# UNIVERSITY OF TORONTO

# UOT201615089 Learning Management Engine and Related Services Demonstrations

Thank you for participating in the presentation/demonstration (the "Demonstration") of your solution for the above noted RFP. Demonstrations are in accordance with Appendix E, Section C.2: Stage IIB Community Evaluations of the RFP. Further information regarding the Demonstrations may be issued.

During the Demonstration and/or the question and answer period, the evaluation committee and University Community will be looking for greater clarity and information on the Proponent's solution, methodology, functionality, features, implementation timelines, etc.

Proponents should be able to set up their presentation within 30 minutes before the start of their Demonstration. Proponents should not require, nor will they be given, any other access to the Demonstration room in order to test their solution or to install any additional infrastructure to support their solution. Demonstrations are to be a maximum of 60 minutes in duration plus 30 minutes for any questions by the evaluation committee.

All shortlisted Proponents are required to provide eight live Demonstrations in two rounds (four per round)

## Time:
First round in Summer: Aug 9-19, 2016

Second round in Fall: *Dates to be confirmed*

The time allocated for each Demonstration is 90 minutes with the following guideline:

- Company and presenter introduction: maximum 10 minutes
- Presenting the required material:  maximum of 50 minutes
- Questions and Answer: 30 minutes

## Logistics:
Location: During each round, there will be:

       1 Demonstration at the Scarborough Campus

       1 Demonstration at the Mississauga Campus

       2 Demonstrations at the Downtown Campus

**Demonstration:** Proponents will be required to show their solution on a standard computer screen and on a cell phone screen.  A cable will be provided to project your screens. Proponents are required to bring their own cellphone(s) for the Demonstration included any applicable adaptors. Furthermore, the two Demonstrations at the downtown campus will be video recorded.

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Please note there are no questions allowed during the Demonstration and Proponents need to leave at least 30 minutes at the end of the Demonstration for participants to ask questions.

## Preparation:

Ensure all documents and materials necessary to demonstrate the use cases that follow are available.

## Very Important: App Store Functionality

The goal of the University's 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). Throughout the Demonstration, both in general, and as it relates to the specific use cases, the Proponent should demonstrate how their solution facilitates this **app store like experience**, including finding apps, deploying apps, using apps, interoperability of apps with the core engine (especially grade book and analytics), and where applicable, with each other. While Proponents are free to demonstrate integration of their own proprietary apps, the University is far more interested in the integration of third-party apps that are compatible with IMS and other international learning technology standards.

Demonstration Guide:

The goal of the Demonstrations is to enable participants to understand the overall look and feel of the proposed solution. Proponents should arrive at the Demonstration location 30 minutes prior to the start time for set up.

During the 60 minutes Demonstration, the following topics must be covered:

## Instructor View (~35 minutes):

**Use Case #1 - Start of Term Course Set-up**
At the start of term, instructors prepare their course(s) either by rolling over content from previous semesters or pulling in new content from various sources, ideally avoiding repeat effort during this set-up.

Please demonstrate how an instructor:

1.1.    can rollover each of these: a course document, an assignment, and a link from a previous course.

1.2.    browse the app store to look for additional tools they may want to use

1.3.    would prevent students from accessing their courses during this set-up period.

1.4.     how analytics are enabled for all aspects of the course.

1.5.     post a Welcome notice to students in the course.

1.6.     set a notification on a calendar for students – "Reminder - quiz on September 14"

1.7.     open two windows or tabs at the same time (e.g. compare a new and past course side by side)

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**Use Case #2 - Add course content**
Instructors should be able to easily post and/or link to documents and materials in their course.

Please demonstrate how an instructor can:

2.1. browse the app store to look for tools and content sources

2.2. post 3 PDF documents. Demonstrate ALT for accessibility

2.3. embed video from YouTube –

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<iframe width="560" height="315" src="https://www.youtube.com/embed/ar_EEelLX9k" frameborder="0" allowfullscreen></iframe>
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**Use Case #3 - Course Management**
The University has different types of courses, e.g. courses with one instructor only; courses with multiple sections/multiple instructors with a Course Coordinator managing a master course; courses as part of a program with a department administrator; courses with internships or practicums, and courses that are partially or wholly online.

Please demonstrate how an instructor:

3.1. can give course access to two TAs, one to each of two course sections.

3.2. can allow access to: library-integrated content or make use of APIs or web services to integrate other tools or content into a course (e.g. could show plagiarism detection tool here).

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**Use Case #4 - Student Assignments and Assessment**
Instructors need to efficiently manage the many aspects and phases of developing and delivering courses to students. Please demonstrate how an instructor can do the following:

***Scenario A. Assignments***
4.1. browse app store to select an assignment tool

4.2. use tool to create assignment

4.3. write comments or feedback on an essay assignment

4.4. assign a grade to the essay assignment

***Scenario B. Quiz***

4.5. browse app store to select a quiz tool

4.6. create a two-question quiz in one course section

4.7. set the quiz to be completed within 30 minutes

**Use Case #5 - Grading**
Instructors use an LME gradebook to manage interim grades, calculate and export final grades.

Please demonstrate how instructors can:

5.1. create a new column for grades.

5.2. make the following changes to the gradebook:

    a. make grades visible or invisible to students
    b. download grades for viewing with spreadsheet software

5.3. set an alert (early warning) for students that if they get less than 60% in the first two assignments, they should make an appointment to talk with the instructor.

5.4. analyze the students grades and create the distribution chart

## Student View (~15 minutes):

**SHOW USE CASE #6 ON A MOBILE PHONE**

**Use Case #6 – The Student View**
Students want to efficiently find the information they need to keep abreast of course requirements.

Please demonstrate how a student would:

6.1. view course content and announcements

6.2. view instructor comments on an assignment (entered in use case 4.1.)

6.3. view the grade for the assignment (as set up in use case 4.2.)

6.4. participate in instructor online office hours and send an instant message

6.5. using an integrated tool or service, such as Office 365, edit a shared document with one other student in the course

6.6. view an alert (early warning) from the instructor (set up in use case 5.3)

6.7 submit an assignment online

6.8 receive a reminder from the calendar (from use case item 1.5.)

6.9 view the course content, if he/she has low vision.

**For both student and instructor cases, the University would like to see the solution's fullest predictive and learning analytics (instructor, student and administrator views) demonstrated.**

**Proponents may show other functionality not required for the use cases if time permits.**

**Further information regarding the Demonstrations may be issued.**