COMPREHENSIVE ANALYSIS OF EXISTING LEARNING MANAGEMENT SYSTEMS (LMSs)

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Name of institution:	*Universite de Bourgogne* *Centre de Tele-Enseignement Universitaire (CTU)*
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Name of training manager:(Optional)	
LMS used:	*LearningSpace*
URL of LMS:	
Language of LMS:	*French*
Number of years in use:	*first year*
Other LMSs used:	
Number of students in the system:	*60*
Number of courses available:	*6*
Typical duration:	*1 year*
Number of tutors in the system:	*3*

The University of Burgundy was founded in 1970, under the 1968 law reforming higher education, replacing the former University of Dijon. The latter, originally founded in 1722, was suppressed by the Revolution and was replaced by faculties of law, science and letters. It was reconstituted as a university in 1896. The University operates under the jurisdiction of the Minister of Higher Education and Research and is financed by the State.

The University of Bourgogne is a member of the Federation Interuniversitaire du Tele-Enseignement de l'Est (FIT EST) in France. This federation incorporates five traditional universities with distance teaching centres (Strasbourg , Reims, Nancy, Bourgogne, Franche-Comte). The University is also part of the Interuniversity Federation of Distance Teaching (FIED).

Distance education courses are offered to students enrolled at one of the above universities and who cannot attend lectures and classes. The Centre offers the Diplome d'Etudes Universitaires Generales (DEUG), Degree and Masters degree in Modern French studies, the Diplome d'Etudes Approfondies (DEA) in Comparative and French Literature and the Post-graduate Diploma in French as a Foreign Language (DUFLE) as well as a Degree and Masters degree in French as a Foreign Language (FLE) in collaboration with CREDIF (Ecole Normale Superieure Fortenay Saint Cloud). The University also offers the now-called Diploma giving access to university studies (DAEU A) and a degree in science of Education.

The University uses LearningSpace for its courses.

This analysis is divided into six parts.

1 Course development tools
2 Student support tools
3 Tutor support tools
4 Administration (student database and records)
5 Technology (quality of software)

6 Price

1 Course development tools

1.1 Course creation. How satisfactory was the LMS for course creation?

Yes, the system is satisfactory for course creation. We have a team of specialists called also technical team, that creates our courses. [CTU]

1.2 Structure and didactic flexibility - openness. In the creation of course materials did the LMS permit didactic flexibility? Was the structure open to differing didactic possibilities?

1.3 Teacher userfriendliness. How easy was the LMS to use by teachers and course developers?

Well this is a bit problem, because teacher are not used to working with the LMS and it is quite difficult for them. [CTU]

1.4 Support for graphics, audio and video, moving image. Did the LMS support the provision of graphical materials, moving images, audio and video in the course content?

We are planning to implement these kinds of provisions (moving images, audio and video) in the next year. [CTU]

1.5 Questioning, assessment, assignments. What provision was made by the LMS for student questioning and assessment and the design of student assignments?

2 Student support tools

2.1 Interactivity possibilities. What provision does the LMS make for student interaction?

E-mail. [CTU]

2.2 Online student to student communication (synchronous and asynchronous). What facilities does the LMS provide for student communication to other students and how successful is it? Is both synchronous and asynchronous communication between students supported?

What we use mostly are video-conferences, e-mail communication. [CTU]

2.3 Online student to tutor/institution communication (synchronous and asynchronous). What facilities does the LMS provide for student communication to the tutor ion to the institution's administration and how successful is it? Is both synchronous and asynchronous communication supported? Are these support services available 24 hours a day?

As mentioned above, there are videoconferences, e-mails in use. [CTU]

2.4 Resources, library, references. What facilities does the LMS provide for student acquisition of resources required by the course, especially library resources and references to required readings?

2.5 Feedback on work and assignments. What is the quality of provision of feedback to students on their work and assignments?

3 Tutor Support tools

Here we are again facing the same problem, as it was mentioned before, that the teachers do not have much experience how to work with the system, they do not know it. There are really just few those actively use the LMS. They prefer to rely on the old ways of doing things. But we are not staying passive and we are organising meetings with them to talk about this. There was one yesterday and we have realised that they need to be PC skilled. We see what is needed and what must be done in the near future. [CTU]

3.1 Tracking students - database questions. How user friendly is the LMS for tutors wishing to track their group(s) of students and retrieve data from the student database?

3.2 Group management tools. What facilities are provided by the LMS to the tutors for managing their group(s) of students?

3.3 Preparation of questions and assignments by tutor. How successful is the LMS in providing tutors with user friendly and didactically successful tools for the design of student questions and assignments?

3.4 Course planning for students (monitoring pace). What tools are provided by the LMS to tutors to enable them to monitor and plan student progress?

3.5 User-friendly administrative systems between tutor and institution. What provision does the LMS make for successful tutor to institution communication?

4 Administration (student database and records)

4.1 Enrolment procedures and fee paying. What facilities does the LMS provide for student enrolments, course allocations and payment of fees?

These all are not yet done through the LMS but it is planned for the future. The enrolment procedures must still be arranged by the traditional mail. Registration: Students are firstly required to undergo both an administrative and an educational registration. [CTU]

4.2 Passwords and security. How successfully does the LMS handle student access to the system and the security of all student interactions with the system?

The access into the system is solved by having password into the system and log-in name and this should guarantee the security. [CTU]

4.3 Student records database. How successful is the system's student database, especially for data storage and data retrieval.

4.4 Examination and certification records. What structures are provided for recording of data and results leading to examination and certification?

4.5 Course, class and tutors database. What facilities are provided for administration of courses, classes and tutors?

5 Technology (quality of software)

5.1 Server - hardware and software options. What is the quality of server hardware and software options? How is the system integrated with existing software?

5.2 Client - hardware and software options. What is the quality of client hardware and software options? Does the system permit meta tagging?

The client needs standard equipment concerning the hardware as well as software. According to the software there is Netscape or Explorer required and other standard programmes as Acrobat Reader, Word…[CTU]

5.3 Flexibility of didactic structure; updating, adaptability. Is the didactic structure flexible or is it determined by the technology? How adaptable is the technology to updates and to new technology that becomes available to the market?

5.4 Limitation of size (number of students, courses, tutors..) How satisfactory is the LMS for handling varying numbers of students, courses, tutors? How does it cope with 100, 1000, or 10000 students and large course databases?

We are just at a beginning, until now there have not been any limitation problems yet. [CTU]

5.5 Speed of system. How is the speed of the system and student satisfaction? How does it cope with downloading courses and high bandwidth materials?

6 Price

I do not know the price relations, I am not in charge of that. [CTU]

6.1 Cost of the LMS (Learning Management System). What is the cost of the LMS to the institution?

6.2 Annual fee. What fees have to be paid annually for the system by the institution?

6.3 Student Enrolment fee (100 students, 1000 students, 10000 students.) How do fees to use the LMS vary when the student base is 100 students, 1000 students, 10000 students? Is online invoicing available?

6.4 Maintenance costs: staff involved in management, IT specialists, trainers, etc What is the maintenance course to the institution of the LMS and what staff resources are need to maintain it and keep it functioning?

6.5 *Training of teachers and learners and system users.* What costs are involved in staff and student training to use the LMS system?

Yes, we are for sure counting with future expenses on training of the teachers. [CTU]

Conclusion: Overall evaluation:

Satisfactory. [CTU]

What features would you like to see included in this LMS in the future?