

Collaborating to Lead Educational Transformation:



The 2010 Learning Impact Award Winners

From Paper to Digital to Improving Student Achievement



IMS Global Learning Consortium 2010 Annual Report

KEY ACCOMPLISHMENTS IN 2010

Revenues and membership began increasing again, shaking off the effects of the global recession, and achieved record levels, finishing the year with 156 member organizations vs. 138 one year previous, more than 3x the level of 5 years ago.

Unrestricted net assets rose 46% to \$1,354,345, accomplishing a turnaround of over \$1,800,000 since 2005, continuing to establish a strong financial base for IMS operations well into the future.

The IMS standards that enable a new generation of web-based digital education content and applications, Common Cartridge (CC) and Learning Tools Interoperability (LTI), have been adopted by a majority of the leading learning platforms, applications, and content providers.

A robust educational community of suppliers, institutions, and government organizations are collaborating to sustain Common Cartridge and Learning Tools Interoperability: 35 conformance marks were issued for Common Cartridge and Basic LTI as the CC/LTI Accredited Profile Management Group process and CC/LTI Alliance have been leading evolution and conformance.

The IMS standards that enable interoperable web services with student information systems, Learning Information Services (LIS), achieved public draft status, commitment from a majority market share of student system and learning platform providers, and launched the LIS Alliance to support implementation.

Student Induction to E-Learning (SIEL) from IMS was released as a public final adoption practice for improving retention in online courses and programs.

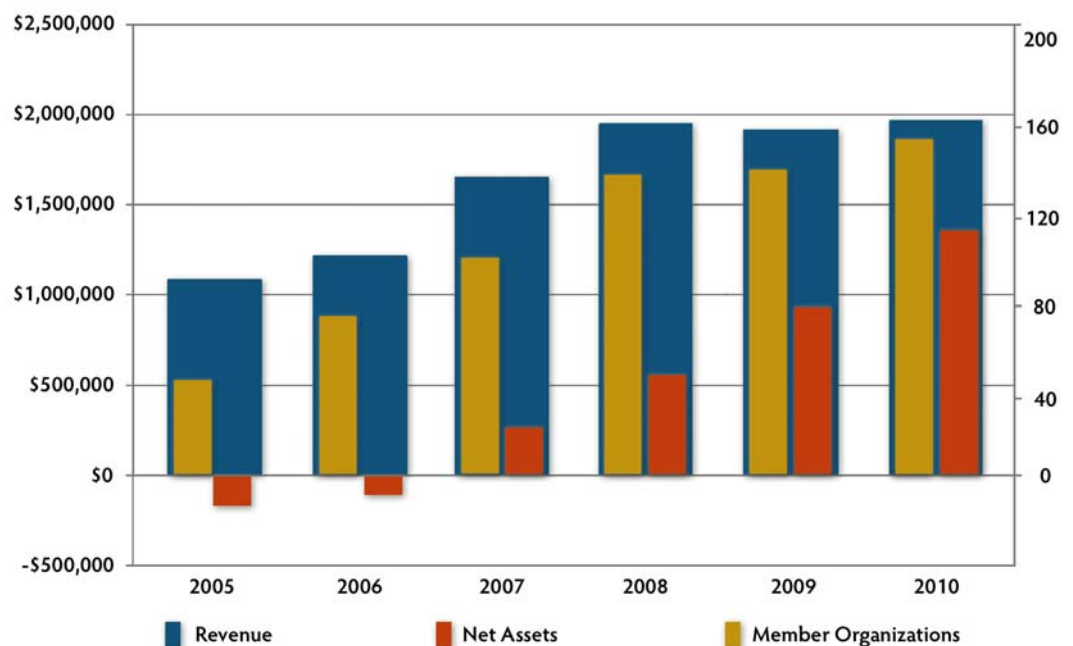
IMS Question & Test Interoperability (QTI) continued development of conformance testing. The Accessible Portable Item Profile (APIP), a combination of IMS specifications that enable interoperable accessible educational assessment items was released as a public draft and adopted by the State of Minnesota in the U.S.

IMS launched the IMS Campus Program to provide institutions with guidance and collaboration in adopting standards-based digital technologies to support learning with initial participation by Tennessee Board of Regents, Lone Star College, and the Louisiana Community and Technical College System.

IMS standards received significant new exposure in the European Schools segment via the EU-funded ASPECT project.

The annual IMS Learning Impact conference achieved record attendance and sponsorships. The annual IMS Korea Seminar also achieved record attendance.

