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EDTC 815 Assessment 5

Designing a Professional Development Experience Demonstrating and Exemplifying your role as
a leader.

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Introduction

In today's educational landscape, effective integration of technology is critical to enhancing teaching and learning. At the same time, professional development is crucial for higher education because it ensures that all the teachers and staff are able to adapt and adopt to changing and evolving educational landscape. "Teachers play a vital role in shaping student's learning experiences and outcomes and their ability to adapt to these changes directly impacts the quality of education provided" (Frazier & Hearnington, 2024, p. 75). Professional development gives teachers the chance to explore new strategies and methods, practice applying them, and implement them in their classrooms. This process not only strengthens their teaching skills but also enriches students' learning experiences.

It is crucial for university leaders to recognize and consider teachers' feelings and attitudes toward effective professional development. By understanding teachers' attitudes towards different professional development methods, leaders can design programs that are more relevant and engaging, addressing specific areas of concern (Atasoy & Yalcin, 2023). The professional development plan in this paper examines key considerations for teachers, staff, librarians and administrators in terms of implementing new programs and how to transition from theory and practice. It offers technical support and fosters communication and collaboration so teachers can seamlessly integrate the Schoology Learning Management System in their classrooms.

According to Burgstrom, a learning management system (LMS) is a software application which is used for "administration, documentation, tracking, reporting, and delivery of electronic educational technology for instructional purposes" (Burgstrom, 2016, p. 8). Schoology offers a robust platform which can be used to streamline communication, create, organize and share academic content, and track student progress. This enables the teachers to focus more on

instruction and provide personalized learning to meet the individual needs of the students.

Schoology has several advantages, compared to other e-learning tools. A research study that was conducted by Sarraf et al., (2015) classified the advantages of using Schoology based on five categories, including availability, usability, dependability, functionality, and performance. Their results suggested Schoology is an effective learning instrument for students in the classroom when compared to other platforms like Moodle, Blackboard and Skillport (Sarraf et al., 2015).

The University implemented Schoology as an LMS and found that it was not being used effectively in the classrooms. Teachers often show resistance in adopting new technology, such as Schoology, and it stems from a variety of factors. These factors may include unfamiliarity with the platform, concerns about the time needed to learn and implement it, or doubts about its effectiveness in enhancing teaching and learning. Some teachers may feel overwhelmed by the perceived complexity of the system or be hesitant to shift from traditional methods they trust and use. Understanding this resistance is key to addressing it effectively.

Phase 1: Understanding Resistance to Schoology

A pre-training survey (Appendix A) was designed to gather insights into teachers' concerns and challenges with implementing Schoology in their classrooms. The results indicated that many teachers express discomfort with technology and were not familiar with using Schoology. Time constraints, technical difficulties and perceived impact on student learning were also a major concern. Another concern was the perceived increase in workload. Teachers are already burdened with multiple responsibilities like teaching, student support and committee involvements and integrating new technology like Schoology can often feel like a strain. This sentiment is validated by the finding of Samarawickrema & Stacey (2007) who note in their study that heavy workloads often adversely affect the adoption of new technologies.

To overcome the resistance to technology, it is essential to create a professional development plan that provides a training as well as a supportive environment. This program will acknowledge these concerns and provide targeted solutions. According to Darling-Hammond, Hyler, & Gardner (2017, as cited in Frazier & Herrington, 2024) effective professional development should be relevant, active, collaborative, sustained, and aligned with both the needs of the teachers and the goals of the institution. It should also have coaching and expert mentoring, have a built-in time for reflection and feedback and should be spread over a sustained period of time. Since these aspects of training interact with each other, every effort will be made to incorporate all these aspects to make the program more effective (Darling-Hammond, Hyler, & Gardner, 2017).

Through a series of multi-modal workshops participants will gain a comprehensive understanding of Schoology's features and functionalities, enabling them to explore best practices for creating and managing courses, assignments, and assessments. Skill-based workshops, live demonstration and asynchronous tutorials will be available teachers so they can learn how to upload materials, create assignments and track students progress using the online grading system. Using the hands -on trainings on performance-based analytics, teachers will be able to access essential data for tailoring lessons to deliver more effective education (Ferdianto & Dwiniasih, 2019). Encouraging peer collaboration is another effective strategy to promote adoption. Through this program, teachers will also learn strategies to foster collaboration and engagement using Schoology's tools alongside librarians and administrators. The aim of this program is to enable the teachers to develop the confidence to integrate the platform seamlessly into their daily instructional routines. Ultimately, this training aims to enhance both teaching practices and student outcomes.

