



ROCKY MOUNTAIN SAKAI

SEPP Conference, Denver, Colorado, June 22 - 23, 2004



Welcome!

The Sakai Project Board and staff welcome you to the inaugural Sakai Educational Partners Program Conference. This is a historic meeting in gathering 160 academic technologists, developers, program managers, and others to focus on how to work together as an effective community source initiative. The conference will release the beta software for Sakai 1.0 to partners, demonstrate a dozen open source projects, and have many important conversations regarding the Sakai software and SEPP communities. Though only five months into its 24 month project plan, the Sakai Project has demonstrated that higher education can effectively work together. This SEPP meeting provides an opportunity for SEPP to further refine how its collective energy, ideas, and resources can create superior economics and innovation for higher education. We invite you to fully engage in every aspect of this first SEPP meeting. The Sakai Project Board members and SEPP staff will be available throughout the conference to make the most of the event with you.

-- The Sakai Project Board

Agenda in Brief

Wednesday., June 23	
2:00 – 5:00	Pre-Conference Tutorial
5:30 – 6:30	Welcome and Introduction
6:30 - 7:30	Opening Reception
Thursday, June 24	
7:30 - 8:30	Continental Breakfast
8:30 - 9:30	Sakai Project Status Report
9:30 - 9:45	Break
9:45 - 12:00	Parallel Sessions Sakai Architecture Sakai Functionality
12:00 - 1:30	Lunch
1:30 - 2:15	Sakai Portal
2:15 - 2:45	Sakai Assessment Manager (Samigo)
2:45 - 3:00	Break
3:00 - 3:30	Sakai Gradebooks
3:30- 5:15	Discussion Group Meetings I
5:15 - 7:00	Technology Demonstrations & Reception
Friday, June 25	
7:30 - 8:30	Breakfast
8:30 - 9:15	The OSPI Portfolio Release 2.0

9:15 - 10:30	Sakai Implementations
10:30 - 10:45	Break
10:45 - 12:15	Group Discussion Meetings II
12:30 - 2:00	Lunch
2:00 - 2:45	Discussion Group Reports
2:45 - 3:45	Sakai Educational Partners Business Meeting
3:45 - 4:15	Summary, Next Steps, & Action Items for Back Home

Conference Program

Sakai Educational Partners' Program Conference

Denver, Colorado, June 23-25, 2004

Wednesday, June 23	
2:00 - 5:00	Pre-Conference Tutorial (optional technical session) Programming for Sakai - Mark Norton, SEPP Senior Technical Consultant - Charles Severence, Sakai Committee Chair, University of Michigan
5:30 - 6:30	Welcome and Introduction to the Conference - Joseph Hardin, Sakai Project Chairman of the Board & Principal Investigator, University of Michigan
6:30 - 7:30	Opening Reception
Thursday, June 24	
7:30 - 8:30	Continental Breakfast
8:30 - 9:30	Sakai Project Status Report - Joseph Hardin & Sakai Project Board
9:30 - 9:45	Break
9:45 - 12:00	Parallel Sessions (choose one): a) Sakai Architecture Roadmap - Charles Severence, SAKAI Technology Lead, University of Michigan b) Sakai Functionality Roadmap - Rob Lowden, Functional Tools Requirements Lead, Indiana University
12:00 - 1:30	Lunch
1:30 - 2:15	Sakai Portal - Ken Weiner, uPortal Project Manager

2:15 – 2:45	Sakai Assessment Manager (Samigo) - Lance Speelman , Indiana University - Charles Kerns, Stanford University
2:45 - 3:00	Break
3:00 - 3:30	Sakai Gradebooks - Amitava ‘Babi’ Mitra, Sakai Project Board Member, MIT - Ben Brophy, MIT
3:30- 5:15	Group Discussion Meetings I Evolving the Sakai Project - Models of Governance - Joseph Hardin Sakai Tools and Features - Rob Lowden Transition/Migration Planning - Columbia University Cross Language Support - Mark Norton
5:15 - 7:00	Technology Demonstrations & Reception - Partner and Sakai Project Tool Demonstration Tables
Friday, June 25	
7:30 - 8:30	Breakfast
8:30 - 9:15	The OSPI Portfolio Release 2.0 - Chris Coppola, Open Source Portfolio Initiative
9:15 - 10:30	Sakai Implementations - Etudes Consortium; Willie Pritchard, Foothill College - Gradebook; University of California, Berkeley
10:30 - 10:45	Break
10:45 - 12:15	Group Discussion Meetings II

	<p>Evolving the Sakai Project - Models of Governance - Joseph Hardin, University of Michigan</p> <p>Sakai Tools and Features - Rob Lowden, Indiana University</p> <p>Transition Planning - Rob Cartolano, Columbia University</p> <p>Cross Language Support - Mark Norton , Sakai Educational Partners Program</p>
12:30 - 2:00	Lunch
2:00 - 2:45	<p>DiscussionGroup Reports</p> <ul style="list-style-type: none"> - Brad Wheeler, Sakai Project Vice Chair, Indiana University
2:45 - 3:45	<p>Sakai Educational Partners Program Business Meeting</p> <ul style="list-style-type: none"> - The Sakai Board: Joseph Hardin, Brad Wheeler, Amitava ‘Babi’ Mitra, Lois Brooks , Carl Jacobson, Jeff Merriman , Vivian Sinou, Mara Hancock
3:45 - 4:15	<p>Summary, Next Steps, & Action Items for Back Home</p> <ul style="list-style-type: none"> - Lois Brooks, Sakai Project Board Member, Stanford University

Session Descriptions

Thursday, June 24

8:30-9:30 Sakai Project Status Report

This session will provide a high level overview of the Sakai Project as a whole, the work of the Board, the Technical Teams, the state of development of the Sakai 1.0 release, and the SEPP effort.

9:45-12:00 Parallel Sessions

(A)Sakai Architecture Roadmap

This session will introduce participants to the Sakai Architecture. This session will provide an overview of the technical elements which make up the Sakai project and their relationships. The Sakai tool development patterns will be discussed and the future directions for the Sakai architecture will be discussed as well.

(B)Sakai Functionality Roadmap

This session will provide an overview of the functionality objectives for the Sakai software. We will review the existing 275+ item gap analysis and the detailed suggestions gathering process used by the Tools Team. During this session we will also discuss how partner ideas and development work can be incorporated into the Tools Team efforts. Looking ahead, we will describe the project's evolution from work on requirements for 1.0 to 2.0 and beyond. The session will end with a project timeline update and roadmap for the next 18 months of effort for the Sakai Tools Team.

1:30-2:15 Sakai Portal

This session will provide an overview of the uPortal project, its community, and its role in the Sakai platform. A tour of uPortal features will be given and the road map for uPortal's adoption of emerging portal standards will be presented. Such standards include the JSR 168 Portlet Specification from the Java Community Process and WSRP, Oasis's Web Services For Remote Portals.

2:15-2:45 Sakai Assessment Manager

The Sakai Assessment Manager supports many tasks involved in giving online assessments: question authoring, specification of distribution variables, distribution and submission of assessments, and automatic/manual grading. With its question pool manager, instructors can organize libraries of effective questions, share questions with other instructors, and create individualized tests by randomly drawing from sub-pools of questions for each student.

3:00-3:30 Sakai Gradebooks

MIT undertook the construction of a gradebook using Sakai's architecture. Using the gradebook as a case study, I'll cover the process of developing a Sakai tool, from it's

initial conception to wireframes to functioning application. The focus of the talk is on designing and building the interface of the tool, using the Sakai framework. Our biggest challenge is building before the architecture is complete - I'll cover that and the challenges that remain for Sakai tool developers.

3:30-5:15 Group Discussions

Evolving the Sakai Project - Models of Governance

Evolving the Sakai Project - Models of Governance. The Sakai Project and the SEPP are young and going through the first stages of their development. This session will discuss possible futures, ways of enhancing coordination of activities among the participants, and plans for the next year. This will be an open discussion kicked off by a presentation to give us a framework for discussion.

Sakai Tools and Features

This session will provide a discussion of the functionality objectives for the Sakai software. We will review the existing 275+ item gap analysis and the detailed suggestions gathering process used by the Tools Team. During this session we will also discuss how partner ideas and development work can be incorporated into the Tools Team efforts. Looking ahead, we will discuss the project's evolution from work on requirements for 1.0 to 2.0 and beyond. The session will end with a project timeline update and roadmap for the next 18 months of effort for the Sakai Tools Team.

Transition/Migration Planning

This session will review issues related to making a transition from an existing course management system to SAKAI. The session will review the results of the SEPP Transition Survey, discuss issues related to user, content and functional migration, and collect additional feedback from SEPP partners for the SAKAI project team.

Cross Language Support

The SEPP Cross Language Support Group will meet for the first time to discuss issues related to the support of languages other than Java in Sakai. The moderator will lead the group by presenting a view of the Sakai Java Architecture, with the expectation that this will identify functionality which needs to be supported in tools developed in other languages. This will lead to a guided discussion of problems need to be solved and then to describing the goals and outcomes desired.

Friday, June 25

8:30-9:15 OSPI Portfolio Release 2.0

This session will provide participants an overview of the Open Source Portfolio Initiative (OSPI) and information relating the Open Source Portfolio 2.0 (OSP 2) project to Sakai. The session will cover a brief history of the OSPI, description of the governance

structure, and the composition of the teams developing the software. Where applicable the presenter will compare characteristics between OSPI and Sakai. Participants will also get an overview of the OSP 2 project and how various aspects such as the software, license, architecture, and project team relate to the Sakai project. .

9:15-10:30 Sakai Implementations

(A)Etudes Consortium, Foothill College

The Foothill-De Anza Community College District was recently awarded \$600,000 from the William and Flora Hewlett Foundation to extend the Sakai software to meet the needs of its ETUDES community college alliance members. This funding will also assist in transitioning the alliance from ETUDES (current CMS) to Sakai starting Fall 2005. Foothill-De Anza will also use Sakai for its open content initiative, Sharing of Free Intellectual Assets (Sofia), a pilot grant also awarded by the William and Flora Hewlett Foundation that will promote the free exchange of course materials on the Web. This session will offer an overview of the grant projects, ETUDES alliance, and future tools considered.

(B)Gradebook, University of California, Berkeley Team.

10-45-12:15 Group Discussions

Evolving the Sakai Project - Models of Governance

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group by presenting a view of the Sakai Java Architecture, with the expectation that this will identify functionality which needs to be supported in tools developed in other languages. This will lead to a guided discussion of problems need to be solved and then to describing the goals and outcomes desired.

2:00-2:45 Group Report Outs

Sakai Educational Partner Program breakout discussions have covered a number of important topics for Sakai. This session will provide a summary of these discussions and report these to the overall community for this session as well as a brief Q&A.

2:45-3:45 Sakai Educational Partners Business Meeting

(Sakai Board)

3:45-4:15 Summary, Next Steps, & Action Items for Back Home

In the final session of the SEPP conference we will review the key issues and decisions that have been raised during the preceding two days, and will review the program plans for the coming months.

Best of Friends Sessions

also known as “Birds of a Feather”

Informal sessions as shown on the schedule board. The list may not be complete.

Time	Topic
Thursday	
1:30 – 2:15	OKI (Open Knowledge Initiative)
3:30 – 4:30	Workflow
5:15 - ?	Requirements
Friday	
8:00 – 8:45	End User Support
8:30 – 9:15	Assessment Manager
10:45 – 12:15	Sakai and Blackboard/WebCT
10:45 – 12:15	Installation
1:0 – 2:00	Sakai Accessibility
2:00 – 2:45	Database CRUD
2:45 – 3:45	Authorization (AuthZ)

Conference Attendees
Sakai Educational Partners Conference
June 23-25, 2004 Denver, Colorado

First Name	Last Name	Institution	E-mail Address
Hal	Roberts	Berkman Center for Internet & Society Harvard Law School	hroberts@cyber.law.harvard.edu
Clay	Fenlason	Boston University, School of Management	clayf@bu.edu
Carly	Born	Carleton College	cborn@carleton.edu
Mark	Heiman	Carleton College	mheiman@carleton.edu
Les	LaCroix	Carleton College	llacroix@carleton.edu
Toru	Iiyoshi	Carnegie Foundation	iiyoshi@carnegiefoundation.org
Diana	Bajzek	Carnegie Mellon University	db33@andrew.cmu.edu
Alice	Ohgi	Carnegie Mellon University	aohgi@andrew.cmu.edu
Rob	Allan	Council for the Central Laboratory of the Research Councils (UK)	r.j.allan@dl.ac.uk
Dharmesh	Chohan	Council for the Central Laboratory of the Research Councils (UK)	d.b.chohan@dl.ac.uk
Sam	Ottenhoff	CCSN/The Longsight Group	ottenhoff@longsight.com
Scott	Siddall	CCSN/The Longsight Group	siddall@longsight.com
Charles	Severance	Charles Severance	csev@umich.edu
Ted	Boehler	Coastline Community College	tboehler@mail.ccc.cccd.edu
Dan	Jones	Coastline Community College	djones@ccc.edu
Shawn	Mann	Coastline Community College	sman@ccc.edu
Dave	Megill	Coastline Community College	dave@emegill.com
Dave	Thompson	Coastline Community College	dthompson@mail.ccc.cccd.edu
Maneesha	Aggarwal	Columbia University	ma287@columbia.edu
Robert	Cartolano	Columbia University	rtc@columbia.edu
Alex	Vigdor	Columbia University	av317@columbia.edu
Dan	Tafoya	Community College of Southern Nevada	dan_tafoya@ccsn.edu
Al	Valbuena	Community College of Southern Nevada	al_valbuena@ccsn.edu
Victor	Costea	Community College of Southern Nevada	victor_costea@ccsn.edu
Eric	Fredericksen	Cornell University	eef22@cornell.edu
Anthony	Lombardo	Cornell University	ajl44@cornell.edu
Mark	O'Neil	Dartmouth College	mark.a.oneil@dartmouth.edu
Tobias	Rýmer	ECOsoft.net GmbH	
Tim	Feeney	Embanet	tim@embanet.com
William	Pritchard	Foothill - De Anza Community College District	pritchardwillie@fhda.edu
William	Barthelmy	Harvard University	barthelm@fas.harvard.edu
Paul	Bergen	Harvard University	bergen@fas.harvard.edu
Michael	Cynn	Harvard University	cynn@fas.harvard.edu
Jim	Farley	Harvard University	jim_farley@harvard.edu
David	McElroy	Harvard University	david_mcelroy@harvard.edu
Norma	Holland	Indiana University	nholland@indiana.edu
Nathaniel	Johnson	Indiana University	natjohns@indiana.edu
Robert	Lowden	Indiana University	rlowden@iu.edu
Lance	Speelman	Indiana University	lance@indiana.edu
James	Thomas	Indiana University	jthomas@indiana.edu
Brad	Wheeler	Indiana University	bwheeler@indiana.edu
William	Wheeler	Indiana University	wheeler@indiana.edu

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First Name	Last Name	Institution	E-mail Address
James	Orahood	Indiana University Knowledge Base	jorahood@indiana.edu
Jonathan	Bolte	Indiana University Knowledge Base	bolte@indiana.edu
Ian	Dolphin	JA-SIG Board of Directors (University of Hull)	i.dolphin@hull.ac.uk
Sarah	Porter	Joint Information Systems Committee UK	s.c.porter@jisc.ac.uk
Alice	Brainerd	Johns Hopkins University	abrainerd@jhu.edu
Sayeed	Choudhury	Johns Hopkins University	sayeed@jhu.edu
Theron	Feist	Johns Hopkins University	tfeist@jhu.edu
Jim	Martino	Johns Hopkins University	jrm@jhu.edu
Robert	Crouchley	Lancaster University (UK)	r.crouchley@lancaster.ac.uk
Adrian	Fish	Lancaster University (UK)	a.fish@lancaster.ac.uk
Ben	Brophy	Massachusetts Institute of Technology	benbr@mit.edu
Craig	Counterman	Massachusetts Institute of Technology	ccount@mit.edu
Joanne	Hallisey	Massachusetts Institute of Technology	hallisey@mit.edu
Jeffrey	Merriman	Massachusetts Institute of Technology	merriman@mit.edu
Amitava	Mitra	Massachusetts Institute of Technology	babi@mit.edu
Jeffrey	Anderson	Mesa Community College	jeffa@mail.mc.maricopa.edu
Wade	Harris	Mesa Community College	wharris@mail.mc.maricopa.edu
Melanie	Kroening	Mesa Community College	mkroening@mail.mc.maricopa.edu
Shoji	Kajita	Nagoya University	kajita@itc.nagoya-u.ac.jp
David	Ackerman	New York University	david@nyu.edu
Robert	Brill	New York University	robert@nyu.edu
Vincent	Doogan	New York University	vincennt.doogann@nyu.edu
Max	Whitney	New York University	max@nyu.edu
Melissa	Whitney	New York University	max@nyu.edu
Bob	Davis	Northwestern University	b-davis@northwestern.edu
Jerry	Goldman	Northwestern University	j-goldman@northwestern.edu
William	Parod	Northwestern University	bill-parod@northwestern.edu
Jonathan	Smith	Northwestern University	jas@northwestern.edu
Bob	Taylor	Northwestern University	bob-taylor@northwestern.edu
Peter	Wilkins	Massachusetts Institute of Technology OKI Open Knowledge Initiative	pwilkins@mit.edu
Steve	Acker	Ohio State University	acker.1@osu.edu
Matt	Younkins	Oklahoma University, Information Technology	younkinsm@ou.edu
Dennis	Hood	Princeton University	hood@princeton.edu
Jim	Farmer	Sakai Educational Partners Program	jxf@UMich.edu
Mark	Norton	Sakai Educational Partners Program	markjnorton@earthlink.net
Trevor	Bradley	Simon Fraser University	tgb@sfu.ca
Baljeet	Dhaliwal	Simon Fraser University	bsd@sfu.ca
Mark	Jordan	Simon Fraser University	mjordan@sfu.ca
George	Lee	Simon Fraser University	glee@sfu.ca
John	Moore	Simon Fraser University	jnmoore@sfu.ca
Lionel	Tolan	Simon Fraser University	lionel@sfu.ca
Robert	Urquhart	Simon Fraser University	robert@sfu.ca
Marc	Brierley	Stanford University	marc.brierley@stanford.edu
Lois	Brooks	Stanford University	lbrooks@stanford.edu

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First Name	Last Name	Institution	E-mail Address
Charles	Kerns	Stanford University	charles.kerns@stanford.edu
Mike	Zackrison	SunGard SCT	mzackris@sct.com
David	Porush	SUNY, Learning Environment	porushda@sysadm.suny.edu
Paras	Dagli	The Carnegie Foundation	dagli@carnegiefoundation.org
Jeff	Young	The Chronicle of Higher Education	
Scott	Cantor	The Ohio State University	cantor.2@osu.edu
Chris	Coppola	the r-smart group	chris.coppola@rsmart.com
Anthony	Potts	the r-smart group	tony.potts@rsmart.com
David	Kahle	Tufts University	david.kahle@tufts.edu
Bruce	Kessler	Tufts University	bruce.kessler@tufts.edu
Matthew	McVey	Tufts University	matthew.mcvey@tufts.edu
Kevin	Gary	Unicon, Inc.	garyk@unicon.net
Flemming	Sanderson	Unicon, Inc.	fsanderson@unicon.net
Ken	Weiner	Unicon, Inc.	kweiner@unicon.net
Jose	Garcia	Universitat de Lleida	joseg@asic.udl.es
Hans	Dijkman	University of Amsterdam	j.p.dijkman@uva.nl
Garry	Forger	University of Arizona	gforger@email.arizona.edu
Duffy	Gillman	University of Arizona	duffy@email.arizona.edu
Thomas	Amsler	University of California Davis	tpamsler@ucdavis.edu
Randy	Ballew	University of California, Berkeley	randy@socrates.berkeley.edu
Ray	Davis	University of California, Berkeley	ray@media.berkeley.edu
Mara	Hancock	University of California, Berkeley	mara@media.berkeley.edu
Josh	Holtzman	University of California, Berkeley	josh@media.berkeley.edu
Kirk	Alexander	University of California, Davis	kdalex@ucdavis.edu
Elizabeth	Gibson	University of California, Davis	<u>emgibson@ucdavis.edu</u>
Jon	Gorrono	University of California, Davis	jpgorrono@ucdavis.edu
Chris	Brandt	University of California, Davis	cmbrandt@ucdavis.edu
		School of Veterinary Medicine	
Jon	Chua	University of California, LA	jonc@college.ucla.edu
Jose	Hales-Garcia	University of California, LA	jose@stat.ucla.edu
Howard	Kim	University of California, LA	howard.kim@anderson.ucla.edu
S	Kumar	University of California, LA	s.kumar@anderson.ucla.edu
Baojing	Lu	University of California, LA	lucy@humnet.ucla.edu
Rose	Rocchio	University of California, LA	rrocchio@oit.ucla.edu
Eric	Splaver	University of California, LA	esplaver@college.ucla.edu
Faust	Gorham	University of California, Merced	fgorham@ucmerced.edu
Richard	Kogut	University of California, Merced	rkogut@ucmerced.edu
John	Norman	University of Cambridge	john@caret.cam.ac.uk
Greg	Doyle	University of CapeTown	gdoyle@its.uct.ac.za
Linda	Drake	University of Colorado, Boulder	Linda.Drake@Colorado.EDU
Kris	Easter	University of Colorado, Boulder	easter@colorado.edu
Dennis	Maloney	University of Colorado, Boulder	dennis.maloney@colorado.edu
Mark	Werner	University of Colorado, Boulder	Mark.J.Werner@Colorado.Edu
Carl	Jacobson	University of Delaware	carlj@udel.edu
Kenrick	Chan	University of Hawaii, Manoa	kchan@hawaii.edu

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First Name	Last Name	Institution	E-mail Address
Rory	Mather	University of Hawaii, Manoa	rmathe@hawaii.edu
Rodney	Sakaguchi	University of Hawaii, Manoa	rsak@hawaii.edu
Brian	Diveley	University of Michigan	bdriveley@umich.edu
Michael	Elledge	University of Michigan	melledge@umich.edu
David	Haines	University of Michigan	dlhaines@umich.edu
Joseph	Hardin	University of Michigan	hardin@umich.edu
Jan	Koich	University of Michigan	jkoich@umich.edu
John	Leasia	University of Michigan	jleasia@umich.edu
Daphne	Ogle	University of Michigan	dogle@umich.edu
Kathi	Reister	University of Michigan	kreister@umich.edu
Dennis	Aebersold	University of Oklahoma	aebersold@ou.edu
Charles	Bender	University of Oklahoma	cbender@ou.edu
Loretta	Early	University of Oklahoma	learly@ou.edu
Larry	Gutman	University of Oklahoma	lgutman@ou.edu
Michael	Gage	University of Rochester	gage@math.rochester.edu
Jutta	Treviranus	University of Toronto	jutta.treviranus@utoronto.edu
David	Saunders	University of Virginia	drs8h@virginia.edu
Yuji	Shinozaki	University of Virginia	ys2n@virginia.edu
Tim	Sigmon	University of Virginia	tms@virginia.edu
Tom	Lewis	University of Washington	tomlewis@u.washington.edu
Oren	Sreebny	University of Washington	oren@washington.edu
Scott	Stephenson	University of Washington	ssteph@u.washington.edu
Bruce	Barton	University of Wisconsin, Madison	bruce.barton@doit.wisc.edu
Kathleen	Christoph	University of Wisconsin, Madison	christoph@doit.wisc.edu
Dirk	Herr-Hoyman	University of Wisconsin, Madison	dirk@doit.wisc.edu
Brian	Jones	Virginia Tech	bcjones@vt.edu
Ken	McCrery	Virginia Tech	kmccrery@vt.edu
John	Moore	Virginia Tech	jmoore1@vt.edu
William	Plymale	Virginia Tech	plymale@vt.edu
Aaron	Zeckoski	Virginia Tech	aaron@vt.edu
Anthony	Atkins	Virginia Tech, Educational Technologies	anthony.atkins@vt.edu
Drew	Mazurek	Yale University	drew.mazurek@yale.edu
Chuck	Powell	Yale University	charles.powell@yale.edu
Peter	Snow	Yale University	peter.snow@yale.edu

Others attended who are not be included in this public list. Total attending 168.

Sakai Board



Joseph Hardin, Chair, University of Michigan

Joseph Hardin is the Director of the Collaborative Technologies Laboratory in the Duderstadt Center, and a Clinical Assistant Professor in the School of Information, at the University of Michigan, Ann Arbor. He is leading the CompreHensive collaborativE Framework (CHEF) project that is developing an open source framework and tools for course management systems, workgroup support, and support of online research, with support from NSF, NIH and the University of Michigan.

Hardin has managed development of online collaboration systems for a good while, including when he was Associate Director of Software Development at the National Center for Supercomputing Applications (NCSA) at the University of Illinois-UC, from the early to the late 90's. He is also a founder and board member of the International World Wide Web Conference Committee, and is teaching a graduate course on the Semantic Web.



Bradley Wheeler, Vice Chair, Indiana University

Dr. Bradley C. Wheeler is the Indiana University Associate Vice President for Research & Academic Computing and Dean of IT for IU-Bloomington in the Office of the Vice President for IT & CIO. He serves on the board of the Open Source Portfolio Initiative and is the PI for developing OSP Release 2. As an Associate Professor of Information Systems at IU's Kelley School of Business, he teaches MBA courses in Executive Leadership of IT Strategy, and has taught e-business and e-learning courses for corporate/academic audiences in 26 countries on six continents.



Lois Brooks, Stanford University

Lois Brooks is the Director of Academic Computing at Stanford University, which provides technology-based services to students, faculty and staff. Brooks has worked at Stanford for many years, focusing on the effective use of technology in learning, teaching and work processes. She started the Academic Technology Specialist program in 1995 with a directive and seed funding from the Stanford President's Commission on Technology in Teaching and Learning, and has shepherded its growth and development ever since.

Brooks directed the development of CourseWork, Stanford's course management system that has grown to support over 2000 classes annually, and has recently embarked on the

Sakai project, a collaborative endeavor with three other universities to develop the next generation of course management and collaboration tools for higher education. She also directs Stanford's Residential Computing program, Media Solutions, Stanford's media development group, the technology support program for the Stanford University Libraries, as well as the technology enhanced classrooms, computer labs, consulting and teaching programs that comprise Academic Computing.



Mara Hancock, University of California, Berkeley

Mara Hancock is the Associate Director for the Learning Systems and Multimedia Services units within Educational Technology Services at University of California, Berkeley. This group provides scalable and sustainable learning environments and web sites to the campus community as well as support activities for faculty integrating technology into their teaching and learning. Prior to her current position, Mara was with DigitalThink, Inc. where she managed a variety of units, including Catalog Course Development; Design, Templates, and Strategy; and Course Maintenance and Quality Improvement. Mara was also a member of the original design team for the launch of UC Extension Online. She is very interested in Human Computer Interaction and social computing and how they impact higher education.



Carl Jacobson, uPortal/JA-SIG

Carl Jacobson is Principal Investigator for the Andrew W. Mellon Foundation grant for uPortal development, a member of the JA-SIG Board of Directors, a member of the Sakai Board and an advisor to the OSPI Council. As Director of Management Information Services at the University of Delaware he managed "first-of-its-kind" efforts to build secure, organized, dependable Web front ends to administrative systems. Carl is an outspoken advocate of re-thinking the roles of the Web and e-business, providing new opportunities to support teaching and research, revamp business practices, and improve customer service. Carl received the 2001 EDUCAUSE Award for Leadership in Information Technology.



Jeff Merriman, Open Knowledge Initiative (O.K.I.)

Jeff Merriman is currently Senior Strategist for Academic Computing at the Massachusetts Institute of Technology and project director of the Open Knowledge Initiative (O.K.I.). O.K.I. is defining open architectural specifications for educational software that targets the interoperability requirements of the higher education community. Jeff has spent much of his career building and promoting various kinds of technology infrastructure for higher education. As Director of Academic Computing at Stanford University he brought the notion of "Wired Campuses" into the forefront by networking all of Stanford's graduate and undergraduate residence

halls, leading an aggressive effort that began in 1987.

Merriman also founded the annual ResNet Symposia series. This event brings together information technologists from around the world to share implementation, support, and educational strategies pertaining to distributed, residential computing environments in higher education. In 1998 Jeff helped to form Stanford's Academic Computing program and became Director of Academic Computing Technology. In this role he began to widen his focus to include issues of software infrastructure in support of educational initiatives.



