

# Syllabus<sup>2005</sup>

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## Leveraging your current CMS into a Next Generation Model

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# agenda

## **Part 1: The Traditional Model**

- How ready is your institution?
- How does current CMS support learning?

## **Part 2: The Learner-centric Model**

- Where is the learner?
- What should your CMS do to support the learner?

## **Part 3: Building Blocks for Deeper Learning**

- What can improve your current CMS?
- How can you evaluate building blocks??



# 1.0 Activity: How ready is your institution?

- What is your current use of CMS?
- How does your use of CMS relate to your institutional mission and culture?

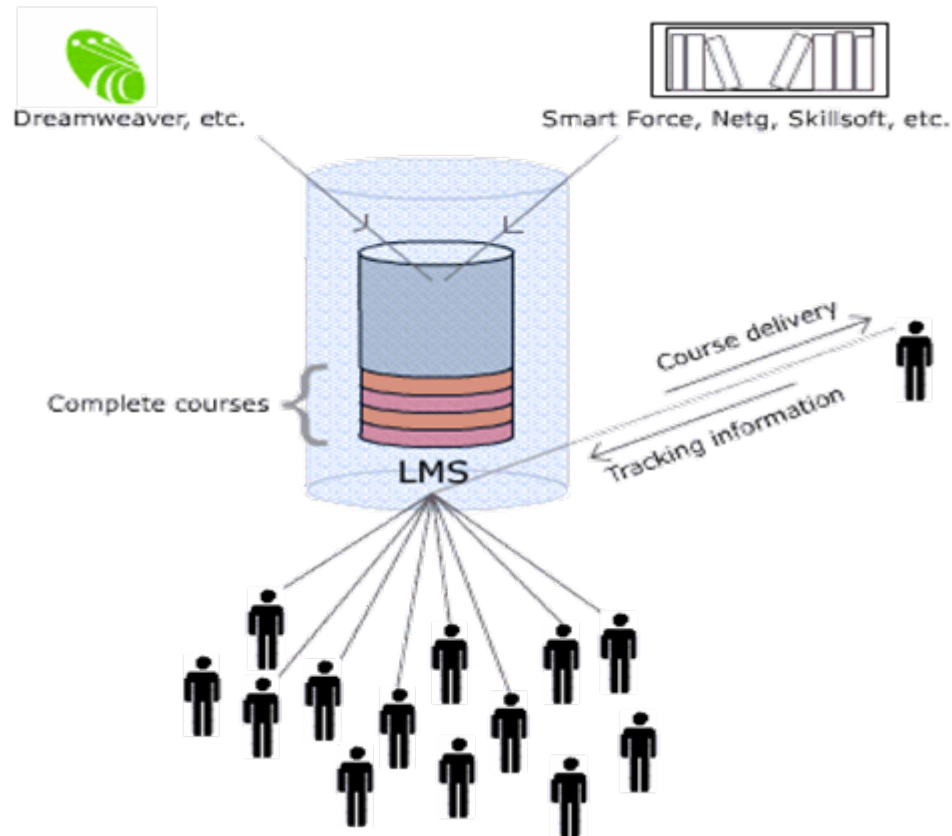


# 1.1 Typology of Management Systems

## *Learning Management Systems (LMSs)*

- Enables the delivery, management, and administration of learning across an institution.
- Allows the delivery of one course to many learners.
- Enables the reusability of content at the course level.
- Provides capabilities for
  - home pages for students,
  - automated course catalogs,
  - classroom resource management,
  - online student enrollment,
  - records and content keeping,
  - integration of third party content, and
  - tracking and reporting of learner progress, testing, and delivery of electronic courses.

