COMPREHENSIVE ANALYSIS OF EXISTING LEARNING MANAGEMENT SYSTEMS (LMSs)

Name of institution: BildungPlus eLearning Gesellschaft mbH i.G

Type of institution: private educational institution

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

LMS used: Corporate Learning (telekom/T-Systems)

URL of LMS: www.global-learning.de

Language of LMS: german

Number of years in use: about 1,5 year

Other LMSs used: -

Number of students in the system: no statement (because the system is rented out to clients/seminar-supplier)

Number of courses available: 25 Typical duration: 2-3 months

Number of tutors in the system: 30 up to 40

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?
Courses can be uploaded, but not created in the LMS

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?
Open to diferent didactic possibilities, didactic is fixed outside the LMS

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

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

1.5 *Questioning, assessment, assignments.* What provision was made by the LMS for student questioning and assessment and the design of student assignments?
That is referring to the content; if it is available, the LMS can support it

2 Student support tools

2.1 *Interactivity possibilities.* What provision does the LMS make for student interaction?
Forum, email and chat - independent from content too; all forms of communication which are provided in the internet

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?
Chat, netmeeting synchronous; Forum, email asynchronous

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?
see 2.2; 24 hours online

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?
All possible

2.5 *Feedback on work and assignments.* What is the quality of provision of feedback to students on their work and assignments?
The system has no automated feedback; if it is intended from the view of content it is another thing. In the LMS there exist an upload-function.

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 learning progress is taken down and can be looked at 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?
A group of participants is declared as a course and between the courses special subgroups can be generated for different work

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?
Not much

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?
The learning progress is taken down and can be looked at by the tutors.

3.5 User-friendly administrative systems between tutor and institution. What provision does the LMS make for successful tutor to institution communication?
Is not settled in the LMS

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?
One have to register once - the data of interested persons are administrated centrally. One can search for headwords, topics and supplier. Payment of fees is outside the LMS

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 password is allocated during the registration and can be changed by the participiants

4.3 Student records database. How successful is the system's student database, especially for data storage and data retrieval.
No statement possible

4.4 Examination and certification records. What structures are provided for recording of data and results leading to examination and certification?
No statement possible

4.5 Course, class and tutors database. What facilities are provided for administration of courses, classes and tutors?
No statement

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?
The LMS is running on windows - all microsoft components; server-clustering is possible; the LMS consists of the LMS and a sql-databank. The system is self-sufficient.

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

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?
Update capable

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 limitation caused by the LMS - depends on the hardware

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?
satisfying

6 Price

6.1 Cost of the LMS (Learning Management System). What is the cost of the LMS to the institution?
No statement. The system has been bought unlimited.

6.2 Annual fee. What fees have to be paid annually for the system by the institution?
Costs of support - no statement concerning the amount

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?
Fixed prices by the suppliers; online invoicing not 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?
One person working fulltime

6.5 *Training of teachers and learners and system users.* What costs are involved in staff and student training to use the LMS system?
The training for tutors lasts about 4 hours. The participiants don´t need any training

Conclusion: Overall evaluation:
Decisive for this LMS was the client capabiliy - several suppliers in this system, but still autark with respect to their clients. They use the general functions, but capsulated from the others.

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