

University LMS Migration Training

Arizona State University

Analysis

University LMS Migration Training

Performance Analysis

Need for instructional program:

Arizona State University has undergone an RFP (Request for Proposals) process in order to review and select an LMS (Learning Management System) for use across the university. ASU has employed the Blackboard LMS as its primary LMS since its adoption in the late 1990's. Understanding a need for review, the University Technology Office opened up the RFP for other LMS platforms to present their pitch and demonstrate what they had to offer. Ultimately, the choices were narrowed down to a new cloud based version of Blackboard, or a relatively new competitor, Canvas. After completing the review, Canvas was selected to be ASU's new primary LMS for a host of reasons.

Due to this switch, many faculty and staff are going to require or desire training. The needs and wants for training in Canvas include, but are not limited to:

1. Successful migration of previous courses taught in Blackboard to Canvas
2. Proper course development and usage of Canvas LMS
3. Best practices of course development
4. Understanding the differences between Blackboard and Canvas functionality
5. Understanding how to operate and navigate Canvas as an instructor

The need for these trainings are clearly evident in the inherent lack of experience faculty and staff have with Canvas. Having primarily used Blackboard for online and hybrid courses for the past 20 years, only a select few have ventured into using Canvas as solo initiatives or LMS pilot cases. Having for the most part only known one distinct LMS for nearly two decades, most faculty and staff will be unfamiliar with the decidedly different look and feel and functionality of the new LMS. Many will therefore require assistance in learning how to navigate and use the new tools and features of Canvas in order to create or recreate their courses moving forward. They will also need to understand best practices for dealing with the migration as well as the processes for moving content from one system to another (Blackboard to Canvas). Realizing this, the University Technology Office has begun to assemble an LMS Migration Instructional Design Team to assist in the migration process and develop and deliver trainings on the new LMS.

Why an instructional program is the best answer:

An instructional program is the best solution to mitigate this concern because it will provide faculty with an opportunity to sit down with a designated LMS Migration Instructional Designer trained in Canvas development and work in a hands-on environment to familiarize themselves with the new LMS. Trainings will address additional resources for faculty to browse on their own time and will provide a walk-through follow-along demonstration of a course build. Additionally, supplemental office hours will be provided to answer more specific questions in a one-on-one setting. Trainings will be delivered in two phases - a basic/intermediate phase and an advanced phase to be delivered at a later date. This document will focus on the basic/ intermediate training.

Target Population

Learner groups:

Learners will consist primarily of University faculty members with a few staff members (instructional designers, developers, department organization admins, etc.) expected in a limited capacity. Learners have not been surveyed officially because participation is voluntary unless mandated by a department. In department-mandated cases, consultation for customization will be offered in order to meet the needs of all.

General characteristics:

Since the University faculty pool is considerably large, a wide range of individuals can be expected. Generally speaking, the learner audience will consist of faculty members aged 30-70 years. While some may have little to no experience teaching or using an LMS (new hires), others may have upwards of 40 or even 50 years of experience and will perhaps have used Blackboard since its adoption in the late 90s. Other factors, such as ethnicity, educational backgrounds, etc. will be just as wide-ranging and unpredictable in a training by training basis.

Specific entry characteristics:

Most faculty attending Canvas Migration training will have had some experience using Blackboard and will thus be familiar with LMS usage and teaching in an online environment. This may slightly mitigate the training practice for them as they will understand some of the mechanics of operating within an LMS. However, for these individuals it is important to consider attitude. Some will come in with open minds ready to learn about the new LMS and some will even be excited, recognizing the advantages of Canvas. Others, however, may be resistant to change, leading to some difficulty in adoption. Since the deployment of Canvas is University wide and absolute, though, faculty member hostility towards Canvas is expected to be minimal.

Culturally diverse learners:

Although the margin of culturally diverse learners is low, the size of the university and at the rate at which new faculty from around the world are hired, elements of this course consider this factor. Simple and neutral language will be universally understood and local humor and jargon will be excluded.

Contexts and Settings

Orienting Context:

Learners' goal:

The learners are expected to have a goal of learning the material provided in the training in order to develop a proficiency in the new LMS, lightening their workload when it comes to course development. Knowing the system's functionalities, processes, and best practices will make their job easier and lessen the learning curve compared to a faculty or staff member who has not undergone training and is trying to develop a course with no prior experience in Canvas.

Utility:

The learners will see utility in the training in that it will directly meet their goals and provide them with experience in the new LMS, lessening their struggle to grasp its new layout, features, functionality, etc. Attending the training will prepare them for course development and ease anxiety and stress in working with a new LMS.

Accountability:

While learners will not be held accountable for a level of mastery within the training, their accountability can be perceived as their ability to efficiently and effectively develop and execute their online courses. If they are unable to navigate Canvas or use it effectively, their job performance can suffer. Attending training will allow them to get started on the right foot and be prepared for their migration.

Instructional Context:

Trainings will be delivered in designated course classrooms across 4 Arizona State University campuses. The following conditions have been met for currently selected rooms and should be considered for any future changes:

1. Lighting: Rooms need to be well lit enough to see the instructor and any information written on whiteboard. Lights should dim enough to allow for easy viewing of a projector screen.
2. Noise: Excessive surrounding noise should be avoided. Most classrooms on campus already block out noise from outside sources.
3. Temperature: Temperature should be comfortable for learners. This will need to run slightly cool to compensate for the use of computer equipment in the room. Most ASU classrooms are climate controlled adequately.
4. Seating: There should be enough seating to accommodate 20 or more participants.
5. Accommodations/Travel: No accommodations for participants will need to be considered. Trainings will be delivered on the campus where they work, so travel, hotel, etc. will not be needed.
6. Equipment: Rooms will need to have a whiteboard, markers, at least one projection screen, a projector, an instructor's station or laptop hookup for the projector, and computer stations for learners.

Transfer Context:

Learners will be able to directly transfer the knowledge from these trainings to their daily job since their job as an online instructor will require them to use Canvas on a daily or near daily basis. Having experience in the LMS will make this portion of their job easier. This training will provide them with hands-on experience in performing the most common tasks that they will be expected to perform in their courses on a regular basis. Additionally, they will be provided with support resources and the training team will offer supplemental support in the form of office hours and direct consultation.

Instructional Goal:

At the end of this instructional program, learners will develop a basic Canvas proficiency level and be able to successfully migrate existing courses and/or properly create new courses in the Canvas LMS according to the practices outlined.

Design

University LMS Migration Training

Task Analysis

[1.0] LMS site review

[1.1] Navigate to lms.asu.edu

[1.1.1] Review Resources for Instructors page

[1.1.1.1] Read through resource list, including Canvas Guides which will provide walkthrough tutorials for Canvas

[1.1.1.2] Join LMS listserv by clicking on the "LMS Updates Mailing List" link

[1.1.2] Review Training page

[1.1.2.1] Review calendar on the right hand side for future training opportunities

[1.1.3] Review Contact page

[1.1.3.1] Review contact options for both technical support and training support.