Amitava 'Babi' Mitra, MIT

Dr. Amitava 'Babi' Mitra is the Executive Director of Academic Media Production Services (AMPS) at MIT, an organization that provides educational technology services to the MIT community, in support of MIT's strategic goals. Dr. Mitra has over 18 years of leadership experience in education, including corporate e-learning, publishing and multimedia based training, higher education, and distance education.

Prior to joining MIT, Babi led NIIT, Inc's \$24 million revenue Knowledge Solutions Business, a profitable business unit with over 600 professionals, clients in the US, Europe, Asia and Australia, and a strong process-oriented development approach (among the first in the world to receive ISO 9001 certification in 1993 for instructional development). Babi participated in the formulation of the National Policy on Education released by the Government of India in 1986. He also served as the Chief, Distance Learning Programs Unit, at the Birla Institute of Technology and Science (BITS), Pilani, India, from where he earned his PhD: he was simultaneously a Visiting Engineer at the Department of Chemical Engineering, MIT. Babi also serves on the Council of Governors, Pan Himalayan Grassroots Development Foundation.



Vivian Sinou, Foothill College

Vivian Sinou, Dean of Distance & Mediated Learning at Foothill College, taught English in the traditional classroom before entering e-learning in the mid 90's teaching on-line. She has been involved with computer-assisted instruction and web technologies for over 14 years. Vivian manages Foothill Global Access, Foothill's online and internet-mediated programs and services and oversees the development and support of ETUDES. She formed the ETUDES Alliance that extended the use of the software to over 50 colleges.

Sinou is now leading the ETUDES-NG effort, serving on the Sakai Board, and contributing in shaping the vision of the open source software. She is also spear-heading the Sofia project, an initiative that will make course materials available for free on the web. Vivian was the recipient of the 2002 Technology Leadership Award from the

California Community Colleges Chancellor's Office. She was chosen for the prestigious statewide award for her prominence within the arena of higher educational technological resources management, exemplary organizational management and leadership qualities, advocacy of effective use of technology in supporting institutional goals, and contributions to growth of the profession as a whole.

Sakai Technical Staff



Glenn Golden, Architecture Lead, University of Michigan

Currently a Senior Systems Research Programmer at the University of Michigan, Glenn is architect, designer, and technical lead for Sakai and its predecessor, CHEF, the open source framework for online collaboration for teaching, learning, research, and commerce. Prior to this, Glenn was architect and technical lead of the NSF funded SPARC project; a web based collaboration for solar physics and aeronomy.

Glenn has been leading the design and development of computer software products and systems in commercial, entertainment, scientific and educational areas since 1980, specializing in complex system architecture and design, and Java server software systems.



Rob Lowden, Tools Lead, Indiana University

Robert Lowden is the Course Management Systems Manager for Indiana University in University Information Technology Services. He is responsible for the development, maintenance, support and future direction of the course management system Oncourse, utilized by over 90,000 users each semester.

Rob has been involved in distance education programs for almost a decade initially working with the US Navy and their Courses Afloat program in 1995. Rob earned his B.S. in Computer Science from Purdue University.



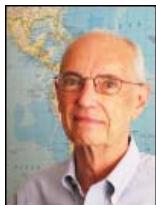
Chuck Severance, Committee Chair, University of Michigan

Dr. Charles Severance is currently a Senior Research Programmer at the University of Michigan Media Union working on tools for online collaboration for teaching, learning, and research. Charles has a B.S., M.S., and Phd. in Computer Science from Michigan State University. His research area is the use of parallel processors for High Performance Computing and the use of the Internet to deliver educational content. Current projects include the Sakai project, the NEESgrid project, and the National Middleware Initiative grid portal project.

Severance is the Author of the book High Performance Computing, Second Edition,

published by O'Reilly and Associates. He has taught Computer Science courses at the University of Michigan and Michigan State University, and has developed several tools to assist in the production of multimedia web-based lectures, including Sync-O-Matic 3000 and ClipBoard-2000. Charles is active in television and radio as a hobby, he has co-hosted several television shows including "Nothin but Net" produced by MediaOne and a nationally televised program called Internet:TCI. Charles also appears as an expert on Internet and Technology on a call-in radio program on the local Public Radio affiliate (www.wkar.org).

Sakai Educational Partners Program Staff



Jim Farmer, SEPP Community Liaison

For the past two years Jim Farmer has the project administrator for JA-SIG/uPortal Project. Jim has held CIO positions at the California State Universities and Los Rios Community College Districts. He has served as technical advisor to the U.S. Department of Education on modernizing the delivery of financial aid. He developed a proprietary U.S. financial aid system that led to Sigma Systems Inc. and remains its chairman. For eight years Jim taught information systems and strategic planning at Harvard University's Graduate School of Economics. He began his career as a U.S. Army electronics engineer in Berlin.



Mark Norton, SEPP Senior Developer

Mark Norton is a Senior Technical Consultant who serves as the liaison between the Sakai Project and the Sakai Educational Partnership Program (SEPP). He is a member of the Sakai Architecture Team and guides Sakai on the development of Open Service Interface Definitions (OSIDs). Prior to joining Sakai, Mr. Norton was the Director of Specification Development at the IMS Global Learning Consortium and coordinated the development of several key industry standards including Simple Sequencing, Learning Design, and Digital Repositories. As chairman of the IMS Accessibility Group, he led the development of several specifications on support for accessibility in educational technology. He was a founding architect at TechOnLine (custom internet architectures), and Avid Technology (digital video editing systems). Mr. Norton has an MSCS from Boston University.



Brian Diveley, University of Michigan

Brian Diveley has been working with the Sakai Educational Partners Program in project administration from its inception in February, 2004. He will be on-site for the June SEPP conference and will be available to help participants with any questions or problems they might have. Prior to Brian's arrival to the Sakai Project he has worked as a field manager and instructor for various archaeological research projects throughout Micronesia and intends to continue graduate studies in maritime history after the conference.

Brian returned to university life as a full-time student following the conference.



Jan Koich, University of Michigan

Jan Koich has just begun working with the Sakai Educational Partners Program in project administration. She'll assume those responsibilities as Brian moves on to continue his graduate studies. She will be on-site for the June SEPP conference and will be available to help participants with any questions or problems they might have. Jan's career has spanned several industries including publishing, transportation, energy, and education. She has B.S. degrees in both Business Administration and MIS. Jan has lived in numerous states, is an avid sports fan, and enjoys family activities with her husband and two teenage children.



Developing Sakai Tools

Mark J. Norton
SEPP

Charles Severance
Sakai

Overview

- Architecture
- Writing Sakai Services
- Writing Sakai Tools
- Development Example
- Portability and Interoperability
- Future Sakai Development
- What You Can Do Now

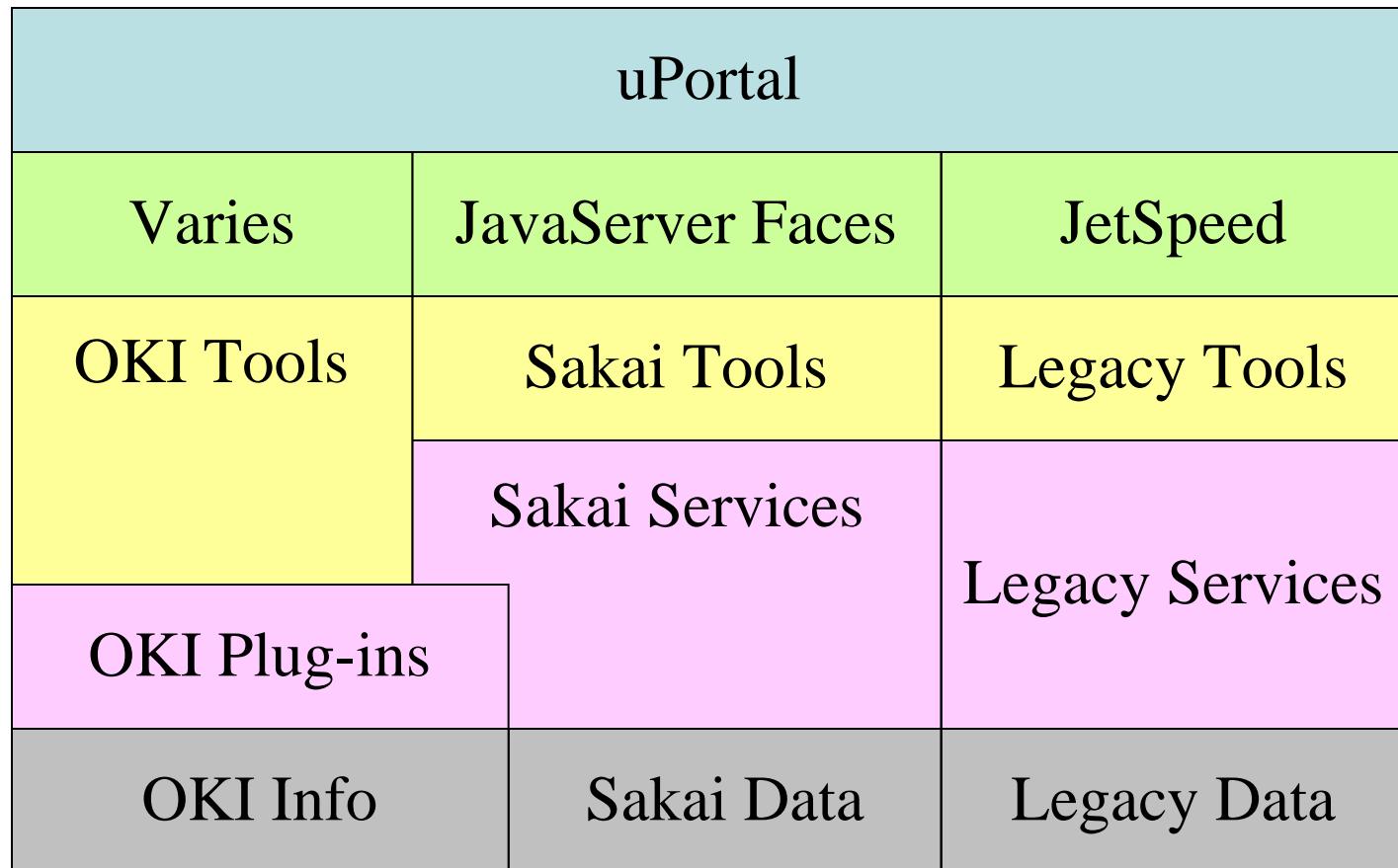
Architecture Overview



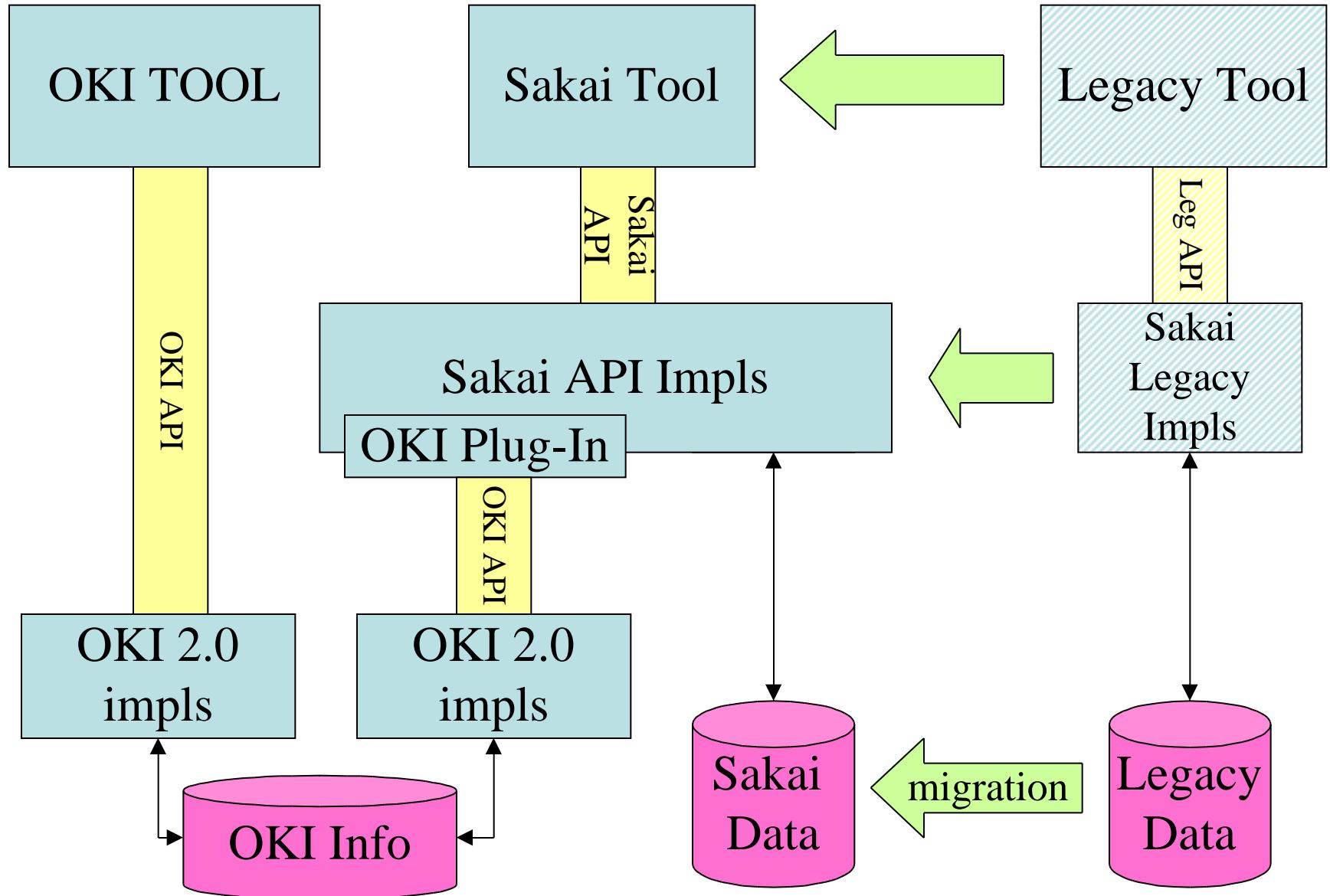
Sakai Architecture

- Descriptions of the Sakai Architecture are being collected into a set of documents
- The Tool Portability Profile defines how to write Sakai tools and is being updated
- The architecture is intended to promote tool portability and data interoperability

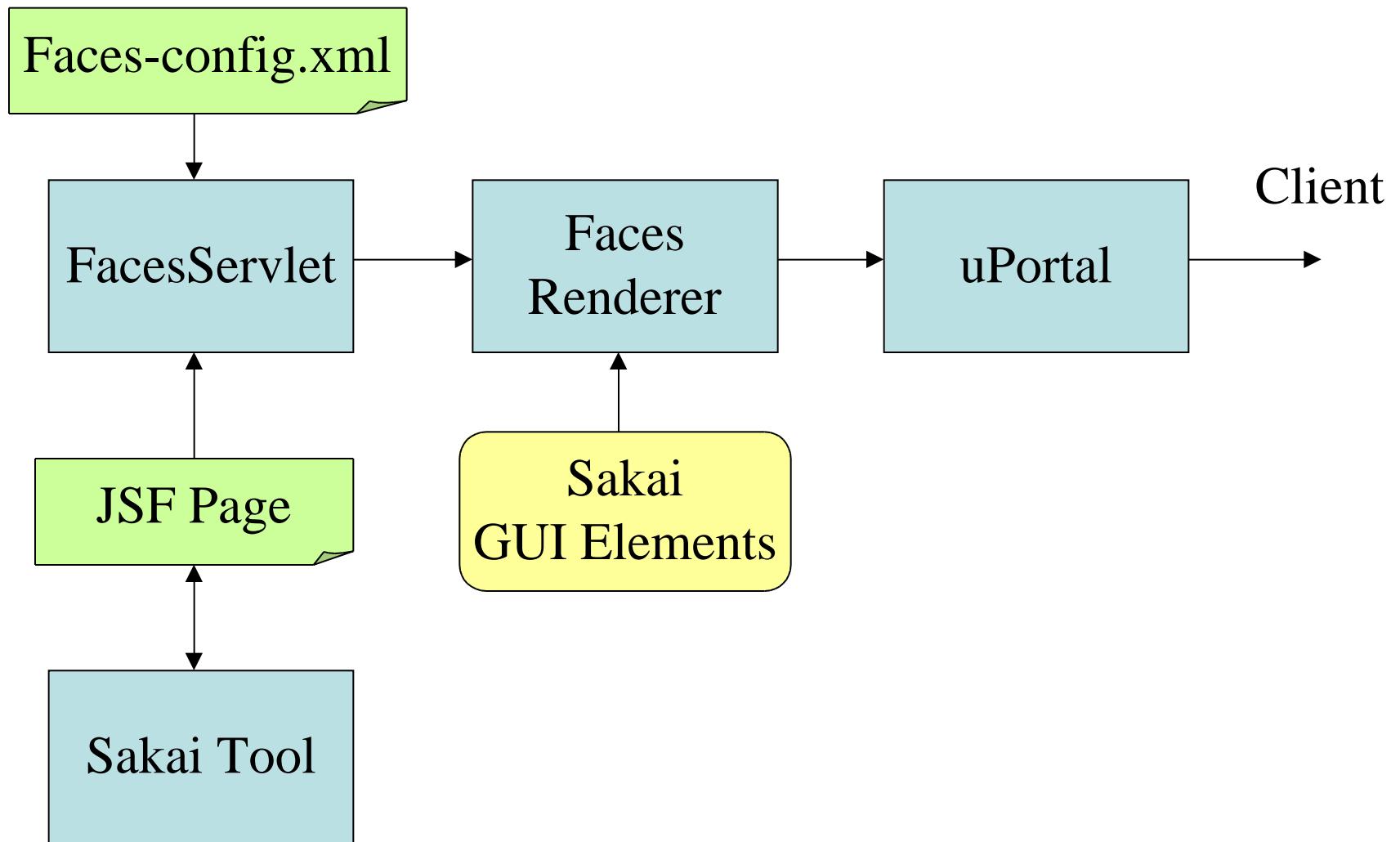
The Sakai Layered Architecture



The Sakai Framework

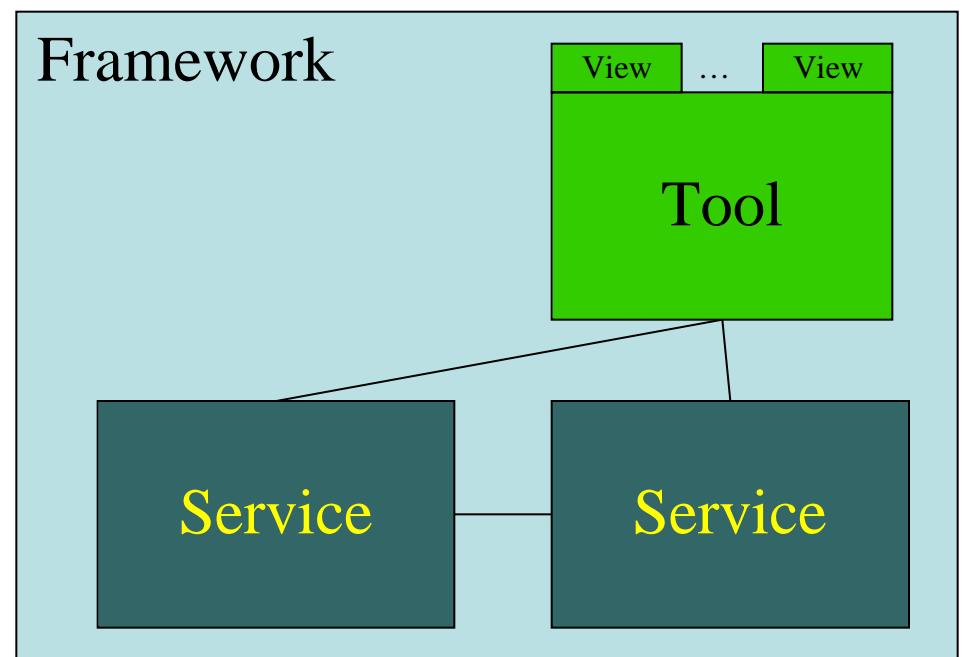


The Sakai User Interface Process



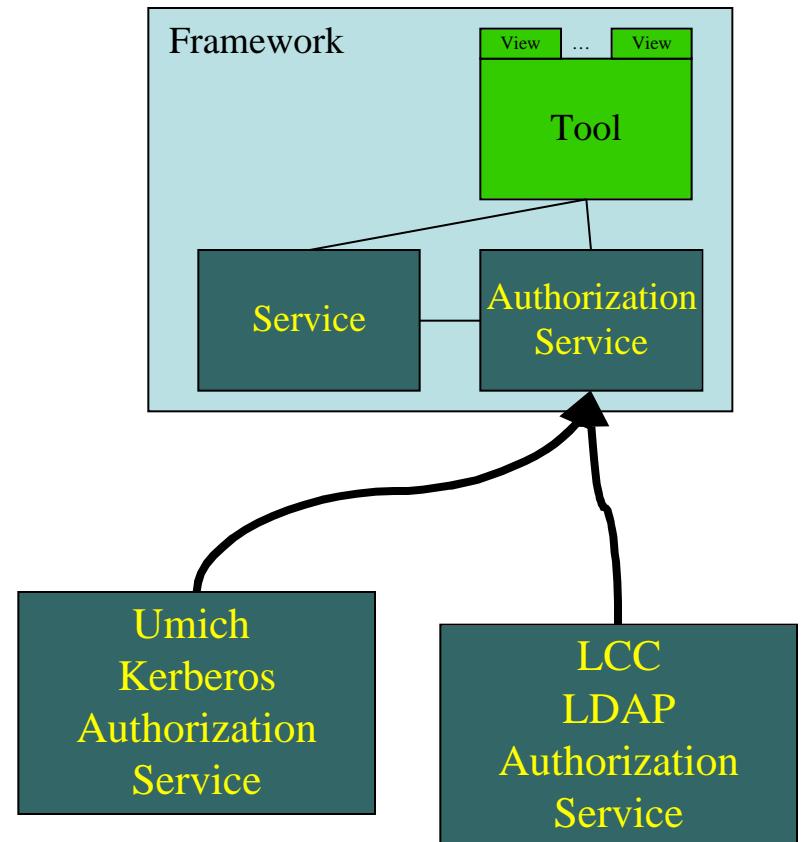
Architectural Elements

- Break functionality into three elements
 - Presentation code giving the look, feel, and layout
 - Tool code managing the interactions with the user
 - Service code for business logic and persistence
- Services implement, standardized, published and documented APIs
- This is a common approach often called “Model-View-Controller”



Service Implementations

- Because tools program to interfaces and not implementations, the framework can be configured to substitute different implementations depending on site needs
- Authentication
 - LDAP
 - Kerberos
 - Active Directory
 - ... etc.
- As long as the implementation satisfies the interface, the tool works seamlessly with no required changes



Sakai Technology



Technologies Used in Sakai

- Hibernate for object persistence
- Sakai APIs that imitate OKI OSIDs
- Tools are based on APIs and servlets
- JavaServer Faces used to separate out the presentation from tool logic
- uPortal integrates tools at the UI level

Object Persistence

- Hibernate provides ORM support.
- Objects are persisted to a database.
- Hibernate handles atomic Java data types, POJOs, collections, and complex objects.
- HQL allows selective object retrieval which can be optimized by DBAs.
- Support for transactions, locking, clustering, and multi-stage caching.

OSIDs and APIs

- Sakai has interface requirements above and beyond the OKI OSIDs
- There is no way to cleanly extend the OKI OSIDs
- Therefore, Sakai will create a set of APIs that correspond as closely as possible to the OSIDs

Sakai APIs

- Make tool development easier
- Promote portability between Sakai environments
- Hide some data management details
- Error handling
- Provide re-usable system and application services to tool developers

APIs in Sakai Beta

- Id
- Agent
- Authentication
- Shared

APIs Likely to be in 1.0

- Id
- Agent
- Authentication
- Shared
- Authorization
- Grading (prototype)

UI Presentation

- Sakai tools separate presentation from application logic.
- Sakai presentation is handled by JavaServer Faces, a successor to Struts.
- JSF allows pages to be described in XML and linked to backing beans to handle events like pushing a button or clicking a link.
- Standard tags plus new Sakai GUI tags.

Portal Integration

- Sakai user interface elements are assembled into a JSR-168 portlet which is aggregated by uPortal.
- Sakai leverages administration, stylesheets, and internationalization provided by uPortal.

Sakai 1.0 and uPortal

- **Embedded Version**
 - The entire Sakai tool set appears as a single channel.
 - Can be installed in any standard uPortal environment.
- **The Injected Version**
 - Uses a modified version of uPortal 2.3 with two-level navigation and configuration information from Sakai.
 - Stand-alone LMS using uPortal.
 - The uPortal theme and structure will be altered to precisely display the hierarchical navigation needed by Sakai.

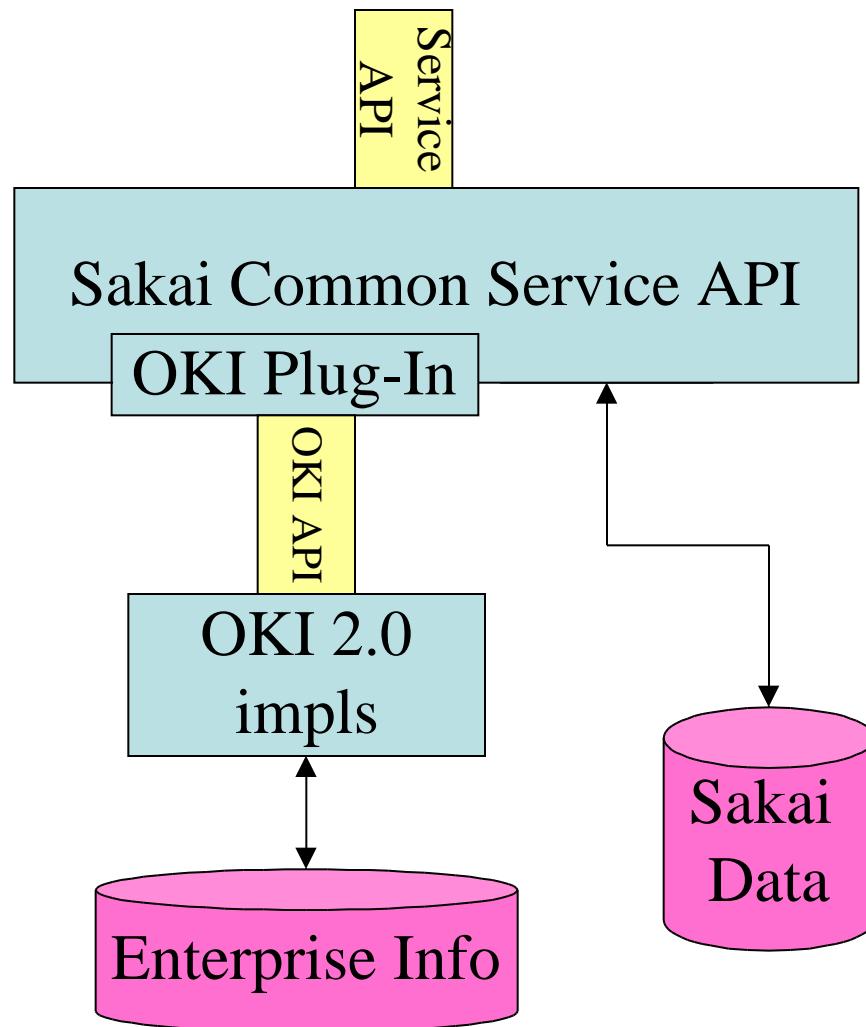
Writing Common Services



Common Service Characteristics

- Serves as a wrapper for enterprise services.
- Uses well defined data models.
- Designed to be widely used and reused.
- Modular, testable, documented.
- Use OSID plugins at the bottom to interface to enterprise services.

Common Service Architecture



Creating a New Common Service

- There are three cases to consider:
 - An OKI OSID exists.
 - A CHEF legacy service exists.
 - No similar services exist.
- Each of these cases is handled differently.

