

Changes in Course Delivery: The Effect of a Significant Disruption on Instructors' LMS Feature Use

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Background

- Significant and sudden disruptions can bring normal university classroom activity to a halt and have many effects on how instructors teach going forward
- Disruptions cause instructors to utilize a wide array of teaching practices and strategies
- Most research about Learning Management System (LMS) use during the COVID time period is focused on student learning^{1,2,3}

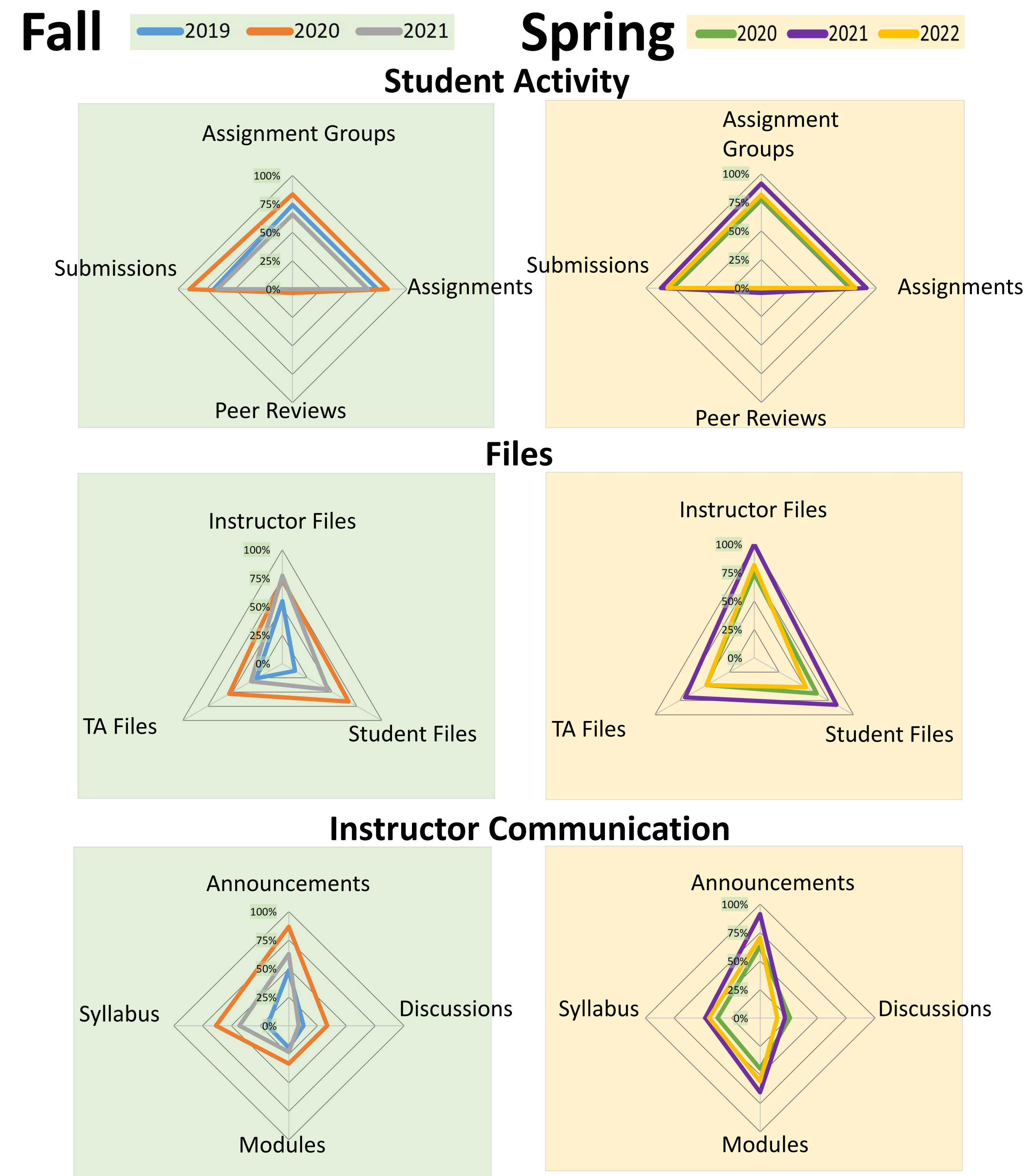
Research Question

How do engineering instructors' Learning Management System (LMS) use change before, during, and after a sudden disruption to higher education?

Methods

- Setting: Midwest Research Intensive (R1) University, College of Engineering
- LMS feature use data
 - Spring 2019 - Fall 2022
- Descriptive statistics used to summarize frequency of LMS feature use

Results



Key Findings

- LMS feature use was found to be the greatest during the height of the disruption in Fall 2020
- A drop in LMS feature use occurred during Spring 2021

Conclusion

- The LMS feature use can provide insight into instructors' teaching practices and strategies and the extent to which instructors sustain change after a disruption
- It is anticipated that LMS data use is applicable for understanding the practices enacted by instructors in other STEM disciplines
- Results can contribute to the design of new professional development strategies to mitigate the impact of disruptions.

References

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3. Husain. *Eds. Eng. & Sci. Teach. & Learn. Act.* **2022**, 381, 53.

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