[2.0] Canvas Interface - Review Global Navigation

[2.1] Account

[2.1.1] Settings - no action needed

[2.1.2] Notifications

[2.1.2.1] Adjust your notification preferences when time permits. These changes only apply you and not students or other users.

[2.2] Files - Global files location to navigate files belonging to all courses

[2.3] Dashboard - Displays currently "favorited" courses

[2.3.1] Favorite a course by navigating to "All Courses" under "Courses" in global nav and clicking the star icon next the course name.

[2.4] Courses - List of courses in which you are enrolled.

[2.4.1] Click "All Courses" to see a list of all your courses and to favorite those you wish to have appear in your dashboard by clicking the star icons.

[2.5] Calendar - Displays items for ALL courses

[2.5.1] Review calendar tools and capabilities

[2.5.1.2] Calendar items can be moved via drag and drop techniques. This will update the assignment information within the course automatically, making the calendar a powerful development tool.

[2.6] Inbox

[2.6.1] Inbox should not be mistaken for ASU email. Inbox is an internal Canvas messaging system.

[2.7] Commons - a community sharing resource

[2.7.1] Browse the commons on your own for course components created by others and shared for open use

[2.8] Help

[2.8.1] Review help options for future use.

[3.0] Course development

[3.1] Navigate to the Dashboard (or courses area) and click the course card for your course to begin developing

[4.0] Syllabus

[4.1] Set as the home page by default

[4.2] if not already in your syllabus, navigate to the syllabus content area via the left hand navigation menu

[4.3] Syllabus are is divided into several parts

[4.3.1] Course Syllabus - editable area

[4.3.2] Course Summary - automatically generated as you create assignments

- [4.3.2.1] Summary is accessible for screen readers
 - [4.3.3] Course Calendar - automatically generated as you create assignments
 - [4.3.3.1] Calendar is not accessible for screen readers
-

[5.0] Modules

[5.1] Modules are a way to organize the content of your course in a linear fashion. They are a framework for your course.

- [5.2] Navigate to “Modules” in course navigation
 - [5.3] Add a new module
 - [5.3.1] Click the maroon “+ Module” button in the upper right corner
 - [5.3.2] Title the module
 - [5.3.3] Click Save
 - [5.4] Repeat the process to create multiple Modules
-

[6.0] Pages

[6.1] Pages are content items used to deliver lectures, information, etc.

- [6.2] Navigate to “Pages” in course navigation
 - [6.3] Add a new page
 - [6.3.1] Click the maroon “+ Page” button in the upper right corner
 - [6.3.2] Title the page
 - [6.3.3] Input page information via the rich content editor
 - [6.3.3.1] Rich content editor includes word processing tools and media embedding tools, including the ability to embed external videos with just the video URL
 - [6.3.4] Click Save
 - [6.4] Repeat the process to create multiple pages
-

[7.0] Assignments

- [7.1] Assignments include all non-test related assignment items
- [7.2] Navigate to “Assignments” in course navigation
- [7.3] Add a new assignment
 - [7.3.1] Click the maroon “+ Assignment” button in the upper right corner
 - [7.3.2] Title the assignment
 - [7.3.3] Input assignment information via the rich content editor
 - [7.3.4] Add assignment details
 - [7.3.4.1] Add point value in “points” dialog box
 - [7.3.4.2] Assign to an assignment group or leave as default if not using weighted grades
 - [7.3.4.3] Select grade display type from the drop down
 - [7.3.4.4] Select submission type
 - [7.3.4.4.1] No submission - nothing to be submitted
 - [7.3.4.4.2] Online - default setting that includes text entry, website URL, media upload, and file upload (includes file type restriction)
 - [7.3.4.4.3] On Paper - physical copy to be turned in in person vs. through the LMS
 - [7.3.4.4.4] External Tool - use an external application for submission
 - [7.3.4.5] Input Assign options
 - [7.3.4.5.1] Assign to - select users to which you want to assign the assignment
 - [7.3.4.5.2] Due date - include due date for calendar integration

[7.3.4.5.3] Available after and until dates - restrict availability dates

[7.3.4.5.4] Click the “+” icon at the bottom to create additional assignment dates for individual users (helpful for DRC students)

[7.3.5] Click Save

[7.4] Repeat the process to create multiple assignments

[8.0] Discussion boards

[8.1] Discussion boards are areas for students to post to forums for class discussion topics.

[8.2] Navigate to “Discussions” in course navigation

[8.3] Discussion boards are split into 3 categories

[8.3.1] Pinned discussions - drag and drop discussion boards here to keep them “pinned” to the top of the page

[8.3.2] Discussions - default area for discussion board population

[8.3.3] Closed for comments - discussion boards will automatically move here when no longer open for student commenting (based on due dates)

[8.3] Add a new discussion board

[8.3.1] Click the maroon “+ Discussion” button in the upper right corner

[8.3.2] Title the discussion board

[8.3.3] Input discussion board information via the rich content editor

[8.3.4] Add assignment details

[8.3.4.1] Allow threaded replies - allows for replies within replies

[8.3.4.2] Users must post before seeing replies - requires students to submit a thread before seeing other students’ replies

[8.3.4.3] Graded - allows for discussion boards to be graded with a point value

[8.3.4.3.1] If graded, input grading criteria the same way you do for an assignment

[8.3.5] Set available from and available until dates if desired - controls when students can access discussion forums

[8.3.6] Click save

[8.3.7] Navigate to “Discussions” in course navigation

[8.3.8] Click and drag discussion forum to pinned discussions area if desired

[9.0] Quizzes

[9.1] Quizzes include all forms of assessments including tests, exams, quizzes, surveys, etc.

[9.2] Navigate to “Quizzes” in course navigation

[9.3] Add a new quiz

[9.3.1] Click the maroon “+ Quiz” button in the upper right corner

[9.3.2] Title the quiz

[9.3.3] Input quiz information via the rich content editor

[9.3.4] Add quiz details

[9.3.4.1] Select quiz type - select between graded or practice quiz or graded or ungraded survey

[9.3.4.2] Input Options

[9.3.4.2.1] Shuffle answers - select to randomize the order of answers

[9.3.4.2.1.1] If shuffle answers is selected, do not include options like “all of the above” or “b and c only”

[9.3.4.2.2] Time limit - set a limit in the text entry field for the number of minutes a student has to complete the quiz

[9.3.4.2.3] Allow multiple attempts - select to let users take the quiz more than once

[9.3.4.2.3.1] Quiz score to keep - choose to keep the highest score, the most recent (latest), or create an average for all attempts.