Phase 2: Implementation

A comprehensive professional development program has been developed to increase the usage of Schoology in the school. Since the university employs a large number of teachers, for this training all participants will be divided into groups based on academic disciplines to tailor examples and activities that are relevant to their teaching contexts. Based on their responses on the pre-survey, teachers will also be divided into different levels—beginner, intermediate, and advanced—to match their experience with Schoology. This categorization is necessary to tailor the professional development trainings appropriately. The training will include a mix of in-person sessions (conducted at the Main Hall, Department of Educational Technology) spread over three days, live demonstrations, interactive games, hands-on activities and asynchronous self-paced online modules for flexibility. Participants will be encouraged to collaborate across departments to help share ideas and to learn from each other.

The professional development plan is structured to cater to match the participants' current familiarity and proficiency with Schoology. The beginner level training will be conducted on Day 1 at Main Hall in the Department of Educational Technology and will focus on introduction to Schoology and its functionality. A live demonstration will be held to navigate the Schoology dashboard, setting up a basic course (e.g., adding materials, announcements), uploading and organizing content like files, videos, and links and creating assignments and quizzes. Hands-on practice will be provided for creating a simple course and uploading materials. A live poll will be conducted using “Mentimeter” which will be helpful in engaging participants during live sessions and also for checking understanding. A “Padlet” activity will also be included where participants share their takeaways and questions.

Day 2 of the training will be for intermediate level and the focus will be on expanding the use of Schoology to enhance engagement and collaboration. This training will take place in the Main Hall as well and the participant will play a “Kahoot” game to review information from previous day. A live demonstration will show how to use features like announcements, messages, discussion boards, collaborative tools and group projects. Participants will also learn how to create advanced assessments with question banks and rubrics and how to embed Google Drive, Microsoft OneDrive, and multimedia tools. Hands -on activities will used to create and share a collaborative assignment, create a shared resource folder and embedding an interactive multimedia element into the course. A Miro Board Activity will be included where participants map their progress and remaining questions.

Day 3 of the training will be held in the Main Hall and will be at an advanced level and focus on mastering advanced tools, analytics, and strategies for personalized learning. A group brainstorm session will be held where participants share about the advanced tools they wish to explore. Participants will be able to use and leverage analytics provided by Schoology to track student performance and improve outcomes. They will be able to learn strategies for creating adaptive learning paths and accessible materials. Finally, the participant will be quizzed on what they learned using “Quizizz” (Appendix B). This quiz will assesses participants' theoretical understanding and practical skills in using Schoology's core features. It combines multiple-choice, true/false, and short answers to ensure comprehensive evaluation of learning outcomes.

Additionally, an interactive Google site will be created which will have an agenda (Appendix C) for each day of trainings. The agenda ensures all participants, regardless of their skill levels, are able to gain actionable knowledge and practice integrating Schoology into their teaching strategies. It will also house some basic Schoology tutorials, annotated bibliography

(Appendix D) of useful resources, FAQs and contact information of Schoology experts who can provide support and help with troubleshooting. The link to this website will be provided on the training day as a QR code and will also be emailed to all participants.

Phase 3 – Evaluation

Evaluation is a “systematic process to determine merit, worth, value or significance” (American Evaluation Association, n.d.). This suggests that the evaluators need to conduct a structured analysis of the program under review. This is needed to improve the effectiveness of the program. The evaluation of the professional development training on Schoology can be structured using the Logic Model framework, which includes inputs, activities, outputs, outcomes, and impacts (Frazier & Hearnington, 2024).

In this professional development training program, inputs is the essential resources for the training such as qualified trainers, comprehensive materials, and reliable technology. Activities included live workshops (in-person), hands-on exercises, group brainstorming sessions and sharing and asynchronous modules (on Google sites) designed to engage participants and foster peer collaboration. Outputs were measured by participant attendance, completion of tasks, and effective use of Schoology tools during the sessions. Outcomes focused on both short-term and long-term changes. Short-term changes were measured by the participant’s increased knowledge of Schoology features, their confidence in using them and integrating them in their classroom. Long-term were measured by how the training enhanced teaching practices and improved student outcomes and the institutional adoption of Schoology. To ensure effectiveness, a structured feedback survey form (Appendix E) will be given to all participants for feedback. Feedback from participants through surveys helps evaluate the impact of training and can improve program effectiveness. This structured evaluation is also helpful in highlighting areas of success and

opportunities for refining future training efforts. Participants will also receive continuous access to updated resources, follow up training sessions and refresher workshops.

