



## Student Moodle to Canvas Conversion

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# Front-End Analysis

## Performance Analysis

### Current State

Part-time and Full-time faculty who teach online or hybrid courses currently use the Moodle Learning Management System. While working closely with faculty, the Center for Transformative Teaching and Learning (CTTL) has found that proficiency with this Learning Management System (LMS) varies widely by faculty member and department.



Figure 1. Moodle Logo (Moodle)

Furthermore, adherence to the Online Education

Initiative (OEI) standards for distance education also varies widely. There is a culture of complaint regarding the Moodle LMS and its usability, but also a reluctance to attend trainings and workshops as the CTTL offers trainings on these topics regularly, but attendance remains very low.

In my daily work with students in the library computer lab, I have found that students similarly struggle with the Moodle LMS due to usability issues, but also due to poor course design or structure. Students do not receive workshops or trainings to prepare them for using Moodle. Neither do they have resources on campus to get their questions answered regarding their online coursework. Many students also struggle with basic computer and internet skills. Student workshops on these areas are offered through the Learning Commons, but student attendance and faculty buy-in are very low.

Another piece of this puzzle is the slowing growth of distance education courses at degree-granting institutions. According to the Instructional Technology Council's 2014 Distance Education Survey, growth in distance education courses has slowed more than 5% between 2009 and 2014 (Lokken & Mullins 2015). Lokken & Mullins point to three factors that may be responsible for the slowing growth: first-time student preparedness, lack of computer and internet access and persistent lower retention rates for online courses.

### Desired State

All faculty who teach online or hybrid courses will be fully proficient in the Canvas LMS and will have converted their courses to Canvas by the Fall of 2017. According to CTTL statistics, Skyline has 45-60 online or hybrid faculty members and approximately 1,329 active Moodle courses over the course of an Academic year. All of these faculty members will be trained in



Figure 2. Canvas Logo (Canvas)

Canvas and all active Moodle courses will be converted to Canvas. Faculty will also be trained on the OEI rubric and how to build courses that comply with that rubric (*see Appendix 1*). Figure 3 shows the main components that constitute the OEI itself, which have informed the requirements in the rubric. All courses will qualify to be presented as part of the OEI. These qualifications can be found in *Appendix 1*. Areas like accessibility and regular effective contact will no longer be optional, but will become essential and required parts of teaching online and hybrid courses at Skyline College.

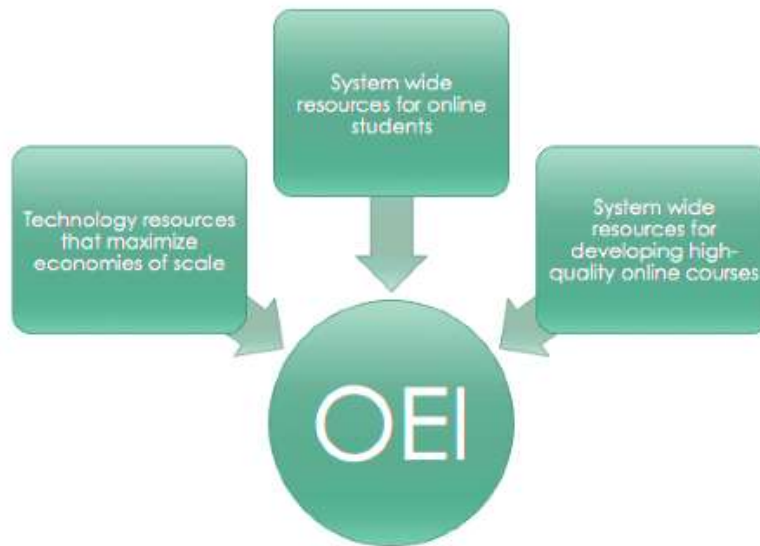


Figure 3. Online Education Initiative Components

The majority of distance education students will be new to Canvas, but will be unable to receive training on the LMS until they are already in a course that is using it. Therefore, students will need to learn the Canvas LMS and perform their coursework concurrently. Student training will be offered in two ways: in-person workshops and in an online training module.

The in-person workshops will be highly publicized on campus and in individual courses by faculty. A series of kick-off workshops will be offered at the beginning of each semester that will offer comprehensive Canvas training. Later in the semester, workshops will be a drop-in setting for students to get help. These workshops' topics will be informed by questions that students submit to the Canvas Help email address.

The online training module will be created in Canvas and uploaded to the Canvas Commons, so that faculty can easily import the module into their courses during their own Canvas training. All Canvas courses will have the student help module in them, so that students can access the resources and information as needed throughout the semester.

### Gaps

One of the main gaps that will need to be addressed during the conversion from Moodle to Canvas will be faculty preparedness. Faculty will also need to be introduced to the Online Education Initiative rubric and how it will need to be used in creating new courses on Canvas. The OEI will no longer be a general set of guidelines, but a requirement for online and hybrid faculty to build their courses. Gaps related to faculty preparedness and training will be addressed by the Center for Transformative Teaching & Learning (CTTL) team.

Student preparedness will also need to be addressed in the conversion, but student training will need to be addressed in an ongoing manner as new students come to Skyline every semester and may be working with Canvas for the first time. A certain level of iterative evaluation will need to be worked into

the student training plan that will take into consideration Canvas updates and changes, as well as the changing needs of Skyline distance education students. These needs are beyond the scope of this project, but it is recommended that they be taken into consideration in future trainings.

Another gap that is worth noting is student motivation. Student technology workshops currently offered on campus report very low attendance numbers, even though the workshops offer students training on skills that directly relate to their coursework. This gap will need to be addressed to ensure that students are accessing the information they need to be successful using Canvas.