- [9.3.4.2.3.2] Allowed attempts - select to assign a limited number of attempts. If left unselected, users have unlimited attempts
- [9.3.4.2.4] Let Students see quiz responses - control when students can see what feedback for the quiz
- [9.3.4.2.5] Show one question at a time - select to allow students to only view one question at a time rather than the entire quiz all at once
- [9.3.4.2.5.1] Lock questions after answering - prevents students from backtracking and records each answer submission as a final answer
- [9.3.4.3] Input Assign options
- [9.3.4.3.1] Assign to - select users to which you want to assign the assignment
- [9.3.4.3.2] Due date - include due date for calendar integration
- [9.3.4.3.3] Available after and until dates - restrict availability dates
- [9.3.4.3.4] + - Click the "+" icon at the bottom to create additional assignment dates for individual users (helpful for DRC students)
- [9.3.5] Scroll back to the top of the quiz creation page to add quiz questions
 - [9.3.5.1] Select the "Questions" tab at the top near "Details"
 - [9.3.5.2] Create new question
 - [9.3.5.2.1] Click "+ New Question" button
 - [9.3.5.2.2] Add question title if desired
 - [9.3.5.2.3] Select question type from drop down
 - [9.3.5.2.4] Insert question text via the rich content editor
 - [9.3.5.2.5] Insert answer options
 - [9.3.5.2.6] Click "Add Another Answer" to add more options or hover over answers and click the trash can icon to remove answer options
 - [9.3.5.2.7] Hover over correct answer and select green arrow to assign as the correct answer for grading
 - [9.3.5.2.8] Select boxes under each question to assign answer-specific feedback if desired
 - [9.3.5.2.8.1] Red - incorrect answer(s)
 - [9.3.5.2.8.2] Green - correct answer(s)
 - [9.3.5.2.9] Select boxes under all answers to assign question-level feedback
 - [9.3.5.2.9.1] Red - incorrect answer(s)
 - [9.3.5.2.9.2] Green - correct answer(s)
 - [9.3.5.2.9.3] Grey - general question feedback
 - [9.3.5.2.10] Click "+New Question" button to add more questions

[10] Modules (II)

- [10.1] Return to Modules page by navigating to "Modules" in course navigation
- [10.2] Add content to modules
 - [10.2.1] Click "+" button on module container
 - [10.2.2] From the dropdown, select the content type to add to the module
 - [10.2.3] Once content type is selected, click the specific content piece to be added and click maroon "Add Item" button on bottom right of dialog box.
 - [10.2.4] Repeat process for all content items
- [10.3] Publish content
 - [10.3.1] Click grey icon that looks like a circle with a line through it to publish. Icon will turn into a green circle with a check mark to indicate it is published

[11] Grading

- [10.1] Navigate to “Grades” in course navigation
 - [10.2] View assignment submissions
 - [10.2.1] Click assignment title at the top of the assignment column
 - [10.2.2] Click “SpeedGrader” on top right to view assignment in browser, or click “Download Submissions” to download all submissions
 - [10.2.2.1] SpeedGrader - allows for providing markup on student submissions
 - [10.3] Assign grades
 - [10.3.1] Assign grades by inputting grade value in entry field in SpeedGrader, grade column, or quick view
-

[11] Announcements

- [11.1] Navigate to “Announcements” in course navigation
 - [11.2] Add new announcement
 - [11.2.1] Click maroon “+ Announcement” button on top right
 - [11.2.2] Add announcement title
 - [11.2.3] Input announcement text via rich content editor
 - [11.2.4] Click “Save” when done
-

[12] Navigation

- [12.1] Navigate to “Settings” in course navigation
- [12.2] Click “Navigation” in top menu tabs
- [12.3] Drag items you do not want students to see below the text indicating such”
- [12.4] Reorder items as desired
- [12.5] Click “Save” when done

Instructional Objectives

Objective 1: Upon completion of training, learners will be able to create modules and add assignment content with 100% proficiency

Objective 2: When asked to make a calendar revision, learners will be able to review and adjust an assignment date via the global calendar with 100% proficiency

Objective 3: When prompted to do so, learners will be able to re-order their navigation menu to match a given request with 100% accuracy

Assessment Instruments

Pretest:

No pretest will be provided. Regardless of experience in Canvas, Blackboard, or other LMS platforms, the same training content will be provided in order to best provide a foundation for all attendees to begin course production. The training is to remain a basic-level training with room for questions in order to best accomplish this, so skill levels and experience will not need to be taken into consideration. Future advanced trainings will require a basic training prerequisite and skills and experience will be considered for those trainings.

Posttest:

The posttest will be administered as a hands-on activity at the end of the training

Posttest Assessment:

The posttest will be delivered as a performance/product assessment. It will not be scored, but it will receive instructor feedback and guidance for future improvements if needed.

Sample Posttest Assessment:

Create a Module in Canvas and title it Module 1. Next, create an assignment to place within that module. Title the assignment “M1 Assignment” and provide a brief set of instructions (doesn’t matter what). Create the assignment as an online file submission restricted to doc, docx, and pdf file types. Use today’s date as the due date (leave the default time of 11:59pm) and save the assignment. Next, add the assignment to your Module 1. Lastly, edit your navigation to include only the items necessary for your course.

Instructional Strategies & Activities

Pre-Instructional Activities:

Motivation:

Learners will already be motivated to learn Canvas due to the University mandated switch to the new LMS. However, extra motivation will be given by first explaining to the learners how the LMS change will open up new possibilities for Course development. They will be informed that, while Canvas offers a student-centered

experience, it also brings powerful instructor tools and capabilities and a simplified ease-of-use. This will hopefully put the minds of anxious learners concerned about learning a whole new experience at ease.

Objectives:

The beginning of the instructional program will cover a brief outline of the structure of the training and describe what learners will be able to accomplish by the end of the session.

Prerequisites:

Learners will have no prerequisite requirements for this training. It will be stated that an experience with another LMS may assist them in understanding the process, but it is not required. They will also be encouraged to take their own courses into consideration during the training and ask relevant questions.

Instructional Objective 1

- Upon completion of training, learners will be able to create modules and add assignment content with 100% proficiency

Assessment Method & Sample assessment item

- Direct testing - evaluating the learner's ability to perform a procedure/task
- Example: Create an assignment and name it M1. Set its due date to today. Next, add the assignment to your Module 1.

