

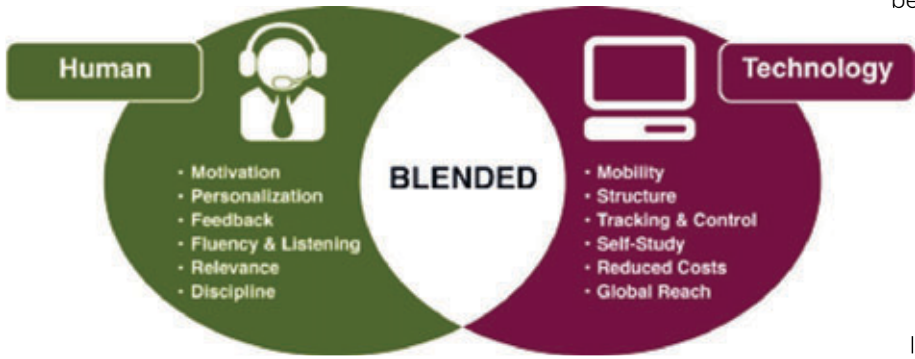
# Institutional Capacity and Readiness for ActiveLearning LMS Implementation

Developing a successful blended learning initiative requires an institutional commitment involving leadership at each level in the organization to include senior executives, college deans, department chairs, faculty, and support staff. Alignment of mission(s) is also necessary for existing and emerging support units to achieve common desired outcomes such as improving access and retention. With unified leadership, support, and coordination, an institutionally-initiated blended learning program can reap benefits that impact face-to-face teaching and learning across departments.

Investments may be required in the following areas to build, deliver, and assess blended learning:

- technology infrastructure
- special funding
- incentives
- special awards
- release time
- professional development
- evaluation support

- instructional design
- media production services
- technical help desks
- learning management systems or other learning technologies



Excerpted from “Blended Courses as Drivers of Institutional Transformation” in **Blended Learning Across Disciplines:** ... where blended courses (also known as hybrid or mixed-mode courses)

have succeeded, they have most often done so when strategically aligned with an institution’s mission and goals. The development and delivery of blended courses can be used to address a variety of institutional, faculty, and student needs. For universities, blended courses can be part of a strategy to compensate for limited classroom space. For faculty, blended courses can be a method to infuse new engagement opportunities into established courses or, for some, provide a transitional opportunity between fully face-to-face and fully online instruction. For students, blended courses offer the conveniences of online learning combined with the social and instructional interactions that may not lend themselves to distance delivery (e.g., lab sections). If an institution’s blended learning strategy can be designed to address the needs and dynamics of all three constituencies (institution, faculty, student) simultaneously, then the modality can become a powerful force for transformation.

However, the converse is also true. When blended courses do not succeed, it is often the result of a misalignment with institutional, faculty, and/or student needs. An example of an institutional misalignment would be offering a blended course that time shifts face-to-face meetings on an irregular basis (e.g., the first three weeks of the term are in class, the next two meetings are online, followed by two weeks in class, and then every other week online). While possibly making instructional sense, such a schedule would not allow an institution to leverage the blended format to maximize classroom space utilization. Because of the irregular schedule, the classroom would need to remain reserved for the entire term, even during those sessions that are conducted online. A more effective approach might be to schedule blended courses so that they accommodate a regular, predictable meeting schedule. An example of misalignment with faculty needs would be arbitrarily compelling unwilling faculty or inappropriate topics into the blended modality. Forcing a subject best addressed via a different modality into a blended format will create extra work and unnecessary angst for already-busy faculty. For students, the benefits gained by a blended course are realized only if the associated risks are mitigated; for, without careful course planning and

design, the blended format could offer the worst aspects of both the live and online modalities instead of offering the best. Students must also possess the self-motivation required to be successful in online learning. If an institution can create a supportive environment for faculty and students to ameliorate these risks, the transformational potential of blended learning can be realized.

