

REQUIREMENTS FOR SUPPLIER TEST ENVIRONMENT

PRE-AMBLE

Short-listed Supplier are asked to set up Test Environments to allow for testing of their LME products by the University of Toronto community during the community evaluation timeframe (~75 days)

These environments should provide the U of T community with an accurate sense of the functionality of the system, ease of use, and overall look and feel of it.

A. INSTRUCTIONS

It is very important that suppliers understand that the goal of our Academic Toolbox Renewal Initiative is to deploy a Learning Management **Engine** to serve as an 'operating system' for an 'app store' like experience (in other words, we are **not** looking to deploy an all-inclusive or shrink-wrapped learning management system with its traditional emphasis on proprietary built-in applications).

Both in general, and as it relates to the specific use cases below, please ensure that your test environment emphasizes and facilitates this **app store like experience for our users**, including the ability to easily see the 'app store', and then find, deploy and use apps that are interoperable with the core engine (especially the grade book and analytics dashboards), and where applicable, with each other.

While suppliers are free to populate the app store with their own proprietary apps, we are far more interested in being able to test an app store that features **integrated third-party apps** that are compatible with IMS and other international learning technology standards.

Please set up at least **THREE** courses instances in your test environment, one multi-section course, one single section course, and one course constructed using a Common Cartridge as outlined below.

In addition to these three course, please also set up a non-course 'space' for student club use.

Suppliers may set up two additional spaces with configurations of their choosing.

The course components and features outlined in this document should be added to both of the multi-section and single section courses, unless otherwise stated.

Please ensure the following:

- instructors have full access to an app store like experience
- that the app store includes some third party LTI integrated tools that are live and available for our end-users to test, e.g. plagiarism detection (not just built-in or tools native to your environment)
- users can switch between Instructor and Student views.
- accessibility features are made available.
- that the system is enabled to allow our end-users to add their own content.
- that both course instances are reset daily to default settings.
- that you provide us with the test environment URL.

B. ACCOUNTS

There should be 60 distinct student accounts that can be shared by members of the community (e.g. student01 through student60).

There should be 60 distinct instructor accounts that can be shared by members of the community (e.g. instructor01 through instructor60).

There should be 60 distinct Course Coordinator accounts that can be shared by members of the community (e.g. coord01 through coord60).

There should be 60 distinct TA accounts that can be shared by members of the community (e.g. TA01 through TA60).

And by shared, we mean, shared by our entire community, so that at any given time, multiple people could be logged in with the same ID (we will be distributing the IDs to registered testers).

The passwords for each should be the word “demo”.

In addition to the functionality defined by the use cases below, the different level of permissions for each account type are as follows:

For the multi-section course, the Course Coordinator role should be able to post ‘master-course’ level announcements and materials to all sections, while the instructor and TA roles should have full permissions to **only** their course sections.

For single section courses, the instructor should be able to assign different permissions to different roles in her/his course, e.g. for a librarian, a work-study student, and a department assistant or administrator.

C. ANNOUNCEMENTS

1. For the multi section course, post one message across multiple sections – “Welcome to Demo Course 101, a test course at the University of Toronto”. Please provide this message in both text and audio formats.
2. For the multi section course post one announcement to course section 1 - “Next office hours will be Tuesday 5 – 7 pm.”
3. For the single section course, put in the Calendar a midterm on September 8 and send out a reminder to students, on September 4.

D. CONTENT

For the multi section and the single section courses, create three content areas with the following titles and items. Each area should contain:

1. Content Area 1 contains:

- PDF of your *Instructor user guide* (Your own document)
- Microsoft Word document – *Hamlet* (Word document provided)

2. Content Area 2 contains:

- Microsoft Powerpoint – *Three Priorities* (Powerpoint document provided)
- SCORM package – *E-learning* (SCORM file provided)