### Opportunities for Training

Jonathan Paver, the dean of the Academic Success and Learning Technologies division, has mandated that training will be an essential part of the Moodle to Canvas conversion. Immersive faculty trainings will be offered to pilot groups of faculty prior to the semesters when they will begin using Canvas in their courses. Support workshops will also be offered throughout semesters when faculty are using Canvas for the first time, so that questions and problems can be addressed and clarified. This will hopefully prevent a negative culture of developing around the use of Canvas.

In-person workshops and an online training module will be made available for students at the start of the summer 2016 semester, when the first pilot group of faculty will begin using Canvas. These resources will be embedded in online and hybrid courses, and advertised and advocated for by faculty.

### Performance Analysis Plan

While training will be at the heart of a smooth and effective Moodle to Canvas conversion, training alone is will not be a standalone solution. To gain a more in-depth understanding of faculty perspectives on Moodle and the impending conversion to Canvas, informal in-person interviews and low-stakes Canvas workshops will be conducted (Planned & Facilitated by CTTL Team). These will be conducted in order to catch any underlying cultural or personal biases, such as past experiences with Canvas or CTTL training, that may impede the training process and to assess faculty ability to take on the new LMS.

Also, a simple survey will be given to the administrators who manage faculty members (Planned & Facilitated by CTTL Team). This survey will work to collect another perspective on the current LMS and the upcoming conversion. Feedback from this survey will be reviewed in a meeting with all faculty administrators, so that administrators can work together to help the conversion process run smoothly and also effectively for all faculty members and their students.

## Training Needs Assessment

### Needs Assessment Process

Because training will be offered to faculty in pilot groups. Pilot groups will be chosen by CTTL members based on (1) immediacy of Canvas conversion for their classes, (2) technological ability, and (3) open mindedness to change. Needs assessment will need to be performed for each pilot group to inform training for each different group of faculty. Training content will be the same for each pilot group, but trainers will be able to see areas that need more attention and plan trainings accordingly. Needs assessment should also be done through the lens of what instructors have struggled with while using Moodle and what tools or technologies they have been unable to use in Moodle that they would like to. The needs assessment will also assess the level of familiarity among each group with the OEI rubric.

A preliminary survey will be provided to pilot group faculty that will serve to get them thinking about the issues at hand (See Appendix 2). This survey will be given electronically prior to the first scheduled training. The first scheduled training will then consist of a general overview of what training will occur and a group discussion about the trends in the anonymous survey results. This will inform learners what areas were shown to need special instruction and where those areas will be incorporated into the training schedule. This way faculty members will know when their issues or trouble areas will be addressed in training.

Online and hybrid faculty will also be given a survey that will collect data on what students are under-prepared for in online education and what they tend to struggle with throughout the semester (See Appendix 3). Faculty will also be given an email address to refer students' questions to, giving students a resource for getting immediate questions answered. The emails that come into this account will also serve to inform trainers on what topics to cover in student workshops.

### Training Needs (knowing what and knowing how to)

Online and hybrid faculty training will cover 4 main areas of Canvas and the OEI:

1. Introduction to Canvas & the OEI Rubric
2. Course Design & Development: Creating and Organizing Material in Class
3. Managing Course Communication and Interaction with Canvas Tools
4. Assessment in Canvas: Quizzes, Assignments, and Grades

Each training session will cover one of the above main areas and will be followed by a period of open-lab work, so that faculty can put what they learn to use in the courses they are converting while having access to trainers for help and questions. Faculty will leave the training program with all of their courses converted and live on the Canvas LMS.

Student training will cover the trends reported from the faculty survey and what problems and questions students report directly. Main areas may include:

1. Introduction to Canvas & Helpful Resources (this may be all that some students need)
2. Submitting Assignments & Uploading Files
3. Staying on Top of Course Communications & Forums
4. Completing Tests & Quizzes; Checking Grades

### Goal Statement

Skyline College online and hybrid faculty members will be able to design, develop, manage and assess courses using the Canvas Learning Management System and OEI Rubric during regular semester instruction. (Assigned to the CTTL team)

Skyline College distance education students will be able to navigate courses, upload assignments and participate in course communications using the Canvas Learning Management System during regular semester instruction in online and hybrid courses.

# Task Analysis

## Instructional Goal Analysis Process

### Goal Analysis Strategies & Rationale

The main instructional goal of the Student Moodle to Canvas Conversion was found in the Front End Analysis to be:

*Skyline College distance education students will be able to navigate the LMS and their courses, upload assignments, and participate in course communications using the Canvas Learning Management System during regular semester instruction in online and hybrid courses.*

Goal Analysis was done by first determining which learning domain this goal falls into. Because the skills listed in the goal all involve making discriminations, applying rules and solving problems, the goal was found to be an intellectual domain goal.

Next in the goal analysis, the main steps needed to complete the goal were analyzed. These steps were determined based on two sources of data: (1) the designer's first-hand experience assisting students with the current LMS, Moodle, and (2) the survey results collected from online faculty during the Front-End Analysis regarding students' technology struggles and preparedness. By analyzing students' most common questions and the features they are required to use most often, the main steps were determined to be:

