

LMS RFP

Campus Town Hall

Report

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University Center for
Assessment, Teaching
& Technology

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Townhall Objectives

- 1** | Present the RFI & RFP timeframe.
- 2** | Present the RFI Survey findings, briefly.
- 3** | Gather feedback from the campus community using discussion questions.
- 4** | Provide time for a Q&A.

Participants

The LMS Town Hall was open to anyone in the campus community and information was sent via email, advertised on the UCATT event page, and the main University calendar. 271 people registered for the event, with 176 in attendance.

Methodology

The Town Hall was run so that participant activity would be written in the chat in response to discussion questions. These discussion questions were written by the RFI project committee to receive feedback that would continue to inform the RFI criteria and process. We refined the questions to best provide structure for a meaningful and productive conversation with such a large number of participants.

In addition to the Town Hall being recorded, we were able to download the chat transcript via Zoom. We organized the transcript by which questions participants were responding to. Then, we open-coded for emerging themes. Themes were written down and eventually truncated down to a maximum of five themes to best encapsulate what was important to our constituents. Minor edits were made strictly for readability (e.g., fixing typos); no edits changed the meaning.

Findings

The general themes that emerged demonstrated support for an LMS that would provide a more streamlined interface for increased ease of use; additional training for groups and levels of users to increase time savings for instructors and student success; time savings in grading by having a gradebook that has features such as the ability to reuse comments and simple scoring rubrics; and increased LMS-resource sharing across campus.

For full themes and explanations on each question, please review the Appendices attached at the end of this report.

Themes by Question	Q1 What is working well in the current LMS (D2L)?	Q2 What is not working well in the current LMS (D2L)?	Q3 How do you believe a change in the LMS could positively impact student success?	Q4 What is important to you to improve the future LMS experience, regardless of the RFP outcome?
Theme 1	Ease of Use & Familiarity	Usability	Improved User Experience	Training & Support
Theme 2	Flexibility & Organization	Integration with External Software	Consistency across Courses	Consistent Design & Organization
Theme 3	Tools for Learning & Assessment	Grading & Gradebook	Enhanced Functionality	Collaboration & Resource Sharing
Theme 4	Integration with External Software	Course Content Management	Time Savings	Cost of Change
Theme 5			Concerns & Objections to Changing	

Next Steps

This Town Hall transcript and data analysis serves to transition us from the initial RFI process to the RFP process by providing additional input to the RFP committee and executive leadership team. This report will be added to others from the RFI process to provide comprehensive information to the committee as they design scoring criteria and weighting for the RFP.

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Appendix A: Discussion Question 1: What is working well in the current LMS (D2L)?

Ease of Use and Familiarity

Many participants noted that D2L is easy to use and they are familiar with it. They appreciate the ability to set up courses and are generally able to navigate the LMS with ease.

- » Pretty easy to use and set up basic course elements without too much trouble
- » Easy to set up content in a weekly flow. Easy to navigate.
- » Somewhat easy to navigate
- » D2L works well. Don't break it.
- » I would not say anything is working well, but most things are working adequately.
- » I know how to use it
- » used to it
- » Generally works OK
- » I think d2l is working really pretty well. I recognize that a large part of ease of use is which system one is already used to. Since most of us have been using d2l for a while, and incoming students and new faculty will have a range of past LMS experiences, I think staying with the current one is the best choice for the majority.
- » Familiarity.
- » 20+ years of institutional knowledge with D2L leads to robust LMS support.

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- » Most instructors are set up in D2L at some level of usage - I believe 90+%.
- » We are familiar with D2L, as are students. It works well for both in-person and online classes with the same features across both modalities. More and more features coming on board each semester is also good.
- » Mostly easy to navigate
- » Able to make course organization obvious to students, able to scaffold tasks to release quizzes.
- » Very easy to use and to customize to fit our needs. Structured, but flexible. Familiar to students and employees. Well-established support documentation.
- » Familiarity
- » It's pretty straightforward & I can usually find answers to my questions on the UA D2L help pages
- » Working Well: Fairly easy to use and it is graphically pleasing. I've gotten used to it
- » Keeping learning materials organized for students; there's a clear path to follow.
- » Students all know how to use D2L and it is very easy to organize the material in a logical way that is easy for both the students and the instructor to use

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Flexibility and Organization

Participants also noted the overall flexibility and content organization options available in D2L. They appreciated the ability to customize the look and feel of the course site, set up content in a weekly flow, and customize the gradebook..

