

## Outstanding Oracle!

The information architecture for learning



IMS Learning  
Information Services

The last Quarterly Meeting of the year was held at Oracle in Redwood Shores, California the 19-22 October. In addition to Project Group meetings, we had a great SOA and Enterprise Learning Integration: Challenges and Solutions through Interoperability Summit on Thursday. We launched the Learning Information Systems (LIS) Alliance at the event, and all Contributing Members and Affiliates have access to the new website at:

<http://www.imsglobal.org/developers/lisalliance/index.cfm>

Look for more tools and goodies in the LIS Alliance soon.

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## Submit your LIA Nomination Now!



Not much time is left. Enter the 2010 Learning Impact Awards Competition

Now is the time to submit your nominations for the Learning Impact 2010 awards. The deadline is 31 December 2009. Details are posted at: <http://www.imslobal.org/learningimpact2010/awards.html>

The **Learning Impact Awards** are designed to recognize the most impactful use of technology worldwide in support of learning. This unique program evaluates established, new, and research efforts in context at an implementing learning institution. Check out past winners at:

<http://www.imslobal.org/learningimpact2009/lia2009winners.html>

<http://www.imslobal.org/learningimpact2008/2008LIAwinners.html>

<http://www.imslobal.org/learningimpact2007/winners.html>



## Submit Your Proposal for Learning Impact 2010

### Call for Proposals and Panel Session Participants

We are accepting presentation and panel participant proposals based on the Program Tracks and Panel Sessions topics below. The deadline to submit proposals is 31 December 2009. Submit your proposal as soon as possible, as space is limited.

Proposals should contain full contact details including job title and organization, as well as a title for your presentation and a brief synopsis including an indication in which Program Track or Panel Session you would like to participate. Email submissions to [LI2010@imslobal.org](mailto:LI2010@imslobal.org)



# Learning Impact 2010

## Understanding and Harnessing the Next Generation of Technology to Transform the Educational Enterprise

Learning Impact 2010 will be held in Long Beach, California the 17-20 May 2010



Shift happens! But what technological shifts can educational leaders take advantage of to improve performance on their mission? What pragmatic technology projects and initiatives can improve access, affordability, and quality? What type of leadership is needed to successfully implement enterprise-wide innovation?

**Learning Impact 2010 and the Learning Impact Awards Showcase** is an executive level gathering of educational leaders, suppliers, and government organizations to encourage new ways to think and collaborative action via projects facilitated by the IMS Global Learning Consortium.

Learning Impact 2010 will focus on four major challenge areas and the technological transitions already underway that will provide leverage in addressing them:

- **Facilitating the pipeline:** Leveraging technology to support curriculum standards, competencies, dual enrollment, transfer of credit, and student preparation.
- **Enabling teachers & engaging students:** Leveraging digital learning applications and content to help teachers be more effective and to help students learn.
- **From educational opportunity to assurance:** Leveraging technology to get timely and better information to assess learning and manage retention.
- **Effective collaborative models:** Leveraging technology to support collaboration across institutions, states, and nations to share costs, spread innovation, and assess student achievement.

The discussion will feature emerging technologies such as next generation learning psychologies and management systems, adaptive tutoring/homework applications, classroom capture and study systems, ePortfolios, collaborative learning platforms, eBooks & eReaders, eAssessment, targeted retention systems, analytic applications, cloud computing, digital content, open educational resources, digital libraries, and assistive technology.

The program will emphasize learning psychology as an underlying foundation in the effective use of technology. The theme of learning outcomes will be central to this program. You will learn about existing IMS Learning Consortium projects in these areas that will help you leverage technology for your specific strategic goals.

## Plenary Keynotes & Panel Sessions

Plenary sessions of Learning Impact focus on the key shifts, challenges, and opportunities as individuals, governments, and corporations around the globe seek better educational experiences:

- **Thinking differently about K-20:** Identifying and removing artificial barriers
- **From course management to digital support for learning:** The new wave of learning focused technology
- **Moving from IT to useful information:** Getting information that transformational leaders want from their IT systems
- **Educational system leverage points:** Institutions and schools are unique, but where should we cooperate on technology and why?