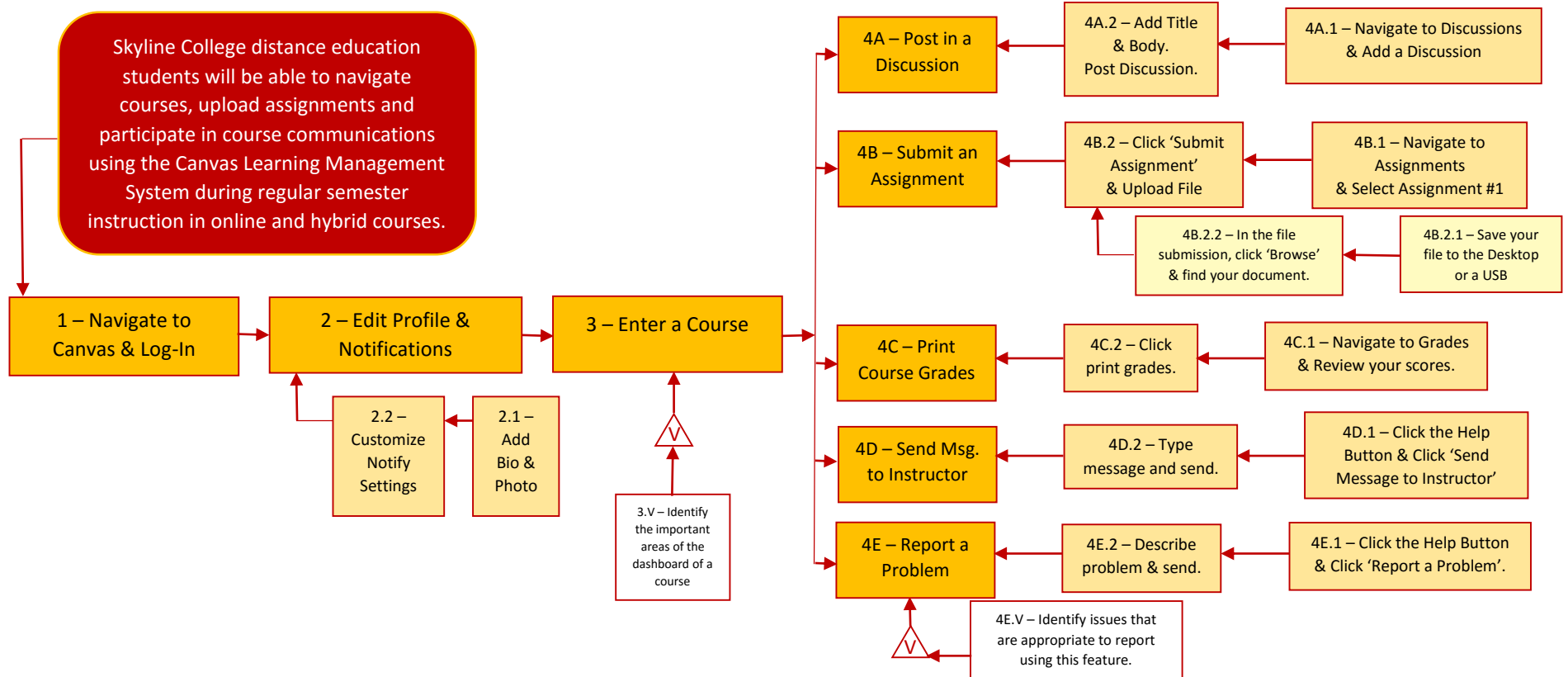
1. Navigate to Canvas & Log-In
2. Edit Profile & Notification Settings
3. Enter a Course
- 4A. Post in a Discussion
- 4B. Submit an Assignment
- 4C. Print Course Grades
- 4D. Send Message to Instructor
- 4E. Report a Problem in Canvas

Steps 4A-4E were determined not to be hierarchical since they can be learned in any order, so they are numbered accordingly.

Once these main steps were identified, the designer worked through a Canvas 'train-the-trainer' module and used a procedural analysis to identify the subordinate and entry skills that students would need to be able to perform the main steps of the goal. A number of subordinate skills were identified for the main steps of the goal and two verbal information skills were identified for steps 3 and 4E. Also 3 entry skills were identified for the goal and it is assumed that the majority of learners possess these 3 entry skills, so they will not be taught or tested in the training. However, resources on campus at Skyline College pertaining to the entry skills will be advertised during training.



**Instructional Goal Analysis Diagram**



- 0.3 – Skill/Familiarity with online instructional materials
- 0.2 – Basic internet navigation skills
- 0.1 – Basic computer skills

## Learner Analysis

### Relevant Learner Characteristics

The learner characteristics that will be used to define the target audience for the instruction are outlined as follows:

1. Entry Skills
  - Findings from distance education faculty survey conducted in front end analysis (to inform technology preparedness in online students)
  - Percentage of students who have used online educational materials in the past.
2. Prior Knowledge of Topic Area
  - Students' previous experience working with Moodle, or any other LMS.
  - Students' previous experience working with Canvas
3. Group Characteristics
  - Average demographics of distance education students (averages for each semester during the 14-15 academic year)
    - Age groups
    - Employment Status (to inform that length and depth of instruction that will be appropriate for the majority of learners)
    - Location (to determine the usefulness of online versus in-person resources)

### Learner Analysis Process

The three entry skills found in the instructional analysis (see page 2) are basic computer skills, basic internet navigation skills, and skill/familiarity with online educational materials (i.e., accessing online resources for learning, either in an online or hybrid class setting). Findings from the distance education faculty survey conducted in the Front End Analysis will be analyzed to find common trends in online learners that can be extrapolated to predict how prepared future online learners will be for online education.

Because other institutions have already adopted Canvas, there may be some learners who have worked with Canvas before. In order to determine how many students have a background in Moodle or Canvas and what they most commonly use an LMS for, a short poll will be administered to students either before training or at the start of training (see Appendix 4).

It will also be important to gather as much data as possible about the group characteristics that make up distance education learners. This data will be collected from various sources including institutional data, statewide existing data records for the 2014-2015 school year and national existing data records for the 2014-2015 school year.

## Context Analysis

### Performance Context

Because the results of this training will be used for online education, the performance context will be students' online courses. However, students may access the performance context at home, at work, at a

friend's house, etc. However, there are factors that will effect students' ability to apply what they've learned no matter where they are, so those are outlined below.

