

Introduction to LCMS's and LMS's



Agenda

- Introductions
 - Who are you?
 - Who am I?
- What is
 - e-learning?
 - an LCMS?
 - an LMS
- Case studies
- Standards
- Practical tips

Introductions

- Who are you?
 - name
- Where are you from?
 - Company / geography
- What do you do?
 - Job
- How much do you know?
 - E-learning experience
- Why are you here?
 - What do you hope to learn

Introductions

- Who am I?
 - Fiona Leteney
- Where am I from?
 - Feenix e-Learning based in Manchester
- What do I do?
 - Sell e-learning products and services
- How much do I know?
 - 6 years experience – first project in 2000
- Why am I here?
 - Good question!



The University of Manchester
Manchester Business School



What is e-Learning?

Any time
any place
any where That's...



- a) Martini?
- b) E-learning?
- c) Both?

E-learning is:

- Just in time



Rather than

- Just in case!

Equation for Learning

Learning Objective

= what they need to know

– what they already know

The Sector Split

- Academic market
 - VLE – Virtual Learning Environment
 - Tutor contact time is important – collaboration tools
 - Qualifications are important
 - Links to funding councils
 - LSC – Learning and Skills council
- Corporate market
 - LMS – Learning Management Systems
 - Just in time learning



'Blended' learning

- Face to Face
 - Classroom
 - sales calls
- Materials
 - Books
 - videos
 - CDs
 - brochures
- E-learning On-line via
 - Internet or
 - Intranet



Types of e-learning

- Synchronous
 - Real time
 - Using collaboration tools
 - Interactive on-line chat
 - Electronic whiteboards
 - Presentation delivery
 - Virtual Classroom /symposium
- Asynchronous
 - Web-based version of CBT (CD-ROM)
 - Anytime
 - E-learning, e-detailing
 - Most of the work done on e-learning standards is concerned with asynchronous e-learning

What does E-Learning consist of?

1. Physical and
2. conceptual components

1. Physical E-Learning Components

- Courseware / Content
 - Sequential Lessons
 - Assessments (pre, post, embedded)
- Development/Authoring Tools
 - Specialised tools for producing e-learning content
- VLE/LMS
 - a suite of functionalities designed to deliver, track, report on and manage learning content, student progress and student interactions.
- LCMS
 - Content creation, storage and organisation
- Collaboration Tools
 - Contact between learners and tutors

2. Conceptual E-learning Components

- The Learning Object (LO)
 - Smallest chunk of content to stand alone as a meaningful unit
 - Size is determined by the authors
 - E.g. differences between Netg and Knowledgepool
 - In standards terms –smallest trackable unit
 - E.g. one 'assessment' per LO
 - Re-useable is key
 - smaller and focused
 - 20 minute maximum



Any questions on
e-learning in general?



What is the difference between and
LCMS and LMS?



Summary

	LCMS	LMS
Primary users	Content developers	Learners, training managers
Provides management of:	Content	Learners
Content creation capabilities	Yes	No
Workflow tools	Yes	No

What can you do with an
LCMS?

- Rapidly develop courses
 - From scratch
 - Using another course as a base
 - Assemble from multiple sections / courses
 - Develop course templates (enabling others to create to a high standard – efficiently)

What can you do with an LCMS?

- Update courses quickly & easily as things change
 - (note that unless updated -most courses become out of date within 1 year and within 3 years are so out of date they cannot be used).



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What can you do with an LCMS?

- Control creation within or outside your company
 - You may want external experts to create courses – but be able to quickly update them yourselves.
 - allocate work (to internal and external resource), see the course build real time, review and correct /direct. i.e minimise risk and ensure that what is created is what needed.



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What can you do with an LCMS?

- Have different versions of courses each version may have the same core subjects but different:
 - levels of treatment / additional topics for different levels / roles
 - look and feel for different subsidiaries/ different clients
 - E.g. client specific branding / different navigation (side bars V's drop down)
 - Language versions
- NB With an LCMS you should be able to change the core subject matter just once and have the changes reflected immediately in all the different versions (otherwise control is v difficult if not impossible).



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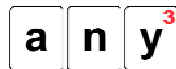
What can you do with an LCMS?

- Reuse content in different courses & delivery methods (e.g. print / powerpoint)
 - This MUST enable individual pages, pictures or flash objects to be reused (and not just entire modules etc)
 - Output course objects / pictures etc to paper / PowerPoint to support classroom / blended training



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Who's out there?



