**E-Learning Technology Assignment:**

**Learning Management Systems**

By Jean-Paul L. Prévost

UCID: 22750183

And Maria MacMinn Varvos

UCID: 20243323

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**Introduction:**

The learning management system (LMS) has long been recognized as one of the most important aspects of a high-quality e-learning strategy (De Vries, 2010). And the selection of an appropriate LMS for a given e-learning application can be a time-consuming and costly task (Pappas, 2014). One publication lists as many as ninety-nine criteria that may be of importance in the selection of an LMS (Pappas, 2013). Indeed, the selection of an LMS can be daunting.

The first part of this report consists of an overview of LMS technology and LMS selection.

Further on, this report is concerned with the selection and utilization of an LMS in two applications. Both applications concern the delivery of courses using a blended approach. The content of the courses consists of theoretical information required by students to successfully carry out some hands-on tasks, as well as in-person lab activities designed to allow students to learn and practice specific hands-on skills. The theoretical content of the courses will be delivered asynchronously using e-learning tools. In one of the applications, the focus is on a single course offered at a public academic institute, more specifically a polytechnic. In the second application, the focus is on a number of courses offered by a private sector institute that provides training in personal aesthetics.

The second part of this report consists of an analysis of the requirements for an LMS to support the e-learning components of both applications described above. Then, the utilization of an appropriate LMS in both applications will be illustrated.

**Part 1: Overview of Learning Management Systems**

As previously indicated, an LMS is a key component of any e-learning strategy, and the selection of an appropriate LMS for a given application can be a complex task (De Vries, 2010; Pappas, 2014). In the world of LMS’s, there is no one-size-fits-all solution for all applications. All LMS’s have advantages and disadvantages that are more or less important in different contexts (eLearning Industry, n.d.). For this reason, a good understanding of LMS technology is required in order to select an appropriate LMS for a given application.

What is an LMS?

Before looking at LMS technology features, it is helpful to define precisely what is an LMS.

According to Wikipedia (“Learning management system”, 2021):

A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development program (para. 1).

More succinctly, ShareKnowledge states that (2020):

(…) a learning management system is a software application that provides the framework that handles all aspects of the learning process (…) (para. 4).

ShareKnowledge (2020) also indicates that terms such as “training management system”, “learning activity management system” and “learning experience platform (LXP)” are often synonymous with “learning management system”. In contrast, a learning content management system (LCMS) is not an LMS, as an LCMS is strictly for authoring and managing learning content, and not for delivering content to students nor for tracking students’ learning progress (ShareKnowledge, 2020).

In light of these definitions, it is clear that LMS’s are software tools that support a broad diversity of educational delivery and management tasks.

LMS features:

A good LMS will have features aligned with the needs and goals of its application (Lambda Solutions, 2021a). So numerous are the available features of today’s LMS’s that one list contains ninety-nine performance criteria that can be of importance in selecting an LMS (Pappas, 2013). Scanning this list reveals that LMS’s can support (Pappas, 2013):

* content authoring (including the creation of courses, lessons, learning support documents, assessments, learning games, etc.),
* content hosting (including the hosting of learning support documents, videos, recordings, etc.),
* user management (including the creation of user lists, content utilisation metrics, attendance tracking, learning activity completion tracking, compliance tracking, etc.),
* learning delivery (including in-person, synchronous e-learning, asynchronous e-learning, social learning and blended delivery modalities),
* learning assessment (including knowledge retention assessment, skill acquisition assessment and grade recording),

and many other aspects of an educational or training program.

Most LMS’s have a number of native features, but their functionality can be enhanced via integration of third-party features (Lambda Solutions, 2021b; Pappas, 2020). A number of technical specifications support such integrations (Mardinger, n.d.), including the Shareable Content Object Reference Model (SCORM) standard (Rustici Software, 2021) and Learning Tools Interoperability (LTI) standard (Tibbetts, n.d.).

For example, the Moodle LMS has a native content authoring and delivery feature called a lesson activity (Moodle, 2021). But lessons created with Articulate content authoring software (Articulate Global, 2021) can be integrated into the Moodle LMS using the SCORM standard (Audsley, 2020). Also, the Moodle LMS has a native toolbox for creating math-based quizzes (Moodle, 2020). But mathematics quizzing software such as Möbius Assessment (Digital Ed, 2021) can be integrated into Moodle using the LTI standard (Digital Ed, n.d.).

In addition, it is possible to develop a custom LMS that contains only the required features for a given application. For example, in one custom LMS platform, there are no built-in authoring tools. The authoring tools are dependent on the tools embedded in the PowerPoint slides using Adobe Captivate, Adobe After Effects and Presentation 11.1 (Adobe, 2021) as well as Camtasia (TechSmith, n.d.). There is a very limited quiz software feature that has been built for multiple choice questions.

