How Do We Increase Educator’s Engagement with Learning Management Systems in Higher Education?

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Abstract

As a former Faculty Assistant at Ivey Business School, I contributed directly to research, theory, case study development, while working alongside practitioners in management. I supported several faculty members, delivering quality education across several high-profile business programs. In this paper, I will outline a Problem of Practice (PoP) within academia and discuss its delineation and associated solutions. The following definition of PoP is used: “A problem of practice is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which the potential to result in has improved understanding, experience, and outcomes.” (CPED, 2016).

Learning Management Systems (LMSs) have quickly developed and will increasingly have profound effects on educational delivery (Coates, James & Baldwin, 2005). An LMS is the infrastructure that delivers and manages instructional content, identifies and assesses individual and organizational learning or training goals, tracks the goal’s progress, and synthesizes data for supervising the learning process of an organization as a whole (Szabo & Flesher, 2002).

Undeniably, educational technology continues to change education on a global scale, and will continue to do so (Khalil, 2013). As such, educators are faced with new challenges in their interactions with students and they have to support students as their roles change, too (Harris, 2002). Increasing faculty engagement to technology-based change may be among the most pressing challenges for leaders in academia (Moerschell, 2009).
**Keywords:** Learning Management System (LMS), Problem of Practice (PoP), Higher Education Institutions (HEI), Virtual learning, Technology-based change, Data collection