## Technical Tracks

Technical tracks of Learning Impact focus on the key shifts, challenges, and opportunities as individuals, governments, and corporations around the globe seek better educational experiences:

- **Closing the gap between pedagogy and technology:** Identifying and scaling effective practice online and in the classroom
- **Enabling digital content:** Succeeding with the next wave of publisher content, OER repositories, and classroom capture
- **Social and collaborative learning for all:** Using technology to broaden participation and engagement across campus
- **The state of student and institutional analytics:** Metrics, systems, and actions that can make a difference

## The Learning Impact Awards and Showcase

The Learning Impact Awards (LIAs) are designed to recognize the most impactful use of technology worldwide in support of learning. This unique program, now in its fourth year, evaluates use of technology in context to improve educational access, affordability, and quality. Finalists are selected to showcase at the conference and a panel of global experts select the winners who are announced on the final day. Enter the competition for 2010 by December 31, 2009:

<http://www.imsglobal.org/learningimpact2010/awards.html>

## Location

The Learning Impact 2010 Conference and Awards Showcase is taking place in Long Beach, California, USA, 17-20 May 2010. Hosted by the California State University, Learning Impact 2010 is pleased to hold the conference in the Southern California metropolitan area, close to numerous attractions along the beautiful Pacific Coast and the many airports for easy travel.

See the most up to date details at:

<http://www.imsglobal.org/learningimpact2010/index.html>

## Who Attends Learning Impact and Why?

Leaders of institutions, districts, government organizations, and suppliers attend learning Impact, seeking to collaborate in order to make the next wave of tangible innovation occur. Learning Impact is an intimate gathering that results in the building of partnerships among leading organizations. Therefore, it is not a typical conference for collecting information, but rather a meeting where plans are made and actions are initiated to deliver tangible progress toward strategic goals. The IMS Global Learning Consortium staff work with the Learning Impact attendees to formulate and facilitate collaborative projects that address strategic institutional and market development objectives.

Come to Learning Impact and collaborate with other leaders to change how technology is used to improve education and learning!



## 2009 Year in Review

### Fast Facts:

- ◎ We now have 135 Member and Affiliate Organizations –  
<http://www.imsglobal.org/membersandaffiliates.html>
- ◎ We have over 17,000 individuals in our public website community and on our mailing lists <http://www.imsglobal.org/community/index.html>
- ◎ We had over 7,000 specification downloads  
<http://www.imsglobal.org/specifications.html>
- ◎ We have over 17 active Project Groups and PUFSIGS  
<http://www.imsglobal.org/activities.html>
- ◎ We've had over 400 people attend face to face IMS Meetings  
<http://www.imsglobal.org/meetings.html>

### February 2009

- ◎ IMS Quarterly Meeting at California State University - Long Beach, CA
- ◎ IMS Global Learning Consortium and the European Union Commission ASPECT Project Announce Partnership  
<http://www.imsglobal.org/pressreleases/pr090212.html>

## March 2009

- ⊙ IMS Global Learning Consortium and The Advisory Board Company Release Initial Study of Higher Education Targeted Retention Systems <http://www.imsglobal.org/pressreleases/pr031709.html>
- ⊙ IMS GLC Product Directory Features In Progress LearnSAT Ratings <http://www.imsglobal.org/pressreleases/pr090415.html>

## April 2009

- ⊙ IMS Global Learning Consortium 2008 Annual Report Highlights Significant Growth and Achievement in Establishing Educational Technology Standards <http://www.imsglobal.org/pressreleases/pr090415.html>

## May 2009

- ⊙ IMS GLC Learning Impact 2009 - Barcelona, Spain <http://www.imsglobal.org/learningimpact2009/index.html>  
Platinum award winners at Learning Impact 2009:
  - MyMathLab at University of Alabama - USA
  - Glow - Scotland's National Intranet - Scotland
  - Leading the definition of quality online education with a Learning & Career Outcomes infrastructure at Capella University - USA
- ⊙ IMS Global Learning Consortium Announces Sponsors for Development of the Digital Learning Connection
- ⊙ Enterprise Learning Systems and Applications Procurement (ELSAP) Charter Approved <http://www.imsglobal.org/elsap.html>