*Dziuban, C., Hartman, J., Cavanagh, T.B., & Moskal, P.D. (2011). Blended Courses as Drivers of Institutional Transformation. In Kitchenham, A. (Ed.), Blended Learning across Disciplines: Models for Implementation. (pp. 17-37). doi:10.4018/978-1-60960-479-0.ch002*

Prime indicators to assess readiness to engage in an institutional blended learning initiative include:

- A commonly understood definition among stakeholders for “blended learning”special funding
- A blended learning strategy that aligns with institutional goals
- An effective organizational model to support the blended learning initiative
- Qualified staff capable to support diverse faculty needs and lifecycle of course

- Online student support services to support blended learning
- A robust planning process to identify blended learning faculty/courses to develop learning management systems or other learning technologies
- A faculty development program to prepare faculty to teach blended learning courses, including incentives and rewards as part of the program
- Learner support resources to prepare students to learn in blended learning courses
- The ability to identify blended learning courses in the class schedule
- Blended learning policies developed around accessibility, copyright, and intellectual property
- An evaluation program to assess the impact of the blended learning initiative
- ROI calculated based on resources dedicated to the blended learning initiative
- Reusable courses and materials shared within departments engaged in blended learning







# ActiveLearn

The **ActiveLearn** platform helps bring together the right set of tools to deliver a more effective learning experience.

Opening up the technology and removing barriers so you can focus on the fundamentals, manage outcomes and improve performance in real time. Dashboard views allow for effective management of the experience by all stakeholders.







## ActiveTransact

Make life on campus safer and more convenient and everyone will prosper.

**ActiveLearning Transact** technology gives you the security and convenience of a true cashless campus, facilitating the delivery of financial aid and offering students a secure and easy way to make purchases on and off campus using just their ID card or other payment methods.

## ActiveCollaborate

Offer a more collaborative, interactive learning experience that constantly evolves and you'll keep everyone engaged.

The ActiveLearning Collaborate platform helps you create virtual classrooms, offices and meeting spaces that open more possibilities to more students. Offering exciting new approaches to peer-to-peer learning and instructor-led help while involving each student on an individual level.





## *Active***Analytics**

Transforming data into actionable information and enabling informed decision making and improved performance; that's what the ActiveLearning Analytics platform is all about.

Making sure campus leaders have easy, self-service access to data that matters. Helping you reap the benefits of data warehousing, reporting, and analytics while avoiding technical pitfalls found in other solutions.

## *Active***Mobile**

Give your learners, educators, and community access to all aspects of the educational experience on their mobile devices and they'll be able to go anywhere and continue learning.

That's what ActiveLearning Mobile solutions are all about. Giving you the power to engage everyone on their terms and devices. Offering instant access to the information they need. Encouraging the interaction they crave.





# ActiveConnect

Being able to reach your community, anytime, anywhere can bring your world infinitely closer. That's what the ActiveLearning Connect service is all about. Helping you put everyone on the same page in an instant.

Sharing time-sensitive information easily. Engaging with anyone however they prefer—voice, text, email, and even social media.

# Features

A perfect blend of tradition and innovation, ActiveLearning LMS is abundant in features that you need now and some that will cater to your future needs. Some of these features have been recognised by prominent bodies in United States and rest of the world.



Gradebook Manager | Albert Taylor9

Home > Gradebook Manager | Albert Taylor9

Albert Taylor9 Gradebook

Course ID	Course Name	Obtained Marks	Total Marks	Letter Grade	Percentage
14316	W000 - Biology - 2012	45.06	100	B	45.06
14316	W000 - U.S. History - 2012	152.87	200	F	76.43
2007140	W000 - Chemical Bonding - 2012	16.0	30	F	53.33
2007110	W000 - Earth Science - 2012	70.04	90	D+	77.82
12345678	W000 - Algebra 1 - 2012	29.0	40	C	72.50
1007110	W000 - English 1 - 2012	91.57	120	D	76.31

Showing 1 to 6 of 6 entries

Grade Legend

Grade Scored	Between	Letter Grade
91 %	100 %	A+
81 %	90 %	A
70 %	80 %	B+
61 %	70 %	B
50 %	60 %	C+
40 %	50 %	C
30 %	40 %	D+
20 %	30 %	D
10 %	20 %	D-
0 %	10 %	F

## Dashboards

- Provides access to popular informal learning applications and powerful access to web based learning resources
- Dashboard type access to LMS's most used functions
- Dynamic environment which is constantly updating and changing encouraging learner involvement

## Overall design

- Promotes a social constructionist pedagogy (collaboration, RLOs, critical reflection, etc)
- Suitable for 100% online classes as well as supplementing face-to-face learning
- Simple, lightweight, efficient, compatible, low-tech browser interface
- Course listing shows descriptions for every course on the server
- Courses can be categorized and searched - one LMS site can support thousands of courses
- Emphasis on strong security throughout. Forms are all checked, data validated, cookies encrypted etc
- Each text entry areas can be edited using an embedded WYSIWYG HTML editor

## Multi Site management and Under Master site

- Multi Sites can be configured through Admin Dashboard. They act as an independent site but shares the resources of Master Site
- Sites can be modified by a robust Site administration Tool.

