Transitioning Academic Learning Environments
A TALE as Old as Time

Mariann Hawken, UMBC  Holly Owens, Touro College

About us

Mariann Hawken, M.Ed.
E-Learning Coordinator
University of Maryland, Baltimore County

~20 years in educational technology
QM Peer Reviewer & F2F APPQMR Facilitator
Lead on Bb implementation
Support for Tier 1 & 2 issues, hybrid/online courses, training

Holly Owens, M.Ed.
Instructional Designer
Touro College, School of Health Sciences

~11 years in education, 7 years in instructional technology/design
Sole Instructional Designer in School
Main support for technology training hybrid/online course teacher certification training
Our session today

Two institutions.

Each using the same LMS for years... time for change.

Learn how each plans to support a dynamic and complex transition:

➔ Why did we choose the LMS we did?
➔ How are we managing the change?

About our institutions

University of Maryland, Baltimore Co.
1 of 12 institutions
University System of Maryland

Founded in 1966
➔ 48 undergraduate majors
➔ 36 master & 24 doctoral programs
➔ 17 graduate certificates

About 14,000 FTE students
➔ 78% FT students
➔ 70% of freshman live on campus

838 FT/PT faculty

Touro College, School of Health Sciences

30 campus worldwide including NY, CA, NV, Moscow, Israel, and Berlin
Touro College and University System

Founded in 1970
➔ 55 undergraduate majors
➔ 12 masters & 12 doctoral programs
➔ Varies per school graduate certificates

About 20,000 FTE students
➔ FT vary by school and program

2,326 FT/PT faculty
Our current LMS: Blackboard 9.1

Primary LMS since Spring 2000

Core platforms:
➔ Bb Learn (Core, Community, Content)
➔ Bb Collaborate (Ultra)
➔ Bb Analytics with A4L & Pyramid
➔ Bb Support Services (after hours help desk)
➔ Bb Predict (pilot)
➔ Self hosted -> managed hosted -> SaaS

Also:
Google Suite, Box, Qwickly Attendance, eXplorance, VitalSource

Primary LMS since 2005

Core platforms:
➔ Bb Learn (Core, Community, Content)
➔ Bb Support Services (after hours help desk)
➔ Self hosted -> managed hosted

Also: Box, Office 365, Zoom

How we currently use our LMS

98% of students access Blackboard

Most faculty use Bb for F2F support or flipped classrooms
➔ 81% of Bb usage is for content delivery
➔ Assessment delivery is also popular

Hybrid is growing among undergraduate courses while online is more popular in graduate courses
➔ 4 online graduate programs
➔ 5 online post-baccalaureate certificates

Varies by school

School of Health Sciences
➔ 3 fully online programs in development

School of Education: 4 online grad pgms
Graduate School of Technology: 1 hybrid pgm

Touro Univ. California: 3 online grad pgms
Touro Univ. Nevada: 5 online grad pgms
Law & Medical schools: 3 online grad pgms

Touro Univ. Worldwide:
4 online undergrad pgms, 8 online grad pgms
Technology adoption

Technology adoption is more successful when users perceive

- There is high value to use the technology
- Technology itself is easy to use

(Davis, 1989; Davis, Bagozzi, & Warshaw, 1989)

Other factors include expectancies related to performance and effort (Venkatesh et al., 2003) and the impact of socialization, perceived risk, and the effects of trust (Venkatesh & Bala, 2008).
Crossing the divide

To cross the divide, users must perceive value in the new LMS:

- underlying technology itself
- enhanced work processes
- improved outcomes

... this takes TIME

Managing changes to your LMS

Allow adequate TIME to:

- improve the new LMS’ perceived ease of use
- ensure actual training and support during experimentation for users
- improve critical mass adoption overall across the camps

(Rogers, 2002)

Identify innovators & early adopters:

- Endorsements from trusted colleagues and other peer opinion leaders are far more influential than mass communication and marketing.
Our TALE project goals:

➔ Supporting teaching and learning with the necessary tools to support, design, build and deliver courses in multiple delivery modes (face-to-face, hybrid & online);
➔ Giving faculty time to acclimate to a new environment;
➔ Providing additional tools for teaching and learning to facilitate communication, assessment and reporting;
➔ Building a technically reliable system that can be integrated with other campus and third-party systems.
Why change?