Corporate versus academic LMS’s:

To narrow the list of the required features of an LMS, it can be helpful to ascertain whether the LMS application is academic or commercial in nature (Ingwersen, 2018). Academic LMS’s are most commonly used in the public education sphere. Some of the most popular academic LMS’s are Blackboard, Canvas, D2L and Moodle (NAIT Educational Technology Team Leader, personal communication, October 6, 2021). Corporate LMS’s are most commonly used in the corporate training sphere. There are hundreds of corporate LMS’s available today (Capterra, n.d.). The main features of academic and corporate LMS’s are summarized in the table 1.

|  |  |
| --- | --- |
| Table 1: Features of academic and corporate LMS’s | |
| Academic LMS | Corporate LMS. |
| Designed as an extension of the in-person classroom, with some support for e-learning (Dalto, 2019; Lees, 2021). | Often designed specifically for e-learning (Dalto, 2019). |
| Features for tracking student attendance and grades (Dalto, 2019). | Features for tracking learning activity completion and compliance reporting (Ingwersen, 2018). |
| Usually have no e-commerce features. | E-commerce features are often built-in with a view of marketing courses directly to the public (Scott, 2021). |

But as stated by Ingwersen (2018):

There’s no rule saying that an academic institution can’t use a corporate LMS or that an academic LMS will never work for a business. It’s all about finding the tool that works the best for you and your learners’ needs (para. 52).

Software-as-a-service, open source and custom LMS’s:

There are three common forms of LMS software, namely (Fedirko, 2019):

* software-as-a-service LMS’s,
* open source LMS’s, and
* custom LMS’s.

With a software-as-a-service (SaaS) LMS, users are provided access to the LMS via a cloud-based internet platform (Mardinger, n.d.). The LMS software is available for purchase via a variety of fee structures, including pay-per-learner, pay-per-user, pay-per-use, license fees, and others (Ingwersen, 2016). These LMS’s are usually proprietary, and the computer code of such LMS software is closed, in the sense that the code is not available to the general public (Lambda Solutions, 2019). Therefore, only the owner of the code can customize the LMS (Fedirko, 2019). Finally, the use of a SaaS LMS carries the risk that the LMS software could be retired from service, perhaps because the owner goes out of business or merges with another organization (Yupangco, 2018).

In contrast, the code of open source LMS’s are available to the public without cost (Lambda Solutions, 2019). But it is a common misconception that using an open source LMS costs nothing (NAIT Educational Technology Team Leader, personal communication, October 6, 2021). Like SaaS LMS’s, users of an open source LMS’s are provided access via the internet. But the LMS can be hosted on an organization’s private web servers or on a cloud-based internet hosting platform (Lambda Solutions, 2019). Both of these hosting options are costly, though less costly that SaaS LMS’s (Pappas, 2021a; Yupangco, 2018). Furthermore, some larger organizations hire staff specifically to support their employees in the utilization of an open source LMS (NAIT Mathematics Instructor, personal communication, October 7, 2021). As the term implies, open source LMS’s have open-source code, in the sense that the code itself is available to the public, making it possible to customize the LMS (Fedirko, 2019; Lambda Solutions, 2019). However, computer coding expertise is required to implement desired customizations (Fedirko, 2019). Typically, open source LMS’s have minimal or no user support systems and are generally less user-friendly than paid SaaS LMS’s (Pappas, 2021b).

The third option is custom LMS software (Fedirko, 2019). The main benefit of a custom LMS is that the owner of the system has complete control over all of its aspects, including its look and feel, its user interface, and the learning features that are incorporated within it (Bond, 2017; Fedirko, 2019). As a result, custom LMS’s can be more user friendly than SaaS or open source LMS’s. But the cost of custom LMS’s is high, as a high level of programming expertise is required to develop and maintain them (Bond, 2017; Fedirko, 2019). The owner of a custom LMS is in complete control of the code, which eliminates the concern that the LMS might be taken out of service (Fedirko, 2019). However, the owner of a custom LMS is entirely responsible for the maintenance and upgrading of the software over time (Bond, 2017; Fedirko, 2019).

Summary of LMS overview:

The selection of an appropriate LMS for a given e-learning application begins first of all with the identification of the features required to effectively deliver the e-learning content.

There are three broad categories of LMS software available, namely software-as-a-service LMS’s, open source LMS’s, and custom LMS’s. The detailed summary of the main features of these LMS options is provided in Appendix A.

As a general rule, custom LMS’s are the most user friendly (for both e-learning course developers and e-learning students) precisely because they are the most customizable. However, they are the costliest LMS’s.

In contrast, SaaS LMS’s have good user-friendliness, as this is a marketing feature. But they are the most difficult to customize, as only the LMS code owner can do this. They are not as costly as custom LMS’s, but more costly than open source LMS’s.

Finally, open source LMS’s are usually less user friendly than the other two options. They can be customized to some degree, but only by persons possessing some skill in software development. They are the least costly option, but they are not free. The source code is free, but costs are incurred for hosting the LMS and for supporting its users.

**Part 2: Example Applications of LMS’s in E-Learning**

Having examined LMS technology in general, a review of the use of LMS’s in two specific e-learning applications now follows. Prior to discussing details of both of these LMS applications, a brief discussion of Bloom’s taxonomy is presented.

Review of Bloom’s taxonomy:

Bloom’s taxonomy is a framework for creating learning outcomes that target the depth of learning that students must achieve in their studies (University of Waterloo, n.d.). Bloom’s taxonomy can also support the evaluation of the suitability of teaching content for e-learning (Soni, 2015). It can also support the design of appropriate e-learning objects. And finally, it is a helpful theoretical framework for comparing the two LMS applications presented here.

