

William Allen White Library

Student Training Program

Canvas-Based Training Initiative

Zipporah Johnson • December 12, 2025

OVERVIEW

Project Overview

The William Allen White Library at Emporia State University developed a comprehensive Canvas-based training program for student library workers, led in collaboration with senior library staff.

24

Training Modules

5

Competency Areas

9

Modules Completed

This initiative addresses critical gaps in existing training infrastructure and establishes a scalable, assessment-driven approach to workforce development.

THE CHALLENGE

Problem Statement

The current Wix-based training system presents critical deficiencies:

- No structured learning progression or systematic competency development
- Lack of assessment mechanisms and measurable learning outcomes
- No centralized tracking system for monitoring trainee progress
- Incomplete coverage of essential job functions and emergency protocols
- Limited integration with institutional learning management systems

These deficiencies result in inconsistent training experiences, variable worker preparedness, increased supervisor burden, and potential service quality issues.

OUR APPROACH

The Solution

A comprehensive Canvas-based training program using the **Absorb-Do-Connect** instructional model (Horton, 2012).

Canvas Integration

- Automated progress tracking
- Gradebook integration
- Mobile accessibility
- SSO with university credentials

Absorb

Knowledge acquisition through videos and readings

Do

Skill practice through interactive activities

Connect

Real-world application and reflection

FRAMEWORK

The ADC Design Model

Each module follows the ADC framework to ensure systematic skill development and personal connection to the material.



Absorb

Receiving information and ideas through videos, readings, and presentations. Building foundational knowledge.



Do

Practicing skills through hands-on activities, quizzes, and interactive exercises. Learning by doing.



Connect

Reflective dialogue and real-world application. Making personal connections to job responsibilities.

Based on Horton, W. K. (2012). E-learning by design.

METHODOLOGY

ADDIE Process

Analysis

Conducted Needs, Learner, Contextual, and Task Analysis to define scope and ensure equivalent training opportunity to face-to-face instruction.

Design

Selected ADC instructional model, defined learning outcomes, sequencing strategies, and instructional messages. Media selection completed.

Develop

Created action plan, collaborated with WAW staff, collected content, and organized resources into structured modules.

Implement

Pilot session conducted October 27, 2025 with two students. Real-time observation of technology use and instructor interaction.

Evaluate

Formative and summative evaluations conducted throughout. Course completion survey assesses overall effectiveness.

COURSE DESIGN

Training Structure

23 modules organized under 5 competency areas, designed for 1 semester.

Foundation Skills

Core competencies for all workers

System Operations

Library system procedures

Equipment & Technology

Technical skills and tools

Administrative Procedures

Policies and protocols

Emergency Preparedness

Safety and emergency response

Module Components

Each module includes:

- Introduction
- Video and/or readings
- Interactive activity
- Assessment quiz

Instructor available during training or by email.

TESTING

Pilot Implementation Results

Pilot Details

Date: October 27, 2025

Participants: 2 student workers

- 1 undergraduate (3 years exp.)
- 1 graduate student (1 year exp.)

Modules Tested

- Material Checkout Procedures
- Reshelving Protocols
- Customer Service Fundamentals

Key Findings

- Overall quality ratings were "good" indicating solid foundational development
- Primary concern: outdated content requiring verification and updates
- Students provided valuable suggestions for additional module topics
- Technical functionality and Canvas integration performed as expected
- Need for broader testing with more participants to validate effectiveness

NEXT STEPS

Recommendations

Immediate Actions (Weeks 1-4)

- Comprehensive content review and update with library staff
- Address technical corrections from pilot testing
- Complete remaining 14 modules with enhanced QC
- Expanded pilot with 8-10 student workers

Strategic Initiatives (Months 2-3)

- Establish regular content review cycles with SMEs
- Develop comprehensive assessment rubrics
- Create supervisor dashboard for tracking
- Integrate student-suggested module topics

IMPACT

Expected Outcomes

Standardized Training

Consistent experiences ensuring minimum proficiency levels across all workers.

Reduced Burden

Self-paced modules decrease supervision requirements by ~40%.

Service Quality

Improved consistency in patron interactions through structured development.

Scalable System

Modular design enables easy expansion and future adaptation.

A strategic advancement in academic library workforce development

Questions?

Thank You!
