



Learning Tool Interoperability

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Aberdeen College

Simon Booth (University of Stirling),
Susi Peacock (Queen Margaret University),
Stephen Vickers (The University of Edinburgh)



Outline

- Introduction
- Background to the ceLTiC project
- Survey
- Basic LTI
- Basic LTI case study using Elgg



ceLTiC Project

- JISC funded (July 2010 – Dec 2011)
- Aim:
 - Integration of elearning applications with VLE using IMS Learning Tools Interoperability
- Case studies:
 - Elgg (Stirling and Edinburgh)
 - WebPA (Edinburgh, QMU and Stirling)
 - PebblePad (Edinburgh and QMU)
 - Campus Pack (Stirling)
- Commercial partners:
 - IMS, Blackboard Inc, Learning Object Inc and Pebble Learning Ltd



Benefits

- Benefits for learners and tutors:
 - seamless integration of VLE and external products
 - empowerment of tutors
- Benefit for administrators/developers:
 - administrative efficiencies
 - single integration will support any VLE
- Benefits of the project:
 - IMS LTI connectors for commonly used tools
 - exemplars/case studies



Survey

- <https://surveys.qmu.ac.uk/celticsurvey>

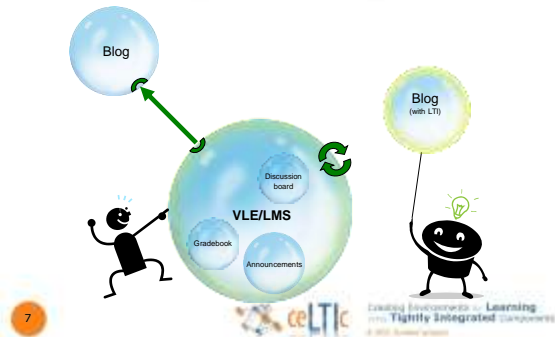


Basic LTI

- The smallest useful subset of Full LTI
- Allows a tool consumer (e.g., VLE) to launch an external tool (tool provider e.g., Elgg) and securely pass information on identity, course and role
- Choices for personal info: (email, name) via 'privacy settings'



What is LTI



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Basic LTI

- Available now for WebCT (PowerLink), Blackboard Learn 9.0+ (Building Block) and is integrated into Learn 9.1 SP4
- Charles Severance – Basic LTI <http://www.vimeo.com/14100773>
- List of Basic LTI compliant software <http://www.imsglobal.org/cc/allblti.cfm>

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Workflow for adding an application

- Admin can set three styles:
 - any added by instructors
 - any added by instructors but approval from admin required
 - approved tool providers (applications)
- Admin can also set privacy
- Instructor simply adds URL to course and designates as tool provider (plus key & secret)
- Connect to application

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Demonstration

- Blackboard Learn 9.1 SP4
- Elgg

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Questions?

- Project web site:

<http://www.celtic-project.org>

- IMS:

<http://www.imsglobal.org/toolsinteroperability2.cfm>

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