

Instruments and Tools

This section includes tools and reports from various institutions, including:

- Evaluating a Learning Management System (From Chief Learning Officer Magazine)
- LMS New Feature Deployment Options (University of Maryland)
- Sample LMS Migration Schedule and Timeline (Colorado Community College System)
- Best Practice Strategies to Promote Academic Integrity in Online Education (WCET)
- EduTools Course Management System Comparisons Sample

Evaluating a Learning Management System*

When the institution begins to evaluate learning management systems, its evaluation team is going to hear a lot of terms that end in "-ity": high availability, usability, scalability, interoperability, stability and security. Let's quickly examine each of these issues and why they are critical to the function of any enterprise management system.

- **High availability:** The LMS must be robust enough to serve the diverse needs of thousands of learners, administrators, content builders and instructors simultaneously.
- **Scalability:** The infrastructure should be able to expand—or "scale"—to meet future growth, both in terms of the volume of instruction and the size of the student body.
- **Usability:** To support a host of automated and personalized services, such as self-paced and role-specific learning, the access, delivery and presentation of material must be easy-to-use and highly intuitive—like surfing on the Web or shopping on Amazon.com.
- **Interoperability:** To support content from different sources and multiple vendors' hardware/software solutions, the LMS should be based on open industry standards for Web deployments (XML, SOAP or AQ) and support the major learning standards (AICC, SCORM, IMS and IEEE).
- **Stability:** The LMS infrastructure can reliably and effectively manage a large enterprise implementation running 24x7.
- **Security:** As with any outward-facing collaborative solution, the LMS can selectively limit and control access to online content, resources and back-end functions, both internally and externally, for its diverse user community.

*From Chief Learning Officer Magazine, John Hall, Oracle University

LMS New Feature Deployment Options (Issues/Concerns for Large Institutions)

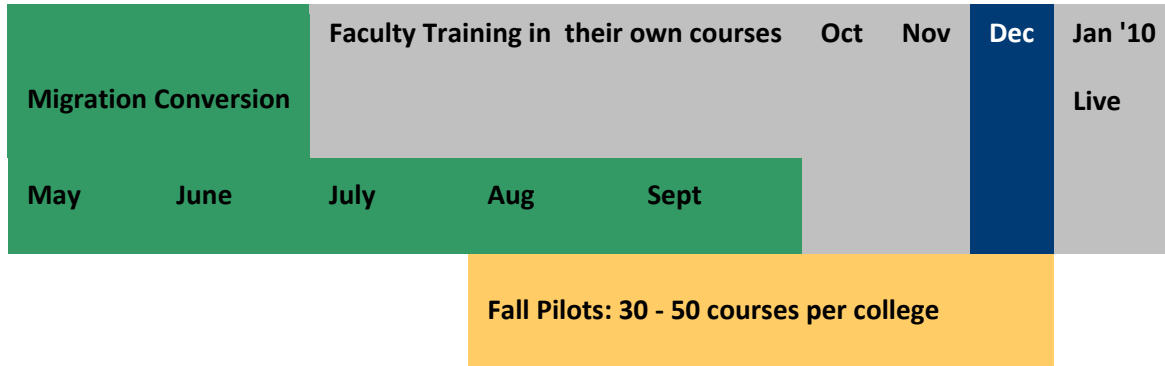
OPTIONS	Support Issues	Training Issues	Technical Issues	Communications Issues	Enrollment Management
Option 1 – Full deployment to entire school population (Students and Faculty)	<ul style="list-style-type: none"> Some concerns about student impact if entire school moves at one time. If not entire school, HelpDesk support has be aware of what version student is using when taking support calls. 	<ul style="list-style-type: none"> Need appropriate time and resources to re-train directors and faculty Training should be mandatory To what extent will students need tutorials, training, etc. 	<ul style="list-style-type: none"> Load testing complete and appropriate performance. Partial deployment means tracking which sections have new features and which ones do not. 	<ul style="list-style-type: none"> A straight-forwardly defined deployment group provides easier communication Need to reconsider the communications to students (simplify) , e.g. explain that they may be taking a course with new version of software and one with old version of software if partial deployment 	<ul style="list-style-type: none"> Training for EM staff. If it needed. Include them in communications Keep them abreast of the sections included in the deployment Provide materials for EM staff for new, returning and prospective students
Option 2 – Split deployment among upcoming semesters randomly across departments	<ul style="list-style-type: none"> Possibly large number of faculty assistance issues with full deployment. 	<ul style="list-style-type: none"> Staffing appropriately trained faculty to the right version of the software 	<ul style="list-style-type: none"> Identify work-arounds if necessary. Data conversion routines available. LMS “Add-ins” support in the new environment, e.g. Web 2.0 tools, etc. being used by faculty. 		<p style="text-align: center;">Major Consideration</p> <p>As new features are developed should the approach be a “big bang” approach or deployment of incremental enhancements?</p> <ul style="list-style-type: none"> Incremental deployments each semester tax users, support, and training; however, could ease communications and technical concerns.
Option 3 – Move all of one school leaving other school’s deployment for following semester					