Conclusion

The implementation of Schoology as a learning management system (LMS) at the university will provide many benefits to the learning community. Schoology is user – friendly and safe and provides numerous efficient tools for teachers to use to enhance instruction and provide an engaging environment. Schoology helps build positive and inclusive learning community as interactions between teachers, students and peers can increase motivation and improve students' learning outcomes (Rojabi, 2019).

The professional development program will be able to equip teachers with the knowledge and skills necessary to leverage the power of Schoology effectively. By providing hands -on training, fostering collaboration and tailoring the content to various skill levels, the program will be able to address both the pedagogical and technical aspects of using Schoology to enhance teaching and learning. After the training, participants will have the tools that will unlock the potential of Schoology to support innovative, efficient, and meaningful education. As teachers continue to implement and refine their use of Schoology, there will be significant long -term impact on student outcomes, instructional quality and institutional efficiency.

References

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Frazier, M. & Herrington, D. (2024). *The technology coordinator's handbook* (4th ed.). International Society for Technology in Education.

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Sarrab, M., Al-Shihi, H., & Al-Manthari, B. (2015). System quality characteristics for selecting mobile learning applications. *Turkish Online Journal of Distance Education*, 16(4).

https://www.researchgate.net/publication/283034699_System_Quality_Characteristics_for_Selecting_Mobile_Learning_Applications

Schoology Professional Development Training Information

1. Pre-Training Teacher Survey: Understanding Resistance to Using Schoology

Google form link: <https://forms.gle/s3VkfNje93vdj8jbA>

2. Quiz on Schoology (End -of -training Assessment)

Quizizz link: <https://quizizz.com/admin/quiz/67560c69b196ae8c88b2e3cb>

3. Post-Training Feedback Survey

Google form link: <https://forms.gle/c5DhbFB2V8ZTcBxm9>

4. Website: Schoology Professional Development Series

Google site link: <https://sites.google.com/view/schoology-professional-develop/home>

QR Code of the Google Site



Appendix A: Pre – Training Teacher Survey: Understanding Resistance to Using Schoology

This survey aims to gather insights into the concerns of teachers regarding Schoology and challenges they face with implementing it in their classrooms. Your feedback is valuable as it will help us in shaping support and training efforts.

1. How comfortable are you with using technology in general?
 - a. Very comfortable
 - b. Somewhat comfortable
 - c. Neutral
 - d. Somewhat uncomfortable
 - e. Very uncomfortable
2. How familiar are you with the features and functionalities of Schoology?
 - a. Very familiar
 - b. Somewhat familiar
 - c. Neutral
 - d. Not very familiar
 - e. Not familiar at all
3. What challenges do you face when trying to use Schoology? (Select all that apply)
 - a. Lack of time to learn the platform
 - b. Difficulty understanding the platform
 - c. Lack of access to technical support
 - d. Concerns about student engagement with digital tools
 - e. Preference for traditional teaching methods
 - f. Other (please specify): _____

4. How confident are you in your ability to integrate Schoology into your classroom effectively?
- a. Very confident
 - b. Somewhat confident
 - c. Neutral
 - d. Not very confident
 - e. Not confident at all
5. What type of training or support would help you feel more confident using Schoology?
(Select all that apply)
- a. Hands-on workshops
 - b. Online tutorials or resources
 - c. Peer mentoring
 - d. One-on-one coaching
 - e. Other (please specify): _____
6. How do you perceive the impact of Schoology on student learning and engagement?
- a. Very positive
 - b. Somewhat positive
 - c. Neutral
 - d. Somewhat negative
 - e. Very negative
7. What barriers prevent you from fully adopting Schoology in your teaching practices?
(Select all that apply)
- a. Lack of time for implementation

- b. Insufficient training
- c. Technical issues
- d. Resistance to change
- e. Unsure of the platform's benefits
- f. Other (please specify): _____

8. Do you believe using Schoology aligns with your teaching style and philosophy? Why or why not?

- a. Yes
- b. No

Please explain: _____

9. What specific features of Schoology, if any, do you find most challenging to use?

10. What additional support or resources would help you feel more comfortable and motivated to use Schoology in your classroom?