Creating a Service from an OSID

- Check to see if anyone else is in the process of implementing an OSID!
- Use the OKI OSID 2.0 interface definitions.
- Follow “Java-zation” guidelines to create a new Sakai common service API.
- Write a test harness application (or unit tests).
- Submit the new service for evaluation and release.

Java-zation of OSIDs

- Modify interfaces to throw only known exceptions (don't bother with Unimplemented).
- Include setters as well as getters.
- Add permission predicates.
- Method overloading is allowed.
- Set up dependent services for injection.

The Sakai API rules

- Include convenience methods and objects built on OKI methods (e.g. equals())
- Include Java-oriented methods which directly relate to underlying OKI language-neutral equivalents (e.g. Calendar)
- Include Java-oriented methods which tie more directly to the Sakai framework, increasing performance at the expense of portability to non-Sakai environments.
- Extend beyond the OSIDs to allow explicit exposure of out of band agreements
- Extend beyond the OSIDs to allow for easy/simple/natural support of use-cases not directly supported by current OSID specifications
- Methods are evaluated carefully for what exceptions are thrown
- Java-based exception classes and subclasses are used for the exceptions thrown
- Consider using exceptions which are subclasses of RuntimeException: A method is not required to declare in its throws clause any subclasses of RuntimeException that might be thrown during the execution of the method but not caught.
- Implementations of the APIs may be java beans: therefore the APIs use set/get in a bean-compatible way
- Methods may use/return Java-native objects/interfaces, e.g. Calendar, io.stream
- The term 'properties' is used for consistency with OKI, but the Java interface used for this is a Map
- Sakai iterators extend java.util.Iterator

Service Example: Agent

```
package osid.agent;
public interface Agent extends java.io.Serializable {
    public String getDisplayName()
        throws osid.shared.SharedException;
    public osid.shared.Id getId()
        throws osid.shared.SharedException;
    public osid.shared.Type getType()
        throws osid.shared.SharedException;
    PropertiesIterator getProperties()
        throws osid.shared.SharedException;
    Properties getPropertiesByType(Type propertiesType)
        throws osid.shared.SharedException;
    TypeIterator getPropertiesTypes()
        throws osid.shared.SharedException;
}
```

```
package org.sakaiproject.service.common.agent;
import org.sakaiproject.service.common.shared.Resource;
public interface Agent extends Resource { }
```

Migrating a Legacy Service

- Migration of legacy services will be handled by the core Sakai development team, in general.
- Since legacy tools are closely tied to these services, service migration must be coordinated with tool migration.
- Talk to Mark or Chuck before doing anything!

Creating a Brand New Service

- Define the Interface based on Sakai service best practices.
- Use the TPP for guidelines.
- Define data modules and definitions.
- Use Hibernate for object persistence.
- Write a test harness application (or unit tests).
- Submit the new service for evaluation and release.

Service Example: Resource

```
package org.sakaiproject.service.common.shared;
import org.sakaiproject.exception.PermissionException;
import org.sakaiproject.exception.VersionException;
import org.sakaiproject.service.common.id.Id;
public interface Resource extends Comparable {
    String getDescription();
    String getDisplayName();
    Id getId();
    Type getType();
    PropertiesIterator getProperties();
    Properties getPropertiesByType(Type propertiesType);
    TypeIterator getPropertyTypes();
    void setDescription(String description);
    void setDisplayName(String displayName);
    void setType(Type type);
    String getReference();
    String getUrl();
    boolean allowDelete();
    boolean allowUpdate();
    Properties addPropertiesType(Type propertiesType);
    void removePropertiesType(Type propertiesType);
    void delete() throws PermissionException;
    Version getVersion();
    boolean isCurrentVersion();
    boolean isCurrentVersion(Version version);
    void update() throws VersionException, PermissionException;
    void updateIgnoreVersion() throws PermissionException; }
```

Data Models

- Standards
 - Use existing industry standards where available.
- Data Elements
 - Design and document your data elements and organization.
- Access Model
 - Use object persistence. Avoid DB dependencies.
- Interchange – consider data migration needs.

Dependency Injection

- Bean style access and setters
- Inserted at runtime by the Spring container
- Dependencies are defined in XML configuration files, as appropriate.
- This is one of the standard design patterns described further in the TPP document.

Writing Application Services



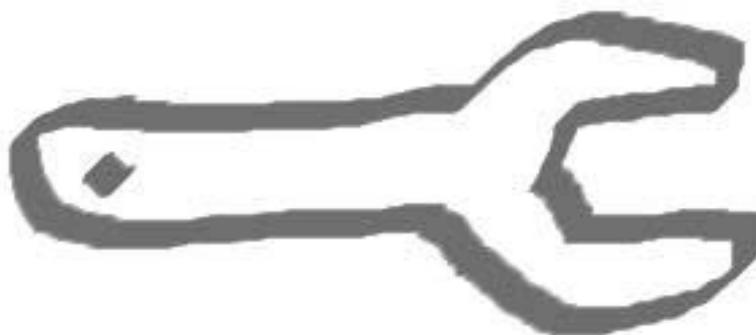
Application Service Characteristics

- Calls common services via injection.
- Deals with objects reflected in a user interface.
- Defines a process or workflow.
- Might be tied to an app or tool.
- Designed to be generally usable in many tools (repository service, for example).

Creating an Application Service

- Check to see if anyone has already created something similar to this service.
- Define the interface based on Sakai best practices.
- Use the TPP for guidelines.
- Define data modules and definitions.
- Use Hibernate for object persistence.
- Write a test harness application (or unit tests).
- Submit the new service for evaluation and release.

Writing Tools



Creating a New Tool

- Describe the UI using JSF pages.
- Create an Application Service.
- Implement the Application Services.
- Create a Tool Class which uses the application service via injection.
- Create Maven project files to compile and deploy.

The Tool Class

- Written as a JavaBean so that other components can access it. It is also a servlet.
- Application and common services are injected as needed.
- Handles initializations and data defaults.
- Implements JSF response methods (events).

Working with Maven

- Maven is a powerful software configuration and management tool.
- Project files describe software dependencies which are resolved against project goals.
- Each module has its own project.xml file.
- The deploy module has a special project.
- <http://maven.apache.org/start/download.html>

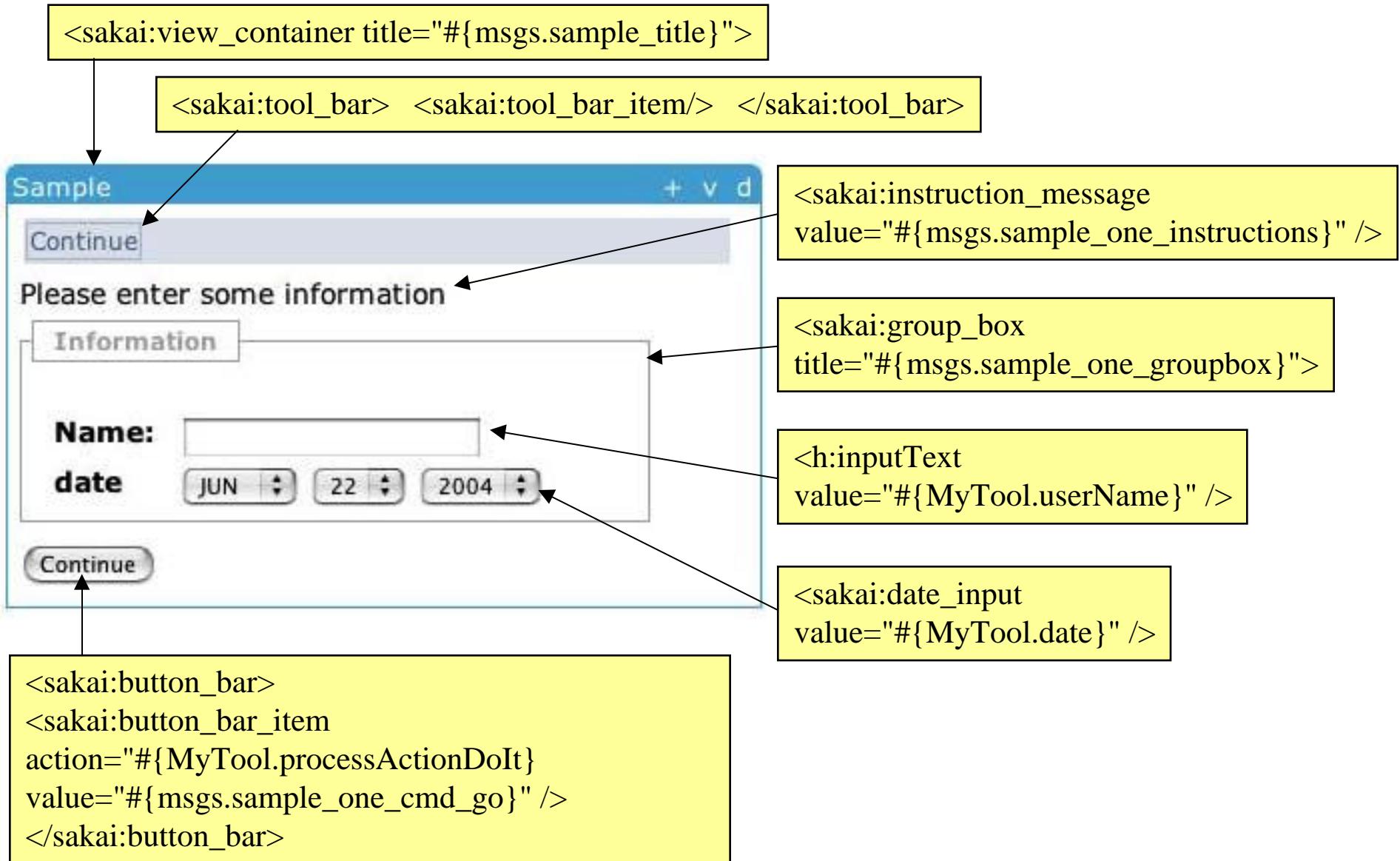
The Maven Project File

- The maven documentation describes how to set up dependencies. Use other modules as a project file template.
- If you stray from the Sakai templates, you are on your own! Be careful of version agreement.
- Maven will generate error messages if it fails and indicate “Build Failed” if not successful.

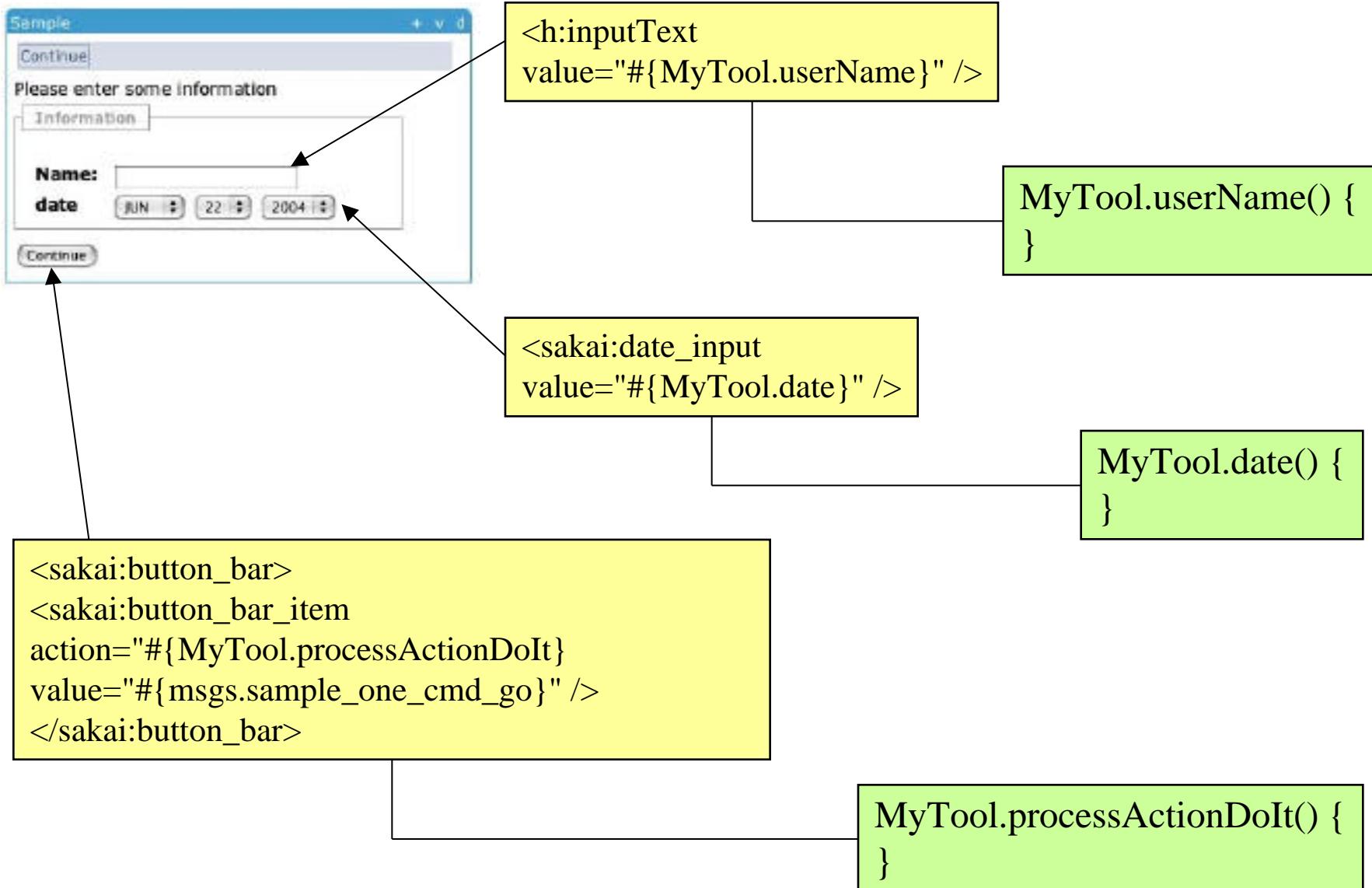
Designing a UI

- Wireframes and layouts should be used to get a feel for views needed and flow in the application.
- Standard sakai elements are defined to ensure consistent look and feel
- Standard sakai layouts are provided for standard UI containers (boxes, toolbars, forms, etc.).

JSF is Used to Describe the UI



Backing Beans Handle Action



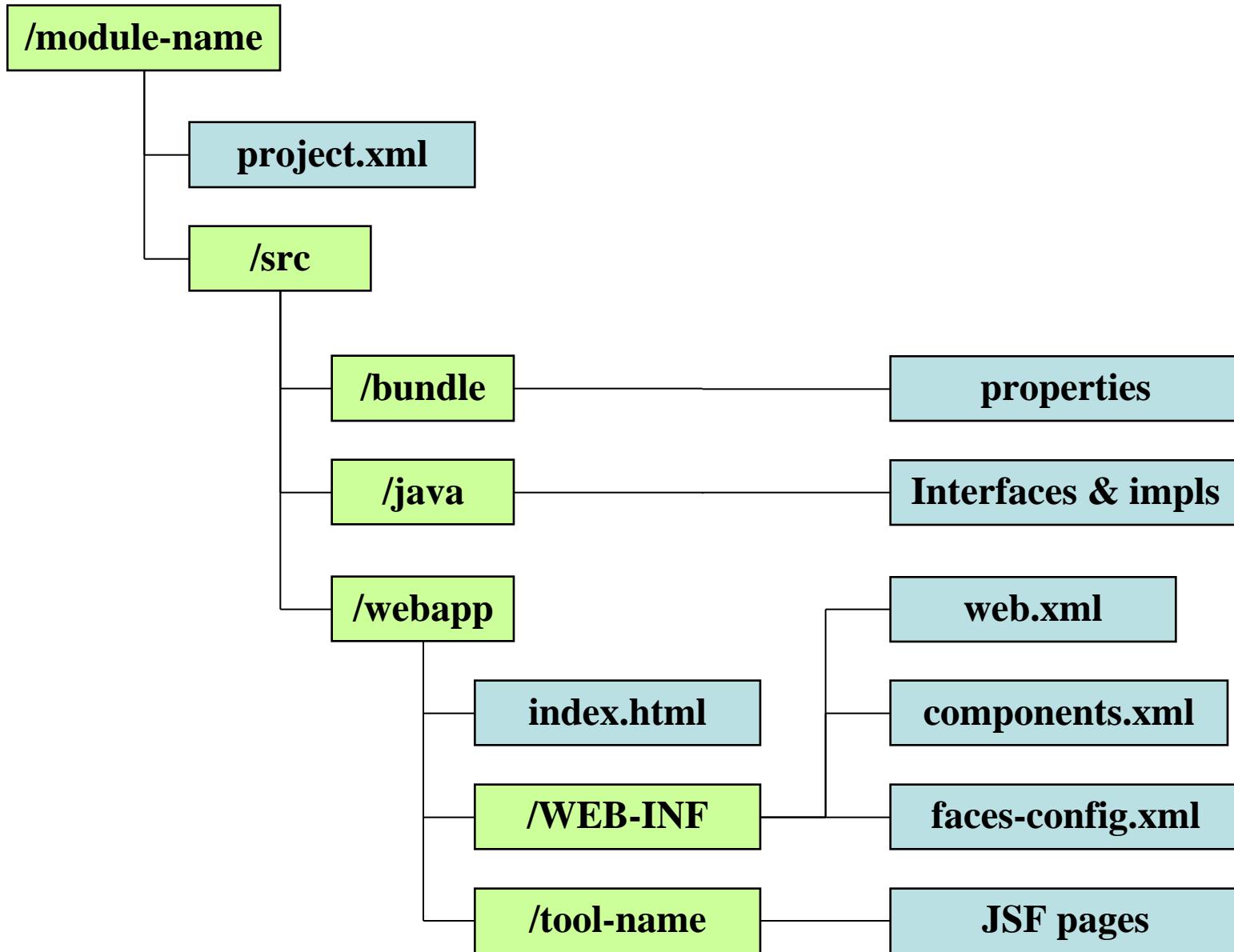
The Sakai Style Guide

- Includes illustrations of Sakai GUI elements and widgets.
- JSF tags are described with options noted.
- Use considerations and best practice.
- Accessibility and uPortal guidelines.
- A draft version of the Sakai Style Guide will be released during or following the SEPP conference. See Rob Lowden's talk.

Tool Configuration Files

- Component.xml
 - Service components to be injected.
- Web.xml
 - Servlet definitions
- Faces-config.xml
 - JSF configuration
- Messages.properties
 - Display messages, etc.

Directory Structure



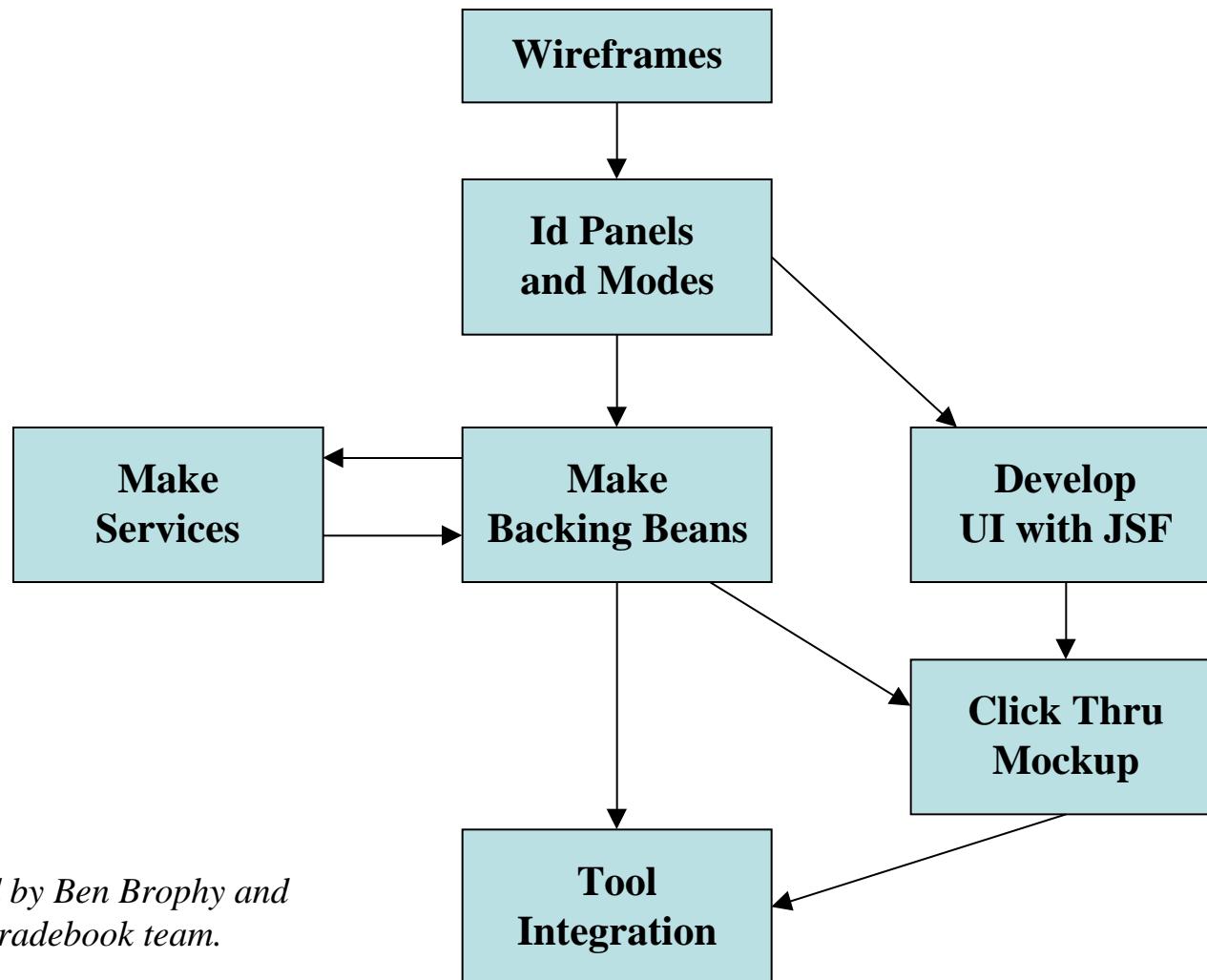
Development Example



Overview of Tool Development

- Sample Methodology
- Design the UI (mockups, wireframe)
- Write the JSF descriptions
- Write the application interface and service
- Write and configure the tool
- Porting tools

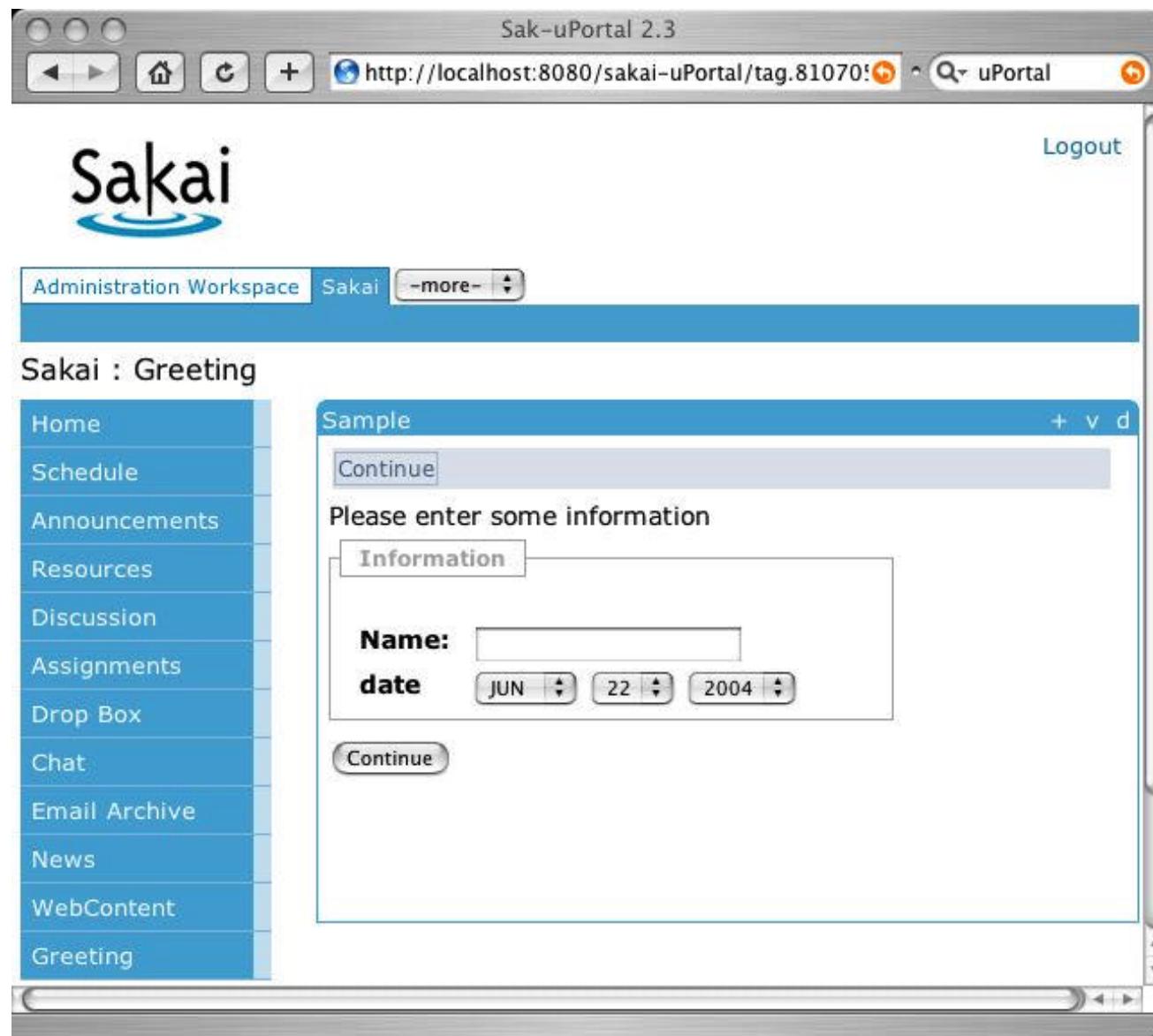
A Development Methodology



The Greeting Example

- Two views:
 - Main – simple entry form
 - Other – results page
- This is the simplest of the examples that come with the Sakai Beta release. Other examples include the Announcement Tool and the CRUD Tool (shows persistence).

Main Page



Other Page

The screenshot shows a web browser window for 'Sakai uPortal 2.3' at the URL <http://localhost:8080/sakai-uPortal/tag.81070!>. The interface includes a top navigation bar with standard icons and a search field. On the right, there is a 'Logout' link. The main content area displays the 'Sakai : Greeting' page. A sidebar on the left lists various workspace tabs: Administration Workspace, Sakai, and a dropdown menu labeled '-more-' containing Home, Schedule, Announcements, Resources, Discussion, Assignments, Drop Box, Chat, Email Archive, News, WebContent, and Greeting. The main content area features a 'Sample' section with a 'Greeting' message: 'Hello world! And hello to you, Here is some information Jun 22, 2004 12:00 am'. Below the message is a 'Again' button. At the bottom of the browser window, there is a status bar with the URL.

Sakai : Greeting

Administration Workspace Sakai -more-

Home

Schedule

Announcements

Resources

Discussion

Assignments

Drop Box

Chat

Email Archive

News

WebContent

Greeting

Sample

Your greeting below ...

Greeting

Hello world! And hello to you, Here is some information Jun 22, 2004 12:00 am

Again

Go to "http://localhost:8080/sakai-uPortal/tag.81070...cusedTabID=1078758987777-9&uP_sparam=mode&mode=view"

JavaServer Faces

- Tool pages are described by JavaServer Faces tags using a JSP file as a container.
- Each page is a JSF view.
- Sakai supports the standard JSF tags in the Beta release along with some new Sakai tags.
- Eventually, Sakai will have a full set of tags which represent the Sakai GUI elements, to be documented in the Sakai Style Guide.

JSF Navigation

- JSF Views are described in JSP files.
- Navigation from one view to the next is handled by returning the name of the next view. Return null to stay with current view.
- The transition from main.jsp to other.jsp is handled by returning “main” out of processActionDoIt().