Revenue, Net Assets, and Membership Totals 2005-2010



LETTER FROM CHAIRMAN AND CEO

To IMS Stakeholders Worldwide,

We are pleased to present you with the IMS annual report for calendar and fiscal year 2010. 2010 turned out to be a record year for IMS. We would not have predicted record performance given the strong headwinds resulting from the worldwide global recession. In fact, even as we enter 2011 the pressures on governments and institutions to deal with reductions in funding are greater than they have ever been.

We believe that IMS's growth in 2010 can be attributed to three factors:

- The unwavering support of the IMS Contributing Members. The IMS Contributing Members, listed on the back cover of this report, are approximately 90 organizations that provide about 95% of the financial support for IMS, but most importantly provide the community leadership required to "make standards happen." The Contributing Member base of IMS has been rock solid—even during these uncertain times—which has sustained the momentum of the IMS work.
- The relevance of IMS in helping institutions and governments worldwide address the seemingly contradictory needs to control costs while simultaneously being more innovative in the delivery of education. The IMS standards are enabling an efficient transition from paper to digital. But they are also enabling more

engaging, effective, and innovative approaches to digital learning and assessment.

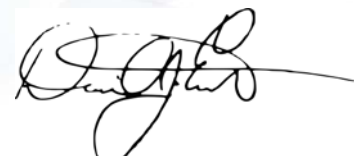
- A classic "tale of two cities" with respect to national investment in the future of education. Some countries around the world have responded to the recession by throttling back on national or state investments in education. Others see investment in education as a priority to enable future generations. Those in this latter category are increasing their support of IMS work. Leading countries, states, and local authorities are looking for an efficient, but agile standards-based foundation to enable innovative technology that can support educational reform. IMS is the best way to collaborate toward that goal.

The IMS members are bringing together the educational community to build a foundation that delivers on both cost savings and innovation. All participants - suppliers, institutions, and government organizations - have a stake in the success of this work. The IMS standards are making it easier for suppliers to work with each other and, most importantly, are creating a seamless experience for teachers and students - so technology can "get out of the way" by being supportive, yet invisible. We believe that the IMS Global Learning Consortium community is laying the foundation for efficiency, innovation, and insight in the use of educational technology to support evolving education delivery models.

In closing we would like to thank the IMS member organizations at all levels for your active participation in what has been a sea change in adoption of interoperability standards for learning technology over the past few years. Rarely does the investment and commitment of so few result in benefits to so many! Thousands of organizations and individuals around the world benefit from the IMS work each year, even though there are only some 150 organizations officially supporting IMS. We thank you on behalf of the many that benefit.



Rob Abel, Ed.D., Chief Executive Officer



David Ernst, Chairman, Board of Directors

From Innovation to Impact

Edu Tech Interoperability Standards

Large-Scale Adoption Projects

Annual Learning Impact Conference & LIA Awards

Technical Foundation for Distributed Innovation

Adoption of Innovation at Scale Toward Strategic Goals

Recognizing Impact on Access, Affordability, Quality of Education

Purposeful Technology Innovation Applied to Improve Education

MAJOR INITIATIVES

The mission of the IMS Global Learning Consortium is to advance technology that can affordably scale and improve educational participation and attainment. To ensure that the "Learning Impact" of technology-enabled innovation is achieved around the world, IMS's influential community of educational institutions, suppliers, and government organizations develops open interoperability standards, supports adoption with technical services, and encourages adoption through programs that highlight effective practices.

Digital Learning Services Standards: Removing Barriers to Innovation and Enabling an Integrated System of Instruction and Assessment