Courtesy of University of Maryland University College – 2009 – Dr. L. Pailen, Office of Instructional Services and Support

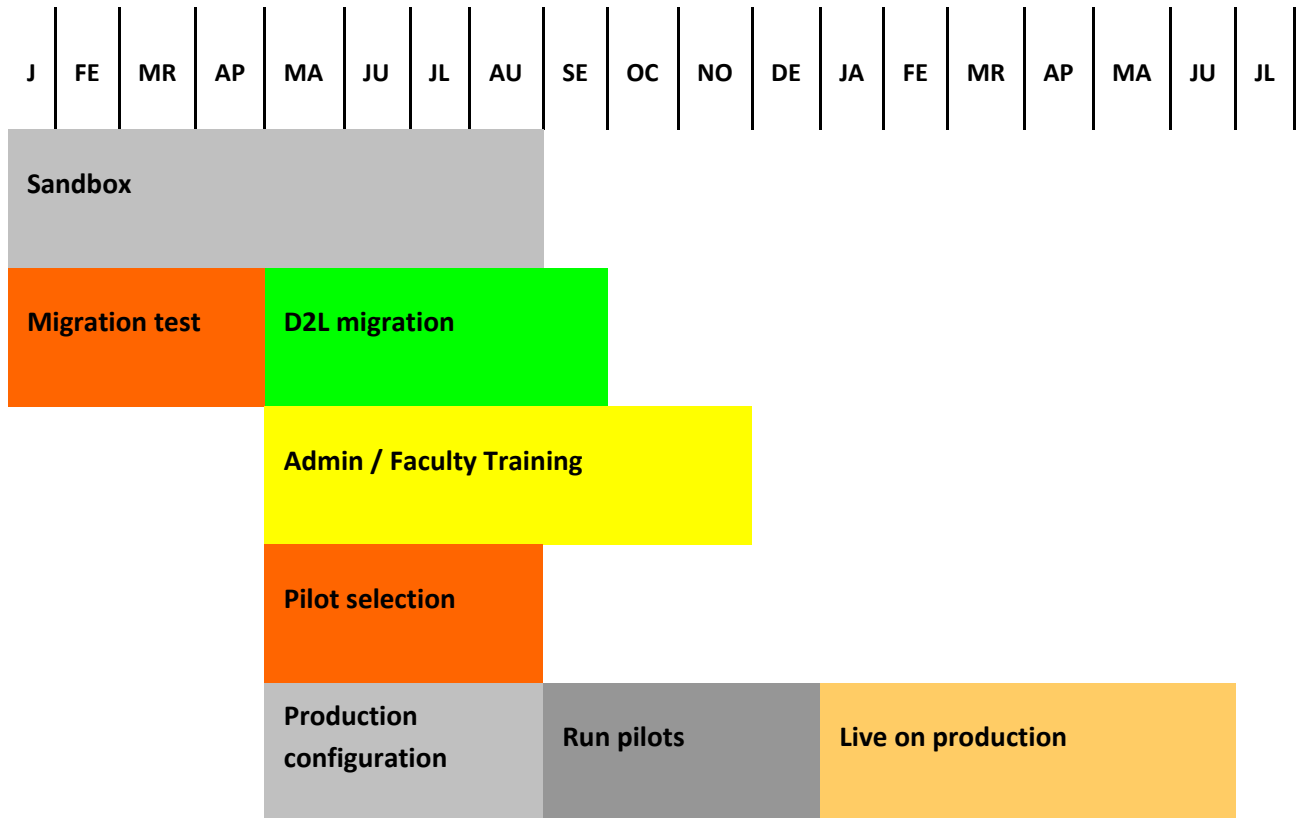
Sample LMS migration Schedule & Timeline

From Colorado Community College System LMS Selection Process & Migration Plans

Migration Schedule: From Blackboard to Desire2Learn



Estimated Timeline





Best Practice Strategies to Promote Academic Integrity in Online Education

Version 2.0, June 2009

This list of best practice strategies is based on "Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," produced by WCET in February 2009 and updated in April 2009. In May 2009, the Instructional Technology Council (ITC) surveyed its membership to invite feedback and additional strategies to enhance the WCET work. This June 2009 document reflects the combined contributions of WCET, the UT TeleCampus of the University of Texas System, and ITC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States license.