Faces-config.xml

```
<faces-config>
  <application>
    <message-bundle>org.sakaiproject.tool.mytool.bundle.Messages</message-bundle>
    <locale-config> <default-locale>en</default-locale> </locale-config>
  </application>
  <managed-bean>
    <description>Sample Tool Bean</description>
    <managed-bean-name>MyTool</managed-bean-name>
    <managed-bean-class>org.sakaiproject.tool.mytool.MyTool</managed-bean-class>
    <managed-bean-scope>session</managed-bean-scope>

    <!-- a service dependency property - for the Logger -->
    <managed-property>
      <description>Service Dependency: logging service</description>
      <property-name>logger</property-name>
      <value>#{Components["org.sakaiproject.service.framework.log.Logger"]}</value>
    </managed-property>

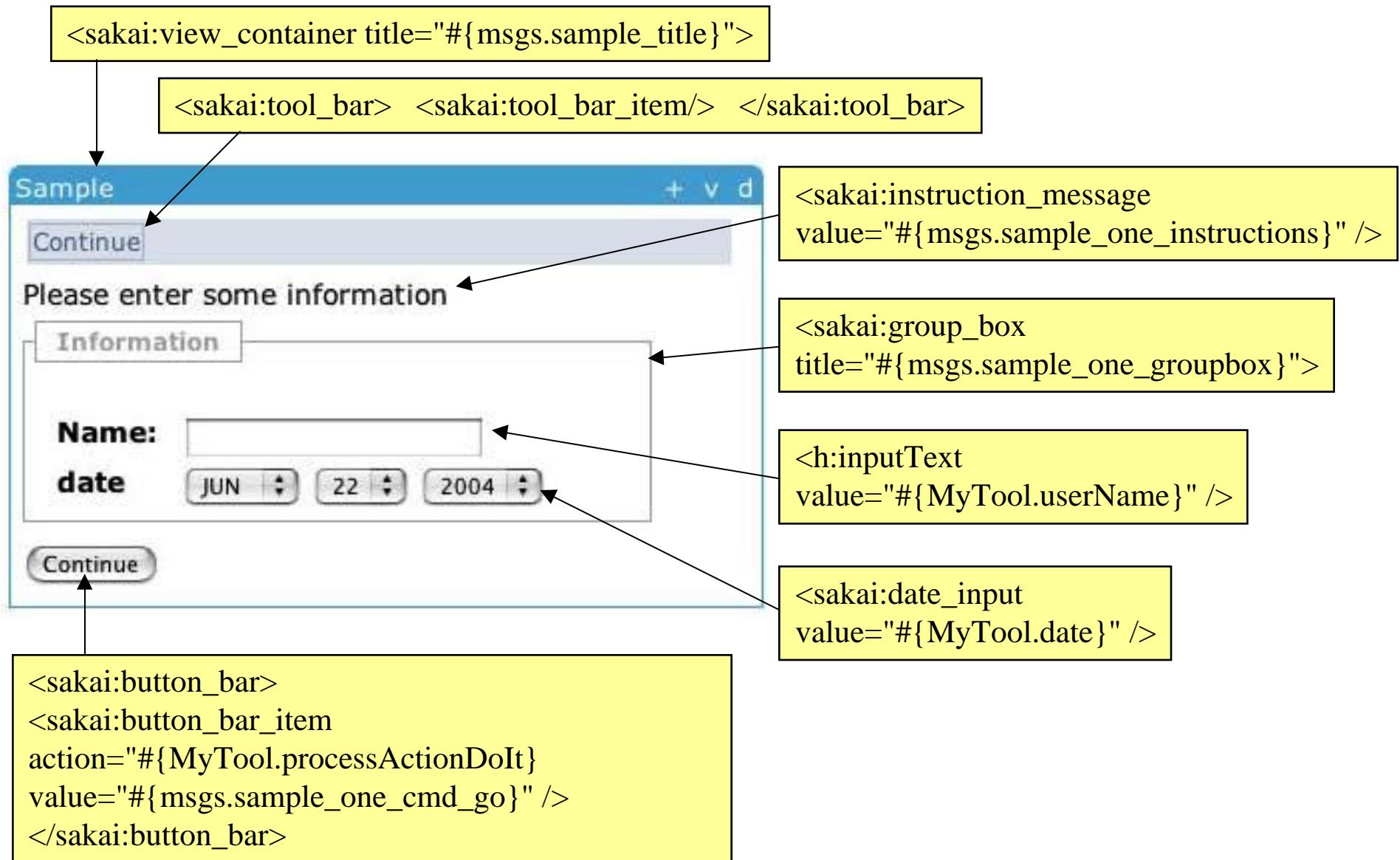
    <!-- a service dependency property - for the greeting service -->
    <managed-property>
      <description>Service Dependency: myservice service</description>
      <property-name>service</property-name>
      <value>#{Components["org.sakaiproject.service.sample.myservice.GreetingService"]}</value>
    </managed-property>
  </managed-bean>
</faces-config>
```

main.jsp

```
<f:loadBundle basename="org.sakaiproject.tool.mytool.bundle.Messages" var="msgs"/>
<f:view>
<sakai:view_container title="#{msgs.sample_title}">
<h:form>
    <sakai:tool_bar>
        <sakai:tool_bar_item action="#{MyTool.processActionDoIt}"
            value="#{msgs.sample_one_cmd_go}" />
    </sakai:tool_bar>
    <sakai:view_content>

        <h:messages showSummary="true" showDetail="true" />
        <sakai:instruction_message value="#{msgs.sample_one_instructions}" />
        <sakai:group_box title="#{msgs.sample_one_groupbox}">
            <sakai:panel_edit>
                <h:outputText value="#{msgs.sample_one_hdr_name}" />
                <h:inputText value="#{MyTool.userName}" required="true" />
                <h:outputText value="date"/>
                <sakai:date_input value="#{MyTool.date}" />
            </sakai:panel_edit>
        </sakai:group_box>
        <sakai:button_bar>
            <sakai:button_bar_item action="#{MyTool.processActionDoIt}"
                value="#{msgs.sample_one_cmd_go}" />
        </sakai:button_bar>
    </sakai:view_content>
</h:form>
</sakai:view_container>
</f:view>
```

How JSF Looks Rendered



other.jsp

```
<f:loadBundle basename="org.sakaiproject.tool.mytool.bundle.Messages" var="msgs"/>
<f:view>
<sakai:view_container title="#{msgs.sample_title}">
<h:form>
    <sakai:tool_bar_message value="#{msgs.sample_other_toolbarmsg}" />
    <sakai:view_content>
        <h:messages showSummary="true" showDetail="true" />
        <sakai:doc_section_title>
            <h:outputText value="#{msgs.sample_other_heading_greeting}" />
        </sakai:doc_section_title>
        <sakai:doc_section>
            <h:outputText value="#{MyTool.greeting}" />
            <h:outputText value="#{MyTool.userName}" />
            <sakai:date_output value="#{MyTool.date}" />
        </sakai:doc_section>
        <sakai:button_bar>
            <sakai:button_bar_item
                action="#{MyTool.processActionDoItAgain}"
                value="#{msgs.sample_other_btnbar}" />
        </sakai:button_bar>
    </sakai:view_content>
</h:form>
</sakai:view_container>
</f:view>
```

Messages.Properties

```
sample_title=Sample Tool
sample_one_instructions=Please enter some information
sample_one_groupbox=Information
sample_one_hdr_name>Name:
sample_one_cmd_go=Continue

sample_other_toolbarmsg=Your greeting below ...
sample_other_heading_greeting=Greeting
sample_other_btnbar=Again
```

The messages.properties file defines text resources that can be inserted into JSF renderings, accessed by backing beans, etc. Internationalization support is provided by having alternative versions of this file with country code extensions.

Writing the Application Service

- Design the Application Service
 - Think about reuse at this stage.
 - Good object design will benefit all.
- Implement it as a managed bean
- Other services can be defined as dependencies and inserted by the Spring container.

Application Service - Interface

```
public interface GreetingService
{
    /**
     * Access the greeting string.
     * @return The greeting string.
     */
    String getGreeting();
}
```

This particular interface is about as simple as it gets. Typical application services will have a lot more properties and methods. Look at other application service interfaces for more complex examples.

Application Service, Impl

```
public class MyService implements GreetingService
{
    private Logger m_logger = null;

    public void setLogger(Logger logger)
        {m_logger = logger;}

    public void init()
        {m_logger.info(this +".init()");}

    public void destroy()
        {m_logger.info(this +".destroy()");}

    public String getGreeting()
        {return "Hello world! And hello to you, ";}
}
```

The implementation of the greeting service includes a setLogger() method to insert the Logger as a dependency.

Tool Implementation

- Tool classes typically have a set of properties (data elements).
- Each property has get and set methods, so that Spring can manage it as a bean.
- The tool is registered as a bean.
- The tool has JSF event handler methods.

Tool Data Elements

```
public class MyTool
{
    protected Time date = null;      /** UI Model: the date entered by the user */
    protected String param = null;    /** Configuration parameter: just an example. */
    protected String userName = null; /** UI Model: the user name entered by the user. */
    protected Logger logger = null;   /** Dependency: The logging service. */
    protected GreetingService service = null; /** Dependency: GreetingService */

    accesser methods here

    setter method here.

    event handler methods here
}
```

Three properties and two service dependencies are included in this Tool implementation.

Tool Accessor Methods

```
public class MyTool
{
    public MyTool()                      // No arg constructor
        {date = TimeService.newTime();}

    public Time getDate()                // Get the time info.
        {logger.info(this + ".getDate: " + date);
         return date;}

    public String getGreeting()          // Get the greeting string.
        {return getService().getGreeting();}

    protected Logger getLogger()         // Get the logging service.
        {return logger;}

    public String getParam()             // Get the parameter string.
        {return param;}

    public GreetingService getService()  // Get the GreetingService
        {return service;}

    public String getUserName()          // Get the user name.
        {return userName;}}
```

Tool Event Handlers

```
public class MyTool
{
    public String processActionDoIt()                      // Handle the do-it event.
    {
        getLogger().info(this +".processActionDoIt()");

        // this becomes the next tool mode
        return "other";
    }

    public String processActionDoItAgain()                 // Handle the do-it-again.
    {
        getLogger().info(this +".processActionDoItAgain()");

        // this becomes the next tool mode
        return "main";
    }
}
```

Note that the Do-It method returns “other” to transition to the Other JSF view, and Do-It-Again returns “main” to go back.

Registering a Service

- The component.xml file is used to register a service so that it can be used by Sakai Tools.
- This file is also used to define service dependencies.

Components.xml

```
<beans>

    <!-- Register the GreetingService -->

    <bean id="org.sakaiproject.service.sample.myservice.GreetingService"
          class="org.sakaiproject.component.sample.myservice.MyService"
          init-method="init"
          destroy-method="destroy"
          singleton="true">

        <property name="logger">
            <ref bean="org.sakaiproject.service.framework.log.Logger"/>
        </property>
    </bean>
</beans>
```

Defines an identifier for the Greeting service and what class it is associated with. Logger is included as a dependency.

Servlet Definition

- Each Sakai tool is defined as a Tomcat servlet.
- In the definition file (web.xml), wrapper and other servlets associated with this one are also defined.
- In particular, the Sakai dispatcher and the FacesServlet are defined here.

Web.xml

```
<web-app>
  <display-name>sakai-module</display-name>
  <description>Sakai Sample Tool & Service Module</description>
  <context-param>
    <param-name>javax.faces.STATE_SAVING_METHOD</param-name>
    <param-value>server</param-value>
  </context-param>

  <servlet>
    <servlet-name>Faces Servlet</servlet-name>
    <servlet-class>javax.faces.webapp.FacesServlet</servlet-class>
    <load-on-startup> 2 </load-on-startup>
  </servlet>
  <servlet>
    <servlet-name>dispatch</servlet-name>
    <servlet-class>org.sakaiproject.vm.DispatchServlet</servlet-class>
    <load-on-startup> 1 </load-on-startup>
  </servlet>
  <servlet>
    <servlet-name>components</servlet-name>
    <servlet-class>
      org.sakaiproject.component.ComponentsServlet
    </servlet-class>

    <load-on-startup>1</load-on-startup>
  </servlet>
```

The Faces Servlet

The Dispatch Servlet

Service Components

Web.xml (cont)

```
<!-- Faces Servlet Mapping -->
<servlet-mapping>
    <servlet-name>Faces Servlet</servlet-name>
    <url-pattern>*.jsf</url-pattern>
</servlet-mapping>

<!-- Dispatch Servlet Mapping -->
<servlet-mapping>
    <servlet-name>dispatch</servlet-name>
    <url-pattern>*.tool</url-pattern>
</servlet-mapping>

<servlet-mapping>
    <servlet-name>
        components
    </servlet-name>
    <url-pattern>
        /components/*
    </url-pattern>
</servlet-mapping>

<welcome-file-list>
    <welcome-file>index.html</welcome-file>
</welcome-file-list>
</web-app>
```

JSF pattern mapping

Dispatch pattern mapping

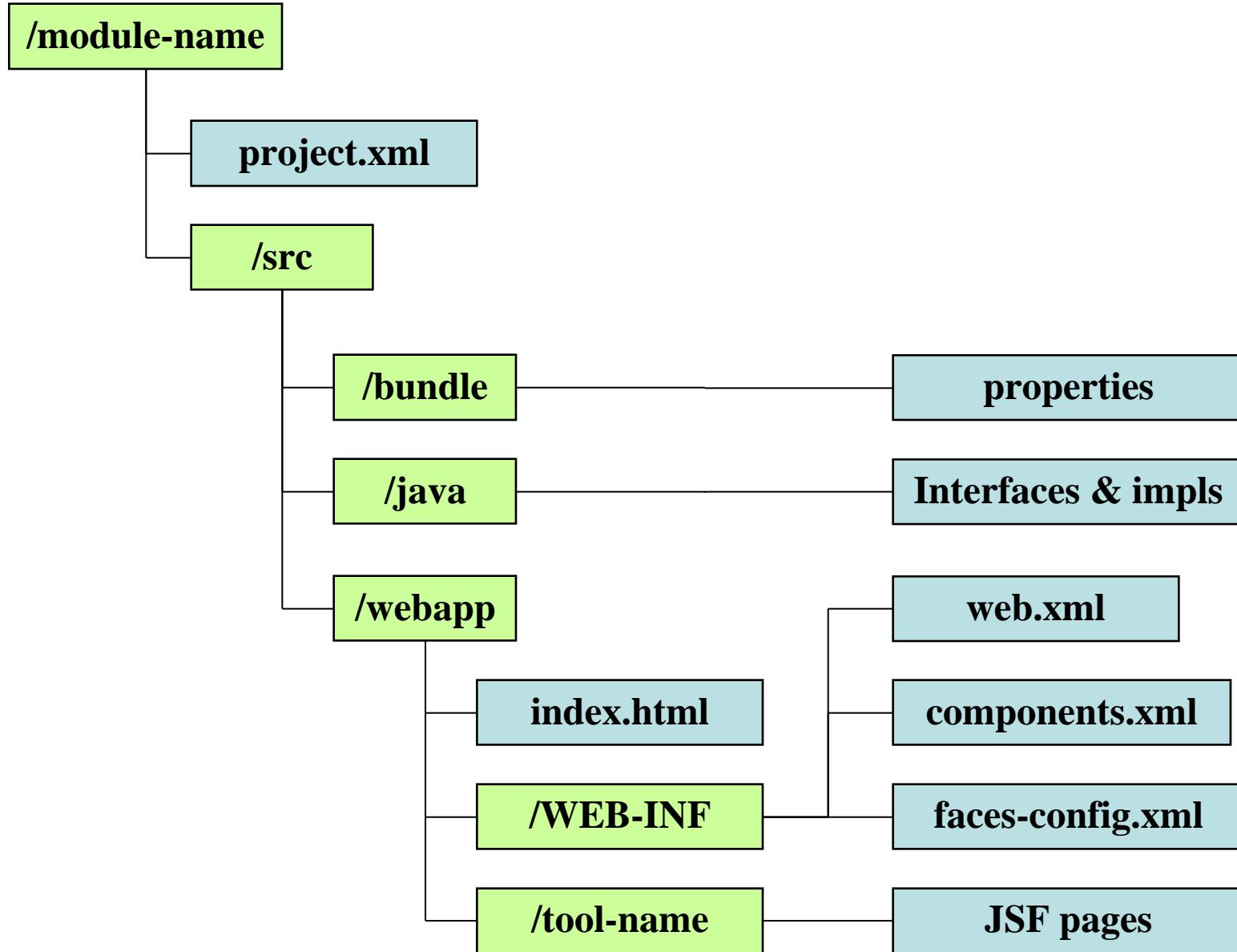
Component pattern mapping

Default index page

Cloning a Module

- Copy the module.
- Modify the configuration files.
- Modify the maven project files.
- Run maven in cloned module and deploy.
- Link to index page.
- Click through to application servlet.

Module Directory Structure



Cloning a Module (details)

To clone the "module" component into the "hello" component:

1. Copy the contents of `../sakai/module/` to `../sakai/hello/`. Shutdown Tomcat.

2. Modify the configuration files to create a new servlet called "hello".

Leave everything else the same, which means that "hello" implements the greeting service.

2.1 in `project.xml`, change `<name>` to "Sakai Hello Module", and `<id>` to "sakai-hello".

2.2 change `webapp/index.html`, to show "Hello" title.

Edit the URLs to change "sakai-module" to "sakai-hello" in all places.

2.3 in `components.xml`, leave this unchanged to retain greeting service.

2.4 leave `faces-config.xml` unchanged.

2.5 in `web.xml`, change `<display-name>` to "sakai-hello" and `<description>` to "Sakai Hello Example".

2.6 leave `main.jsp` and `other.jsp` unchanged to display greeting service.

3. add a new dependency in `deploy/project.xml`

```
<dependency>
    <groupId>sakaihello</groupId>
    <artifactId>sakai-hello</artifactId>
    <type>war</type>
    <version>1.0.a2</version>
</dependency>
```

3.1 don't change the version. If you do, it must be changed in `hello/project.xml`, too.

Running the Clone (details)

4. Run maven in sakai-hello. This will cause it to compile and build a war.
5. Run maven in deploy. This deploys war file and resources to Tomcat (etc).
6. Run tomcat.
7. Launch browser, link to "<http://localhost:8080/hello/>".
8. You should see the index page. Click “Sample Tool” uPortal or embedded link.

Working with a Clone

- Once you've cloned a module, you can migrate it into containing your own code:
 - Change the name of the tool first.
 - This will require source code changes, and tracking down all references in config files.
 - Next change your application service.
 - You will likely have different dependencies which will need service injection.

Creating a Module from Scratch

- Create a module directory structure similar to other Sakai modules.
- Use other configuration files as templates.
- Design and write the application service interface.
- Implement the application service
- Design UI and describe in JSF pages.
- Write the tool to handle JSF events Etc.

Porting Tools to Sakai

- Use existing page snapshots to design JSF
- Separate out presentation from application logic.
- Pull application services out into stand alone services.
- Re-code to use existing services.
- Use similar tool implementations to help with configuration files (etc).

Sakai Beta Software

<http://cvs.sakaiproject.org/release/1.0.b1/>

<http://cvs.sakaiproject.org/release/1.0.b1/src/sakai-src.zip>

- Beta installation instructions and software is now available at the URLs above.
- Follow the instructions carefully!
- You need to be connected to the internet in order to deploy core services from the iBiblio repository.

What's There in Beta

- Legacy tools - 30+ tools
- Legacy APIs and Implementations - complete
- Sakai tools - 2
- Sakai APIs
 - Common, shared, framework
 - Resource, Id, Type, Agent, Authentication
- Sakai API Implementation
 - Limited and preliminary
- OKI Implementations
 - None

The Sakai CVS Repository

- Sakai has created a public CVS repository
 - cvs.sakaiproject.org
- Top level branches for:
 - Sakai Framework
 - Sakai Assessment and Assignment Manager
- Public read only access
- Project leaders will have commit access

Eclipse Support

- Eclipse provides several plug-ins which can simplify the development process:
 - XML editing
 - JSF layout
 - Servlet definitions and editing
 - Maven project editing
- Eclipse is strongly recommended as the best IDE for developing Sakai tools.

Questions on Developing Tools



Portability and Interoperability



Portability Considerations

- Sakai is an integration framework which allows tools to be combined with services using a set of guiding principles (TPP)
- Sakai tools are intended to be portable to other Sakai sites.
- Non-Sakai tools can be brought into the Sakai environment with limited integration.

Porting Applications

- Tools can be developed to be portable with other frameworks
 - Use OSIDs and Web Services
- Or tools can be migrated to being Sakai Tools
 - Follow the guidelines for porting a tool.
 - Use Sakai APIs and TPP.
 - Test final functionality against the original.

Interoperability Considerations

- User industry interoperability standards where available:
 - IMS specifications, SCORM profile
 - IEEE and ISO standards
 - W3C, IETF, GRID, etc.
- Services should include the concept of import and export using these interchange standards.

Future Sakai Development



Release 1.0 – July 2004

- Clean up existing code
- Test the framework
- Performance evaluation.
- Preliminary Sakai AUTHZ API with a basic implementation

Sakai 1.0 Contents (details)

- Complete Framework including JSF to Portlet Rendering All of the CHEF tools and services in legacy mode
- New tools: SAMigo (Assessment), and Gradebook (may be in 1.1)
- Seamless look and feel between legacy and Sakai tools
- Complete Portability Profile “book”
- Ready to deploy as LMS (looks a lot like CHEF 1.2 plus)
- Ready to use as a development platform with rich sample applications
- Nearly complete implementation of Sakai APIs, and full interoperability with CHEF services, and OSID plug-ins
- Goal: Deployable in production at UM, pilot at the other institutions
- Goal: Begin the development of 2.0

Sakai 2.0 - Spring 2005

- Significant replacement of legacy tools
 - TPP Compliant, using OKI and Sakai APIs
 - New and improved tools based on Sakai-wide requirements process
 - Each partner institution will focus on a set of tools to develop
- SEPP partners will be involved in the new tool development based on ability and commitment.

uPortal and Sakai

- Sakai has contracted new developments in uPortal with the JA-SIG:
 - JSR-168 is critical to the Sakai project so Sakai has requested JSR-168 support as part of uPortal's version 2.3 and 3.0
 - That request assumed that supporting JSR-168 would be part of the strategic direction of uPortal whether or not Sakai existed. We feel that without JSR-168 support uPortal's complete dominance of the open-source portal space would erode rather rapidly

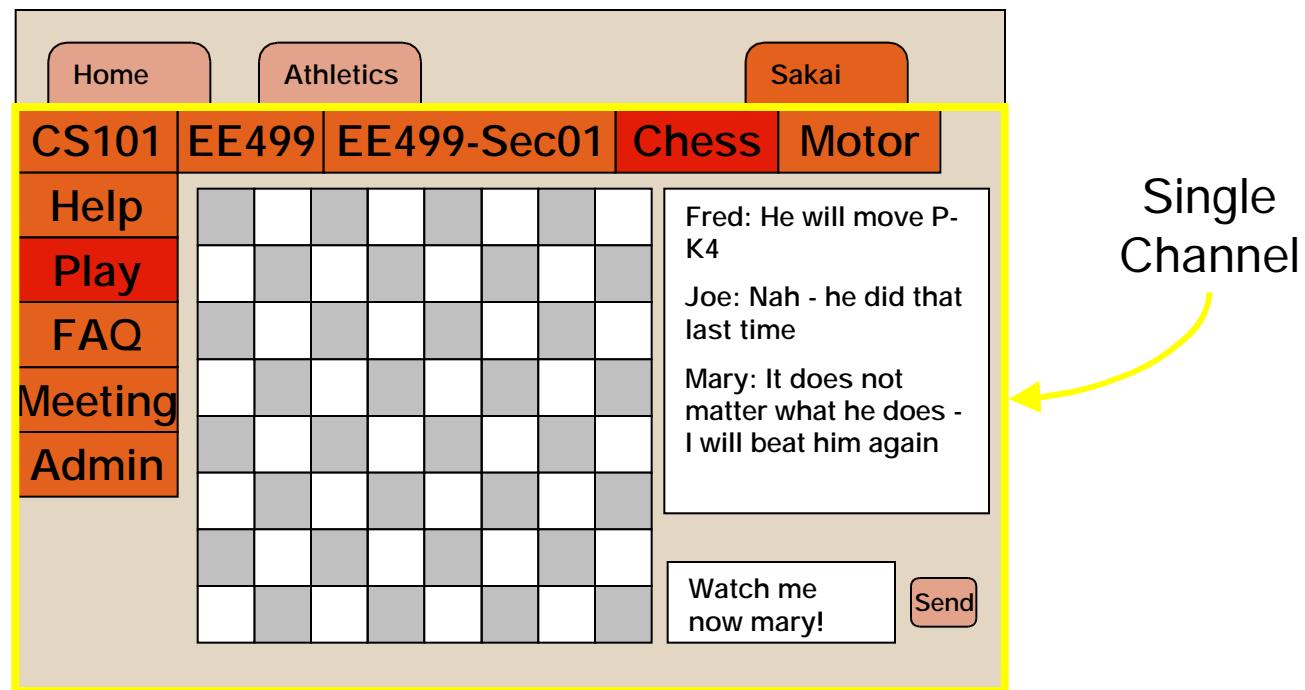
uPortal and Sakai (cont)

- Is Sakai telling uPortal what to do because uPortal receives funding through the Sakai project?
 - No - The entire implementation detail of uPortal's JSR-168 is up to uPortal and every other design decision regarding uPortal is made in the same manner as it has always been done in uPortal - Sakai acts as just another member of the uPortal community in that respect
 - Note: Part of the reason that uPortal is a partner in Sakai is because of its strong open source process and strong community of users. Sakai hopes to learn best practices in running an open source project from the uPortal group.

Sakai 2.0 and uPortal

- The integrated version where Sakai tools simply are part of the set of channels which can be added to any uPortal environment. By placing a Sakai tool anywhere within the navigation hierarchy of uPortal, it becomes a collaborative element at that location. This is more complex than it sounds and as such will only work within uPortal and will require some modifications to uPortal that the Sakai effort is undertaking and contributing to the uPortal project.

Sakai 1.0: Embedded Version (uPortal 2.3)



Sakai 1.0: Injected Version (uPortal 2.3)

The image displays two versions of a web application interface, likely a Sakai-based system, side-by-side for comparison.

Left Screenshot (Original Layout):

- Header:** Home, CS101, EE499, EE499-s01, Chess
- Left Sidebar:** Help (orange), Play (red), FAQ (orange), Meeting (orange), Admin (orange)
- Content Area:** A 8x8 grid of alternating light gray and white squares. To its right is a text box containing a conversation:
 - Fred: He will move P-K4
 - Joe: Nah - he did that last time
 - Mary: It does not matter what he does - I will beat him againA "Watch me now mary!" button and a "Send" button are at the bottom right of the text box.

Right Screenshot (Injected Layout):

- Header:** Home, CS101, EE499, EE499-s01, Chess
- Left Sidebar:** Help (orange), Play (red), FAQ (orange), Meeting (orange), Admin (orange)
- Content Area:** A 8x8 grid of alternating light gray and white squares. To its right is a text box containing a conversation:
 - Fred: He will move P-K4
 - Joe: Nah - he did that last time
 - Mary: It does not matter what he does - I will beat him againA "Watch me now mary!" button and a "Send" button are at the bottom right of the text box.

In the right screenshot, the "Play" tab has been replaced by a "Meeting" tab, and the "FAQ" tab has been replaced by a "Meeting" tab. The "Admin" sidebar item has also been replaced by a "Meeting" sidebar item.

Sakai is Working with JISC

- JISC is a UK project to develop an open eLearning platform based on services accessed via WSDL and SOAP.
- Sakai is communicating with JISC to leverage their efforts and share ours.

