Learning Management System and Shareable Content Object Reference Model

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Abstract: *Educational Management Software is on an increase stage of development. Almost all has good intentions and much has bright ideas at the heart of it. Some is weighty with academic pedigree, some is joyous but slight. Some is ostentatious and some is badly inept.*

Various proposals have been advanced for standardizing this kind of software in one way or another, published mostly in the form of guidelines, and some of these have been recommended formally for adoption in particular localities or projects.

There are standards which refer to the programming itself and others concerned with the way a program should behave in relation to a manager, registrar, teacher or a student using it. Standards have also been put forward on modes of operation, on presentation, on documentation, on packaging and on classification.

Key Words: educational software, integrated information system, new technologies.

1. Introduction

Learning Management System (or LMS) is a software package, usually on a large scale (that scale is decreasing rapidly), that enables the management and delivery of learning content and resources to students. Most LMS systems are ***web-based*** to facilitate ***"anytime, anywhere"*** access to learning content and administration.

The Shareable Content Object Reference Model (SCORM) is a standard for web-based e-learning. It defines how the individual instruction elements are combined on a technical level and sets conditions for the software needed for using the content. SCORM is distributed by the Advanced Distributed Learning (ADL) Initiative, a US organization under the Department of Defense (DoD).

With the entrance of Romania in the European Union the issue of finding some unique quality models is related more often than before, in order to assure an European compatible learning system for all countries of the Union, by creating a unique European education boundary.

The educational importance, in development for an active attitude of the people for a knowledge and innovation society, leads to some enhanced attention of the problems for social cohesion and implies a better understanding of quality of education.

This idea is underline also by control and coordinating entities from Research, Learning and Youth Ministry of Romania like ARACIS (Romania Agency for Quality Assurance in Higher Education) and CNCSIS (The National University Research Council), which are affiliated to Bologna process of development and which emphasize the necessity of existence at every University for a centralized interconnected computerized system for each service and segment with a real time synchronization of the teaching, testing and learning of the educational system.

The necessity of integrated informatics systems is an obvious requirement of the mentioned entities (but nether the less from students) to be developed and implemented in the educational system since we develop a powerful long distance learning and also for the enhancement of the quality of attendance less system.

The advantages of such systems are well known from other fields of activities and are based on:

- User friendly access for students, registrars, accounts men and not the last, for teachers to knowledge and teaching materials from anywhere, anytime;
- Logged and encrypted access for everyone;
- Efficiency of human and resort resource planning;
- Easiness of internal administration and organization;
- Permanent real time access for the student of his records and payments to the university;
- Reports for complete image for the knowledge level of students;
- Better and improved real time Teacher - Student communication system and an efficient transparency model for online material and online test;
- Removing the bureaucracy and long time resolving results;
- Building an organized active archive.

Looking back in past and up in future, I can emphasize that such a system should have some advanced functions for:

- ✓ Teaching, testing and evaluation;
- ✓ Management of registrar's activities;
- ✓ The report and management of financial and economics activities;
- ✓ Measurements and reports of engaged entities in local educational system;
- ✓ Easiness for learning techniques;
- ✓ Enhancement for student attention and for knowledge assimilation;
- ✓ Real time supervision of didactic methods, administrative requirements and management activities;
- ✓ Testing of new ways of learning techniques;
- ✓ Interlink-ing of new courses with new subjects.

2. Stages in development of an integrated informatique system

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For al that, many educational programs, including a lot which conform to these stan - dards, often display features which are dis - tinctly uncongenial. These usually reveal themselves by a program's capacity to irri - tate or frustrate someone who tries to use or browse through it in real workaday circum - stances.

Therefore, the development of such a system, which is meant to function errorless, presume that the fist step, the one of the sys - tem analysis, to be done very well and objec- tive.

Also, this kind of system should be ana- lyzed very well from the perspective of per - sonnel, qualified one, which would have as - sure a successful functioning of the system but also the future development prior of implementation procedure which is named maintenance.

Almost all the times, this last issue is left over, and in my opinion, is the most impor - tant in the successful functioning of such a informatic system. The general statements is that the maintenance should be taken care af- terwards and only if errors occurs.

On the software market there are some companies that sells software programs only if a maintenance program is signed and in such conditions the price of software will be 0. And this only to have a successful and un- stained company.

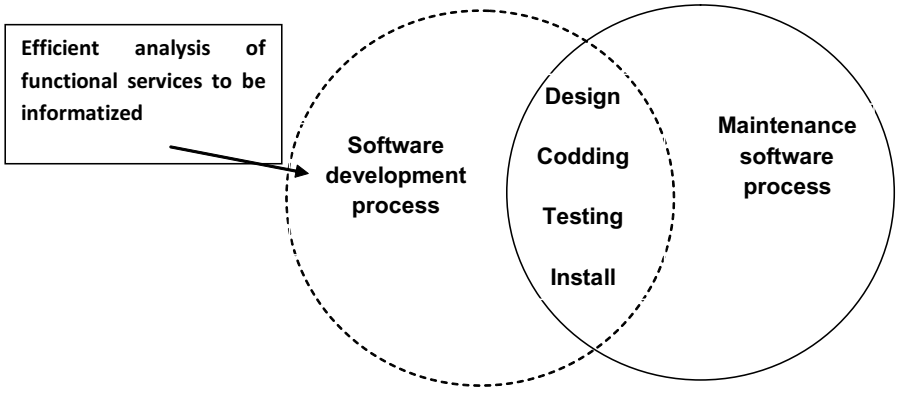

Fig. 1: Stages of maintenance and development of an Integrated Informatized System

It should be mentioned that such a system is to be used in universities where simultaneous and concurrent users (hundreds, thousands etc.) are working on that software.

3. Conclusions

The time has come to be more exacting in our demands. Many programs which got past by yesterday's standards should today be given a more cautious welcome. And some should positively be sent packing.

But we must take care not to turn away uncut gems.

Evaluating educational management software fully and fairly is no mean task, but in any program which is to be used with students there is one quality which should be unfailingly conspicuous:

It should give enjoyment, real time results and positive feedback.

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