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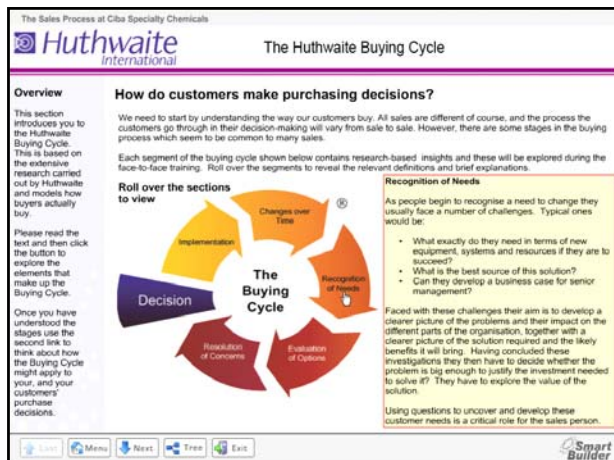
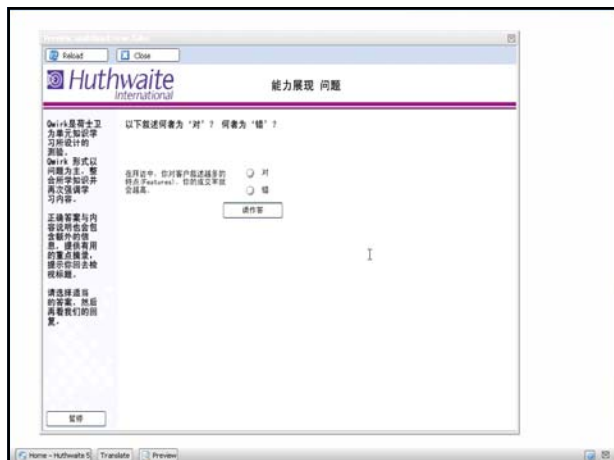
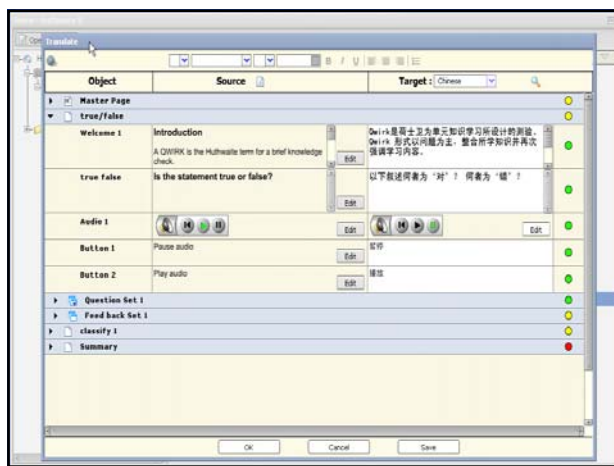
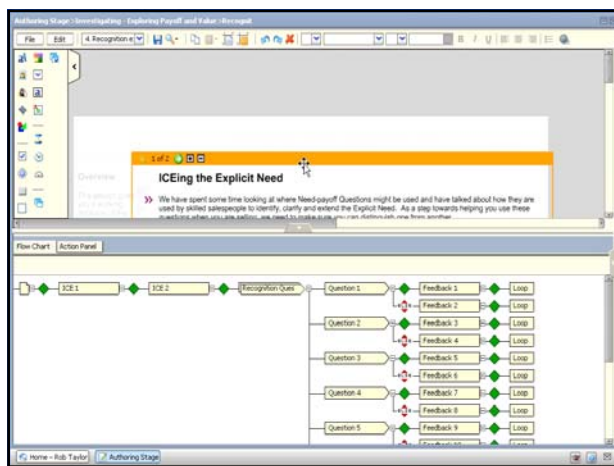
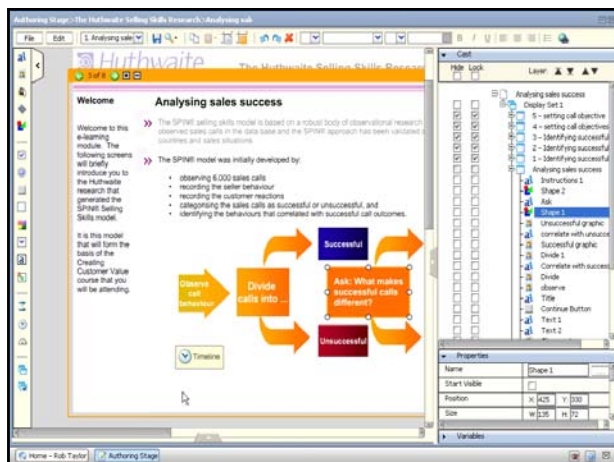
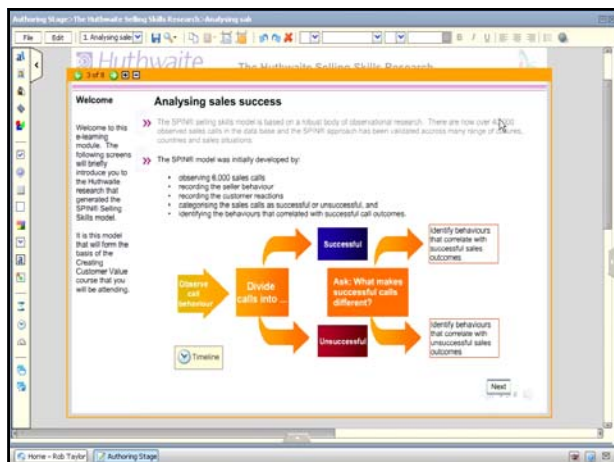
Case Study



