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Product Comparison

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PRODUCT NAME	Desire2Learn 8.1	WebCT Campus Edition 4.0
DEVELOPER NAME	Desire2Learn Inc.	WebCT
URL	Desire2Learn	WebCT Campus Edition 3.7
REVIEW DATE	October 20, 2006	January 01, 1900
FORUMS	Desire2Learn 8.1 Discussions	WebCT Campus Edition 4.0 Discussions
REVIEWER	Email Reviewer	Email Reviewer
COMMUNICATION TOOLS		
Discussion Forums	<ul style="list-style-type: none"> A spell-checker is available for student and instructor responses. <p>Reviewer Comments Discussions can be viewed by date, by thread, by title or by author. Instructors may create separate discussion environments for small groups. Discussion threads are expandable and collapsible to view an entire conversation on one screen. Posts can include media, equations, attachments or URL addresses. Posts can be either plain text or html. Instructors can enable or disable anonymous postings. The entire discussion can be saved or printed for off-line reading. Discussions can be shared across courses, departments, or any institutional unit. Instructors can associate a discussion with any course content. Instructors can limit discussions to specific time periods and for specific groups.</p>	Discussions can be viewed by date, by thread, and by title. Instructors can determine the level of involvement (read, write, or post anonymously) for students. Instructors may create separate discussion environments for small groups. Posts can include attachments and URLs.

<p>Discussion Management</p>	<ul style="list-style-type: none"> • Instructors can allow students to create discussion groups. • Instructors can set up moderated discussions where all posts are screened. • Instructors can view statistical summaries of discussions displaying participation which can be used to generate grades. • Discussions can be shared across courses, departments, or any institutional unit. 	
<p>File Exchange</p>	<ul style="list-style-type: none"> • Students can submit assignments using drop boxes. • Students can share the contents of their personal folders with other students. • Administrators can define disk space limitations for each user. <p>Reviewer Comments Students can submit assignments using drop boxes. Drop box assignment folders can be linked to grade items and instructors can associate feedback with uploaded assignments. Instructors can automatically rename assignments & files to a Student ID or name. Students have a private folder into which they can upload and download files. Students can upload files to a shared group folder. Administrators can set folder permissions and quota tracking on their folders. Virus detection technology can be used throughout the file upload/download process.</p> <p>Instructors can also use Manage Files to upload/download/zip/cut/copy/paste/delete files for the course. Instructors can also manage these files with folders and if they have access, they can publish them to Learning Repository. WebDAV option is available for them to drag-and-drop files. Files can be copied between courses and re-used.</p>	<p>Students can submit assignments using drop boxes. Students can upload files to a shared group folder.</p>
<p>Internal Email</p>	<ul style="list-style-type: none"> • Students can use the built-in email functionality to email individuals or groups. • Students can use a searchable address book. • Instructors can email the entire 	<p>Students can use the Internal email feature to email individuals and groups. Students can attach and archive files and can forward messages to external email accounts. Students can search email subject lines.</p>

	<p>class at once at a single address or alias.</p> <ul style="list-style-type: none"> • Students can elect to forward their mail to an external address. <p>Reviewer Comments The Desire2Learn email system can be setup to support multiple modes: full email system, internal course-mail only, forwarded to an external account, IMAP, and other combinations. The email system also supports tracking/filtering correspondence by course, folders, personal address-books, search, and more. Emails can be composed using HTML editor, spell checked, saved as drafts, and can add multiple attachments. Flexible email permissions allow for different email options for each role. For instance, for certain roles, administrator can restrict receiving messages from email address that are not internal. Also, storage quotas can be defined individually for each role in the system.</p>	
<p>Online Journal/Notes</p>	<ul style="list-style-type: none"> • Students can attach notes to any page. • Students can combine their notes with the course content to create a printable study guide. <p>Reviewer Comments Students can make notes in a personal journal and may share them with their instructor. Students can make notes in a personal work area in preformatted text or HTML-style with tags and can perform spell checking.</p> <p>Learners can choose to Blog in an environment that is either open to the public or restricted to users in their Learning Environment (determined by administrators). They can also choose to make entries private, supporting the concept of a Blog journal. A learner has the ability to decide which entries they wish to receive comments and how long an entry appears on their list. Furthermore, RSS feed is supported in Blog feature such that users do not necessary need to login to Desire2Learn to see new headlines and articles. These features provide a safe and secure environment for a Blogger to communicate and add links, images,</p>	<p>Students can attach notes to any page. Students can combine their notes with the course content to create a printable study guide.</p>

