Disconnects Between Learning Management Systems and Millennial Generation User Expectations

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Clay Fenlason is the Director of Educational Technology for the Georgia Institute of Technology, sits on the board of directors of the Sakai Foundation, and manages a small development group working on innovative learning management system (LMS) tools and integrations with campus and non-campus services.
Blake Haggerty is the Assistant Director for Instructional Design at the New Jersey Institute of Technology. As an instructional designer he helps faculty enhance their face-to-face and online courses. In addition he helps NJIT make decisions regarding the evaluation, selection and implementation of new technologies such as iTunes U, learning management systems and tools that can be used to create multimedia learning objects. Blake also works as an adjunct instructor and teaches online courses for the Professional Technical Communications department.
Speaker Bios

Robert H. McDonald
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Robert H. McDonald is the Associate Dean for Library Technologies at Indiana University where he leads the library information technology department and the digital library program. Formerly he was the lead for strategic data alliances and Co-Project Manager for the Chronopolis Data Preservation Initiative at the San Diego Supercomputer Center (SDSC)/UC San Diego.
Richard Sweeney is currently the University Librarian at the New Jersey Institute of Technology and also has oversight responsibility for the Department of Instructional Technology and Media Services. Rich has been Vice Provost for Libraries and Information Services at Polytechnic University in Brooklyn, Executive Director of the Public Library of Columbus and Franklin County in Ohio, Director of the Genesee County Library in Flint MI, Director of the Atlantic City Free Public Library in NJ, and Librarian at Central Junior HS in Atlantic City, NJ.
Paul Walsh is Director of Instructional Technologies and e-Learning at the University of Baltimore. He has been working in distance learning since 1987 and has been with the University of Baltimore since 2005. His particular interest is in the use of video in e-Learning, including postings by students. UB offers fully online MBA, MPA, and WebBachelor's degrees and numerous certificate and programmatic courses.
Tyler O. Walters is the Associate Director, Technology and Resource Services for the Georgia Institute of Technology Library and Information Center. He provides leadership, vision, and expertise in library collections management, new scholarly communication services, digital library and archives programs, information technology management, and archives and records programs.
Campus Technologies - NJIT

- Moodle/BlackBoard Campus Edition 4 – learning management systems
- iTunes U - podcasts
- YouTube - vodcasts
- Camtasia Relay – classroom lecture capture
- Horizon Wimba – synchronous online communication
- WordPress Blogs
Campus Technologies - GaTech

- Sakai – learning management system
- Horizon Wimba – synchronous online communication
- Tegrity – classroom lecture capture
Campus Technologies - University of Baltimore

- WebTycho – learning management system
- Westlaw/Lexis-Nexis (Law School) – learning management system
- Elluminate – synchronous online communication
- Podcasts/Vodcasts
- Blogs/Wikis
Credits - NJIT

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Agenda

• LMS Goals
• Learning Resources
• Services
• Technology
• Roles
LMS Goals
LMS Goals - NJIT

1. More interactive and “game” like.
2. Speed student learning; not slow it down.
4. Increase peer-to-peer learning across all of
   • the sections of a course.
5. Reduce redundant questions to professors.
6. Integrates historical personal learning (e.g. portfolio).
8. Allows & encourages students to learn from a variety of professors.
9. Empower the personal campus human tutors.
LMS Goals - Univ. of Baltimore

1. Integrate technology with course work preparing students for the world of work.
2. Consistent use of technology by faculty.
3. Posting of PowerPoint, notes, and resources on LMS.
4. LMS use shouldn’t be elective for faculty.
5. Professional and non-professional personas converge over time.
LMS Goals - GaTech

• IT efficiencies to bring focus and speed learning
  – Remove “busy work” that can distract from key concepts (e.g. the calculator)

• More individualized control and flexibility

• Consistency across courses

Note - “one-stop” shopping for academic content and activities still the key driver
Learning Resources
1. PowerPoint enables notes, not replaces it.
2. Use technology to enable group work.
3. If collaboration isn’t done by the instructors, students will seek alternative methods e.g. Google Docs).
4. Wi-Fi is both crucial to learning and a temptation to not pay attention (a.k.a. – multitask).
Learning Resources - GaTech

• Open content rather than texts
• Video
• Hyperlinked content (a la wikipedia)
  – identified as the most engaging educational resource

Note: The “old school” seems mostly fine here. No fancy or revolutionary desires – SecondLife actively disliked, lab simulations a poor substitute for real-world activities, etc.
1. Downloading mini-lectures.

2. Using interactive “clicker” technology.

3. Like face-to-face instruction with “expert” professors

4. Simultaneous Transcription

5. Back Channeling
Services - Findings

1. Social Networking is “social” by nature.
2. Students must be aware that their online persona is accessible by potential employers.
3. LMS is a better environment for collaboration, if only faculty would use/enable it.
4. Facebook is only a fall-back when collaboration or communication are not working via LMS or email.
Technologies
Technologies - NJIT

1. Virtual Environments for Practicing Competencies
2. Course Knowledgebase (Natural Language Questions)
3. Active Feedback Loop - Clickers
4. Integrated Intelligent Tutor Technology
5. Integrating past and future sections of courses.
6. Integrated with Facebook and other university students.
Technologies - GaTech

- Text (SMS) notifications of important LMS events
- SmartBoards
- Academic Facebook
  - If personal and academic lives can be separate
- Negative vote against clickers
  - Nuisance (too long to log in, dead batteries, one more thing to remember/lose, other technical difficulties).
Technologies - Univ. of Baltimore

1. Students are curious about podcasts and enjoy the use of relevant content from YouTube.

2. Students communicate via email as the primary means of outreach.

3. More time sensitive, or direct outreach is done by cell phones.
Roles
Roles - GaTech

• Relationships rather than roles
  – Study groups
  – Getting perspective from other people learning similar material elsewhere
  – IM-like access to TAs and instructors for clarification
Roles - NJIT

1. Professors spend more time mentoring, helping students learn, one-on-one and recommending learning paths.
2. Professors spend more time encouraging and enabling peer-to-peer, collaborative, learning.
3. Professors present “expert” optional lectures that are always recorded in small units, transcribed, searchable and retrievable by students (e.g. from smart phones).
4. Customize and personalize the learning experience so that students have more control of their own learning experience if they choose.
5. Peer Tutors
1. A good lecturer is essential to learning.
2. Good lecturers are better than the book, better than technology, better than online resources.
3. Students want control of their learning, particularly how they are doing and what is coming next.
4. Students know that they are essential for learning while the faculty are responsible for the lecture and content.
Wrap-up & Questions
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• PPT and Videos
  – http://net.educause.edu/E08/14636