Thank you for your feedback! Your responses will help us tailor professional development and support to better meet your needs.

Appendix B: Schoology Quiz via Quizizz (In-training Assessment)

Instructions

This quiz tests your knowledge of Schoology based on the training session. Choose the best answer for each question or complete the tasks where applicable.

Multiple Choice Questions

1. Which of the following is the correct way to create a new course in Schoology?
 - a. Go to the "Courses" menu and click "Join Course."
 - b. Go to the "Courses" menu and click "Create Course."
 - c. Go to the "Resources" menu and click "Create Course."
 - d. Go to "Settings" and select "New Course."
2. What feature in Schoology allows teachers to track students' progress and performance?
 - a. Calendar
 - b. Gradebook
 - c. Discussion Board
 - d. Course Updates
3. Which of the following tools can be used in Schoology to foster collaboration among students?
 - a. Assignments
 - b. Discussion Boards
 - c. Analytics
 - d. Attendance

4. What is the purpose of the "Analytics" feature in Schoology?

- a. To create assignments and quizzes
- b. To manage student attendance
- c. To analyze student performance data
- d. To send messages to students

5. How can you differentiate assignments for diverse learners in Schoology?

- a. Create multiple versions of the assignment and assign them to different groups.
- b. Use the same assignment for all students.
- c. Disable the assignment feature for certain students.
- d. Assign the same due date but allow different levels of access

True or False Questions

6. You can integrate third-party tools, like Google Drive or Microsoft OneDrive, into Schoology.

A) True

B) False

7. Assignments in Schoology can be graded using rubrics.

A) True

B) False

Short Answer Questions

8. What are two ways you can use Schoology to improve communication with your students?

9. Explain one benefit of using analytics in Schoology for enhancing student learning outcomes.

10. What steps would you take to differentiate assignments for students with diverse needs using Schoology?

Appendix C Agenda

Day 1: Getting Started with Schoology (Beginner Level)

Objective: Build foundational knowledge and skills in using Schoology.

Time	Topic covered
9:00 AM – 9:30 AM	Welcome and Overview <ul style="list-style-type: none">Objectives of the workshop series.Icebreaker: Participants share their experience with Schoology or other LMS platforms.
9:30 AM – 10:30 AM	Session 1: Getting Started with Schoology <ul style="list-style-type: none">Navigating the dashboard (features like courses, calendar, messages etc.)Logging in, updating profiles, and exploring sandbox accountsHands-on activity: Build a basic course, add members to sandbox account.
10:30 AM – 11:00 AM	Break
11:00 AM – 12:30 PM:	Session 2: Creating and Managing Courses <ul style="list-style-type: none">Live demo: How to create a course, set up folders, and add materials.

	<ul style="list-style-type: none"> Hands-on Activity: Participants create a course and upload basic resources like files and videos.
12:30 PM – 1:30 PM	Lunch Break
1:30 PM – 3:00 PM	Session 3: Assignments and Assessments Basics <ul style="list-style-type: none"> Interactive Workshop: Creating assignments and quizzes. Mentimeter Poll: Discuss how participants currently assess students.
3:00 PM – 3:30 PM	Q&A and Reflection <ul style="list-style-type: none"> Padlet Activity: Participants share their takeaways and questions.

Day 2: Enhancing Engagement and Collaboration (Intermediate Level)

Objective: Dive deeper into features that promote interaction and collaboration.

Time	Topic covered
9:00 AM – 9:30 AM	Recap and Warm up <ul style="list-style-type: none"> Address questions and share experiences from Day 1 Kahoot Quiz: Review key concepts from Day 1.

9:30 AM – 10:30 AM	Session 1: Using Communication Tools <ul style="list-style-type: none"> • Demonstration: Announcements, messages, and discussion boards. • Hands-on Activity: Participants create a discussion post and respond to peers.
10:30 AM – 11:00 AM	Break
11:00 AM – 12:30 PM	Session 2: Collaboration Features <ul style="list-style-type: none"> • Interactive Demo: Using Groups and Shared Resources. • Group Activity: Participants collaborate to create a shared resource folder.
12:30 PM – 1:30 PM	Lunch
1:30 PM – 3:00 PM	Session 3: Integrating Third-Party Tools <ul style="list-style-type: none"> • Demonstration: Embedding Google Drive, Microsoft OneDrive, and multimedia tools. • Hands-on Activity: Participants embed an interactive multimedia element into a course.
3:00 PM – 3:30 PM	Q&A and Reflection <ul style="list-style-type: none"> • Miro Board Activity: Participants map their progress and remaining questions.