1. Faculty Support
  - The skills that students learn in the trainings will need to be recommended by faculty and put to use in their actual class environments.
    - i. Faculty feedback will be gathered during faculty Canvas trainings regarding the best way to get students connected with the training they need and how these strategies can be implemented effectively.
2. Physical Aspects of the Site
  - The physical aspects of the performance context site will vary widely, but common obstacles will be mentioned in training to help students troubleshoot very basic technology issues that may arise.
3. Relevance of Skills to the Workplace
  - Common uses of Moodle will be analyzed to be sure that the Canvas training is covering what students will actually be using in their classes.
    - i. Online faculty survey results from the Front-End Analysis will be analyzed to be sure that Canvas trainings are covering the skills that students actually need in online education courses.

### Instructional Context

Similar to the performance context, the instructional context could be anywhere and anytime depending on how each student chooses to access the training. Also, there will be two instructional contexts: in-person (computer lab on campus) and online (in the online training module). Each of these instructional contexts are outlined in the following categories:

1. Compatibility of Site with Instructional Requirements
  - a. In-Person
    - The technology and size of the computer lab will be analyzed to be sure that in-person training can be effective for students.
  - b. Online
    - The format of the online module will be formatted to be effective for the largest number of students possible and will be relevant to the online modules that they are required to access in coursework.
2. Adaptability of Delivery Approaches
  - a. In-Person
    - Jonathan Paver, the Academic Success and Learning Technologies dean, has required that in-person workshops are offered.
      1. Multiple workshops will be offered to accommodate a wide range of schedule availability in students. Workshops will also be offered in multiple series.
  - b. Online
    - The online module will need to be offered in Canvas, so that it can be embedded into Canvas classes and so that it remains relevant to what students are learning.

1. Because the Canvas LMS is highly responsive and ADA-compliant, mobile devices, like smart phones or tablets, shouldn't pose a problem for technological access.

# Instructional Road Map

## Purpose

The purpose of this instructional design project is to offer online and in-person trainings to distance education students that will prepare students for the district-wide learning management system (LMS) conversion from Moodle to Canvas beginning in the Summer of 2016.

The instructional goal for these trainings is that, after completing them, Skyline College distance education students will be able to navigate the LMS and their courses, upload assignments, and participate in course communications using the Canvas Learning Management System during regular semester instruction in online and hybrid courses.

An instructional goal analysis was performed on the above goal and the following main steps were identified during the Task Analysis process. A variety of subordinate skills were also found to support the instructional goal.

1. Navigate to Canvas & Log-In
2. Edit Profile & Notification Settings
3. Enter a Course
- 4A. Post in a Discussion
- 4B. Submit an Assignment
- 4C. Print Course Grades
- 4D. Send Message to Instructor
- 4E. Report a Problem in Canvas

The purpose of this instructional road map will be to determine the instructional objectives, strategy and activities that will achieve the above goal.

## Instructional Objectives

The instructional objectives were mapped directly from the instructional goal, main steps and subordinate skills. Objectives were identified based on how the instructional goal could be observed in learners, under what conditions and with what required criteria. The main goal steps and their corresponding objectives are outlined below.

Main Step in Instructional Goal	Performance Objective for Main Step
Goal: Skyline College distance education students will be able to navigate the LMS and their courses, upload assignments, and participate in course communications using the Canvas Learning Management System during regular semester instruction in online and hybrid courses.	Terminal Objective: Using a current online course in Canvas, navigate the course, upload an assignment, and participate in a variety of course communications. Student should locate the where main components of the Canvas LMS are and how to access them during online instruction.
2. Edit Profile & Navigation Settings	2. When first using Canvas, update the Profile & Notification settings in your Canvas account. Learner should add a photo of themselves, fill

	in the biography with their information and edit the notification preferences.
2.1 Change Profile Picture	2.1 When asked by the instructor, upload a photo of yourself or one that represents you and set it as the profile picture. Learners should successfully upload their photo every time.
3. Enter a course.	3. Given the Canvas Dashboard, enter the online course that needs attention. Learners should identify the course needing attention 100% of the time.
4A. Post in a Discussion.	4A. When assigned to post responses to readings, start a discussion and reply to a peer's discussion topic. Learners will post at least one discussion with a title, body, and attached file. Learners will also post at least one response to an existing discussion.
4B. Submit an Assignment.	4B. Given that you have an assignment due, submit an assignment. Learners will submit one of each type of assignment.
4C. Print Course Grades.	4C. Given that a student needs to review their grades, print the course grades. Learners will submit the grade print out to the instructor.
4D. Send a Message to the Instructor.	4D. When you have a question for your instructor, send a message to your instructor. Learners should send one message.
4E. Report a Problem in Canvas.	4E. Given there is a technical issue with Canvas that should be reported, report it. Learners should report one fake issue.

## Instructional Sequence

In order to determine the appropriate instructional sequence, the task analysis was further analyzed. Tasks were sorted in a bottom-up, left-right order, being sure to list subordinate skills before main skills and introductory skills before more complex skills.

One exception was found to be that the information in Step 3 could serve as the subordinate skills for Steps 4A-4E. Rather than teaching this information multiple times, the information will be taught once for Main Step 3 and later referred back to as an advance organizer for later steps.

Objectives were clustered based on whether they were introductory or more advanced in the Canvas LMS. Objectives 1-3 were determined to be introductory and foundational, while objectives 4A-4E were found to be more advanced.

### Information Sequence & Clustering

Cluster (2 1-hour Sessions)	Instructional Goals & Objectives
1	Main Step 1: Navigate to Canvas & Log-In Supporting Step 2.1: Upload Profile Picture Main Step 2: Edit Profile & Navigation Settings Main Step 3: Enter a course.
2	Main Step 4A: Post in a Discussion. Main Step 4B: Submit an Assignment. Main Step 4C: Print Course Grades. Main Step 4D: Send a Message to the Instructor. Main Step 4E: Report a Problem in Canvas.