- » Ease of customization, look and feel is inviting, and students can navigate it easily.
- » importing previous semester content, ease of grading assignments.
- » You can do SO much (including group students together in a way that they are in smaller learning communities). Lots of different ways to assess. Discussions are easy to see and respond to. The gradebook is terrific in that it allows for category grading not just a point system. All my stuff is on there and we are familiar with it.....
- » Customizing D2L; especially utilizing it as a playspace to share information with current students (prevents overloading students' emails).
- » Copy from previous offerings, calendar, flexibility in posting content
- » Structure, easy-to-design modules
- » We finally figured it all out! Content uploads are easy, the gradebook is logical, now can upload videos, zoom integration is nice,
- » I like the clean design of the Brightspace pages—for me and for my students.
- » Beautifully customizable course sites that work well with the new Coursemaker templates. Roles that match any desires
- » Organizing Content, Adding Students, formatting content.
- » Uploading content

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- » What works well with the current LMS is design flexibility, options for accessibility content, and the use of the description field in modules is huge! The option to use external software such as Panopto and Voicethread are great too.
- » Flexibility, the content tab is not just a list of links but has description fields that allow for greater presence. Also, the degree of customization is great.
- » Flexibility in tools/roles/permissions
- » The D2L help team is incredibly good and very responsive! I can easily set up courses and easily enroll and unenroll students, faculty, and staff (I run a co-curricular course)
- » Community D2L -- the ability to serve a public (non-NetID) audience
- » It's very self-explanatory when adding content so no hard coding or too much computer background needed. I like the description fields.
- » Organization options in D2L, Intelligent Agents, design capability
- » system/network stability
- » Import/export features

Tools for Learning and Assessment

Participants liked the learning and assessment tools that D2L provides. They also noted that the set-up and design options for the gradebook and quiz were useful.

- » Examining grades in the gradebook by color, checklist option, FAQ option, Awards/badges, some reports for quizzes
- » The many different types of learning materials, assignments, and assessments that it provides. Learner management is also done well.

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- » contacting students through class lists, embedding some videos, some flexibility in quiz design (like the question libraries!)
- » importing grades into UA ACCess
- » Gradebook/ Announcements to SS
- » The Assignments tool is working well, as is the new quiz interface. Discussion forums and groups have been improved.
- » Sharing materials and assessing students including TurnItIn; making groups and discussions
- » UAccess-D2L integration; flexibility and range of options/settings throughout all tools
- » Tools are acceptable (or maybe we just got used to their quirks).
- » accessibility focus

Integration with External Software

Participants noted the ability to integrate external software and additional learning tools with D2L, such as Panopto and Voicethread. They also noted the usefulness of the D2L API and SCORM support.

- » Integration with Playposit, creating videos (both video note and Panopto)
- » SCORM support is good. D2L API (PHP) works reasonably well,
- » integrations with external software/additional learning tools
- » Links to Catcloud
- » The integration of SOME of the external tools that intergrade the gradebook, the Assignments, widgets, and calendars. Class list, creation of sections and groups.

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Appendix B: Discussion Question #2 What is not working well in the current LMS (D2L)?

Usability

Participants identified difficulties with navigating the interface, rigid settings, and inconsistent usage. Many participants found it dated and not very intuitive, requiring multiple clicks for even common tasks. The mobile app (Pulse) was criticized for being unfriendly and not allowing instructors to have the same capability as the web-based version.

- » I've heard the same. I was working with a student who had taken courses in D2L, Canvas, and BB and he much preferred Pulse.
- » Some interfaces are awkward - a tricky aspect for connecting gradebook to activities, for example,
- » Sure, there are some frustrating things, but it's all solvable.
- » Sometimes a bit difficult to navigate
- » Rigidity in certain areas. Groups are particularly unforgiving. No built-in learning object creation, so we always will need another vendor to integrate interactivity. Not sure this is solved by any other LMS options, though...just a gripe.
- » You have to manually organize groups instead of importing groups
- » Not particularly intuitive.
- » Rubrics are a bit clunky
- » Most common things still require far too many (3+) clicks.
 - » Replying to "1. Most common thing..." Agree about all! RE: #1 - this is especially problematic when teaching classes of 150+ students. Those extra clicks are AWFUL!

