

IMPLEMENTATION STRATEGIES FOR A LEARNING MANAGEMENT SYSTEM

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Universities have traditionally been defined by the quality of the knowledge that they generate and disseminate. The management and storage of this knowledge has often been left to those who create it or those who use it in their teaching activities. This has given rise to a broad range of, often idiosyncratic and incompatible, systems ranging from knowledge stored in individual heads, hard drives or filing cabinets to sophisticated institution wide library managed approaches.

As access to computers becomes more universal many universities are storing their intellectual property electronically. Considerations such as accessibility, cost effectiveness and interoperability have driven this development. However there are numerous difficulties with managing large volumes of electronic resources. In an aim to solve these problems, various technologies and systems have emerged which compete with more well-established library models of resource management.

A Learning Management System (LMS) may comprise a wide array of components including shared repositories of learning resources; standard sets of descriptors (meta-data) to describe the learning resources, taxonomies and controlled vocabularies to outline the terms of description of the learning resources; interfaces for users to add/edit/search and discover and use learning resources. The development of an effective LMS can facilitate the creation, modification, use and reuse of learning resources by enabling consistent description and management these resources.

Recent debates about issues of standards and systems often underestimate the importance of process development in implementing a LMS. This presentation will focus on the some of the standards and implementation models available and problems identified in the implementation of a Learning Management System

Keywords

Learning management system, LMS, learning objects, learning resources, metadata

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