



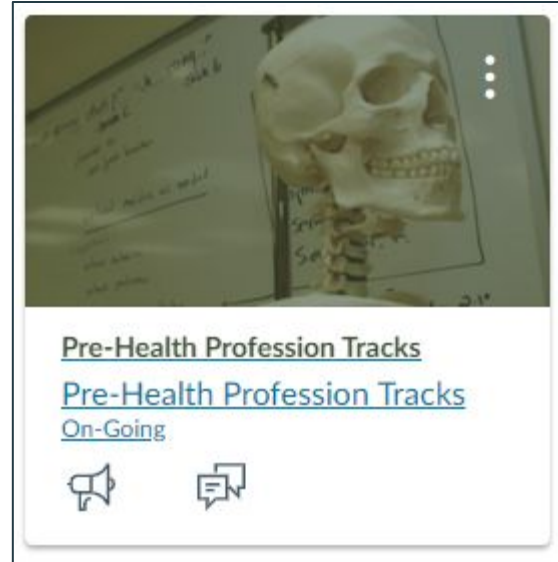
# Mercer University Pre-Medical Track Canvas Course

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# Roadmap

- Summary
- Background
- Report Analysis:
  - Needs Assessment
  - Learner Analysis
  - Context Analysis
  - Content Analysis
  - Instructional Objectives
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  - Instructional Strategies
  - Instructional Materials
    - Our Recommendations
  - Instructional Evaluation Plan
- Conclusion



# Background and Purpose

- Pre-Medical students need guidance and resources for their time at Mercer for a variety of reasons
- In the past, this has taken the form of a print book and advisor meetings
- Recently changed to an online format on Canvas
- However, the material can be modified in order to be more effective and useful for the students

# Summary

Using the research and data we have collected, we have come to these general findings throughout the semester:

- Canvas provides a variety of options for the pre-medical track that can greatly help students.
- However, at the moment, some of these are not yet fully utilized.
- With re-structuring of content, and a redesign of the home page, the Canvas course can help students achieve their goals even better than before.

# Needs Assessment Description

- Goal of Needs Assessment: Find what specifically the learners need to succeed
- Often works to find what the current and ideal states are, and then what is needed to reach the ideal state.
- Methods of uncovering needs (Carliner):
  - Interviews
  - Focus Groups
  - Student Experience
  - Read literature about similar situations and experiences
- Our needs assessment focused largely on interviews

# Needs Assessment Results

Students' Current State	Students' Ideal State	Type of Gap
<i>Students unsure about reference materials</i>	Students able to easily reference materials in order to assess their progress and advance in their career	Knowledge
<i>Students unclear about their goals and motivations</i>	Students will be able to better evaluate their goals and motivations	Attitudinal
<i>Students have difficulty progressing through the track and their time at Mercer</i>	Students are able to progress through the course and know what to do during their college career	Skill

# Recommendations from Needs Assessment

- For reference materials:
  - Clearer organization
  - Explanation of purpose / reason for providing each
- For motivation-seeking activities:
  - Engaging and thought-provoking materials
  - Explanation of purpose and benefits of materials
- For course and college career progression:
  - Set due dates for modules with a focus on end-of-academic year checkpoints and advising meetings
  - Highly visible “What’s next” section on home page, highlighting upcoming due dates, events, etc

# Learner Analysis

A Learner Analysis is an overview of the course's potential learners. Different details like age, gender, year-in-college, and more, are looked at in order to see commonalities between the learners.

- In using this data, designers can personalize their content for that audience.
- Conducted interviews with students to learn more about the motivational levels and all-around knowledge of students.
- Majority of students we interviewed felt good about the overall experience of the program, however we found that some felt unprepared and confused on how to proceed within the track.



# Context Analysis

A Context Analysis is a detailed look at different contexts involved with a site. There are three different contexts we considered while looking through the course: the orienting, transfer, and instructional contexts.

- Orienting: What the conditions the learners bring to the course already, like prior knowledge or previous experiences.
- Transfer: The environment where what is learned from the course is applied in real life.
- Instructional: The environment in which the learner gains the information.