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- » Option menus are cumbersome to navigate, with many infrequently used options hiding frequent and more important ones.
- » Bulk editing is a challenge (dates, folders, content)
- » Dated, there is no grade prediction tool (like in Canvas), email communication capabilities are not user-friendly, navigation could be better, and the interface is a bit dated
 - » Replying to “Dated, there is no g...” We released the new application - class app this Fall (as part of the new student portal CatCloud. Class App includes a grade goals tool.
- » The mobile app that is paired with D2L Brightspace Pulse is not the best to navigate and view course content quickly
- » Faculty unfamiliar with D2L find it unintuitive and “clicky” (tasks are perceived as more time-consuming to complete than in other LMSs).
- » Some of the settings with special access especially on assignments and discussions.
- » The Pulse app is not user-friendly except in basic ways. It is certainly not helpful for an instructor to do much on the fly if there are issues. 2. Sometimes the student view is not reflected 100% to faculty so it can be hard to troubleshoot with students experiencing issues. 3. It can be a little confusing for students to troubleshoot issues on their own
- » Learning curve for instructors and staff is high. Students find the platform to be clunky and frustrating. While students can connect with each other in some ways (such as discussion posts), connection and opportunities to learn from each other are very limited.
- » I don't like that you cannot see description fields in sub-modules when viewing from the module “above”
 - » Replying to “I don't like that yo...” This drives me crazy!
 - » Replying to “I don't like that yo...” It would be nice, but the “Scroll of Death” can be worse!

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- » Steep learning curve...the company opted for flexibility, which means it isn't always intuitive to use
- » D2L can be busy and hard to figure out at times...the other LMS options are "cleaner" but that's because they are simpler. And once students get d2l they really get it....
- » The Topic and the Thread organization is wonky and more complicated than it needs to be.
- » Navigation of some courses still remains difficult for many of my students, but this corresponds to the variation in how it is set up by individual instructors. The templates with better visual layouts are great when used. It would also be ideal if an LMS had a required syllabus section with dates that automatically import into the D2l calendar, which is not being used by all courses. The syllabus should be the easiest thing to find.
- » I love that you can have descriptions for each content area. The only issue is if you have a description on a piece of content that is in a submodule, the students cannot see the description when viewing the main module. Only see in the submodule
- » No ability to save common comments on writing assignments for feedback purposes
- » We have to be careful not just with what LMS we use but how we design a course
- » A bit more standardization would be helpful.
- » The inconsistent level of usage by folks.
- » Works better for the main campus, in my opinion. Fully online courses *might* benefit from slightly more streamlined and dynamic graphics.
- » With everything it does well, there is always something that's weird or off

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Integration with External Software

Participants mentioned issues with integrating with third-party tools such as Clickers, Panopto, Padlet, and GitHub Classroom. Several participants were particularly interested in having an integrated badging system.

- » Voicethread integration needs much improvement, no integration of Padlet, etc.
- » Some integrations with outside apps (Panopto can be twitchy, especially with PlayPosit)
- » D2L isn't open source and doesn't integrate 3rd-party tools as easily as Canvas. D2L doesn't easily integrate open educational resources (OER) like Canvas Commons does.
- » Poor or no integration with tools like clickers and GitHub Classroom.
- » Small software limitations but D2L is making tons of updates and upgrades to keep up with these small areas to improve the LMS on a regular basis.
- » The integration of other UA software suites like Microsoft Teams needs to be improved to provide this to students.
 - » Replying to "The integration of o..." I believe we just released improvements to the D2L to Teams integration.
 - » Replying to "The integration of o..." Yes... working with it this semester for the first time.
- » No integration with Continuing & Professional Education registration system. Design tools are not embedded in D2L Community so designers have to design in D2L and then export to Community.
- » integration with d2l supported tools sometimes unpredictable or difficult to access

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- » Voice thread (but maybe this is the switchover)
- » Turnitin cannot check discussion of plagiarism
- » D2L has far less market share than Canvas, so some products are designed to work easily with Canvas but not D2L
- » No integration with a badging system.
- » Would love an integration with a badging system!
- » Teams integration is dependent on the permissions allowed by UITS! Disappointing sometimes that they have not allowed much for Teams.

