Student and Faculty Transition to a New Online Learning Management

System

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Abstract

Background

Online learning is rapidly emerging within nursing education. The purpose of this project was to provide a unified and consistent user interface in the new Canvas™ learning management system (LMS) for students and faculty and to promote super users who would assist faculty in a seamless transition from Oncourse™ to Canvas™.

Implementation Plan

Curriculum templates were provided within the LMS for nursing courses and numerous training opportunities with designated super users.

Results

Faculty reported feeling either competent (57%) or very competent (36%) in their ability to use Canvas™ LMS after implementation of the project; survey comments reflected an overall positive response to the

transition to Canvas™.

Conclusion

This project resulted in a framework of standardized templates that

are student centered and effective for quality online learning.

Keywords: Learning management system (LMS), Nursing education,Hybrid, Online

Nursing education consists of rigorous academic demands targeted

toward the safe practice of nursing and the preparation of students to meet minimum requirements on standardized nursing licensure examinations after graduation. Nurses must learn to think abstractly but apply their learning concretely. With an increasing number of associate degree in nursing to bachelor degrees in nursing programs available to students in a hybrid or online format, consistency in nursing education is

threatened. Nurse educators must find ways to standardize curricula and

instruction while still permitting room for creativity within courses

(Schnetter et al., 2014). Student nurses are motivated by the combination of flexibility and convenience provided in online courses (Johnson & Smith, 2011), and hybrid models offer an additional opportunity for faculty and peer engagement. The literature for online education supports that, although students report a preference for online learning, it is not more time saving for faculty. According to Taft, Perkowski, and Martin (2011), the workload and intensity of effort for faculty are heavier for online education than for classroom education.

New online nursing programs are rapidly emerging that move the registered nurse from an associate's degree to a bachelor's degree.Online learning is especially useful when engaging returning students in rural settings who may struggle with flexibility to attend class, transportation time, and cost. The project discussed in this article took

place on a small midwestern campus in preparation for the

implementation of a new learning management system (LMS). The

purpose of this project was threefold: (a) to facilitate a smooth transition

from the Oncourse™ LMS to Canvas™ for the nursing division; (b) to

provide a standardized user interface in the look and presentation of the

LMS for students; and (c) to create two super users within the nursing

division who would serve as educators and ongoing resources to faculty.

Problem Statement

Transitioning into the world of academia can be a challenge for faculty who have previously been in clinical settings; additional challenges may arise when introduced to an online LMS. Frustrations arise with changes, regardless of faculty experience (McDonald, 2010). The Scope of Practice for Academic Nurse Educators (National League for Nursing, 2012) encourages nurse educators to develop innovative teaching and learning strategies that utilize resources and technology effectively. LMS's are tools to improve learning outcomes (Chipps, Kerr, Brysiewicz, & Walters, 2015) and can promote success for nurse educators when inclusive of student orientation materials and readily available resources (Johnson, 2016).

Self-directed learning provides students opportunity to develop autonomy. One of the largest challenges for online learning from both a student and faculty perspective is the LMS (Gummesson & Nordmark,

2012). The project members looked at the development of a standardized user interface for hybrid online nursing programs. The definition of hybrid onlinefor this university is an individual course or academic program that delivers up to 70% of instruction in a fully online format but that also incorporates approximately 30% of learning via live classroom or clinical practice. Hybrid courses utilize a high number of adjunct an part-time faculty who may have minimal experience in electronic or Internet-based education or curriculum development. An administrative decision was made to move all nursing courses to the new LMS at the beginning of a new semester and faculty were expected to participate voluntarily in training sessions via online webinars or faculty

development workshops (i.e., faculty were responsible for their own

education). We anticipated that the conversion to a new LMS would be

extremely stressful for all nursing faculty including adjunct teachers, and

the risk of disruption in the learning process for our students was predicted to be very high as students were expected to independently

utilize university resources in learning the new system.

Project Description

The project emerged from a concern over the full migration from the

Oncourse™ LMS to the Canvas™ LMS at a single point in time. The rural school of nursing program involved in this project registered 55

traditional undergraduate nursing students and approximately 225 hybrid online and fully online nursing students. Instruction and faculty management for the fully online students was under management of the

statewide regional home campus and was not included as a part of this

project; however, administratively, those students are advised by our

satellite campus; thus, they were included as comparators for the purposes of program evaluation. The project goals were to develop standardized template courses in Canvas™ specifically for the hybrid program that were available to the adjunct, part-time, and full-time faculty as they learned to use the LMS and plan for spring teaching assignments and to develop two faculty Canvas™ “super users” within the nursing department to serve as educators and resource persons.