### Instructional Strategy

The instructional strategy will focus on students learning by doing. There will be little difference between the instructional context and the performance context because students will be practicing what they learn in the Canvas LMS environment that they will also be accessing their coursework in.

Preinstructional activities were found to consist mainly of orienting students in the conversion from Moodle to Canvas and bringing their attention to the bigger picture of online education and the access it affords them to their academic work. This idea will serve as learners' motivation to take advantage of the training they are participating in.

PREINSTRUCTIONAL ACTIVITIES
<p><b>MOTIVATION:</b></p> <ul style="list-style-type: none"> <li>Prior to main step 1 "Navigate to Canvas &amp; Log-In" the instructor will lead workshop attendees in a group discussion about what Canvas is and what students struggle with the most when it comes to online education. The instructor will note areas of struggle that are not already included in the training that can be covered during Q&amp;A time at the end.</li> <li>Watch an online video that talks about online education and its benefits.</li> </ul> <p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>Orient students to the Canvas workshops and make it clear to them that this is a tool that will be useful to them in the future and make their academic lives easier. Inspire students to use this new tool to their advantage in their education.</li> <li>A general outline of the workshop sequence will be given as well as alternate dates that students can attend.</li> </ul> <p><b>ENTRY SKILLS:</b></p> <ul style="list-style-type: none"> <li>Learners will already be prepared for online education by have basic computer and internet navigation skills. Resources will be available and recommended to students who are not prepared. Learners will also have some familiarity with the concept of accessing education materials online.</li> </ul> <p><b>STUDENT GROUPINGS &amp; MEDIA SELECTIONS:</b></p> <ul style="list-style-type: none"> <li>Instructor-led, large-group discussion; video playback</li> </ul>



Because the learning in these workshops will not be graded, assessments will take the form of questionnaires that will be used to demonstrate the effectiveness of training in altering students' perceived preparedness and gathering any feedback from students that may not be evident in trainings.

Follow-through activities will carry more weight than assessment in the instructional strategy because students are not expected to leave the training with a complete knowledge of the LMS. Instead they are expected to leave the workshops with a foundational knowledge of the LMS and an extensive resource library to refer to as needed.

<b>ASSESSMENT</b>
<p><i>PRETESTS:</i></p> <ul style="list-style-type: none"> <li>• An electronic questionnaire will be given at the beginning of session 1 to gather information about learners' feelings of preparedness for online learning with the Canvas LMS. Open-ended questions will also be included to give learners the opportunity to ask questions or share opinions that could be addressed in the training.</li> </ul> <p><i>STUDENT GROUPINGS &amp; MEDIA SELECTIONS:</i></p> <ul style="list-style-type: none"> <li>• Individualized, web-based</li> </ul> <p><i>POSTTESTS:</i></p> <ul style="list-style-type: none"> <li>• The questions from the pretest will be combined with the most key questions to assess how students' attitudes and general preparedness have changed.</li> </ul> <p><i>STUDENT GROUPINGS &amp; MEDIA SELECTIONS:</i></p> <ul style="list-style-type: none"> <li>• Individualized, web-based</li> </ul>
<b>FOLLOW-THROUGH ACTIVITIES</b>
<p><i>MEMORY AID:</i></p> <ul style="list-style-type: none"> <li>• Memory aids planned include handouts outlining the important areas of the Canvas LMS and their uses. As well as a list of resources students can refer back to if needed.</li> <li>• Training videos will also be made available online for students to refer back to if needed.</li> </ul> <p><i>TRANSFER:</i></p> <ul style="list-style-type: none"> <li>• Students will be using the skills they learned in their classes each semester. Faculty will be encouraged to challenge students to use the skills they've learned in training and also report any deficient areas to the trainer.</li> </ul> <p><i>STUDENT GROUPINGS &amp; MEDIA SELECTIONS:</i></p> <ul style="list-style-type: none"> <li>• Individualized, Printed Handout, Web-Based Resources and Reference Materials</li> </ul>

As mentioned previously, content presentation and student participation will center around students learning by doing. Students will be encouraged to practice, experiment and explore along with the instructor in order to get more familiar with the Canvas LMS. Feedback will be informal and individualized so that learners are able to ask questions and get help if needed.