Grading and Gradebook

Participants found that grading and the gradebook were “clunky” and that customization and bulk edit options could be cumbersome.

- » if using a Panopto with a quiz that has a deadline, the grades are “ghosted” on the student gradebook side once the quiz due date has ended. This has caused quite a bit of angst with students
- » Options to customize the gradebook, sometimes the import from the previous semester can be cumbersome,
- » Default behavior of the gradebook hides current calculated grades.
- » Today I ran into an issue reorganizing quizzes within categories as you can with the grade items in the gradebook so students see them in the order delivered within the tool, but main campus D2L support elevated it!
- » peer review and saving preloaded “individualized” feedback

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- » Must individually click to release grades one student at a time. Makes it difficult to keep these up to date for students.
 - » You can use the Release All option when releasing grades
 - » I guess I mean with the adjusted grades. They must be manually pushed
 - » “Those can also be released in bulk..
 - » The Transfer All option should help there — in the dropdown menu next to “final grade” once you’re on the Adjusted Grade page. You can transfer all of the Final Calculated Grades into the Adjusted Grade column then make your adjustments, and use the Release All option to release. Let us know if you need assistance!
 - » Omg, this is amazing! Literally looking at it now, as the semester is coming to a close and this is such a time-suck. So then I stand corrected, and would instead say that D2L is not user-friendly. I’m pretty tech-savvy, so I think it’s telling that I had no idea this was a thing until now.... :/ Thank you for this comment!
 - » This is my typical experience with D2L. I can do pretty much everything. But the most frequent needs are hidden away somewhere user-unfriendly.
 - » The D2L Team can help uncover any of these mysteries, so let us know what we can do to help. This is bound to happen with any LMS in some way, but there are definitely hidden factors. That’s what we’re here for
 - » Agree XXX and you all always do a great job training. I think sometimes “you don’t know what you don’t know”, and if you don’t know then you don’t know to ask
 - » But if you can describe it, we can help you!
 - » So true, XXX!

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- » gradebook, too many ways to make changes in one area only that don't "connect" (e.g. change an assignment and the corresponding grade item is not updated)
- » using grading rubrics is clunky
- » Does not have the option to run 2 gradebooks in one course site, e.g., for co-convened 400-500 level courses. Reporting options could be more robust.
- » gradebook, restrictions coordination on dates
- » He has experienced some issues with software embedding on D2L. Flip is a good example of that. The process of creating grading items and configuring is somewhat complex as well
- » Agreed! Rubrics really need a lot of work.
- » Grading is clunky for certain assignments.

Course Content Management

Participants found it difficult to manage course content including copying forward previous course content, changing dates, and editing content within different tools (eg. quizzes, discussion boards).

- » Importing previous classes with new dates doesn't automatically find the correct dates.
- » For D2L spaces with a lot of content it can be a little overwhelming to see everything organized in the way it is. It would be really nice to be able to have another "Content" tab to separate some content even further from the rest. Like being able to separate administrative content from educational content.

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- » Difficultly deleting old content (hard to identify files in the management), difficult to manage 1 course that is offered in 3 different modes (in person, online, and microcampus), can be time-consuming to update the HTML designs and such. Sometimes it is unclear where to access assessment tools (seem to be multiple ways to get to the same spot) and students don't always know where to look for feedback
- » Universal changing of dates.
- » Quiz questions don't include a format that makes students make choices until they get it right.
- » There have been some hiccups copying assignments and structure from a previous run of a course into a current run. (The culprits here are, i think, PlayPosit and OpenClass assignments)
- » Editing multiple content pieces at once. Assignments, grades, discussions, etc, have different grading tools that all have their own quirks.
- » Question library import needs to allow for all question features; Checklist dates should sync w/ assessment due dates; more bulk editing standardization across features.
- » discussion board can be hard to set for special access
- » Discussions and quizzes still need some work
- » Importing groups can be done! Call the D2L team!
- » The ability for instructors to easily import group lists from a CSV is something that I have heard from a variety of faculty - particularly those in large enrollment courses
- » I'd like to see a Peer Review tool!!