JISC Function Map

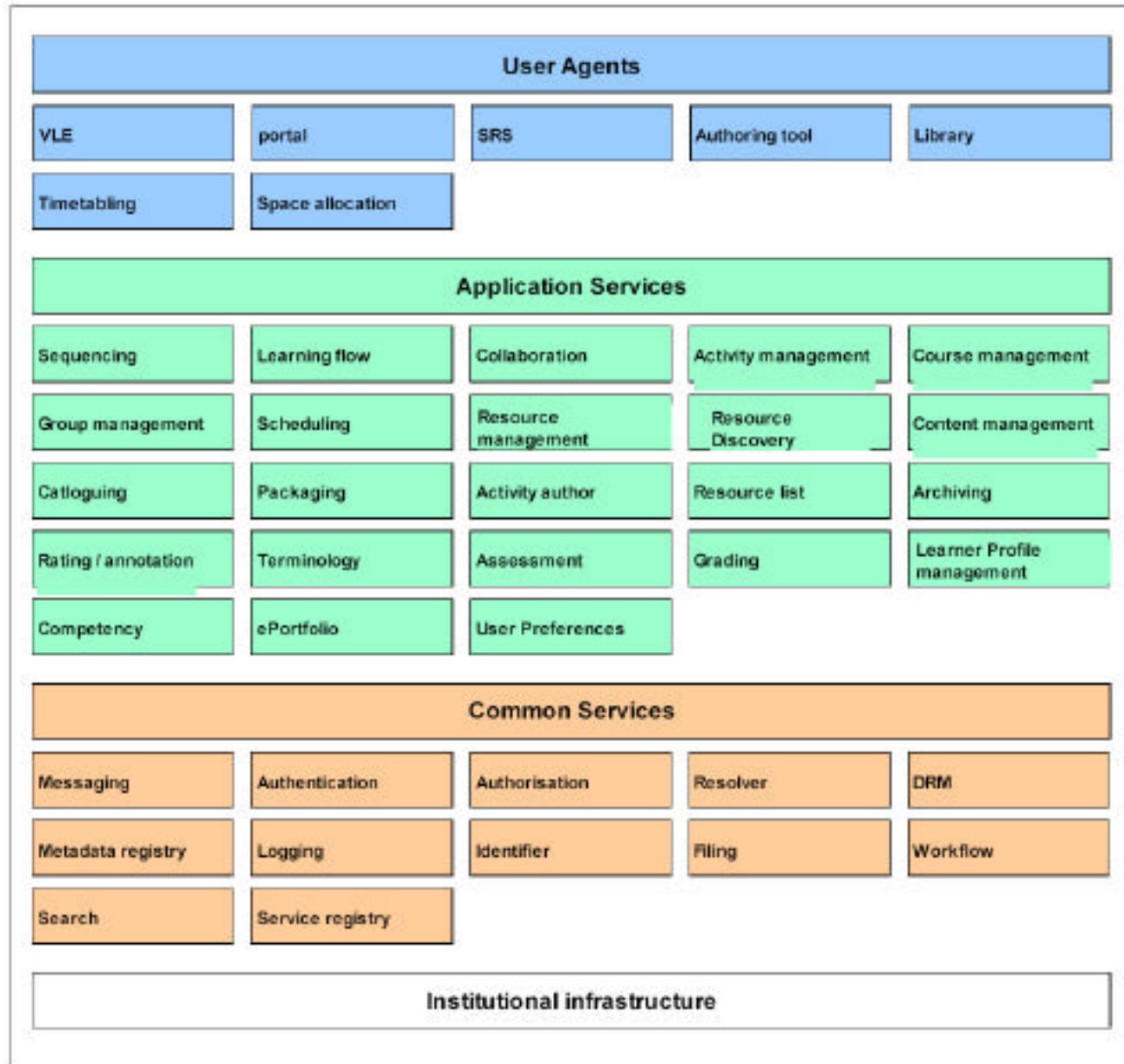


Figure 7: model of services demonstrating common and application services together with selected user agents

Sakai Application Programming Interfaces (APIs)

- Make tool development easier
- Promote portability between Sakai environments
- Hide some data management details
- Error handling
- Provide re-usable system and application services to tool developers

Sakai and OKI

- OKI has produced a series of APIs for Learning Management System Portability
 - Enterprise Integration
 - Tool Portability
- The OKI APIs are very flexible allowing for out-of-band agreements
- The Sakai APIs will take the OKI APIs and focus them down to a Sakai-only context and “bind down” out-of-band agreements into methods

What You Can Do Now



Call to Action

- Participate in the discussion groups
- Develop in-house Sakai expertise
- Install and review Sakai beta (etc)
- Develop or port tools to Sakai
- Contribute requirements
- Share lessons learned
- Be an active voice in how SEPP is run

Read SEPP Communications

- Update Message
 - A weekly electronic newsletter
 - Latest news
 - References to papers and documentation
 - Reports from discussion groups
- White Papers
- Reports on Events
- SEPP Conference

Participate in SEPP Discussion Groups

- Requirements – UC Berkeley
- Migration – Columbia
- Cross Language Support – U. Washington
- User Interface – Dartmouth
- Content & Authoring – U. Wisconsin
- Libraries - Columbia
- Developers – Mark Norton

Sakai Tool Development Skills

- Java Beans (dependency insertion)
- Understanding of Servlets
- Interface design and implementation
- OKI OSIDs and Sakai APIs
- Maven deployment techniques
- JavaServer Faces and Sakai GUI elements
- Hibernate is useful if developing new APIs

Resources

- Mark J. Norton
 - markjnorton@earthlink.net
 - 781-275-4070
- <http://sakaiproject.org/>
- <http://cvs.sakaiproject.org/>

Questions?



Sakai Project Overview



Denver, Colorado

“E-learning was an interesting idea that simply got hyped to the point that it created expectations that couldn’t be met...

E-learning is a real revolution. It will just happen more slowly, more painfully. And the challenge now is for advocates to deliver more and promise less.”



– Robert Zemsky, *Chronicle of Higher Ed*, 24June04

Why: All the simple reasons

- Economic advantages to core schools
- Higher ed values – open, sharing
- We should be good at this – teaching, research core competencies
- Maintain institutional capacity, independence
- Ability to rapidly innovate – take your tools



NRC Report

Technologically driven change in core practices (teaching, learning, research) will be

- Rapid – exponential in rate
- Disruptive – changing relations
- Largely unpredictable
- Crucial to the formation of the next generation of leadership institutes of HE



Ability to transition will determine future status.
This is all still just beginning.

So...

- We also know that if we are successful, we will have created quite a different world in Higher Ed, and HE tech creation
- High exposure, high cost initially
- Worth the risk



So, A Vision

- We will create an open-source Collaboration and Learning management system which is competitive with best offerings,
- BUT at the same time create a framework, market, clearinghouse, cadre of skilled programmers, documentation and set of community practices necessary to enable many organizations to focus their energy in developing capabilities/tools which advance the pedagogy and effectiveness of technology-enhanced teaching, learning, research and collaboration

...rather than each just building another threaded discussion tool as an LMS.



Sakai: So Whats New?

- New approach to Portal Technology: Application Development Platform
- New Approach to web application development: Code to work on desktop (someday)
- New approach to Learning Management Systems: Not just for classes any more – research, collaboration

And, most importantly today:

- New form of development: “Community Source”



What is that?

First Step: Sakai Core Organization

- To some, the real innovation is the organization
- To get these schools/institutions to adopt a central authority (Sakai Board) for resource allocation of internal as well as grant resources
- Goes well beyond resources from grant
- Required for closely coupled open source development, the 'seed' software
- Part of the open source experimentation



Project Philosophies

- Consensus decision making - hopefully the right answer will prevail through open discussion
- Board is the “court of last resort”
- We are a 40+ person startup for the next two years
- We will make pragmatic decisions to move forward toward our goals
- Success = a product which is equal to or better than best CLEs + **a development community that is building to the future**



Made Possible by History

- History of 4 schools working together
- Working on projects before Sakai
- Common values, institutional readiness, common licensing approach, trust
- Formation of Sakai – recognition of needs of synchronization, tightly coupled direction
- Commitments of staff to direction of Board

Still, it is hard job to build and maintain common ground, even among just 4 schools
– still learning



Major Project Phases

- **Architecture and Technology Research (12/03 - 03/04)**
 - Small group (~8) lots of communication
 - Selecting, testing, and gluing underlying components
- **Early Development (03/04 - 06/04)**
 - Medium sized group (~16)
 - Development of 2-3 tools with a focus on validating the architecture and technology components
 - Full development of requirements begins
 - Deep research into DR AUTHN and AUTHZ single implementations
- **Full Development (07/04 - 12/05)**
 - Full group compliment (30 - 50)
 - Development driven by requirements in “steady-state” mode
 - All tools rebuilt and new tools built
 - SEPP members will volunteer for and begin building tools



Sakai 1.0 Contents (07/04)

- Complete Framework including JSF to Portlet Rendering All of the CHEF tools and services in legacy mode
- Three new TPP compliant tools: Navigo (Assessment), and Gradebook
- Complete Portability Profile “book”
- Ready to deploy as LMS (looks a lot like CHEF 1.2 plus)
- Ready to use as a development platform with rich sample applications
- Nearly complete implementation of Sakai APIs, and full interoperability with CHEF services, and OSID plug-ins
- Goal: Deployable in production at UM, pilot at the other institutions
- Goal: focus on development of 2.0





Tools

UNIVERSITY OF MICHIGAN

Logout

My Workspace | 01 | 1 Chef Admin | Educ 100 001 | 0000 | [Logout](#)

SCHOOL
of
EDUCATION

Home

Schedule

Announcements

Resources

Discussion

Assignments

Drop Box

Email Archive

News

Chat

Custom Web Page

Site Info

Help

Users Present

John A Leasia

Educ 100 001 : Home

Worksite Information

Options...

Using the novel as an instructional aid. For example, several first novels we will study are This gorgeous first novel is the deeply moving story of one woman, Nazneen, born in a Bangladeshi village and transported to London at age eighteen to enter into an arranged marriage.

For readers of John Le Carré and Alan Furst, a remarkable debut thriller about love, betrayal and the shadows that war leaves behind.

Set in Paris during the 1930s this intricate, compelling and witty novel weaves in historical characters with remarkable originality — an inspired feast of storytelling riches.

Recent Announcements

Options...

Class location change for this Wed. only We'll be meeting in the training room for this Wed...
(John A Leasia - Jun 21, 2004 11:57 am)

Recent Discussion Items

Options...

Three first authors second works
(John A Leasia - Jun 21, 2004 11:56 am)

Recent Main Chat Room Messages

Options...

There are currently no messages at this location.

| CTools Gateway | Help | Contact Us | Duderstadt Center | University of Michigan |

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Sakai

Welcome, CHEF Administrator

Logout

Administration Workspace Engin 342 History 121 Math 213 -more- ▾

Announcements

New... Delete Revise Merge... Options... Permissions...

Subject	From	Date
1812	CHEF Administrator	Jun 21, 2004 9:29 am
Wellington materials	CHEF Administrator	Jun 21, 2004 9:28 am
Napoleonic wars test	CHEF Administrator	Jun 21, 2004 9:28 am

Resources

New... Delete Cut Copy Replace... Revise... Select All Collapse All | Permissions...

Location: History 121 ⓘ

Title	Size	Created By	Last Modified	Actions
Handouts		CHEF Administrator	Jun 21, 2004 9:42 am	ⓘ
english_econ1790-1820.doc	19 KB	CHEF Administrator	Jun 21, 2004 9:42 am	ⓘ
french_econ1790-1820.doc	19 KB	CHEF Administrator	Jun 21, 2004 9:42 am	ⓘ
the_med-1790-1820.doc	19 KB	CHEF Administrator	Jun 21, 2004 9:42 am	ⓘ
Presentations		CHEF Administrator	Jun 21, 2004 9:42 am	ⓘ
peninsular_campaign.ppt	26 KB	CHEF Administrator	Jun 21, 2004 9:43 am	ⓘ
russian_campaign.ppt	26 KB	CHEF Administrator	Jun 21, 2004 9:43 am	ⓘ
war_at_sea.ppt	29 KB	CHEF Administrator	Jun 21, 2004 9:43 am	ⓘ

Sakai 1.0 Tools and Features

- Worksite Info
- Synoptic tools
- Schedule
- Announcements
- Resources
- Assignments
- Discussion
- Dropbox
- Chat
- Web Content
- News
- Email Archive
- My Workspace
- Users Present
- Configurable gateway
- Tear off windows
- Multiple roles, permissions
- Notification, preferences
- Browsable sites list
- Membership (self join sites)
- Webdav to Resources
- Public view
- Message of the Day
- Pilot – SAM
- Pilot - Gradebook



Sakai 2.0 (2Q05)

- Significant replacement of legacy tools
 - TPP Compliant, using OKI and Sakai APIs
 - Specs based on the TPP - tools will be richer and deeper
 - Each core institution will focus on a set of tools to develop
- SEPP partners will be involved in the new tool development based on ability and commitment.
- Organizational structures evolve to scale participation while maintaining core development focus



SEPP – Part of the Gamble

- Now we are entering into the unplowed ground of widely distributed, tightly coupled implementation activities
- More than just 'open source' methods
- Institutional commitments
- How do we scale them?
- Here are some early starting points



SEPP Objectives - Jan 15

(1of 3)

What I said then

The objectives of the Educational Partner's Program are to:

- actively develop a large, self-sustaining community of institutions that share the Sakai Project's open source vision
- carry on a discussion of strategic directions for the Sakai Project as it emerges and evolves,
- provide a Sakai Project roadmap describing the timing and features for Sakai software releases,



SEPP Objectives Jan 15 (2 of 3)

- provide in depth developer and adopter training,
- develop a leveraged support infrastructure of a common (or locally implemented) knowledgebase, and helpdesk
- mobilize distributed resources for development and support of Sakai tools,
- provide a marketplace for the sharing and exchange of Sakai-based tools/components,
- facilitate purposeful interaction with the Sakai Core development team,



SEPP Objectives Jan 15 (3 of 3)

- coordinate activities with other organizations, such as IMS or country-level agencies,
- build on the experiences of the JA-SIG, CHEF, and OKI training and conferences,
- facilitate Sakai community sharing of best practices in development, implementation, and support.



Emerging SEPP

Building community is central task – transparency central goal

TPP, Style Guide, Standards, functional roadmaps provide initial common ground;
Common processes and practices extend it

Practices we establish for working together:

Discussion Groups

Project Teams

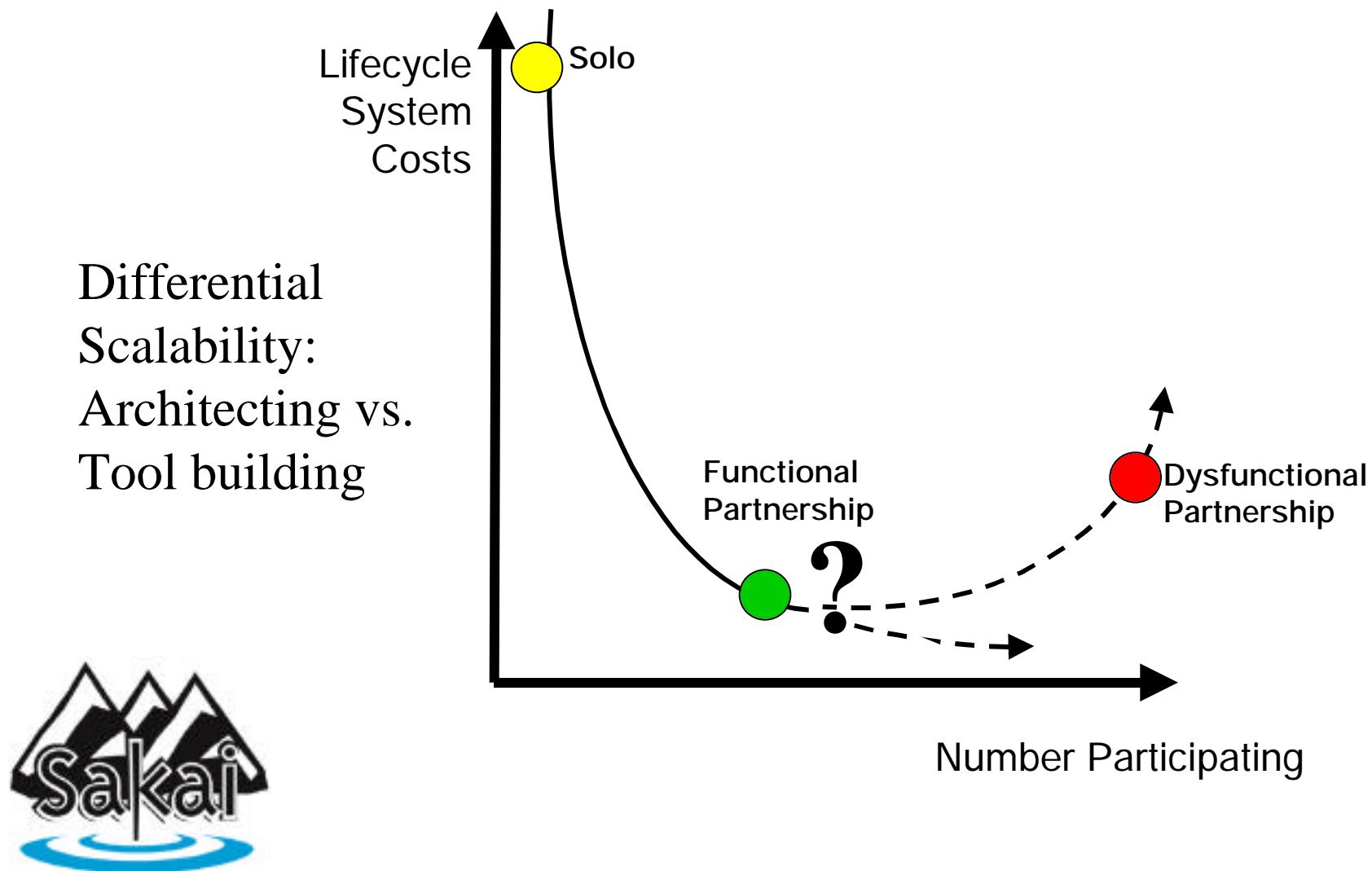
Distributed initiation of Projects

Chartering as coordination tool

Using Organizational Infrastructure and Support mechanisms



Challenge: Scaling Effectively



Sakai Architectural Depth

- Sakai has assembled an Architectural “Dream Team”
 - Through Sakai Arch Team - considering broadest possible architectural issues for higher education CLE
 - Through O.K.I. team considering broadest possible architectural issues across application domains, programming languages and commercial/open source products



Architecture Team

- Remains small
- Discussion Group for transparency and communication with SEPP partners interested
- Consensus decision making - hopefully the right answer will prevail through open discussion
- Board is still the “court of last resort”



This simply does not scale like tool building

Scaling Tool Building



Shared Objectives
Shared Timeline
Prior History
Trust & Commitment



SEPP



JOHNS HOPKINS



Colorado
University of Colorado at Boulder



UNIVERSITY OF VIRGINIA

Carnegie Mellon



Georgetown
UNIVERSITY



UNIVERSITY OF CAPE TOWN

Berkeley
University of California

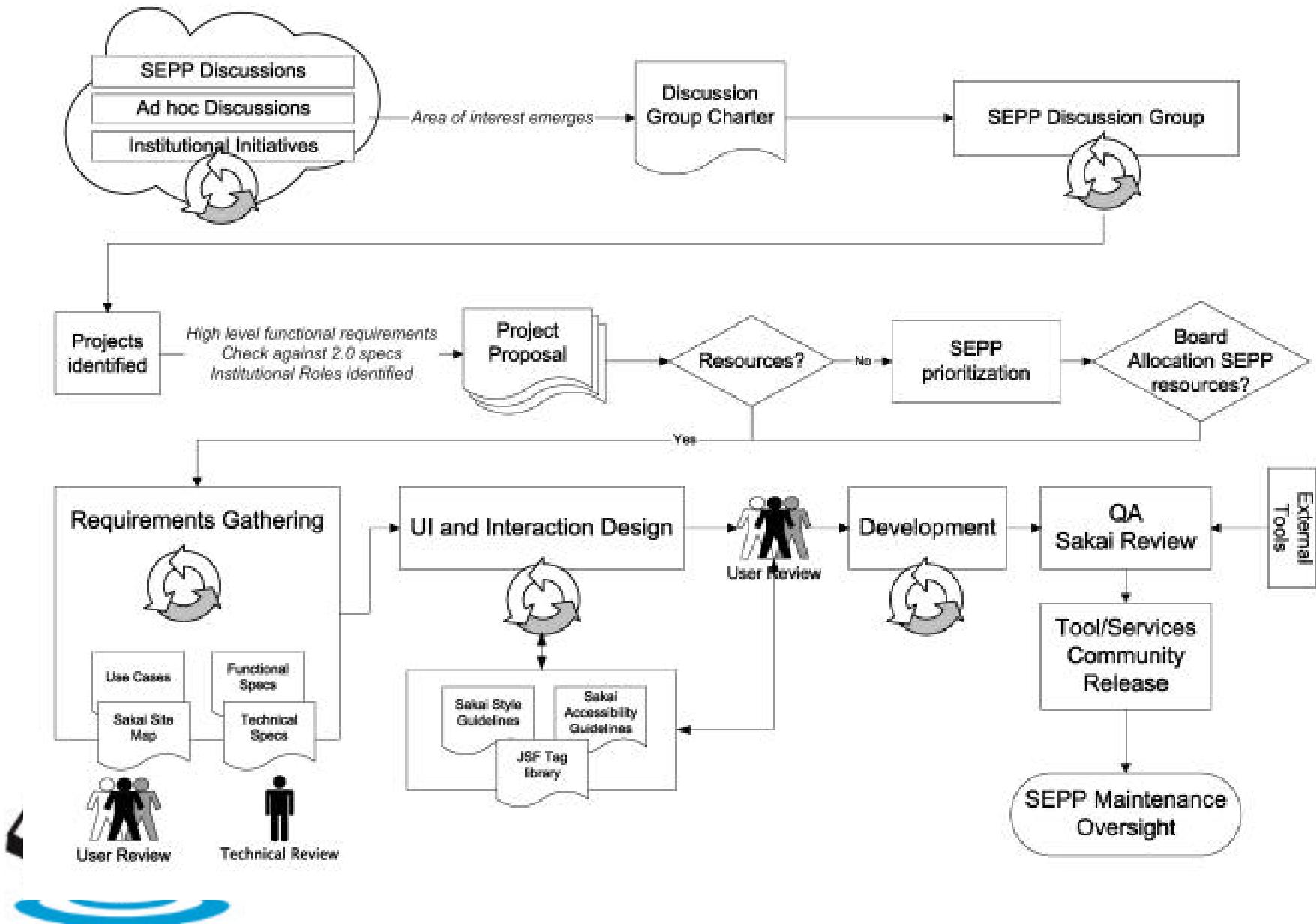


UNIVERSITY OF CALIFORNIA
UC MERCEDES

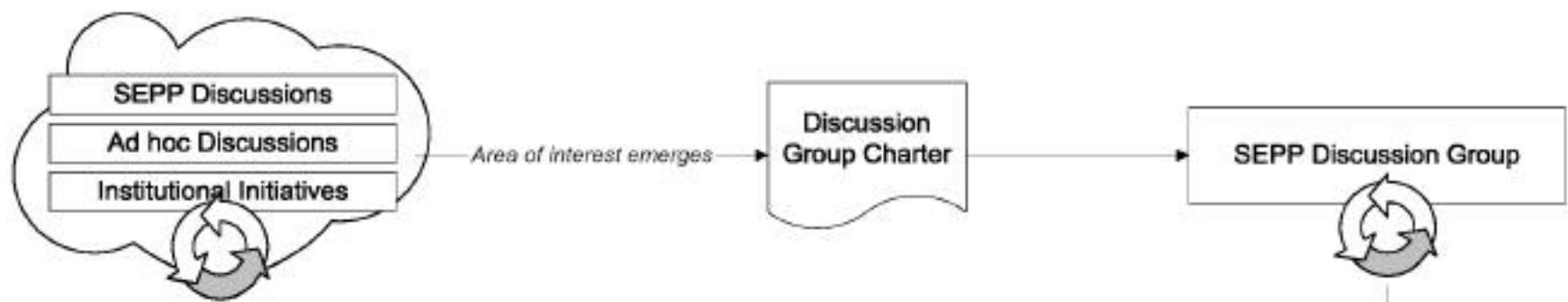


Foothill-De Anza
Community College District

SEPP Development Process - Draft



SEPP Development Process



Starting a Discussion Group:
coordination, transparency



Importance of Discussion Groups

- Transparency
- Coordination
- Seed ground of ideas
- Competitive filter for ideas – peer review of suggestions
- High level chunking of interests and functional relationships
 - JISC models are helpful here
- Spawning ground of Project Teams – where focus is narrowed, and actual development stream begun – using suggestion gathering process, tool design processes from core activities; Sakai Dev Process (see following chart); also where efforts like support are centered (not all activities are software development)



Sakaiproject.org gateway to DGs



ROCKY MOUNTAIN SAKAI

SEPP Conference, Denver, Colorado, June 22 – 23, 2004

Welcome Announcements Agenda Discussions People Presentations

Wed., June 23

2:00 - 5:00

Pre-Conference
Tutorial

5:30 - 6:30

Welcome and
Introduction

6:30 - 7:30

Opening Reception

Thurs., June 24

7:30 - 8:30

Continental Breakfast

8:30 - 9:30

Sakai Project Status
Report

9:30 - 9:45

Break

9:45 - 12:00

Parallel Sessions

12:00 - 1:30

Current Discussion Groups:

[SEPP \(Sakai Educational Partners\)](#)

This is the Sakai SEPP worksite.

[SEPP Content](#)

The Content Authoring Group invites anyone with an interest in content, authoring, aggregation, or sequencing to join the group and participate. If you have existing requirements for these areas, they are being collected now.

[SEPP Cross Language](#)

The initial release of Sakai will provide a Java based framework designed to support legacy code and support the development of new Java tools. This group is tasked with exploring how tools developed in other languages (such as Perl, PHP, C#, etc.) can be integrated into Sakai. The group will explore migration issues, interfaces to common Sakai APIs and services, and how these tools could be integrated.

[SEPP Development](#)

The SEPP developer's group is intended to be a worksite where developers can share Sakai development tips. The

SEPP Communication Links

[Discussion Groups Gateway](#)

[SEPP \(Sakai Educational Partners\)](#)

[SEPP Content](#)

[SEPP Cross Language](#)

[SEPP Development](#)

[SEPP Library](#)

[SEPP Migration](#)

[SEPP Requirements](#)

[SEPP User Support \(available soon\)](#)

[SEPP User Interface\(available soon\)](#)

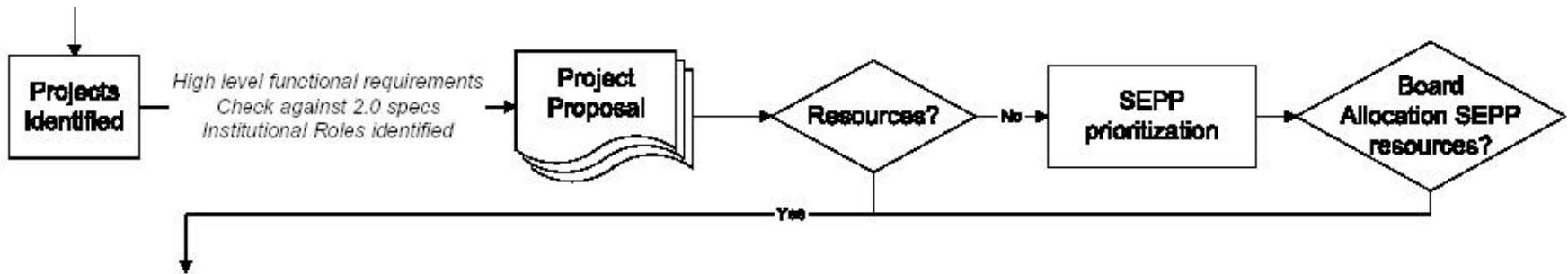
[SEPP Architecture\(available soon\)](#)

DG Leader Responsibilities

- Facilitate the discussion among the partners
- Extract key issues/ideas/outcomes
- Liaise with the SEPP program staff
- Engage in the process!



