

Becoming a Power User:

Making Meaningful Learning Management Systems

Sara Doan - saradoan@uwm.edu

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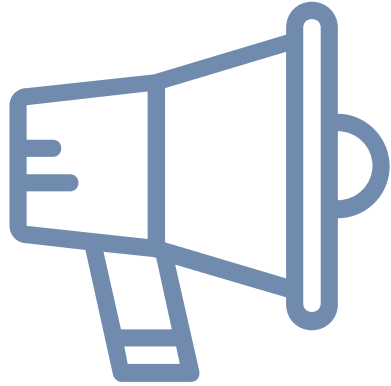


As of 2014, **85%**
of **higher education faculty** in the U.S.
use a **Learning Management System**

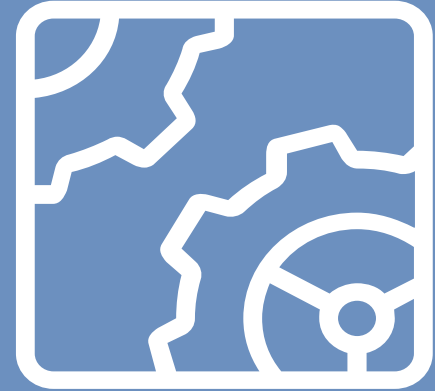
(Dahlstrom, Brooks, and Bichsel, 2014)

Agenda

- ✧ Problems in LMS
- ✧ Research Questions
- ✧ Content Mapping
- ✧ Views of LMS
- ✧ Discussion



Studied usability in Moodle at Iowa State University for my MA thesis in Rhet/Com & Prof. Communication



Studying Rhetoric of Science and Technology at UW-Milwaukee for my PhD in Professional Writing

Usability = “continually moving target”

- Dilger, 2006, p. 48

3 Main Problems in LMS Research



Knowledge Silos
Salvo & Rosinki, 2010



We need to focus on “technical interactions and cognitive interactions among learners...”
(Peng, et al., 2008)

Who’s Designing?
Peng, Chou, & Chang, 2008



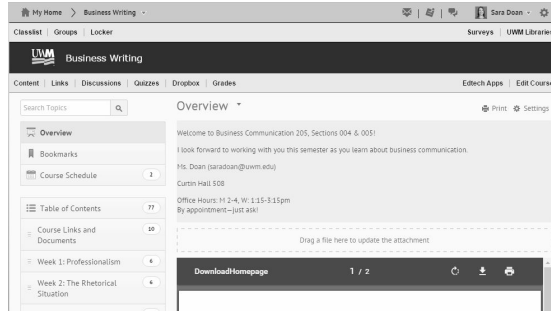
Evaluating Usability
Dilger, 2006; Mirel, 2013



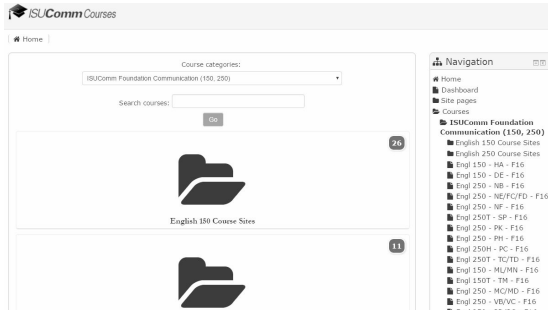
Our Focus

Facilitating meaningful usability in LMS through content mapping

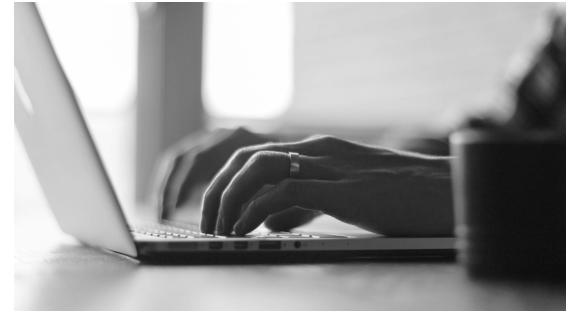
What are meaningful usability practices for LMS?



How can content mapping help instructors to understand students as users?



What types of content mappings exist in LMS?