Bloom’s taxonomy defines levels of learning depth for three domains of learning (University of Waterloo, n.d.). Two of them are of relevance in the analysis of the LMS applications presented here, namely:

* the cognitive domain, and
* the psychomotor domain.

Bloom’s taxonomy in both of these domains is provided in appendix B.

There is evidence that psychomotor skills can be effectively taught using e-learning tools (Plummer et al., 2021). But in general, e-learning works better for teaching cognitive skills than for teaching psychomotor skills (Soni, 2015).

What must an LMS do in e-learning?

The quality of the e-learning course used to support both the cognitive and psychomotor skills will depend on the design quality of the learning objects to support learning. Learning objects are the “small sharable “knowledge packages” that include all related learning material needed to cover a specific learning objective of the eLearning course.” (Keramida, 2015). According to the video by AliveTek, Learning Objects are described as “instructional building blocks that reinforce concepts, principles or procedures.”

There are certain characteristics that learning objects should demonstrate in order to create a robust learning experience for both cognitive, knowledge based learning as for psychomotor or skills based learning (AliveTek, n.d.; Keramida, 2015). Quality learning objects should include (AliveTek, n.d.):

* content that will integrate video, audio, animation, text, and graphics, and
* content that combines reading, observing, listening, viewing, and the application of skills and knowledge to a real-world task either through simulation or in class practical application.

Furthermore, high-quality learning objects should do the following (Keramida, 2015):

* give a title to the learning object that draws the learner’s attention,
* add subtitle to breakdown content by key skills or specific concepts,
* create compact learning objects for each skill or concept,
* identify learning outcomes as well as objectives for each learning object,
* give an overview of the learning activities,
* contain content that is neutral and can be used in a variety of contexts (diagrams, graphics) or contain context-specific content that is audience specific,
* scaffold presentation of content from lower-level cognitive processes such as remembering and understanding to content covering higher-level order skills such as applying, analyzing, synthesizing, evaluating, and creating, and
* present content in different ways with different formats that relate to the different ways people learn – visual, auditory, tactile, kinesthetic, analytic, global.

A scaffolding design is required within each module of a course. Each module will focus on one skill area and therefore is a subsection of a broader topic that focuses on a collection of skills that create competency in one technique or service that leads to a certificate.

The scaffolding of content in each module should develop learning objects that follow the stages in Bloom’s taxonomy for cognitive learning that would apply to the knowledge and theory and the stages in Bloom’s taxonomy for the psychomotor learning that would apply to the skills training component of the module.

An LMS that is effective in e-learning should support this scaffolding of learning objects in a course.

Two LMS applications in e-learning:

Two specific applications of LMS’s in e-learning are considered here.

Application 1 is concerned with a course on computer data communications that is under development at a local polytechnic institute. The course objective is to provide training in troubleshooting industrial data networks based on the Ethernet technology platform for industrial automation technologists.

To successfully troubleshoot industrial Ethernet data networks, automation technologists require some background knowledge about Ethernet systems. A theoretical framework known as the “5-layer internet model” (Reynders et al., 2005) is an effective guide for troubleshooting Ethernet data networks. A person proficient in network troubleshooting must at the very least remember, understand and apply this Ethernet networking knowledge, and even to analyze and evaluate networking problems. These are high-level skills in Bloom’s cognitive taxonomy, and it is appropriate to teach them using e-learning modalities.

In addition, proficient Ethernet network trouble-shooters must be able to connect computers and other automation equipment to a network, and to configure software on computers and automation equipment to access the network. Some of these activities are difficult to teach via e-learning, as they are psychomotor skills. Others could be taught using an e-learning modality, but only if an appropriate simulation software tool was available (ie. an application that simulates the interface of automation equipment). Given that such simulation software is unavailable, these aspects of the course are best taught via in-person learning sessions in a computer and automation laboratory. However, these skills can be demonstrated using e-learning tools.

Application 2 is concerned with a series of courses in cosmetology, clinical aesthetics and the aesthetics industry offered at a private institute called the NIWE Academy (NIWE Academy, 2021). The courses are part of training programs licensed under the Alberta Learning’s Private Vocational School Act and some lead to a Red Seal or Blue Seal Certification. Individual courses are also available to the general public as micro-credentials.

Each of the courses have a knowledge-based and a skills-based learning component. The primary goal of the courses is to bring students to develop the ability to carry out high-precision skilled movements in fields such as hairdressing, make-up application, and other areas of cosmetology. These are high-level psychomotor skills, and it is best to teach them in in-person practice sessions in a teaching lab. However, e-learning tools can be used to demonstrate these skills. Students are expected to use these e-learning tools in a flipped classroom delivery modality, viewing the demonstrations on their own time before lab sessions, and then referring to them as job aids in the lab.

The knowledge-based components of the courses consist of background knowledge and theoretical content that support the expert-level development of the desired psychomotor skills. Students are expected to apply this knowledge in the lab during their studies and in their professional practice after they graduate. These are cognitive skills that can be effectively taught using e-learning tools, also in a flipped classroom delivery modality.

