

22th November 2004

New version of it's:learning for New Year

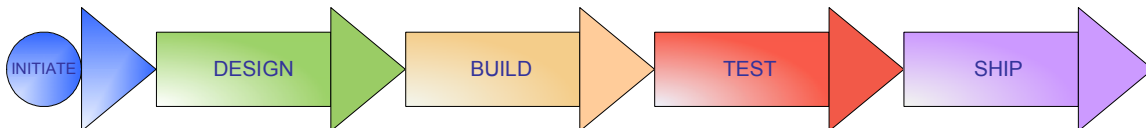
We are pleased to inform you that the next version of it's:learning will be launched at the end of December. The new version will be officially released in the period 28th - 30th December.

This launch is the first step in an ongoing process to make our customer relations more structured and goal oriented. We want to offer our customers an optimal comprehensive solution, and for that we must look beyond the learning platform it's:learning. We must also focus on application quality, user participation and information about the work we do.

New product development process

Previously our users received new versions of it's:learning perhaps several times each month; all customer specific adjustments were distributed to all users as and when new functions were developed. This development model is now obsolete and in the future we will introduce new versions twice a year in connection with the start of spring and autumn terms.

When developing new versions of it's:learning, our development cycle follows a phased process:



To succeed in developing a good and user friendly product, we rely on close user participation in the various development phases. Here is a short description of the phases:

1. Initiate – what should the next version contain?

In the first phase of the development process, we have meetings with our **Advisory Group** where we discuss what the new release is going to contain, and it:solutions suggests possible changes and new functions:

- Changes in existing functions based on feedback from the users
- New and larger modules, for example portfolio assessment and differentiation
- Improvements desired by users

2. Design

In this phase we prepare drafts of how the new functionality may be solved. We establish a good dialogue with selected users in order to ensure an optimal pedagogic solution.

3. Build

In this phase we do in-house work to develop the functions that were discussed and designed in the two previous phases.

4. Test

The test phase is essential for ensuring the quality of the final product. We run a number of different test programs where also users are involved in the testing process.

5. Ship

In the launching phase we make the product available to our users, and this process may include a number activities:

- Theme days where we present the product
- Courses in the use of new modules
- Distribution of information

Version 2.5 of it's:learning is now in the test phase which involves a number of various testing schemes. Some of these are already under way and final testing is scheduled for completion in the middle of December.

What will the new version contain?

A considerable portion of the work on version 2.5 will not necessarily be visible to our users; we have examined the basic application and improved its quality. The result is a more solid foundation to build on when new functionality is to be integrated into the learning platform.

The following new functions will appear in version 2.5:

1. The possibility to establish and manage groups in courses and projects
2. Access control of elements
3. Time management of elements
4. Separate profiles for courses, projects and site^{*)}
5. The possibility to comment directly in assignment files
6. Improved electronic help
7. Minor adjustments

The first four items will provide enhanced flexibility for differentiation and adapted teaching.

^{*)} *Site is the institution you select when you log on to it's:learning. If you log on through a different system, the site is still the area in it's:learning that you automatically will be referred to. A site may be a municipality with several schools, a university or a single school. The site functions like a portal with an overview of courses, persons, etc., associated with the municipality or teaching institution.*

1. Groups in courses and projects

It will now be possible to establish and manage groups directly within courses and projects.

One person may participate in several groups, and the groups may consist of individual persons or sub-groups.

When this facility is combined with access control for groups and individuals, it provides new possibilities for flexible teaching programs.

Here are some examples of how this functionality can be used:

- A teacher in junior secondary may want part of the history teaching to be in the form of group work. The groups will study different historical periods and present the result to the whole class. The teacher structures the material so that each group will have access to study resources relevant to the topic the group is going to analyse.
- A grammar school wants to give the parents access to it's:learning. The parents will be able to establish their own projects, for example for voluntary work. The parents will also have access to areas on the learning platform with information from the school and folders where the class has put some results of their work for display. A separate parent group will be established and will have managed access to various elements in it's:learning.
- A university offers two different study programs in the same subject where one is more comprehensive than the other. The students are grouped by study program. The students in the comprehensive program get access to all elements in the subject, while the others only have access to some of the elements.
- A teacher has adapted it's:learning to pupils with reading and writing difficulties. He has rewritten some subject material in shorter sentences, easier words and larger types. Students with a need for this offer, will get access to the rewritten elements.

Persons in the course My course

Persons Groups Hierarchy synchronization Students enrolled

| Add | Delete |

<input type="checkbox"/>	Title	Number of persons		
<input type="checkbox"/>	Administrators	1		
<input type="checkbox"/>	Guests	0		
<input type="checkbox"/>	Group1	5		
<input type="checkbox"/>	Group2	4		
<input type="checkbox"/>	Group3	5		
<input type="checkbox"/>	Students	20		
<input type="checkbox"/>	Teachers	2		

1 to 7 of 7

Overview of groups in a course

2. Access control of elements

It will be possible to control who has access to each of the elements, the entire course or to structures. These rights can be given to individuals or to groups.

