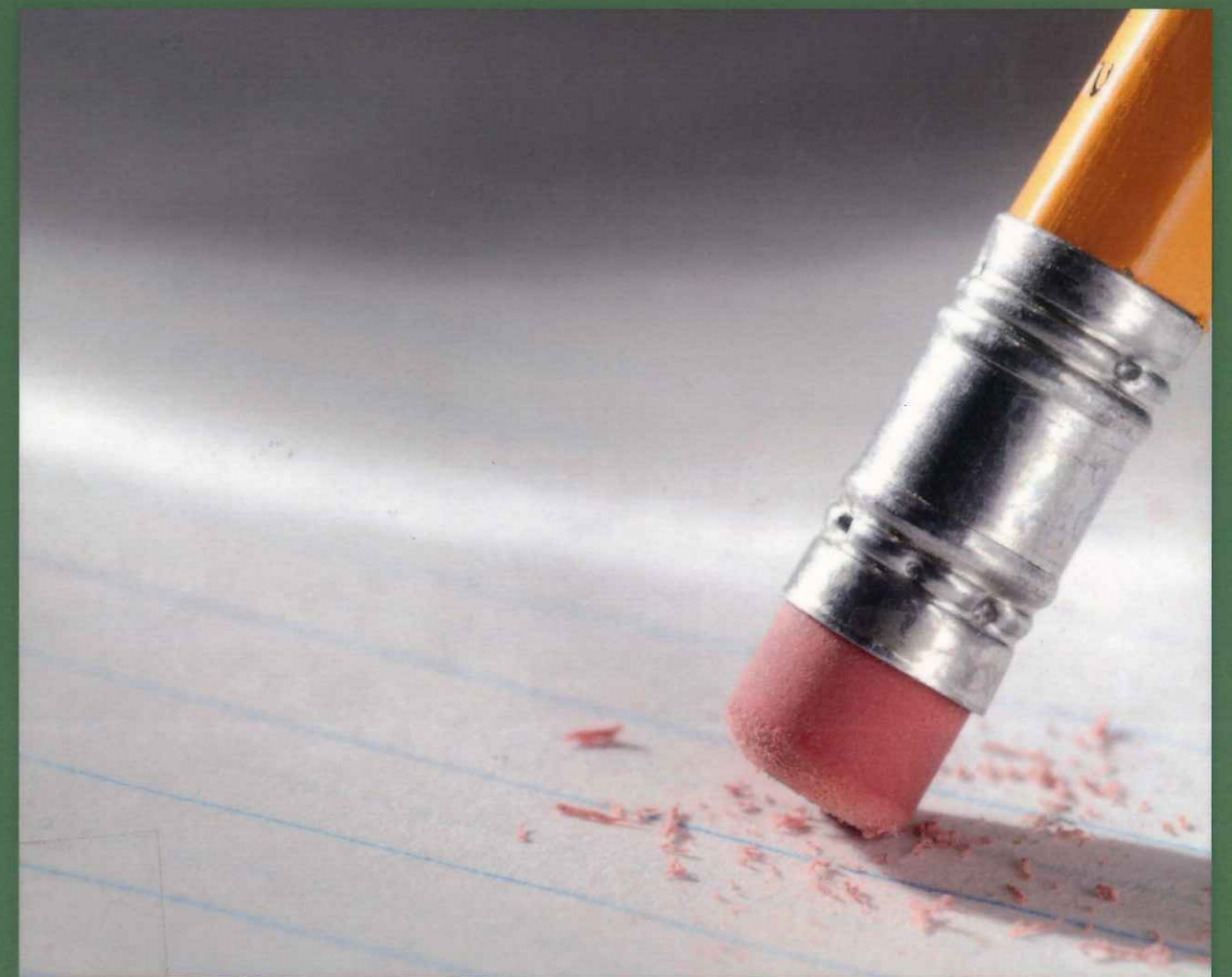


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# Higher Education Institutions and Learning Management Systems Adoption and Standardization



Rosalina Babo & Ana Azevedo

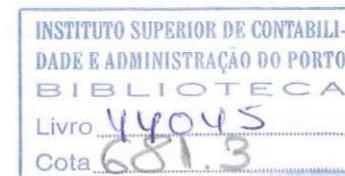
# Higher Education Institutions and Learning Management Systems: Adoption and Standardization

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## Table of Contents

Foreword.....	xv
Preface.....	xix
Acknowledgment.....	xxiii

### Section 1 Generalities and Perspectives

<b>Chapter 1</b>	
General Perspective in Learning Management Systems.....	1
<i>Robert W. Folden, Texas A&amp;M University-Commerce, USA</i>	
<b>Chapter 2</b>	
Knowledge Sharing in a Learning Management System Environment Using Social Awareness .....	28
<i>Ray M. Kekwaletswe, Tshwane University of Technology, South Africa</i>	
<b>Chapter 3</b>	
Learning 2.0: Using Web 2.0 Technologies for Learning in an Engineering Course .....	50
<i>Thomas Connolly, University of the West of Scotland, UK</i>	
<i>Carole Gould, University of the West of Scotland, UK</i>	
<i>Gavin Baxter, University of the West of Scotland, UK</i>	
<i>Tom Hainey, University of the West of Scotland, UK</i>	

### Section 2 Implementing and Evaluating

<b>Chapter 4</b>	
Evaluations of Online Learning Activities Based on LMS Logs.....	75
<i>Paul Lam, The Chinese University of Hong Kong, Hong Kong</i>	
<i>Judy Lo, The Chinese University of Hong Kong, Hong Kong</i>	
<i>Jack Lee, The Chinese University of Hong Kong, Hong Kong</i>	
<i>Carmel McNaught, The Chinese University of Hong Kong Hong Kong</i>	

