

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

Name of institution: Educatis AG

Type of institution: private eLearning institution

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URL: www.educatis.ch

Name of training manager:(Optional).....

LMS used: self-developed

URL of LMS: www.educatis.ch

Language of LMS: german

Number of years in use: about 2 years (2<sup>nd</sup> edition)

Other LMSs used: -

Number of students in the system: at the moment 5

Number of courses available: about 50    Typical duration: 6 weeks

Number of tutors in the system: 60 professors, about 60 tutors

*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?

satisfactory

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?

Now the system is open for differing didactic possibilities

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

At the moment still satisfactory

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?

All media are supported; each learning module can be developed openly

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

There are case-studies and multiple-choice questions; pro module they are very wide and they can be edited

## **2 Student support tools**

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

Interactivity exists at the moment with chat and - dependent on modules - with forums.

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?

Until now the student communication isn't supported; now it is possible by group-work: the tutor combines the group(s) and communicates directly with the group(s). During the scheduled group-meetings also the students can communicate. When the student logs in, she/he can see, who else is logged-in and can communicate with these other students.

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

Chat and forum. We have a tutor-system: the student can buy 50 email inquiries; then there is a list of his inquiries and the answers of the tutor. Student and tutor only see the name of the other, not their email account. The transfer is working with email. Asynchronous communication.

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?

We have integrated one of the greatest supplier: EBSCO.

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

Email to the tutors and feedback: see 2.3.  
This system is just used.

### **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?

The students can lay out their pages by themselves - during the group learning the students can see, what the others do and also the tutor can see it. This all is saved and can be retrieved by the tutors.

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

Tutors watch the students and, corresponding to the knowledge-level, the groups were established with the professors. Until now there are only 5 students due to the missing of accreditation; we are accredited since 26.6.2002.

- 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?

Very user friendly - tutors have all possibilities.

- 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?

At the moment the tutor can watch the log-in. Otherwise it can be retrieved whether the students have dealt with the multiple-choice questions/case-studies of a learning module and the which marks they have gotten.

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

Until now very one-sided - only from institution to tutor. Otherwise by email.

### **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?

There are application forms and then the student orders and then he is part of the system. Payment of fees works with creditcards.

- 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?

https standard. After successful access the student creates himself his own password.

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

We use 2 databanks: MySql and interbase. They are very quick. From the point of view of the container size we are unlimited.

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

One can retrieve, which modules the user has loaded: are that the relevant modules which he needs for a MBA-study? Modules, results and the times of log-in are recorded.

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

That is very well supported.

## **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?

Linux on a separate server; it is a stand-alone system.

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

We have a separate tool - a desktop application "edu-desk", which shall facilitate the students, to work offline often as possible. Using this application he can navigate very fast and load down the most important things at home. n. Metatagging is supported.

- 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 didactic structure is flexible. The system has a modular character and it is easy to update.

- 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?

At the moment no statement possible.

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?

The system is very fast.

## **6 Price**

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

Self-developed

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

Fees only for using EBSCO.

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?

Fees don't vary . Online invoicing available

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

Costs for the professors (paid by taken modules); tutors paid for email-inquiries and group-meetings;  
very low costs for the LMS: traffic costs by the provider.  
The LMS runs independent, there are no further costs, no fulltime job

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

Low costs; pdf documents will be available .

**Conclusion: Overall evaluation:**

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

**We would like to present online lectures.**