- Who:
 - Huthwaite International - Classroom Sales Training
- Need:
 - Reduce a 4 day course to 2 days because their customers did not want salespeople off the road for an extended period
- Solution:
 - 8 hours of online underpinning knowledge completed before entering the classroom – tracked so that the tutor knows!
 - Follow-up by the line managers

- First LMS
- Content by ebc in flash
- WBT Manager
- Lectora
- Multiple languages
- LCMS





The Huthwaite Selling Skills Research

The Huthwaite Selling Skills Research

Welcome

Analysing sales success

Welcome to this e-learning module. The following screens will briefly introduce you to the Huthwaite research that generated the SPIN® Selling Skills model.

It is this model that will form the basis of the Creating Customer Value course that you will be attending.

» The SPIN® selling skills model is based on a robust body of observational research. There are now over 40,000 observed sales calls in the data base and the SPIN® approach has been validated across many range of cultures, countries and sales situations.

» The SPIN® model was initially developed by:

- observing 6,000 sales calls
- recording the sales behaviour
- recording the customer reactions
- categorising the sales calls as successful or unsuccessful, and
- identifying the behaviours that correlated with successful call outcomes.

Identify behaviours that correlate with successful sales outcomes

Identify behaviours that correlate with unsuccessful sales outcomes

Next

Smart Builder

Investigating - Exploring Payoff and Value

Investigating - Exploring payoff and value

Instructions

Think about the questions and identify whether they are sad (problem focused) or happy (Need-payoff) questions.

When you have decided, drag them to the appropriate box.

If you make the wrong choice, have another go.

Once they are all correctly dropped look at the feedback notes and then click the arrow, bottom right, to move on.

Problem focused or Need-payoff Questions

Will foaming be a problem in the new tanks?
Note the 'sad' words, "... be a problem"

Do you need to improve the lubrication at the higher temperature?
Note the 'happy' words, "...need to improve..."

How much extra business do you think improving the shelf life would bring?
Note the 'happy' words, "How much extra business..."

Would changing the substrate also mean you could be more flexible in terms of the final specification?
Note the 'happy' words, "...need to increase..."

Is the increased heat level also producing too high a level of degradation?
Note the 'sad' words, "...too high a level"

The acidity means you get premature aging during the process. How quickly does that occur?
Note the 'sad' words, "...premature aging..."

Problem focused questions - are either Problem, Follow-up Problem or Implication Questions

Will foaming be a problem in the new tanks?

Is the increased heat level also producing too high a level of degradation?

Need-payoff questions - are either identifying, clarifying or extending Need-payoff Questions.

Do you need to improve the lubrication at the higher temperature?

Would changing the substrate also mean you could be more flexible in terms of the final specification?

2 of 6

Smart Builder

What can you do with an LMS?

Demo

Who is out there?

- LMS focused
 - WU® Messenger
 - Bb Blackboard
 - FutureLearn
 - saba
 - SumTotal
 - Pathlore
 - THINQ
- HR Focused
 - SAP
 - ORACLE
 - PeopleSoft

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E-Learning Standards

The glue!

Why Do We Need Standards?