INSTITUTIONAL CONTEXT AND COMMITMENT

1. Establish a campus-wide policy on academic integrity that articulates faculty and student responsibilities.
2. Demonstrate an institutional commitment to enforcing the policy and in supporting faculty and staff in the handling of academic integrity matters.
3. Make information on academic integrity easy to find on the campus Web site, library Web site, department Web site, course, within the syllabus and within specific assignments.
4. Include ethics instruction within the core curriculum and/or area-specific within degree plans.
5. Address academic integrity at student orientation programs and events.
6. Encourage faculty to report every suspected violation and act upon it.
7. Secure student logins and password to access online courses and related resources, discussions, assignments and assessments.

CURRICULUM AND INSTRUCTION

1. State the academic integrity/academic honesty policy within the online learning environment and discuss it early in the course.
2. Require student engagement with the academic integrity policy. For example:
 - a. Ask students for their input on how to create a community of integrity at the start of the course. This establishes the students as stakeholders in the community and the process of its formation.
 - b. Develop and ask students to commit to a class honor code.
 - c. Require students to read and sign an agreement to the campus academic integrity policy.
 - d. Write a letter to students about integrity and post it in the course.
 - e. Ask students to restate the academic integrity policy (this can also be used as a writing sample to use when grading and reviewing student work).
 - f. Ask students to reflect on the academic integrity policy in the discussion board.
 - g. Include a lesson on avoiding plagiarism.
3. Have assignments and activities in which appropriate sharing and collaboration is essential to successful completion. Foster a community of integrity by choosing authentic learning tasks that require group cohesiveness and effort. For example, focus assignments on distinctive, individual, and non-duplicative tasks or on what individual students self-identify as their personal learning needs.
4. Provide students with a course or course lesson on research and/or study skills. Work with library staff to design assignments and prepare materials on plagiarism and research techniques.

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5. Include a statement that the instructor reserves the right to require alternative forms and/or locations of assessments (e.g., proctoring).
 6. Ask students follow-up questions to assignments such as, "expand upon this statement you made," "tell me why you chose this phrase, description or reference," and "expand upon the ideas behind this reference."
 7. Select one or two difficult concepts from the paper and ask the student to restate/rewrite the information.
 8. Require students to share key learning from references for a paper or self-reflection on an assignment in the discussion board.
 9. Include an ethical decision-making case study within the course.

FACULTY SUPPORT

1. Incorporate academic integrity strategies into professional development and faculty training offerings.
2. Publish academic integrity strategies and policies in faculty handbook and Web-based faculty resources.
3. Publish guidelines for handling/reporting individual student infractions.
4. Assign a department academic integrity liaison to support faculty.
5. Use a plagiarism detection service.
6. Use Google to search for a unique text string or unique phrase from the paper.
7. Keep student papers filed in the department by topic for reference.

STUDENT SUPPORT

1. Define academic integrity and cheating and clearly explain what is considered dishonest and unacceptable behavior.
2. Provide information and examples to help students understand the difference between collaboration on assignments and cheating, and identify plagiarism. Teach the proper use of citations.
3. State how much collaboration is permissible on each assignment.
4. State what the instructor's expectations are for the students and explain what they should expect from the instructor. For example:

- a. Include a statement in the syllabus encouraging honest work.
 - b. Repeat the campus academic integrity statement and provide a link to campus policies.
 - c. Describe academic dishonesty.
 - d. Describe the repercussions for academic dishonesty.
 - e. Describe permissible and impermissible collaboration.
 - f. Include outside links to information on plagiarism, self-tests and examples.
 - g. Include information on acceptable sources.
 - h. Include information about the college's writing center, library or other support.
5. Provide a writing style sheet or handbook with information on plagiarism and campus policies.
 6. Indicate assessments may require follow-up documentation, questions or assignments.
 7. State expectations for the time needed to complete coursework.
 8. State whether the instructor/college will use a plagiarism detection service.