<b>CONTENT PRESENTATION &amp; STUDENT PARTICIPATION FOR SESSION 1</b>
<p>1. When requested orally or in writing to log-in to Canvas, navigate to the Canvas site and log-in with your G-number and password successfully 100% of the time.</p> <p><i>CONTENT PRESENTATION:</i></p> <ul style="list-style-type: none"> <li>• Instructor will demonstrate for learners where to find access to Canvas on the Skyline College website and what information is needed to log-in.</li> </ul> <p><i>STUDENT PARTICIPATION:</i></p> <ul style="list-style-type: none"> <li>• Learners will follow along with the demonstration, completing the steps in the process with the instructor. Student will log-in to Canvas.</li> </ul> <p><i>FEEDBACK:</i></p> <ul style="list-style-type: none"> <li>• Instructor will visually check that all students have successfully logged in and pause for questions.</li> </ul>
<p>2.1 Using a photo or picture, save the image on the Desktop of the computer. Learners should successfully save the file and be able to locate where it was saved 100% of the time.</p> <p><i>CONTENT PRESENTATION:</i></p> <ul style="list-style-type: none"> <li>• Instructor will explain the logic behind why students may be asked to set their profile picture. Learners will be given an alternative if they are uncomfortable with using a photo of themselves as their profile photo.</li> <li>• Instructor will demonstrate how to find an image to use and how to save it to the Desktop.</li> </ul> <p><i>STUDENT PARTICIPATION:</i></p> <ul style="list-style-type: none"> <li>• Learners will follow along with the demonstration, completing the steps in the process with as the instructor completes them. Student will save an image to the Desktop.</li> </ul> <p><i>FEEDBACK:</i></p> <ul style="list-style-type: none"> <li>• Instructor will visually check that all students have successfully saved an image to the Desktop and pause for questions.</li> </ul>
<p>2. Using the provided demonstration, update the Profile &amp; Notification settings in your Canvas account. Learner should add a photo of themselves, fill in the biography with their information and edit the notification preferences.</p> <p><i>CONTENT PRESENTATION:</i></p> <ul style="list-style-type: none"> <li>• Instructor will demonstrate how to edit a profile in Canvas, including how to upload a profile image and fill in the Bio.</li> <li>• Instructor will demonstrate how to make changes to notification settings and instructor will point out the most useful settings for learners to be aware of.</li> </ul> <p><i>STUDENT PARTICIPATION:</i></p> <ul style="list-style-type: none"> <li>• Learners will follow along with the demonstration, completing the steps in the process with as the instructor completes them. Student will update their profile and edit their notification settings.</li> </ul> <p><i>FEEDBACK:</i></p> <ul style="list-style-type: none"> <li>• Instructor will visually check that all students have successfully updated their profile and pause for questions.</li> </ul>

3. Given a visual description of the Canvas Dashboard, enter the online course that needs attention. Learners should identify the course needing attention 100% of the time.

**CONTENT PRESENTATION:**

- Learners will be given a handout highlighting the main areas of Canvas and their functions. Instructor will also provide learners with a visual comparison of Moodle and Canvas, so that students can relate the new areas of Canvas to the areas of Moodle that they are accustomed to.

**STUDENT PARTICIPATION:**

- Learners will be called on to read the names of the different areas of Canvas, their Moodle equivalent and their functions.
- Learners will be shown 3 different screen shots of Canvas Dashboards and they will be asked to identify which course on the Dashboard needs to most immediate attention.

**FEEDBACK:**

- Instructor will explain which student feedback is correct and why other responses could be improved.

**CONTENT PRESENTATION & STUDENT PARTICIPATION FOR SESSION 2**

4A. Using the provided video simulation, start a discussion and reply to a peer's discussion topic. Learners will post at least one discussion with a title, body, and attached file. Learners will also post at least one response to an existing discussion.

**CONTENT PRESENTATION:**

- Instructor will demonstrate how to start a discussion and how to respond to an existing one.
- Instructor will review information from step 2.1 regarding uploading files.

**STUDENT PARTICIPATION:**

- Learners will follow along with the demonstration, completing the steps in the process as the instructor completes them. Students will start a discussion and reply to a peer's discussion.

**FEEDBACK:**

- Instructor will be able to see the discussion threads and will visit students that haven't posted to allow for help and questions.

4B. Using the provided video simulation, submit an assignment. Learners will submit one of each type of assignment.

**CONTENT PRESENTATION:**

- Instructor will demonstrate how to submit assignments and explains the different types.
- Instructor will review information from step 2.1 regarding uploading files.

**STUDENT PARTICIPATION:**

- Learners will follow along with the demonstration, completing the steps in the process as the instructor completes them. Students will upload each type of assignment.

**FEEDBACK:**

- Instructor will look through to comment on any apparent errors or successes without calling out individual students. Pause for questions/help.

4C. Using the provided video simulation, print the course grades. Learners will submit the grade print out to the instructor.

CONTENT PRESENTATION:

- Instructor will demonstrate how to view and print grades.

STUDENT PARTICIPATION:

- Learners will follow along with the demonstration, completing the steps in the process as the instructor completes them. Students will view their grades and how to print them.

FEEDBACK:

- Instructor will pause for questions and comments.

4D. Using the provided video simulation, send a message to your instructor. Learners should send one message.

CONTENT PRESENTATION:

- Instructor will demonstrate how to send messages.

STUDENT PARTICIPATION:

- Learners will follow along with the demonstration, completing the steps in the process as the instructor completes them. Instructor will give students a topic to base their messages on and then students will send a message to the instructor.

FEEDBACK:

- Instructor will pause for questions and comments while reviewing some of the questions received and commenting on them anonymously.

4E. Given a handout explaining issues that should be reported, report a fake issue. Learners should report one fake issue.

CONTENT PRESENTATION:

- Instructor will explain the types of issues that may come up and which types should be reported to Canvas.
- Instructor will demonstrate how to report an issue.

STUDENT PARTICIPATION:

- Learners will follow along with the demonstration, completing the steps in the process as the instructor completes them. Students will report 1 fake issue.

FEEDBACK:

- Instructor will pause to allow for questions and clarifications.

## Instructional Activities

Session:	Activities:
1	<p>Introductory and Motivational Materials:</p> <ol style="list-style-type: none"> <li>1. Instructor will welcome learners begin a group discussion about Canvas and its uses.</li> <li>2. After watching a short streaming video, instructor will explain to learners the power of online education and they can use Canvas as a tool to improve their education.</li> <li>3. Instructor will outline workshop structure and future workshops schedule.</li> <li>4. Pretest</li> </ol> <p>Instruction and practice activities on objectives for main steps 1-3:</p> <ul style="list-style-type: none"> <li>• Watching instructor demonstration and following along individually.</li> <li>• Asking questions or making clarifications as needed.</li> </ul>
2	<p>Instruction and practice activities on objectives for main steps 4A-4E:</p> <ul style="list-style-type: none"> <li>• Watching instructor demonstration and following along individually.</li> <li>• Asking questions or making clarifications as needed.</li> </ul>

## Instructional Media & Delivery Methods

Session:	Objectives:	Initial Student Groupings & Media Selections:	Consolidated Student Groupings & Media Selections:
1	1, 2, 2.1, 3	Web-based, Group Demonstration, Individualized, Group Discussion, Print Handout	Individualized, Web-based Demonstration, Print Handout
2	4A, 4B, 4C, 4D, 4E	Web-based, Group Demonstration, Individualized, Group Discussion, Print Handout	Individualized, Web-based Demonstration, Print Handout

# Evaluation Plan

## Purpose

The purpose of this instructional design project is to offer online and in-person trainings to distance education students that will prepare students for the district-wide learning management system (LMS) conversion from Moodle to Canvas beginning in the Summer of 2016.