	media files and more.	
Real-time Chat	<ul style="list-style-type: none"> • The chat tool supports a limited number of simultaneous rooms. • The chat tool supports unlimited simultaneous group discussions • Students can create new rooms. • Instructors may moderate chats and suspend students from the chat rooms. • The chat tool supports a structured way for students to ask questions and instructors to provide answers. • The system creates archive logs for all chat rooms. <p>Reviewer Comments LiveRoom 4.0 is Desire2Learn's synchronous chat, whiteboard/canvas, presentation technology designed to provide a real-time learning environment for all participants. Rooms can be created easily and moderator has the ability to manage participants and the session. Participants can be "promoted" or "demoted", ask questions, raise hands, send private chat messages and more. Presentation management tools allow annotations, drawing canvas or whiteboard, resource sharing, quick link to course content, highly-scalable chat program, as well as a fully integrated web browser. Participants can also utilize Equation Editor to insert complex mathematical formulas. LiveRoom Express option is also available for organizations that only need canvas whiteboard for their presentation needs.</p> <p>Content uploaded to LiveRoom can be re-used within the Learning Environment, and content used in the Learning Environment is available directly from LiveRoom.</p> <p>There is also HTML-based chat that supports basic chat functions. The chat tool supports private rooms and private messages. The system creates archive logs for all chat rooms. The sessions can be also saved.</p> <p>Finally, there is a built-in instant messaging tool, also known as Pager. This tool can be used to send quick instant messages to others in contacts list.</p>	<p>The Java-based chat tool supports private rooms and private messages. The system creates archive logs for all chat rooms. The chat tool supports up to four simultaneous group discussions.</p>

	It is disabled during quizzes."	
Video Services		
Whiteboard	<ul style="list-style-type: none"> • The whiteboard supports image and PowerPoint uploading. • The whiteboard supports mathematical symbols. • The software supports group web browsing. <p>Reviewer Comments LiveRoom and LiveRoom Express allow moderators to create multiple whiteboard canvases and switch between them during a session. Any presentation resource can be annotated and drawn on using the drawing canvas. Users can save and download LiveRoom materials to their local machine. An equation editor is built into this tool.</p>	The software supports a whiteboard.
PRODUCTIVITY TOOLS		
Bookmarks	<ul style="list-style-type: none"> • Students can bookmark any content material in a course. <p>Reviewer Comments Users can create annotated bookmarks, one at a time, for specific courses. Students can bookmark content pages, creating a link that allows them to quickly return to any particular section in the course content.</p>	Students can create bookmarks in a private folder.
Orientation/Help	<ul style="list-style-type: none"> • Students can access context sensitive help for any tool. • The system includes online tutorials for students that help students learn how to use the system. <p>Reviewer Comments The system includes an online student guide. Students can access context sensitive help for each of the major tools. Help items are further customizable by the institution. Students can use keywords to search a student manual and other help documentation made available by the organization. Institutions can also create FAQs and help files, as well as custom widgets to organize access to orientation information.</p>	The system includes an online student guide. Students can access online help information. The system includes an online orientation course to help students learn how to use the system.
Searching Within Course	<ul style="list-style-type: none"> • Students can search all course content. 	Students can search all course notes, discussion threads, and email subject lines in their course.

	<ul style="list-style-type: none"> • Students can search all discussion threads. <p>Reviewer Comments Students can search all course content, discussion threads, calendar postings in their course or organization.</p> <p>Desire2Learn Learning Repository allows course content/files to be stored/searched/accessed within the course by users in the system by utilizing standard based metadata. For more information on Learning Repository, please refer to section on Content Sharing/Reuse below.</p>	
Calendar/Progress Review	<ul style="list-style-type: none"> • Instructors and students can post events in the online course calendar. • Instructors can post announcements to a course announcement page. • Students have a personal home page that lists all courses in which the student is enrolled, new email and all course and system-wide events from their personal calendar. • Students can view their grades on completed assignments, total points possible, course grade, and compare their grades against the class performance. <p>Reviewer Comments Instructors can post events and announcements in the online course calendar or to the course homepage. Entries in the online course calendar can be posted for the entire class, or individual user. Students can keep track of all their assignments, deadlines, and due dates in an online calendar. Students can use a course calendar to store private events. Students can view their grades on completed assignments and any instructor feedback and can compare their grades against the overall class performance. Students can view their completed and pending course readings and activities. All students have a personal home page that lists new email, all courses and groups in which the student is enrolled and all course and system-wide events by date, from their personal calendar.</p>	<p>Instructors and students can post events and announcements in the online course calendar. Students can view their completed and pending course readings and activities. Students can view their grades. Students can keep track of all their assignments, deadlines, and due dates in an online course calendar.</p>