Day 3: Advanced Strategies and Analytics (Advanced Level)

Objective: Explore advanced tools, analytics, and strategies for personalized learning.

Time	Topic covered
9:00 AM – 9:30 AM	Recap and Goal setting <ul style="list-style-type: none">• Group Brainstorm: Participants share advance tools they wish to explore.
9:30 AM – 10:30 AM	Session 1: Advanced Course Customization <ul style="list-style-type: none">• Workshop: Automating workflows, using rubrics, and customizing course settings.• Hands-on Activity: Participants create a rubric and apply it to an assignment.
10:30 AM – 11:00 AM	Break
11:00 AM – 12:30 PM	Session 2: Analytics and Data-Driven Insights <ul style="list-style-type: none">• Demonstration: Using analytics to monitor performance and engagement.• Hands-on Activity: Participants analyze data from their sandbox course to identify trends.
12:30 PM – 1:30 PM	Lunch
1:30 PM – 3:00 PM	Session 3: Differentiation and Accessibility

	<ul style="list-style-type: none"> • Workshop: Strategies for creating adaptive learning paths and accessible materials. • Hands-on Activity: Participants design differentiated assignments for diverse learners. • Quiz delivered via Quizziz to check for understanding
3:00 PM – 3:30 PM	Final Reflection and Closing <ul style="list-style-type: none"> • Feedback Survey via Google Forms. • Distribution of Certificate of Completion.

Appendix D: Annotated bibliography

Angaraeni, A. & Rachmijati, C. (2021). Schoology: An alternative of learning applications to improve students' writing skills in the Covid -19. *Journal of Elementary Education*, 5(1). DOI: [10.22460/pej.v5i1.2138](https://doi.org/10.22460/pej.v5i1.2138)

The aim of this article is to evaluate the impact of Schoology as an online learning platform on students' writing skills and explore their perceptions regarding its use. The authors conducted a qualitative study on 44 college students in Indonesia and found that Schoology enhanced writing skills as its English-based instruction and user-friendly interface motivated students to engage more actively, encouraging them to study and practice writing in English.

Brewer, T. (2015). Schoology: A teacher's perspective. *Rodel*. <https://rodelde.org/schoology-a-teachers-perspective/>

This blog post by Tim Brewer is a science teacher at St. Georges High School, in Delaware. His article highlights the adoption of Schoology as a Learning Management System (LMS) by the Delaware Department of Education, emphasizing its collaborative decision-making process involving educators, IT staff, and administrators. Tim Brewer is a teacher who piloted Schoology for two years and he shares insights about its transformative impact on classrooms, noting both challenges and successes. His major advice includes viewing Schoology as a supportive tool, integrating it gradually, and fostering communication and collaboration to maximize its effectiveness. Overall, the article encourages educators to embrace Schoology as a platform for enhancing 21st-century learning while adapting it to their unique teaching styles.

Burgstrom, L. (2016). The impact of student completion requirements using an LMS (learning management system) on student achievement and differentiated instruction in the classroom. *College at Brockport, State University of New York*.
[https://soar.suny.edu/bitstream/handle/20.500.12648/6045/ehd_theses/721/fulltext%20\(1\).pdf?sequence=1](https://soar.suny.edu/bitstream/handle/20.500.12648/6045/ehd_theses/721/fulltext%20(1).pdf?sequence=1)

This is an excellent resource that talks about how classrooms today are enriched with technology and learning management systems like Schoology, yet many teachers are unaware of their full potential to differentiate instruction and support diverse learning needs. The authors conducted a mixed-methods study that explored Schoology's impact on student achievement and its ability to tailor instruction for all learners. Results showed that implementing 100% mastery-based student completion requirements led to higher assessment scores, while survey feedback highlighted students' recognition of Schoology as a tool that supports self-paced and individualized learning. Overall, the findings suggest that Schoology is an effective instrument for enhancing student learning in the classroom.

Connolly, M.W. (2019). Schoology homework hack for teachers. *Mark Connolly's Corner*.
<https://markwconnolly.wordpress.com/2019/09/03/schoology-homework-hack-for-teachers/>

This article by Mark Connolly is a sort of a “homework hack” for new and proficient teachers who use Schoology in their classrooms. It is very informative and gives step by step details of creating a homework folder, publishing assignments, how to maintain an archive folder etc.

