

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

April, 2002

Name of institution:	<i>Slezská univerzita v Opave, Obchodně podnikatelská fakulta v Karviné The Silesian University in Opava, the School of Business Administration in Karvina (SBA)</i>
Type of institution:	<i>Public College</i>
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LMS used:	<i>Instructor by click2learn, Tutor by Kontis</i>
URL of LMS:	<i>click2learn.com, www.kontis.cz</i>
Language of LMS:	<i>Instructor – English Tutor – Czech</i>
Number of years in use:	<i>Since September 2001</i>
Other LMSs used:	<i>By Macromedia (Director, Dreamweaver, Flash and Authorware)</i>
Number of students in the system:	<i>400</i>
Number of courses available:	<i>6</i>
Typical duration:	
Number of tutors in the system:	<i>8</i>

The Silesian University in Opava, the School of Business Administration in Karvina (SBA) was founded in 1991. Currently, the school serves about 1200 students and employs approximately 75 full-time and 37 part-time instructors.

The Faculty together with other two colleges: (1) Ostravská univerzita v Ostrave / University of Ostrava and (2) Vysoká škola báňská-Technická univerzita Ostrava, Ekonomická fakulta / VSB - Technical University of Ostrava, the Faculty of Economics has started a co-operation in a project of building a virtual university at each of the colleges in order to provide distance education through online courses. They all are just at very beginning and just recently they have been introducing Tutor 2000 produced by a Czech firm Kontis as well as the product ToolBook II Instructor by the firm Click2learn.

Besides these systems there are also other in use as Director, Dreamweaver, Flash and Authorware by Macromedia.

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 still learning, but until now it has been satisfactory. [SBA]

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. [SBA]

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

It is difficult for the teachers, the co-operation with the creator/author is needed. [SBA]

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?

Acceptable. [SBA]

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 not proved it that much yet, but until now according to our experience it has been satisfactory. [SBA]

2 Student support tools

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

In a classical way, through Internet. [SBA]

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?

Yes. [SBA]

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?

Yes. [SBA]

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?

Until now the resources are available in our library. [SBA]

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

We do not have critical comments on this point. [SBA]

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?

We are just solving the link/connection with our school information system (IS). [SBA]

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?

Without any problems. [SBA]

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?

Until now these have not been in use much yet. [SBA]

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

Within the on-line system. [SBA]

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?

Not solved yet. [SBA]

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?

They are internal parts of the system. [SBA]

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

There are no problems within the system, we are still solving the interconnection with the school IS. [SBA]

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

The examination through the system is not planned/predicted. [SBA]

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

Until now without any problems within the system. [SBA]

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?

Server DELL PowerEdge 2550. [SBA]

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

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 working with approx. 400 students – no problem. [SBA]

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?

Satisfactory. [SBA]

6 *Price*

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

The basic hardware – server, network then it is about 3 Million CZK/99, 502 €*. [SBA]

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

This is solved through licences. [SBA]

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?

Until now not solved yet. [SBA]

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?

Currently 2 employees, in to the future we are counting with about 10 employees. [SBA]

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

Annually about 20,000 CZK / 663 €* per teacher. [SBA]

*counted with the Czech National Bank exchange rate from the 19th April, 2002; 1€ = 30.150 CZK (<http://www.cnb.cz/en/index.html>)

Conclusion: Overall evaluation:

Satisfactory. [SBA]

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