The instructional goal for these trainings is that, after completing them, Skyline College distance education students will be able to navigate the LMS and their courses, upload assignments, and participate in course communications using the Canvas Learning Management System during regular semester instruction in online and hybrid courses.

Needs Assessment, Task Analysis and an Instructional Road Map have all been performed to put together the goal above and plan a strategy for achieving it. The following evaluation plan will outline the formative evaluation strategy which will take place in the instructional context and the summative evaluation strategy which will take place in the performance context.

The goal of the formative evaluation strategy will be to monitor how well students are learning the materials during the instruction and find solutions when learners are struggling. The goal of the summative evaluation strategy will be to see how effective the workshops were in allowing learners to fully participate in online learning in the Canvas Learning Management System.

## Formative Evaluation

The formative evaluation strategy will adhere to levels 1 and 2 of Kirkpatrick's Levels of Evaluating Training Programs. Also, one-to-one and small group evaluations will be conducted while the workshops are being built.

The one-to-one evaluation will use student assistants, who offer a wide range of abilities and backgrounds, looking for typographical errors and checking that instructions and expectations make sense and are feasible. A small group evaluation will be conducted with a group of 5-8 student assistants (different student assistants than those who participated in the one-to-one evaluations). The small group will participate in the workshop in a real setting. A group discussion will be conducted at the end of the small group evaluation and a short anonymous survey will be completed by participants (see Appendix 5).

Kirkpatrick's Level 1 is Reaction, where "...your goal is to measure participants' reactions to the training program" (Kirkpatrick 2006).

While the Student Moodle to Canvas Conversion project is not flexible in terms of the software choice or implementation timeline, student perspectives will be an important aspect of workshop success. If students are resistant to Canvas in general, or have biases against online learning or technology, the instruction will not be successful and, in turn, students will not be successful in their online learning experiences.

Students' reactions will be evaluated using an informal group discussion led by the instructor. The instructor will propose questions similar to those below to students to gauge whether students have strong positive or negative reactions to the issues at hand.

- Who has used Canvas before?
- Who has had a positive/negative experience with Canvas before?
- Out of those who have used Moodle and Canvas before, who prefers Moodle/Canvas?
- Open Discussion: does anyone have any positive/negative experiences that they would like to share? Issues/questions that you'd like help with? Tools you need that you want to find in Canvas?

The instructor will take note of things that need to be resolved in the trainings and do so when possible. Students will also be given resources for getting help or getting questions answered after the training. The main goal being to make sure students are able to be successful in their courses even if they have reservations about the new LMS.

Kirkpatrick's Level 2 is Learning, where, "...your goal is to determine what the training program participants learned during the training event" (Kirkpatrick 2006).

From the task analysis process, it became clear that learning in this workshop will come from students applying what they are learning and having the opportunity to practice and receive feedback. To accommodate this need, the structure of the workshops will involve an instructor-led demonstration and the time for learners to practice. While learners practice what they learn, the instructor will move around the room observing learners' work and answering questions. This will give the instructor a first-hand real-time view of how learners are doing with the instruction.

Also, if the instructor notices that certain areas of the instruction are more prone to mistakes than others, or some errors occur for the majority of students, instruction will be edited to include these incidents for future workshops.

## Summative Evaluation

The summative evaluation strategy will adhere to levels 3 and 4 of Kirkpatrick's Levels for Evaluating Training Programs.

Kirkpatrick's Level 3 is behavior, where the following question is asked and answered: "Did the training have a positive effect on job performance?" (Kirkpatrick 2006).

In the context of this project, level 3 will more accurately answer the question, 'Did the workshops have a positive effect on students' ability to use Canvas proficiently?' Answering this question is important for multiple reasons. First, because Canvas is not being implemented all at once, there will be opportunities for training to improve before more students encounter Canvas and trainings. The details we find while evaluating this level could inform the improvements or changes that may make the workshops more effective. Second, this level will be used to show how successful students are in their coursework in Canvas. The previous Learning Management System did not offer any training and it was observed by faculty and staff that there were many students who were unable to complete their coursework because they weren't familiar with the LMS.

To answer the question above and gather the data needed, the Analytics in the Canvas Learning Management System will be utilized. Students will be selected based on their technical ability and



whether or not they participated in the workshops. Analytics from the beginning of the semester will be compared to the end of the semester. This will give students time to practice what they learned.

Kirkpatrick's Level 4 is results, where, "...your goal is to find out if the training program led to final results, especially business results that contribute to the 'bottom line' (i.e., business profits)" (Kirkpatrick 2006).

The 'business results' that we are looking for here are students increased technical ability regarding the Canvas Learning Management System and their increased success and ease-of-use in their online course work. The analytics gathered to evaluate level 3, behavior, will in some ways also evaluate level 4, results, but the faculty perspective has not yet been evaluated and this seems like an area where faculty perspectives would be particularly valuable.