## June 2009

- ⊙ Learning Information Services v2p0 Internal Draft

## July 2009

- ⊙ IMS Quarterly Meeting TELUQ - Montreal, Canada <http://www.imsglobal.org/july2009montreal.cfm>

## August 2009

- ⊙ New IMS Public Website Launched
- ⊙ Desire2Learn First to Attain IMS Common Cartridge Compliance for Learning Management Systems

## September 2009

- ⊙ Five winners take honors at the Learning Impact 2010 Regional Competition in Korea <http://www.imsglobal.org/pressreleases/pr090917.html>

- ⊙ IMS Global Learning Consortium releases Recommended Practices for Adoption of Service Oriented Architecture for Enterprise Systems in Education final whitepaper <http://www.imsglobal.org/soa/index.html>
- ⊙ Adoption of Service Oriented Architecture for Enterprise Systems in Education: Recommended Practices Final Release Approved <http://www.imsglobal.org/soa/index.html>

## October 2009

- ⊙ IMS Quarterly Meeting – Oracle – Redwood Shores, CA
- ⊙ IMS Global Learning Consortium Announces Participation in the Accessible Portable Item Project <http://www.imsglobal.org/pressreleases/pr091019.html>
- ⊙ Basic Learning Tools Interoperability Internal Draft

## November 2009

- ⊙ IMS Global Learning Consortium Announces SunGard Higher Education and Oracle will Support Industry-Wide Adoption of Open Technology Standards <http://www.imsglobal.org/pressreleases/pr091104.html>

## December 2009

- ⊙ Access For All Digital Resource Description v2.0 Final Specification Approved



## Project Group Details

**Learning Technology Advisory Council (LTAC):** The IMS GLC has formed the LTAC to provide strategic leadership and expert guidance to the international challenges facing the education industry and to support various IMS GLC programs aimed at defining, recognizing and highlighting technology-enabled learning impact and innovation. The LTAC includes fifty learning technology leaders representing thirty K-12 and HE institutions around the world. The advisory function of the LTAC ensures that the work of IMS GLC is aligned with strategic challenges facing the education industry and that the work of IMS GLC provides useful products to the end-user community (K-12 schools, districts and HE institutions). This group meets via quarterly web conferences and during the Annual IMS GLC Learning Impact Conference to provide input and guidance to the ongoing technical specifications and [adoption practice project groups](#).

**Targeted Retention Systems (TRS):** Student retention is always of great concern to higher education institutions, but with the recent economic crisis, institutions are looking to enhance student retention efforts to offset budget deficiencies with decreased attrition rates and increased upper-class enrollments. Technology is critical to the success of an institution's TRS efforts, making it possible for institutions to take a proactive approach to the identification of at-risk students and directing limited resources to the right student at the right time with the right intervention - providing the greatest ROI.

The TRS project group was initiated to provide greater clarity to the institutional requirements for student retention systems and data. In February 2009, the TRS project group released [A Survey of Student Retention and Early Warning Strategies](#),

which identified five innovative student retention early warning strategies. These strategies were derived from their interviews with institutional leaders who have initiated these practices on their campuses. The TRS team is currently developing a follow-up survey to validate these strategies across North American higher education and to gain a better understanding of the technical, systems, data, and interactions that need to be understood when implementing these strategies. The follow-up survey is planned for release in early 2010. The outcomes of this group's work will provide analytics systems providers with an end-user's perspective to data, functional and systems integration requirements for TRS; and, in return, lead to enhanced TRS in the marketplace that provide greater support for institutional retention efforts.