The level of achievement in Bloom’s cognitive and psychomotor taxonomies is illustrated for both applications in table 2 below.

|  |  |
| --- | --- |
| Table 2: Required level of achievement in Bloom’s cognitive and psychomotor taxonomies  for application 1 and application 2. | |
| Cognitive domain | Psychomotor domain |
| Create | Non-discursive communication |
| Evaluate | Skilled movement |
| Analyze | Physical abilities |
| Apply | Perceptual abilities |
| Understand | Basic movement |
| Remember | Reflex |

LMS use in application 1:

The e-learning components for the course on industrial Ethernet network troubleshooting were implemented in the Moodle open source LMS because this is the LMS in use at the polytechnic where the course is offered. The specific LMS feature used to implement the e-learning for application 1 is the Moodle lesson activity (Moodle, 2021). The course contains a number of lessons, which themselves contain a number of pages. Pages contain text and videos designed to present the required theoretical content of the course, and to demonstrate the skills that students must acquire in the course. Using this lesson and lesson page structure, content is structured appropriately to facilitate learning and skill development. Moodle being an open source LMS, this e-learning implementation is less costly than other options.

The creation and editing of the lessons and lesson pages is illustrated and explained in figures C1 to C8, in appendix C. Lesson creation and editing is carried out using Moodle’s lesson editing features. These features are numerous, as the lesson activity is designed to appeal to a broad audience of course designers. The features are easy to use for seasoned Moodle users but could be difficult to use for course designers who only use Moodle occasionally. That these features are so numerous can also slow down the course creation process, as any undesired lesson features must be disabled in the configuration web pages.

The appearance of Moodle lesson activities as seen by students is illustrated and explained in figures C9 and C10, also in appendix C. Students can easily identify lessons in a course Moodle page, as well as use and navigate between lesson pages. The lessons present content in a logical and scaffolded order, which students should find supportive of their learning. However, the appearance of this interface is not as attractive as other LMS interface options (see the next section below).

LMS use in application 2:

NIWE, a Cosmetology and Clinical Esthetics college, has developed a customized LMS platform to host their program course modules. NIWE is currently using web-based eLearning products (MiLady, Mintap[[1]](#footnote-1) and Pivot Point Lab[[2]](#footnote-2)) that do not adequately meet the instructional needs of instructors nor the learning needs of students. The content is not Canadian specific, is outdated and does don’t reflect the NIWE’s business model. The learning products that NIWE is currently using have content can’t be updated or adapted to NIWE’s specifications because it is licenced from and hosted by digital learning and online textbook software company called Cengage Learning. Consequently, NIWE owners chose to develop a customized LMS platform designed to support the development of customized curriculum and delivery options that will allow for stand alone micro credit certificate courses and fulltime diploma program courses.

The customized LMS has also been developed for ease of content revisions and ease of design. Content can be built on basic PowerPoints. Additional Adobe authoring tools such as Adobe Captivate, Adobe After Effects, Adobe Presentation 11.1, Adobe Creative Cloud and Camtasia are used to enhance the quality of the instructional design for courses that include both cognitive and psychomotor learning. Appendix D includes screenshots of the administrative process the developer follows to build the content as well as how the student navigates through the course modules:

How the Instructor builds the eLearning modules:

How the student navigates the eLearning modules:

In Summary

The custom implementation is fine-tuned to the specific needs of the application, and:

* makes it easy for instructors to revise and design courses,
* is easily accessible and user friendly for students, and
* has an attractive interface.

However, it is more costly than the open source LMS.

**Appendix A: Features of LMS software options**

The following is a summary of the main features of SaaS, open source and custom LMS’s.

|  |  |  |  |
| --- | --- | --- | --- |
| **LMS feature** | **LMS options** | | |
| **SaaS LMS** | **open source LMS** | **custom LMS** |
| customizability | low  A number of optional features are available, in an effort to attract a broad customer base.  Only the LMS provider can customize the software (Lambda Solutions, 2019). | medium  A number of optional features are available, in an effort to attract a broad customer base.  Open source code can be customized, but this requires some computer programming expertise (Fedirko, 2019; Lambda Solutions, 2019). | high  Only required or desired features are included in the LMS. The look and feel of the LMS interface is entirely under the control of the LMS owner (Bond, 2017; Fedirko, 2019). |
| user-friendliness | high  SaaS LMS providers try to attract customers with user-friendly interfaces. | low to medium  Open source LMS’s are often less user friendly than SaaS and custom LMS’s (Pappas, 2021b). | very high  A very high quality interface can be created for any custom LMS.  Because the LMS contains only required or desired features, it is very easy to use (Bond, 2017; Fedirko, 2019). |
| cost | high  Software licensing fees and service fees must be paid (Ingwersen, 2016). | medium  Source code is free, but costs are incurred for hosting and supporting users (Pappas, 2021a; Yupangco, 2018). | very high  A team of software developers must be paid to develop, deploy and maintain the LMS (Bond, 2017; Fedirko, 2019). |

**Appendix B: Bloom’s taxonomy in the cognitive and psychomotor domains**

The following table shows the six levels of Bloom’s taxonomy in the cognitive and psychomotor domains (University of Waterloo, n.d.).

|  |  |  |
| --- | --- | --- |
| **Level** | **Bloom’s taxonomy domains** | |
| **Cognitive** | **Psychomotor** |
| 6 | Create | Non-discursive communication |
| 5 | Evaluate | Skilled movement |
| 4 | Analyze | Physical abilities |
| 3 | Apply | Perceptual abilities |
| 2 | Understand | Basic movement |
| 1 | Remember | Reflex |