So a short survey will be sent out to the faculty who participated in the first pilot groups of Canvas implementation at the end of their first semester using Canvas (See Appendix 6). The survey will ask open-ended questions that gauge whether faculty perceived that the majority of students were capable of completing coursework in the Canvas LMS. The survey will also ask faculty to include any areas that students clearly needed help in, that could be incorporated into future trainings.

Overall, these evaluation strategies will inform the instructor of the success of the workshops and how they can be improved for future students. Ideally, this will lead to students having access not only to workshops offering Canvas training, but also helpful resources that they can access when needed.

## Appendix 1

### Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI) course exchange, it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

- A. **Course Design** - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.
- B. **Interaction and Collaboration** - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. “Interaction” denotes communication between and among learners and instructors, synchronously or asynchronously. “Collaboration” is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.
- C. **Assessment** - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.
- D. **Learner Support** - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (iNACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weakness of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.

For each sub-category (within the main categories of Course Design, Interaction and Collaboration, Assessment, and Learner Support), peer online course reviewers will assign a numeric score (from 0-6) for each sub-category within the major categories. The numeric scores align with the levels of mastery as follows:

## FRONT END ANALYSIS—Student Moodle to Canvas Conversion

### APPENDIX 1—OEI Course Design Rubric

- Distinguished to Exemplary (5-6)
- Satisfactory to Accomplished (3-4)
- Promising (2)
- Incomplete (1)
- Not Evident (0)

It is common for a course to vary in its level of accomplishment across all items within a single sub-category. For example, a course might be very strong in “Content Presentation: Navigation is intuitive” but somewhat less strong in “Content Presentation: Content is presented using a variety of appropriate mechanisms,” both within the same sub-category of “Content Presentation.” In these cases, the higher score (6 for Exemplary and 4 for Accomplished) should be reserved for courses that are strong across all items in the sub-category. The lower scores (5 for Distinguished and 3 for Satisfactory) should be used in cases where most, but not all, of the items in the sub-category are strong.

For a course to be approved for delivery as part of the OEI the following criteria must be met:

- A minimum score of 3 (Satisfactory) in each sub-category, requiring at least some sub-categories to score in the accomplished to distinguished ranges
- A minimum cumulative score of 51, earning at least 70% of all possible points
- Inclusion of a component with content related to the Online Education Initiative

The instructional design team will help a candidate course meet the requirements for accessibility, the OEI component, and other instructional design issues as we can. A course that does not achieve the stated minimum scores will not be offered as part of the OEI. (CCCO 2015, p.1-2)

Appendix 2

Pilot Group Faculty Survey

## PILOT GROUP FACULTY SURVEY

*Most Used WebSmart (Moodle) Features &  
Common Technology Issues in Online Education*



Your Name:

Your E-mail:

Online or Hybrid Class(es) You Taught in the 15-16 Academic Year:

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1. Which features of WebSmart (Moodle) do you use the most in your teaching?

2. What are some things, if any, that you have wanted to do with WebSmart (Moodle), but were unable to do?

3. What are the most common technology issues that you encounter in your teaching?

4. What are you most concerned or apprehensive about, if anything, regarding the coming conversion to Canvas?

5. In an ideal world, what kind of support would you have access to once you begin teaching with Canvas?

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Other comments or questions?

Appendix 3

Online Faculty Survey

## ONLINE FACULTY SURVEY

*Student Use of Moodle & Technology  
Preparedness in Online or Hybrid Courses*



Your Name:

Your E-mail:

Online or Hybrid Class(es) You Taught in the 15-16 Academic Year:

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1. What is the most important skill students are lacking in online classes?

2. What are the most common technology questions or issues that come up for students throughout the semester?

3. What do students struggle with specific to WebSmart?

4. What information do you think students would benefit from learning more about in technology workshops?

5. In your opinion, what information should be covered in Canvas workshops for students?

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Other comments or questions?

TASK ANALYSIS—Student Moodle to Canvas Conversion  
APPENDIX 4—Past Knowledge Student Poll

Appendix 4

Past Student Knowledge

Your presentation

Hi, Allison Hughes! This is your Poll Ev page. Your audience will see the content below.  
If this is confusing, [learn more](#) about Poll Ev pages or [go back](#).

**Have you used Moodle before? At Skyline, Moodle is called WebAccess.**  
You can respond once

Yes

No

I'm Not Sure

**Have you ever used Canvas before?**  
You can respond once

Yes

No

I'm Not Sure

**If you've used either Moodle or Canvas (or another Learning Management System) before, what are the most common tasks you perform when accessing one of your courses online?**

Enter your response

Submit response

Appendix 5

Small Group Evaluation Survey

**SMALL GROUP EVALUATION SURVEY**

*Evaluate the effectiveness of the instruction.*



How do you feel about the statements below?\*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The objectives of the workshop were clear.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objectives of the workshop were useful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace of the instruction was comfortable and easy to follow.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The structure of the instruction made sense.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The structure of the instruction allowed me to practice what I was learning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics covered will be useful to me in future courses that use the Canvas LMS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend these workshops to friends who need help using Canvas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel prepared to start using Canvas in my classes after taking this workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other comments, questions, suggestions, or feedback?

***Thank you so much for your participation in this workshop and for providing your feedback!***

Appendix 6

Faculty Canvas Workshop Results Survey

**FACULTY WORKSHOP  
EFFECTIVENESS EVALUATION**  
*Evaluate the effectiveness of the program.*



How do you feel about the statements below?\*

	Strongly Disagree	Disagree	I Don't Know	Agree	Strongly Agree
The majority of my students were prepared to use Canvas.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I noticed a decrease in LMS-related technical issues with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend future students to participate in the Canvas workshops.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other comments, questions, suggestions, or feedback?

***Thank you so much for your participation in this workshop and for providing your feedback!***



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