ITC Meeting

February 19, 2016

A.   Today's meeting is devoted to discussing our strategy vis-à-vis
      Unizin/Canvas, and Canvas as a platform for a unified, campus-wide LMS.

B.   Quick updates:

- The Data Center Aggregation Project: A report of options, prepared by
  DoIT, was presented and discussed by the Council of ITC-MTAG Chairs on
  Friday, 2/12/2016. More information and analysis will be done on this
  project. This will then be discussed again at the next Council meeting.
  Subsequently, the campus leadership will be presented with specific
  recommendations; faculty representative(s) will be participate in the
  presentation.
- We will meet with the UC to discuss issues relating to shared governance as
  they relate to major IT decisions and initiatives.

Canvas; LMS

1. **Shared governance**:

   - Deciding on the next LMS for the campus is a major decision: It will affect faculty, instructional staff, students, and instructional technologists.
   - Exercising shared governance is critical. I am very encouraged by the fact that the IT leadership fully supports this principle.
   - Effective shared governance requires:
     o Adequate information.
     o Transparent, cooperative process: taking into account the needs and opinions of many stakeholders.

2. **Objectives of today's meeting:**

   - Will NOT make a decision today.
   - Outline the decision-making process.
   - Provide members with as much relevant information as possible.
   - Listen to concerns, questions, etc.

3.   The decision-making process:

- Several groups are working on various aspects of the issue:
  - ITC
  - TLT-MAG (John Zumbrunnen, Chair)
  - MTAG (Meloney Linder, Chair)
  - ITC/TLT-MAG Working Group: Learning Management Systems and Digital Tools (Rich Halverson, Chair).
- Attended the last meetings of TLT-MAG and of MTAG:
  - Listened to perspectives of various stakeholders.
  - Emphasized the need for:
    - Shared governance.
    - Data/information-based decisions.
- TLT-MAG will craft a resolution:
  - John Zumbrunnen: Will discuss –
    - Principles.
    - Time line.
- The Learning Management Systems and Digital Tools working group will also craft a resolution:
  - Joint resolution by TLT-MAG and this group?
- The resolution(s) will be presented and discussed in the next ITC meeting.
- Recommendations will be presented to campus leadership.

4.   Information made available to ITC members:

- Canvas pilots reports
- Comparisons of: Canvas vs. D2L; Canvas vs. Moodle: features, functionality, etc.

5.   **Need for:**

- Higher-level comparisons:
  - Areas of strengths.
  - Gaps and deficiencies.
- Processes/structures for:
  - Migration
  - Resolving known gaps as well as gaps that will be discovered in the future.

6.   **Areas of strengths of Canvas: Principles for discussion**

- Integration with Unizin:
  - Content discovery and sharing.
- Learning analytics
- A single LMS:
  - Strongly desired by students
  - Reduced costs
- Integration and interoperability:
  - Integrates social media services directly into user profiles.
  - Supports industry-standard, third-party plugin components.
- Robust features, functionality.
- User friendly; clean layout/format; an intuitive and flexible user environment.
- Better mapping of learning objectives to assessments.
- Robust grading capabilities.
- Group-based communication and collaboration tools.
- Robust support for mobile applications.

(I will elaborate on some of this later.)

7.   Discussion of the above and of other issues:

- John Zumbrunnen.
- Experiences of faculty and instructional staff that participated in the Canvas pilots.
- Bruce; Steve Cramer
- Linda, Bethany

8.   Summary of main findings from pilots:

I. Students:

- Strong preference for **ONE** LMS.
- Core functionality: Not much different than other LMSs.
- Yet, large percentages indicated preference for Canvas, mostly due to "clean layout and format," "ease of use," "simplicity".
- Good core functionality: submitting/checking assignments/grades; calendar functionality; etc.
- Better interaction with instructor and with other students.
- Better engagement with course material.
- Easier/intuitive to use.

II. Faculty:

- Overall: Favorable experience; primarily – due to ease-of-use.
- Yet, certain reservations. Some faculty mentioned the following:
    - Not being able to use quiz questions as hoped.
    - Not being able to get needed information out of Canvas; especially – analytics data. However, other faculty had favorable experience with analytics: "analytics were impressive."
- Faculty are especially interested in the settings and level of configurability available to core functionality.
- Faculty had specific functional needs/issues/concerns that need to be resolved before recommending Canvas as an LMS across the entire campus.

III. Instructional technologists:

- All LMSs had the same core functionality.
- Canvas is well-designed and intuitive. Its components strongly support the requirements of today's distance learning/hybrid environment: Mobility, analytics, learning outcomes, social/advanced media. Canvas has advantages in most key areas: it is an upcoming next generation LMS. (School of Business).
- Over 70 unique issues were recorded. 71% of them are "functional issues."
- Similar to faculty: instructional technologists are particularly interested in the settings and level of configurability available to core functionality.