## User management

- Goals are to reduce admin involvement to a minimum, while retaining high security
- Students are encouraged to build an online Edit profile including photos, description.
- Each person needs only one account for the LMS site. Each account can have access to different courses
- The administrator (admin) user account controls the creation of courses and creates teachers by assigning users to courses and giving them a role in that context
- Default Roles: Admin, Mini-Admin, Teacher, Student, Parent, Instructional Designer and Counselor

## Course Management

- Typically instructional designer and Super Admin has full control over all settings for a course.
- Flexible array of course RLOs - Forums, Quizzes, Resources, Surveys, Assignments, Chats, Workshops and more.
- All grades for many kinds of RLOs can be viewed on one page (and downloaded in several formats).
- Graded RLOs can be further calculated or manually entered in the Gradebook which is separated from the initial activity calculation.
- Additionally categories of graded RLOs and display functions allow for custom reports.
- Full user logging and tracking - activity reports for each student are available with graphs and details about each module (last access, number of times read) as well as a detailed "story" of each students involvement including postings etc on one page.

Messages Manager | Messages Manager

Home > Messages Manager

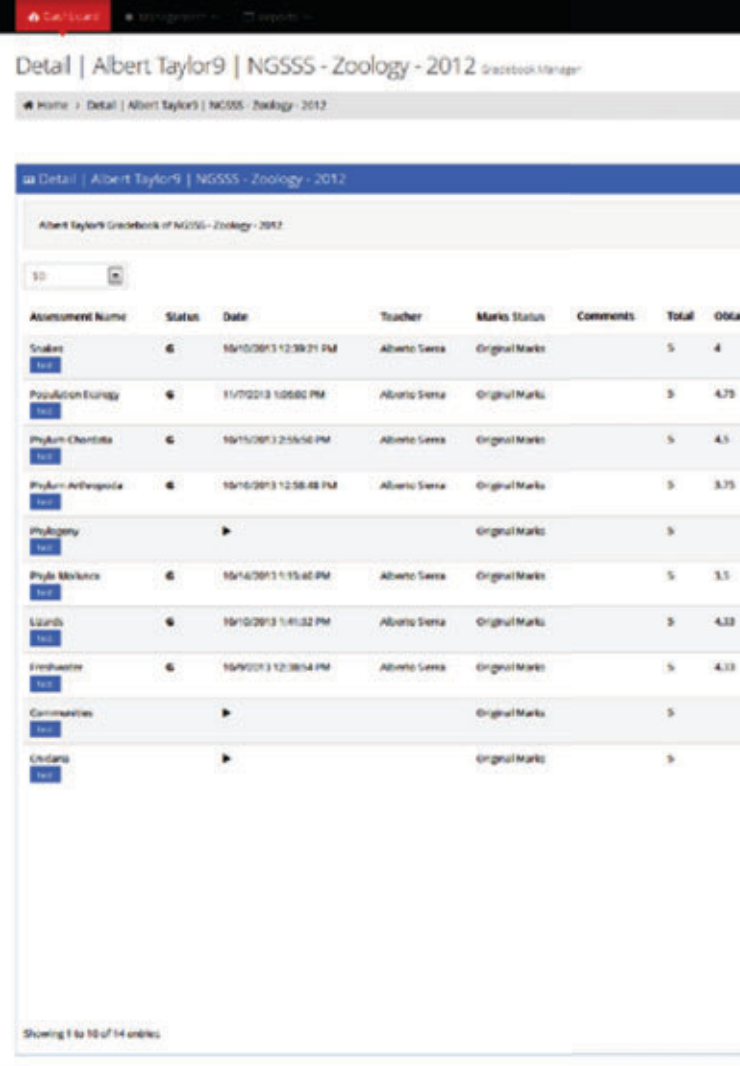
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<input type="checkbox"/>	Low	Cecilia Hammett	Arleny Taveras12 Radical Expression Assessment Graded



- Teacher feedback is appended to the assignment page for each student, and notification is mailed out.
- The teacher can choose to allow resubmission of assignments after grading (for regrading)
- Allowing resubmissions can allow the teacher to progress monitor student projects/assignments as they evolve.