- Increased stability on Bb infrastructure compared to self-hosting
- Completely redesigned system
- More efficient workflows for both faculty & students
- Improved support for accessibility
- Integrated mobile apps & responsive design for smartphones, tablets, etc.

New innovation supplemented with monthly updates:
Enhancements, improved workflows, reimagined or new tools

Exclusive to Ultra (vs. 9.1)

Unsubmitted work counts as zero
Conversations on course content items
Gradebook formulas & deferred grade posting
Show students criteria for conditional release
Create assignments to collect submissions offline and grade with rubrics
Course-wide accessibility accommodation for student
Project planning

Internal discussions with Instructional Technology & IT management

➔ SaaS migration
➔ Deployment option

Feature & tool functionality between Original & Ultra courses
Ultra Partnership Program

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Tool functionality

Each month, we update the tracking document of Ultra's tool & feature parity with the original course. We also review third party tool status.
### Timeline

<table>
<thead>
<tr>
<th>Term</th>
<th>Milestone</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>WT2015</td>
<td>MH</td>
<td>Migrate from self-hosted to managed hosting</td>
</tr>
<tr>
<td>SU2017</td>
<td>SaaS</td>
<td>Migrate from managed hosting to SaaS</td>
</tr>
<tr>
<td>WT2018</td>
<td></td>
<td>Apply Bb Learn 2016 theme</td>
</tr>
<tr>
<td>SP2018</td>
<td>Bb Pilot</td>
<td>Ultra Partnership Program for 4 faculty / courses</td>
</tr>
<tr>
<td>SU2018</td>
<td></td>
<td>Phase 1 - Enable UX dashboard, course redesigns, evaluation</td>
</tr>
<tr>
<td>FA2018</td>
<td>UMBC Pilot</td>
<td>Phase 2 - Opt-in UX, course redesigns, outreach, sandboxes, training</td>
</tr>
<tr>
<td>WT2019</td>
<td></td>
<td>Phase 3 - Opt-in UX, course redesigns, boot camps, Alternate Delivery Program</td>
</tr>
<tr>
<td>SP2019</td>
<td></td>
<td>Phase 4 - Opt-in UX, course redesigns, outreach, boot camps</td>
</tr>
<tr>
<td>SU2019</td>
<td>Soft Launch</td>
<td>All courses on UX, course redesigns, boot camps, Alternate Delivery Program</td>
</tr>
<tr>
<td>FA2019</td>
<td>GO LIVE</td>
<td>All courses on UX?</td>
</tr>
</tbody>
</table>

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### Piloting & adopting

**Pre-Adoption**: SP2018 Partnership with Blackboard

- 4 faculty redesigned & piloted 4 courses
- All currently participate with Bb Faculty Advisory Group

**Phase 2: FA2018 Pilot**

- 30 faculty & staff attended 2-day summer boot camp
  - Follow-up Ultra Essentials workshop for Modern Languages department
- 8 opted into Ultra: Redesigned & currently piloting 14 courses
  - Others preparing for WT or SP 2019
User feedback

How does the Ultra Experience compare with the standard Blackboard experience?