# Context Analysis Findings

- *Orienting Context:* Relates to the learners' background. Each learner is expected to have completed high school (or similar) and have interest in a health or medical field.
- *Instructional Context:* The environment. Due to being online, partially dependent on the learner.
- *Transfer Contexts:* Has to do with how the information and training will be applied.
  - registration for classes
  - applications for med-school
  - in class work

# Content Analysis

A Content Analysis is a high-level overview at all of the content provided on the course. Within the analysis, we:

















- Looked at the structure of the course in order to analyze what things that were needed and potentially could be rearranged for the course
- Made a general outline of the course and all of the materials that are on each page.

## Findings from Content Analysis

With an extensive amount of content considered, we noted the following:

- Information on the home page could be reorganized to increase the digestion of information
- No way for students to measure their own progress

Table 1. General Information For All Pre-Health Students

<h2>A. College Student Essentials</h2>		
<p><a href="#">Pre-Health Advising &amp; Resources</a> </p> <p><a href="#">How to Make an Appointment with Dr. Bokros</a> </p> <p><a href="#">Use of AP/IB Credit</a> </p> <p><a href="#">Advice About Course Withdrawals</a> </p> <p><a href="#">Online Course Withdrawal</a> </p> <p><a href="#">Calculating Science GPAs</a> </p> 	<p><a href="#">ARC: College Study Skills</a> </p> <p><a href="#">Stanford U's Psychology of Learning Video Series</a> </p> <p><a href="#">Developing Academic Competencies (Study Skills)</a> </p>  <p><a href="#">How to Keep your Pre-health Track Designation When Declaring Your Major</a> </p>	<p><a href="#">Taking Summer Courses at Other Institutions</a> </p> <p><a href="#">Auditing a Class</a> </p> <p><a href="#">Creating a 4-Year Plan</a> </p> 

# Instructional Objective Description

Instructional Objectives are the specific goals of the learner over the course of the instruction.

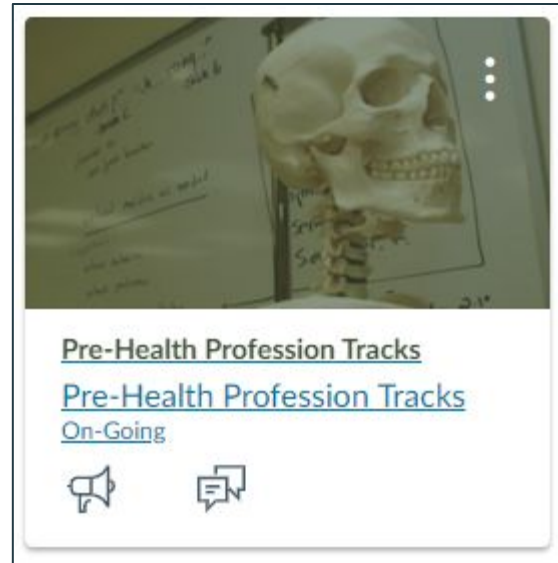
- These help with content creation, organization, and evaluation.
- There are four parts to every objective: the condition, the “who,” the action, and the criterion.
- In the case of the Canvas course, our objectives include objectives for the course overall, along with those for each specific module.

# Instructional Objective Examples

- For the course overall:
  - After completing the Pre-Health Canvas course, students will be able to determine whether or not a career in a Pre-Health profession is suitable for them.
- For specific modules:
  - After completing a specific module, students will be able to adequately express their motivations to further their learning and career path.

# Checkpoint

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# Instructional Strategies

Determining how best to present information based on the organization's background and learner's needs, to create the materials needed to deliver the training.

3 Different strategies to present what the learners need:

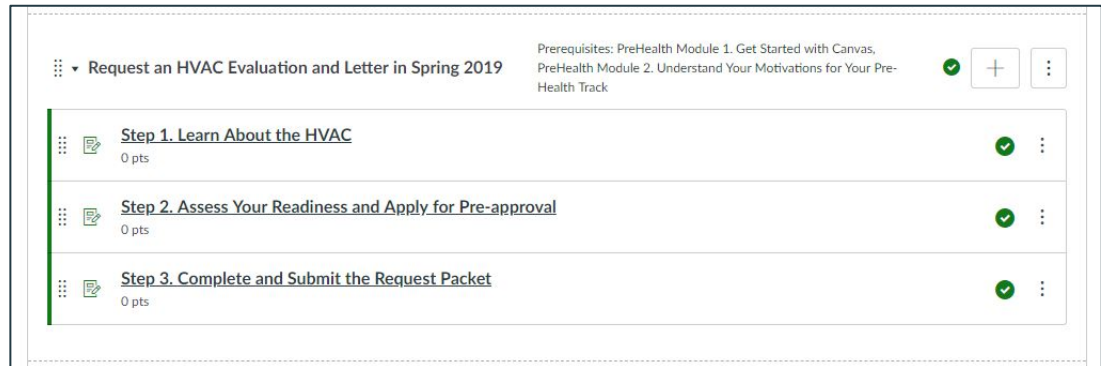
- Motivational
- Presentation
- Generative