Instructional Methods/Strategies

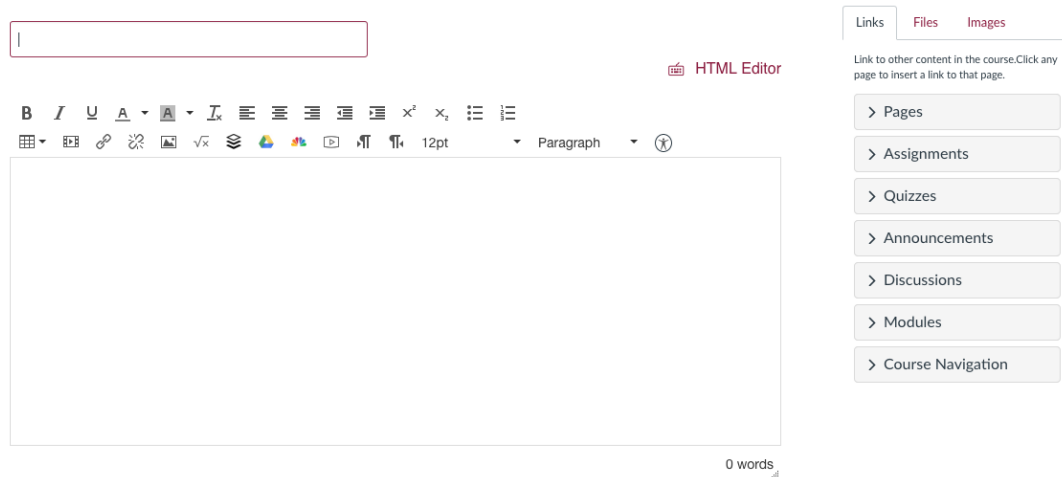
- Lecture/demonstration - learners will be walked through the process of adding modules and assignments, editing assignment details, and adding assignments to corresponding modules.

Content Presentation

- Assignments
 - Assignments include all non-test related assignment items
- Navigate to "Assignments" in course navigation
- Add a new assignment
 - Click the maroon "+ Assignment" button in the upper right corner
- Title the assignment
- Input assignment information via the rich content editor
- Add assignment details
- Add point value in "points" dialog box
- Assign to an assignment group or leave as default if not using weighted grades
- Select grade display type from the drop down
- Select submission type

- No submission - nothing to be submitted
- Online - default setting that includes text entry, website URL, media upload, and file upload (includes file type restriction)
- On Paper - physical copy to be turned in in person vs. through the LMS
- External Tool - use an external application for submission
- Input Assign options
 - Assign to - select users to which you want to assign the assignment
 - Due date - include due date for calendar integration
 - Available after and until dates - restrict availability dates
 - Click the “+” icon at the bottom to create additional assignment dates for individual users (helpful for DRC students)
- Click Save
- Repeat the process to create multiple assignments

- Example material:



Screenshot of assignment rich content editor

Learner Participation

- Practice items and activities: Have the learners create a new module then a new assignment and then have them add the assignment to the module.
- Example: Create a Module in Canvas and title it Module 1. Next, create an assignment to place within that module. Title the assignment “M1 Assignment” and provide a brief set of instructions (doesn’t matter what). Create the assignment as an online file submission restricted to doc, docx, and pdf file types. Use today’s date as the due date (leave the default time of 11:59pm) and save the assignment. Lastly, add the assignment to your Module 1.
- Feedback: Instructor(s) will go around the room answering questions and providing feedback/ correcting mistakes, and giving guidance.

Instructional Objective 2

- When asked to make a calendar revision, learners will be able to review and adjust an assignment date via the global calendar with 100% proficiency

Assessment Method & Sample assessment item

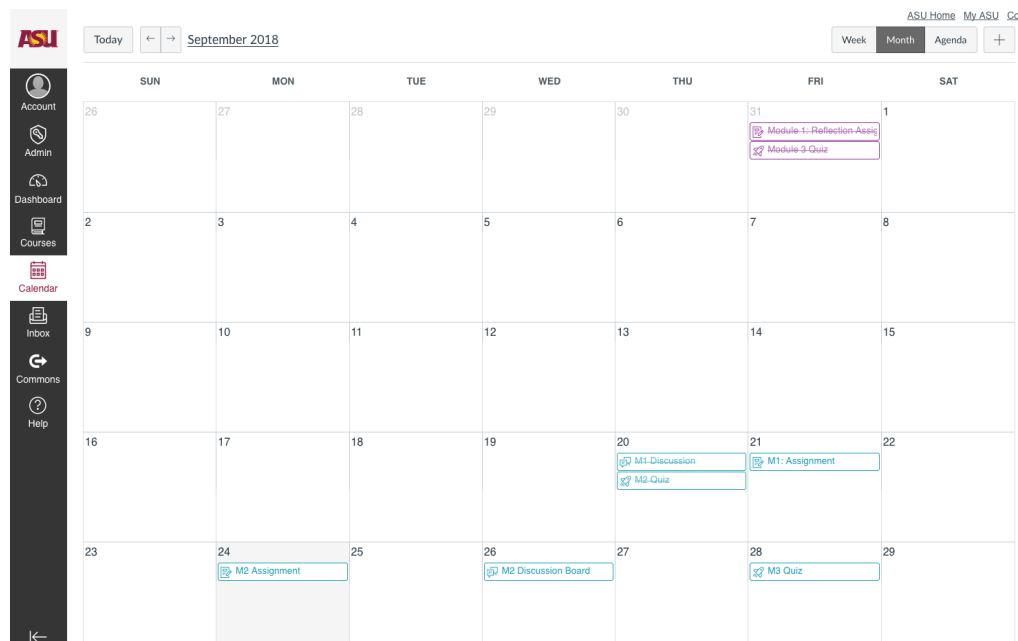
- Direct testing - evaluating the learner's ability to perform a procedure/task
- Example: Use the global calendar to adjust the due date of your M1 Assignment from today to tomorrow or the next business day.

Instructional Methods/Strategies

- Lecture/demonstration - learners will be walked through the process of dragging and dropping assignments to adjust the due dates of assignments via the global calendar.

Content Presentation

- Calendar - Displays items for ALL courses
- Review calendar tools and capabilities
 - Calendar items can be moved via drag and drop techniques. This will update the assignment information within the course automatically, making the calendar a powerful development tool.
- Example material:



Screenshot of Canvas global calendar

Learner Participation

- Practice items and activities: Have the learners use the global calendar to drag and drop their assignment to adjust the due date.
 - Example: Having created your M1 Assignment and added it to you Module 1, use the Canvas global calendar (located in your global navigation, to adjust your M1 Assignment due date from today to tomorrow or the next business day.
 - Feedback: Instructor(s) will go around the room answering questions and providing feedback/ correcting mistakes, and giving guidance.
-

Instructional Objective 3

- When prompted to do so, learners will be able to re-order their navigation menu to match a given request with 100% accuracy

Assessment Method & Sample assessment item

- Direct testing/checklist - evaluating the learner's ability to perform a procedure/task to match a checklist
- Example: Modify your course navigation to include only the following links and in this order:
- Home
- Announcements
- Syllabus
- Modules
- Grades

Instructional Methods/Strategies

- Lecture/demonstration - learners will be walked through the process of adjusting course navigation menu links to modify what is seen by the students and what is not.