ASSESSMENT AND EVALUATION

1. Provide rubrics, or detailed grading criteria, for every assignment at the beginning of the course so students understand how they will be graded.
2. Train faculty on ways to use the settings on the college's learning management system to reduce cheating:
 - a. Use a test bank with more questions than will be used on any particular test and have the learning management system pull a smaller number of questions from the test bank
 - b. Randomize the order of answers for multiple test questions so for example, the correct answer for a particular question might be "a" for one student and "b" for another.
 - c. Require forced completion on exams so students cannot re-enter a test.
 - d. Set a short window for testing completion, i.e. one or two days to take an exam rather than a whole week. Setting a completion time reduces a student's ability to access the test, look up the

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- answer, and re-enter the test. Most test-taking software applications keep track of time on the server, not on the student's computer.
- e. Password protect exams.
 - f. Show questions one at a time (makes more difficult for students to copy and paste the test in order to give it to someone else).
 - g. Use a Web browser lock-down service during testing.
 - h. Check the computer "properties" for the "creation date" and "author" for essay or term paper submissions if students are suspected of submitting work created by someone else.
3. Clarify that students with disabilities and requesting testing accommodations (extended time for completion of examinations and quizzes) must identify themselves to the college's office of disabilities and provide appropriate documentation.
 4. Change test items and assignment topics each semester.
 5. Emphasize assignments that require written work and problem solving (e.g., essays, papers, online discussions).
 6. Use a variety of assessment strategies (quizzes, short and long papers, test questions that require the application of a theory or concept).
 7. Adopt the following practices to encourage authentic written work:
 - a. Require students to turn in copies of reference articles with cited text highlighted.
 - b. Require annotated bibliographies.
 - c. Do not allow last minute changes in assignment topics.
 - d. Require specific references be used (this might be the course text).
 - e. Require an abstract.
 - f. Give narrow assignment topics (tied into class experience) and require thesis statements prior to topic approval.
 - g. Require students to turn in a draft, and their bibliography or references prior to the paper's due date.
 - h. Require students to write a concept paper and project plan prior to completing an assignment.
 8. Evaluate the research process and the product.
 9. After an assignment is due, have students post in the discussion board, describing the assignment and the research method used, a summary of conclusions and an abstract (a meta-learning essay).
 10. When evaluating student written work, consider following these practices:
 - a. Be wary of student writing that reads like an encyclopedia, newspaper article or expert in the field.
 - b. Look for whether a paper reflects the assignment, has changes in tense, includes odd sentences within a well-written paper, is based on references older than three years, refers to past events as current, or uses jargon.
 - c. Compare student writing on the discussion board with that on assignments and papers. A writing sample collected at the start of the semester can be helpful.
 - d. Compare the writing at the beginning and end of the paper with that in the middle of the paper -- language, sentence length and reading level.
 - e. Check references; compare quotations with cited sources; look for the same author in multiple references.
 - f. Read all papers on the same topic together.
 11. Make assignments cumulative (students turn in parts of a project or paper throughout the semester).
 12. Give open book exams.
 13. Other than grades, do not provide students feedback on tests until all of the students in the class have completed them.
 14. Use proctored test sites where appropriate.
 15. Faculty should use a robust user name and password to protect their computer-based grade book and keep a printed copy in a secure place in case students are able to hack into the computer system.

SOURCES

"101 Ways to Maintain Academic Integrity in an Online Course," by Michael Anderson and Lori McNabb, UT TeleCampus, The University of Texas System. Handout for faculty development program.

McNabb, L., & Olmstead, A. "Communities of Integrity in Online Courses: Faculty Member Beliefs and Strategies." *Journal of Online Learning and Teaching* 5, no.2 (June 2009), 208-221. Retrieved from http://jolt.merlot.org/vol5no2/mcnabb_0609.htm.

WCET Survey on Academic Integrity and Student Verification, August 2008.

"Institutional Policies/Practices and Course Design Strategies to Promote Academic Integrity in Online Education," by WCET Working Group on Academic Integrity and Student Verification. February 2009 and revised April 2009.

Instructional Technology Council Survey on Best Practice Strategies to Promote Academic Integrity in Online Education, May 2009.