<b>Chapter 5</b>	
ANGEL Mining .....	94
<i>Tyler Swanger, Yahoo! &amp; The College at Brockport, State University of New York, USA</i>	
<i>Kaitlyn Whitlock, Yahoo!, USA</i>	
<i>Anthony Scime, The College at Brockport, State University of New York, USA</i>	
<i>Brendan P. Post, The College at Brockport, State University of New York, USA</i>	

<b>Chapter 6</b>	
Critical Factors Influencing Instructors' Acceptance and Use of Learning Management Systems .....	116
<i>Kamla Ali Al-Busaidi, Sultan Qaboos University, Oman</i>	
<i>Hafedh Al-Shihi, Sultan Qaboos University, Oman</i>	

**Section 3  
Trends and Challenges**

<b>Chapter 7</b>	
A Comparative Study on LMS Interoperability .....	142
<i>José Paulo Leal, CRACS/INESC-Porto &amp; DCC/FCUP, University of Porto, Portugal</i>	
<i>Ricardo Queirós, CRACS/INESC-Porto &amp; DI/ESEIG/IPP, Porto, Portugal</i>	

<b>Chapter 8</b>	
Mobile Learning Management Systems in Higher Education .....	162
<i>Demetrios G. Sampson, University of Piraeus &amp; Centre for Research and Technology Hellas, Greece</i>	
<i>Panagiotis Zervas, University of Piraeus &amp; Centre for Research and Technology Hellas, Greece</i>	

<b>Chapter 9</b>	
Enhancing Electronic Examinations through Advanced Multiple-Choice Questionnaires .....	178
<i>Dimos Triantis, Technological Educational Institution of Athens, Greece</i>	
<i>Errikos Ventouras, Technological Educational Institution of Athens, Greece</i>	

<b>Chapter 10</b>	
Disability Standards and Guidelines for Learning Management Systems: Evaluating Accessibility .....	199
<i>Lourdes Moreno, Universidad Carlos III de Madrid, Spain</i>	
<i>Ana Iglesias, Universidad Carlos III de Madrid, Spain</i>	
<i>Rocio Calvo, Universidad Carlos III de Madrid, Spain</i>	
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<i>Luis Zaragoza, News Service, Radio Nacional de España, Spain</i>	

<b>Chapter 11</b>	
The Technological Advancement of LMS Systems and E-Content Software .....	219
<i>Dorota Dżega, West Pomeranian Business School, Poland</i>	
<i>Wiesław Pietruszkiewicz, SDART Ltd, UK</i>	

**Section 4  
Case Studies**

<b>Chapter 12</b>	
Differences in Internet and LMS Usage: A Case Study in Higher Education .....	247
<i>Rosalina Babo, Instituto Superior de Contabilidade e Administração do Porto, Portugal</i>	
<i>Ana Cláudia Rodrigues, NID-RH, ESEIG, Portugal</i>	
<i>Carla Teixeira Lopes, Faculdade de Engenharia da Universidade do Porto, Portugal</i>	
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<i>Mário Pinto, KMLT, ESEIG, Portugal</i>	

<b>Chapter 13</b>	
LMS Adoption at the University of Genova: Ten Years After .....	271
<i>Maura Cerioli, University of Genova, Italy</i>	
<i>Marina Ribaudó, University of Genova, Italy</i>	
<i>Marina Rui, University of Genova, Italy</i>	

<b>Chapter 14</b>	
Effective Use of E-Learning for Improving Students' Skills .....	292
<i>Lorenzo Salas-Morera, University of Córdoba, Escuela Politécnica Superior, Spain</i>	
<i>Antonio J. Cubero-Atienza, University of Córdoba, Escuela Politécnica Superior, Spain</i>	
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<i>Laura García-Hernández, University of Córdoba, Escuela Politécnica Superior, Spain</i>	

<b>Chapter 15</b>	
Strategies of LMS Implementation at German Universities .....	315
<i>Carola Kruse, Technische Universität Braunschweig, Germany</i>	
<i>Thanh-Thu Phan Tan, Technische Universität Braunschweig, Germany</i>	
<i>Arne Koesling, Leibniz Universität Hannover, Germany</i>	
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<b>Compilation of References</b> .....	335
--	-----

<b>About the Contributors</b> .....	360
-------------------------------------	-----

<b>Index</b> .....	370
--------------------	-----

# Detailed Table of Contents

Foreword.....	xv
Preface.....	xix
Acknowledgment.....	xxiii

## Section 1 Generalities and Perspectives

### Chapter 1

General Perspective in Learning Management Systems.....	1
<i>Robert W. Folden, Texas A&amp;M University-Commerce, USA</i>	

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
<i>Ray M. Kekwaletswe, Tshwane University of Technology, South Africa</i>	

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
<i>Thomas Connolly, University of the West of Scotland, UK</i>	
<i>Carole Gould, University of the West of Scotland, UK</i>	
<i>Gavin Baxter, University of the West of Scotland, UK</i>	
<i>Tom Hainey, University of the West of Scotland, UK</i>	

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
<i>Paul Lam, The Chinese University of Hong Kong, Hong Kong</i>	
<i>Judy Lo, The Chinese University of Hong Kong, Hong Kong</i>	
<i>Jack Lee, The Chinese University of Hong Kong, Hong Kong</i>	
<i>Carmel McNaught, The Chinese University of Hong Kong Hong Kong</i>	

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.