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MISC Comments

Participants had other comments that did not fall into the themes above.

- » Nothing off the top of my head
- » Backend system data pulls! Very difficult to get user data
- » The erratic timing of the updates
- » The good thing about using an LMS for a period of time is there will be updates for improvement.
- » Hello, I'm an instructional specialist in the department of religious studies and classics. The professor I support seems not to have seen the survey but sent me to this meeting to vote 'no' on a switch away from D2L. And as someone experienced with D2L as both a student and an instructor, I second his sentiments. We believe that if the university would like to see improvements to D2L, we should ask D2L to make those improvements rather than abandon a platform the university has been using for many, many years. We are concerned that a change, regardless of how financially beneficial it may appear, will end up being more costly to the university and professors will end up contributing hours and hours of unpaid labor while adapting their courses to a new platform. Thank you.
 - » Yes! EXACTLY this.... There is nothing so wrong with D2L to necessitate a switch of this magnitude.

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Appendix C: Discussion Question #3 How do you believe a change in the LMS could positively impact student success?

Improved User Experience

Participants discussed the need for an LMS that is more user-friendly, has better online capabilities, and has easier access to materials. They also wanted clearer communication between instructors and students regarding expectations and grades.

- » I think it has to be something related to tracking your work and helping students stay on top of deadlines.
 - » You might be interested in knowing more about the new Class Application that we built to help students consolidate all due dates, and grades, and create grade goals. <https://trellis.arizona.edu/support/faculty-resources-catcloud>
 - » If you can check out Darcy's info on Trellis and give us an overview at next week's team meeting that would be great!
- » A big issue for accessibility for students is related to the content that is uploaded for their use
- » Better online capabilities/ more user-friendly will lead to fewer assignments missed and clearer communication between instructor expectations and student work
- » Enhanced user experience
- » A change to a more updated LMS like canvas, with a friendlier and more intuitive interface, would be received well by students. The availability of an intuitive and usable app would also make a huge impact on the mobility of taking and accessing courses. D2Ls is lackluster.

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- » I agree. I've used all 3 big ones (D2L, Blackboard, Canvas) as a faculty member and Canvas was far superior in many ways.
- » I have heard from many students that they used Canvas in HS, so some students might find that an easier transition. This was not true across the board, and most students have said that it didn't take them too long to adjust to D2L regardless of what LMS they used.

Consistency across Courses

Participants thought that a change in the LMS could positively impact student success if it provides consistency across courses, which helps students locate information more easily.

- » Consistency across courses helps students locate information more easily.
- » A better solution is a consistent course design across the UA so that students know what to expect...or at the very least consistent within each college
- » It depends. I wonder if we are putting too much into what is the LMS and less on how
- » A training module for students, perhaps with a certificate, to apply to all classes
 - » That exists. Go to course home>Discover>and search for the New Student Orientation. Every new student is automatically enrolled in it. Instructors can enroll if they want to see what is in the orientation
 - » I think it would be great if we started sharing this Orientation in our D2L classes as a resource to support students with success in the LMS.

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- » Better design that requires fewer clicks for common actions would lead to less student frustration when trying to find things in the LMS.
- » simplify and streamline the tool; more consistent experience- not customized by each instructor differently (or maybe the current D2L team can enforce more default/universal settings?)
- » More seamless and clean tool that is easier to navigate.

Enhanced functionality

Participants suggested that a change in the LMS could improve student success, and the quality of instruction, and allow for the development of more engaging and dynamic content.

- » Create more opportunities for students to connect with one another and learn together via a digital platform.
- » Better LMS would improve student success (and instructor success)
- » Improved opportunities to develop more aesthetic as well as functional online content for professional, noncredit audiences. Content needs to be dynamic and engaging to capture and keep their attention!
- » Generally speaking, if the change resulted in improved utilization of the LMS, accessibility, and quality instruction it would be better.
- » might force some to refresh content that they are holding on to for too long- be current, rethink it
- » Students would have better information, more likelihood of success within a class, and if they are under-performing, could know in time to drop the class so they don't end up with a failing grade. It could also be used more widely if more intuitive, so the spread would be broader and more heavily adopted by faculty.