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LMS Evaluation Instrument

UNC is currently a member of the WCET and may utilize EduTools for the assessment of all aspects of an LMS (see <http://www.edutools.info/index.jsp?pj=1>)



EduTools Course Management System Comparisons

- **Timely streamlined reviews**
 - **Community-maintained content**
 - **Community discussion forums**
 - **Consulting on product selection processes**
 - **A membership-based consortia reviewing new products**

The EduTools site offers feature-by-feature product comparisons and decision-making supports. In addition, the site now includes the ability for any user to submit reviews for new products that haven't already been reviewed or to add their own feedback as to how well specific products have implemented various features.

EduTools strives to be the best place to find and share information about Course Management Systems and other products in the future. We can only do that with the help and involvement of the larger community. These changes will allow us to keep the site information as up-to-date, as possible. The site will continue to have the direct involvement of the product vendors, but will add the ability of the community to comment on and discuss the reviews, including a dispute resolution procedure to assure the accuracy of information on the site.

Make a Decision (Example)

Select Products that you want to include in your decision:

<input type="checkbox"/> ANGEL Learning Management Suite v. 7.3	<input type="checkbox"/> ANGEL Learning Management Suite, V7.1	<input type="checkbox"/> ANGEL LMS 7.2	<input type="checkbox"/> ATutor 1.5.4	<input type="checkbox"/> ATutor 1.6.3
<input type="checkbox"/> Blackboard Learning System CE 6.1 Enterprise License	<input type="checkbox"/> Blackboard Learning System Vista 4.1 Enterprise License	<input type="checkbox"/> Claroline 1.8.1	<input type="checkbox"/> Desire2Learn 8.1	<input checked="" type="checkbox"/> Desire2Learn 8.2
<input type="checkbox"/> Desire2Learn 8.3	<input type="checkbox"/> dotLRN/OpenACS	<input type="checkbox"/> eCollege	<input type="checkbox"/> Eduvo School 2.0	<input type="checkbox"/> eFront
<input type="checkbox"/> eTEA Learning Management System	<input type="checkbox"/> Fronter Platform	<input type="checkbox"/> ILIAS	<input type="checkbox"/> JoomlaLMS	<input type="checkbox"/> JUSUR
<input type="checkbox"/> KEWL	<input type="checkbox"/> LON-CAPA	<input type="checkbox"/> Moodle 1.6.1	<input type="checkbox"/> Moodle 1.8	<input type="checkbox"/> Moodle 1.9
<input type="checkbox"/> Moodle Rooms	<input type="checkbox"/> OLAT	<input type="checkbox"/> OLAT	<input type="checkbox"/> Sakai 2.3	<input checked="" type="checkbox"/> Sakai Community Release 2.5
<input type="checkbox"/> Scholar360	<input type="checkbox"/> SharePointLMS v.2	<input type="checkbox"/> TeleTOP Virtual Learning Environment	<input checked="" type="checkbox"/> The Blackboard Academic Suite (Release 8.0)	<input type="checkbox"/> The Blackboard Learning System (Release 7) - Enterprise

Select Features below that are important to your decision:

LEARNER TOOLS

>>[Communication Tools](#)

- [Discussion Forum](#)
- [Discussion Management](#)
- [File Exchange](#)
- [Internal Email](#)
- [Online Journal/Notes](#)
- [Real-time Chat](#)
- [Whiteboard](#)

>>[Productivity Tools](#)

- [Bookmarks](#)
- [Calendar/Progress Review](#)
- [Searching Within Course](#)
- [Work Offline/Synchronize](#)
- [Orientation/Help](#)

>>[Student Involvement Tools](#)

- [Groupwork](#)

SUPPORT TOOLS

>>[Administration Tools](#)

- [Authentication](#)
- [Course Authorization](#)
- [Registration Integration](#)
- [Hosted Services](#)

>>[Course Delivery Tools](#)

- [Test Types](#)
- [Automated Testing Management](#)
- [Automated Testing Support](#)
- [Online Marking Tools](#)
- [Online Gradebook](#)
- [Course Management](#)
- [Student Tracking](#)

>>[Content Development Tools](#)

- [Accessibility Compliance](#)
- [Content Sharing/Reuse](#)

TECHNICAL SPECIFICATIONS

>>[Hardware/Software](#)

- [Client Browser Required](#)
- [Database Requirements](#)
- [UNIX Server](#)
- [Windows Server](#)

>>[Company Details/Licensing](#)

- [Company Profile](#)
- [Costs / Licensing](#)
- [Open Source](#)
- [Optional Extras](#)

Apply weights to your features example:

FEATURE	WEIGHT
Discussion Forum	20
Discussion Management	25
File Exchange	5
Internal Email	13
Whiteboard	10
Groupwork	8
Student Portfolios	4
Authentication	2
Online Gradebook	22
Course Management	26
Student Tracking	5
Accessibility Compliance	11
Course Templates	5
Instructional Design Tools	7
Costs / Licensing	9

Weights allow you to make some features more important than others in your decision. Assign weights based on the relative importance of each feature. Weights are relative to each other - there is no scale.

