

ASCILITE 2025

Future-Focused:

Educating in an Era of Continuous Change

Adaptability in transitioning to an innovative digital learning platform among educators in health sciences

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Background

Digital access and flexible delivery approaches have become increasingly important in higher education, particularly with advances in blended and online learning. In the last decade, Learning Management Systems (LMSs) have emerged as essential platforms that facilitate adaptable, resilient, and learner-centered environments (Pozo-Sanchez et al. 2022; Olszewski & Crompton, 2020).

Our institution has recently transitioned to an innovative LMS, powered by Canvas, Microsoft Teams, and integrated with complementary digital tools, entitled 'MyLearn Ecosystem'. The 'MyLearn-My Experience' study was established to explore the educators' experience in using the MyLearn Ecosystem.

Method

A mixed method approach was employed to gather reflections from academic staff during the first year of MyLearn implementation through an anonymous online survey. The study measure user experiences in different domains and the key focuses of this paper are reflections on functionality, communication tools and support of MyLearn. Quantitative data was analyzed using SPSS and thematic analysis was conducted for qualitative data.

Findings

Overall, there were 28 respondents with 17 completing all the questions. All respondents were aged between 36-55 years and 93% were females. Most participants (80%) held permanent employment status.

Slightly over 80% of participants never used Canvas software prior to the MyLearn ecosystem; however, just under 80% of them reported that they were proficient in using digital technology.

Some functions and tools for teaching and learning activities were commonly used by 60% of participants. There were some functions and tools that were never used by most of the respondents, including the Discussion Forum (40%); New Analytics (53%); and MyLearn Calendar (60%). The reliability of the system was rated as poor function by 80% of respondents followed by MS Teams meeting as an online class (60%). By contrast, 80% of the respondents rated 'access to classes and 'access to resources' as acceptable or good functions in MyLearn system.

Most of the reflections in using MyLearn system were negative experiences due to the poor reliability of the system and additional workload to cope with adaptation to the new system.

Some quotes from reflections: *"It has increased my workload"; "... add many administrative work"; "MS Teams has never worked well"; and "I was blocked from the online chat forum".*

Outcomes and Implications

This study revealed the user experience in adaptation to digital transitions in LMS platforms that could influence adaptability, teaching quality, and stakeholder satisfaction among educators. These findings recommend ongoing improvements to ensure that MyLearn Ecosystem continues to support the quality of teaching and learning based on the evolving needs of educators while sustaining positive learning outcomes.

Keywords: Adaptability, Digital transition, Educators, Learning Management Systems, User experience

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