# The Learning Management System



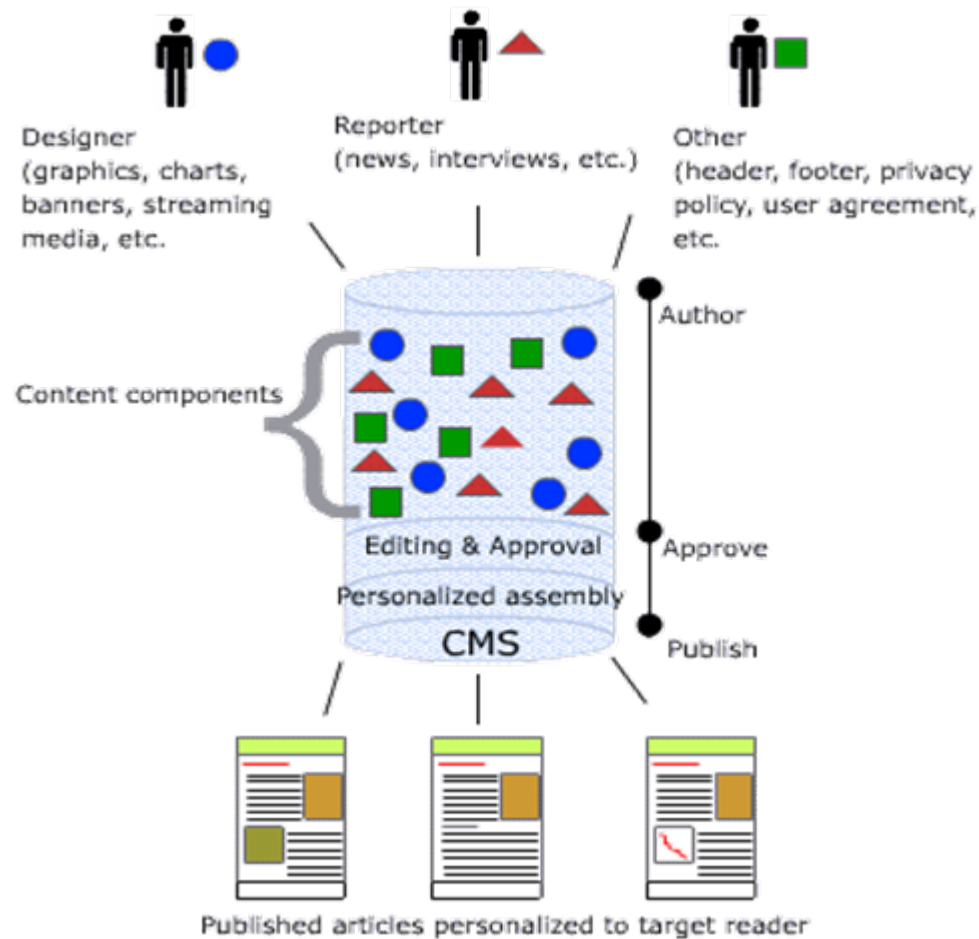


# Typology of Management Systems

## *Content Management Systems (CMSs)*

- Simplifies the creation and administration of online content (articles, text, images, audio) used in the instructional process.
- Enables the separation of content from presentation.
  - Complete instructional modules are assembled from several self-contained chunks called "content components," which provide a personalized instructional experience (personalized learner or instructor assembly).
- Content components when used in the learning domain are called "learning objects," or reusable learning objects (RLOs).