## RLOs (Reusable Learning Objects)

RLOs (Reusable Learning Objects) can be created as assignments both grade able and Not grade able. Following is the complete list of supported RLOs

- Assignment
- Discussion
- Blog
- Journal
- Wiki
- Lesson
- Test

## Quizzes

- There are many types of standard questions formats that can be used in the Quiz module. Quiz offers many scoring methods and ways to present itself to students.
- Quizzes are automatically graded when a student finishes. An entire quiz or specific questions be regraded at any time, should the teacher change an answer's score.
- Quizzes can have a limited time window outside of which they are not available
- At the teacher's option, quizzes can be attempted multiple

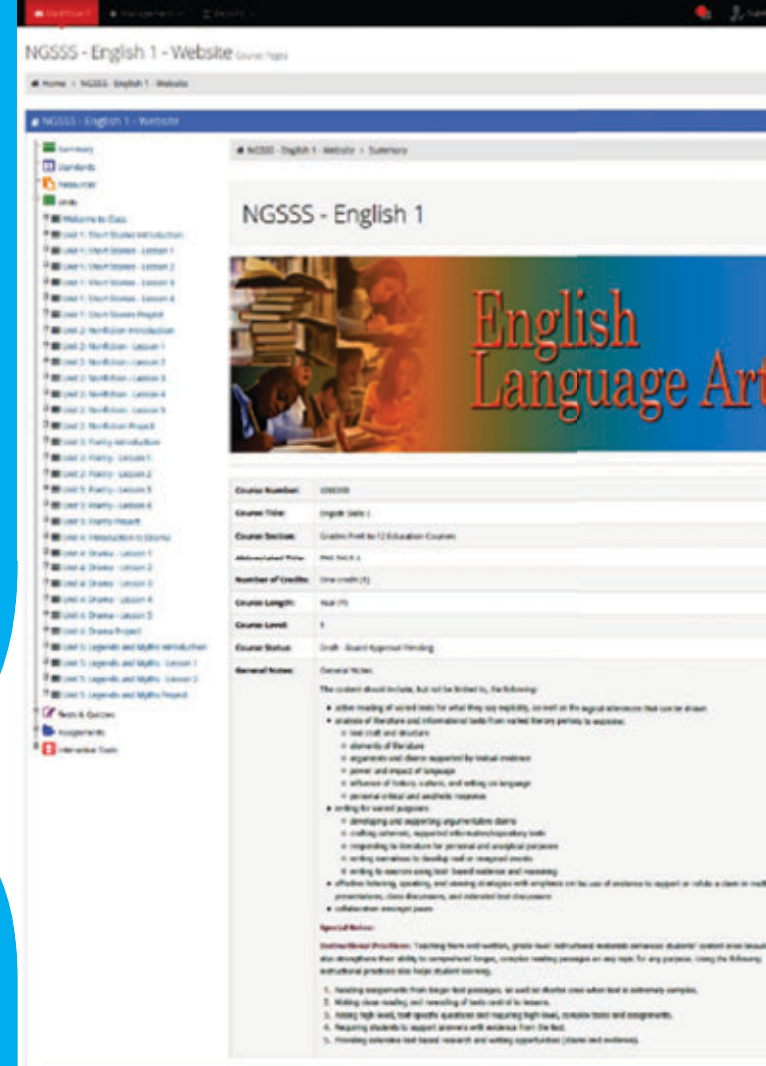
- times, and can show feedback and/or correct answers
- Quiz questions can be shuffled (randomised) to reduce cheating
- Quizzes can be attempted multiple times, if desired
- Questions are stored in categories that are part of a robust Question bank for easy access.
- Categories of questions can be arranged in the database so they can only be used in a specific quiz, or in a specific course or in any quiz on the site.
- Edited questions can replace the original or become new questions in the database
- Questions use HTML formatting, images and has a friendly tool bar in both the question and answer areas.
- Quiz questions can come from specific question in a category. These can be mixed and matched to suit the teacher.