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- » Easy to view due dates, expectations, current grades
- » Easier integrations with student learning materials like library resources
- » Better integration across apps, easier mobile access, fewer missed assignments, better outcomes
- » IF the process results in an LMS that students prefer to use
- » If instructors adopt the chosen LMS, my hope is that we increase the percentage of early alerts - student feedback.
- » I've used D2L, Canvas, and Blackboard, and my experience was not what I've heard here. Blackboard was terrible, but Canvas was clearly, clearly better than D2L, and much easier for both students and instructors.
- » If the transition is done well and the new platform is more user accessible, it could increase their overall engagement with what they are learning in all types of courses.
- » If the new LMS expanded accessibility and was more responsive (= lots of AI), students might get more customized feedback

Time-savings

Participants believed that a better LMS would save students time by reducing the time spent navigating the platform and handling troubleshooting, allowing them to spend more time on meaningful coursework.

- » Students don't care. They just want to get to their course materials.
- » Easier access to materials = engaging with the materials more often

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- » allowing students to find assignments and items needed within the LMS without having to ask the instructor several times where is it located....more streamlined would be best
- » When instructors and staff spend less time trying to navigate the LMS and make it work for us, we can spend more time dedicated to student success
- » If students have to take less time to navigate an LMS or handle troubleshooting, then they have more time for meaningful coursework. We need to be mindful of the barriers that creates
- » Fewer headaches and frustration among students. Less time administrating the platform for administrators of the class.

Concerns and Objections to Changing

Some participants expressed concerns and objections to changing the LMS, citing potential learning curves and the need for new training. Others did not believe that a change would have a positive impact on student success or thought that the current LMS (D2L) was already the best option available.

- » I don't believe a change in the LMS itself will positively impact student success. Certain LMSs will do some things better than others. The issue is HOW we use the LMS we have and the training we provide to faculty. I think UA should require LMS training for all instructors so everyone has a baseline knowledge of how to use it and best practices for setting up an organized and intuitive course.
 - » Replying to "I don't believe a ch..."Hi, and 100% agree
 - » 100% agree
- » All change models will tell you initially student performance will go down at first if a new LMS is introduced.

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- » Going to put this here because I don't see anywhere else on the agenda to bring up this issue. When the committee considers the cost of all options, please also consider the indirect cost of all the people-hours that would be required for instructors to move their content to another platform
 - » Some of the LMS can do cross-platform imports. (This was done when my previous university moved from Blackboard to Canvas.) So that could be part of what the RFP requests.
 - » Perhaps more training on best practices with D2L, finding out what are the optimal times/spaces/topics for the trainings for faculty
 - » Better integration with campus-wide licensed software to extend the student experience beyond the LMS, like say for Teams.
- » Interesting that SUNY (200,000+ students) chose D2L last year and are implementing it now (over Canvas)
- » We should only change if there's something that drastically improves ease of navigation and accessibility for students while retaining all the important features. Otherwise, a change would be very difficult for students to adjust to.
- » If we change from D2L's Brightspace there will be a learning curve that will not benefit student success.
- » Based on my use with multiple LMSs, I am not sure changing would help, but continuing to improve on D2L can.
- » 3. A change in the LMS will provide less immediate support to issues as everyone at the college will need new training. I also feel like we will limit our connection with global students as Canvas and other LMS systems cannot provide the same access to online courses, that the LAW college partners with. The navigation of content from D2L to another program would also be overwhelming for instructional designers.

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- » I don't believe a change would bring anything positive to student success. Seems an unnecessary change.
- » I don't think a change would improve student success. Please stick to d2l.
- » I actually think it will only be negative tbh. Students have had to adjust so much in the last 3-4 years with COVID that I think asking current students to learn a new LMS (plus all the stress coming from professors' learning curves) would not benefit them in any way other than to let them have a change as learning another platform (which is not necessary). I guess Canvas is prettier...
- » Seems like D2L is best of breed according to folks who use multiple LMS's
 - » Good to know. I have only used D2L so cannot compare. Think the change is worth the effort?
 - » For me, definitely. Harder to assess whether it's worth it for the entire campus.
 - » It's more intuitive, has better integration of tools, better rubrics/ feedback system.
 - » I agree with this too. I am using Canvas as a student at ASU and it is far superior to D2L.
 - » I've used both. D2L has been better than Canvas for a long time. Being a good K-12 system doesn't translate well to higher Ed. Also, Canvas is not customizable.
 - » Canvas is certainly customizable in the general sense of the word. Which customization, in particular, was problematic for you?
- » It would only hurt

