



Moving the Titanic: Ten months to train a faculty on Canvas

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Why “Moving the
Titanic”?

Have you ever had to change the way thousands of staff
and students work in 10 months?

The Learning Problem...

- In late October 2024, the “Getting Started with Canvas” course that Instructure provided was released to FBMH. This was a helpful stopgap, but not ideal for FBMH.
- Central Project support were focused on deploying a functional system for September 2025.
- A centrally based training lead had not yet taken up post.
- FBMH staff needed:
 - To know what would be needed to transition FBMH’s 900 Course units.
 - To train the faculty staff on how to transition courses **at scale** (CS report indicated up 3000 staff*)
 - To transition the Semester 1 and Full Year courses by the 8th of September 2025
 - To ensure that the students experience of the new system was not disruptive
- How can the faculty teach all of its staff to use Canvas to a degree that student experience was not significantly impacted by the switch to Canvas?

* CS data integrity was problematic at this this time

Additional factors

1. Canvas course design was different from Blackboard (folders vs. modules)
2. The University and Faculty intended to use the transition to improve minimum standards of courses including
 1. Pedagogical standards
 2. Accessibility standards
3. FBMH Staff consist of staff with a very wide range of Digital skills, availability, confidence and free time.
4. The Canvas system was changing constantly as decisions were being made
5. Many existing teaching activities and processes needed to be retained.
6. Staff wellbeing
7. We all had to also do “business as usual”



Late October 2024: “We need a faculty plan”

6th November
2024:

10 months to
Student
Launch

1. In person away day of the eLearning Training team and academic partner (Michael Smith)
 1. Project manager
 2. Historic Canvas user experts
 3. Pedagogy expert
 4. Accessibility expert
 5. Experienced trainers
2. Stakeholder analysis
 1. Needs analysis
3. Timeline analysis
4. Barrier/Risk analysis

Unit Coordinators

- Feb = Problem.
- Jan = Good but no K16
- W12 ⇒ W16 (not H+12)
- Easter good candidate.
- After July = Summer break.

Barriers

- No line management structure
- Don't read
- Busy with other stuff
- "Someone will do it for me"
- No carrots or sticks

Semester 1/2

Dent/MBChb
Specific Sesh.

What happens if someone is away?
⇒ Who do we contact?

Feb/Mar

- Porting = 1 problem
- Building = 1 problem
- In person

Facilitators

Fear
~~the~~ Enevitability
UEQ

- Who can shout and scream?
- Reasons to turn up
 - "Supportive environment"
 - Get it in diaries
- Take
- Track
- As to
- Calendar
- Programme
- Communication

Transition Workshop

PEC 2 - Book all + Expand to capacity.
1st am ~~am~~ 1 in PM.



Shift later

Missing the knowledge

In the trainer

Don't help!!

This is what he says
will look like
This is what expected is you

Classroom
Behavior
Management

Home work
⇒ As a group transition
some (S) after
(course)

Dent/MBChb
* Specific Sesh.

What happens if someone is away?
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Facilitators

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- Who can shout and scream?
- Reasons to turn up
 - "Supportive environment"
 - Get it in diaries
- Take over
- Tracking and
- As targeted a
- Calendar invite
- Programme Director
- Communication

- Language.

Book Room ASAP

Our Barriers

- Block editor Jan 25
- Template Final 25
- Where are videos stored
- K16 MIGRATED DRAFT

Scorm
Drop in

Method

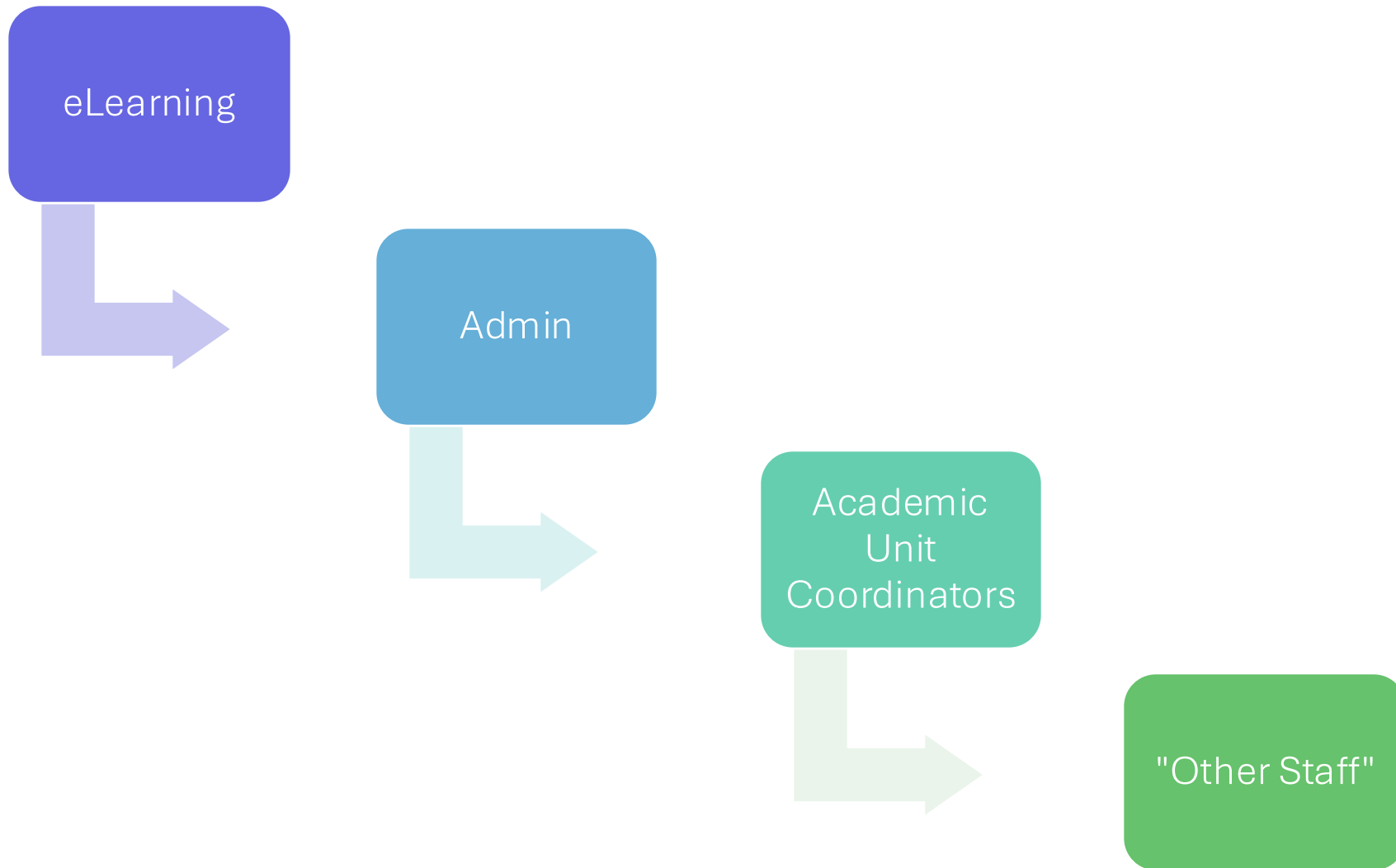
- Prioritise staff training based on
 - Supportive interdependent networking (aka. Train the right people at the right time so they can support others)
 - The time they had available (everyone is busy)
 - The project timelines
 - How fast the training can be built
 - Other eLearning team work
- Release information when staff need to know it
- Promote a supportive environment wherever possible, staff should not feel abandoned
 - Face to face training
 - Asynchronous Canvas course and handbooks
 - Drop-ins