Implementation Plan

The authors applied for and received a curriculum enhancement grant from the university to help support implementation of this project.

Our intervention was twofold. First, we developed a template that was

used to structure all of the hybrid online completion option courses

delivered by our campus utilizing the new LMS, Canvas™. The purpose

of this was to provide a unified and consistent user interface for both

students and faculty. This need was identified in prior student feedback in which the faculty used the previous LMS in various and sometimes

confusing ways for the students.

Framework

We conceptualized the hybrid online courses as a “textbook” that

used the home page in Canvas™ as a “table of contents.” On the home

page, we provided hot links to Wiki pages that served as weekly

“chapters.” On each weekly Wiki page, faculty and staff were able to

individualize and create activities, readings, and links to Web resources,

discussions, assignments, and/or quizzes. Several standardized pages

(with active links to the home page) were added to all of the courses.

These included links to the syllabus, academic policies, student support

services, and Canvas™ support services for students.

Second, the authors became trained in the Canvas™ LMS in the

spring and summer months prior to implementation. They developed a

training schedule and then offered training and support to all of the

full-time, part-time, and adjunct nursing faculty and staff in the nursing

division at our campus (n = 32). Large and small group training sessions

were held from during fall semester, and then, individualized training

continued into the spring semester as the LMS was rolled out.

Collaboration and cooperation of the trainers and the faculty were

vital to the success of the project. Collaboration consisted of scheduled

meetings, structured deadlines to upload documents, and assistance for

faculty and staff with individual courses. An emphasis was placed on

courses that were scheduled to begin during the first term in spring

semester.

During the evolution of the project, e-mails were sent to faculty

asking for input, advice, and suggestions. In addition, this project was

placed as a standing item on the monthly nursing division committee of

faculty (with student representation) for review and discussion. At the

completion of the project, all faculty who were teaching in courses that

were transitioned into the Canvas™ LMS were surveyed to determine the

effectiveness of the project, and students were contacted by their

academic advisor and asked a series of questions about their experience

during the first 8 weeks of 2016.

Results

The academic advisor for the nursing department identified a total of

180 online students for telephone interview. Of these, 151 students were

in the hybrid online track, whereas 29 were in the fully online track The

number of students reached by telephone was 57 (32%) at weeks one,

three, and six of the semester. The authors gave the academic advisor a

list of questions regarding the LMS transition to ask the students and the

advisor gathered the interview data. At week one, several of the fully

online students reported being surprised by the transition to Canvas™

because they were not notified of any pending changes. Conversely, the

hybrid online students were aware of the transition through announcements by previous semester instructors or academic advisors,

although many seemed ambivalent about the change. Many students

reported they liked Canvas™ once they got started, but they did not feel

comfortable with the change so early in the spring semester. The overwhelming majority of students reported they had no previous experience with the LMS before spring semester (a few students taking

online general education courses were more familiar with Canvas). Most

students did not attend a formal Canvas™ training; they just learned the

system through trial and error. By week two, most students reported

feeling more comfortable with the transition, with some students

reporting they actually like the new system and preferred it over the

former LMS. Near the end of the course (week six), several positive

comments were made by students, along with worries about the rigors of some courses. Both hybrid and fully online students expressed no further concerns about the Canvas™ LMS transition.

Over half of the faculty and staff who were teaching were full time,

and over one half taught at least one hybrid online class during the

semester. One third of the faculty also taught at least one traditional class in addition to the hybrid online course. Only one faculty member had ever used Canvas™ prior to the semester.

Faculty and staff were divided on how they felt about the move to

Canvas™. Half reported that it was better than the former LMS, whereas

29% said that they really liked it and were glad we had changed, and 21%

said that they could “take it or leave it” (i.e., no strong feelings). In regard to feeling competent, 93% of the faculty reported feeling either competent (57%) or very competent (36%) in their ability to use Canvas™. Only one person reported feeling a lack of competence in using Canvas™ despite completion of training. Last, comments made in the survey reflected an overall positive response by faculty to the transition with a desire for some ongoing support and access to training resources.

Strengths and Challenges

Acceptance by fellow faculty and administration for the project was

a definite strength. As a department, we were glad to receive support from the curriculum enhancement grant as this enabled us to train two faculty persons as specialists and early adopters of Canvas™. This provided a valuable ongoing resource to the division that did not end with the completion of this project.