Content Mapping

Rosenfeld and Morville, 2006

- Maps information architectures
- Focuses on contextual navigation
- Aids in understanding usability “interconnected content” like in LMS (p. 317)

“Digital Classrooms, Public Profiles” (2015)



Surveyed 41 FYC Instructors - Interviewed 9



LMS as extension
of the classroom



LMS as
homework hub



LMS as online
syllabus



LMS as
workshop

Content Mapping: LMS as Extending Classroom

Rosenfeld and Morville, 2006

Weekly
Readings

Discussion
Forums

Dropbox



Content Mapping: LMS as Homework Hub

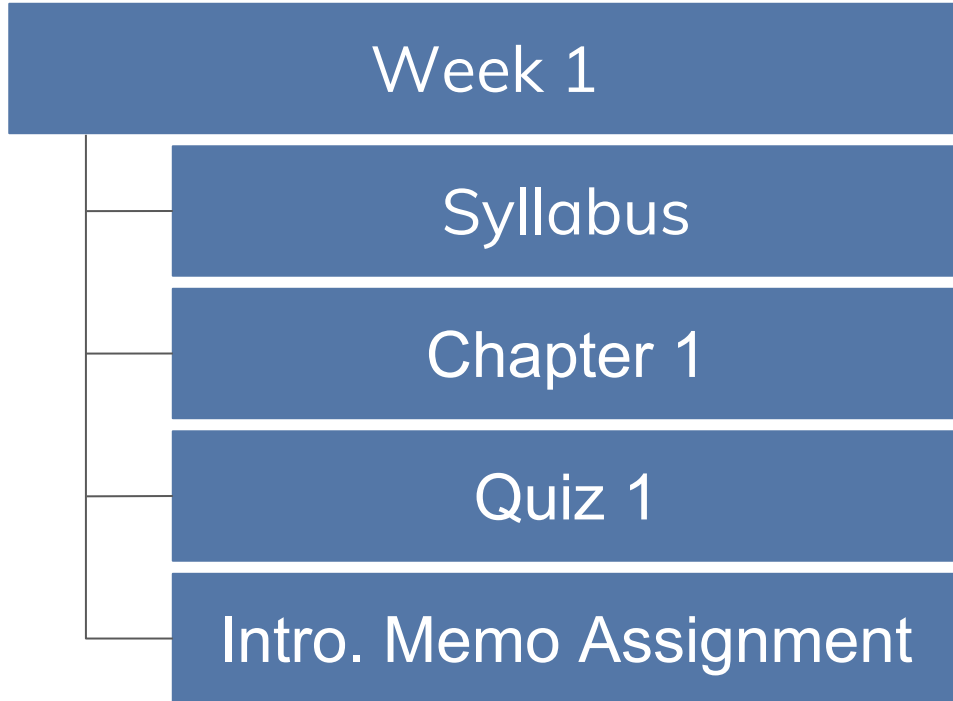
Syllabus

Bucket of
Weekly
Readings

Dropbox
(Optional)



Content Mapping: LMS as Online Syllabus



Dropbox



Content Mapping

Rosenfeld and Morville, 2006

The screenshot shows a course management system interface for Business Writing at UWM. The top navigation bar is orange and includes "My Home", "Business Writing", and a user profile for Sara Doan as Student. Below this is a grey navigation bar with "Classlist", "Groups", "Locker", "Surveys", and "UWM Libraries". The main content area has a dark header with the UWM logo and "Business Writing". A secondary navigation bar includes "Content", "Links", "Discussions", "Quizzes", "Dropbox", and "Grades".

The main content area is titled "Week 1: Professionalism" and includes a search bar, a "Print" button, and a description: "For Monday (9/12): Read Ch. 1 and Ch. 7 of Business Communication (BC). Take Ch. 1 Quiz and Ch. 7 quiz (on the MindTap website)." Below the description are "Download" and "Send to Binder" buttons. A progress bar shows "66.67% 4 of 6 topics complete".

The left sidebar contains a "Search Topics" field and a list of course items:

- Overview
- Bookmarks
- Course Schedule (9)
- Table of Contents (25)
- Course Links and Documents (✓)
- Week 1: Professionalism (2)**
- Week 2: The Rhetorical Situation (2)
- Week 3: Email (3)
- Week 4: Communication (3)

The right sidebar lists course materials:

- 205 Course Schedule (✓)
- English 205 Syllabus (•)
- MindTap - Contains Business Communication book and quizzes (✓)
- For Wednesday (in class): Re: Your Recent Email to Your Professor (✓)

Content Mapping: LMS as Workshop



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In Conclusion

Usability is a moving target (Dilger, 2006)

SO

we should share knowledge of best practices to avoid siloing knowledge (Salvo and Rosinski, 2010)

AND

use usability techniques like content mapping to understand how different instructors structure their LMS

How do you use your LMS?

How can we understand our students as users?

References

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