Audiences

- eLearning Team
- Administrators
- Academic Unit Coordinators
- General academic and other supporting staff

* Students not dealt with at this time

Dependencies Between Audiences



eLearning Team: January – February Training

- Extended Webinars (provided by the Instructure)
- Development day
- Creation of Exemplars for hands on experience
- Before we had templates, pedagogical standards

Administrators

- February 2025
- Small group teaching
- Setting expectations of system and roll out
 - Basic system training as a method of setting expectations
- Getting support
- How to get support for academics with questions
- Brought teams in together so that they could discuss based on local practice

Not about running the system, but a method of growing a supportive community

Academic Pioneers

- March: 6 months to go!
- Pilot courses run
- Pilot drop-ins
- Feedback gathered and actioned
- Gave the Training team a feel for the questions that would come up and where problems would arise.

THANK YOU PIONEERS!



Unit Coordinators



- Timed around S2 Teaching starting in Easter and summer break



- Unit Construction Workshop:
Max 25 staff



- Offered specific dates based on subject area to promote supportive working

Teaching staff



- Encouraged to come in the summer after the coordinator had been trained. Max 25 a session.



- Canvas Basics



- Open to anyone wanting a refresher. Attended by many PS staff or returning coordinators

Assessment training

- Opened in the summer to anyone wanting to attend
- Quizzes and assignments separate

Deploying Courses

1. Run in August/September
2. Aim to get courses finalised
3. Not popular

All courses:

1. Maximum of 25 in a F2F session
2. Environment designed for interaction and Q&A with facilitator
3. A Canvas course which acted as a handbook later or an asynchronous option
4. A drop-in which started as the course ended so people could remain behind and work or ask further questions.
5. All in the same location, so staff didn't have to search for where we would be on a particular day they needed us: Canvas Central
6. Courses had accessibility threaded throughout.

Results

1,399

Total attendees across all courses

against a brief to train up to FBMH staff ahead of the Canvas launch



Courses

890 Face to face in small group teaching
509 Asynchronous

Feedback Survey response

294 provided evaluative feedback on the courses, of these:

- 74% Rated the courses as “Excellent”, 25% Good and 1% “Average”.
- 98% of attendees said that their confidence improved.

No incident launch

The September launch within FBMH was completed without major incident. All S1/1YR courses were available when teaching started and most PG courses.

What made the implementation work?

- | | | |
|-----------|---|--|
| 01 | Locking the training team in a room for 8 hours! | Structured face to face discussion of experts away from distractions with a clear goal to focus on. |
| 02 | Canvas central | “One stop shop” for all FBMH Canvas needs helped decrease administration and booking management burden. It also fostered a supportive environment between staff. |
| 03 | Faculty communication | Key staff across the faculty pushing the implementation at key times to ensure that staff had time to learn and then implement their course builds. |
| 04 | Dedicated training and support staff | The faculty eLearning Team as trainers, support staff, systems experts. PS and academic colleagues for getting actively involved. |
| 05 | Project plans with clear deadlines | With massive interdependencies between teaching, systems, people and timelines |

Shoutout to the eLearning Training Coordination Team of 24-25!

- Kate Hilton – Project Management, Assessment courses.
- Chris Sutton – Orientation, Coordination, Basics, Deployment courses
- Helen Davies – Studio Course
- Megan Broadbent - Orientation, Coordination, Basics, Deployment courses
- Katie Newton – Administration

Also a big shout out to the rest of the FBMH eLearning Team who provided constant support throughout the transition and beyond!