A difficulty with the project was in identifying the means by which

we could evaluate effectiveness. It was hard to differentiate students who had standardized templates from those who did not, as all faculty

members and staff received the same Canvas training and many chose to

adopt the standardized template even for traditional (not online) classes.

In addition, most faculty/staff in nursing at our campus teach in both

traditional courses (where a standardized template was not provided) and in the hybrid online courses. This made it very difficult to have faculty “control” and an “intervention” group to compare. We made the decision to emphasize an evaluation of the training received more heavily than the evaluation of the standardized user interface itself. The training aspect was more involved than initially expected in that we believed it would be a “one and done,” but training became ongoing and required multiple one-on-one sessions with adjuncts off-site. We also held late group training sessions for new summer session hires. Full-time faculty and staff with teaching assignments required the least assistance.

A second challenge was in faculty adherence to the standardized templates. Despite multiple trainings, exposure to the template during a

mandatory faculty and staff meeting, and opportunities for faculty assistance, not all faculty chose to adopt the template.

A change made regarding the original proposal was in reducing the

number of courses for which we created templates from 20 to 12 because of number of courses being offered in spring semester. We found that, once faculty had taught in the Canvas™ LMS the first time, they quickly understood the basics, and they did not need to have further courses created for them. Summer hybrid online courses were repetitions of spring courses and only needed to be copied over and then updated by faculty.

The biggest challenge was in knowing how to assess student impact.

Because some of the students may have had previous exposure to Canvas™, it was difficult to know how to evaluate them. Therefore, a

decision was made to use the fully online students as comparators to the

hybrid online students because both programs implemented the LMS at

the same time, but only the hybrid students used the standardized template. Hybrid online students may have had earlier favorable impressions of the LMS from the outset because of faculty notification in

prior semester than did fully online students.

Conclusion

This project was an intentional curricular strategy to meet the current needs for a common user interface in online programs at our school. The project facilitated a positive working relationship with faculty and staff and promoted confidence and positive feedback from the students. For faculty, it lessened the workload and stress of new technology implementation. The outcome was the creation of a standardized online template that is easily tailored for student and faculty course needs, and this is an effective tool for quality online learning.

译文

学生和教师开始应用新的在线学习管理系统

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摘要

背景

在线学习在护理教育中迅速出现。 这个项目的目的是为学生和教

师提供一个统一的， 一致的新的 Canvas™学习管理系统（LMS） 的用户界面， 并促进超级用户帮助教师从 Oncourse™到 Canvas™的无缝过渡。

实施计划

LMS 为护理课程提供了课程模板， 并为指定的超级用户提供了

大量的培训机会。

结果

在实施该项目之后， 教师们感觉他们有能力胜任（57％） 或非常胜任（36％） 使用 Canvas™LMS;调查意见反映了向 Canvas™过渡的总体积极回应。

结论

该项目产生了一个标准化的模板框架， 以学生为中心， 有效地进行高质量的在线学习。

关键词： 学习管理系统（LMS）， 护理教育， 混合， 在线

护理教育包括针对护理安全实践的严格学术要求， 以及学生在毕

业后符合最低标准护理执照考试的准备。 护士必须学会抽象地思考，

但具体应用他们的学习。 随着越来越多的护理学士学位的副学士学位可供混合或在线格式的学生使用， 护理教育的一致性受到威胁。 护士教育工作者必须找到方法来规范课程和教学， 同时仍然允许在课程内创造空间（Schnetter et al。， 2014）。 学生护士的灵活性和在线课程提供的便利性相结合（Johnson＆Smith， 2011）， 混合模式为教师和同伴的参与提供了额外的机会。 在线教育的文献支持， 虽然学生报告偏好在线学习， 但这不是更节省时间的教师。根据 Taft， Perkowski 和 Martin（2011）的研究， 在线教育的教师工作量和工作强度比课堂教育要重。新的在线护理项目正在迅速形成， 将注册护士从副学士学位转到学士学位。 在网上学习的时候， 在农村地区回到学校的时候， 他们可能会为了参加课程， 交通时间和成本而灵活工作。 本文讨论的项目发生在中西部的一个小校园， 为实施新的学习管理系统（LMS） 做准备。这个项目的目的有三个： （a）促进护理部门从Oncourse™LMS 到 Canvas™的平稳过渡; （b）为学生提供标准化的用户界面， 以供学生使用; （c）在护理部门内创建两名超级用户， 他们将担任教员和持续的资源给教师。