SEPP Development Process



Cranking up a Project Team:
Focused on implementing
particular functionality



Project Team Genesis

Come out of DGs

Based on mutual interest and timing

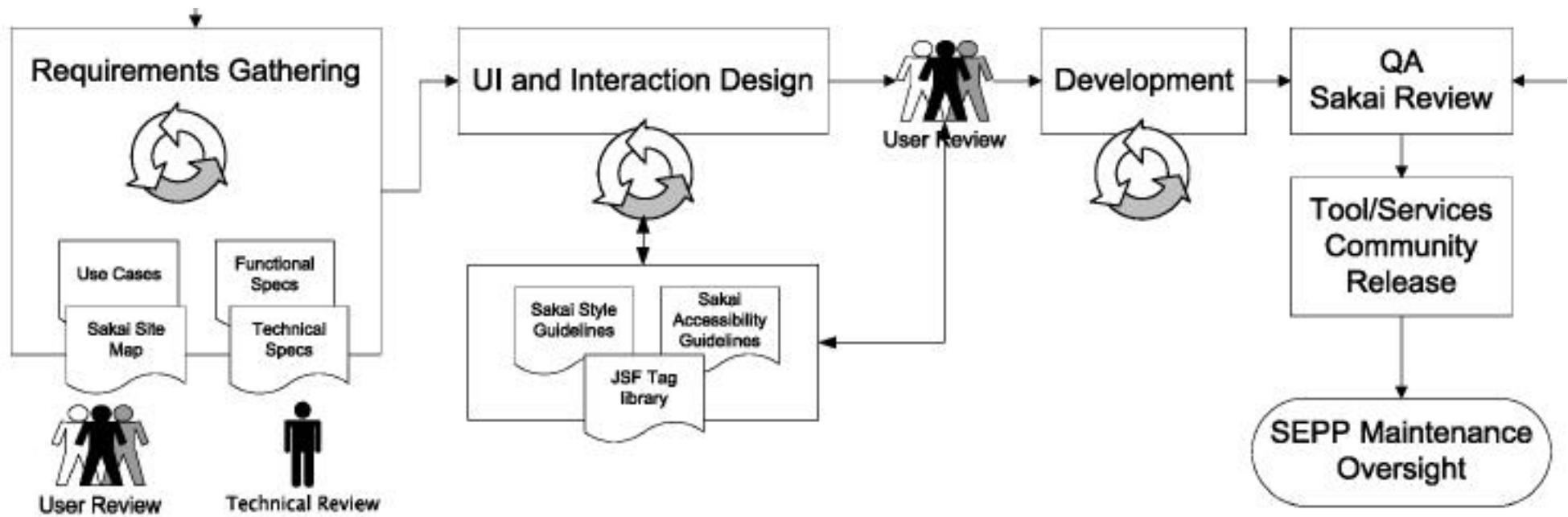
Operate as a mini-project, alliance using the SEPP and Sakai processes, templates

- Project Team arises, selects Leader, sets up worksite
- Project visibility via Sakai forums
- Project Proposal developed (for coord; and if asking for SEPP resources, including SEPP staff)
- Staff resource allocation, if needed, determined by Board and/or SEPP Prioritization process

SEPP could have dozens of alliances working on particular requirements/innovations at any time.

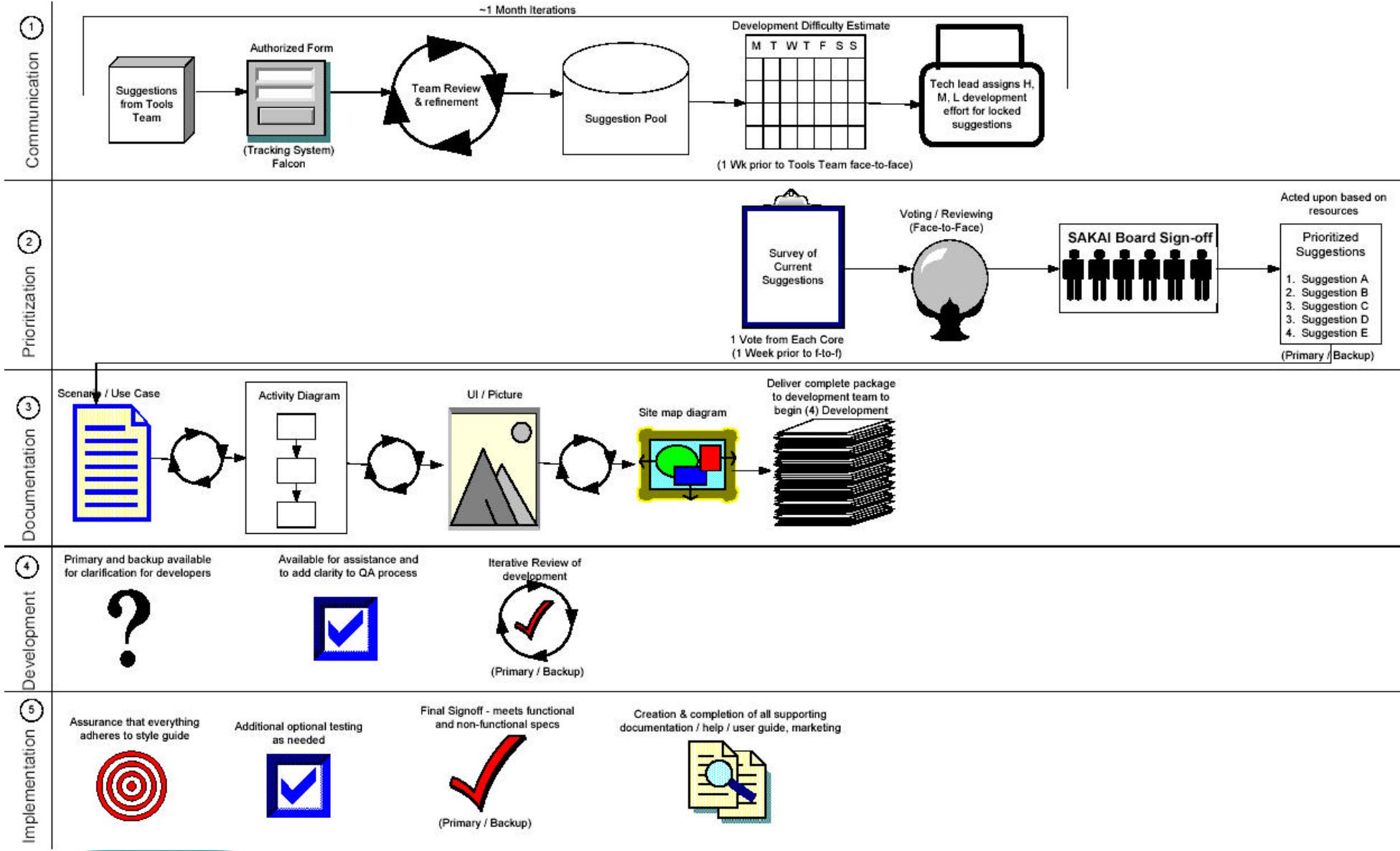


SEPP Development Process



The Project Team in Action: Common Processes

Core (PT) Development Process



Basic SEPP Coordination Support

- SEPP staff – organizational and technical support
- Sakaiproject.org and CTools sites (currently on chefproject.org, moving to sakai/CTools, supported currently at UMich)
- These are the DGroup sites, PTeam worksites, higher level organization through sakaproject site
- Support for phone teleconference, VTC multipoint among DG and PT members (IU and UM?)
- Hosting for face-to-face meetings at member institutions
- SEPP Meetings/VTCs with Board (done now)
- Adding DG and regular VTC with Tech Comm Lead and PT requested others
- What else?



DIY Sakai

The route to influence is through the Discussion Groups and Project Teams

- Sakai is a DIY project, with lots of support for the DIYer
- This Board firmly believes in leadership by doing; if you don't commit resources to a project, you should not expect to influence its process.
- We are developing a community of educational software builders.

Sakai is not a standards group - we use standards, we adopt or encourage them (eg, IMS, SCORM, RDF) and work with their creators if we see value there (eg, OKI)



Discussion Groups

- Discussion Groups are the high level organizational, and organizing, foci
- They are established as members show interest by supporting and participating, indeed, running them
- SEPP Staff focused on support of these
- If you want to see something happen, then make it happen – Start out with the Discussion Group



Resource Allocation-Current Models

- Sakai Project Core
 - Board assigns staff to prioritized projects
- Ad-hoc Alliances
 - SEPP members or others commit to working on specific projects and leverage SEPP infrastructure and coordination/communication model
- Volunteers
 - Someone makes known their intent to work on a particular project – ready to commit resources
 - Project of their own – no help requested
 - Already existing project – volunteering resources
 - Desire assistance – see Ad Hoc Alliances above



One way to look at it

Project #	Board	Alliance	Volunteer
1	✓		
2	✓		
3	✓		
...			
16		UC-Davis & NYU	
...		AZ State, IU, rSmart	
107			Joe



Sakai Influence Migration

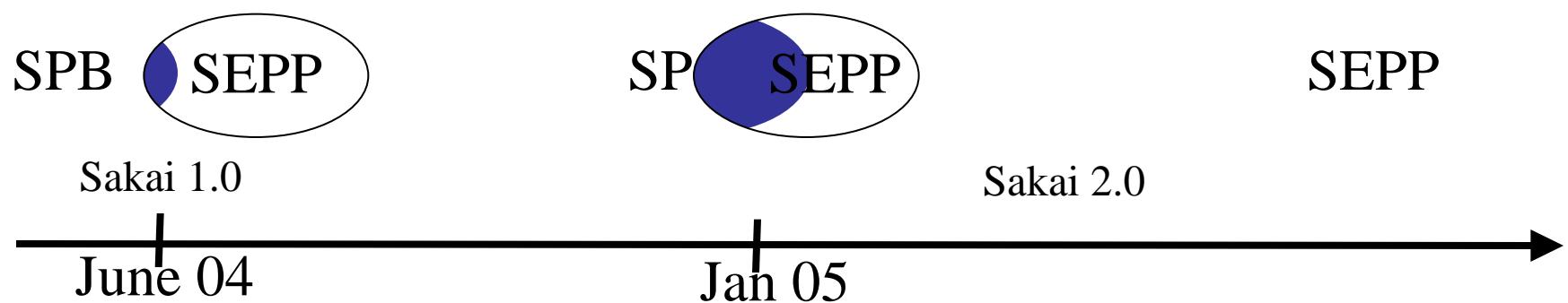
- Version 1.0
 - Release July, 2004
- Version 2.0
 - Requirements set by Core Tool Team (Process Underway)
 - Architecture designed by Core Arch Team (Underway)
 - Developed by Core Partner developers
 - Release May, 2005
 - Any partner, anybody can be building tools now (through DGs, start now)
- Version 3.0
 - Requirements driven by SEPP (Through DGs, Start Now.)
 - Requirements Due <Date> - Dec '04?
 - Architecture refinements by SEPP Arch Team
 - Developed through SEPP community resources
 - Release May, 2006



2 Year Board Evolution

-

Easy Part



Summary

- We expect that Sakai will be one of the top three CLE systems by Fall 2005
- The interim releases are intended to allow a gradual alignment across the CLE space (both commercial and non-commercial)
- Adoption at the 4 schools will provide a deep experience base surrounding software, sysadmin, user support
- The community processes we build up through this 2 year gauntlet are the foundations for HE futures
- The Sakai project is focused on forming a community development paradigm that will continue well after the first two years of the project.



We are in this for the long haul

Wrap Up

- Status – we have done well; next sessions will detail this
- Emphasize break outs as places to discuss evolution, plans
- Transparency is a goal
- We are at the beginning of this process
- We must not move too fast, remain flexible as we learn from our own experiences
- We have come a long way in 5 months, let's celebrate this as we talk about and plan for the future



Imagine

- What if this project actually works, and the concept of community source and community development catches on?
- If successful, the Sakai project may well create whole new ways for IT organizations to work together - our CLE may be a very small part of its overall impact.
- Imagine a time, where 50 Universities, each with 2-10 IT staff, set out to solve some common problem together.
- That is ~100-500 professional, FTE developers with a common goal - if you were in charge, what would you have them do?
 - » Think of 100 such universities, colleges
 - » Think of 200...



Q&A

- End of presentation



Sakai Architecture and Roadmap

Charles Severance
Sakai Markitech
csev@umich.edu

境

KYOU / sakai
Boundary, Situation



It takes a village....



Sakai

Photo blog: www.dr-chuck.com

Outline

- Sakai Roadmap
- Sakai Architecture
- Sakai Concepts and Terminology
- Sakai Tools
- Sakai and uPortal
- Looking at the Beta Release
- Work plans starting with 1.0
- Sakai Persistence Model
- Advanced Architecture Concepts
- Discussion



Sakai Goals

- Produce an extensible open source learning management system
- Complete implementation of the OKI OSIDs
- Produce framework and documentation so others can build tools
- Produce “marketplace” of tools so people can build and share... *



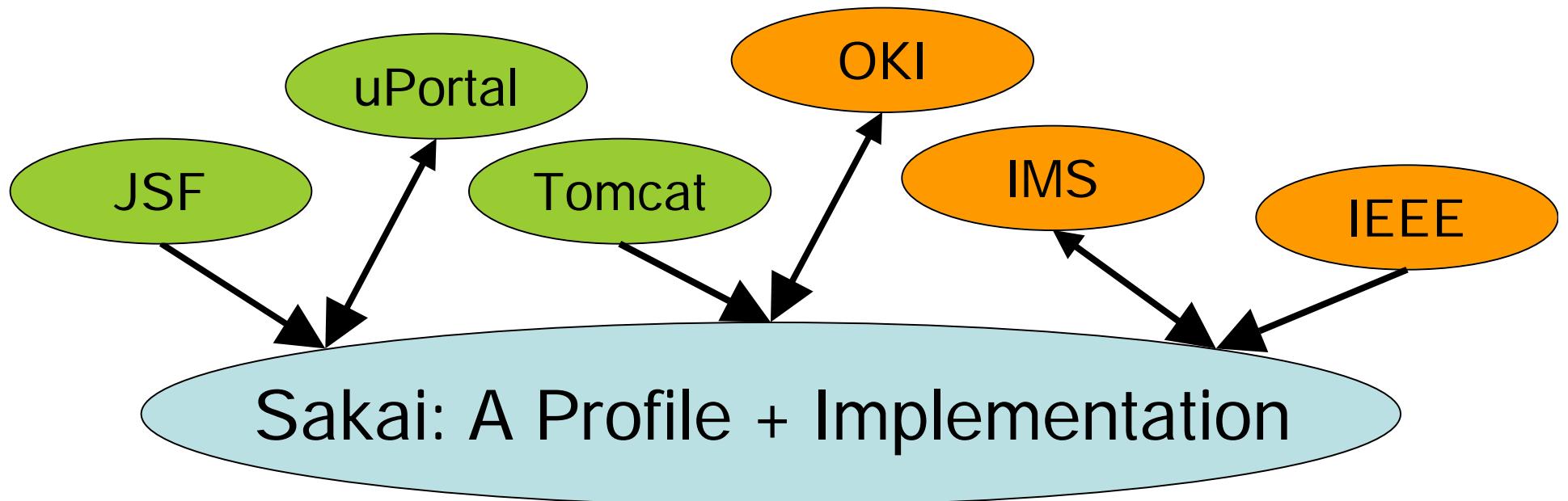
* This is not something that we “do” - it is a measure of how well we have done our job. If you build it - they might come. If they do - then you are a success.

Sakai Goals

- Choose a set of foundational technologies
- Choose a set of “blessed” APIs
- Provide a method to unify the graphical look and feel of tools so as to allow seamless composition of tools to build an application
- Build a web-based JSR-168-based implementation of the framework
- Build a complete set of tools and services which cover the scope of a Learning Management / Group Collaboration requirements space



Relationship to Other Efforts



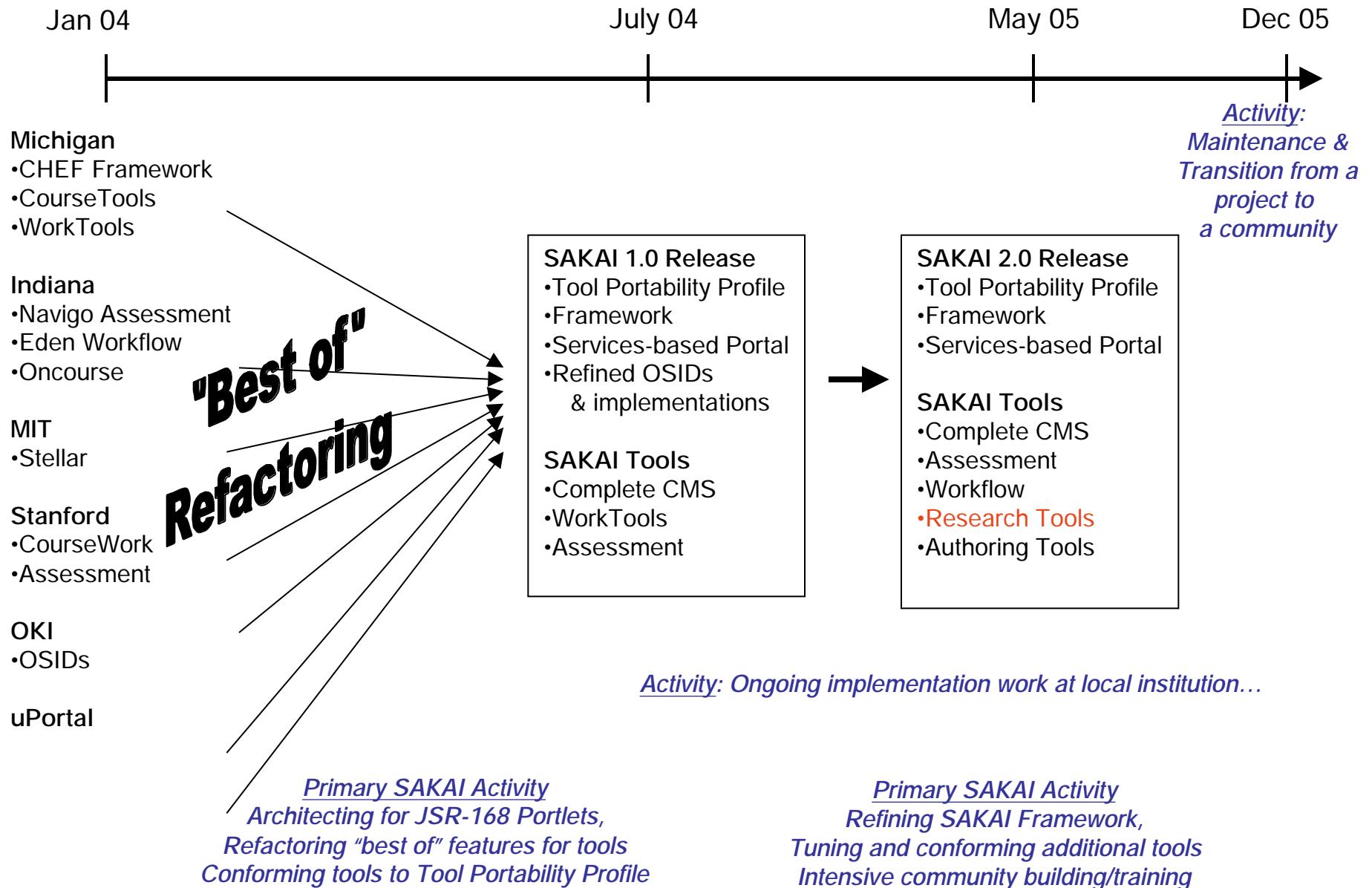
Sakai is a consumer of standards, and technologies to be assembled into an implementation and a profile with some Sakai-specific value add in certain areas. As we work through development issues, we may identify new ideas/problems/extensions that we will suggest back to these groups by participating in those groups as a participant. Even though uPortal and OKI have received funding as part of the Sakai project it does not change the basic relationship between the projects.

Sakai Roadmap



Sakai

SAKAI Picture



IU/OnCourse

Calendar	█
Chat	█
Assessment	█
Standards	█
Architecture	█

UM/CHEF

Calendar	█
Chat	█
Assessment	█
Standards	█
Architecture	█

Stanford/CourseWork

Calendar	█
Chat	█
Assessment	█
Standards	█
Architecture	█

MIT/Stellar

Calendar	█
Chat	█
Assessment	█
Standards	█
Architecture	█

Requirements and Features Flow

Sakai 1.0

Calendar	█
Chat	█
Assessment	█
Standards	█
Architecture	█

Rethink

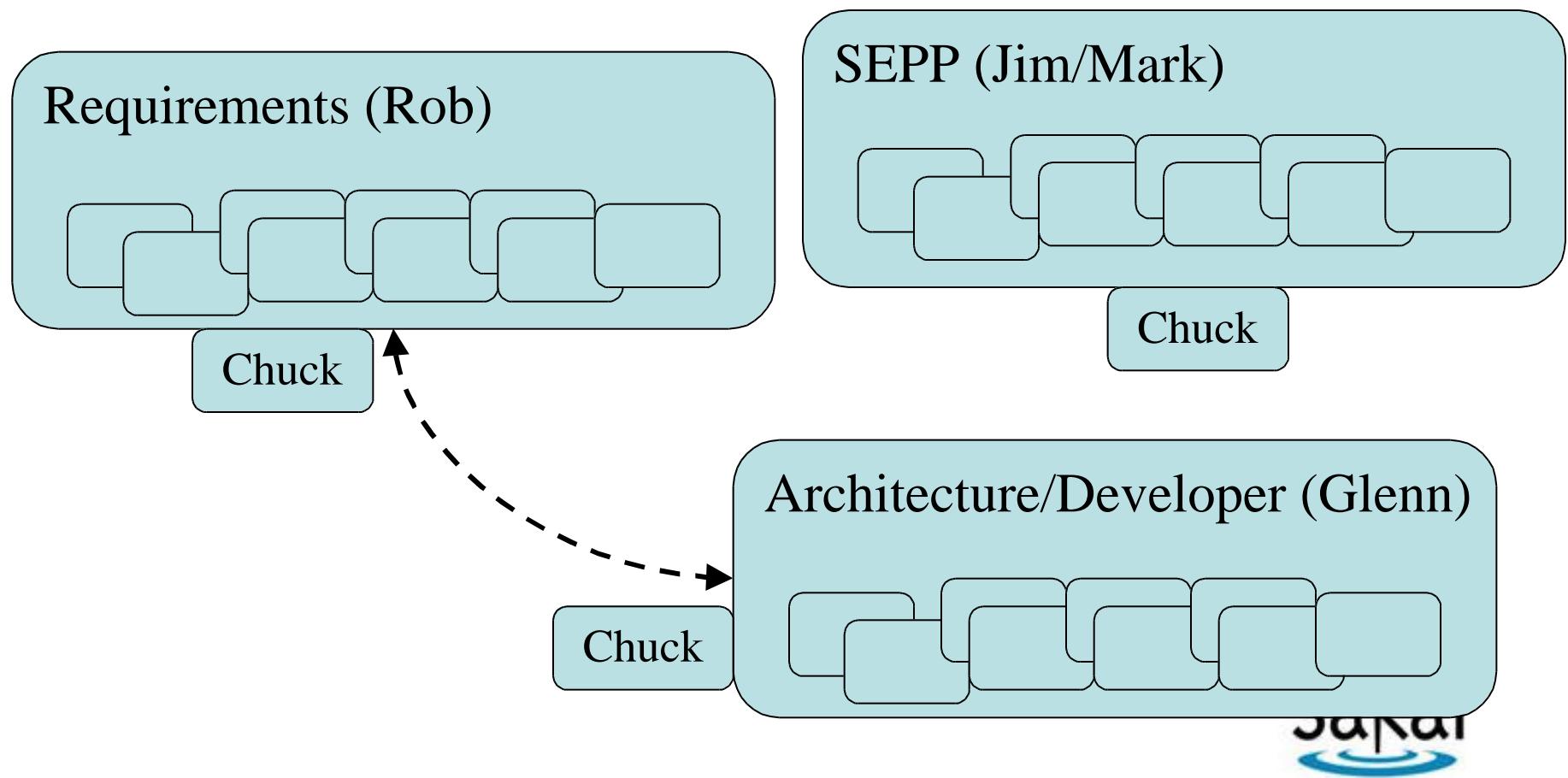
Respec

Rebuild

Sakai 2.0

Calendar	█
Chat	█
Assessment	█
Standards	█
Architecture	█

Organizational Flow (1.0)

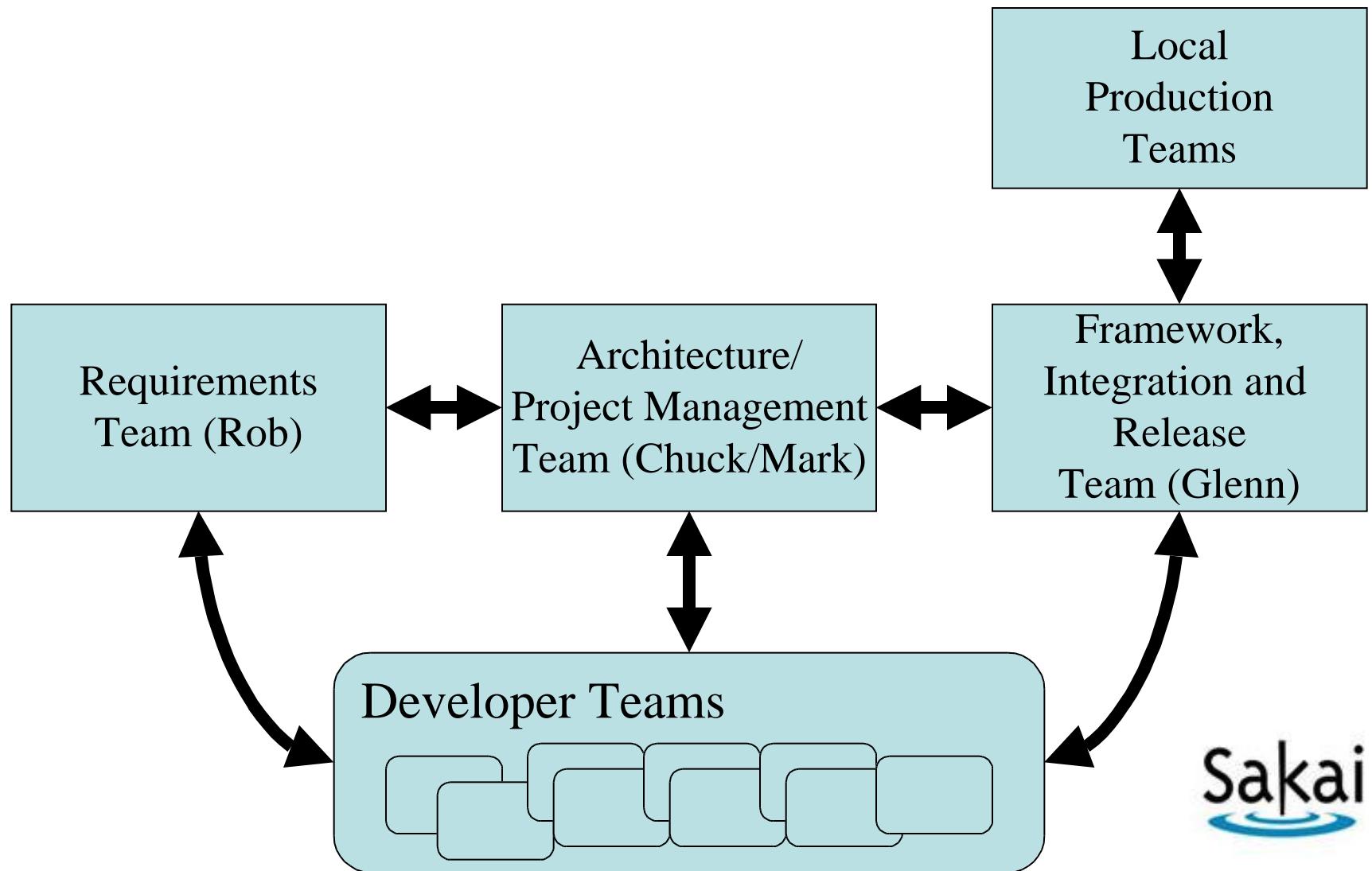


Sakai 1.0 Contents (07/04)

- Framework for building new Sakai tools
 - Javaserver Faces
 - Sakai GUI widgets
- Framework for development of Sakai APIs
- Sakai Service APIs: framework, common, shared, authentication, authorization
- Two new sample Sakai tools
- Legacy Service APIs from CHEF
- Legacy tools from CHEF (with gaps addressed)
- Coordinated look and feel between legacy and Sakai tools
- Ready to deploy as LMS (looks a lot like CHEF 1.2 in uPortal)
- Sakai 1.1: 09/04 (additional tools, improvements, and Sakai APIs)
- Sakai 1.2: 11/04 (additional tools, improvements, and Sakai APIs)



Overall Flow (2.0)



Sakai 2.0 (2Q05)

- Significant replacement of legacy tools
 - TPP Compliant, using OKI and Sakai APIs
 - New and improved tools based on Sakai-wide requirements process
 - Each partner institution will focus on a set of tools to develop
- SEPP partners will be involved in the new tool development based on ability and commitment.
- Hopefully - Hierarchical navigation with uPortal 3.x



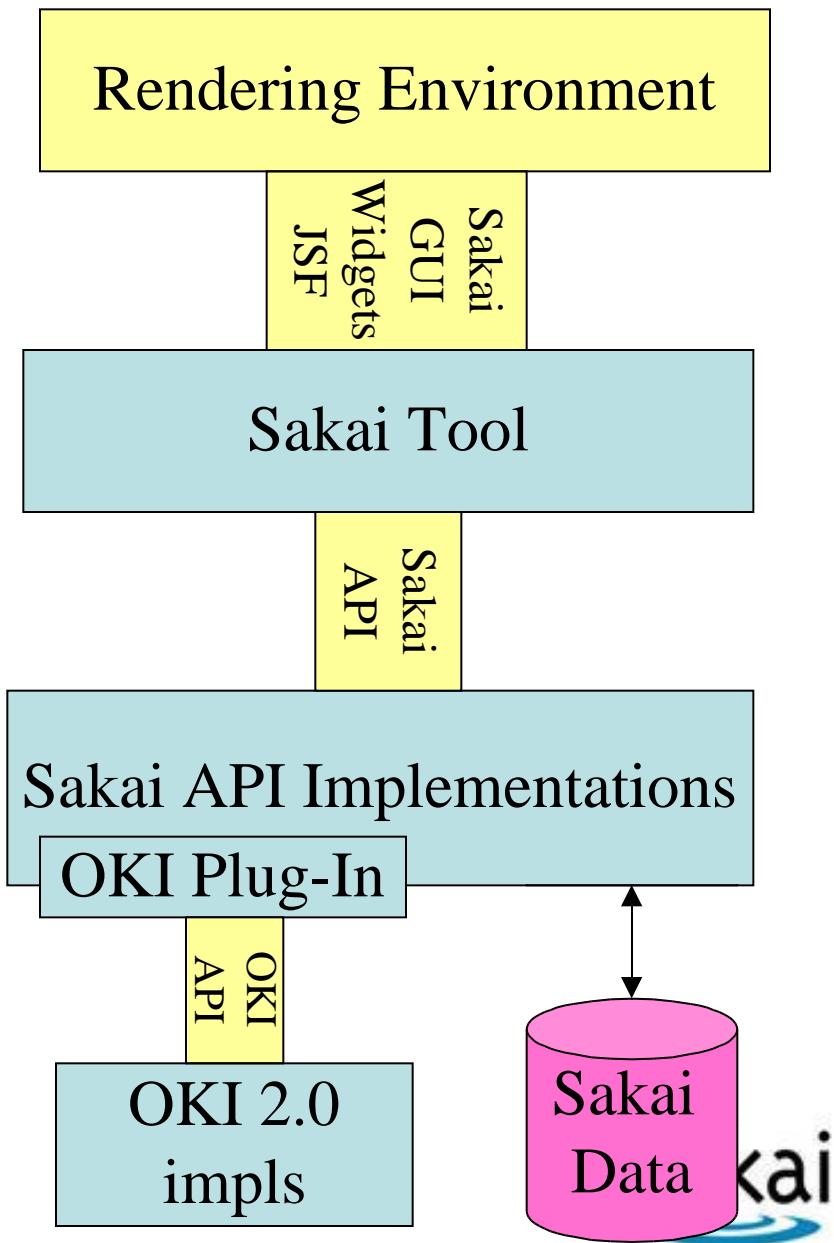
Sakai Architecture



Sakai

The Sakai Tool Portability Profile Framework

The Sakai API is based heavily on the OKI API but focused on the portability and interoperability of Sakai tools. The Sakai API should be thought of as value add on top of the OKI APIs. The Sakai APIs encode what OKI would call “out-of-band” agreements explicitly into method calls, parameters and return values.



