

Project Type: Online Course Learning Management System (LMS)

- **Focus EduVation** 
www.focuseduvation.com

Overview

Focus EduVation was assigned to:

- Create science courses for the middle grades and design an LMS to host content, assessments, and reports.

Outlining Course Objectives

- Our main objective was to give users a clear picture of their performance under the following categories:
 - Understanding of concepts
 - Ability to solve questions that required higher-order thinking.
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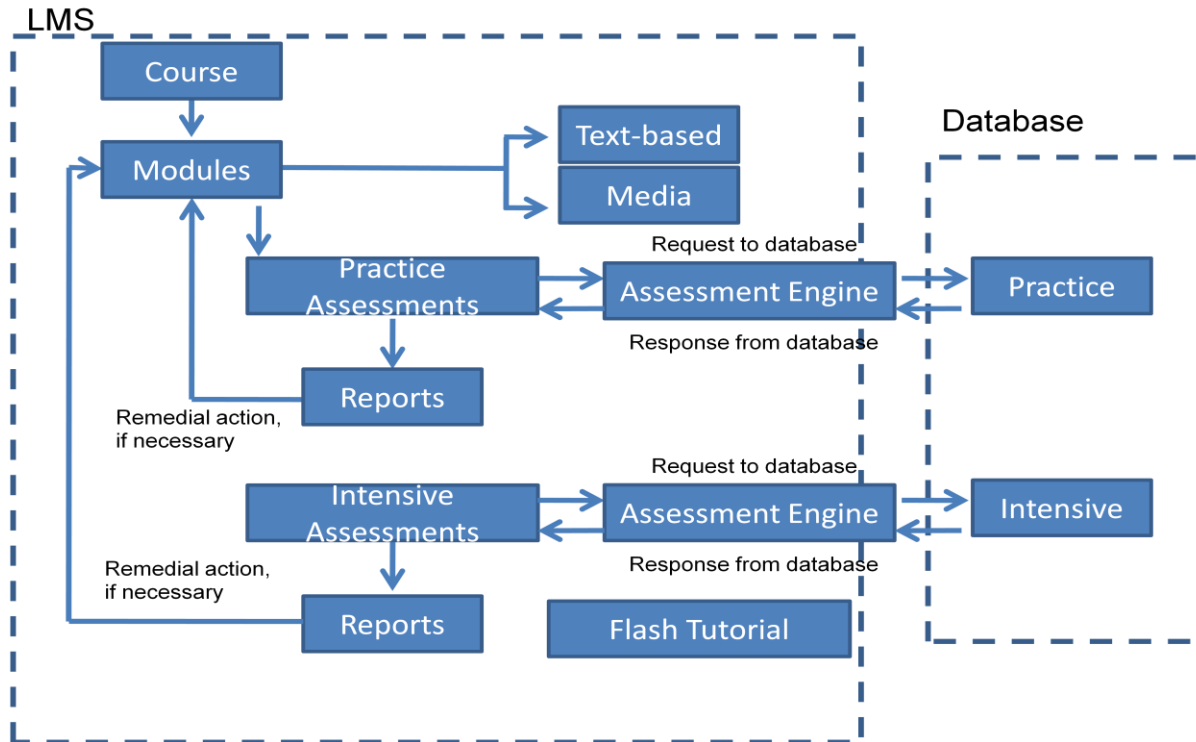
FEV team had to build an LMS with the following features:

- The content had to be grouped into various **courses**.
- The courses had to be further divided into **modules**. Each module consists of **text, animations, interactivities, and videos**.
- Every module needed a **Practice Assessment** at the end. **Intensive Assessments** were to be made available to users on completion of all modules.
- The assessments were to be generated by a **dynamic engine**, which can access questions from a huge **database**. The questions needed to be organized according to its level of difficulty, as the user progresses through an assessment.
- **Robust reports and analytics** had to be generated at the end of each assessment, describing how the user has performed under various pre-defined categories.
- **Remedial measures** had to be suggested to the users, based on their performance.
- An **in-built Flash tutorial** was to be designed to help users navigate through the LMS.

Design

Documentation of the Process

A **HLD document** for the process was created by our team in conjunction with the client. The outline of the document is provided below.



