

Moving from an LMS to an LES

- Not the best and how can we go about redesigning them?
- It's bridging the gap, not a crutch, bring the learner, educator and designer together.
- I hate the word Management; I want to be able to enable a person's learning, an LES instead of an LMS
 - It allows people to access what's put in, but the do's and don'ts need to be less
 - A lot have disengaged, going to "all of you need is on my website"
 - Why? They've disengaged, which makes the students disengage
 - The difference between physical and virtual, making virtual as seamless as physical
 - Without oversimplifying of complex discussions of how they need to work
 - Technical restriction in gaining access
 - The debate, it was talked about how access to DLE affects learning outcomes drastically
 - If one has crappy internet, while accessing info online, they fall off or disengage
 - Is it fair and equitable?
 - LMS vs. LES, engaging the learner and teacher
 - If they can't access it at the same level as anyone else?
 - The amount of time/text
 - Could it be more image-based?
 - Is it being used as a tool to deliver the student to set learning outcomes, or is it enabling them to arrive at them on their own?
 - Engaging them to access how they'll access those?
 - Is there too much superfluous information?
 - Structure is obvious but the hardest to implement
- Equity of the LMS
 - Older people told to move a 4th year class completely online
 - They're not educated how to do this
 - Their technology inability
 - Cognitive ability to meet need of students
 - Experience
 - Look at the users and the instructors
 - Removing the word management and change it to engagement or equity
 - Making it equitable to different learning styles
 - How would we propose to do that?
 - Visual/hearing impairments
 - Anxiety, dyslexia
 - Socio-economic factors
 - Cultural, but we will need to pick 1-2 as the focus for this assignment.

1. Tell me about your most recent use of an LMS. What was the class? What/how was the LMS being used for in that class?

Most recent was D2L Brightspace tool for Co-Op course and a theory course (engineering and comp sci undergrad). This is the first time the majority of theory was 100% online.

- It was hard to delineate what was kept off-site and spoken with online
 - Didn't want to overwhelm them at the start; wanted things to talk about in-class
 - No slides were put online; That was part of the class to give them something different
2. What are some difficulties/inequalities/frustrations with an LMS that you experienced?
 - The system being completely new, dumping existing course into framework
 - Didn't feel adequately trained to use it; done on-fly
 - Many of the bells and whistles were intuitive and there were ID's to aid with the process
 - Having to teach the student, not knowing what the student actually saw when doing the course
 - First time (300 students) were using it online.
 - a. Were there other faculty members involved? What was their experience?
 - One had familiarity with what it could do and how to set it up
 - The other one was along for the ride, doing basics of marking, grading, adding content
 - Two (Ash and the other) were the major content creators for that.
 - b. What about the students?
 - They found the material cumbersome difficult to go back to if from a previous week
 - The system moves like a calendar and it's hard to go from week 4 to week 1 for them; Instructors found this easy to do, but not the students
 - Navigation was a big frustration
 - Students disengaged
 - Synchronous was more enjoyable; felt more like a class.
 - Instructors present at same time
 - Students could chat and ask questions
 - Had more students attend those classes vs. the asynchronous classes
 - Still had a majority of the students stuck
 - Process and how it was presented to them online was the issue for students, rather than the outcomes and the assignments
 - They missed the opportunity to ask questions of each other; No chat setup and live chatting was kept to a minimum

- c. What feedback did you get from these groups?
 - Half brought questions from previous work vs. the assignment
 - Some questions were about the LMS but most seemed to be of the normal type that you'd find elsewhere.
3. Why do you believe these situations are difficulties?
4. How did these difficulties affect the course creation?
 - a. How did they affect the coursework of the students?
 - Less missed assignments, failures
 - The concept of being online is you go to your classes in one spot
 - Accessing the examples
5. What role did the LMS play in these difficulties?
 - It was the repository where information for the students was stored
 - This was left as a tool and some did and some didn't.
 - a. What, if anything, did you do to overcome them?
 - Heavily dependent on the IT group for instructor help
 - Trial and error to solve problems.
 - Students connected with instructors or help desk if needed
 - b. What have your colleagues done to overcome these same difficulties?
 - Online training modules for D2L were used
 - The class was more stylized so the questions weren't cookie cutter
 - Spent time getting online-time with the technicians
 - Going into the ticketing system
6. Are there other ways that you would like to overcome these difficulties?
 - a. Does the LMS allow you to do this?
 - i. If not, what is the closest you can come to this ideal using your current LMS?
 - Having synchronous helped
 - b. Are there other LMS/tools that will allow you to achieve this?
 - No others have been found that would have the solution
 - Learning engagement is one aspect
 - The other is the equity side, to make it fair and equitable to learn at different paces
 - i. If so, have you tried using them with your LMS? How did that work? What were the results?
 - ii. If not, what do you believe the LMS needs in order to allow this mode of learning to occur?
7. How do these ideas/suggestions make the LMS environment more equitable for students? For faculty?
 - a. What equity issues do they resolve?
 - b. What equity issues are you aware of that remain unaddressed?