- "...must be a common way
 - to start content,
 - for content to communicate with an LMS and
 - predefined data elements that are exchanged between an LMS and content during its execution." SCORM overview
- So that:
 - Mix and match content from multiple sources
 - in-house
 - off-the-shelf
 - Re-use content
 - Avoid proprietary systems
 - Future-proof e-learning investment

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Definitions

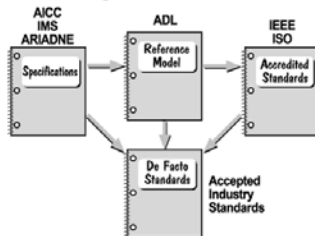
Which Standards

Which Standards?

- AICC CMI Specification (AGR 010)
 - www.aicc.org
 - The Aviation Industry CBT Committee (AICC) has developed a specification that allows courseware from multiple vendors to communicate with a single LMS. The AICC specification has been widely adopted outside the airline industry.
- ADL SCORM
 - www.adlnet.org
 - More recently the Advanced Distributed Learning initiative (ADL) has developed the Sharable Content Object Reference Model (SCORM) specification to open e-learning standards to a wider audience. Much of SCORM is based on AICC but some components have been implemented differently.

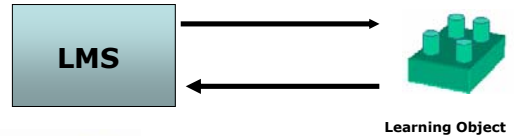


E-Learning Standards Evolution



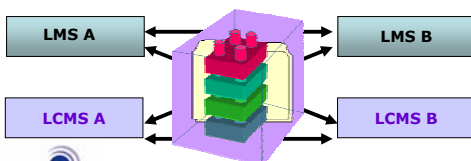
What AICC and SCORM Do: Enable Interoperability

- How LMS launches learning object (or *asset* – SCORM only)
- How data is communicated between LMS and learning object



What AICC and SCORM Do: Enable Interoperability

Define a common format for packaging content to enable interchange between LMSs and LCMSs



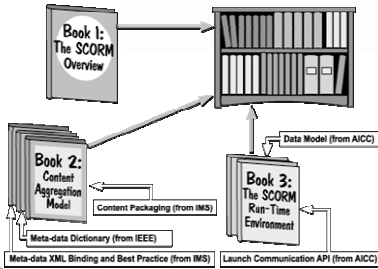
Curricular Taxonomies

• Set of named hierarchical learning levels

- SCORM
 - Content Aggregation
 - A group of learning resources
 - Sharable content object
 - SCORM's LO
 - Asset
 - E.g. Media – video, graphics sound
- AICC
 - Course
 - Instructional Block
 - Assignable Unit (AU) - Lesson
 - AICC's LO

SCORM

The SCORM "Books"



Descriptive Wrapper Meta-data Wrapper



Milk Chocolate, (Sugar, Cocoa Butter, Chocolate, Lactose, Skim Milk, Kangaroo Milk, Soy Lecithin, Artificial Flavor), Peanut, Corn Syrup, Sugar, Skim Milk, Butter, Salt, Egg Whites, Egg Greens, Uranium. Contains no artificial radiation.

Nutrition Facts Serving Size: 1/8 bar Calories: 13200
Fat Cal: 13199 Total Fat: 2 MG (358% DV) Sat. Fat: 540 g Cholesterol: 5 g Total Carb: 70 g (24% DV) Sugars: 129 g Uranium: .5 g (20% DV) Vitamin C: (0% DV)

Future - SCORM 2004

- The introduction of simple sequencing.
 - LMSs will sequence learning activities at the time of delivery, based upon
 - learner's results
 - progress to date
 - behaviours specified externally to the learning content.
 - Different sequencing behaviour can be applied to the same piece of content when it is used in different contexts.
 - first step to truly individualized and adaptive learning delivery,
 - gives Instructional Designers the same level of sequencing control that was typical in CBT (Computer Based Training).
- All data elements will be mandatory for implementation by LMSs.
 - This will simplify the selection of LMSs for purchasers and the development of content that is intended to run in a variety of LMSs.

Practical Tips

Case studies

IT Department

National Grid Transco

- Get their involvement from the start
 - hosted
 - Internal
 - External
 - IS web server?
 - Database
 - SQL / Oracle
 - Desktop issue
 - Sound cards
 - Java or not
 - Support
 - Installation
 - customisation

First Project



- Focused
 - Add value
 - Pay back /ROI
- User/management buy in

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