**Student Induction to eLearning (SIEL):** One of the biggest challenges facing online education is the increased attrition rate associated with this mode of learning versus traditional, face-to-face education. It has been reported that online learning attrition rates can be 10-15% higher than traditional attrition rates. And, the greatest risk of online student attrition occurs with new online students during the induction stage. The SIEL adoption practice focuses on the use of technology and administrative and faculty best practices to minimize the rate of student attrition and increase retention related to first-year online students. The project team has been working very closely during the last 18 months to review relevant literature and gain feedback to the draft SIEL adoption practice during industry conferences. The CM/DN DRAFT is almost complete and will be submitted to the IMS staff for TAB preparation by end of 2009.

The SIEL adoption practice will benefit various stakeholders, including online service providers who can apply SIEL to their service delivery processes; online education providers who can apply SIEL to their current best practices; and, students who receive an enhanced online education experience from institutions who have applied the SIEL adoption practice. IMS GLC members who are interested in piloting the draft SIEL adoption practice at their institution should get involved with the project activities. Interfacing with the project team, prior to initiating SIEL pilot activities, will provide your institution with a thorough understanding of the SIEL adoption practice and better prepare you for a successful pilot.

**Enterprise Learning Systems and Applications Procurement (ELSAP):** The ELSAP project group is developing a comprehensive RFP Technical Section for selecting and procuring learning management, learning content management and ePortfolio systems. The ELSAP template will support educators who are planning to migrate from these learning systems or purchase and implement these systems for the first time. This project was initiated to provide the marketplace with an effective tool to help end-users and learning technology product and service providers to communicate K-12 schools and higher education technical requirements during the RFI/RFP processes. Additionally, a key feature of the ELSAP template is its guidance to the end-user regarding IMS GLC technical interoperability standards. The ELSAP template identifies and defines (from a functional perspective) IMS GLC technical specifications available to purchasers of LMS, LCMS, and ePortfolio, and provides RFP requirements language in a template that can be readily included in an RFP technical section. Clarifying the purchaser's understanding of IMS technical specifications will help to promote their availability and support market adoption of these standards.

The ELSAP project team has completed its initial draft of the LMS portion of the ELSAP template, which is being pilot tested by Penn State University and Wright State University. Both institutions will provide feedback to the project group as they prepare to submit the Internal Draft for TAB review by end of 2009. Institutions who are considering the purchase of a new LMS, LCMS or ePortfolio will find great value in participating in this group and working closely with both peer institutions and product providers to clarify institutional needs and product requirements for LMS, LCMS and ePortfolio systems.

**Learning and Education Technology Satisfaction and Trends Survey and Report (LearnSAT):** The intent of the *LearnSAT Report* and underlying research is to provide the learning technology marketplace with information related to end-user satisfaction and adoption rates associated with 22 classes of learning technologies (e.g. LMS, CMS, ePortfolio), as well as product- and service-specific (e.g. Blackboard, SunGard HE, etc.) satisfaction ratings. This information is of tremendous value to both the end-user and learning technology product/services provider. The end-user (CIO, Director, VP) can use the LearnSAT Report to help inform technology purchases and implementation decisions. While learning technology product/service providers use LearnSAT information to gauge how their products are perceived in the marketplace and to better understand their competition. Additionally, product/service providers who attain the highest levels of satisfaction associated with a respective learning technology class receive an IMS GLC LearnSAT Award (Platinum, Gold, Silver, or Bronze), which can be promoted in the marketplace as overall product quality and satisfaction.

The 2009 LearnSAT survey was activated earlier this year, <http://www.imsglobal.org/LearnSat/index.html>, and will be open to all North American higher education institutions to participate through February 2010. Institutions who participate in the LearnSAT as a Panel Participant receive a copy of the survey results with their responses highlighted against the pool of respondents. The LearnSAT project team is currently working with *Campus Technology* to promote the survey and to establish a partnership for broadcasting the *LearnSAT Report* and LearnSAT Awards. This could include a CT webinar in addition to featured articles in the CT periodical.

**Digital Learning Connection (DLC):** IMS members, Tennessee Board of Regents (TBR), Cengage and Pearson, are working with IMS staff to plan a course redesign project applying publisher course content and the Common Cartridge technical specification as the development, packaging and distribution framework for the newly designed courses. TBR intends to redesign forty of their high enrollment courses for use throughout their system-wide online program, Regents Online Campus Collaborative (ROCC). The DLC approach supports TBR's strategic objectives to build quality, reusable online courses for the ROCC program as well as to provide online courses for use by the system's various institutions. TBR currently delivers online learning throughout the System using multiple learning management systems and on the CC-enabled courses to provide tremendous return in the areas operational effectiveness, academic quality and cost avoidance.