<p>Work Offline/Synchronize</p>	<ul style="list-style-type: none"> • Students can compile and download the content for an entire course into a format that can be printed or stored locally. • Instructors can publish course content on a CD-ROM that can be linked to dynamically from within the online course or viewed offline. <p>Reviewer Comments Instructors can publish course content on a CD-ROM that can be dynamically linked from within the online course or viewed offline. Students can compile and download the content for an entire course into a format that can be printed or stored locally.</p>	<p>Students can compile and download the content for an entire course into a format that can be printed or stored locally. Upon re-entering a course, students have the option of resuming at the last page viewed.</p>
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STUDENT INVOLVEMENT TOOLS

<p>Groupwork</p>	<ul style="list-style-type: none"> • Instructors can assign students to groups. • The system can randomly create groups of a certain size or a set number of groups. • Students can self-select groups. • Each group can have its own discussion forum. • Each group can have its own chat or whiteboard. • Each group can be given group-specific assignments or activities. • Groups may be private or instructors can monitor groups. <p>Reviewer Comments Instructors can assign students to groups or the system can create groups of a certain size or a set number of groups. Each group can have its own shared group presentation folder, discussion forum, chat room, group email list, polls, assignments, activities, assessments, shared calendar events, file exchange, assigned group leadership. Instructors can assign grades to entire groups and monitor groups.</p>	<p>Instructors can assign students to groups or the system can randomly create groups. Each group can have its own shared group presentation folder and discussion forum.</p>
<p>Self-assessment</p>		<p>Instructors can create self-assessments. The system automatically scores multiple choice, true/false, and multiple answer type questions and can display instructor-created feedback. Instructors can use the MathML equation editor to enable students to</p>

		enter and edit mathematical notations.
Student Community Building	<ul style="list-style-type: none"> • Students can create online clubs, interest, and study groups at the system level. • Students from different courses can interact in system-wide chat rooms or discussion forums. <p>Reviewer Comments Students from different courses can interact in system-wide chat rooms or discussion forums. Students can create online clubs, interest, and study groups. Students can send email to their groups, use a shared chat space, calendar and announcements, and share material privately within the group.</p> <p>Additionally, Desire2Learn platform can be used as a collaboration environment for executive committees and corporate working groups. For instance, Desire2Learn Community is enrolled in a version of Desire2Learn Learning Environment that has been specifically configured to work more as a community space than a straight learn course delivery environment.</p>	Students from different courses can interact in a system-wide chat room. Students can create online clubs, interest, and study groups at the system level.
Student Portfolios	<ul style="list-style-type: none"> • Students can create a personal home page in each course. • Students can use their personal home page to selectively display their course work. <p>Reviewer Comments Students can build their portfolios by creating their own personal homepages (using HTML editor) and customized profile forms. Through Classlist tool, users with permission can access other's profiles, shared files (through Locker tool), progress and homepages. Also, Competency and Rubrics tools help with skills gap analysis and contribute to building portfolio that can be aggregated and compared across courses, departments, semesters, etc.</p>	Students can create a personal home page.
ADMINISTRATION TOOLS		
Authentication	<ul style="list-style-type: none"> • Administrators can allow guest access to all courses. • The system can authenticate 	Administrators can protect access to individual courses with a username and password. Access can also be restricted based on IP address. User

	<p>against an external LDAP server.</p> <ul style="list-style-type: none"> • The system can authenticate using the Kerberos protocol. • The system supports Shibboleth. • The system can authenticate against IMAP, POP3 or secure NNTP. • Administrators can set up fail-through authentication against a secondary source (e.g. the system's own database) in the event that the primary source (e.g. LDAP server) fails. • The system can support multiple organizational units and virtual hosts within a server configuration. <p>Reviewer Comments</p> <p>Administrators can protect access to individual courses with a username and password. The system can authenticate against an external LDAP server or using the Kerberos protocol. Administrators can set up fail-through authentication against a secondary source (e.g. the system's own database) in the event that the primary source (e.g. LDAP server) fails. The system can support multiple organizational units or organizations within one server setup and each unit contains its own unique database of users and can be authenticated against a different source. The system has a password reminder option and students can maintain their own passwords. Administrators can set password length restrictions and require password changes after the initial logon and after a specified period of time. Single Sign On option is also supported. User logins can be encrypted with the Secure Sockets Layer protocol.</p>	<p>logins can be encrypted with SSL. The system has a password reminder option. The system can also authenticate against an external LDAP server or using the Kerberos protocol. Administrators can set up fail-through authentication against a secondary source (e.g. the system's own database) in the event that the primary source (e.g. LDAP server)fails.</p>
<p><u>Course Authorization</u></p>	<ul style="list-style-type: none"> • The system supports restricting access based on roles and roles can also be customized by the service provider. • Administrators can create an unlimited number of custom organizational units and roles with specific access privileges to course content and tools. • Administrators can distribute the permissions and roles across multiple institutions or departments hosted in the server environment. 	<p>Administrators can assign different levels of access to the system or courses based on the following pre-defined roles: instructors, students, designers, teaching assistants, and system administrators. Instructors or students may be assigned different roles in different courses.</p>

- Instructors or students may be assigned different roles in different courses.