Content Presentation

- Navigation
- Navigate to "Settings" in course navigation
- Click "Navigation" in top menu tabs
- Drag items you do not want students to see below the text indicating such"
- Re-order items as desired
- Click "Save" when done

- **Example material:**

Course Details Sections **Navigation** Apps Feature Options

Drag and drop items to reorder them in the course navigation.

Home	⋮
Announcements	⋮
Syllabus	⋮
Modules	⋮
Grades	⋮

Drag items here to hide them from students.

Disabling most pages will cause students who visit those pages to be redirected to the course home page.

LockDown Browser <i>Page disabled, won't appear in navigation</i>	⋮
Pages <i>Page disabled, will redirect to course home page</i>	⋮
Chat <i>Page disabled, won't appear in navigation</i>	⋮
Discussions <i>This page can't be disabled, only hidden</i>	⋮
Assignments <i>Page disabled, will redirect to course home page</i>	⋮
Digication <i>Page disabled, won't appear in navigation</i>	⋮
MediaAMP <i>Page disabled, won't appear in navigation</i>	⋮
People <i>This page can't be disabled, only hidden</i>	⋮
Files <i>Page disabled, will redirect to course home page</i>	⋮
Turning Point <i>Page disabled, won't appear in navigation</i>	⋮
Collaborations <i>Page disabled, will redirect to course home page</i>	⋮

Screenshot of navigation editor tab

Learner Participation

- **Practice items and activities:** Have the learners modify their course navigation menu via the navigation tab in their course settings.

Example: Once your course is all set up and the content is complete, you will need to edit your navigation menu to control what students can and cannot see. To practice this, use the navigation tab to alter your course navigation menu to include the follow links in the displayed order:

- Home
- Announcements
- Syllabus
- Modules
- Grades

- **Feedback:** Instructor(s) will go around the room answering questions and providing feedback/ correcting mistakes, and giving guidance.

Development: Learner Manual and Instructor Manual

University LMS Migration Training

Canvas LMS at Arizona State University

Learner Manual

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Program Introduction

Why this training is important:

Arizona State University is switching to an all new LMS for the first time in nearly two decades. As online course and online program offerings continue to grow at a rapid rate, proficient knowledge and skills in LMS operations and procedures are becoming increasingly important. Whether you have worked in Blackboard, eCollege, Moodle, or other LMS platforms before or if you have never before developed an online or hybrid course, this training will bring you up to speed and provide experiences and resources to guide you in your course development process. This training will provide you with a basic level of knowledge and skills to get you started with your course build. You will learn to develop your course framework, create content, create deliverables, deliver assessments, and more.

The RFP (Request for Proposals) process for LMS consideration was a lengthy one. The decision to move LMSs was not taken lightly. With that said, Canvas was deemed to be the better choice amongst the candidates for a number of reasons, including its student-centered outlook, powerful instructor tools, and its more simplistic nature and ease of use.

The Blackboard to Canvas migration is a University-wide mandate and Blackboard will no longer be offered as a LMS solution come June 30th, 2019. After this date, all ASU courses will be developed and delivered via Canvas. Learning a new LMS can seem like a daunting task, but we have provided trainings and resources to help with the transition. This process can be seen as an opportunity to review your course, reconsider or re-evaluate course items, and provide a fresh new take on your course. If you choose to leave your course as is, we can show you how to best organize it in the new LMS.

Program Objectives:

General Outcomes:

1. Learners will be able to successfully navigate to the LMS Migration website for resources, training opportunities, and contact information.
2. Learners will be able to successfully navigate the Canvas global navigation toolbar

Instructional Objectives:

1. Upon completion of training, learners will be able to create modules and add assignment content with 100% proficiency
2. When asked to make a calendar revision, learners will be able to review and adjust an assignment date via the global calendar with 100% proficiency
3. When prompted to do so, learners will be able to re-order their navigation menu to match a given request with 100% accuracy

Section 1: LMS Resource site review

What you will be able to do after this section:

General Outcome: Learners will be able to successfully navigate to the LMS Migration website for resources, training opportunities, and contact information.

Material presented in this section:

The training will briefly review the LMS website and walk through its key components, including information regarding the LMS migration process, the RFP process, development resources, training programs, and contact options.

Content presented in this section:

1. LMS site review
2. Navigate to lms.asu.edu
 - i. Review Resources for Instructors page
3. Read through resource list, including Canvas Guides which will provide walkthrough tutorials for Canvas
4. Join LMS listserv by clicking on the “LMS Updates Mailing List” link
 - i. Review Training page
5. Review calendar on the right hand side for future training opportunities
 - i. Review Contact page
6. Review contact options for both technical support and training support

Section 2: Canvas Interface

What you will be able to do after this section:

General Outcome: Learners will be able to successfully navigate the Canvas global navigation toolbar.

Material presented in this section:

The instructor will guide you in logging in to Canvas via canvas.asu.edu and from there, the instructor will lead a walkthrough of the global navigation menu and each of its components.

