the new learning management system has to offer. I will use the results of this questionnaire to gauge interest in future training sessions and the different types of tools available in the new learning management system. I am interested to see if their attitudes have changed or if their interest in previously unavailable tools has changed.

**Task Analysis**





**Subject Matter Expert.** I was the subject matter expert for this task analysis. I have implemented new learning management systems before. I was on the Sakai Implementation Team at Wake Forest University from 2009-2011. I helped decide a lot of things in regards to Wake Forest University's branding and setup of their version of Sakai. I also conducted university-wide training such as what is shown above in the flowcharts. For this project, I created a flowchart for the overall training session task analysis and then broke down objectives 2 and 3 into their own flowcharts to show the task analysis for them as well. I did not go into much detail with the Customize Site flowchart, as this is an area of personal preference. I simply just want to go over what each area of the Site Info tab has and allow the audience to decide if they want to customize that particular area based on their personal preference.

### **Instructional Goals/Performance Objectives**

For the introductory training session, I have one instructional goal and three performance objectives. The performance objectives were created using the ABCD components.

**Instructional Goal.** Professors will successfully create and customize their course shell in the new learning management system in order to populate each course shell with relevant course materials based on their individual courses.

**Performance Objective 1.** Given the differences between the new and current learning management systems, professors will be able to adequately compare and contrast the different tools offered by each learning management system.

**Performance Objective 2.** Upon completion of the training session, professors will have successfully built a course shell for at least one of their courses with 80% mastery.

**Performance Objective 3.** By using hands-on exercises, professors will have built at least one course shell and efficiently customized the course settings with 100% mastery to produce their own personal desired result.

### **Instructional Strategy/Plan**

This particular training session is only one of a few that are absolute. Depending on the feedback from training session evaluations as well as answers to a modified learner analysis/needs analysis will depend on what other training sessions are offered. This training session is step one and a prerequisite for all other subsequent training sessions. The introduction *Course Shell Creation and Customization* training session will contain a media structure, which will be organized by hands-on activities to teach the concepts and skills, described in the performance objectives stated above. A micro level of organization on a horizontal dimension will be present in this session (Brown & Green, 2011, p 103).

One of the biggest players in the learner analysis results was the poor attitude many had toward using a learning management system. Since a requirement to use the new learning management system will be put in place next semester, my job is to change the poor attitude toward using learning management systems. Using the result of the learner analysis, I chose to allow the professors present to choose what tools they would like to add to their course shells instead of just insisting they use the default tools. This will give the learners more initiative to use the learning management system if they can choose their own tools and personalize their own sites. I want to allow them to give their courses their own personal touch and have as much control over them as possible when it comes to course and content creation. I find that giving them ownership of this process can help adjust their attitude toward the requirement.

Allowing them to choose their own tools and customize their own site to their own personal preferences will also give them new ideas on how to build their own personal instructional flow for their individual courses. This can be an efficient use of the multiple methods of instruction for multiple types of learners. Using a learning management system adds an entire new realm of possibilities when it comes to teaching different types of learners. I hope by showing them the possibilities, they will get excited and be eager to work with it. I also think allowing them to choose their own tools will give them an interest or desire to attend more training sessions that will give more detailed instruction on the different tools and best practices when using them.

### **Instruction**

I used a 3D (describe, demonstrate, do) approach when teaching the training session. First I started off with an introduction to the new learning management system and lead into an introduction of the new tools that will be available with the new learning management system. An overview of the similarities and differences between the current learning management system and the old learning management system occurred in order to help alleviate some anxiety with the technology change. After the overviews were completed, I then **described** the new tools in detail and described the course site creation process. After describing the process, I **demonstrated** it to the audience. My last step was to **do** the actual course site creation with the professors present. This engaged them in the instruction while also giving them freedom to choose what they wanted to be a part of their course site.

I used the same approach when teaching how to customize the newly created course shell. This part of the session seemed to be very engaging for the professors present because there were multiple possibilities for how they can customize their courses and personalize them.

After showing them the multiple possibilities, they had time to experiment with what they had just learned while getting individual assistance. Handouts were provided for them to take as refreshers if they are needed. Video tutorials will be created and posted on a learning management system support page for the university. The training session instruction followed the same order that is on the handouts.

### **Assessment and Evaluation**

Two learners engaged in this instruction. I assessed these two learners by observing them while they were creating and customizing their first course shell. At the end of the session, I observed each of the learners create and customize a second course shell without any assistance from me. Using a checklist, I monitored their success in creating and customizing the second course shell. Performance objective three of this instruction stated a 100% mastery degree of acceptable performance. Each learner achieved this mastery by customizing their course sites to their own personal preferences. Both learners also obtained at least 80% mastery on performance objective two, successfully creating a course shell.

Usability testing was part of my formative evaluation. After the new learning management system was integrated with the student information system, a handful of professors tested course shell creation in their offices with my guidance as well as in a training session environment. This was done to make sure everything was working as it should prior to offering the first official training session on course shell creation and course customization. For future instruction, I will combine this with Smith and Ragan's four-stage process of design reviews, expert reviews, learner validation, and ongoing evaluation (Brown & Green, 2011 p 162). These different stages will continue to be implemented as instruction progresses and before any new training sessions of new content are offered. The design reviews and expert reviews will be

conducted on an ongoing basis to make sure the instruction is still accurate and up-to-date as the system is updated.

For my summative evaluation, I used Kirkpatrick's Four Levels of Evaluation (Brown & Green, 2011, p 170). I chose this method based on the results of my learner analysis. I was interested to see how much the attitudes changed toward the new learning management system. I was also interested to see if professors were very engaged in the instruction since they were working with their own courses and preferences. I found that allowing the professors to have ownership of their course creations and customizations changed their attitude about using the learning management system. Also, by providing an in-depth overview of each of the tools available gave them a better idea of what could be used for the course content. This training session was just the beginning, but I am confident that these two professors will get fully involved with the design, organization and best practices for each of their individual courses. Showing them that learning the new learning management system is not overly involved, complicated, or time consuming seemed to change their attitude and overall feelings about the use of the new learning management system. These professors actually found many advantages of using learning management systems to enhance their curriculum.

## References

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