<table>
<thead>
<tr>
<th>STUDIOENTS</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENTS</td>
<td>FACULTY</td>
</tr>
<tr>
<td>I don't like it.</td>
<td>8.70%</td>
</tr>
<tr>
<td>It's different, but I'll get used to it.</td>
<td>26.09%</td>
</tr>
<tr>
<td>I'm not sure how I feel about it.</td>
<td>34.78%</td>
</tr>
<tr>
<td>I like it a little.</td>
<td>13.04%</td>
</tr>
<tr>
<td>I like it a lot.</td>
<td>17.39%</td>
</tr>
</tbody>
</table>

Communication strategies

- **SHARED GOVERNANCE**
  - Shared governance:
    - IT Steering & Computer Policy Committees
    - Faculty Senate / PSS
    - Student government groups
    - Department meetings
    - Bb Faculty Advisory Team

- **MARKETING**
  - Flyers, posters, etc.
  - Swag / "Ask me about Ultra" t-shirts
  - Training passport / raffle
  - Gamification TBD

- **SPECIAL EVENTS**
  - TechFest
  - Provost's Symposium
  - National Distance Learning Week 2018

- **TECHNICAL**
  - Bb Learn & myUMBC nudges
  - Bb Announcements (myUMBC / Bb)
  - FAQs & RT callouts
Examples of current outreach

Ultra Course Adoption Center

5 step guide to adopt Ultra

1. Learn about Ultra
2. Evaluate course readiness
3. Consult with instructional technology
4. Training
5. Decide: Convert or Redesign
Ultra Course Preview Sandboxes

Available for all FA2018 faculty

Username’s Ultra Course Preview Sandbox

→ Lets faculty see how a copied or imported course will look if they decide to convert it to Ultra.

Ultra Course Preview enabled by default for WT/FA2019 courses

Course Adoption Support

Inventory Form:

→ Catalog & prioritize tools in course(s) using Google form

→ Automatically receive emailed copy for reference

Interactive Checklist:

→ Google Drive link automatically prompts instructors to copy spreadsheet to their own Google Drive
Training

2-day Ultra Experience Boot Camp during summer

**Department Training:** Schedule 45-minute, 90-minute, half-day, or full-day workshops on pre-packaged topics or mix & match themes. Option for TA training.

**Ultra Experience Essentials Boot Camp:** A 3-5 hour, fast-paced program for advanced Blackboard users who are very comfortable with the existing Bb.

**2-day Ultra Experience Redesign Workshop:** Designed to support faculty as they redesign and redevelop their existing Bb courses for Ultra.

Webinars, workshops, lunch & learns, TA training, etc.

Support

Ticketing system

Ultra Experience FAQ Collection

➔ UX Glossary
➔ Coming Soon: UX Iconography

Also available:

➔ Walk-in support clinics & 1:1 appointments
Why change?

- Blackboard 9.1 outdated
- Improve student learning & faculty experience
- More programs being offered via online and/or hybrid
- Complete refresh for institution and culture change
- More user support provided
- $$$

New innovation supplemented with consist updates:
Enhancements, improved workflows, and modern look and feel
Project planning

<table>
<thead>
<tr>
<th>Task</th>
<th>System</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with Deans, Chairs and other Stakeholders regarding pilot of Canvas across system</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Pilot planning with Project Management Office (PMO) to identify programs/schools who would participate in pilot</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Identify a group of “Canvas Champions”</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>“As if” plan created in the event of a transition (we kind of knew it was going to happen)</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Feature parity comparison Bb vs. Canvas</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Revise tech policy</td>
<td></td>
<td>x</td>
</tr>
</tbody>
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<tr>
<td>FA 2017</td>
<td>Pilot Decision</td>
<td>Decision to pilot Canvas in various TCUS programs (SHS-Nursing)</td>
</tr>
<tr>
<td>FA 2017</td>
<td>Pilot Prep</td>
<td>PMO (Project Management Office)-send out pilot plan to schools/prorgrams</td>
</tr>
<tr>
<td>FA 2017</td>
<td>Training</td>
<td>Manhattan Instructional Technologists do in-person trainings</td>
</tr>
<tr>
<td>SP 18</td>
<td>Pilot Launch</td>
<td>TCUS Canvas Pilot Launched in several schools/programs</td>
</tr>
<tr>
<td>Late SP 18</td>
<td>Evaluation</td>
<td>Evaluation of Pilot for all users</td>
</tr>
<tr>
<td>SU 18</td>
<td>Decision</td>
<td>Decision made to move to Canvas</td>
</tr>
<tr>
<td>Late SU 18</td>
<td>Transition</td>
<td>Schools put together individual transition plans, some schools will not transition until SP 19</td>
</tr>
<tr>
<td>FA 18</td>
<td>Launch</td>
<td>Wave 1 Launch of Schools/Programs transitioning Canvas</td>
</tr>
<tr>
<td>WT 18</td>
<td>Transition Part II</td>
<td>Plan for Wave 2 launch-rest of TCUS</td>
</tr>
</tbody>
</table>
User Feedback