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- » The communication with the instructor for solving tech issues will be seriously affected since we might be unprepared for a few semesters.
- » Canvas isn't bad but to think about it in terms of how much labor and relearning would be required in a change it isn't "THAT" much better... Canvas isn't so much better as to justify a change in my opinion and Blackboard is just the worst

Misc. Comments

- » If all public K-12 and higher ed. institutions used the same LMS, it would be magical.
- » Dark mode would be appreciated.
- » Only possibly 3rd party tool integration. Otherwise, not much improvement.

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Appendix D: Discussion Question #4 What is important to you to improve the future LMS experience, regardless of the RFP outcome? (eg. more training, support to build courses, more student tech support, etc.)

Training and Support

This was the most frequent theme emerging from the responses. Faculty and staff need comprehensive and self-directed training to maximize the use of the LMS, and incentives for faculty utilization. Some suggested that training should be mandatory for both students and instructors.

- » Definitely training and support for building courses. I've always had a really positive experience with D2L support - as a student and as a D2L Space Administrator.
- » More comprehensive, self-directed training available for staff and instructors so that we can make the most out of our courses
- » Regardless of system, if people aren't well trained to use it, the results will be the same. This is a timeless concept and can save a LOT of money if heeded wisely. Comments in this meeting show the need for more training.
- » D2L team is small and cannot meet all the demands across campus to do really comprehensive training at dept. or college level
- » Faculty incentives for LMS utilization and quality practice.
- » More training both for Faculty and Students. App support and functionality. Ease of navigation (using similar icons, words, locations as other familiar software).
- » more training about how content changes effect the overall course quality, design, integrity for the better or for the worse

Appendices

- » Requiring all faculty to use the same platform so that students are familiar with the LMS. Training for faculty to learn about how to keep grades up to date, how to enter dates, etc. All things so the students can easily follow what is expected of them across courses.
- » LOTS more support (more hires in UCATT), better documentation for instructors and students. Smaller courses.
- » more support, more student tech support,
- » A mandatory training or orientation for all students and instructors that will show them the basics of how to use all of the functionality that D2L provides on both ends.
 - » Those have been built for D2L. Go to your course home>discover. All new students and instructors are automatically enrolled in those trainings
 - » There are D2L Discover orientation courses for instructors and students. I give students a couple extra credit points for completing theirs.
- » For the record: D2L help team is the BEST and most supportive crew. That should stay.
- » Ideally, it would be great if all new instructors had to go through a D2L bootcamp, but I'm pretty sure that's not feasible. I think it would be great to increase efforts to help instructors use the d2l templates.
- » More training, more consistent user experience
- » Robust training for all instructors required (even if we stay with D2L) so that folks can learn about new functionality/best practices
- » If there is a switch, massive increase in support to build courses, more training, all of the above basically.

Appendices

- » Said it in #3, but I'll say it again: required training on the how of the LMS and the why (design principles on navigation, ease of use, etc.). Also, we need improved student-to-student interactions.
- » Training videos (around utilization) to refer to at any time, for staff & faculty.
- » More training for instructors and buy into the system. REQUIRED training for students taking an iCourseFgoin g
- » Training options for staff and faculty
- » More instructor-based training would be great!
- » I think there needs to be more training and requirement to complete an Instructor Orientation to Online Learning with an LMS to support teaching and learning better.
- » Not only training on how to use the different tools in D2L but training on how to best structure course materials in D2L. D2L is a powerful, if clunky, tool, and learning how to structure a course using digital tools is a different skill set than building a course or teaching
- » Training on best practices, such as making sure to live-link back to documents, assignments, etc. (esp. when they're in other modules).
 - » What used to be the OIA & is now part of UCATT does a great job of this kind of training.

Consistent Design and Organization

Respondents emphasized the need for more consistent design across courses, with course templates needed to help organize materials and activities. Instructors want more consistency in the user experience. The LMS should also provide features to enable common feedback/comments to be saved and reused.