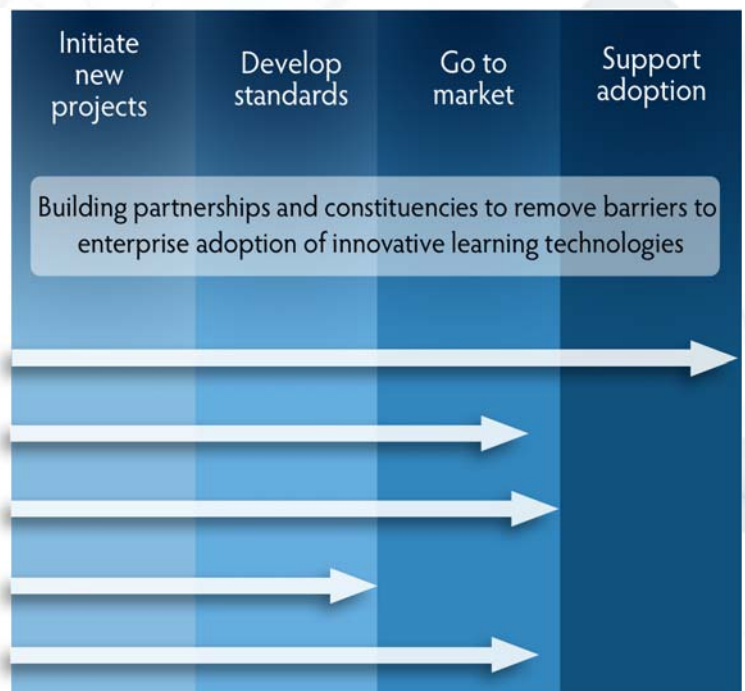
The IMS Global Learning Consortium is dedicated to bringing our members together in a collaboration that enables new innovation in learning. Our goal is to remove the barriers that are encountered in incorporating new and innovative technologies into the educational enterprise. In 2010, the IMS GLC members increased penetration of the core suite of Digital Learning Services (DLS) standards from initial trial levels to about 75% of the market (based on product market share). DLS standards address about 90% of the key blockers to a seamless teaching and learning experience. Seamless teaching and learning provides innovative technology at an affordable integration cost while making sure that "technology gets out of the way." DLS consists of a "suite" of three major standards that support the new generation of web-based learning technology.

- Distributed, web-based digital learning content and assessments in a collaborative learning context (Common Cartridge - CC)
- Learning applications, mash-ups, software as a service, and content as a service with outcomes reporting (Learning Tools Interoperability - LTI)
- Student information system integration: Web services providing user, course, group, and outcomes synchronization among authoritative enterprise systems (Learning Information Services - LIS)

Increasingly, a core group of IMS members are moving to supporting the entire set of three DLS standards. This is good news to institutions that are looking to enable an agile enterprise for emerging digital content, applications, and data collection into the future.

In 2010, IMS achieved public release of Basic LTI (a subset of LTI). The number of conformance marks issued for Common Cartridge and Basic LTI rose to 35. Most significantly, we are seeing strong evidence that these standards are making integrations easier among suppliers of various types and sizes. Basic LTI has been utilized by several small and upcoming suppliers, such as NoteFlight, to enable integration scenarios that would be cost prohibitive without the standards. The standards have also been used to achieve a much more seamless integration between publisher content and learning platforms, such as in the "Do More" integration between McGraw-Hill and Blackboard.

The "Full" version of LTI is in the process of internal release to the IMS members for verification prior to beginning public release. Some of the features of Full LTI are being incrementally added to Basic LTI, such as an initial outcomes reporting service.



The features to be included in the next version of Common Cartridge have been agreed upon by the IMS members. Common Cartridge v1.1, which includes the incorporation of Basic LTI calls within a cartridge, is nearing public release as 2010 comes to a close.

LIS began a phased public release in 2010 and has achieved commitment for near-term implementation from student information system and learning platform suppliers representing about two-thirds of the U.S. higher education segment installed base. LIS will put flexible enterprise integration with the authoritative student information system within reach of limitless campus and cloud-based applications via web services. The initial work toward a conformance testing system for LIS was begun in 2010. The conformance testing capability will be improved in phases in 2011.

Perhaps one of the most exciting developments in IMS during 2010 was the public draft release of the Accessible Portable Item Profile (APIP) standards. APIP is a combination of several IMS standards, including the latest version of Question & Test Interoperability (QTI) and Access for All. While APIP is a U.S. focused initiative with strong support from U.S. states, all of IMS will benefit from close coordination with the global workgroups. The development of APIP over a rapid timeframe demonstrated how IMS standards can be rapidly leveraged by new communities with the support of IMS. The emergence of APIP also helps bridge the DLS standards across technology enhanced learning experiences and the full range of formative and summative assessment enabling an integrated system of instruction and assessment.

The most up to date list of IMS conformant products is always available online at:
<http://www.imsglobal.org/cc/statuschart.cfm>

Adoption Projects: Supporting Leading Institutions, Local Authorities, Nations, and States in Establishing Effective Large-Scale Digital Support for Teaching and Learning

How can executive or information technology leaders turn the rapid rate of technology change into a strategic advantage for their education enterprise? Leaders need an enterprise architecture built on a solid, yet flexible foundation that supports agile responses to new technology and innovative practices. In short, the architecture must support efficiency, innovation, and insight.

In 2010 IMS worked very closely with several of our "end user" members to ensure that agile, standards-based implementations of digital technologies to support learning are successful. These engagements are defining the newly introduced IMS Campus program. Through the IMS Campus Program, end user members collaborate with IMS staff, IMS supplier members, and other leading end user members. The collaborations typically involve the "roll out" of new digital teaching and learning technologies. These new technologies support evolution toward new educational delivery models.

