Title: Practicing what you preach: A learner-centered Learning Management System (LMS) training and support program for faculty.

Over one academic year, we needed to transition a very broad user base with over 1200 instructors and 3000 courses from one LMS to another. In response to their needs, we designed an effective learner-centered training and support program with great breadth and depth that met the needs of both new users to the LMS as well as those in transition from the old system. At the same time, our program was required to be scalable to meet the needs of the entire university, a large Tier-1 research institution.

This proved to be one of the most challenging aspects of our LMS implementation. Concepts that were simple and intuitive in the new LMS for brand new users were extremely difficult for transition users to manage. Most of the programs we examined from other institutions didn’t make a distinction between new and transitional users and was designed with a “one size fits all,” instructor-centered approach. Instead, we designed a multi-faceted, learner-centered training and support program that was effective for both new users to the LMS as well as those making the transition from the old. We used many new technologies (blogs, wikis, on-line training) as well as many old technologies (workshops, consultations, face to face discussions) in order to accomplish our task.

This session will draw a profile of a typical transition user and their instructional needs based on focus groups, interviews and surveys of faculty members and compare this to our experience with new users to an LMS. We will present our unique multi-faceted training program as well as a number of the specific support strategies that have been effective in helping diverse users. Successful practices and lessons learned will be presented on how universities that are making the move from one LMS to another can help their faculty members to make it a smooth and successful a transition.