TBR is planning to showcase a set of the CC-enabled courses at the upcoming Learning Impact meeting in May 2010.

The **Accessibility Project Group** is working on the Access For All Digital Resource Description (metadata) and Access For All Personal Needs and Preferences v3.0 specifications. This work builds on the earlier IMS accessibility specifications to improve access to learning content and learning systems. Systems which implement these specifications will be able to automatically configure themselves according to the personalization characteristics of a user. Furthermore, the accessibility metadata will provide a common approach for annotating content with alternative resources to support a user's access to learning needs. The initial specification work is coming to a close with the base documents due in early 2010.

The **Learning Information Services (LIS)** specification is the definition of how systems manage the exchange of information that describes people, groups, memberships, courses and outcomes within the context of learning. This work is a further development of the successfully completed Enterprise Services v1.0 specification in 2004. The Public Draft specification is due to be released in late January 2010. At present Oracle, Unicon, Desire2Learn, SungardHE, SAKAI and Pearson are working on various interoperability testing and demonstration implementations. Use of this specification will significantly reduce the cost and time of implementation of

integration between learning systems, particularly learning management systems and student information systems.

**Learning Object Discovery and Exchange (LODE).** The library community has create a number of standards used for the discovery, exchange and identification of information. These standards also address access to materials across federated architectures. The LODE Project Group are profiling the relevant standards for use in e-learning; one important use-case is for the discovery of particular resources provided in common cartridges. The initial specification work has been completed and early implementations are being evaluated. The base document set will be released in January 2010. Once completed, this profile allow learning systems, applications and tools to easily find and access learning materials in distributed repositories using a common standardized approach.

**Learning Tools Interoperability v1.0** is a standard to support interactions between learning systems and learning applications. Seamlessly connecting web-based, externally hosted applications and content to platforms that present and manage the learning experience is at the core of the LTI specification. LTI also allows for application mash-ups and software as a service within the context of a learning portal or other learning environment. The full specification is nearing Internal Draft completion with the bindings being developed and the documentation refined. Basic LTI, a subset of the full specification, is currently available to the IMS membership and is being widely implemented in the marketplace and integrated with future versions of the Common Cartridge standard.

The **Libraries PUF SIG** is currently exploring the types and extent of integrations between Library Systems and Learning Management Systems/Content Management Systems/ Virtual Learning Environments. We believe that the proliferation of e-learning tools and learning management systems (LMS) provides an opportunity for academic libraries to dramatically increase their relevance to students and faculty by allowing them to integrate their resources and their information literacy expertise. The group recently issued a survey to gather information and will be working on developing a charter for further work in this area.

**Question and Test Interoperability** is the standard for constructing, processing, and exchanging online assessment information, test items, tests, and the reporting of results. The QTI v2.1 specification has been in public draft since mid 2006. To become a final specification, the project group is currently defining profiles that will be used to test conformance and establish measurable interoperability. Defining profiles presents an opportune time to be involved with the project group, whether you have implemented all or part of the v2.1 specification or are considering using the specification in the future. QTI is a significant standard in education that will increase in importance and impact as conformance to profiles is established.



## Second IMS Korea Annual Seminar Successfully Hosted

The IMS Korea Standardization Forum held its 2<sup>nd</sup> annual seminar at Daemyung Vivaldi Park in Hongcheon, Gangwon Province, 5-6 November 2009. This seminar, with the theme, “Knowledge Service and Standards for Convergence Learning in the Age of Green Growth”, was successfully hosted by the IMS Korea Standardization Forum (Chairman Dr. Dae-joon Hwang), Korean community of IMS GLC. It was also strongly promoted by its 10 members, including the Korea Education & Research Information Service (KERIS). More than 150 people from private e-learning businesses, governments, universities, and research institutes participated in the seminar, which introduced the latest technology and global e-learning trends, and discussed directions for future standardization.