In 2010, the IMS Campus Program had a major impact at three major systems:

- Tennessee Board of Regents: "We need for content created in various systems and applications to integrate easily with course management systems (CMS), and other third party vendors. Having systems that aren't compatible with one another limits our faculty and students from having the tools they need to learn and to teach. We need the ability to integrate content and materials by our partners from MERLOT, Pearson, Cengage, McGraw-Hill, Café Scribe, CourseSmart, etc. into Desire2Learn (D2L), as well as the tools of Tegrity, Wimba, SoftChalk, etc. where it is seamless access to faculty and students without them having to go out of D2L."
- Lone Star College System: "We obviously have a lot of third-party tools and bolt-on services that sit on top of ANGEL. Add to that all of the publisher content that's flowing in from companies like Pearson, McGraw-Hill, and Cengage. Basically, we need to make sure that all parties are on board with Common Cartridge standards, that they are seamless, and can play well with our LMS. Through our membership with IMS, we are able to work with IMS members (peer institutions and product providers) and staff to devise a strategy for integrating third party tools and content to address the specific objectives of our system and online programs."

- Louisiana Community and Technical College System: "We needed guidance through what we realized could be a quagmire of open source. You're in an environment that is open and there are many different paths that you can take. We were looking for an association that could help guide us through the process. As a relatively new member of IMS Global, we have already realized great benefits. Those benefits have primarily been in the form of excellent guidance and advice as well as enabling us to become more connected with other organizations like us. Even before we became a member, the fact that we were able to go and talk with content providers like Pearson using IMS language was helpful in getting our Common Cartridges built. IMS knows the right questions to ask. For those who know of it, IMS Global is a very important organization and I think its value to education is going to continue to be elevated."

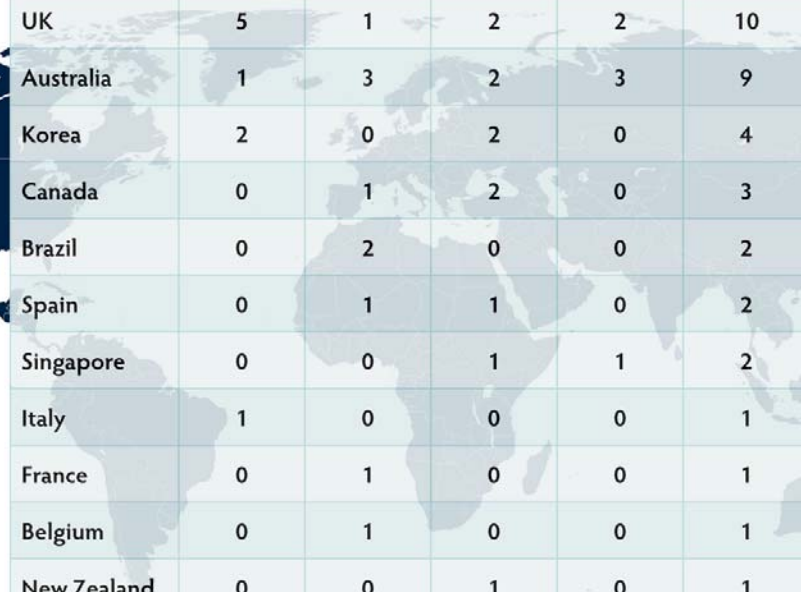
For the full versions and latest IMS Campus case studies visit: <http://www.imsglobal.org/imscampus/index.html>

Learning Impact Conference and Awards Program: There is A Lot of Talk About New Technologies – But Only One Conference and Awards Program That is Setting the Agenda for Industry Change!

A key role of the IMS Global Learning Consortium is to enable change. Some innovations are grounded in a value proposition that enables educational institutions, governments, and school districts to achieve critical goals. We call achievement of such goals **Learning Impact**. Most institutions are simply reactive to the latest technological developments. Winners of the Learning Impact Awards (LIAs) have implemented a strategy for improving teaching and learning supported by technology. There is a big difference.

In 2010, IMS GLC held its fourth annual Learning Impact Conference in Long Beach, California, USA – near the California University system office - with record attendance. Once again this unique event brought together an influential cadre of industry leaders to take stock in the state of **Learning Impact** aided by the use of technology across K-20. Over the last four years it has been amazing to see the growth of the role that the IMS standards have played in enabling Learning Impact! There is simply not a better conference where leaders come together, take stock, and set out to impact global education.

