

**COMPREHENSIVE ANALYSIS OF EXISTING LEARNING MANAGEMENT SYSTEMS
(LMSs)**

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URL:	<i>http://www.tele3.net</i>
Name of training manager:(Optional)	
LMS used:	<i>WebCT</i>
URL of LMS:	<i>http://www.tele3.net</i>
Language of LMS:	<i>French</i>
Number of years in use:	<i>1 year</i>
Other LMSs used:	
Number of students in the system:	<i>1 200</i>
Number of courses available:	<i>3</i>
Typical duration:	<i>Different according to the single course, about 4 years</i>
Number of tutors in the system:	<i>100</i>

Universite de la Sorbonne Nouvelle Paris 3 was founded in 1970 under the 1968 law reforming higher education as one of the new universities replacing the former Universite de Paris. It operates under the jurisdiction of the Minister of Education and is financed by the State. Its structure is based on a series of training and research Units with emphasis on studies in contemporary languages, literatures and civilisation.

TELE3 Sorbonne Nouvelle is the distance learning department of Paris III and offers the courses. Paris 3 is a member of the Federation Interuniversitaire de l'Enseignement a Distance (FIED) in France.

TELE3 courses are available to those students at the University unable to attend lectures and classes as well as to the general public. Applicants must be holders of a secondary school certificate (baccalaureat) or an equivalent diploma.

The University uses WebCT.

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?

We are at the very beginning and therefore there were some starting problems as it usually is with new systems. We have managed to adjust the system according to our needs and requirements.

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?

Yes, this is what we are using quite much, I mean the didactic flexibility. Currently what we are trying to do is, we are improving our Website in order to provide mainly students with the necessary documents, for them just to download the brochures, files to read, or other studying staff. In this way the main documents are accessible 24 hours a day and at the same time we reduce costs and save money that would have to be invested in e.g. printings or other.

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

We do not have problem with the teachers to use the system, they are managing.

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?

I do not know.

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

We have a possibility in the system, where students can formulate and place their questions, comments related to the studies. It is opened for all the students. In this way teachers can see the main problems that students have along the whole year with the studying materials, with the understanding of various topics.

2 Student support tools

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

Various possibilities as chat, videoconferences, WebCT supports discussions.

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?

We are trying to apply synchronous communication, there is already asynchronous in use in form of e-mail mainly.

2.3 *Online student to tutor/institution communication (synchronous and asynchronous).* What facilities does the LMS provide for student communication to the tutor or 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?

We are trying to apply synchronous communication, there is already asynchronous in use in form of e-mail mainly.

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?

As I mentioned we are updating our website regularly in the way that we put as many materials as possible on the sites to be accessible by anyone. That means since a person has the access to the system has actually access to all the studying resources that we decide to place there. Then there is no problem for anyone just to download the necessary file, brochure or other important papers.

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

The teacher as they see the comments and the questions from the students answer them back. In this way there is the interconnection and really active feedback.

3 *Tutor Support tools*

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?

It is easy to track the students in the way that they are included in the groups for the courses although there are cases that the teacher never sees the student face to face.

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

What we are trying to do in order to have closer relationship to the students is that we organise face to face meetings for the teachers and the students for them to know each other and in some way to support the motivation in the later studies. There are meetings organised twice a year.

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?

Various tests.

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?

This must be still arranged in a traditional way that means by a standard mail. In this way the first contact should be always face to face.

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?

Of course that the access into the system is secured by a login name and a password. First you choose the course and then you will get the password for the course.

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?

Access to Internet, basic programmes as Netscape or Explorer, Acrobat Reader for downloading and other...

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?

The system is still new.

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?

No problem until now.

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

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

A license in 2002 will be \$ 7,000 annually, currently \$5,000.

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?

The student must pay for the involvement in the system and for the studies. There is an annual fee of 250 € The money is transferred to the University budget / Accounting.

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?

We do not have problem with the teacher's skills to operate the system, therefore there are no investments needed.

Conclusion: Overall evaluation:

Well we are yet at the beginning and although we had some difficulties at the start but there is no problem anymore and we are satisfied with it.

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