问题陈述

过渡到学术界可能是以前在临床环境中的教师的一个挑战;引入

在线 LMS 时可能会出现更多的挑战。 挫折随着变化而出现， 无论教师的经验如何（McDonald， 2010）。 学术护士教育者的实践范围（2012年全国护理联盟） 鼓励护士教育者开发有效利用资源和技术的创新教学和学习 策略。 LMS 是改善学习 成果的工具（ Chipps， Kerr，Brysiewicz 和 Walters， 2015）， 并且可以促进护士教育工作者在包括学生辅导资料和现成资源时取得成功（Johnson， 2016）。

自主学习为学生提供发展自主的机会。 从学生和教师的角度来

看， 在线学习最大的挑战之一就是 LMS（Gummesson＆Nordmark，

2012）。 项目成员研究了混合在线护理程序的标准用户界面的开发。

这所大学混合在线的定义是一个单独的课程或学术课程， 提供高达

70％的完全在线格式的教学， 但也通过现场教室或临床实践， 约 30％的学习。 混合课程利用大量兼职和兼职教师， 他们可能在电子或互联网教育或课程开发方面经验极少。 行政决定在新学期开始时将所有护理课程移到新的 LMS， 并且教师们可以通过在线网络研讨会或教师发展研讨会（即教师负责自己的教育） 自愿参加培训课程。 我们预计转换为新的 LMS 将对包括兼职教师在内的所有护理系都是极其紧张的， 并且预计学生学习过程中断的风险非常高， 因为学生需要独立地利用大学资源学习新的系统。

项目介绍

该项目 出 现在对 Oncourse™LMS 完全从单一时间 点迁移至

Canvas™LMS 的担忧之中。 参与该项目的农村护理学校共有 55 名传

统护理本科生和约 225 名在线护理和在线护理学生。 完全在线学生的教学和教师管理工作在全州范围内的本地校区进行管理， 并不包括在内。 然而， 在行政上， 这些学生是由我们的卫星校园建议的;因此，他们被列为方案评估目的的比较者。 项目的目标是在 Canvas™开发标准化的模板课程， 专门针对兼职， 兼职和全职教师提供的混合课程，因为他们学会了使用 LMS 和计划春季教学作业， 并开发两个 CanvasCanvas™在护理部门的“超级用户” 担任教育工作者和资源人员。

实施计划

作者申请并获得了大学提供的课程改进补助金， 以帮助支持该项

目的实施。 我们的干预是双重的。 首先， 我们开发了一个模板， 用于构建我们校园利用新的 LMS Canvas™提供的所有混合在线完成选项课程。 这样做的目 的是为学生和教师提供一个统一和一致的用户界面。 在之前的学生反馈中已经确定了这种需求， 在这种反馈中， 教师们以各种方式使用了以前的 LMS， 有时也让学生感到困惑。

框架我们将混合在线课程定义为“教科书”， 将“Canvas” 中的主页用作“目录”。 在主页上， 我们提供了维基页面的热链接， 每个“章节” 维基页面， 教师和工作人员能够个性化和创建活动， 阅读， 并链接到 Web 资源， 讨论， 作业， 和/或测验。 所有的课程都增加了几个标准化的页面（活动链接到主页）。 其中包括教学大纲， 学术政策，学生支持服务以及为学生提供的 Canvas™支持服务。

其次， 作者在实施前的春季和夏季已经接受了 Canvas™LMS 的培

训。 他们制定了一个培训计划， 然后为我们校园护理部门（n = 32）

的所有全职， 兼职和兼职护理人员和工作人员提供培训和支持。 在秋季学期间举行了大型和小型的集体培训课程， 随着 LMS 推出， 个性化培训继续进入春季学期。

培训师和教员的合作与合作对项目的成功至关重要。 合作包括排

定的会议， 上传文件的结构化截止日期， 以及对教师和个人课程的协助。 重点放在春季学期第一学期开课的课程上。

在项目进展期间， 电子邮件被发送给教师征求意见， 建议和建议。

此外， 这个项目被作为一个常设项目在教师（与学生代表） 每月 护理师委员会审查和讨论。在项目完成之后， 所有正在过渡到 Canvas™LMS课程的教师进行了调查， 以确定项目的有效性， 学生们与他们的学术顾问进行了联系， 并询问了一系列关于他们的经历的问题 2016 年的前 8 周。