9. **Implementation Process; Gaps/Deficiencies:**

- There are known gaps/deficiencies w.r.t. Canvas.
- It is likely that more gaps/deficiencies will be discovered in the future.
- Need for an effective, clear, transparent process for:
  - Migration
  - Resolving gaps/deficiencies, and addressing stakeholders' concerns.
  - Sufficient resources (people, time, funds) must be allocated and committed to this process.
- A decision to adopt Canvas should be conditioned on the above? (Murray)

10. **Other comments:**

- **Adopting a SINGLE LMS across the campus is a BIG change, given the fact that up to now the campus followed a normative practice of autonomy in the LMS space.**
- **We are relatively unique among our peers in that we are migrating from multiple systems that have relatively high user satisfaction.**
- **Great diversity of courses, teaching styles and philosophies.**
- **Unlikely that a single LMS will satisfy the requirements of ALL courses and ALL faculty/instructional staff. However:**
  - **Core functionality of Canvas is likely to satisfy the needs of a vast majority of courses.**
  - **The campus – and the IT – leadership should commit to:**
    - **Supporting courses and faculty/instructional staff that have special/unique/advanced needs.**
    - **Allocating sufficient resources to resolve gaps and deficiencies.**
    - **This is critical for a successful campus-wide migration to Canvas.**

School of Business: Instructional Technologists

I.   **Positive Factors:**

    A. An intuitive and flexible user environment:

        1. Easy for students to navigate

        2. Easy for instructors to create a course layout flexible to their needs

    B. Supports industry-standard, third-party plugin components:

        1. Kaltura Video

        2. Piazza

    C. Can integrate social media services directly into user profiles (improves student communications):

        1. Twitter, LinkedIn, Facebook etc.

    D. Grading:

        1. Rubrics can be easily created and applied to assignments, class, departments and/or school

        2. Peer evaluation and grading are robust and easy to both configure and use

        3. Effective grading via the Canvas mobile application

    E. Learning Outcomes

        1. Are easy to use and define

        2. May be assigned on a class, departmental, school or campus level

    F. Group-based communication and collaboration tools:

        1. Flexible and robust group-based project pages

        2. Integrated audio/video/chat communication options

    G. Mobile Applications

        1. Robust "student access" mobile app.

2. Robust "Instructor grading" mobile app.

3. Apps available on iOS and Android

H. Analytics

1. System wide integration

2. Granular reports detailing user activities, references and evaluation

II. **Deterrent Factors:**

A. Course imports from an existing LMS course (in these examples Moodle):

1. Existing content sections are not converted identically, requiring course structure to be manually reconfigured.

2. All imported files are placed in the "root" directory, regardless if they had previously been placed in specific sections or folders.

3. Questionbank conversion only creates a directory-structure that is two folders deep.

B. Canvas HTML editor removes all CSS and Javascript related code, requiring existing courses to be rebuilt (so no custom-made page made in Moodle or D2L can be converted to retain same structure/architecture or elements).

C. Assessment Questions:

1. "Calculated" question-types are not supported. (Rafi, during the meeting ask Mike Pitterle to talk about this. There may be new developments on this subject.)

2. Cloze questions.

D. Lack of support for predominant LearnUW solutions:

       1. Case Scenario Builder

E. No alternative or conversion for predominant Moodle components:

       1. "Real-Time" quizzing

       2. "Lesson" component

       3. "Glossary"

       4. "Book"

Amber Epp: School of Business

Hi Rafi,

Overall, I had a positive experience with Canvas both during the WSoB pilot (Fall 2012, ~100 students) and during the campus-wide pilot (Fall 2015, ~150 students). In total, this represents five sections of my Consumer Behavior MKT 305 course.

In comparison with Moodle, Canvas seems more intuitive. I like the flexible and user-friendly interface for both instructors and students. For my class, I also found it helpful that Canvas can integrate relatively seamlessly with other programs (e.g., mobile devices, Facebook, YouTube, Google Docs, etc). Several of the assignments in my course ask students to document and analyze real world consumer behavior, so allowing students to take photos or notes with their mobile devices and upload them directly to the LMS proved useful for capturing consumer behavior in the moment and bringing the theories to life for class discussion. Along these lines, the students appreciated being able to adjust how they received notifications/announcements from class. Canvas allows students to indicate whether they want announcements to come in the form of email, text, instant message, or other formats and to adjust the timing of those notifications. I liked this feature as well because I could post once to the website and know the students would receive the message in whichever format they selected. Finally, Canvas allows for better mapping of learning objectives to assessments. Given the School's commitment to KDBIN and next steps related to assessment, I think Canvas is a good fit.

During the pilots, the support teams were incredibly responsive, which I think would be important if the campus were to adopt Canvas more broadly. They helped me troubleshoot issues as they occurred. I'll summarize these to give you a sense of the potential drawbacks of Canvas. For example, instructors are not able to customize (beyond hiding/making visible) main menu items in Canvas. For example, I wanted to create a "Projects" tab on the main page as a quick

reference for students throughout the semester, but I just created a link instead that students often overlooked. In addition, the system allows for different grading options, but when exporting the grade book to excel, assignments entered as "complete/incomplete" all exported as zeros without differentiation. Similarly, extra credit was factored into the total available course points (e.g., no way to enter 2 points earned out of zero available), and this underestimated the students' grades when they used the "grade calculator tool"--a favorite feature among students that allowed them to calculate grades using assumptions for future performance on exams/assignments. We were able to develop work arounds for most of these problems, and all were minor issues.

Also, during the 2012 WSoB pilot, my students (and others) completed a survey about their experiences. You probably already have access to this data, but if not, the response was overwhelmingly positive from students with their main hesitation being that they currently have to navigate too many LMSs across courses and would prefer that we consolidate around just a few or one in the future. This has all sorts of benefits for integrating assignment calendars, familiarity of features, etc., but also requires major behavior change among faculty. I just wanted to express the students' concern about adopting another new LMS without eliminating some of the existing formats.

Please let me know if you need more detail or if you would like me to comment on different aspects of Canvas than those I've outlined above.

Thank you,

Amber