

## Around the World of Course Management Systems in 60 Minutes (or less...)

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## Session Description

The world of online teaching and learning can be difficult to navigate. Understanding what tools are available and how they will affect the classroom experience can make the difference between success and failure. Faculty and administration need to carefully navigate the treacherous waters of institutional policies and procedures, technical infrastructure build-outs and vendor selection to be successful in online learning endeavors. Plotting this course without strong faculty leadership and an understanding of online delivery can result in certain shipwreck.

In this one-hour Audio Seminar, Mr. Christian will present the Marshall University Continuum of Digital Delivery, providing the basis for discussion of institutional policies and procedures. He will also explore the current market offerings including ways to get expert advice and assistance. Various approaches to moving from on-campus to on-line will be discussed.

### Learning Objectives:

Workshop participants will be able to:

- Identify areas of policy and procedure to target for successful e-learning ventures
- Categorize existing courses according to a continuum of digital delivery
- Locate sources for assistance in identifying course management system vendors and/or toolsets
- Map the array of available toolsets according to expected course outcomes

### Intended Audience:

- This workshop is intended for faculty or administrators interested in sage advice on advancing towards online teaching and learning personally or for their institution.

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## Speaker Introduction

Matt Christian is the Director of the Center for Instructional Technology at Marshall University. During his time at Marshall, Matt has played an active role in the implementation of WebCT Vista, the institution's choice for an enterprise course management system. He is an active participant in the WebCT Vista Product Advisory Group as well as the Institute program. His leadership in the adoption of digital content at Marshall earned the institution Digital Content Leader status in 2003 and again in 2004. He has presented on topics ranging from presentations skills to enterprise integration. He has also received international awards for his multimedia projects. Matt Christian is currently involved in such campus projects as the exemplary course project (ECP), advancement of the academy's portal and serves as evangelist for instructional technologies and initiatives such as Breeze, SharePoint and online teaching and learning.

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### Specific Goals

- What's available for the technology under discussion (e.g., brands, features, costs if available)?
- Compare pros and cons: local requirements and restrictions, compatibilities with other systems, ease and flexibility of use.
- How will you use it? How does it change the approach to teaching and learning?

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### Success Factors for Implementation

- Institutional policies and procedures
- Technical infrastructure build-out
- Vendor selection

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## Policy and Procedure Adjustments

- Intellectual Property
- Faculty Incentives
- Technical Infrastructure
- Support Structure

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## Debating Policy 13 – what you have to look forward to...



Copyright MGM from the 1935 movie, "A Night at the Opera"

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## Marshall's Policy 13

- Found online at:
  - [http://www.marshall.edu/www/policy/policy\\_13.html](http://www.marshall.edu/www/policy/policy_13.html)
- Search "Policy 13" from the Marshall Homepage

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## 7 "Easy" Steps

- Step 1: Faculty Needs Analysis
- Step 2: Administrative Needs Analysis
- Step 3: Technical Analysis
- Step 4: Market Analysis
- Step 5: Test Drive
- Step 6: Procurement
- Step 7: Implementation

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## Step 1: Faculty Needs Analysis

- Functions that an electronic Learning Management System, or eLMS provides:
  - place to post syllabus
  - e-mail addresses of class lists for communication
  - group tools for threaded discussions
  - electronic grade book

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## Step 2: Administrative Needs Analysis

- What is it that the institution hopes to gain from the use of an eLMS?
- How will using an eLMS help further the mission of the institution?
- How will an eLMS adoption affect the structure of delivery methods?

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## Marshall Continuum of Delivery

- 100% Asynchronous: E-COURSE
- 80% Asynchronous, 20% Face-to-Face: T-COURSE (Technology Enhanced)
- Anything up to 80% is called SUPPLEMENT

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## Step 3: Technical Analysis

- Gartner: <http://www.gartner.com/> Insights and advice from more than 1000 technology experts.
- EduTools: <http://www.edutools.info/index.jsp?pj=1>
- MiCTA and the ATA Alliance: <http://www.micta.org/>

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## Step 4: Market Analysis

- Gartner: <http://www.gartner.com/> Insights and advice from more than 1000 technology experts.

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#### Step 4: Market Analysis (Current Leaders)

- Blackboard (with recently acquired WebCT)
- Desire2Learn
- Angel
- UCompass Educator
- Open Source (Moodle, SAKAI, etc.)

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#### Step 4: Market Analysis (A Word About Open Source)

- Open Source does NOT mean FREE!!!
- Exchanging product costs for resource costs
- Still will need services associated with product

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#### Step 4: Market Analysis (What to Expect)

- Learning Systems
- Portal
- E-Portfolio Systems
- Learning Object Repositories (LOR)

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### Step 5: Test Drive

- Request hosted trials of the vendors
- Get access for your steering committee members and other technical staff
- Try to break EVERYTHING!

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### Step 6: Procurement

- Negotiate a flexible price structure
- Plan for future growth
- Plan for future needs

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### Step 7: Implementation

- Training of staff and faculty
- Pilot phase
- Full-Production

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## Questions/Additional Discussion

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Website: [www.marshall.edu/cit](http://www.marshall.edu/cit) or  
<http://spaces.msn.com/citdirectorscut/>

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