Sakai Application Programming Interfaces (APIs)

- Make tool development easier
- Promote portability between Sakai environments
- Hide some data management details
- Error handling
- Provide re-usable system and application services to tool developers



Sakai and OKI

- OKI has produced a series of APIs for Learning Management System Portability
 - Enterprise Integration
- The OKI APIs are very flexible allowing for out-of-band agreements
- The Sakai APIs will take the OKI APIs and focus them down to a Sakai-only context and “bind down” out-of-band agreements into methods



The Sakai API rules (draft)

- Include convenience methods and objects built on OKI methods (e.g. equals())
- Include Java-oriented methods which directly relate to underlying OKI language-neutral equivalents (e.g. Calendar)
- Include Java-oriented methods which tie more directly to the Sakai framework, increasing performance at the expense of portability to non-Sakai environments.
- Extend beyond the OSIDs to allow explicit exposure of out of band agreements
- Extend beyond the OSIDs to allow for easy/simple/natural support of use-cases not directly supported by current OSID specifications
- Methods are evaluated carefully for what exceptions are thrown
- Java-based exception classes and subclasses are used for the exceptions thrown
- Consider using exceptions which are subclasses of RuntimeException: A method is not required to declare in its throws clause any subclasses of RuntimeException that might be thrown during the execution of the method but not caught.
- Implementations of the APIs may be java beans: therefore the APIs use set/get in a bean-compatible way
- Methods may use/return Java-native objects/interfaces, e.g. Calendar, io.stream
- The term 'properties' is used for consistency with OKI, but the Java interface used for this is a Map
- Sakai iterators extend java.util.Iterator



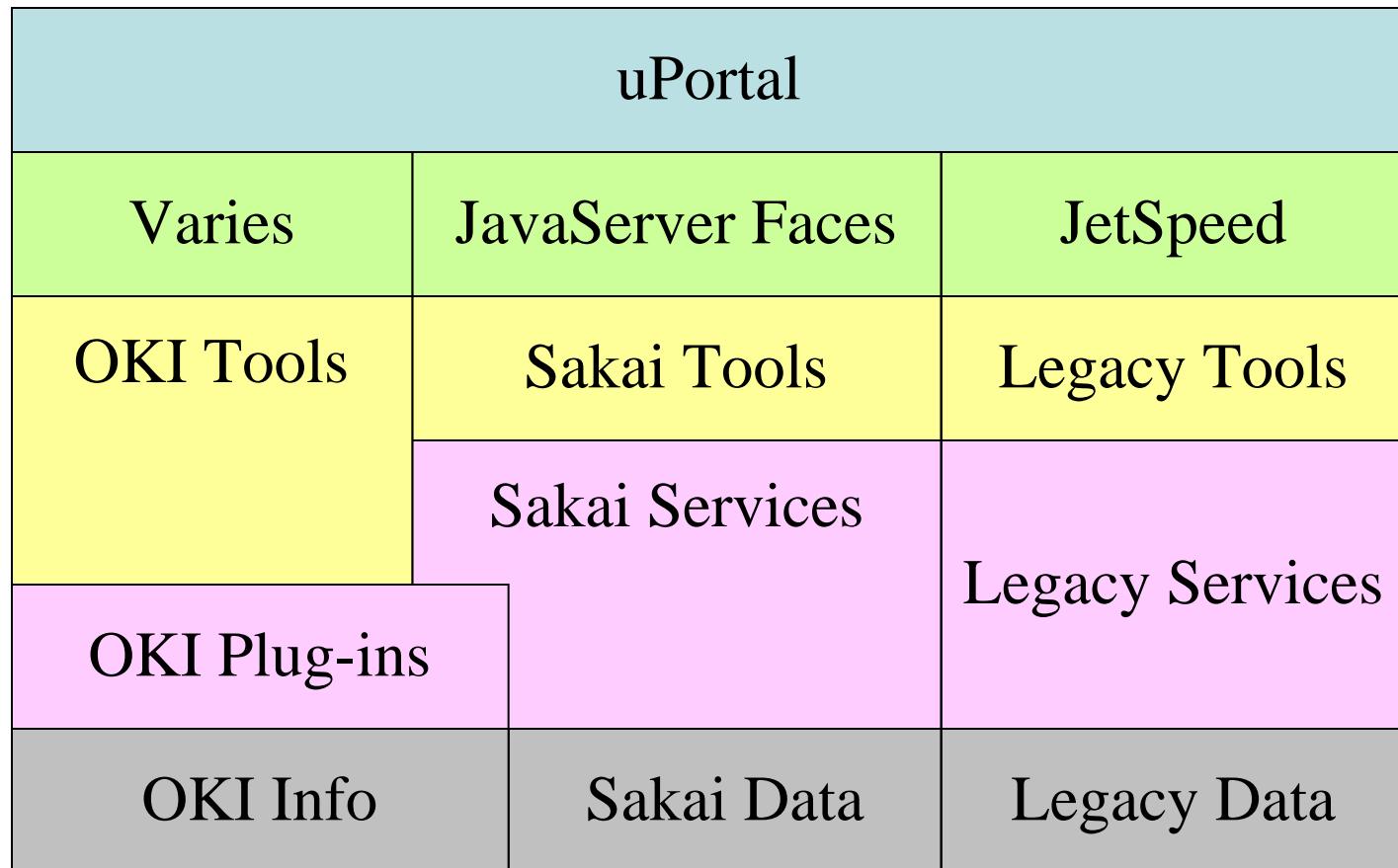
```
package osid.shared;
public interface Agent extends java.io.Serializable {
    public String getDisplayName()
        throws osid.shared.SharedException;
    public osid.shared.Id getId()
        throws osid.shared.SharedException;
    public osid.shared.Type getType()
        throws osid.shared.SharedException;
    PropertiesIterator getProperties()
        throws osid.shared.SharedException;
    Properties getPropertiesByType(Type propertiesType)
        throws osid.shared.SharedException;
    TypeIterator getPropertiesTypes()
        throws osid.shared.SharedException;
}
```

```
package org.sakaiproject.service.common.agent;
import org.sakaiproject.service.common.shared.Resource;
public interface Agent extends Resource
{
}
```

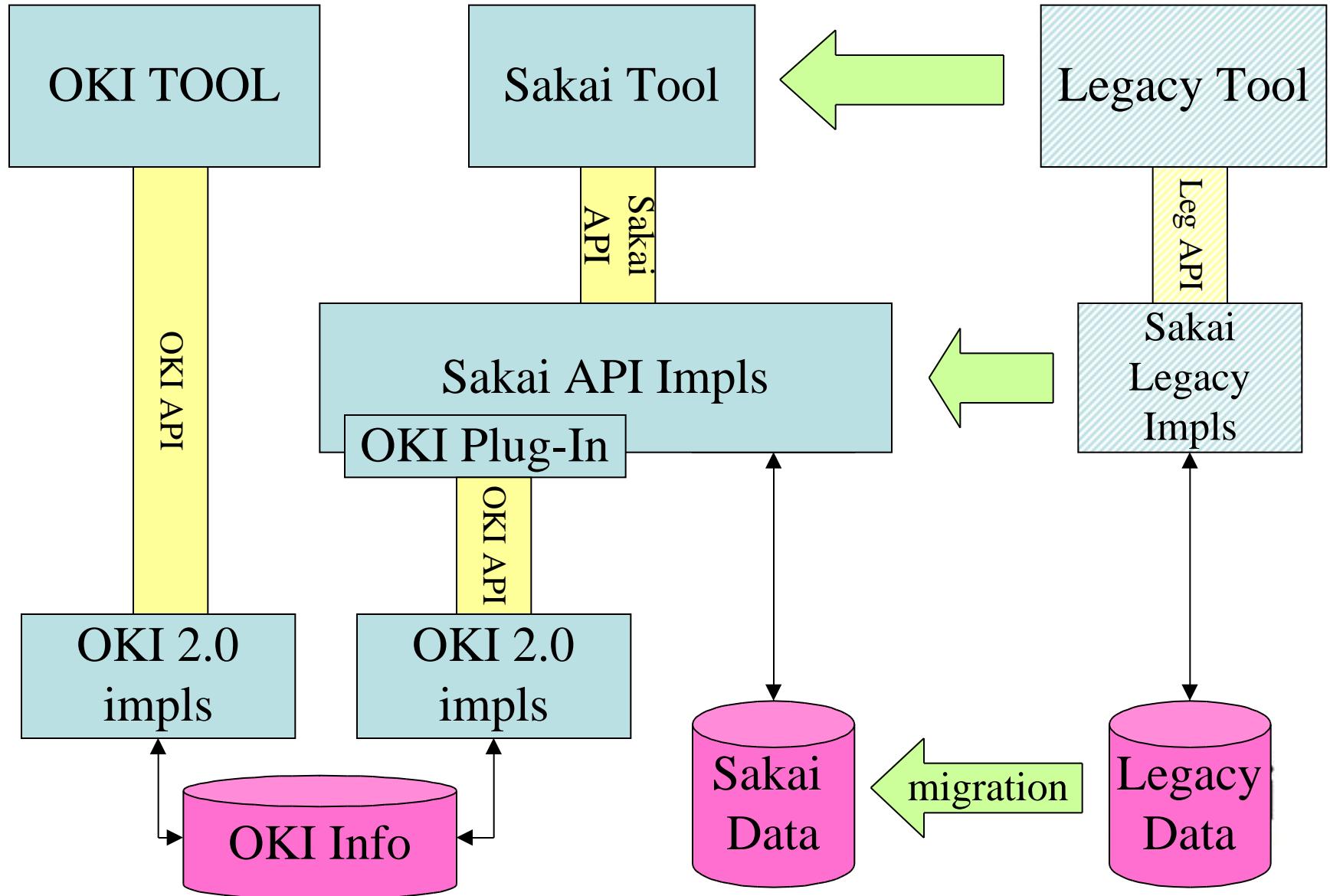


```
package org.sakaiproject.service.common.shared;
import org.sakaiproject.exception.PermissionException;
import org.sakaiproject.exception.VersionException;
import org.sakaiproject.service.common.id.Id;
public interface Resource extends Comparable
{
    String getDescription();
    String getDisplayName();
    Id getId();
    Type getType();
    PropertiesIterator getProperties();
    Properties getPropertiesByType(Type propertiesType);
    TypeIterator getPropertyTypes();
    // Sakai additional Methods
    void setDescription(String description);
    void setDisplayName(String displayName);
    void setType(Type type);
    String getReference();
    String getUrl();
    boolean allowDelete();
    boolean allowUpdate();
    Properties addPropertiesType(Type propertiesType);
    void removePropertiesType(Type propertiesType);
    void delete() throws PermissionException;
    Version getVersion();
    boolean isCurrentVersion();
    boolean isCurrentVersion(Version version);
    void update() throws VersionException, PermissionException;
    void updateIgnoreVersion() throws PermissionException;
}
```

The Sakai Layered Architecture



The Sakai Framework



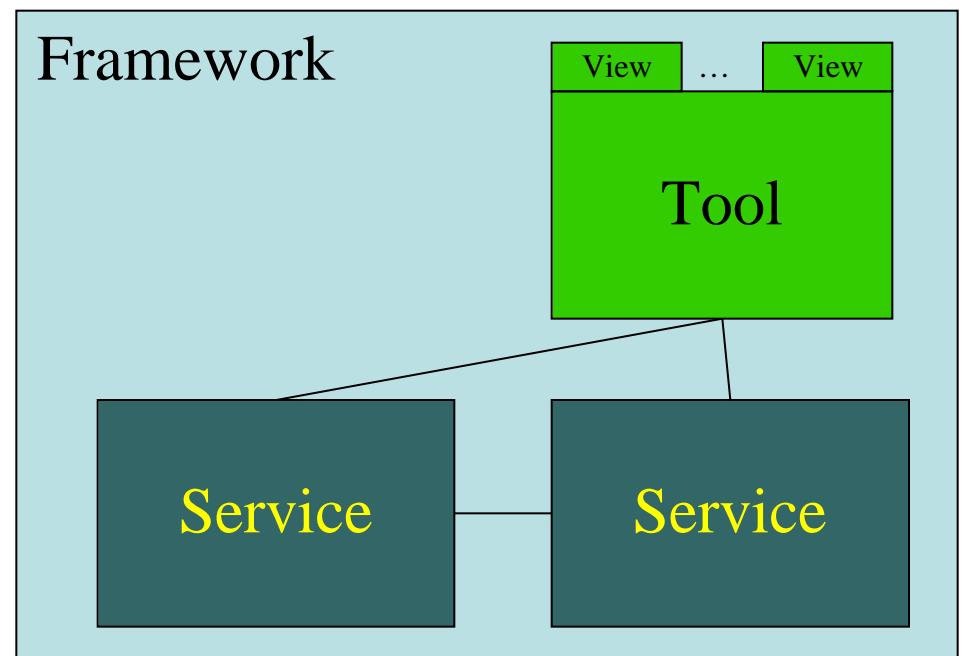
Sakai Technology Portability Profile - Java Version

- Tools
 - JSF GUI Layer
 - JSR 168 Portlet
- Services
 - Setter dependency injection and service location
 - Spring Managed Beans
- Enterprise Storage Technology
 - Hibernate



Sakai Architecture

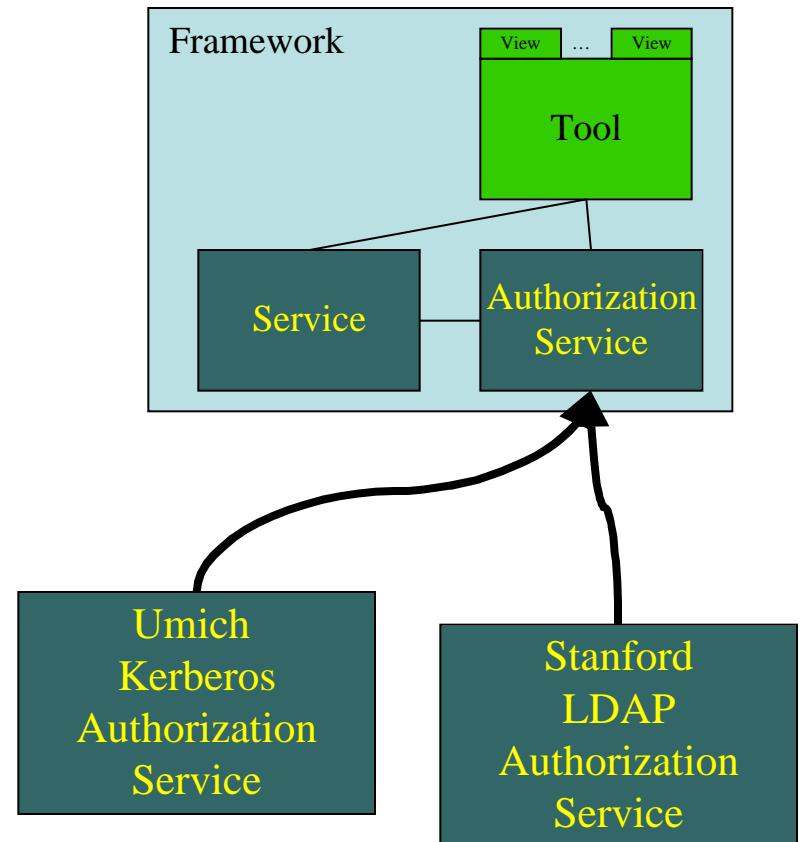
- Break functionality into three elements
 - Presentation code giving the look, feel, and layout
 - Tool code managing the interactions with the user
 - Service code for business logic and persistence
- Services implement, standardized, published and documented APIs
- This is a common approach often called “Model-View-Controller”



Sakai

Service Implementations

- Because tools program to interfaces and not implementations, the framework can be configured to substitute different implementations depending on site needs
- Authentication
 - LDAP
 - Kerberos
 - Active Directory
 - ...
- As long as the implementation satisfies the interface, the tool works seamlessly with no required changes



Sakai Technology

- Hibernate for object persistence
- Sakai APIs that imitate OKI OSIDs
- Tools are based on APIs and servlets
- JavaServer Faces separate out the presentation from tool logic
- uPortal integrates tools at the UI level



Sakai Concepts



Sakai

Specific TPP Elements

- GUI: Java Server Faces + Sakai Widgets
- Framework API
 - Best practice: Setter-style dependency injection
 - Both tools and services are components*
 - Cross-webapp service framework
 - Service locator also supported
- No (zip, zero, nada) framework imports required



JSF Mini Tutorial

- Document-based layout which relates a view stored in a set of beans using a set of widgets (button, input, drop-down) and a set of action methods associated with buttons, etc.
- There are no URLs (munged or otherwise)
- Additional Sakai widgets within JSF insure look and feel at a higher level across tools

```
<sakai:tool_bar>
    <sakai:tool_bar_item
        action="#{AnnouncementTool.processActionListNew}"
        value="#{msgs.annc_list_new}" />
    <sakai:tool_bar_item
        action="#{AnnouncementTool.processActionListDelete}"
        value="#{msgs.annc_list_delete}" />
    ...

```



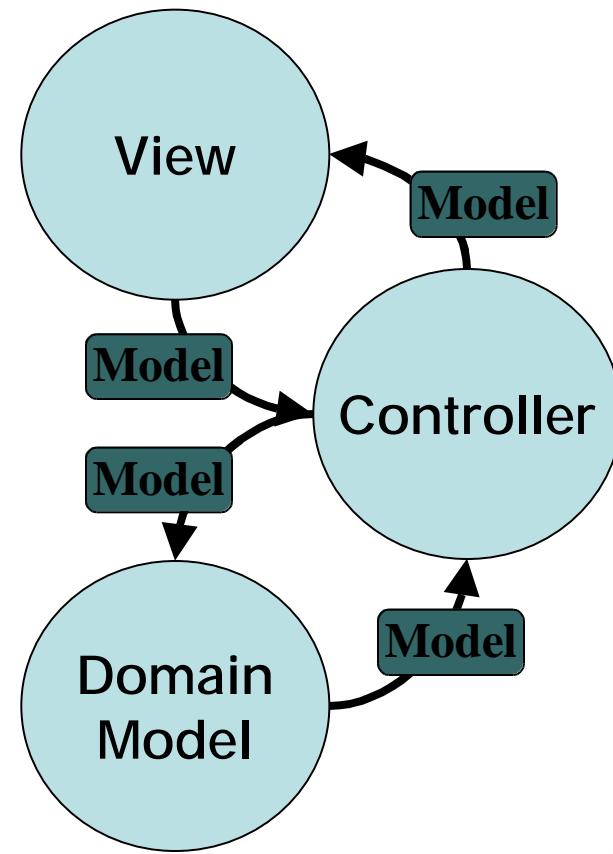
Model View Controller Mini Tutorial

- Domain Model
 - Long Term Persistence
- Controller
 - Orchestra conductor
 - Retrieves the Model (subset of Domain Model)
 - Holds state in terms of the user interaction
 - Decorates the Model with view specific information
 - Selects Layout
 - Hands layout and Decorated-Model to View
 - Processes the returned Decorated-Model from View
- View
 - Renders Decorated-Model to user using layout
 - Handles user interaction (possibly with validation)
 - Returns Modified-Decorated-Model to Controller



MVC Mini Tutorial

- Domain Model
 - Persistence
- View
 - Renders decorated model
- Controller
 - Orchestrates
- Model
 - Data moved between elements



Inversion of Control Mini Tutorial

- Components code to interfaces, not implementations
- When a component needs an implementation for a particular interface, how does it find the implementation
- Four basic approaches (formerly known as Level 0-3 IoC)
 - Service Locator (Turbine, Avalon)
 - Interface Injection (Avalon)
 - Setter Injection (Spring)
 - Constructor Injection

<http://www.martinfowler.com/articles/injection.html>



Service Locator

- Component calls a service locator with the desired interface as a parameter
 - Can gather dependencies dynamically this is useful if dependency lookup is expensive
 - This does force an explicit dependency on the framework

```
class MovieLister...  
    MovieFinder finder =  
        (MovieFinder) ServiceLocator.getService("MovieFinder")
```



Interface Injection

- The component declares that it “implements serviceable” which triggers the framework to poke in the implementations via well-known methods (Avalon)
 - Often this is used to inject a service locator and then that service locator is used to garner other dependencies



Setter Injection (Spring-style)

- The component simply provides bean-style setter and getter methods for the dependent interfaces it needs - framework constructs object then calls the setter for anything that is already in the framework (auto-wire)
 - No explicit dependency on the framework at all
 - Articulates well with all of the bean support in lots of places
 - Not able to declare which of the setters are required for safe operation unless this is in a XML config file



Constructor Injection (Pico Style)

- The component provides a number of constructors with the dependencies as parameters - the framework picks one and constructs the object will all of its needed dependencies.
 - The object is never in a “partially ready to go” state
 - Can express multiple acceptable dependency sets using different constructors
 - No explicit dependencies on the framework
 - Cannot work unless the framework is doing the constructing (I.e. no chance to “fake it” in Servlet or JSF managed objects)

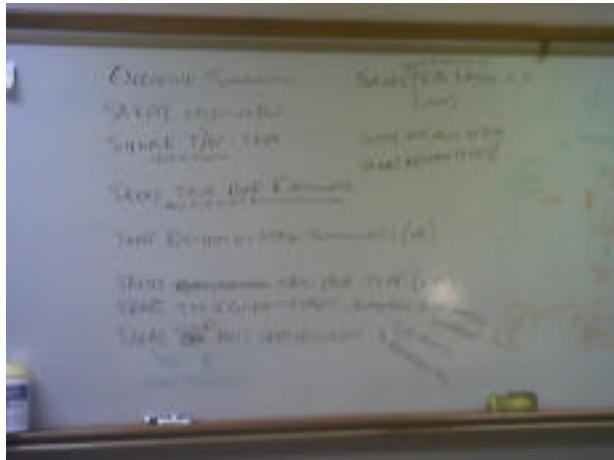


IoC Summary

- Setter injection is the best practice for new code
 - No explicit dependencies
 - Leverages bean support
 - Can be “simulated” easily when framework is not constructing objects
- We will always support Service Locator

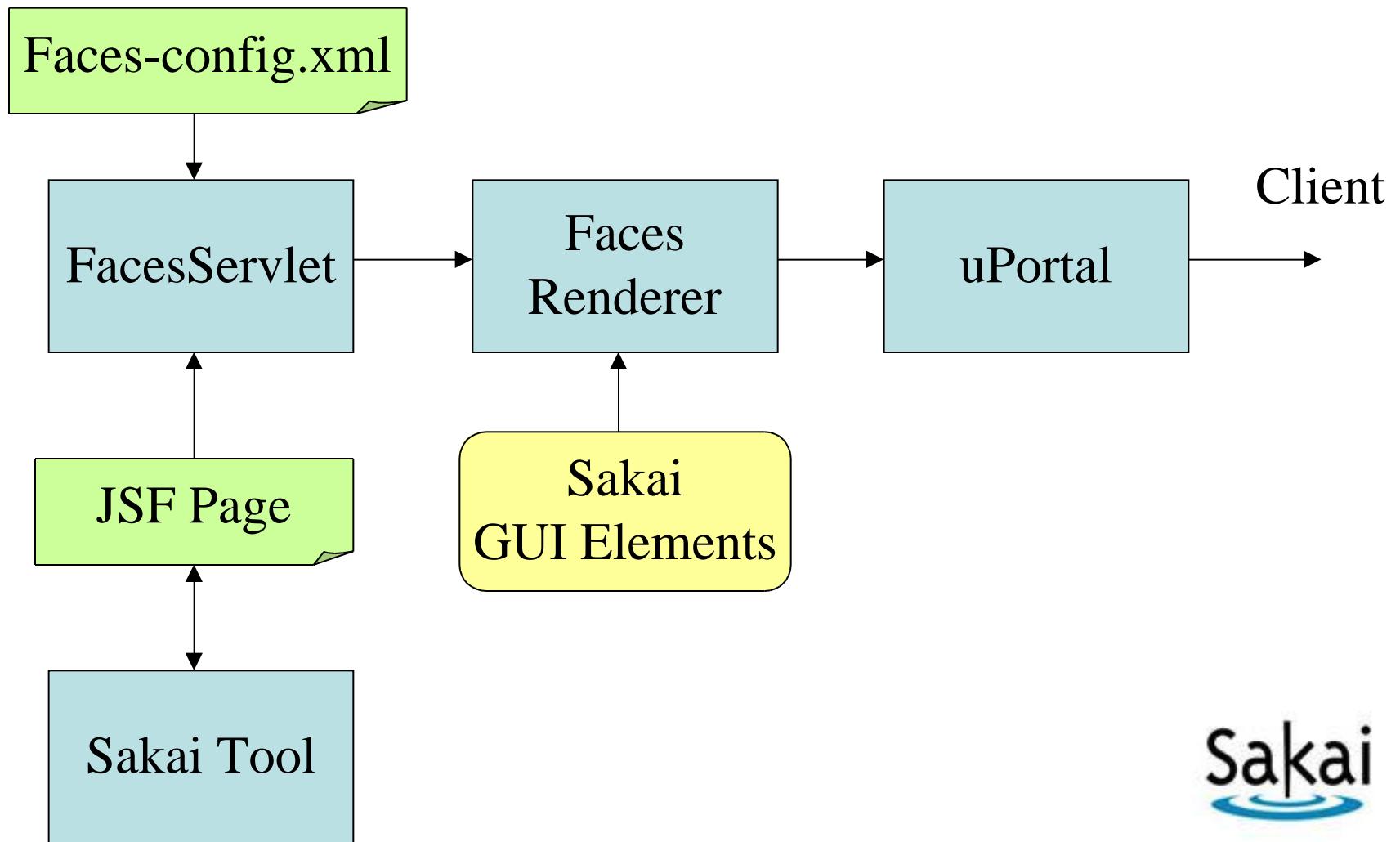


Sakai Tools



Sakai

The Sakai User Interface Process



All the components...
On one slide :)



JSF Servlet Render

Portlet Render

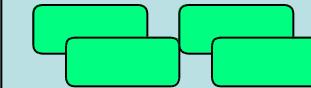
JSP Layout
<sakai:toolbar>
< ... >

...

