

## **UBC Learning Technology Environment Renewal (LTE) Core Request for Qualifications - Stage 3 Vendor Script**

As described in the Request for Qualifications, this script outlines the topics that should be covered during the ½-day vendor presentations at the UBC Okanagan and UBC Vancouver campuses. The script contains two sections. The first, condensed versions of the indicative use cases presented in the original Request for Qualifications, provides an opportunity for you to showcase the functionality and features of your LTE Core solution. The second is a list of questions that have arisen from evaluation of the live pilot courses and sandbox course evaluation. Finally, we encourage you, at the conclusion of your presentation, to showcase any functionality or features of your LTE Core solution that you believe are important to highlight to the UBC community.

The Stage 3 Evaluation Rubric is appended hereto.

### **Section 1 - Indicative Use Cases**

#### **Use Case 1 (gradebook, communications, interaction, multiple content types, monitor progress, groups, discussion, mobile, peer assessment, rubrics, analytics)**

Course with 30-40 students. The beginning of the course uses a sequential approach to learning. Once foundational knowledge is acquired by students there is a shift towards a constructivist approach to learning allowing students to demonstrate their own learning goals that are situated, relevant, and engaging to them.

- Co-taught by two instructors; one instructor is external to UBC and will require guest credentials
- There are two sections; one face-to-face and one fully online. The online cohort and the face-to-face cohort see different versions of some of the content
- Content includes video and sound recordings that play well on different devices.
- Instructor uploads and modifies content and structures it in modules
- Instructor uses an organizational tool (such as a calendar) to display all assignment due dates. The due dates shown on the calendar include dates for all courses the student is taking. The calendar can be filtered for a single course and linked to an external calendar
- Instructor-student interaction using notifications, email and messaging
- All students in both cohorts participate in online discussions involving multiple threads
- Instructors and students are able to search discussion topics, easily see which posts have been responded to and respond to posts
- Group assignment: Students self-organize in groups and can change between groups on their own. Group work is done in both “closed” settings (only visible to members of the group) as well as in the “open” (everyone in the class can view the work in progress). Students work collaboratively in groups to complete an assignment and submit the assignment online.

- Final assignment: Personalized individual assignment that students choose to demonstrate their learning. Students, peers, and the instructor can provide feedback while the assignment is being completed.
- Part of the assignment grade is based on a peer evaluation and uses a rubric. Instructor can see who has completed the peer evaluation and final grades of the peer evaluation per student and/or per group
- Instructor has the ability to efficiently monitor student activity including on assignments at both the group level and the individual student level
- Instructor is notified when assignments have been submitted
- Grading is done both online and offline. Grading and feedback that is done offline must be uploaded into the course
- Students are able to monitor their progress by seeing their grade on an individual course component, see their grade with respect to class average, and see their grade progress at a certain point in time.
- Students access the course materials, participate in discussions, and collaborate using mobile devices and computers in a variety of browsers.

### **Use Case 2 (Program level, interactivity, gradebook, analytics, badges, conditional release, mastery learning)**

A large course with sequential instruction.

- Six sections with six separate instructors and six TAs all merged into one course shell with a total of 1000 students
- This course has the same supporting materials, core objectives, and assessments, as well as supplemental notes and content that is taught/administered by a specific instructor.
- There is a single course home page that is used by all sections.
- Course announcements may be sent to students in all sections or in only one section
- Some content originates from a Learning Object Repository outside the course
- Assessments include quizzes, an online midterm and final exam, and lab assignments
- The midterm and final exam are conducted simultaneously online for all 1000 students and include a variety of question types. Some exam questions must be hand-graded. The responsibility for grading each question is divided amongst TAs. Each TA can see only the set of students that they are assigned to mark
- Quiz questions are selected randomly from a pool and are selected based upon specific criteria (e.g. topic, difficulty level). Each student receives a different set of quiz questions
- The responses to each quiz question are analyzed to determine what concepts the instructor needs to reinforce in class and what concepts are already clear for students
- Seven days prior to a lab, the lab preparation documents and quiz are made available. Students must score 80% on the quiz in order to access the laboratory instructions that are required to complete the lab. The quiz availability expires two days before the lab.
- At the lab due date, a submission link opens for students to submit their lab report

- The two lowest scores from each student's lab reports do not count towards their final cumulative grade for all labs
- Instructors can override grades and exempt assignments
- Gamification is supported through activity completion awards (e.g. completion of quizzes, assignments, etc.)
- Learning activity is linked to learning goals or competences.
- Students can monitor their learning progress via grades and dashboards
- Instructors can easily view the class enrollment and contact individual students or groups
- Instructors can efficiently monitor and analyze student achievement through learning analytic tools

### **Use Case 3 (Administrative)**

A support staff member manages a set of courses across a faculty unit, supporting course development, ensuring consistency of design, managing ad hoc user role changes and investigating cross-course analytics.

- A course template is deployed to all course shells that includes a common default structure, content and tools
- Course shell can be managed and run by individuals associated with different faculties (i.e. cross-listed course across faculties)
- Additional non-credit workshop courses are created for sets of instructors and students
- Course content is copied between course shells to support course roll-over processes. Additional content packages are uploaded and deployed. Third party tool integrations are established
- Notifications are managed to sets of users across courses
- Support staff are added to course membership in bulk across a set of courses.
- Support staff can add and remove users from the course as well as adjust user roles as required
- Access to reporting and analytics tools about course and user activity
- Access to raw click-stream data and caliper/xAPI statements for research and analytics purposes

## **Section 2 - Questions Arising From User Feedback**

Please address the following areas of concern:

Usability: Can you provide a “best practice” model for instructors to use that allows students to efficiently navigate course content and easily track their progress in a course?

Mobile: What are the mobile options. Are there any functional limitations when students interact with the course on mobile devices?

Group management: Is it possible to create groups based on student attributes? Is it possible to create groups and group membership from CSV (or other file format) import?

Quiz/Assessment: Does the quiz tool support such things as partial credit, regular expressions, calculated formulas, branching logic and fine-grained control over feedback timing?

Discussions: Describe the best way for students to get a high-level look at the discussions occurring in a course (especially when there are multiple threads and lots of students)?

Gradebook: Demonstrate how to upload feedback and grades in the gradebook. Can you upload alphanumerics? Can the gradebook support complex grading schema?

Assignment Grading: What FIPPA-compliant functionality exists within your platform for grading student work and providing feedback online?

Personalized learning: What are the options for supporting self-directed learning? For example, does the platform allow flexibility of role permissions so that students can create tools, author and organize content for themselves? Can students state their own learning goals and manage collection of evidence against goals or competencies?

Open Learning: What are the options for supporting open access to course content? Can students choose to publish content they create under an open license?

Integration: Please demonstrate how it is possible to integrate third party applications using the LTI standard in a FIPPA compliant manner.

Program level / Faculty level: Is it possible to have program level announcements and content?

Migration: What tools does the platform support for migrating course content from Blackboard? Are there any limitations on what is migrated?

Performance and Reliability: How does your platform address issues of performance and scalability? Are there benchmarks and metrics around uptime and speed that you can provide?

Language compatibility: Can you comment on the flexibility with regard to language and/or language-specific fonts that your solution provides?