## Question Types

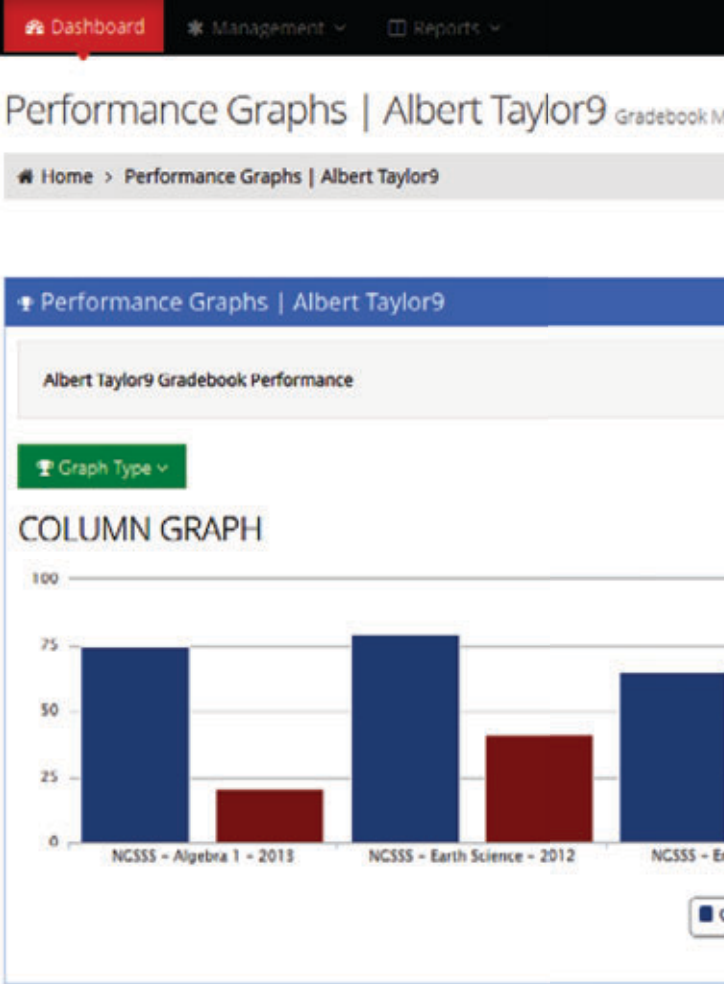
- Multiple-choice questions supporting single or multiple answers
- Short Answer questions (words or phrases)
- True-False questions
- Matching questions
- Random Short answer questions
- Numerical questions (with allowable ranges)

## General Reports

- Daily Attendance
- Monthly Attendance
- Monthly Attendance Performance
- Yearly Attendance Performance







- Overall Attendance
- Overall Attendance by Course
- Short Attendance Report
- User Performance Reports
- Monthly Course Performance
- Yearly Course Performance
- Course Monthly Grade Trend
- Course Yearly Grade Trend
- Course Standards
- Course Item Statistics by Month
- Course Item Statistics by Year
- Course Grade Comparison
- Full Student Roster
- Course Sections Averages
- Course Failing Grades
- Course Enrollments By Month
- Course Enrollments by Year
- Student Progress Report

### Special Features

- One Teacher can teach in Multiple Sites
- One Course can be shared in Multiple Sites
- Transfer of Student from one site to another
- Custom Branding of Each Site

### Audio / Video Collaboration Features

#### Record and Playback

System can record your lectures for later playback by students.

### Integrated VoIP

System voice conferencing supports voice over IP (VOIP) conferencing out-of-the-box. All your students require are speakers and a microphone to participate.

### Whiteboard

Whiteboard controls let you annotate and call out key parts of your presentation for viewers.

### Presentation

The presenter can upload any PDF presentation or Microsoft office document to present, zoom, pan, and keep students in sync.

### Desktop Sharing

Go beyond slides. The presenter can broadcast their desktop for all students to see. Works on Mac, Unix and PC.

### Web Cam

Multiple users can share their webcam at the same time. There is no built-in limit on the number of simultaneously active webcams.