结果

护理部门的学术顾问共确定了 180 名在线学生进行电话访问。 其

中， 151 名在线学生， 29 名在线学习。 在本周的第一， 三， 六学期，通过电话获得的学生人数为 57 人（32％）。 作者给学术顾问一个关于LMS 过渡的问题列表， 要求学生和顾问收集访问数据。 在第一周，一些在线的在线学生报告说， 因为没有通知任何未决的变化， 所以向Canvas™的转换感到惊讶。 相反， 混合在线学生意识到通过前学期教师或学术顾问公布的过渡， 尽管许多人似乎对这种变化感到矛盾。 许多学生报告说， 他们一开始就喜欢帆布（Canvas™）， 但是他们在春季学期就不太习惯这种变化。 绝大多数学生报告说， 在春季学期之前，他们以前没有使用 LMS 的经验（一些在线普通教育课程的学生更熟悉 Canvas）。 大多数学生没有参加正式的 Canvas™培训;他们只是通过

反复试验来了解这个系统。 到了第二周， 大多数学生对过渡情况感到更加舒适， 有些学生报告说他们真的喜欢新的系统， 并且偏好过去的LMS。 在课程结束时（第六周）， 学生们提出了一些积极的评论， 同时也担心一些课程的严格性。 混合和在线学生都表示对 Canvas™LMS过渡没有进一步的担忧。超过半数的教职员工是全职教师， 半数以上的在学期间至少教过一次混合在线课程。 三分之一的教师除了混合在线课程之外还至少教过一门传统课。 在学期之前， 只有一位教师曾经使用过 Canvas™。教师和工作人员对 Canvas™的感受有所分歧。 有一半的人表示比以前的 LMS 好， 而 29％的人表示他们真的很喜欢， 很高兴我们改变了， 21％的人说他们可以“拿走或离开”（即没有强烈的感觉）。 在感觉能力方面， 93％ 的教师表示他们使用 Canvas™的能力要么胜任（57％） 要么非常胜（36％）。 只有一个人报告说， 即使完成培训，仍然缺乏使用 Canvas™的能力。 最后， 在调查中提出的意见反映了教师对转型的总体积极反应， 希望获得持续的支持和获得培训资源。优势和挑战同事和管理人员对该项目 的接受具有一定的实力。 作为一个部门， 我们很高兴得到课程改进补助金的支持， 因为这使我们能够培训两位教员成为 Canvas™的专和早期使用者。 这为该项目提供了宝贵的持续资源， 而这个项目并没有结束。该项目的一个难点在于确定我们可以评估有效性的手段。 标准化模板的学生很难与没有标准化的学生区分开来， 所有的教师和员工都接受了相同的帆布培训， 许多人甚至选择传统的（不是在线的） 班级也采用标准化的模板。 此外， 我校大多数护理学院的教职员工都在传统课程（没有提供标准化模板） 和混合在线课程中任教。 这使得教师“控制” 和“干预” 小组比较非常困难。 我们做出了决定， 强调比接受标准化用户界面本身的评估更重的培训评估。 培训方面比最初的期望更为复杂， 因为我们认为这将是一个“完成的”， 但是培训正在进行中， 需要与外部辅助人员进行多对一的会议。 我们还为夏季新招聘的员工举办了晚班培训班。 全职教师和教职人员需要最少的帮助。第二个挑战是教师坚持标准化模板。 尽管进行了多次培训， 在强制性的教师和教职员会议期间接触到模板以及提供教师帮助的机会，但并不是所有的教师都选择采用该模板。原来的建议发生了一个变化， 就是由于春季学期提供的课程数量， 把我们创建的模板的数量从 20 个减少到 12 个。 我们发现， 一旦教师第一次在 Canvas™LMS 中进行教学， 他们很快就了解了基础知识， 并且不需要为他们创建更多的课程。 暑期杂交在线课程是春季课程的重复， 只需复制， 然后由教师更新。知道如何评估学生的影响是最大的挑战。 因为有些学生以前可能接触过 Canvas™， 所以很难知道如何评估他们。 因此， 决定使用全在线学生作为混合在线学生的比较者， 因为这两个项目 同时实施了LMS， 但只有混合学生使用了标准化的模板。 混合在线学生从一开始就可能对 LMS 有更好的印象， 因为上学期的教师通知比完全在线的学生要好。

结论

这个项目是一个计划好的课程策略， 以满足当前在我们学校在线课程中共同用户界面的需求。 该项目促进了与教职员工的积极合作关系， 并促进学生的信心和积极的反馈。 对于教师而言， 减轻了新技术实施的工作量和压力。 结果是创建了一个标准化的在线模板， 可以根据学生和教师的课程需要轻松地进行量身定制， 这是高质量的在线学习的有效工具。