Higher Education Institutions and Learning Management Systems
Adoption and Standardization

Rosalina Babo & Ana Azevedo
Higher Education Institutions and Learning Management Systems: Adoption and Standardization

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Section 1
Generalities and Perspectives

Chapter 1
General Perspective in Learning Management Systems ..................................................... 1
Robert W. Folden, Texas A&M University-Commerce, USA

In order to properly understand learning management systems, it is necessary to both understand where they came from historically and the theoretical foundations upon which they are built. This understanding will allow for an effective comprehension of the elements that need to be involved in the development of these specialized management information systems that target the delivery of quality instruction at a distance. This chapter will attempt to lay that foundation. It will not cover every detail, but should provide the reader with enough background to be able to view these systems from the proper perspective.

Chapter 2
Knowledge Sharing in a Learning Management System Environment Using Social Awareness .... 28
Ray M. Kekwaletse, Tshwane University of Technology, South Africa

The premise for this chapter is that learning and knowledge sharing is a human-to-human process that happen independent of space and time. One of the essential facets of learning is the social interaction in which personalized knowledge support is an outcome of learners sharing experiences. To this point, this chapter does not directly address a specific learning management system (LMS) platform but addresses forms of communication that can be encountered as tools of LMS platforms. The chapter argues that LMS ought to be able to facilitate the social interaction among learners not confined to particular places. Learners, because of their mobility, perform tasks in three varied locations or contexts: formal contexts, semi-formal contexts, and informal contexts. In this chapter, learners use social awareness to determine the appropriateness of an LMS tool to engage in a knowledge activity, as they traverse the varied contexts. Thus, the chapter posits that a ubiquitous personalized support and on-demand sharing of knowledge could be realized if a learning management system is designed and adopted cognizant of learners' social awareness.

Chapter 3
Learning 2.0: Using Web 2.0 Technologies for Learning in an Engineering Course .................. 50
Thomas Connolly, University of the West of Scotland, UK
Carole Gould, University of the West of Scotland, UK
Gavin Baxter, University of the West of Scotland, UK
Tom Hayney, University of the West of Scotland, UK

Technology, and in particular the Web, have had a significant impact in all aspects of society including education and training with institutions investing heavily in technologies such as Learning Management Systems (LMS), ePortfolios and more recently, Web2.0 technologies, such as blogs, wikis and forums. The advantages that these technologies provide have meant that online learning, or eLearning, is now supplementing and, in some cases, replacing traditional (face-to-face) approaches to teaching and learning. However, there is less evidence of the uptake of these technologies within vocational training. The aims of this chapter is to give greater insight into the potential use of educational technologies within vocational training, demonstrate that eLearning can be well suited to the hands-on nature of vocational training, stimulate further research into this area and lay foundations for a model to aid successful implementation. This chapter discusses the implementation of eLearning within a vocational training course for the engineering industry and provides early empirical evidence from the use of Web2.0 technologies provided by the chosen LMS.

Section 2
Implementing and Evaluating

Chapter 4
Evaluations of Online Learning Activities Based on LMS Logs ........................................... 75
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Jack Lee, The Chinese University of Hong Kong, Hong Kong
Carmel McNaught, The Chinese University of Hong Kong Hong Kong

Effective record-keeping, and extraction and interpretation of activity logs recorded in learning management systems (LMS), can reveal valuable information to facilitate eLearning design, development and support. In universities with centralized web-based teaching and learning systems, monitoring the logs can be accomplished because most LMS have inbuilt mechanisms to track and record a certain amount of information about online activities. Starting in 2006, we began to examine the logs of eLearning activities in LMS maintained centrally in our University (The Chinese University of Hong Kong) in order to provide a relatively easy method for the evaluation of the richness of eLearning resources and interactions. In this chapter, we: 1) explain how the system works; 2) use empirical evidence recorded from 2007 to 2010 to show how the data can be analyzed; and 3) discuss how the more detailed understanding of online activities have informed decisions in our University.