# The Content Management System



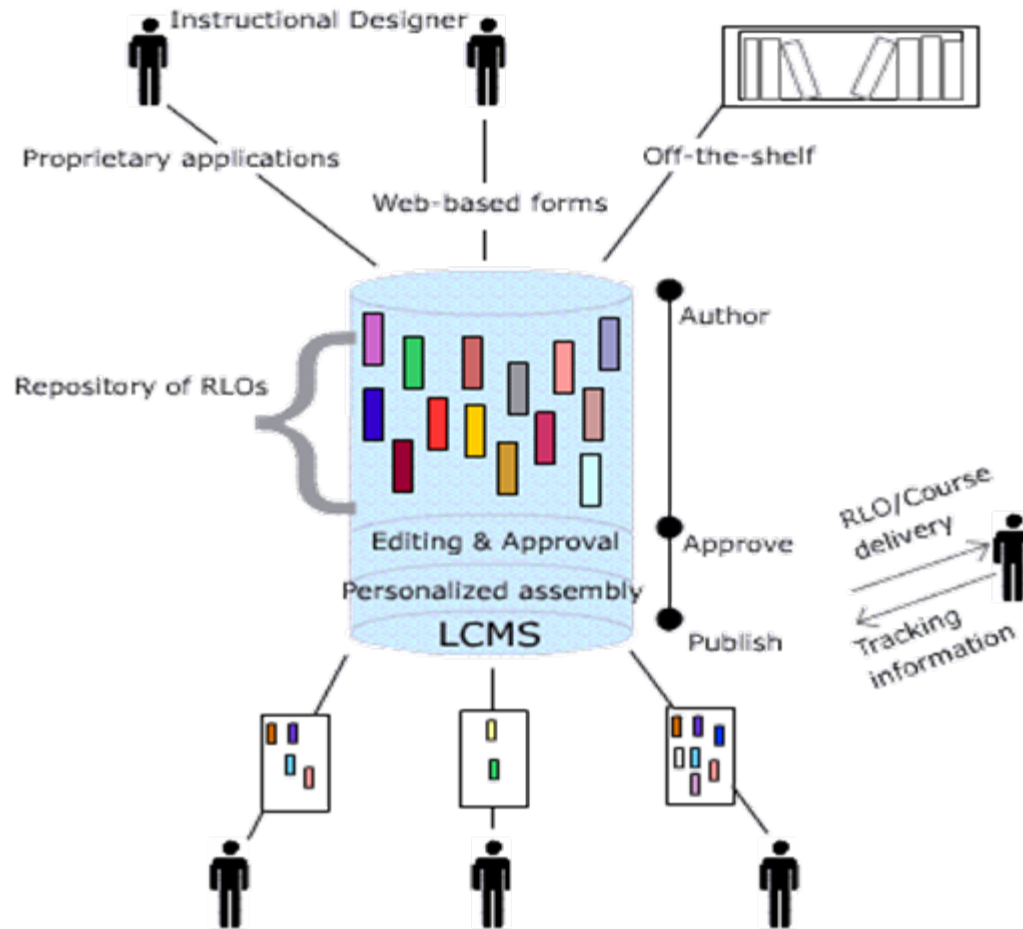


# Typology of Management Systems

## Learning Content Management Systems (LCMSs)

- Used to author, approve, publish, and manage learning content (more specifically referred to as learning objects).
- Combines the administrative and management dimensions of a traditional LMS with the content creation and personalized assembly dimensions of a CMS.
- Workflow processes
  - Instructional designers create either new RLOs targeting specific performance goals, or new courses by assembling already created RLOs, editors view the submitted RLO or course, and either approve or reject it, and customization is enabled, targeting RLOs or courses to individual courses or learning styles.

# The Learning Content Management System



# Distributed Learning Continuum

Distributed Learning Activity/Tool	Institutional Resource Use	Technical Expertise
Basic technology used for instructional purposes (ELMOs, electronic presentations, Internet, email, video)	Low (varies by medium used)	Low/Medium
Instructional labs (Virginia Polytechnic University's Math Emporium)	High	High
Online courses (faculty-produced/hosted) (Courses conducted using faculty-developed web pages/hosted on faculty or institutional site)	Low/Medium	Very High
Online courses (institutionally-hosted) (Courses conducted using commercially-developed course management systems (i.e., WebCT, Blackboard) or institutionally-developed products)	High	Medium
Learning Management Systems (LMS)	High	Very High
Content Management Systems (CMS)	High	High
Learning Content Management Systems (LCMS)	High	Very High
Digital repositories (example: MIT's DSpace)	High	Very High



## 1.2 Activity: Your CMS

Identify the CMS currently in use on your campus and place a check beside each feature that is widely used (to the best of your knowledge).



# Functions of today's CMS

- Communication tools
- Productivity tools
- Student involvement tools
- Support tools
- Course delivery tools
- Curriculum “design”



## 2.0 Next-generation CMS - deeper learning

- Active
- Contextual
- Social
- Engaged
- Ownership

# Learning activities

- Thinking
  - Problem solving & Analyzing
- Assignments
  - Discovery, Experiential and field-based, Apprenticeship
- Projects
  - Group, Case studies, Products
- Assessment
  - Formative and Self



## 2.1 Activity: Your Needs

Examine the provided handout listing the capabilities of a next-generation CMS (Carmean & Haefner, 2002). Place a check box beside each capability that you feel would benefit your instructors and your student body.

## 2.2 Shift in expectations

- Management to learning
- Controlling to allowing
- Linear to random
- Documenting to authentic assessment
- One size fits all to many sizes fit everyone



# Functions of the future

- access controls
- assessment
- cognitive and metacognitive supports
- organizational tools
- collaboration/communication tools
- user interface and navigation
- content creation and delivery
- instructional/ learning design supports
- connective functions
- cross-functional capabilities
- standards and specifications

## 3.0 Building Blocks

- Games
- Interaction
- Assessment
- Reflection



## 3.1 Activity: Evaluating blocks

Select two of the products listed in the provided handout. Use the two evaluation checklists to get an idea of what information might be required to be collected and collated in order for an effective decision to be made.

- *What questions arise in your mind as you examine this evaluation process? For example,*
- *Who needs to be involved?*

# Questions and comments

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