Appendices

- » Ease of use and content protections for designers.
- » full use across campus with consistent processes/design across all courses
- » Some professionals design courses to be used by many faculty. Others design their own. That creates a different kind of challenge.
- » Perhaps provide more built in structure for when an instructor initially requests the D2L page for their course. Let's build in the things that we know work well across the board and force folks to remove them rather than being a completely blank canvas
 - » We use templates at Eller too.
 - » Also, check out CourseMaker: <https://coursemaker.arizona.edu/>
- » coordinate the language used in the LMS with QM for example. We do not have a Start Here section in the tabs (that is why I love widgets, I created my own)
- » There is a way to organize the backend content for future exports. This involves organizing the content when the course is being built.
- » More instructors using the system similar. Perhaps course templates to organize their materials and activities consistently.
- » When providing feedback on assignments - allow common feedback/ comments to be saved and re-used.
- » In my opinion this is on D2L. If it's overly complicated and clunky to use, which is often is, D2L needs to fix that. I don't believe training instructors would make a difference. Students want consistency and D2L needs to play its part in providing that.
- » I think adding in features and leaving the basics alone so we can build on what we know and add more and not reinvent the wheel every few years

Appendices

- » Add in the Analytics tools for instructors!!!!
- » Integration of important academic dates and deadlines (ex: last day to drop courses, GRO, W deadlines, for students to remember.)

Collaboration and Resource Sharing

An emphasis on collaboration and sharing of resources, ideas, and support to improve the LMS experience. Respondents also suggested providing more built-in structures or templates for instructors.

- » Our team has some blank templates we can share if you are interested- email XXX
- » yes we have a resource hub to store resources for our school instructors in a D2I site
- » It would be great to build out a community so we can learn from each other as well
- » @XXX, great idea for creating a type of feedback loop.
- » Here to shout out UCATT Office Hours if you or an instructor you know needs some ID support
 - » <https://ucatt.arizona.edu/course-design/instructional-design-services>
 - » [Direct consultation link: https://calendly.com/dlconsultation/dl-office-hours?month=2023-04](https://calendly.com/dlconsultation/dl-office-hours?month=2023-04)
- » We work really hard as instructional designer across campus to share resources, ideas and support to keep improving the experience. This needs to continue no matter the LMS
- » more requirements for QM and constructive feedback for sites

Appendices

Cost of Change

- » \$500,000 licensing fee is a steal!
 - » Yea, that seems quite a bit less than I was expecting
 - » Same here
- » The cost of changing to another LMS needs to factor in the cost of the transition (if there is a transition to another LMS).
- » As compared to UA Vitae, Trellis, Kmap, Taskstream, etc., the only one where I'm really happy we spend the money on it is d2l.
 - » I agree with you, XXX.
- » Cost is not just associated with the cost of license.
- » I think you should be VERY sure that a change is worth it...there has been a tremendous change at the university (with new GenEd for example) and all of the fatigue from COVID instruction shifts etc. Is it worth further stress and harm to instructional staff? New LMS would have to be REALLY REALLY badass to justify that. I think the faculty are exhausted.
 - » YES, this is the biggest cost of a transition. It has been one thing on top of another for the past few years.
 - » I worry that this will be the 'final straw' for a lot of already stressed employees and students
- » We will have to be able to migrate our current courses into the new LMS without an intense amount of labor - or we will need significant time and training to do so. Specifically, recorded lectures....etc...will all have to be redone and that will need support...including stipends? Course releases? Etc...
 - » I've conservatively estimated the cost of conversion to another system at 6 - 10 million (if you value people's time)
 - » That is just for converting current courses, not the rest.

Appendices

Misc. Comments

- » We have a particular package of Brightspace. Part of the demos should include some of the other packages that D2L offers.
- » D2L is doing some great work in introducing its new editing tools. Some great design work that answers the concerns mentioned here.
- » I would most like to see students having more opportunities for low-stakes assessment and immediate feedback. Not every course, even those that are already using D2L, are making this a priority.
- » Yea that is where I sit too with release grades and transferring grades. I only recently found out about those tricks and I feel relatively savvy as well. So I think for me it is also not obvious for instructors to know this information!
- » My only complaint with D2L is in the quiz question options. Moodle lets you create questions where students keep trying to answer and get adjusted scores.
- » Perhaps a vetting process for individuals who have skills to have greater access to role permissions held by admin roles.