# Instructional Materials Description

The Instructional Materials are a catch-all term for all of the content needed for the instruction.

- This includes content used by instructors as well as that used by learners.
- In the case of the Canvas, this is mostly composed of the home page content and the content in the modules



The screenshot displays a Canvas LMS interface for a module titled "Request an HVAC Evaluation and Letter in Spring 2019". The module includes prerequisites and a list of three steps, each with a document icon, a title, a point value, and a completion status.

Request an HVAC Evaluation and Letter in Spring 2019		Prerequisites: PreHealth Module 1. Get Started with Canvas, PreHealth Module 2. Understand Your Motivations for Your Pre-Health Track	✓	+	⋮
⋮	 <u>Step 1. Learn About the HVAC</u>		✓	⋮	
	0 pts				
⋮	 <u>Step 2. Assess Your Readiness and Apply for Pre-approval</u>		✓	⋮	
	0 pts				
⋮	 <u>Step 3. Complete and Submit the Request Packet</u>		✓	⋮	
	0 pts				

# Home page improvement

We believe the home page is the most important part of the website. Because it is the first page that students will see, we think there are some slight alterations that could be made in order to improve the experience of the users:

- Showing upcoming modules on the home page.
- Creating a “schedule” that shows a rough flow of what modules students should complete and when to complete them.
- Moving the “General Information” table to a page dedicated to resources.

# Home page improvement (cont'd)

<i>Module Name</i>	<i>Begin Period</i>	<i>End Period</i>
Module 1: Getting Started	1st Semester	1st Semester
Module 2: Understand your Motivations	1st Semester	3rd Semester

# Module changes




As they are, the modules are a great tool with organized information for the learners. However, we believe that some shuffling could be done to maximize effectiveness:

- Moving the last two modules, the ARC and and CCPD modules, to an accompanying “Resource” page.
- Creating and scheduling an HVAC evaluation / letter request to be due shortly before students are recommended to complete these tasks.  
(Similar to currently numbered pre-health modules)

# Canvas Course Scheduling

To better encourage students to use their time wisely, we recommend a clearer and more concrete scheduling of module due dates.

- For example, a module or modules due shortly before advising ensures the student is ready to discuss that module's topic during advising.
- Consistent scheduling also helps students to be aware of and work towards short-term goals on the track.

▾ <u>Assignments</u>	
	<b><u>Create and Personalize Your Pre-Health e-Portfolio</u></b> PreHealth Module 1. Get Started with Canvas Module   Due Jan 7, 2019 at 11:59pm
	<b><u>Design a 4-Year Plan</u></b> PreHealth Module 3. Own It Module   Due Jan 7, 2019 at 11:59pm
	<b><u>Define Your Values and Goals</u></b> PreHealth Module 2. Understand Your Motivations for Your Pre-Health Track Module

# Instructional Evaluation Plan

An evaluation plan is vital to gaining useful feedback from the student's reaction to the course. This feedback can be used to further improve the course and offer a better reference to the design of future courses.

- There isn't currently a way to evaluate the Canvas course based on the course objectives.
- With these recommendations, the evaluation of the course becomes easier to measure with quantitative and qualitative data:
  - Module quizzes: Are the modules effective, if so, how much?
  - End of academic year online surveys: What are the students' reactions to the course?
  - Exit survey: If a student leaves, why? (graduation, major switch, etc.) What are their final thoughts on the course?

# Conclusions

Thank you again for this opportunity to work with this website.

We believe that with our recommended changes, the Canvas course will be easier to use and students will have a clearer understanding as to what is expected of them to progress in their college careers and beyond.

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Questions?