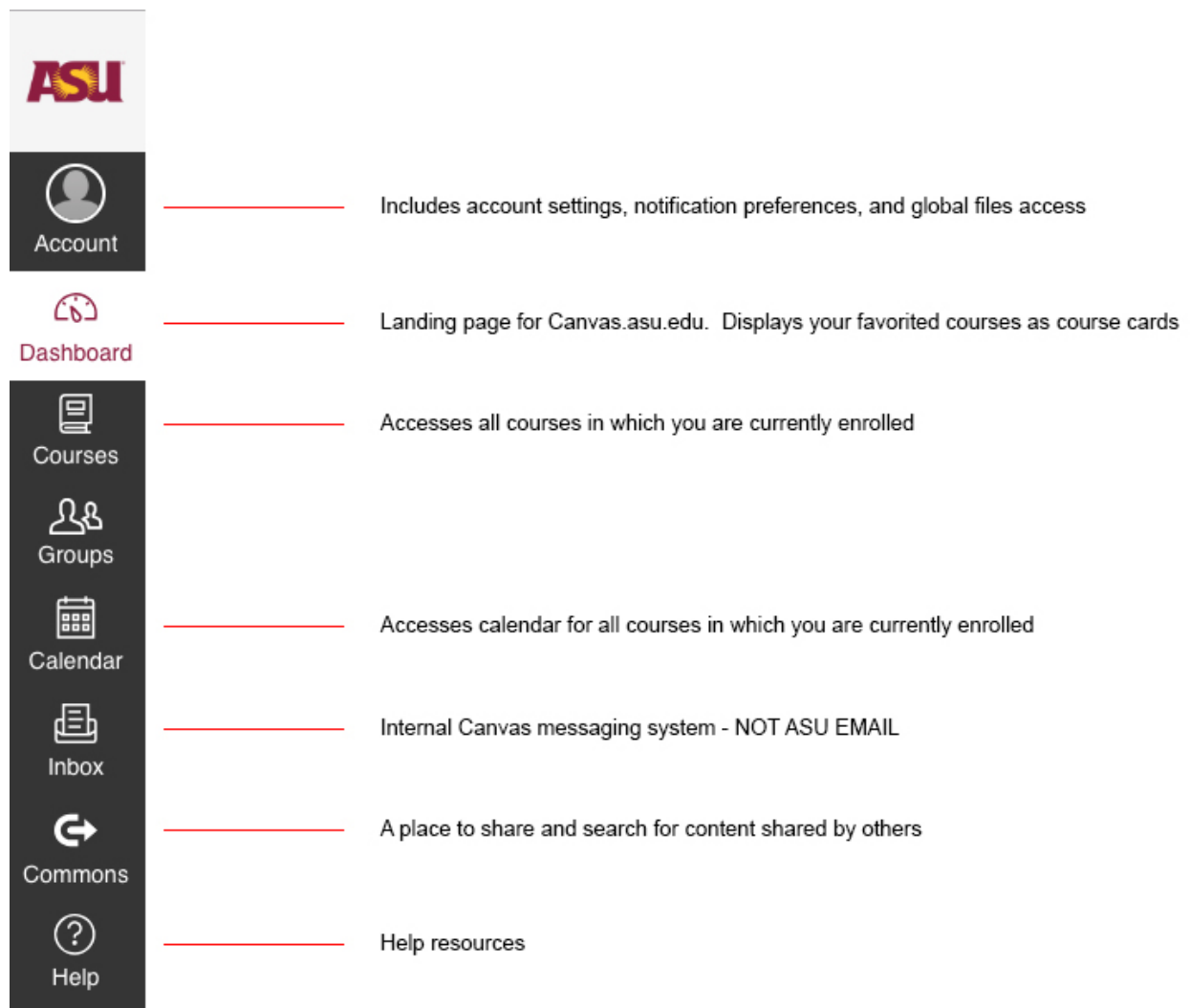
Content presented in this section:

1. Account
 - a. Settings - no action needed
 - b. Notifications
 - i. Adjust your notification preferences when time permits. These changes only apply to you and not students or other users.
 - c. Files - Global files location to navigate files belonging to all courses
2. Dashboard - Displays currently “favorited” courses
 - a. Favorite a course by navigating to “All Courses” under “Courses” in global nav and clicking the star icon next to the course name.
3. Courses - List of courses in which you are enrolled.
 - a. Click “All Courses” to see a list of all your courses and to favorite those you wish to have appear in your dashboard by clicking the star icons.
4. Calendar - Displays items for ALL courses
 - a. Review calendar tools and capabilities
 - b. Calendar items can be moved via drag and drop techniques. This will update the assignment information within the course automatically, making the calendar a powerful development tool.

5. Inbox
 - a. Inbox should not be mistaken for ASU email. Inbox is an internal Canvas messaging system.
6. Commons - a community sharing resource
 - a. Browse the commons on your own for course components created by others and shared for open use
7. Help
 - a. Review help options for future use.

Example:

Below is an example of what your Global navigation menu will look like. This menu will be present on the left hand side of the page at all times, including when you are in your course.



Section 3: Course Development

What you will be able to do after this section:

Instructional Objective: Upon completion of training, learners will be able to create modules and add assignment content with 100% proficiency

Instructional Objective: When asked to make a calendar revision, learners will be able to review and adjust an assignment date via the global calendar with 100% proficiency

Instructional Objective: When prompted to do so, learners will be able to re-order their navigation menu to match a given request with 100% accuracy

Material presented in this section:

This section makes up the bulk of the training program and includes a hands-on step-by-step walkthrough of a basic course creation in Canvas. Learners are encouraged to follow along in their own developmental course shells which will be provided for this training.

Content presented in this section:

1. Syllabus
 - a. Edit Syllabus
2. Modules
 - a. Add a new module
3. Pages
 - a. Add a new page
4. Assignments
 - a. Add a new assignment
 - b. Add assignment information
 - c. Add assignment details
5. Discussion boards
 - a. Add a new discussion board
6. Quizzes
 - a. Add a new quiz
 - b. Add quiz details
 - c. Create questions
7. Modules (II)
 - a. Add content to modules
 - b. Publish content
8. Grading
 - a. View assignment submissions
 - b. SpeedGrader - allows for providing markup on student submissions
 - c. Assign grades
9. Announcements
 - a. Add new announcement
10. Navigation
 - a. Re-order and hide menu items

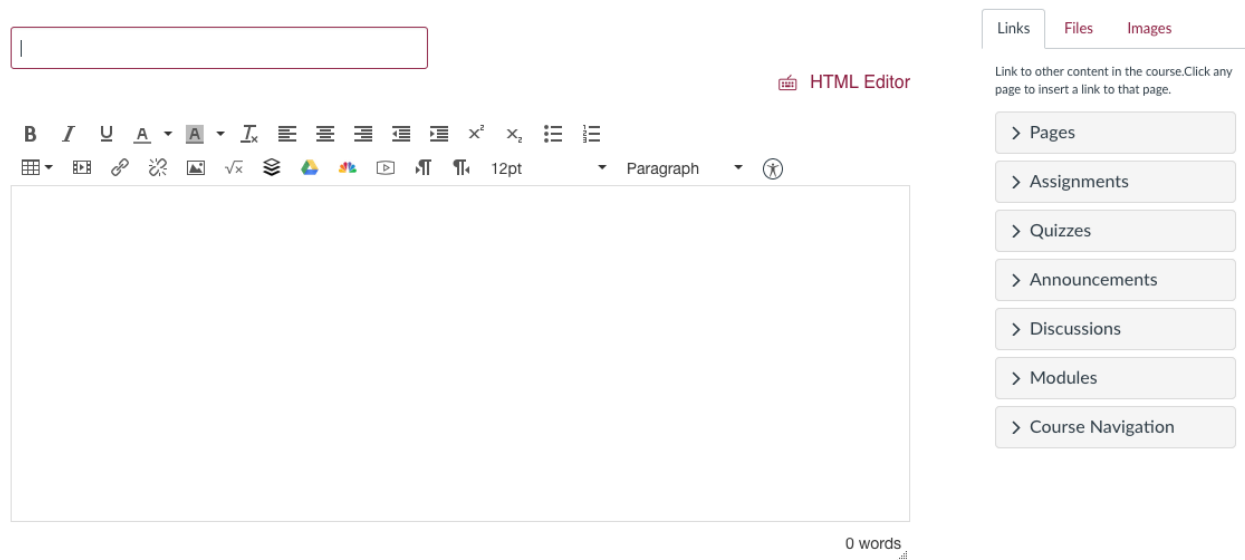
Example:

Below is an example of the button you will be asked to use to add new Modules. Similarly, you will find a button of the same scheme with different text to add pages, assignments, quizzes, etc.

