

# COMPREHENSIVE ANALYSIS OF EXISTING LEARNING MANAGEMENT SYSTEMS (LMSs)

Name of institution Reading College of arts and Design

Type of institution: FE with HE courses

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URL:

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

LMS used FDL Learning Environment 2.09

URL of LMS: le.reading-college.ac.uk

Language of LMS: SQL database

Number of years in use:7 months.

Other LMSs used:.....

Number of students in the system:60

Number of courses available:4 Typical duration:.....

Number of tutors in the system 6

*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?

Good

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?

*No limited to on structure. Nesting operates within 3 rungs.*

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

LE does not use a hierarchy matrix of rights this causes problems with staff having to log out and re log in to access different functions of the system.

The system is not intuitive, and it is the intention of the college to maintain course management within the e-learning team at present and devolve course management functions in the future.

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?

YES

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

None. The College uses Hot potatoes with additional scripting to provide QTI SCORM 1.1 compliant tests

## **2 *Student support tools***

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

*This come sthrough content. The systme supports content access tracking and book marking in addition to Scorm tests.*

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?

*None. The college has added a bespoke Web discussion board facility*

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?

None apart from feedback through the LE when work is amrked and submitted.

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?

*None this would be part of course material.*

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

*Good*

### **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?

Relatively straight forward student mangemnet system.

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

*Cohort management.*

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?

*None.*

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?

*Reports can be generated from student database.*

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

*No MIS LMS link at present*

#### **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?

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?

*Very secure and robust*

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

*Difficult to do block enrolments, time lag often present.*

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

*None unless such things are made into an outcome.*

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

*Good,*

## **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?

*Currently stand alone*

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

*When loading a learning object, fields are required to be filled out that do simulate metadat unfortunately there seems no way to extract a learning object complete with Metadat created within the LMS.*

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?

*Dertimed by technology.*

*One major issue is that once a course is made live (ie with students enrolled) it is very difficult to alter and some options are simply not possible.*

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?

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?

*For us that is more of a college infastructure issue.*

## **6 Price**

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

*Currently free as we are a pilot 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?

Poor training materials exist.

College required to provide technical and pedagogic tarining materials.

<b>Conclusion: Overall evaluation:</b>
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**What features would you like to see included in this LMS in the future?**

**Dynamic course change options**

**Continued support for macs**

**Ability to successfully import and export IMS content packages**