

Problem Statement

All student workers at Emporia State University, William Allen White Library are required to undergo a training process. The training process was in-person and online, in an unorganized fashion. Some work was previously done in Canvas and to a website to create training but no comprehensive course training was done.

Solution

We have developed a comprehensive 23 module course guide for student training at the William Allen White Library in the learning management system Canvas. Students will be able to experience training through series of videos and interactive experiences in the modules. In the course of this semester, 9 fully completed modules have been done and pilot tested.

References

Horton, W. K. (2012). *E-learning by design* (2nd ed.). Pfeiffer. <https://doi.org/10.1002/9781118256039>

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2009). *Teaching and learning at a distance* (4th ed.). Retrieved from http://www.nova.edu/~simsmich/pdf/all_chapters_4_ed.pdf

For More Information:



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William Allen White Library

Student Training in Canvas 2025



ADDIE Components

Analysis:

During the analysis phase, I conducted a Needs Analysis, Learner Analysis, Contextual Analysis, and Task Analysis. Taking the time to conduct this extensive analysis helped define the Scope of the Problem. An area of emphasis included insuring this training would provide the learners the equivalent (Simonson, Smalino, Albright, & Zvaeck, 2009) training opportunity the face-to-face each semester.

Design:

The design stage included choosing an instructional design model, the ADC (Horton, 2012) model. Learner outcomes and objectives, learning sequencing and strategies, and instructional messages were defined. The media was also selected during the design phase.

Development:

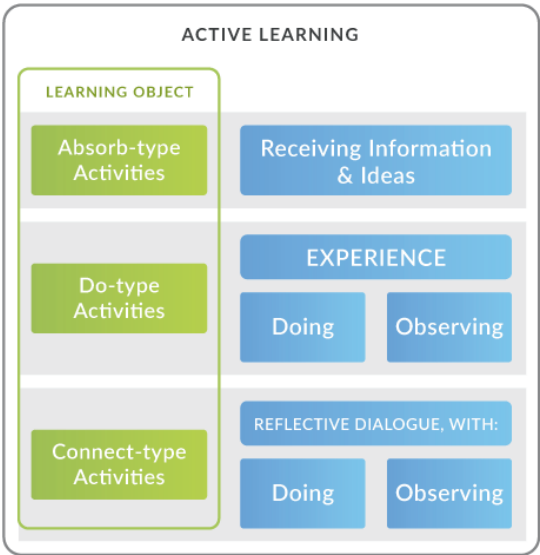
An action plan was created during the development phase. Discussions with the WAW staff were completed. Content was collected and resources were organized.

Implementation:

The pilot session took place on October 27, 2025, with two students. I attended and observed, gathering real-time feedback on how students used the technology and how they interacted with the instructor.

Evaluation:

Both formative and summative evaluations were conducted. Continual evaluations were completed throughout each step of the ADDIE process. Also, at the completion of the course, students will complete a survey about the effectiveness of the course.



(Horton, 2012)

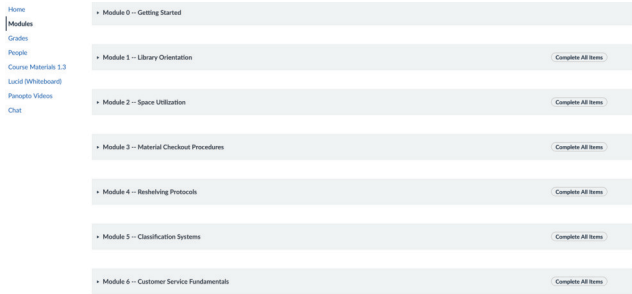
Design Model

The course design is based on the ADC (Horton, 2012) model. It is divided into three different tasks/topics to be completed by each student worker in each module: 1) **Absorb** 2) **Do** 3) **Connect**.

Although this training is required for all student workers at the William Allen White library, many of the learners are not motivated to complete the training. They will also be missing part of work time to do this training. By using this approach, hopefully the learners will be able to personally relate to the information, and make better choices on the job.

Description

The training will be delivered through the Canvas learning management system. The course contains 23 modules under five competency areas: Foundation Skills, System Operations, Equipment and Technology, Administrative Procedures, and Emergency Preparedness. Each module consists of an introduction, video and or readings, an activity, and at least one quiz. Activities carry for each topic, and some of the topics include interactive modules. The entire training must fit within a 1 semester time frame. The instructor must be available either by being present during the training to assist students and answer questions or by email.



Screenshot from the Canvas course