The system provides differentiated keys for various types of access to groups and individuals: **Full control, Edit, Write, Evaluate, Participate Or Read.**

View permissions - "Presentation folder"

[Back](#) |
 [Permission wizard](#) |
 [View permissions per person](#) |
 [Edit permissions \(advanced\)](#)

Active: Yes (When the element is not active, only persons with full control permission will have access.)

Name	Full control	Edit	Write	Evaluate	Participate	Read
Administrator	✓	✓	✓	✓	✓	✓
Teacher	✓	✓	✓	✓	✓	✓
Helgedagsrud, Anne	✓	✓	✓	✓	✓	✓
Veland, Fayad	✗	✗	✓	✓	✓	✓
Veland, Monique	✗	✗	✗	✗	✗	✓
Veland, Roar	✗	✗	✗	✗	✗	✓

Shown above: Access keys for an element

3. Time management of elements

Each element, for example a test, has until now been either *active* or *inactive*. The teacher activated the test when he wanted the pupils or students to take it.

Now it will be possible to define time intervals for display of elements on the learning platform.

The teacher will then, for example, be able to set up in advance a structure of material or assignments that are to be displayed at predetermined times.

Edit test

[Test](#) |
 [Advanced](#) |
 [Properties](#) |
 [User rights](#)

Active: Yes No Timespan

From:

To:

This element will be available to the users from 20.06.2004 at 09:00 until 23.06.2004 at 15:00.

4. Individual profiles for courses, projects and site^{*)}

Introducing a dynamic profile system, it will be possible to adapt functionality, access control, and standard settings both for courses, projects and site.

A grammar school, for example, wants to limit the pupils' access to advanced functions in it's:learning. A university, on the other hand, finds that the same functions are vital to their use of the learning platform.

it's:learning comes with three standard profiles:

- Upper secondary and higher education
- Intermediate and junior secondary levels
- Grammar schools

The profiles are shown in large matrices. The standard profiles can be modified by the administrator or by a consultant from it:solutions, to ensure that they meet the needs of each customer.

5. The possibility to comment directly in assignment files

The function DirectEdit makes it possible for the teacher to write comments directly in the submitted assignment files. This function is similar to the "red pencil" used when the teacher corrects assignments written on paper.

By using a text editor, however, it is possible to enter more remarks than is possible in the limited space allowed by traditional methods.

Report from excursion

Elisabeth John and I brought plant spades and polythene bags to collect plants in. We took the path past Oak Lake over the ridge to the old cabin.

In the section above there should be a comma after Elisabeth. Remember to put in commas when you make a list of things.

On the moors behind the cabin we found blue berries. We picked a lot and put berries in the bags and we tasted some too. We planned to make marmelade wehn we returned back to the school.

*A small transposition error in the line above: **wehn***

We also found cloudberry plants. But there were only leaves, no berries. Is it possible that the spring frost had destroyed the flowers.

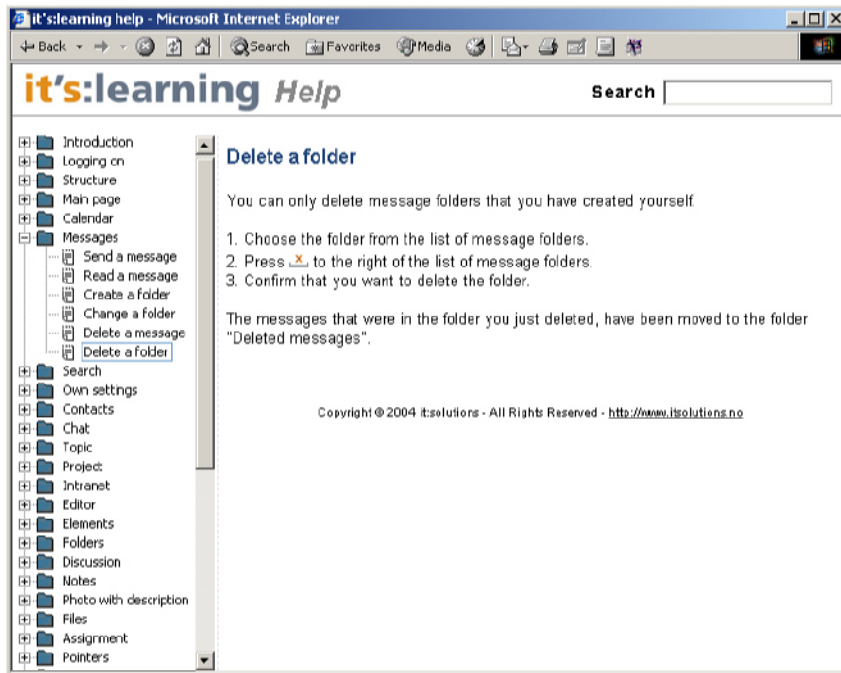
The last sentence above is a question. Remember to close questions with a question mark. What about larger vegetation such as bushes and trees? Did you see any animals?