Reviewer Comments

Administrators can create an unlimited number of custom organizational units and roles with specific access privileges to course content and tools. Instructors can customize specific access permissions for each student role type (e.g. Student Representative). Typically, students will not have access to author or edit the course but customized role such as Student Representative can be created to allow them to post News items, edit other's discussion messages and much more. Teacher's Assistant roles can be created where users with this role can view all participants' grades but not allow to enter/edit grades. Administrators can distribute the roles across multiple institutions to facilitate school board-wide or consortia-style approaches. Instructors or students may be assigned different roles in different courses and group contexts.

Registration Integration

- Instructors can add students to their courses manually or allow students to self-register.
- Administrators can batch add students to the system using a delimited text file.
- Administrators can transfer student information bidirectionally between the system and an SIS using delimited text files.
- Administrators can transfer student information bidirectionally between the system and an SIS using IMS Enterprise Specification v1.1 XML files via web services.
- The software supports data interchange with student information systems through an event-driven API.
- The software supports integration with SCT Banner, SCT Luminis, Datatel, PeopleSoft 8 or customized integration with other SIS or portal systems.
- The software is compliant with the IMS Enterprise Specification for Student Data.

Administrators can batch add students to the system using a delimited text file and then instructors can add students to their courses or students can self-register. Administrators can transfer student information bi-directionally between the system and an SIS. The software supports integration with SCT Banner, Campus Pipeline, Datatel, or customized integration with other SIS or portal systems. The software is compliant with the IMS Enterprise Specification for Student Data (Institution License only).

	<p>Reviewer Comments Students can self-register. Administrators can batch add students to a course using a delimited text file. The software supports integration with SCT Banner, Peoplesoft, Datatel, and Campus Pipeline to name a few. The software also supports customized integration with other SIS or portal systems. Administrators can transfer student information bi-directionally between the system and an SIS through Desire2Learn middleware component. This integration can be done in Bulk, Batch or Real-time. The system provides registration progress tracking. The software is compliant with the IMS Enterprise Specification for Student Data.</p>	
<p>Hosted Services</p>	<ul style="list-style-type: none"> • The product provider offers a hosted solution. <p>Reviewer Comments The product provider offers a hosted system that includes 24x7x365 monitoring, redundant hosting platforms, intrusion detection, nightly backups, options for geographical disaster recovery, and service level agreements on a network of high-performance, fault-tolerant servers with fail-over capability with redundant Tier 1 network connections.</p>	<p>The product provider offers a hosted system for both standard and premium licenses. Hosting is also available from Embanet, which provides daily and offsite tape backups, system clustering, managed bandwidth usage, and multiple Internet service providers to provide redundant fail-over capabilities.</p>
<p>COURSE DELIVERY TOOLS</p>		
<p>Test Types</p>	<ul style="list-style-type: none"> • Multiple choice • Multiple answer • Matching • Ordering • Calculated • Fill-in the blank • Short answer • Survey questions • Essay • Questions can contain other media elements (images, videos, audio) • Custom question types can be defined. 	
<p>Course Management</p>	<ul style="list-style-type: none"> • Instructors can selectively release assignments, assessments, and announcements based on specific start and stop dates. • Instructors can release materials based on a single criteria (date, grade, etc.) or instructors can use 	<p>Instructors can personalize access to specific course materials based on group membership, previous course activity, or student performance. The system can synchronize with course dates defined by the institutional calendar.</p>

Boolean expressions to identify multiple selective release criteria.

- Instructors can set up specific course content that is released on a specific date and must be completed by students before they continue with the course.
- Instructors can link discussions to specific dates or course events.
- Instructors can personalize access to specific course materials based on group membership.
- Instructors can personalize access to specific course materials based on previous course activity.
- Instructors can personalize access to specific course materials based on student performance.