+ Module

Example:

Below is an example of the rich content editor you will be using to create all content in Canvas. This editor applies to pages, assignments, quizzes, syllabus, discussions, and announcements.



In Practice:

Hands-on Activity:

It's time to put your new knowledge to use. Let's create a module and add an assignment to it, then use the calendar to manipulate that assignment.

First, Create a Module in Canvas and title it Module 1.

Next, create an assignment to place within that module. Title the assignment "M1 Assignment" and provide a brief set of instructions (doesn't matter what). Create the assignment as an online file submission restricted to doc, docx, and pdf file types. Use today's date as the due date (leave the default time of 11:59pm) and save the assignment. Lastly, add the assignment to your Module 1.

Next, head to your global calendar and move your M1 Assignment to the next business day to practice adjusting due dates via the calendar.

Finally, edit your navigation menu to control what students can and cannot see. To practice this, use the navigation tab to alter your course nav menu to include the follow links in the displayed order:

- Home
- Announcements
- Syllabus
- Modules
- Grades

Canvas LMS at Arizona State University

Instructor Manual

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Overview

Rationale & general content:

So much of a faculty members' content course structure is centered around a technological delivery systems or LMSs. This instructor's manual will provide a streamlined transitional guide to smoothly migrating faculty Blackboard content to Canvas. Within Canvas, faculty will build an effective course conducive to a student's ease of access, which is a fine balance between full-featured intuitive functionality and front end user-friendliness. Within this environment, faculty will have ability to create a shell course, have a multi-level student interaction with chat rooms and collaborative workspaces, and robust grading management and calendaring features with enhanced alert settings.

Intended users/target learners:

This instruction is intended for the faculty members and instructional designers that assist with faculty to better familiarize themselves with the functionality of the Canvas LMS before the deadline when Blackboard is no longer operational. Faculty as a whole range characteristically from many different cultures and ethnicities, between late 20's all the way up to late 80's of age, and a minimum of a PhD.

Length of the program:

The time period in which this program will be given is through the remaining time left until the end date of Blackboard. Essentially, this is an ongoing instructional process until faculty members can build a course within Canvas to completion.

Instructional goal:

The instructional goal is for faculty members to be able to create a course in the Canvas LMS from conception to launch with 100% success. Also, having the confidence with the tools available to management the course throughout the duration of the class and future courses.

Section 1: Instructional Objectives, Organization, Materials

Instructional Objectives

List of objectives with three critical components (i.e., observable behaviors, conditions, and criteria):

1. Upon completion of training, learners will be able to create modules and add assignment content with 100% proficiency
 - a. Faculty members will display the behavior of knowledge and skill for the target objective.
2. When asked to make a calendar revision, learners will be able to review and adjust an assignment date via the global calendar with 100% proficiency
 - a. Faculty members will display the behavior of knowledge and skill for the target objective.
3. When prompted to do so, learners will be able to re-order their navigation menu to match a given request with 100% accuracy
 - a. Faculty members will display the behavior of knowledge and skill for the target objective.

Organization

Each lesson is one hour in length. Lessons are ongoing on a weekly basis, 4 times per week. Each scheduled training day is dedicated to a one of ASU's 4 campuses (Tempe, West, Polytechnic, and Downtown). There is no set number of sessions to complete.

A posttest will be administered at the end of each training session. It is a hands-on activity. Once training has been completed, please allow learners time to complete the practice module.

Materials

University Issued Computer:

- University Technology Office has a standard PC or Mac hardware build of at least an enterprise-level laptop or desktop with at least an i7 Processor, 8 gb of Ram and a minimum 256 gb solid state hard drive.
- A good percentage of faculty members use their personal computer for course work, which is why the above computer standard is specified for their reference.

Canvas LMS DEV/Sandbox Environment:

- After registering for the event, participants will be provided a Canvas DEV (Development) shell to work in for the duration of the training. DEV shell requests can be made on behalf of the participants via <https://webapp4.asu.edu/cem-request/>. Once the shell has been requested, an authorized CEM admin will approve the shell and it will be available to the participant via their Canvas Dashboard. Participants who have not registered for the event may request their own shells, or the instructor may make the request on their behalf before beginning the training.

Other than computers that have access to Canvas and a screening projector (both provided by the University), there are no additional materials needed for this training session.

Section 2: Resource Site Review Prep, Materials, Procedures

Lesson 1: LMS Resource Site Review

Preparation

Prior to engaging in lesson 1, please review the course material for this area to be prepared for the presentation. Make sure all computers are turned on and ready to go. Please turn on and practice using any projection equipment. Make sure there are outlets available for learners who may use their own laptops for training. After running a technology check and preparing everything, but before beginning the training, introduce yourself, provide contact information for you and the Migration team (lms-id-support@asu.edu), provide your office hours, time and location, and instruct users to navigate to canvas.asu.edu and lms.asu.edu to prepare for instruction. Make sure all users have a DEV course created, and if not, place a DEV shell course request for them.

Materials

Computers with access to Canvas.
Canvas DEV shell

Procedures

In this first lesson, you will guide learners through the LMS website, the current migration process, and the training and contact areas.

Begin by introducing the LMS website to the learners. Allow them to navigate to the website and follow along. Make sure to keep a positive attitude about the changes that are happening, and answer any questions that learners have about this migration.

Guide the learners to and review the Resources for Instructors page. Give a brief overview of the resources available to them, indicating that the content provided is there to give them more information on the reason behind the move to Canvas, help them understand the similarities and differences between Canvas and Blackboard, and to guide them with any questions they may have after the training. The Canvas Instructor guides linked on the Resources page is especially helpful for them because it will provide step by step instructions for procedures in Canvas should they fail to remember after the training. Instruct them to read through this page on their own time as well, and explain why they need to join the LMS listserv.

Go on to review the training page, and pay special attention to the calendar. Keep up the positive attitude about possible future training courses.

Allow learners to navigate to the contact page, and go over the options for support that are available. Make sure to emphasize the different forms of support that are available, and how the learners can access them after the training.

At the end of the lesson, review the key information from this section:

How to find the LMS website.

How to find the Resources page.

Where to find the calendar.

How to access support.

Optional Activities (Enrichment)

None at this time.

Section 3: Canvas Interface Prep, Materials, Procedures

Lesson 2: Canvas Interface

Preparation

Prior to engaging in lesson 2, please review the course material for this area to be prepared for the presentation.

Materials

Computers with access to Canvas.

Canvas DEV shell

Procedures

During the second lesson, you will be guiding learners through the Canvas program. Please introduce the lesson to the learners by providing the website address, and having your class navigate to canvas.asu.edu, followed by a complete lesson on the global navigation menu.

Once all students are successfully on the Canvas portal, allow them to navigate into their account. Show the learners how to adjust notifications. Go on to explain how to use the file section to navigate files in all courses.