In the example below, Feature B is twice as important in your decision as Feature A. Feature C is 30 times as important as Feature A and 15 times as important as Feature B.

Example:

FEATURE SCORE	
Feature A	1
Feature B	2
Feature C	30




Equal weights mean that the features are equally important in your decision.

The weights you choose now can be adjusted later.

This is where you score the products you are deciding on. At this point you should be familiar enough with the products you selected to score them. It may be helpful to [view a comparison of these products on the features you selected](#) (this will open a new browser window).

DESIRED2LEARN 8.2	UNSUITABLE										PERFECTLY SUITABLE									
Discussion Forum	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Discussion Management	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
File Exchange	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Internal Email	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Whiteboard	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Authentication	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Online Gradebook	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Course Management	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Accessibility Compliance	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Course Templates	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Instructional Design Tools	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Client Browser Required	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Database Requirements	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Costs / Licensing	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9
Optional Extras	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9

Decision Results (example):

		Desire2Learn 8.2	Sakai Community Release 2.5	The Blackboard Academic Suite (Release 8.0)
WEIGHT	FEATURE	PRODUCTS		
2	Discussion Management	5	3	1
2	Internal Email	7	5	2
3	Accessibility Compliance	3	7	5
4	Course Templates	6	7	7
2	Client Browser Required	6	3	5
3	Database Requirements	6	2	4
5	Costs / Licensing	7	2	8
3	Optional Extras	7	2	9
RESULTS				
		 12.94	 14.83	 14.28

Recalculate Results

Your top result is Sakai Community Release 2.5 with a score of 14.83 (Example only)

Items subject to testing

<u>LEARNER TOOLS</u>	<u>SUPPORT TOOLS</u>	<u>TECHNICAL SPECIFICATIONS</u>
<u>Communication Tools</u>	<u>Administration Tools</u>	<u>Hardware/Software</u>
<input type="checkbox"/> Discussion Forum	<input type="checkbox"/> Authentication	<input type="checkbox"/> Client Browser Required
<input type="checkbox"/> Discussion Management	<input type="checkbox"/> Course Authorization	<input type="checkbox"/> Database Requirements
<input type="checkbox"/> File Exchange	<input type="checkbox"/> Registration Integration	<input type="checkbox"/> UNIX Server
<input type="checkbox"/> Internal Email	<input type="checkbox"/> Hosted Services	<input type="checkbox"/> Windows Server
<input type="checkbox"/> Online Journal/Notes		
<input type="checkbox"/> Real-time Chat	<u>Course Delivery Tools</u>	<u>Company Details/Licensing</u>
<input type="checkbox"/> Whiteboard	<input type="checkbox"/> Test Types	<input type="checkbox"/> Company Profile
	<input type="checkbox"/> Automated Testing Management	<input type="checkbox"/> Costs / Licensing
<u>Productivity Tools</u>	<input type="checkbox"/> Automated Testing Support	<input type="checkbox"/> Open Source
<input type="checkbox"/> Bookmarks	<input type="checkbox"/> Online Marking Tools	<input type="checkbox"/> Optional Extras
<input type="checkbox"/> Calendar/Progress Review	<input type="checkbox"/> Online Gradebook	
<input type="checkbox"/> Searching Within Course	<input type="checkbox"/> Course Management	
<input type="checkbox"/> Work Offline/Synchronize	<input type="checkbox"/> Student Tracking	
<input type="checkbox"/> Orientation/Help		
	<u>Content Development Tools</u>	
<u>Student Involvement Tools</u>	<input type="checkbox"/> Accessibility Compliance	
<input type="checkbox"/> Groupwork	<input type="checkbox"/> Content Sharing/Reuse	
<input type="checkbox"/> Community Networking	<input type="checkbox"/> Course Templates	
<input type="checkbox"/> Student Portfolios	<input type="checkbox"/> Customized Look and Feel	
	<input type="checkbox"/> Instructional Design Tools	
	<input type="checkbox"/> Instructional Standards Compliance	