Reviewer Comments

Instructors can selectively release course material, quizzes, assignments, announcements and tools based on previous course activity or specific start and end dates. Instructors can link discussions to specific dates. The system can synchronize course dates defined by the institutional calendar. Instructors can set up specific course content that is released on a specific date and that students must complete before they continue with course. Instructors can design courses for instructor facilitated learning or system managed self-study.

Supported versions of IMS CP packages can be imported and also exported from any course in the Learning Environment. Instructors have the ability to choose individual items to copy/import/export. For instance, instructors can choose a single quiz and specific topic to export rather than exporting all quizzes and content. Also, courses can be reoffered by using Copy Course Component feature.

Competency/Curriculum Management - Learners can see their progress on various activities, learning objectives, and competencies in a course, program, and/or their entire experience at the organization. The competencies tool allows instructors and curriculum developers to formalize learning objectives, create portal assessments, create self directed or custom learning

	<p>paths through skills/competencies assessment, and track competencies beyond course. Instructors can create competency hierarchies with approval workflow, integrate with activities/assessments, and develop rubrics. Also, Instructors can specify prerequisites and sequence each course within the curriculum. Instructors can specify multiple paths through a course for different skill levels or job functions. Instructors can map specific learning objects to individual training needs. Competencies can be assessed automatically using quizzes, surveys, dropbox assignments and manually using an online rubric builder.</p>	
<p>Instructor Helpdesk</p>		<p>Instructors can access the online help manual, context sensitive help, and numerous instructor support communities to share information in a number of discipline-specific or general interest forums. Instructors can subscribe to an instructor mailing list. The system includes a simulation-based online course to help instructors learn how to use the system. Instructors can take online courses about instructional design strategies for online courses and how to use the product.</p>
<p>Online Grading Tools</p>	<ul style="list-style-type: none"> • Instructors can add grades for offline assignments. • Instructors can add details to the gradebook in custom columns. • Instructors can export the scores in the gradebook to an external spreadsheet. • Instructors can create a course grading scale that can employ either percents, letter grades, or pass/fail metrics. <p>Reviewer Comments Instructors can grade assignments, essay type quizzes/exams online and provide feedback. Grades from quizzes and assignments can be updated in Gradebook tool automatically. Instructors also have ability to manually edit all grades. Gradebook tool is useful for basic statistical analysis and final grade calculation. The software automatically calculates the minimum, maximum, and</p>	<p>Instructors can mark all assessments not automatically scored online. Instructors can assign partial credit for certain answers. Instructors can add the grades for offline assignments to the online gradebook. Instructors can import and export a comma-delimited version of the gradebook from an external spreadsheet program. Instructors can manually edit all grades. Instructors can create a course grading scale. Instructors can delegate the responsibility for grading assignments. The gradebook supports the creation of custom columns which can contain either grade information or other instructor-determined details.</p>

average grade on any grade items including assignments and quizzes. Grade items can be grouped according to grade categories created by instructors. For instance, grade items Quiz #1 and #2 are part of Quiz category/section. Instructors can create a course grading scale that can employ either percentages, letter grades or pass/fail metrics and even create custom grade schemes. Furthermore, grade items can use built in formula editor to create functions which includes If statement, Max/Min, Sum, Avg, etc. to aggregate multiple grade items together allowing instructors to create complex grades scenarios for their course. The Gradebook supports import/export comma-delimited (csv) files. All Gradebook activities are tracked and stored in event logs.

Learning Environment 8.1 also supports the creation of scoring rubrics that can be used as a scoring guide for subjective and quantitative assessments. Rubrics can be created and copied for use within a course, or shared across the organization. Rubrics can have any number of evaluation levels and have numerical components to allow for automatic evaluation, or evaluated manually using existing assessment tools.

Student Tracking

- Instructors can track the frequency and duration of student access to individual course components.
- Instructors can get reports showing the time and date and frequency students as an aggregated group accessed course content.
- Instructors can get reports showing the number of times, time, date, frequency and IP address of each student who accessed course content, discussion forums, course assessments, and assignments.
- Instructors can review the navigation record of each student.
- Usage statistics can be aggregated across courses or across the institution.

Reviewer Comments

Instructors can view reports of student session tracking, login/logout dates and

Instructors can get reports showing the number of times, time and date on which, and frequency with which each student or all students in a course, as an aggregated group, accessed course content, specific course units and discussion forums. Instructors can also get a report showing the duration of time each student spent on course content, specific course units and discussion forums. Instructors can share this tracking information with students.

times, dropbox submissions, and discussion participation as well as both individual and aggregate student performance data on assessments, number of attempts and time per attempt. Instructors can share this tracking information with students. Administrators can monitor students who are currently logged in to the course.