**Appendix C: E-learning in industrial Ethernet network troubleshooting using the Moodle LMS**

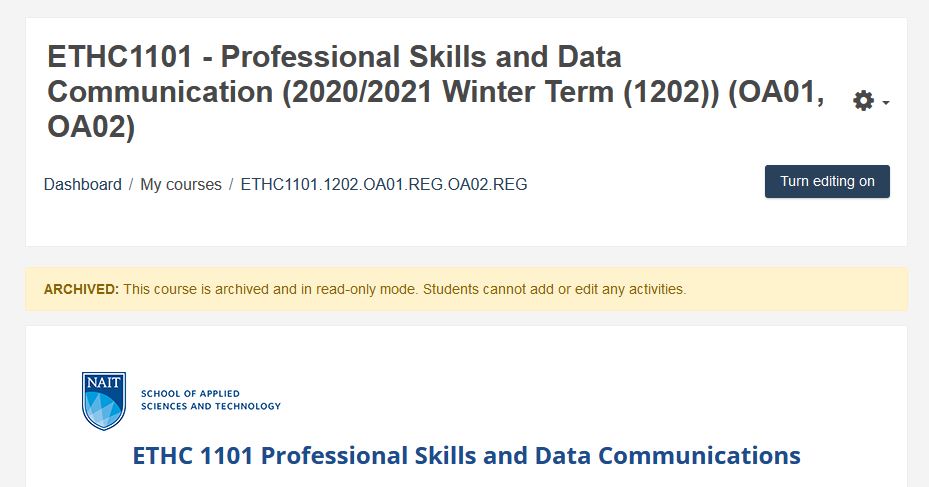


Figure C1: With instructor privileges in Moodle, it is possible to edit Moodle pages.

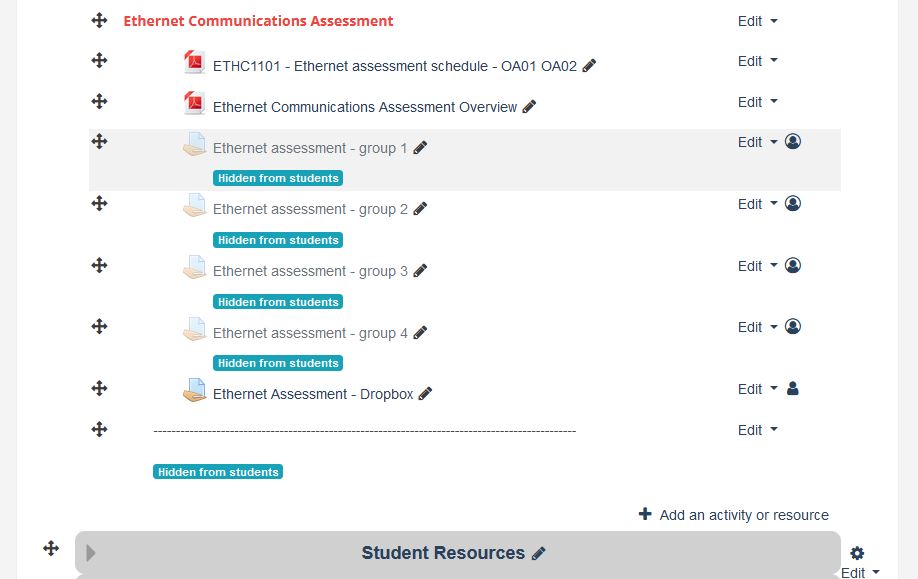


Figure C2: At the bottom of each learning module in a Moodle page, the is a button for adding activities or resources to the module.

