**Appendix A  
Table 1: Detailed Evaluation Rubric for the Selection of a Learning Management System\***

*\*(adapted from ETEC 565A group assignment by Alison Baillie, Diana Bang, Leslie Dawes, Kirklan Lum, Deborah Schell)*

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| --- | --- | --- | --- | --- | --- | --- |
| **Name of LMS Evaluated: *Moodle*** | | | | **Date: June 7, 2011** | | |
| **Criteria** **based on  SECTIONS framework by  Bates and Poole  (2003)** | **Does Not Meet Expectations**  **https://lh4.googleusercontent.com/VDFHZRbadRMLA-Aayb7Xid703LknfHjFQtSmlNzmhhFHflW9YQ5Z6bypo2J3MdssZuzOeRBODqo98WoHkp0tR_pTPYmkO70bNu5YpVTYCPCJsi5pYGnMZLYnDA(1)** | **Meets Expectations**  **(2)**  **https://lh3.googleusercontent.com/ijWZ0lKZTtBNzpdMJbOKB9bT0V8rpHwMaaO5dhvWtPlT0fwP5GnrrL7U-3gHoMGrtLaTzssgSYRLQK51S7BsjsUuuV5JlfjjcHHpZma3s_6o8WTQRgZWaLT89w** | **Exceeds Expectations**  **(3)**  https://lh3.googleusercontent.com/JWZEhKdxjvgxrXbZmOzfwKl6yv3GkTwVYxFCHKBwO7u7PrrZrwAMJg7_VxPhId3qXk0EskO55qCI-AbPx0c_NHGabVi_xtMBeDbfZN_VdjIOl9A-DsOwzLqPDQ | | **Score**  **(1-3)**  **or**  **N/A** | **Additional Comments** |
| **(S)  Students** | Students are unable to access the site 24/7 due limited connectivity. | Students have access most of the time and elements account for some differences in student demographics and language. | Students have access 24/7, can work completely independently, all elements account for differences in student demographics. | | 3 | Students can access the course site 24/7 via the Internet.  Moodle is designed with constructivist principles in mind to meet students’ diverse needs. |
| **(E) Ease of Use and Reliability** | Restrictions on access to information, e.g. frequent crashes, LMS rarely available.  Upgrades are frequently required for both administrators and users. | Time investments in technology are needed to understand the affordances.  Upgrades are occasionally required for both administrators and users. | Students have unlimited access to all information without restrictions.  Upgrades are rarely required for both administrators and users. | | 2 | Interface is easy-to-use as it showed the instructor what the student would see in addition to a common set of editing tools  Moodle works without modification on any system that supports PHP including most web host providers. |
| **(C) Costs** | Cost per student is too high. | Usage costs are reasonable and per student ratio is manageable. | Is cost effective. | | 3 | No cost for use, licensing fees, training, and support. |
| **Criteria** **based on  SECTIONS framework by  Bates and Poole  (2003)** | **Does Not Meet Expectations**  **(1)**  https://lh4.googleusercontent.com/VDFHZRbadRMLA-Aayb7Xid703LknfHjFQtSmlNzmhhFHflW9YQ5Z6bypo2J3MdssZuzOeRBODqo98WoHkp0tR_pTPYmkO70bNu5YpVTYCPCJsi5pYGnMZLYnDA | **Meets Expectations**  **(2)**  https://lh3.googleusercontent.com/ijWZ0lKZTtBNzpdMJbOKB9bT0V8rpHwMaaO5dhvWtPlT0fwP5GnrrL7U-3gHoMGrtLaTzssgSYRLQK51S7BsjsUuuV5JlfjjcHHpZma3s_6o8WTQRgZWaLT89w | **Exceeds Expectations**  **(3)**  https://lh3.googleusercontent.com/JWZEhKdxjvgxrXbZmOzfwKl6yv3GkTwVYxFCHKBwO7u7PrrZrwAMJg7_VxPhId3qXk0EskO55qCI-AbPx0c_NHGabVi_xtMBeDbfZN_VdjIOl9A-DsOwzLqPDQ | | **Score**  **(1-3)**  **or**  **N/A** | **Additional Comments** |
| **(T) Teaching and Learning** | One-shot instructional sessions cannot be used as an assessment tool. | Assessment methods could permit use of one-shot instructional sessions. | Assessment methods would permit use of one-shot instructional sessions. | | 3 | One-shot instructional sessions or full-length courses can be created and information can be organized to include links to catalogues, search strategies, tutorials, etc. |
| **(I) Interaction and Interactivity** | Materials are completely static, e.g. students are only able to download and read. | Dynamic materials, such as videos and audio, but few opportunities to interact with other students. | Offers tools such as automated feedback, discussion boards, and software to simulate manipulation of problems. | | 3 | Calendar, quizzes, announcements, chat widgets, RSS feeds, and discussion forums can be used. Customized content is available as assignments can be uploaded, and linked to instructional videos. |
| **(O) Organizational Issues** | Technical assistance to support users is not available when needed. | Technical assistance to support users is partially available when needed. | Technical assistance to support users is readily available when needed. | | 3 | Moodle’s online community provides support and technical assistance can be sought from the  IT department. |
| **(N) Novelty** | Program does not appeal to learners and is out dated.  Program is new and has not been tested. | The program appeals to learners.  The program is fairly current. | Program is appealing, engages and motivates students.  The program is current and in demand. | | 3 | It is the leading open source LMS used by North American and European universities (with more planning to convert from proprietary LMSs). |
| **(S) Speed** | Technology makes it difficult to update course materials for changes. | Technology is somewhat flexible when updating course materials for changes. | Technology allows the flexibility to update course materials easily to incorporate changes. | | 3 | Developers can fix issues and build new components without waiting for a full release of changes. |
| **Total Score =** | | | | | **23** | Moodle is a viable solution. |