A separate database, data warehouse, stores the information the Learning Environment logs such that large reports can run during normal business operations. All data in the data warehouse is documented in the Data Dictionary such that 3rd party reporting tool can be used to access the data. Flexible data set definitions allow for many reports to be generated. Reporting supports many filters as well as render types including Tabular, Area, Line, Bar and Pie graphs.

Automated Testing and Scoring

- The system can randomize the questions and answers.
- Instructors can create self-assessments.
- Instructors can set a time limit on a test.
- Instructors can permit multiple attempts.
- The students are allowed to review past attempts of a quiz.
- The system supports a MathML editor for the inclusion of mathematical formulas in both questions and answers.
- Instructors can specify whether correct results are shown as feedback
- The system supports proctored tests.
- Instructors can create personal test banks.
- Instructors can create system wide test banks.
- Questions can be imported from external test banks that support QTI.
- The system provides test analysis data.

Reviewer Comments

Instructors can create assessments that use the following types of questions: True/False, Fill in the Blank, Matching,

Instructors can create automatically scored true/false, multiple choice, matching, calculated answer, and short answer questions. Instructors can also create essay questions. Instructors can import questions from existing test banks. Instructors can set a time limit on a test. Instructors can use the Mathematics Markup Language equation editor to enable students to enter and edit mathematical notations. Instructors can also use IP addresses to restrict access to tests. The system supports proctored exams.

Multiple Choice, Multiple Select, Ordering, Arithmetic, Significant Figures, Multi Short Answer and Short/Long Answer. Custom question types can also be defined. There is a consolidated question library for quizzes, surveys and self assessments. Test questions can incorporate images, sound, video and other media types. Questions can be built with the tool or instructors can import and export questions from external test banks in the IMS QTI specification format. Questions can be randomized to provide different questions to different students. Random values can be generated for variables to provide different questions to different students. Students can also use HTML editor and Spell Check feature to respond to questions. Instructors can set a time limit on a test and give special access for individual students. Assessments can be restricted by IP address or a password. Assessments can be shared across several organizational units, and data can be aggregated during report generation. Instructors can customize reports on user and question data that can be exported. Instructors can override the automated scoring and determine how to communicate test results to students. Also, multiple quizzes can be edited at once. Instructors can weight assessments according to a grading scheme. Students can also be locked out of the instant messaging tool and have their copy/paste and print tools restricted while taking a quiz. Instructors can also create survey questions.

CURRICULUM DESIGN

Accessibility Compliance

- The product provider self-reports that the software complies with Section 508 of the US Rehabilitation Act.
- The product provider self-reports that the software complies with the WAI WCAG 1.0 Level A guidelines.

Reviewer Comments

To comply with Section 508 of the US Rehabilitation Act, the W3C Priority Level I items, many Level II and III items and the WAI WCAG 1.0 Level A guidelines, the software implements the following features: alt tags on all system images, an

To comply with Section 508 of the US Rehabilitation Act, the software implements the following features: alternate text for all non-text elements, content available in a high contrast color scheme, keyboard access to chat and whiteboard tools, support for the JAWS screen reader technology, and allowing invisible navigation links to be used by screen readers.

	<p>authoring tool that enables course developers to create compliant web-based content, style sheets, appropriately titled framesets that describe the functionality of the frames layout, data tables that are optimized for use with screen readers, content available without color, personal preferences for tool display and content readable without style sheets. Non-visual navigation links and consistent form labels are used throughout the site to improve screen reader usability. Desire2Learn actively tests with the JAWS screen reader and other assistive technologies. The company works with clients, the accessibility community and the W3C to validate and identify accessibility features. Users can also change font sizes and styles to meet their accessibility needs.</p>	
<p><u>Course Templates</u></p>	<ul style="list-style-type: none"> • The software provides support for template-based course creation. • The system provides course design wizards that provide step-by-step guides that take faculty and course designers through the completion of common course tasks, such as setting up the course homepage, syllabus, organizer pages, content modules, discussion. • Course content may be uploaded through WebDAV. • Course templates may contain selective release criteria and custom gradebook columns that persist with each new course instance. • The system allows administrators to use an existing course or a pre-defined template as a basis for a new course. <p>Reviewer Comments Course templates containing either layout or content can be created at any level above the specific section level. Instructors can create announcements, calendar entries, discussions, links, syllabus, course descriptions and other course content using templates that include a HTML editor (a.k.a. WYSIWYG content editor), or upload and choose content from the system-wide content library. Instructors can create new content templates. Instructors can incorporate course functions into specific course</p>	<p>The software provides support for template-based course creation. The templates include a WYSIWYG content editor. Instructors can use templates to create syllabus, course descriptions, course units, discussion forums, glossaries, calendar entries, tips, chat, and resources. Instructors can categorize course content as calendar entries, course units, discussion forums, glossaries, syllabus, tips, and resources. Course content may be uploaded through a form. Course content may also be exported for later-use.</p>