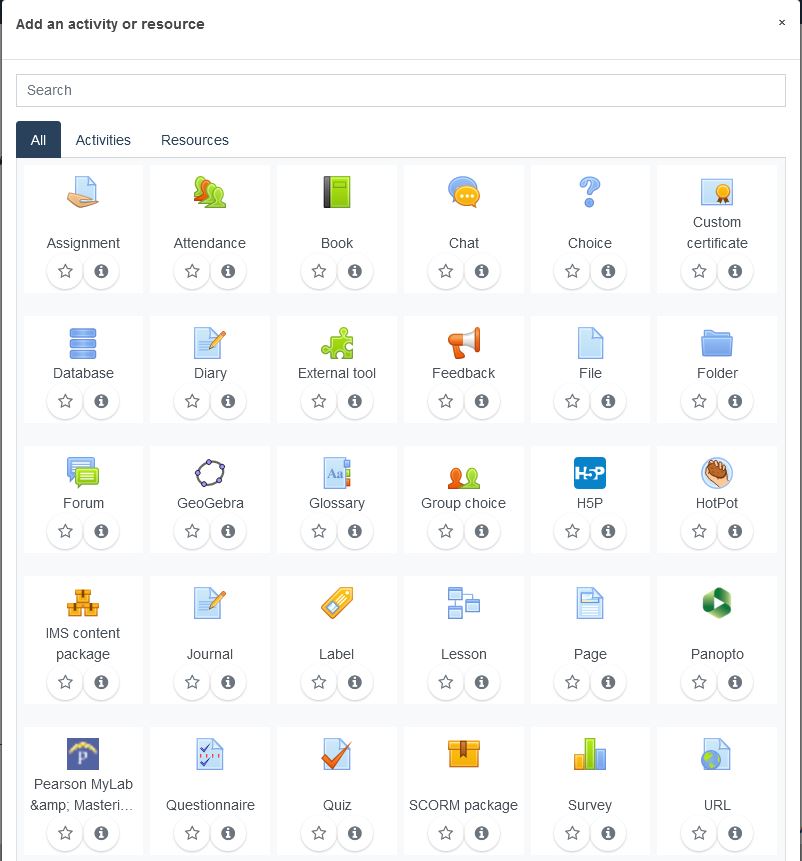


Figure C3: the lesson activity is one many available activities in Moodle.

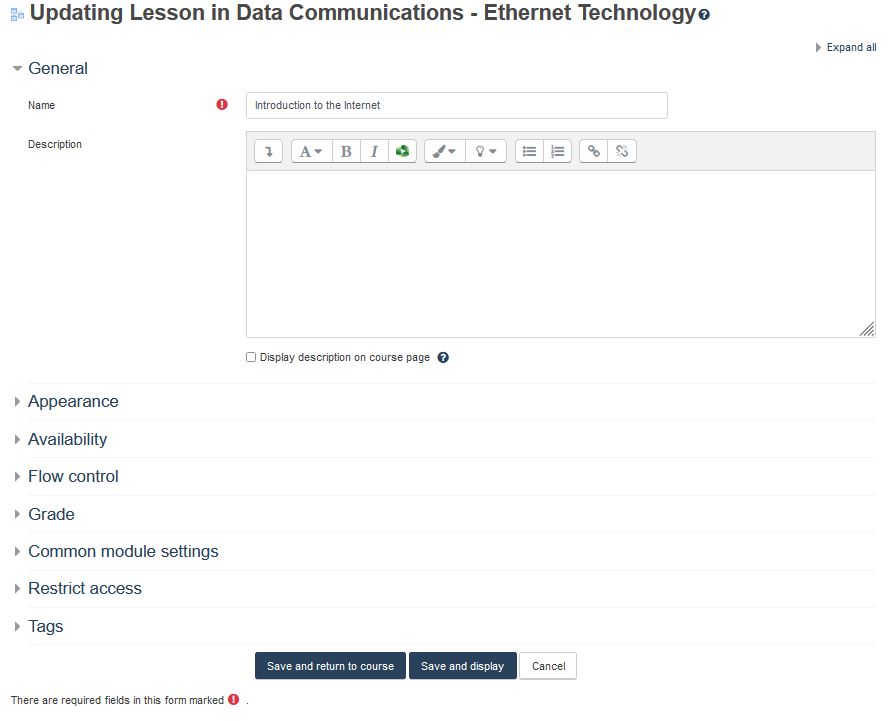


Figure C4: This is the configuration page of a new lesson activity.

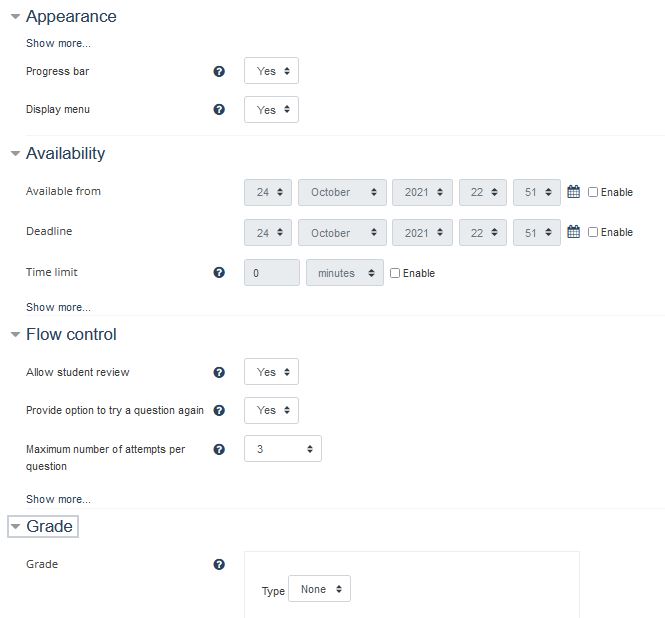


Figure C5: The lesson configuration page allows the lesson designer to set some of the lesson features, such as the appearance and flow control of the lesson. For example, some of the optional features of a lesson include a progress bar and a quick navigation menu. Also, a lesson can be made available to students all the time, or only between certain dates.