The teacher corrects and comments the pupil's report.

^{*)} See footnote on page 2.

6. Improved electronic help

The **Help** system will have a new structure, new look and up-to-date content. The topics in the help system are shown in a tree structure to the left.

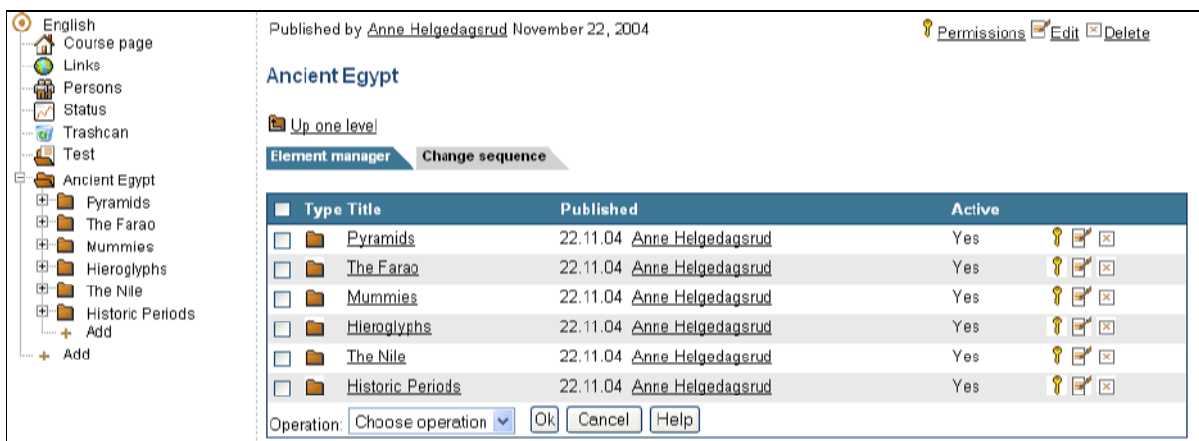


7. Minor adjustments

Improved tree menu

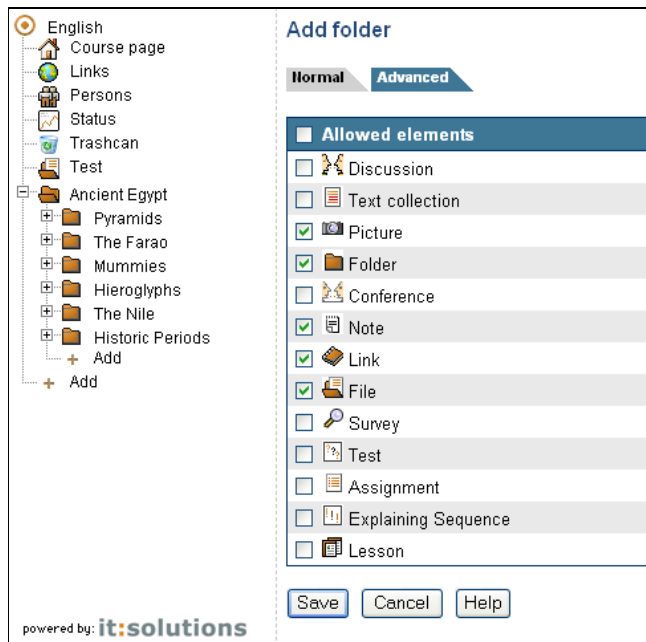
In the previous version of it's:learning, the first element in a folder was displayed when you opened the folder by clicking on it. Users have informed us that it is not always the first element that is of interest. A new click on the parent folder caused it to close again.

Also in version 2.5 the folder opens when you click on it. However, in order to close it again, you must click on the minus sign to the left of the folder. Instead of showing the content of the first element, you will now see a screen display of the elements in the folder.



Restrictions on folders

In it's:learning 2.5 you can restrict the types of elements that can be created in a folder. For example, a grammar school may decide that pupils' folders are to contain only files and pictures and not conferences and discussions.



When creating a new folder, you can specify what elements are to be allowed in the folder.

Finally: we wish to thank all users who have contributed to the development process and hope that the new version of it's:learning will be useful and enjoyable.

Cordially, yours,

it:solutions

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