	<p>templates. Course content may be uploaded through a form, uploaded through WebDAV.</p>	
<p>Curriculum Management</p>		
<p>Customized Look and Feel</p>	<ul style="list-style-type: none"> • The system provides default course look and feel templates. • Instructors can change the navigation icons and color schemes for a course. • Instructors can change the order and name of menu items for a course. • Institutions can create their own look and feel templates across the entire system, including their own institutional logos, headers, and footers. • The system can support multiple institutions, departments, schools or other organizational units on a single installation where each unit can apply its own look and feel templates as well as institutional images, headers and footers. <p>Reviewer Comments The system can support multiple institutions, departments, schools or other organizational divisions on an individual server setup. Each unit can be separately branded. Distinct designs can also be applied at both the course and specific section level. The instructor can customize the appearance of a course by changing the order and name of menu items and the location and width of the navigation bar. Custom tools can be created and quickly added and removed from course or student home pages. Students can customize the sounds, colors, font sizes, and layout of the tools within the interface. Administrators can change the availability, order and name of menu items. Depending on user's role and permission, the user has access to certain tools/features in the learning environment.</p>	<p>The system provides default course look and feel templates. Institutions can create their own look and feel templates across the entire system, including their own institutional logos, headers, and footers. Instructors can alter the appearance of their course.</p>
<p>Instructional Standards Compliance</p>	<ul style="list-style-type: none"> • AICC • IMS Content Packaging 1.1.3 • IMS QTI 1.2.1 • IMS Enterprise 1.1 • SCORM 1.2 • SCORM 1.3 	<p>The system can import and export course content using the IMS Content Packaging standard. The software supports the IMS Content Packaging 2.0 standard. The product provider will work with the institution to migrate existing courses into the system.</p>

	<p>Reviewer Comments</p> <p>The software has been issued a certificate of conformance with SCORM 1.2 RTE 3 and SCORM 2004. The system also supports IMS Enterprise 1.1 IMS CP 1.1.2 IMS CP 1.1.3, IMS QTI 1.2.1, IMS RDCEO and AICC. For metadata, D2L supports IEEE LOM, Dublin Core, GEM and CanCore. The system includes a tool to import courses from other learning platforms into Desire2Learn.</p>	
<p>Instructional Design Tools</p>	<ul style="list-style-type: none"> • Instructors can organize learning objects, course tools, and content into learning sequences that are reusable. • Instructors can create linear learning sequences organized hierarchically by course, lesson, and topic. • Instructors can reuse courses as templates for future lessons. <p>Reviewer Comments</p> <p>The software provides lesson-level templates that include the ability to link to course tools in context and can be shared to selected courses in the learning environment. Instructors can create annotated bookmarks, one at a time, for specific courses.</p> <p>Instructors can create sequences using conditional release based on a user's past performance and accomplishment. Desire2Learn offers course design services to assist organizations in creating their course material.</p>	
<p>Content Sharing/Reuse</p>	<ul style="list-style-type: none"> • Instructors can share content with other instructors and students through a central learning objects repository. • The repository can be system-wide or for individual organizational units. • Tools are available to enable version tracking and linking to specific versions as well as the creation and management of workflows for collaborative content creation and review. • The repository supports IEEE LOM and metadata application profiles such as, Dublin Core, Cancore, and custom profiles. • For any content in the repository, 	

users can view reports displaying every course in the system that is currently using the selected item.

Reviewer Comments

Desire2Learn Learning Repository 3.5 tightly integrates with Desire2Learn Learning Environment 8.1 to provide a central content/learning object repository where learning objects can be stored and reused by users in the system. By utilizing user roles and management tool in Learning Environment, different permission settings can be applied to multiple repositories. Learning Objects (i.e. assets, topics, modules, and course) can be published to the Learning Repository using industry metadata standards including IEEE LOM, Dublin Core, GEM and CanCore. Searching within the Repository can be done through Basic Search, Advance Search and Local Browsing of custom taxon schemas. Local browsing is an alternative to searching for key words and titles (or any other fields defined in metadata), users can also search by browsing through classification and taxonomy. Moreover, federated searching is supported which allows users to search in external repository search as MERLOT. When desired learning objects are found, it can be dynamically or statically linked to the repository, retrieved or exported in IMS format.

