

## Group 1: BC Campus Rubric

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### Précis

Our purpose at BCcampus is to enable access to new and powerful learning opportunities for students in post secondary institutions throughout British Columbia. In particular, our goal is to collaborate, facilitate, and evaluate innovative post secondary projects that will provide the best learning opportunities for students (BCcampus, 2017). As workers for this publicly funded organization, we have been tasked with developing an evaluation rubric that will aid in the selection of a new learning management system.

Our two learning management systems to explore and compare include one that is open sourced and the other that is vendor based. The open source option would provide great opportunities for customization, but could be potentially problematic in the areas of security and privacy since the source code is easily available and vulnerabilities can be exposed. The IT department at BCcampus is also being cut in half within three months limiting the amount of help and support that may be available going forward.

The vendor based option would provide more technical support, rapid deployment, and most likely a lower learning curve, however the licensing fee expires in 2018 so future costs should be considered.

Knowing that our choice will impact thousands of post-secondary students, it is imperative that we create a rubric based on sound research. Using Bates' SECTIONS model, we have organized our rubric into his eight categories: Students, Ease of Use, Costs, Teaching Functions, Interaction, Organizational Issues, Networking, and Security and Privacy. As well we have developed three levels in order determine how the LMS ranks in each category: Level 3 Excellent, Level 2 Useful, Level 1 Fair.

## Rubric:

Category	Level 3 - Excellent	Level 2 - Useful	Level 1 - Fair
Students	Platform is widely accessible to a broad range of student- and institutionally-owned devices. Students with a broad range of technological abilities may be accommodated. Applications to student success are easily demonstrated, through easy faculty/student communication, potential for cooperation among students and accommodation of diverse learning needs.	Platform is widely accessible across a range of devices, although specialized technical knowledge may be required. There is potential for communication between staff and students. Students from diverse backgrounds may find aspects of the platform challenging. The platform seem geared to manage assignments favouring a specific learning style.	Students will be required to purchase a specific device in order to access the LMS. The platform seems able to accomodate a very limited style of assignment, catering to a specific set of learning styles.
Ease of Use	The LMS user interface is easy to navigate for students and staff with limited computer experience. Course materials are set out to be easily accessible and student-created materials are not in danger of being lost part-way through creation. Software is reliable, robust and easy to upgrade and maintain. Course materials sit on a server with off-site backup and 24-hour technical support.	LMS user interface is functional, if occasionally unappealing and non-intuitive. Some specialized technical knowledge may be required for students to be assured that their working files are not in danger of being lost. Downtime may be required in order to upgrade/maintain software. LMS provider may be unable to provide evidence of multiple-location servers. Technical support may not always be available.	The LMS is frustrating to use, for both students and staff. Course materials become difficult to locate and there are compatibility issues with student hardware/software. Technical support is not provided in a timely manner. There may be a history of course materials and student work being lost due to server issues.
Costs	Scalable development costs for the LMS are affordable and take into consideration production and media costs, instructor time, copyright clearance and instructional designers. Maintenance and overhead costs are relatively low.	Scalable development costs for the LMS are affordable but only take into consideration some elements of production and media costs, instructor time, copyright clearance and instructional designers. Moderate maintenance and overhead costs.	Scalable development costs for the LMS are high and do not take into consideration all elements of production and media costs, instructor time, copyright clearance and instructional designers. Maintenance and overhead costs are high.

Teaching Functions	Platform allows instructional designers and teachers to create a rich learning environment for students, which take into account aspects of all twelve principles of multimedia design: coherence, signalling, the avoidance of redundancy, spatial contiguity, segmenting, pre-training, modality, multimedia, personalization, voice and use of image.	Platform allows instructional designers and teachers to create an adequate learning environment for students that takes into account some aspects, but not all of the twelve principles of multimedia design.	Platform allows instructional designers and teachers to create a basic learning environment for students that takes into account limited aspects of the twelve principles of multimedia design.
Interaction	<p>Platform choice affords rich interactions including:</p> <p>student-material <i>(interactive web design, software plugins, library access, tests)</i></p> <p>student-student <i>(asynchronous forums, email, sandboxes, video, file sharing)</i></p> <p>student-instructor <i>(email, video, forums, file sharing)</i></p>	<p>Platform choice affords many but not all interactions including:</p> <p>student-material <i>(interactive web design, library access, tests)</i></p> <p>student-student <i>(asynchronous forums)</i></p> <p>student-instructor <i>(email, forums)</i></p>	<p>Platform choice affords basic interactions including:</p> <p>student-material <i>(course resources, tests)</i></p> <p>student-student <i>(none)</i></p> <p>student-instructor <i>(email)</i></p>
Organizational Issues	Platform choice aligns with institutional education goals. Plans include support for thorough professional development. IT and professional services are available for resource and course development.	Platform choice aligns with institutional education goals. Plans offer some professional development for staff. IT services are limited but available for course development.	Platform choice aligns with institutional education goals. Limited or no professional development or IT staff.
Networking	Provides for safe and flexible collaboration through a variety of social networking tools such as blogs, wikis, youtube, etc., to	Provides for asynchronous and some synchronous collaboration through few social networking tools. Software is not well integrated and functionality	Limited social media available. Allows for some sharing of files and asynchronous teamwork.

	enable learners to network beyond the course material and enrich student learning. Allows for video conferencing, self-managed learning groups and flexibility of future tools.	is suspect.	
Security and Privacy	Password protected platform on secure Canadian server. LMS requires single sign-on and integration is seamless to the user; combined with campus authentication. Password verification runs continuously in the background. LMS monitors and cross-references data to verify users. Institutional privacy issues are followed.	Password protected platform on secure server; passwords require complex combinations. LMS requires single sign-on but integration is not seamless. LMS monitors users. Institutional privacy issues are followed.	LMS is password protected, however, passwords do not require complex combinations and are not integrated with campus authentication. Institutional privacy issues are not considered.

### Concluding paragraph:

As a group, we decided that we wanted to include elements from the SECTIONS model outlined by Tony Bates, tying in elements from A. Chickering & C. Ehrmann as well. While evaluating the value in two separate Learning Management Systems (LMS's), BCcampus will need to take into consideration factors affecting Students, Ease of Use, Cost, Teaching Functions, Interaction, and Security and Privacy. We decided to use Bates over Chickering & Ehrmann as our primary source because Bates discusses issues more directly related to online learning and learning management whereas Chickering & Ehrmann speak more to pedagogy and general learning issues. Ultimately, the BCcampus executive will need to rely on their instincts and recognize that the rubric is a tool designed to explore and guide, rather than definitively select educational technology.

## References:

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