Ferdianto, F. & Dwiniasih. (2019). Learning management system (LMS) Schoology: Why it's important and what it looks like. *Journal of Physics: Conference series*, 1360.

<https://iopscience.iop.org/article/10.1088/1742-6596/1360/1/012034/pdf>

This article discusses how e-learning, through platforms like Schoology, addresses gaps in teaching by automating data analysis and reporting to improve the learning process. Schoology, a modern LMS designed for collaborative blended learning, allows teachers to work not only with students but also with peers, coaches, and parents. A research by two university teachers in Cirebon, Indonesia highlights Schoology's interactive features, such as content delivery, quizzes, discussions, and video integration, which enable resource sharing, collaboration, and streamlined grading. These capabilities led the teachers to view Schoology as an essential tool for enhancing teaching and learning.

Innovative Education in Vermont. (2017). *Tracking proficiencies in Schoology:*

3 ways Schoology supports sustainable Proficiency-Based Learning.

<https://tiie.w3.uvm.edu/blog/tracking-proficiencies-in-schoology/> .

This blog aims to help teachers in Vermont and elsewhere to understand how to create proficiency-based learning environments. They demonstrate how to use Schoology to give actionable feedback and to track students' increasing proficiency.

Kasumu, R. & Nwaizugbu, N. (2023). Schoology As A Learning Management System For Teaching And Learning In Rivers State Tertiary Institutions. *International Journal of Progressive*

Sciences and Technologies (IJPSAT), 37(1).

https://www.researchgate.net/publication/369440579_Schoolology_As_A_Learning_Management_System_For_Teaching_And_Learning_In_Rivers_State_Tertiary_Institutions

This study aims to examine Schoolology's potential as a Learning Management Systems in tertiary institutions in Rivers States in Nigeria. The study was conducted on 150 University students in Nigeria using a descriptive survey design. The findings of the study showed that Schoolology was found to be effective in promoting instructional activities both in traditional and online classrooms. It was also found to improve students' learning options and in giving them flexibility over when and how they learn.

TCEA. Schoolology Educator. <https://tcea.org/courses/schoolology/>

This website has a paid course (\$44) where teachers can take this course and become a "tcea certified educator". They will be able to master setting up Schoolology and use it effortlessly. It provides videos and is helpful in practicing step-by-step application and troubleshooting.

Appendix E : Post- Training Feedback Survey

Thank you for attending the professional development workshop! Your feedback is invaluable in helping us improve future sessions. Please take a few minutes to complete this survey.

1. How would you rate the overall quality of the workshop?
 - a. Excellent
 - b. Good
 - c. Neutral
 - d. Average
 - e. Poor
2. How well did the workshop meet your expectations?
 - a. Exceeded expectations
 - b. Met expectations
 - c. Neutral
 - d. Somewhat met expectations
 - e. Did not meet expectations
3. Which session(s) did you find most beneficial? (Select all that apply)
 - a. Getting started with Schoology
 - b. Assignments, Grading, and Analytics
 - c. Engaging Students with Collaboration Tools
 - d. Advanced Features and Best Practices
 - e. Peer Collaboration and Sharing
4. How effective were the trainers/presenters in delivering the content?
 - a. Very effective

- b. Somewhat effective
- c. Neutral
- d. Not very effective
- e. Not effective at all

5. Did you find the hands-on activities and interactive components helpful?

- a. Very helpful
- b. Somewhat helpful
- c. Neutral
- d. Not very helpful
- e. Not helpful at all

6. What challenges, if any, did you encounter during the workshop?

- a. Lack of clarity in instructions
- b. Insufficient time for activities
- c. Difficulty accessing technology/tools
- d. None
- e. Other (please specify): _____

7. How likely are you to apply what you learned in your classroom?

- a. Very likely
- b. Somewhat likely
- c. Neutral
- d. Somewhat unlikely
- e. Very unlikely

8. Do you feel more confident using Schoology after this workshop?

- a. Much more confident
- b. Somewhat more confident
- c. Neutral
- d. Slightly more confident
- e. Not more confident

9. What additional topics or features would you like future workshops to cover?

10. Please provide any additional comments or suggestions to improve future workshops.

Thank you for your feedback! It will help us continue to improve and tailor professional development sessions to better meet your needs.