HARDWARE/SOFTWARE

<p>Client Browser Required</p>	<p>Reviewer Comments The software supports Internet Explorer 6.0.1+, Netscape 7.0+, Firefox 1.1+ and Safari 1.3 & 2.0</p>	<p>The software requires Internet Explorer 5.1+, Netscape 4.76 and 6.2.1, and AOL 7.0. Javascript must be enabled in all browsers. Internet Explorer 5.5 SP1 is not supported.</p>
<p>Database Requirements</p>	<p>The system supports MS SQL Server.</p>	
<p>Server Software</p>		<p>The following server software tools are available: resource monitoring, crash recovery, backup of a course to a desktop machine. The server administration tools are accessed over the Web. The software requires Perl 5.6.1 and Apache 2.0 both of which are bundled with the system. Typically, local administrators install the software. The product provider offers for-fee installation consultation. Archived courses can be restored to</p>

		overwrite another course.
UNIX Server		The software is available for Red Hat Linux 7.3, Red Hat Enterprise Linux AS 2.1, and ES 2.1 for Intel processors, and Solaris 8 and 9. Suggested minimum hardware recommendations are one 1GHz Pentium III or two SPARC, 750 MHz Ultra Sparc III, 2GB RAM, 72GB disk space in a hardware RAID-1 or RAID-5 configuration.
Windows Server	A Windows version is available.	The software is available for Microsoft Windows 2000 Server SP3 or Windows 2000 Advanced Server SP3. Suggested (minimum) hardware recommendations are: one 1 GHz Pentium III processor or two Ultra SPARC IIIs, 750 MHz, 2GB RAM, 72GB disk space in a hardware RAID-1 or RAID-5 configuration.
PRICING/LICENSING		
Company Profile	Reviewer Comments Located in Kitchener, Ontario, Desire2Learn was founded in 1999. It employs 150+ people and is privately held.	WebCT began as a project by a University of British Columbia professor Murray Goldberg as part of a grant project to study the effects of online teaching on learning. Murray founded WebCT in 1997 at UBC, and delivered it as a commercial product at that time. In 1999 the company was acquired by Universal Learning Technology (ULT) and combined company was renamed WebCT, and headquarters moved to Lynnfield, Massachusetts. WebCT is a privately held company backed by a group of investors, which include CMGI@Ventures, JPMorgan Partners, SCT, and Thomson Corporation. WebCT currently sells and supports two product lines, WebCT Campus Edition, and WebCT Vista.
Costs	Reviewer Comments There is an initial startup fee. The license fees are typically based on either an FTE or per user/enrollment depending on the client requirements.	The Campus Edition Institution License is priced based on number of full-time equivalent (FTE) students in an institution. The Campus Edition Focus License is priced based on a limited number of student seats (normally 3000). The software is licensed on an annual subscription basis. Technical support is provided by email, web form, or phone. The annual license fee includes support for two administrators per license.

		Additional technical support may be negotiated for instructors or additional administrators, with four-hour response time and 7x24 support options.
Open Source		
Optional Extras	<p>Reviewer Comments</p> <p>The system provides support for secure online tuition payment by credit card. Custom tools can be built within the platform using the D2L Widget tool. Custom XML and SQL interfaces can be defined for data exchange with the system. Full commerce and portal systems are available. The software can be integrated with external authentication servers, Student Information Systems, Library Systems, email systems, and other campus based systems. The company offers consulting services for implementation planning and advanced technical services including an initial technical assessment and evaluation of issues such as authentication, load balancing, and migration and upgrade planning. The product provider also offers full services for instructional design and custom courseware creation.</p> <p>Wiki product can be integrated into Desire2Learn through roles/permissions framework.</p> <p>WevDAV can theoretically be setup for both students and instructors (however, typically we only allow instructors to use this capability).</p>	<p>WebCT Campus Edition 4.0 supports right-to-left languages such as Arabic and Hebrew. For these languages, any left-to-right language words or phrases, which are embedded in the text, display correctly (i.e. left-to-right). WebCT Campus Edition is licensed in two variants: Focus License and Institution License. The Focus License allows a subset of the functionality included in the Institution License, and restricts the number of student seats, and eliminates access to APIs that allow integration with campus systems such as student information systems, portals, and authentication systems. The company offers consulting services for implementation planning and advanced technical services including an initial technical assessment and evaluation of issues such as authentication, load balancing, and migration and upgrade planning. Premium support services are available for quicker response time, direct access, and 24/7 support. The company also offers customized training.</p>
Software Version	The software is version 8.1.	The current software version number is 4.0.

Comments or Suggestions?

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