The assignment was geared towards experiencing the design process as laid out by IDEO in their video, xxxxx (xxxx), and further explained in their dschool document (xxxxx). As a result, we met several times via Google Meet in order to work through the materials (link to the design sheet provided by Jordanne) over a series of meetings. While the process was interesting, the process requested was to take roughly an hour to complete this, something which we found difficult to do given the distance. This makes sense as this was intended to be done inside of a workshop rather than one-on-one during a meeting. You can view our notes here. (insert link)

In the process of this it struck both of us that Learning Management Systems (LMS) were designed to create a software solution for those stakeholders in e-learning, to design, create and ultimately manage learning environments electronically. Over the years LMSs have become cumbersome tools for designers, educators and learners alike. From a student perspective, the LMS does not take in account various aspects of two items crucial to a student's learning: how to engage the learner and how to be fair and equitable to all learners. According to LMS critic and educator, Jesse Stommel, he states that "We shouldn't pre-determine the shape of a student's learning environment before that student even arrives upon the scene"(2017). Perhaps in using the LMS the hope was for it to be grounded in other design models, such as Kolb's model of experiential learning, which would allow a learner's past experience (presumably with LMSs) to aid their use in understanding and navigating the current LMS or e-learning tool.

As a result of this process we created the following Infographic to explain the shift from an LMS (Learning Management System) to an LES (Learning Equity/Engagement System). In addition we created a rough prototype (Joubert & Senini, n.d.), as well as a How-To video (), in order to show the result of this process:

Infographic

Flowchart

<https://malat-webspace.royalroads.ca/rru0157/wp-content/uploads/sites/173/2021/01/Prototype-Flow-Chart.png>

Prototype

<https://malat-webspace.royalroads.ca/rru0157/wp-content/uploads/sites/173/2021/01/Prototype-Page-Links.png>

Working Prototype

<https://www.quant-ux.com/#/test.html?h=a2aa10adZdIBRBKRUorUJYAHZCnEuW0GwfFZ4XMLbVbJmSVNGjbYbyjiJ8My>

How-To Video

<https://malat-webspace.royalroads.ca/rrou0157/wp-content/uploads/sites/173/2021/01/How-To-Video.mp4>

References

Insert APA references here

References

Joubert, J.-P., & Senini, A. (n.d.). *Quant-UX - Prototype, Test and Learn—3.0.57*. Retrieved

January 2, 2021, from

<https://www.quant-ux.com/#/test.html?h=a2aa10adZdlBRBKRUorUJYAHZCnEuW0GwfFZ4XMLbVbJmSVNGjbYbyjiJ8My>

Kolb, D. (1984). *Experiential Learning: Experience As The Source Of Learning And Development* (Vol. 1). Prentice Hall.

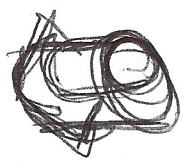
Morris, S. M. (2018). *Beyond the LMS*. In *An Urgency of Teachers*. Hybrid Pedagogy Inc. <https://criticaldigitalpedagogy.pressbooks.com/chapter/beyond-the-lms/>

Stommel, J. (2017, June 5). *If bell hooks Made an LMS: Grades, Radical Openness, and Domain of One's Own* [Blog]. Jesse Stommel.com.