➔ Around 75% of all faculty and students (that participated in pilot) preferred Canvas over Blackboard

➔ Comments

◆ “Having been a Blackboard user since 2002 at NYU, I am quite impressed with CANVAS and its ease of use.”

◆ “Appreciate the ability to participate in the pilot. Thank you for valuing the end user’s opinion.”

◆ “I wasn’t excited in the beginning to have to learn how to navigate a new site for school, but it only took a few days for me to figure everything out and now I like using Canvas.”

Piloting & adopting

Plan for Entire TCUS
General Plan Template (PMO)

School/Program Implementation Plans
Specific targets/checkpoints & Local Support

Roll Out
Implementation in school or program
Communication strategies

01  Central System Announcement
  - Email
  - Portal
  - Touro.edu/canvas

02  Local Support Messages
  - Deans/Chairs
  - Canvas Champions (per program)
  - Instructional Designer

03  Reminders
  - Constant Contact (newsletter-like)
  - More Emails
  - Follow up training requests

Training

Central IT
  Webinars and F2F

Canvas Support

Local Support
  Small group F2F, webinars, and one-on-ones
Webinars

**November 2018**

- November 1, 2018
  - 11:00am - 12:15pm: Everything You Need to Know About Grading in Canvas
  - 2:00pm - 4:00pm: General Canvas Training Session

- November 6, 2018
  - 2:30pm - 3:45pm: 5 Things You Probably Did not Know You Can Do in Canvas

- November 7, 2018
  - 2:00pm - 3:15pm: Everything You Need to Know About Grading in Canvas

- November 8, 2018
  - 11:00am - 1:00pm: General Canvas Training Sessions

- November 12, 2018
  - 2:00pm - 4:00pm: General Canvas Training Sessions

- November 16, 2018
  - 11:00am - 1:00pm: Canvas Course Usability Testing

- November 20, 2018
  - 1:00pm - 2:15pm: Everything You Need to Know About Grading in Canvas

Support

- **Canvas Support 24/7**
  - Central IT (helpdesk) & System Champions
  - On demand and self-paced resources (Canvas & Touro)
  - Campus Local Support
  - Canvas Champions (Faculty & Staff)
How to Use Canvas Course

Created for faculty & students. Both populations are automatically enrolled.

Best Practices, Pitfalls & Lessons Learned
Best Practices

- Embed opportunities to evaluate and reflect throughout your LMS transition
- Communicate often with your team (within & across departments)
- Be persistent with errors & testing
- Collaborate with central admin and IT
- Communication well-quality over quantity
- Impose requirements—but not too many!
- Promote a culture of self discovery
- Listen to suggestions and feedback from all

Pitfalls

- Adjust timeline if feature parity does not meet your needs
- Track & test 3rd party integrations
- Prepare for faculty pushback
- Faculty resistance
- “Rumors”
- “Stay in your lane” politics-silos
- The rabbit hole—individual needs
- Lack of personnel
Lessons learned

- Allow TIME: A successful migration needs room to test, pilot, convert, adopt, etc.
- Build a culture of positivity around change get people “on your side”, change is good, make it fun
- Establish a strong cross-departmental team & faculty advisory group to involve stakeholders
- We need more Instructional Designers across the system
- Create (or adapt) resources to help faculty prepare for the change
- Ask for help, do not do it alone. Collaborate with other groups.
- Support, resources and more support
- Be as proactive as possible in your approach the more prepared you are the better is for you and your faculty in the long run

Session Evaluation & Drawing

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*
Questions?

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