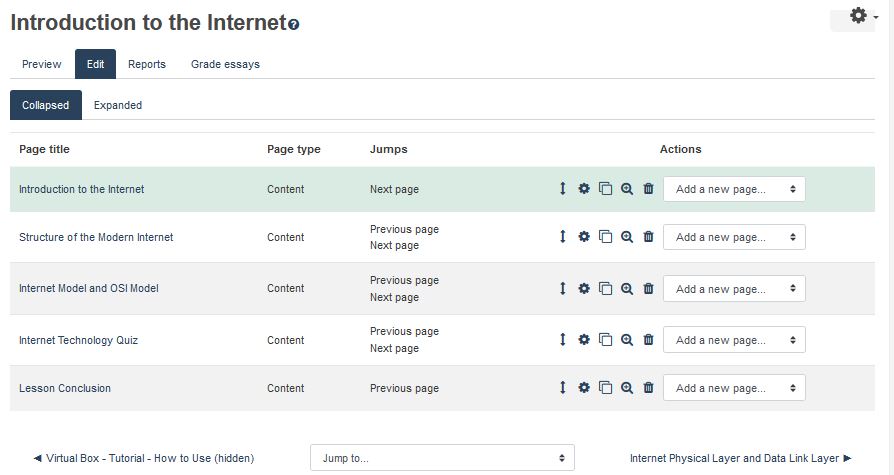


Figure C6: Lessons contain pages, which are considered using the menu above. Pages can be moved within the lesson, created, copied, previewed, and deleted.

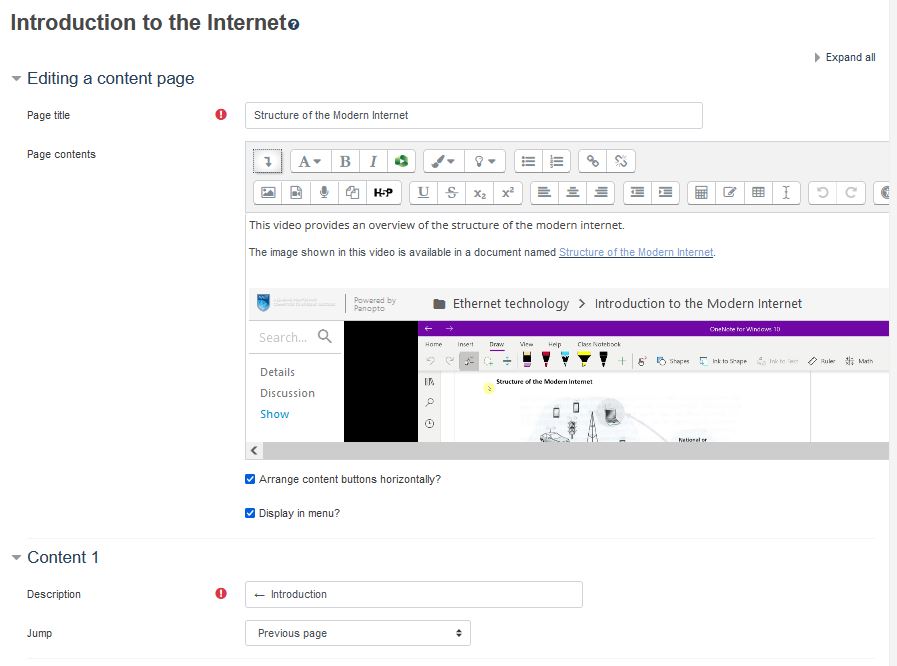


Figure C7: This is the Moodle interface for creating and editing lesson pages. It is possible to embed videos in lesson pages using the highlighted button.

![Graphical user interface, text, application, email

Description automatically generated](data:image/jpeg;base64,/9j/4AAQSkZJRgABAQEAYABgAAD/4RDmRXhpZgAATU0AKgAAAAgABAE7AAIAAAAJAAAISodpAAQAAAABAAAIVJydAAEAAAASAAAQzOocAAcAAAgMAAAAPgAAAAAc6gAAAAgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAGpwcmV2b3N0AAAABZADAAIAAAAUAAAQopAEAAIAAAAUAAAQtpKRAAIAAAADODUAAJKSAAIAAAADODUAAOocAAcAAAgMAAAIlgAAAAAc6gAAAAgAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA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Figure C8: It is possible to display and edit the Hyper-Text Markup Language (HTML) code that will display a lesson page to students. Lesson designers familiar with HTML have better control over many aspects of the lesson’s appearance.

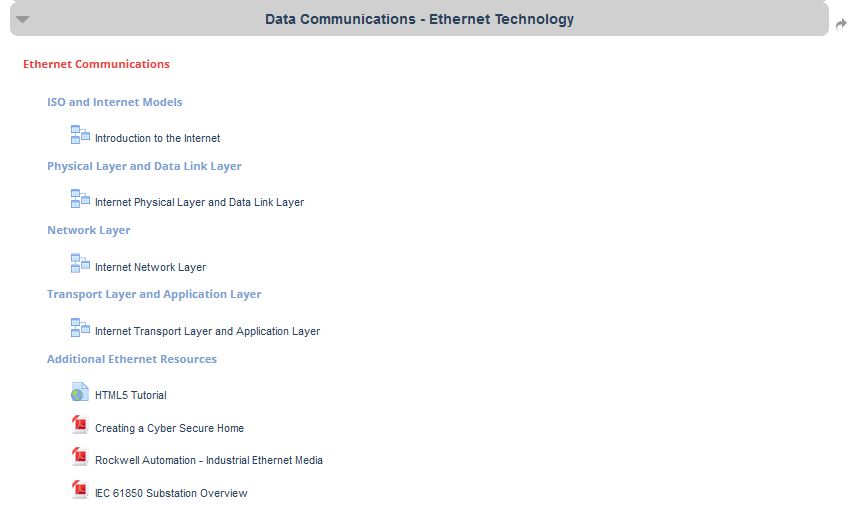


Figure C9: Students viewing a module on a Moodle page can see lesson activities among other content made available to them on the page.