<https://www.jessestommel.com/if-bell-hooks-made-an-lms-grades-radical-openness-and-domain-of-ones-own/>

Learning Management Systems
LMS

LRNT 524 - Assignment 3: Design Thinking Challenge (Partners)



Start by Gaining Empathy

<p>1. Interview - 8 min. (2 x 4 min.)</p> <ul style="list-style-type: none"> Using LMS Student Perspective / Did set up one basic site How do you use? Doing online courses, certificate online (MOODLE). Discussion group. * Likes what's done now, - connected - Discharge -> Dislikes Disjointed w/ using multiple sources. Using LMS -> NOT USING THEM HOW What do I -> change to be used UNDERSTANDING HOW TO NAVIGATE -> DIFFERENT -> communicate between/instructor students. - using social media not a fan w/ course LIKE -> NO. (STRUCTURED UPDAD -> <p>ASSIGNMENT</p>	<p>2. Dig Deeper - 8 min. (2 x 4 min.)</p> <p>OVERLOAD MATERIALS -> WORDPRESS, LMS DISCHARGE!</p> <p>What do you need -> LMS - want it work simplified -> NO OVERKILL.</p> <p>Realistic -> schedule / Readings.</p> <p>What's important.</p> <p>MOODLE - SIDE.</p> <p>USERABLE DISCUSSION FORUM communicate.</p> <p>Take the needs to user perhaps allow user to set preferences.</p>
<p>3. Capture Findings - 3 min. Things they are trying to do</p> <p>Needs: Instructors need to understand tech, & assess students learning needs.</p> <p>What do students need?</p> <p>Insights: WORLD NEW FEELINGS</p> <p>Students are tuned out</p> <p>HAS an LMS truly been designed for students in MIND?</p>	<p>4. Define Problem Statement - 3 min.</p> <p>The LMS needs to better reflect the needs of all stakeholders, allowing for a more equitable & engaging social learning environment.</p>

Reframe the Problem

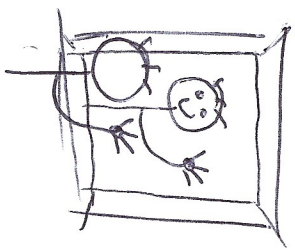
What can I leverage in my DESIGN.

PSH

Ideate: Generate Alternatives to Test

5. Sketch at least 5 radical ways to meet your user's needs - 5 min.

WYSIWYG:
interface
for Designer



I stop shop
everything
I/we need is
found here.

Stick w/ model
of engagement
w/ stakeholders
avoid digital
overload.
Zoom, Teams.

Training
modules
• instructor
• students

EQUITY
Engagement

6. Share your Solutions and Capture Feedback - 10 min. (2 x 5 min.)

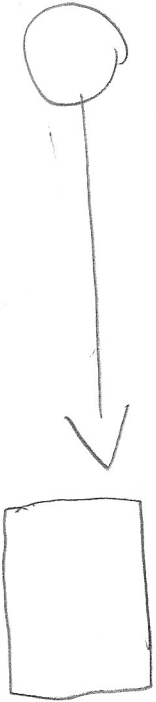
- Training for stakeholders (instructors on how to use WYSIWYG)
- Assess students learning first.



7. Reflect and Generate New Solution - 3 min.

Iterate Based on Feedback

LES FROM LMS.



LMS do not currently
OFFER what we
DESCRIBE AS EQUITABLE/
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What if they have no experience (new
student)

WE NEEDED TO ENGAGE Stakeholders.
new
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OF TAKE IN ACCOUNT
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NEXT
MTG - 3:45 - 4:45 pm:

8. Build Your Solution - 10 min.

Build and Test

Title
problem.

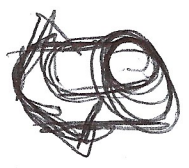
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CREATE A
WIREFRAME
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~~POSITIVE~~
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1:5

Learning Management Systems
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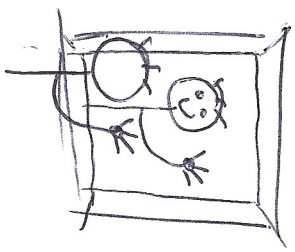
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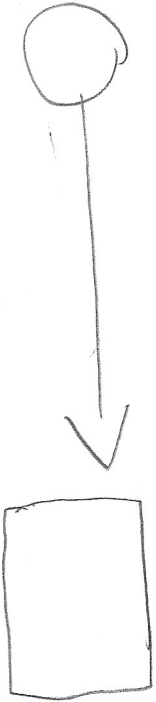
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