The IMS Korea Standardization Forum is a private consortium in e-learning standardization which has received support from the Korean Agency for Technology and Standards under the Ministry of Knowledge Economy and the Korean Standards Association since 2008. Its goal is to promote standards in private and Public e-learning domain. KERIS is in charge of operating its secretariat.



Some highlights of the seminar included:

- An orientation session on IMS, theme presentations and panel discussions related to standards designed to give participants a greater understanding about e-learning standardization.
- A congratulatory speech by **Professor Dae-joon Hwang**, CEO of IMS Korea, followed by keynote speeches by **Rob Abel**, CEO of IMS GLC, and **Seung-taek Yang**, the former Minister of Information and Communication, and theme presentations by Korea's experts on standards.
- Presentations about the achievements of project groups operated by IMS Korea were presented; reviewing major impending issues and application cases to help participants better understand IMS standards.
- A Testfest was also held, demonstrating simple source codes for Basic Learning Tools Interoperability (LTI) and Common Cartridge (CC), and the common usage of Question & Test Interoperability (QTI). KERIS's integrated conformance testing framework was also presented.



## New Leadership and Support for CC and the CC Alliance

For those who are paying attention to the Common Cartridge Alliance area and the news on the IMS homepage you will note that we are in the midst of a strong set of adoption activity on the Common Cartridge (including Basic LTI).

To bolster support for this dramatic increase in implementation activity we have brought onboard Jeff Kahn to lead the Common Cartridge activities in IMS. Jeff is well known to many of you because of his years of involvement and leadership of advanced digital content, repositories, OKI, and so forth - working directly with many suppliers and institutions. Jeff's bio is here: <http://www.imsglobal.org/kahn.html>



## IMS in the News

A lot of news happened in the last couple months, check out:

[Of Standards, Attitudes and Adoption](#)

[Google meets IMS . . . \(again\)](#)

[Learning Application Interoperability Standards Get Vendor Boost](#)

[Glow: Setting an Example for the World in Connecting Education across Scotland](#)

[Desire2Learn Delivers Another First Enabling Standards-Based Integrations](#)

[Pearson Announces Plans for Integration of Learning Technologies with Oracle](#)

[IMS Global Learning Consortium Announces SunGard Higher Education and Oracle will Support Industry-Wide Adoption of Open Technology Standards](#)

[From CMS to Learning and Teaching: Trends in Digital Learning Content and Web 2.0 Integration](#)

[The Promise and Challenges of e-Books and e-Readers in Education](#)

[IMS Global Learning Consortium Announces Participation in the Accessible Portable Item Project](#)



## New Members and Member News

We are pleased to announce and welcome the following organizations as new **Contributing Members**:

**Hanyang Cyber University (HYCU)**  
<http://www.hanyangcyber.ac.kr/English/>



**UNED**  
<http://www.uned.es/>



**ATRC**  
<http://atrc.utoronto.ca/>



**Seoul Cyber University (SCU)**  
<http://www.iscu.ac.kr/eng/main.asp>



#### **Affiliates:**

**National Research Council Canada**  
**Nisai Group**

#### **CC Alliance:**

**Pierce College Ft Steilacoom**  
**The University of Edinburgh**  
**Wirtschaftsuniversität Wien**  
**Haiku Learning**



## Meeting Calendar

- ◎ 8-11 February 2010 – Quarterly Meetings: Florida Virtual School - Orlando, Florida, USA
- ◎ 17-20 May 2010 – Learning Impact 2010: Long Beach, California, USA  
<http://www.imsglobal.org/learningimpact2010/index.html>
- ◎ 2-5 August 2010 - Quarterly Meetings: University of Koblenz - Koblenz, Germany
- ◎ 15-18 November 2010 – Quarterly Meetings: Lone Star College - The Woodlands, Texas, USA

*Members interested in hosting future IMS GLC Meetings should contact Lisa Mattson at [lisa@imglobal.org](mailto:lisa@imglobal.org)*