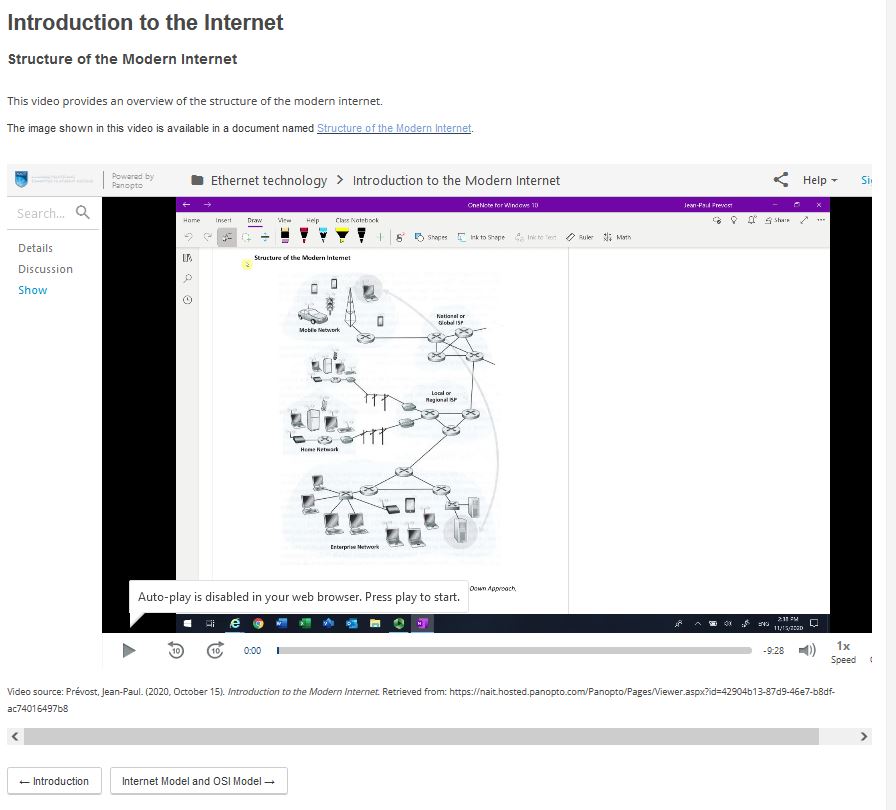


Figure C10: Moodle lesson pages appear as above to students. This lesson page has a short explanatory text followed by an embedded video. Students can control the video play using typical internet video buttons. Student can also navigate through the lesson activity using buttons, which are visible at the lower left corner of the figure. Optionally, students can navigate through the lesson using a menu (not shown in this figure).

**Appendix D: E-learning in cosmetology and clinical aesthetics using the NIWE Custom LMS**

**Graphical user interface, application

Description automatically generated**

**Graphical user interface, Teams

Description automatically generated**

Figure D1: Administrative View – Menu

The Instructor/developer has this menu view that lists all the course development components. From here, the developer selects which component that will be edited or added.

A screenshot of a computer

Description automatically generated

**Follow the menu**

Figure D2: Once the course is selected, the menu on the left indicates the steps that the develop follows to build the module content.

Graphical user interface, application, Teams

Description automatically generatedGraphical user interface, text, application

Description automatically generated

**Step 1 -Intro**

**Step 3 – continue to next module**

**Step 2 – content by PPT/video/graphic**

Figure D3: The developer builds the module framework in three steps. The PowerPoint decks and videos are developed outside of this page and are uploaded as per step 2.

Graphical user interface, text, application, email

Description automatically generated

Figure D4: This screen shot indicates the variety of content files that can be uploaded.

A screenshot of a computer

Description automatically generated

Figure D5: This is the LMS’s student tracking features.

Graphical user interface, website

Description automatically generated

**Course Intro Video**

**Go to course modules**

Figure D6: First page on the website that students see to access their course modules.

Graphical user interface, text, application, Teams

Description automatically generated

Figure D7: This is the start of their first module in the course. The module is built on a PowerPoint deck that includes knowledge-based content, interactive activities, discussion board assignments, demonstration videos, and quizzes.

Graphical user interface, application, Word

Description automatically generated

**Click to open additional resources**

Figure D8: Supplemental resources and assignments can be accessed by selecting the View Resource tool.

Graphical user interface

Description automatically generated

**Video Presenter reviews print content.**

Figure D9: This is an example of the introduction to the demonstration video that follows the knowledge based content.

Graphical user interface, website

Description automatically generated

**Key points highlighted**

Figure D10: Video demos include captions to highlight key points while the instructor demonstrates a step-by-step procedure.

Graphical user interface, website

Description automatically generated

Figure D11: Once all modules are completed and the student passes each quiz, the student is directed back to the first page of the course and is allowed to take the course exam.

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1. https://milady.cengage.com/mindtap [↑](#footnote-ref-1)
2. https://www.learnaboutbeauty.com/eco\_login.php [↑](#footnote-ref-2)