3. Content Area 3 contains:

Embed *video from YouTube*–

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<iframe width="560" height="315"
src="https://www.youtube.com/embed/ar_EEeLX9k" frameborder="0"
allowfullscreen></iframe>
```

Direct link: https://www.youtube.com/embed/ar_EEeLX9k

*Please provide the ability for an instructor to add his/her own data/metadata to any content.

* Please ensure that instructors can access the app store to add additional tools or content sources to these courses

4. For the third course, please use the Common Cartridge file provided:

Common Cartridge – *Physics Course* (File provided)

E. ASSIGNMENTS

For the multi section and the single section courses, please populate the courses with the following assignments (suppliers are free to use their native assignment

tools for this, however, as before, access to alternative assignment tools from the app store should be available):

CREATE ASSIGNMENT #1 WITH THESE SETTINGS

1. Create "Assignment1" (for individual student submissions)
 - Allow students to upload two files in only one attempt
 - Automatically create a corresponding column in the Gradebook with 100 points possible
 - Have one student submission example.
 - Show written feedback to one student.
 - Show batch download of student submissions.

CREATE ASSIGNMENT #2 WITH THESE SETTINGS

2. Create "Assignment2" (for group submissions)
 - The instructor should provide assignment details in the assignment description, with this text - "Please attach your assignment in MS Word format by September 10, 2016 at 11:59 PM"
 - Allow the group to upload one file, with a maximum of 3 attempts
 - Automatically create a corresponding column in the Gradebook with 100 points possible
 - Have one group submission example.
 - Show feedback from a one group on another group's project.
 - Show audio feedback to one group.
 - Show batch download of group submissions.

CREATE ASSIGNMENT #3 WITH THESE SETTINGS

3. Whiteboard / Office Hours

Provide whiteboard space for virtual office hours and meetings, with audio and video capability (suppliers are free to use their native whiteboard tools for this, however, as before, access to alternative whiteboard and 'office hours' tools from the app store should be available).

Allow assignments to be randomly and anonymously shared among students in the class for ungraded feedback.

4. OTHER...

Suppliers are free to use their native rubric and calendaring tools for this, however, as before, access to alternative rubric and calendaring tools from the app store should be available:

- For the multi section course, allow the course coordinator to create an overall course outcomes rubric that is available to all sections.
- Allow an instructor to create an assignment rubric that is mapped to certain competencies.
- Allow an instructor to set up a schedule of timed release of assignments.
- Allow an instructor to set up adaptive release for content that can be made

available to students based on a score on an assignment or test, review of another content item, or other criteria such as membership in a group.

F. GROUPS

For the multi section and the single section courses:

1. Create three groups where students can sign up for their preferred one, with a limit of 5 per group (Sign-up Group One, Sign-up Group Two, Sign-up Group Three.). Enable all possible group tools.
2. Create ten groups where the LMS randomly assigns students to each of these groups, maximum 5 per group (Random Group One, Random Group Two, etc.). Enable all possible group tools.
3. Please enable an instructor to create groups from tutorial sections (Tutorial SubGroup One, Tutorial Sub-Group Two, etc.)
4. Allow TAs to manage students who want to switch groups

G. DISCUSSIONS

Using a third-party, IMS standards compatible discussion board tool, create three threaded discussions as follows:

1. For the multi-section course, create a discussion forum called "Forum1" (available to only Course Section 01) that allows file attachments:
 - i. Create two threads in this forum (called "Thread1" and "Thread2")
 - "Thread1" should include an attachment (MS Word document)
 - "Thread2" that comes pre-seeded with a comment, a reply and a reply to the reply
 - ii. After creating "Forum1" and posting the above, lock the forum so that students can no longer create new threads.
2. In the multi-section course, create a discussion forum called "Forum3" that is available to all sections of the course, and in which all roles (instructors, students, TAs) can post.
3. In both the multi-section course, and the single section course, create a graded discussion forum called "Forum2" in which all roles can post. Please ensure that this discussion forum is linked back, using IMS standards, to the solution's native grade book.

(Suppliers are free to use any third-part tool they wish for this scenario. The solution needs to be IMS standards compatible but not necessarily IMS certified for the purposes of this scenario).

Suppliers are welcome to set up the same scenarios using their own built-in native discussion tool if they have one, but are not obligated to do so. Suppliers should ensure access to alternative discussion tools from the app store.

H. TESTS/QUIZZES

CREATE TESTS/QUIZZES WITH THESE SETTINGS

For the multi section and the single section courses:

1. Create "Test1":

- Add one example of each question type that is self-graded, based on the answer selection by the student (Multiple Choice with Text, Multiple Choice with Images, Multiple Answer, Calculated Formula, Calculated Numeric, Either/Or, Fill in the Blank, Fill in Multiple Blanks, Opinion Scale/Likert, Ordering, Matching, True/False, Hot Spot, Drag and Drop, etc)
- Timer should be enabled and set for 30 minutes from the time student starts, questions should be presented to students in a random order and student should see the grade, provided answers and the correct answers after submission.
- Allow the students to take the test two times (2 attempts)
- The grades should be automatically posted to the Gradebook.
- Allow an instructor to indicate grading by last graded attempt, or other options, if available.

2. Create "Test2":

- Add one example of each question type that requires grading by the instructor (File Response, Short/Long Answer, Essay).
- Students should enter the password 'test' in order to start the test; no timer, all questions are presented to students in the same order.
- Allow the instructor to grade each student.

3. Create a SCORM Test:


- This test will be uploaded with the SCORM package provided.

4. Under Test1 and Test2, show feedback to two students, including audio.
5. Enable a test with a third party IMS compatible testing application that connects back to your native grade book

Suppliers are free to use their own native test/quiz tools for this, however, as before, access to alternative testing and quizzing tools from the app store should be available.

I. ASSESSMENT/GRADING

For the multi section and the single section courses (unless otherwise specified):

- List all students in the gradebook.
- Create one column for each grade display type (score, letter grade, percentage, complete/incomplete, etc.), where instructors can add grades manually.
- For the multi section course set up a gradebook for each section, where only the instructor and TA for that section have complete access.
- Have a column linked to Test1 (where the grades are generated from student completion and submissions of Test1 in the LMS)
- Have a column linked to Test2 (where grades will be entered by the instructor)
- Have columns linked to Assignment1, Assignment2 where the grades are input by the instructor during assignments grading.
- Have one example of student grades, entered manually in the other columns.
- Have calculated column named 'Final' that calculates all the grade columns based on an assigned percentage.
- Have calculated column named Total, that calculates all the grade columns based on addition.
- Display a Bonus column that is part of both calculated columns 
- Display the SCORM Test column and have one example of graded student submission.
- The Gradebook should contain Rubric1 that can be used for grading.
- Allow instructors to download, edit, upload marks.
- Allow instructors to create macros for common feedback.

J. ANALYTICS/DASHBOARD SUMMARY

1. For the multi section course, allow the coordinator role to view the analytics/dashboard summary across all sections, and the instructor role to view the analytics/dashboard summary for only one section. For the single section course, allow both roles to view the analytics/dashboard summary for the course.
 - Statistics on course content – hits, length of use, etc.
 - Comparison to previous week's activities (higher/lower)
 - Activity by student account
 - Discussion board posts/comments

- Questions asked
- Content interacted with, videos watched, etc.
- Grade summary.
- Diagnostic and competency summary
- Early warnings of students who might be struggling in the course.

2. Show a student's analytics dashboard/summary so they can see/self-assess how they are doing in the course.