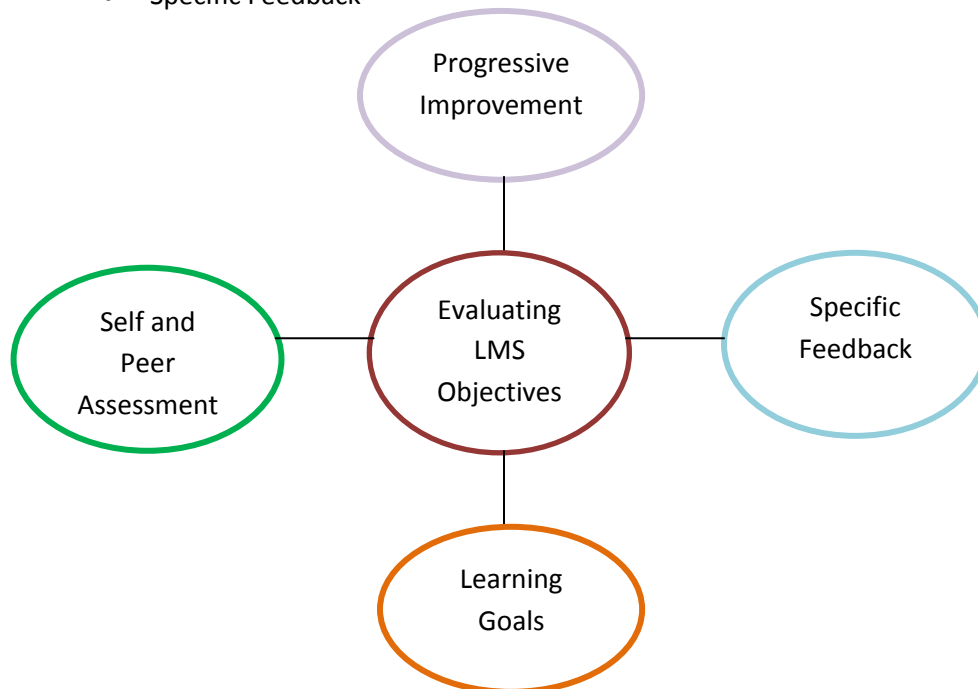
How the objectives were achieved:

- The questions that were fed into the database were tagged according to the concepts they dealt with and on the basis of Bloom's revised Taxonomy.
- The program evaluated the student's performance in a test on these metrics and generated a detailed report.
- Based on a pre-defined cut-off percent, the student's performance was graded and remedial measures were defined by the program.
- The remedial measures redirected students to specific modules to help them revise the concepts and re-attempt the assessment.

Evaluation

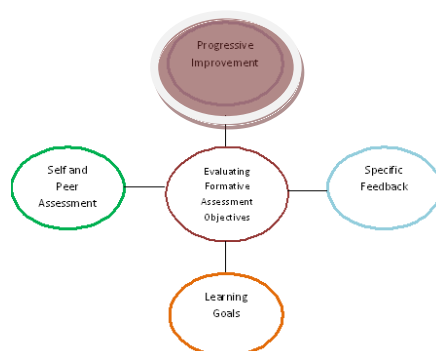
FEV followed a mandated process to ensure that the performance of the LMS was constructed on the following metrics

- Progressive Improvement
- Self and Peer Assessment
- Learning Goals
- Specific Feedback



Progressive Improvement:

- Progressive Improvement should articulate the sub-goals of the ultimate learning goal
- Should describe how concepts and skills are built over the assessment programs
 - Draw a trajectory of learning along which students are expected to progress

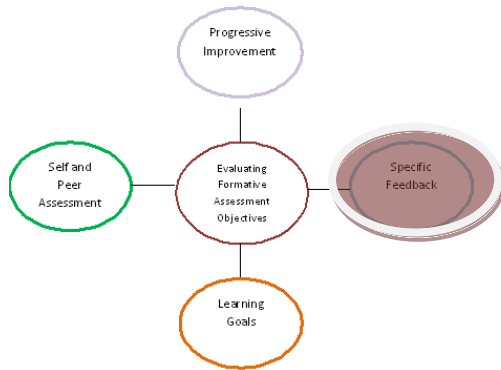


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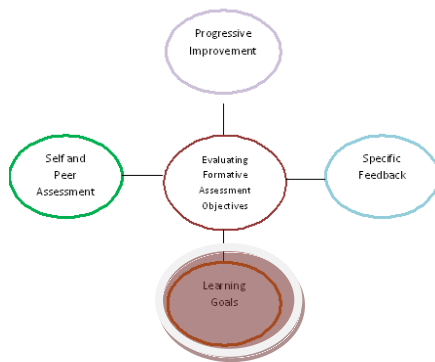
Specific feedback:

- Descriptive feedback should be provided to students that links to their learning goal and success criteria
- Enhancing learning without assigning grades, scores or comparing students



Learning Goals:

- Learning should be assessed so that students will know whether they are successfully progressing toward the goal
- This information should be communicated to students by using realistic examples that will help them measure their own goals and track their performance



Self and Peer Assessment:

- **Self assessment:** students monitor their own learning using established criteria to indicate what success looks like, and they adapt their learning to achieve success
- **Peer assessment:** students analyze each others' performance using established criteria and provide descriptive feedback to each other for continued improvement