The 2010 LIAs included regional qualifying events held in Australia and South Korea. The LIAs continue to build a reputation as the most prestigious award of their kind in the world. In addition, the LIA cumulative results are periodically analyzed and synthesized to provide guidance on which technology adoption projects hold the best return versus risk. For more information, see the online Learning Impact Report: <http://www.imsglobal.org/articles/feb2010LearningImpact.cfm>



	Platinum	Gold	Silver	Bronze	Total
USA	4	3	1	7	15
UK	5	1	2	2	10
Australia	1	3	2	3	9
Korea	2	0	2	0	4
Canada	0	1	2	0	3
Brazil	0	2	0	0	2
Spain	0	1	1	0	2
Singapore	0	0	1	1	2
Italy	1	0	0	0	1
France	0	1	0	0	1
Belgium	0	1	0	0	1
New Zealand	0	0	1	0	1
Switzerland	0	0	1	0	1

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LEARNING IMPACT AWARD WINNERS 2010

Platinum

- The elementary e-curriculum library for educators - i-Scream and SigongMedia - Korea
- PebblePad personalized learning for all - PebblePad and University of Wolverhampton - UK
- Accessibility Preferences system at the BBC - UK
- Xerte Online Toolkits and The University of Nottingham - UK

Gold

- Adopting IMS CP for an online research skills training programme - Epigeum and Durham University – UK
- Amazon: The challenges of e-learning - Colégio Militar de Manaus - Brazil
- Game-Based Learning for Core Academics - Florida Virtual School - USA
- I(4) Excellence - Content Authoring System - DeVry University, The Learning Edge North America (TLENA) and Pearson (eCollege) - USA

Silver

- Distance Education Center at the Central Officials Training Institute - Korea
- Nisai Virtual Academy - UK
- eLML, the eLearning Content Creation Tool of the University of Zurich – Switzerland
- Mobilae - Centre for Learning Innovation and Western Sydney Institute of TAFE - Australia

Bronze

- Fairfax County Public Schools eCART - Fairfax County Public Schools and Northrop Grumman - USA
- Mobile Assessment using QTI solutions - Tasmanian Polytechnic and Skills Institute - Australia
- Personal / Professional learning network - Education.au limited - Australia
- GetsmART in Ngee Ann Secondary School - Ngee Ann Secondary School - Singapore

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4CSoft, Inc. | American Public University System (APUS) | Athabasca University | Blackboard, Inc. | BPS Bildungsportal Sachsen GmbH | Cambridge Assessment | Capella University | Cengage Learning | CCKF Limited | Compass Knowledge Group | CourseSmart | California State University | Department of Education, Employment & Workplace Relations (DEEWR) | Desire2Learn, Inc. | Digital Spirit GmbH | Digital University Network | eChalk | Educational Testing Service | EDUCAUSE | Elsevier Inc. | European Schoolnet | eXact learning solutions | Florida Virtual School | Florida State College at Jacksonville | Follett Corporation | Fundação Getúlio Vargas | Hanyang Cyber University | Houghton Mifflin Harcourt | IBM | Icodeon Ltd. | Iowa Community College Online Consortium | IVIMEDS | Jenzabar | JES & Co. | John Wiley & Sons, Higher Education | Joint Information Systems Committee | Kennisnet Foundation | KERIS - Korea Education & Research Info Service | Korea Cyber University | Kyung Hee Cyber University | Learning Objects, Inc. | Lone Star College Online | Louisiana Community & Technical College System | McGraw-Hill Education | Miami Dade College | Microsoft | Moodle | Moodlerooms | National Labor College | New York City Department of Education | NimbleTools | Norwegian Center for ICT in Education | Ocean County College | Ontario College of Art & Design | Open Universiteit Nederland | Open University | Open University of Japan | Oracle Corporation | Pearson Education | Pennsylvania State University | Sakai Foundation | SAFARI Montage | Seoul Cyber University | SigongMedia | SK C&C | SMART Technologies | Stitching SURF | Sungard Higher Education | SungKyunKwan University | Tegrity, Inc. | Tele-Universite | Tennessee Board of Regents | Texas A&M - Commerce | Touro University Worldwide | Turning Technologies | Ubion | Ucompass.com, Inc. | UNED | Unicon, Inc. | Universitat Oberta de Catalunya (UOC) | University of California System | University of Cambridge | University of Glasgow | University of Kent | University of Maryland University College | University of Michigan | Utah Valley University | Western Governors University | WGBH - Carl & Ruth Shapiro Family National Center for Accessible Media | Wimba |

About IMS Global Learning Consortium (IMS GLC)
From Innovation to Impact

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