Instruct the learners to notice the dashboard, and point out that it will display their favorited courses. Explain how to favorite a course.

Show the learners how to get to the courses section. Let them know how to find a list of all of their courses, and which icons to click.

Tell the learners to go to the calendar section. Explain to them how the calendar tools work, and what the calendar is capable of. Show the learners how calendar items can be moved. Emphasize how powerful and useful the calendar tool is, and let them know it will be used often in Canvas.

Allow learners to navigate to the inbox. Remind them that this inbox is not the same as their ASU email. Emphasize that this is an internal Canvas messaging system only.

Show learners how to access Commons. Allow them time to browse the commons for a few moments before moving on.

Show learners how to access the help section. Emphasize the different features available should they need help after the training course.

Optional Activities (Enrichment)

None at this time.

Section 4: Course Development Prep, Materials, Procedures

Lesson 3: Course Development

Preparation

Prior to engaging in lesson 3, please review the course material for this area to be prepared for the presentation.

Materials

Computers with access to Canvas.

Canvas DEV Shell

Procedures

In lesson three, you will guide the learners through the process of developing a course. Be ready to provide prompt feedback during this lesson, as learners may have more questions during this process. This is the longest lesson of the training class, and you will be giving learners a complete walk-through and explanation of creating a course.

Start this lesson by presenting showing the learners how to create and edit a syllabus. Make sure all learners understand this process before moving on.

Instruct learners through the process of creating a module. All learners should be able to add a new module during this instruction.

Show learners how to add a new page to their course. Review the rich content editor and its available word processing tools and media functionality. Review the Links, Files, and Images tabs to the right of the rich content editor and illustrate how those features can be used to embed navigation links, files links, and images into the content editor respectively. Save the page and mention that users can save and publish or just save (without publishing). Mention that items can always be published later and can even be published at the modular level. Unpublished items are not viewable by students.

Bring learners to the assignments section. Show them how to add a new assignment. Follow that up with letting them know how to add assignment information and assignment details in the order they are presented. Be sure to review the submission types for assignments and when they might be used. Also make special note of the file upload type restrictions capability. Make sure to review the due date functionality and remind users that due dates will tie into the course and global calendars. Lastly, review the ability to add additional assignment due dates for individual students as exceptions (possibly for DRC students who require extra time).

Help the learners navigate to the discussion boards, discuss the differences between Pinned Discussions, Discussions, and Closed for Comments, and show them how to create a new discussion board for their course.

Advise the learners on how to find the Quiz section. Show them how to add a new quiz. Let them know how to add quiz details and create quiz questions. Demonstrate how to add new quiz questions, choose question types, assign correct answers, add and remove answers, and set up feedback options.

Bring learners to the back around to the modules section. Show them how to add content to modules. Then teach them how to publish that content. Make sure all learners have completed this step before moving on.

Instruct learners on how to find the grading area. Allow them to explore this section and ask questions before moving on. Guide the learners in the assignment submission area. Explain to them how SpeedGrader works. Demonstrate the SpeedGrader annotation functionality by uploading any document as a student submission by using your student account and review it in the SpeedGrader, marking it up. Show the learners how to assign grades to their students.

Guide the learners to the announcements area. Inform them of the process for adding a new course announcement. Allow them to practice adding an announcement to their course.

Bring the users into their course Settings and instruct them to navigate to the Navigation tab at the top. Have them drag and drop to reorder items in the manner they wish and to drag materials they do not want students to have access to down under the text that indicates such. Doing so will remove those items from student view. Remind them that if they have everything in their modules, they can even remove access to pages, assignments, quizzes, and discussion boards, because all of that material will be accessible via the Modules.

Optional Activities (Enrichment)

None at this time.

Assessment

Once lessons have been completed, instruct learners to navigate on their computers to the posttest assessment area of the program.

Allow learners 15 minutes to complete the hands-on posttest assessment.

This assessment is not scored. However, allow time to answer any questions learners may have about the posttest activity.

Part 3: Support Materials (Optional)

None at this time.

FORMATIVE EVALUATION PLAN DOCUMENT

Evaluation

Purpose:

The purpose of this evaluation is to measure the quality of learning materials used and determine if additional materials are needed for the instructional class. Additionally, to evaluate the learners' attitudes about the migration post-training.

Evaluation Objectives or Evaluation Questions:

1. To determine the effectiveness of both the scope and depth of the Canvas LMS training.
2. To determine the attitudes of participants in relation to their concerns about migration and comfortability in Canvas development

Evaluation Plan Organization Table

Evaluation Questions/ Evaluation Objectives	Phases of Evaluation (e.g., expert review, one-to-one, small group, field trial)	Data Source/Participants	Data Collection Instruments (e.g., tests, surveys, interviews, observation, etc.)
To determine the effectiveness of both the scope and depth of the Canvas LMS training.	Ongoing field trials	Faculty and staff members who have taken the Canvas class	E-mail survey delivered after each class
To determine the attitudes of participants in relation to their concerns about migration and comfortability in Canvas development.	Ongoing field trials	Faculty and staff members who have taken the Canvas class	E-mail survey delivered after each class

Details for each evaluation objective/question:

Place/Context/Organization

All participants will take the Canvas instructional course on campus at the University. After their class is complete, each participant will immediately be sent an email survey. All survey data is collected electronically and reviewed on a weekly basis. Participants are informed of the e-mail survey during the instructional class.

Participants/Audiences

The participants in this evaluation are ASU faculty and staff members. As this is an ongoing evaluation, the number of participants will vary on a week-by-week basis, from just a few learners to 20 or more. Every faculty and staff member who attends the Canvas class will be sent a survey. However, we can expect a 75% participation rate, as not every class attendee will respond to the survey.

Procedures/Steps

The evaluation survey will be created in Qualtrics and delivered via email after each training session to the attendees of that session. Attendees will be known by a list of event registrants and attendance taken. The survey results will be reviewed weekly before a new weekly round of training begins in order to provide time for reflection and adjustments to the training process.

Instrumentation

Evaluation will occur through an email survey. The survey will ask the following questions, and ask participants to rate and/or answer each question:

Evaluation questions:

1. How did you feel about migrating from Blackboard to Canvas before this training? (mark one)
Highly anxious Hesitant Neutral Optimistic Comfortable
 2. Was the material covered sufficient to help you get started in Canvas development?
Yes No
 3. Was there any material that was covered that you think was not needed?
Yes No
 - If no, what material do you think is not needed? (short answer)
 4. Was there any material that was not covered that you think should be?
Yes No
 - If yes, what material? (short answer)
 5. Is there any material you wish we spent more time covering?
Yes No
 - If yes, what material? (short answer)
 6. How did you feel about migrating from Blackboard to Canvas after this training? (mark one)
Highly anxious Hesitant Neutral Optimistic Comfortable
-