JSP Layout
<sakai:toolbar>
< ... >

Tool

Config Beans



View Beans



Action

Method

Service

Method

Method

Config Beans

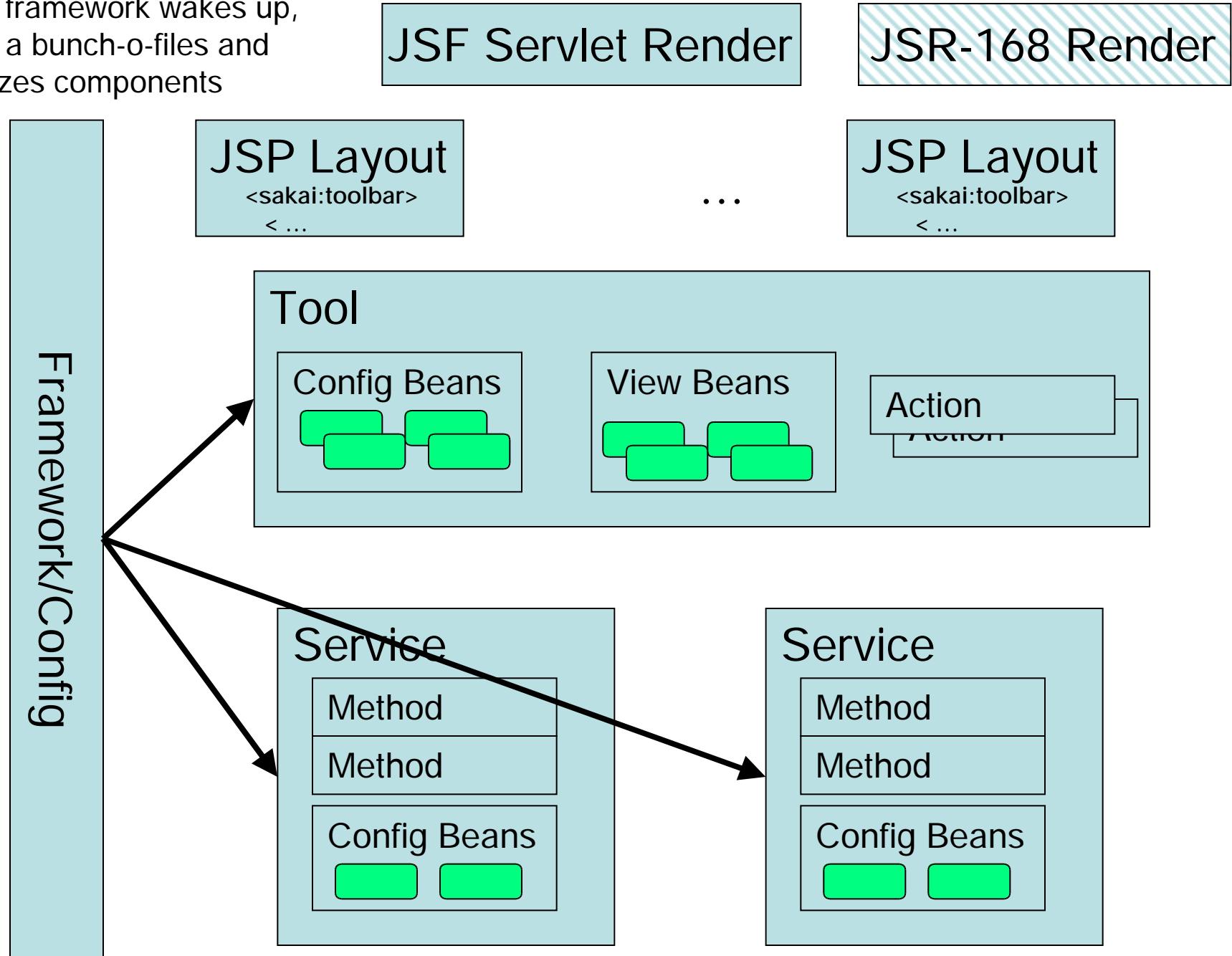
Service

Method

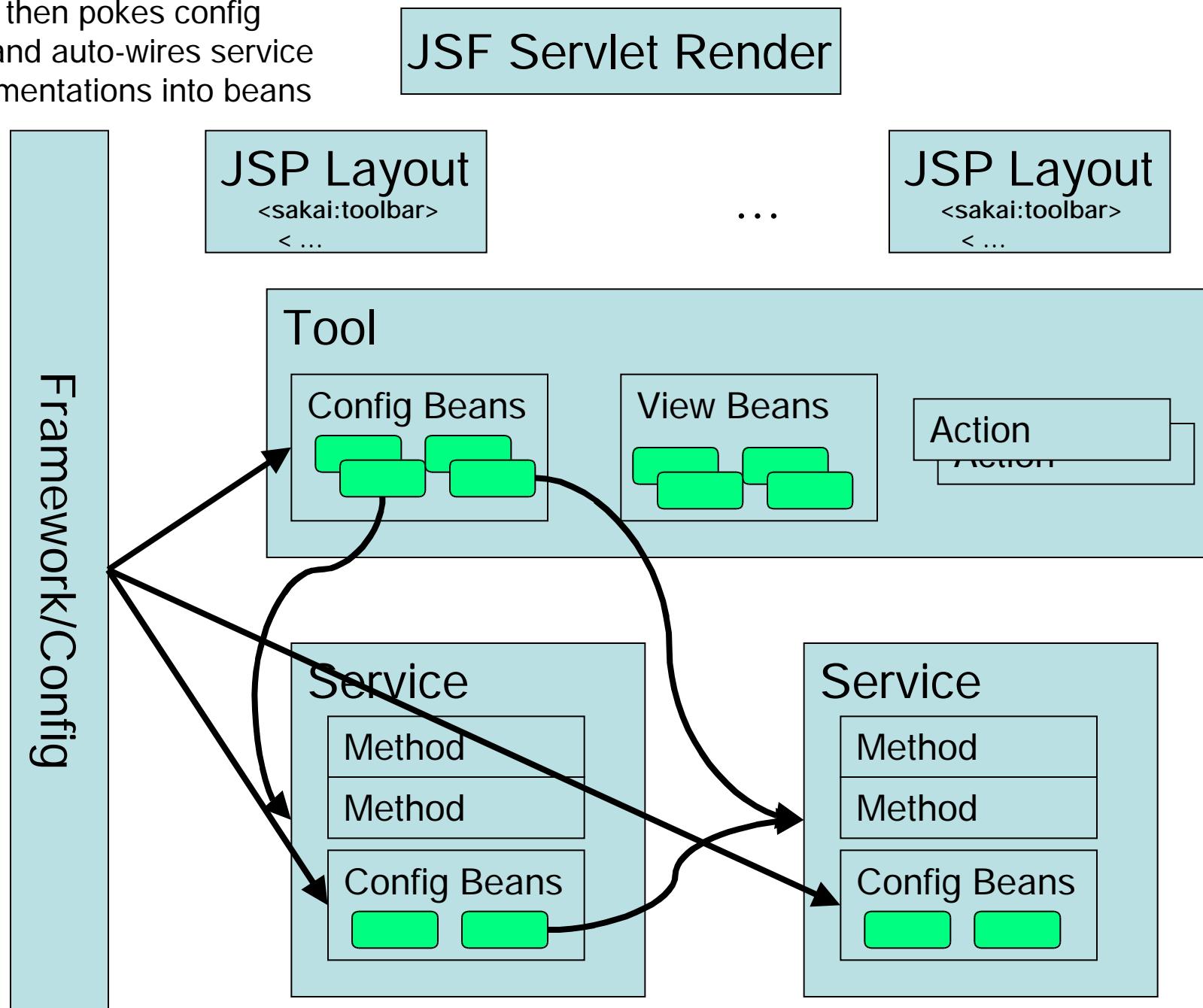
Method

Config Beans

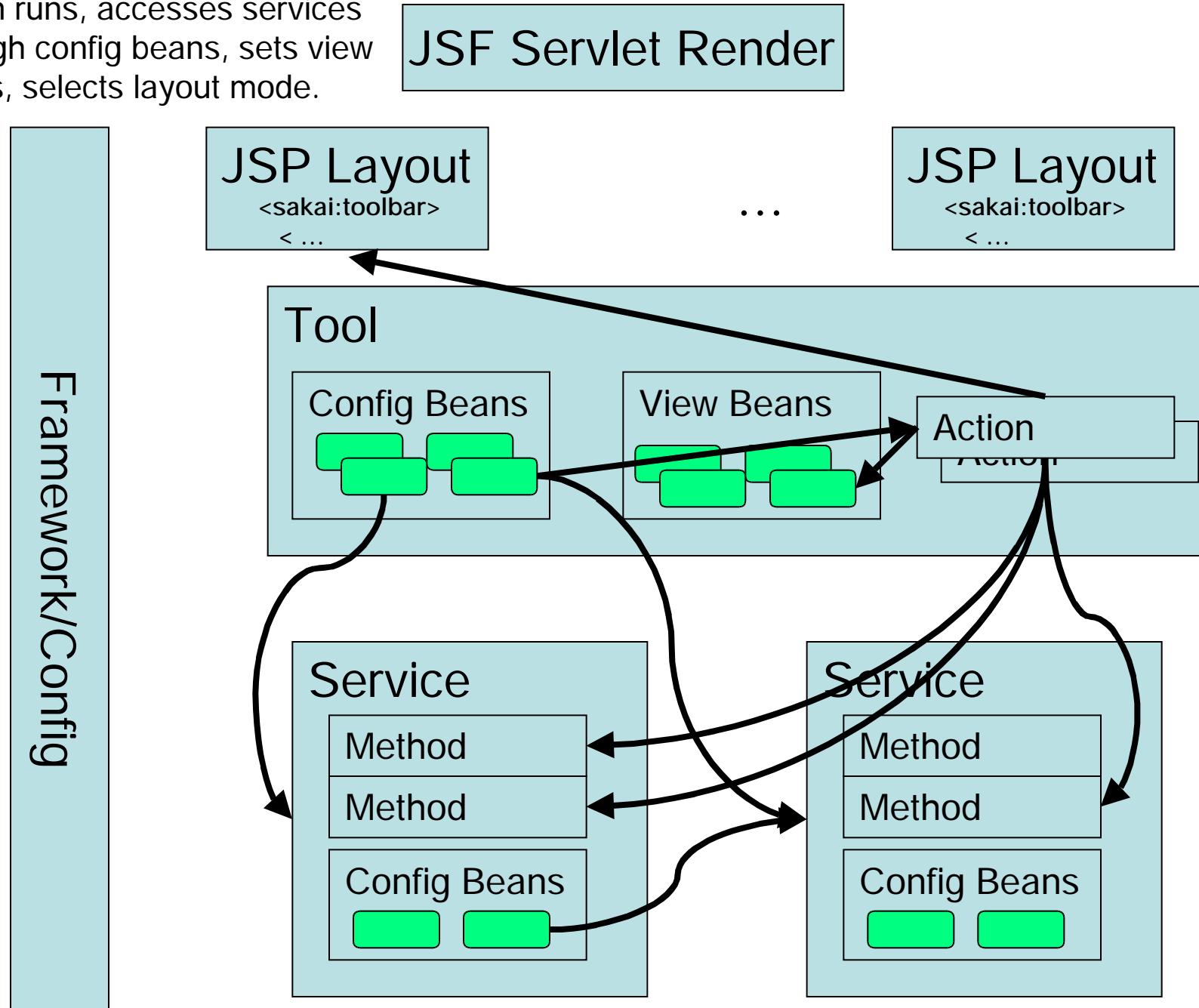
Sakai framework wakes up,
reads a bunch-o-files and
initializes components



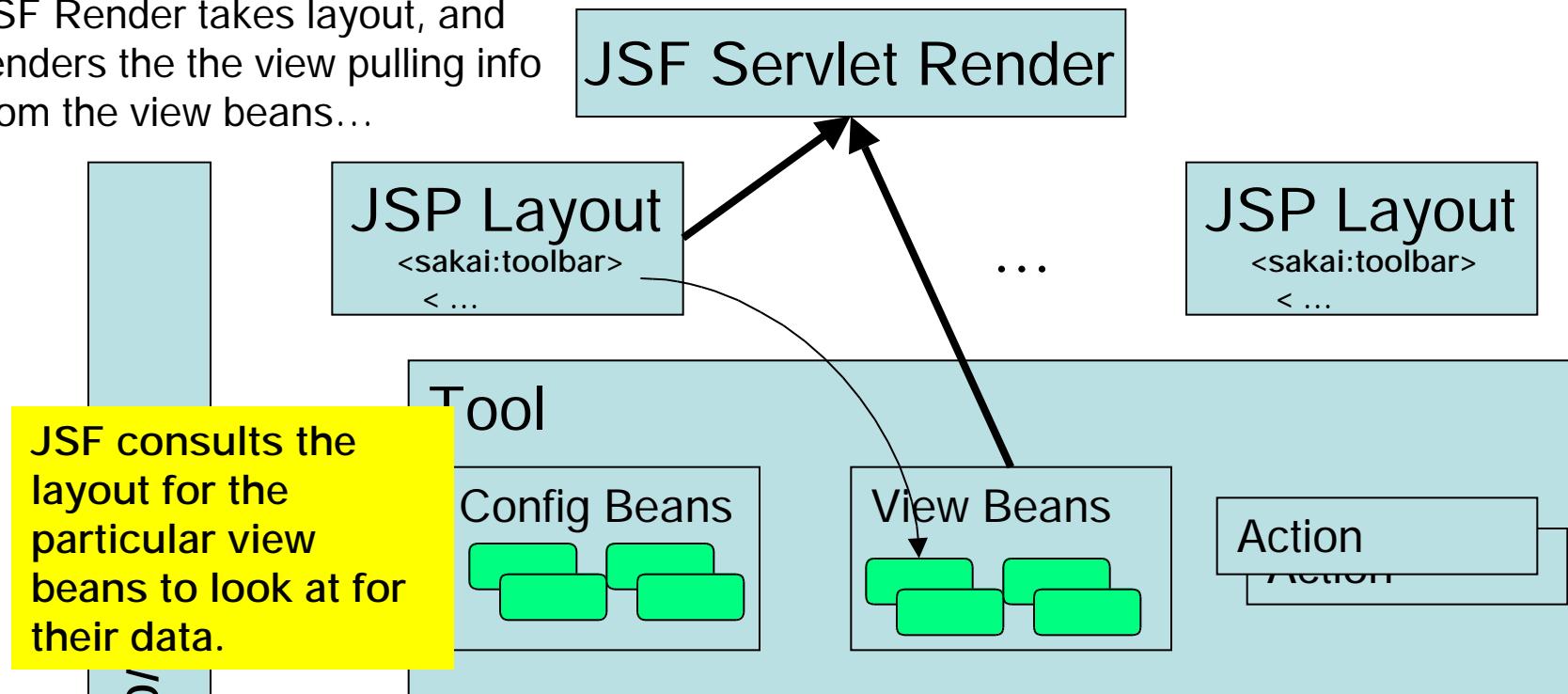
Sakai then pokes config data and auto-wires service implementations into beans



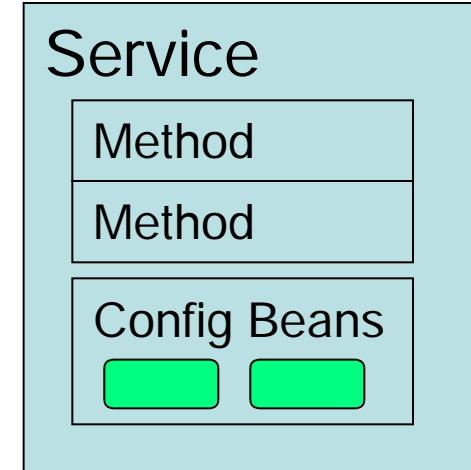
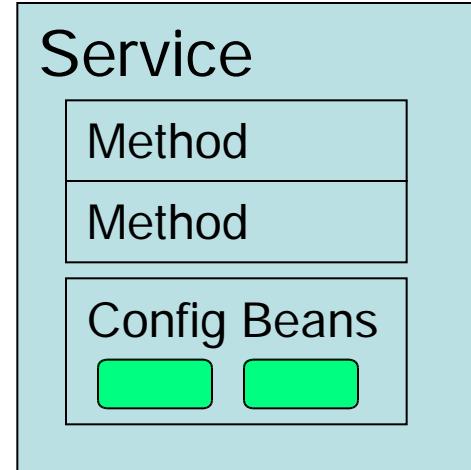
Action runs, accesses services through config beans, sets view beans, selects layout mode.



JSF Render takes layout, and renders the the view pulling info from the view beans...

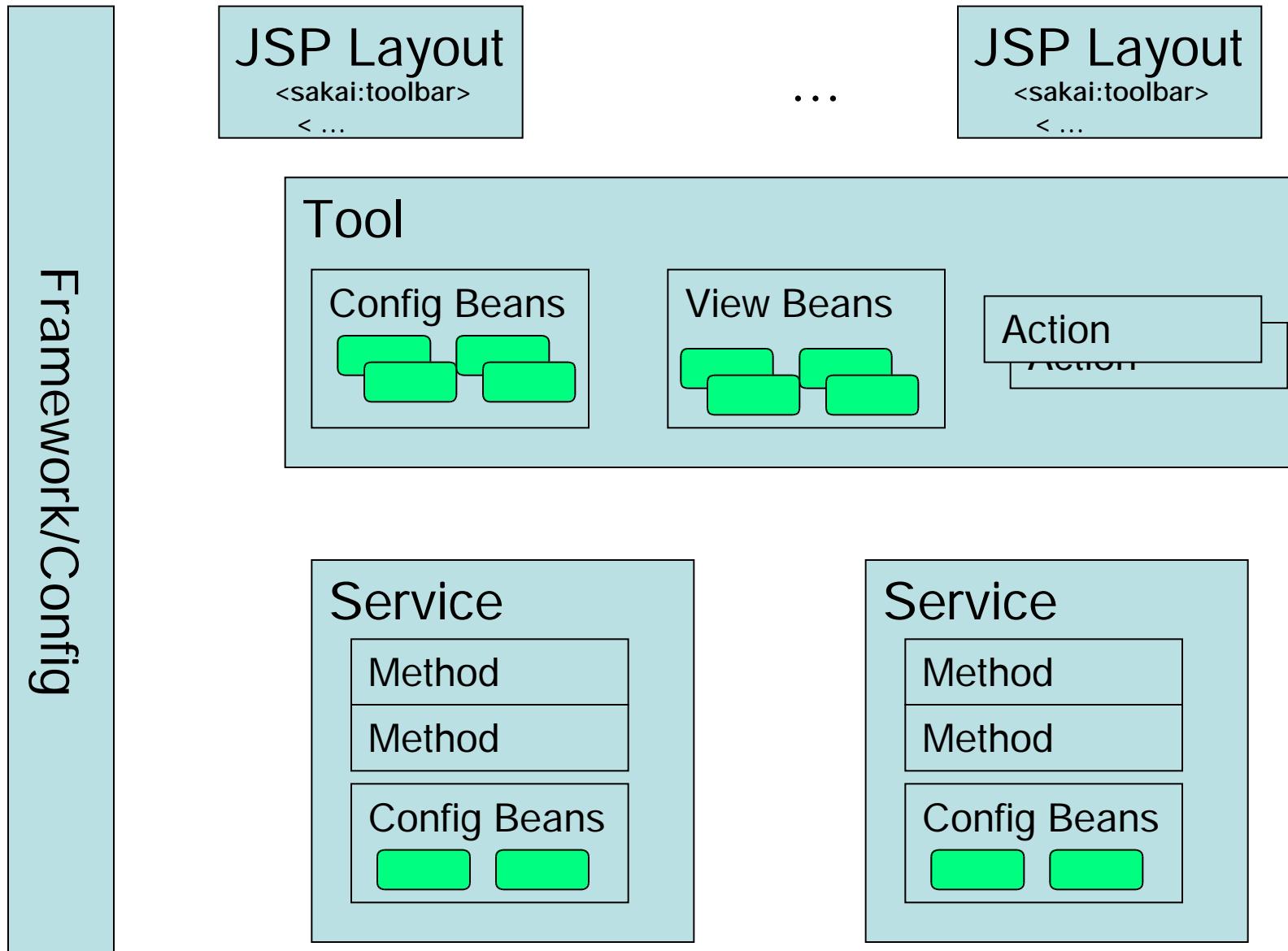


Work/Config



Then we wait... It is quiet...
Too quiet.. And then the user
pushes a button.

JSF Servlet Render



Merde!

Oops.. The user entered invalid data - JSF scolds them and gives them another chance...

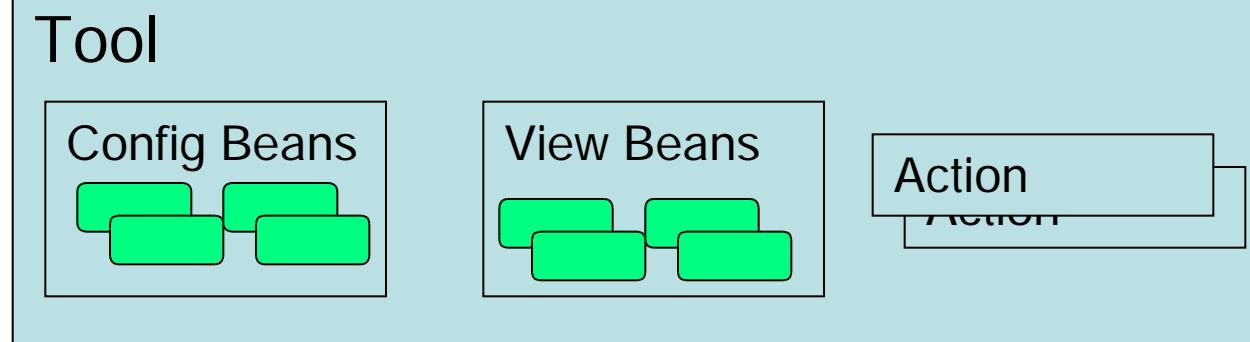
JSF Servlet Render

Framework/Config

JSP Layout
<sakai:toolbar>
< ... >

...

JSP Layout
<sakai:toolbar>
< ... >



Service

Method

Method

Config Beans

Validity checking is optional and bypassable for on an action by action basis.

Service

Method

Config Beans

Le User enters valid information,
JSF sets the View Beans and
calls the requested action...

JSF Servlet Render

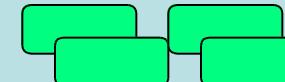
JSP Layout <sakai:toolbar> < ... >

JSP Layout <sakai:toolbar> < ... >

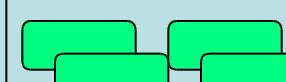
JSF consults the
layout for the
name of the action
method to call!

Tool

Config Beans



View Beans



Action

Action

Framework/Config

Service

Method

Method

Config Beans

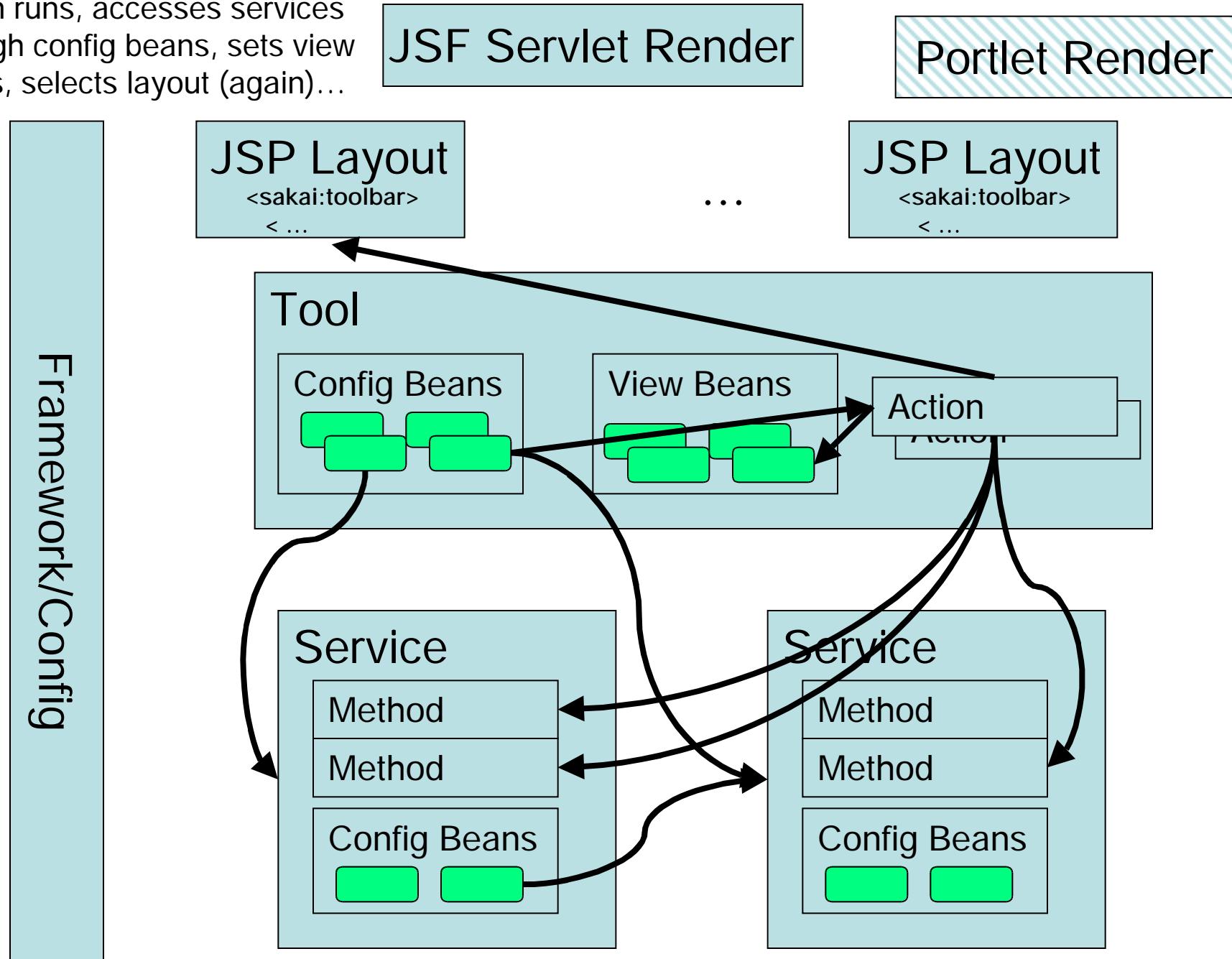
Service

Method

Method

Config Beans

Action runs, accesses services through config beans, sets view beans, selects layout (again)...



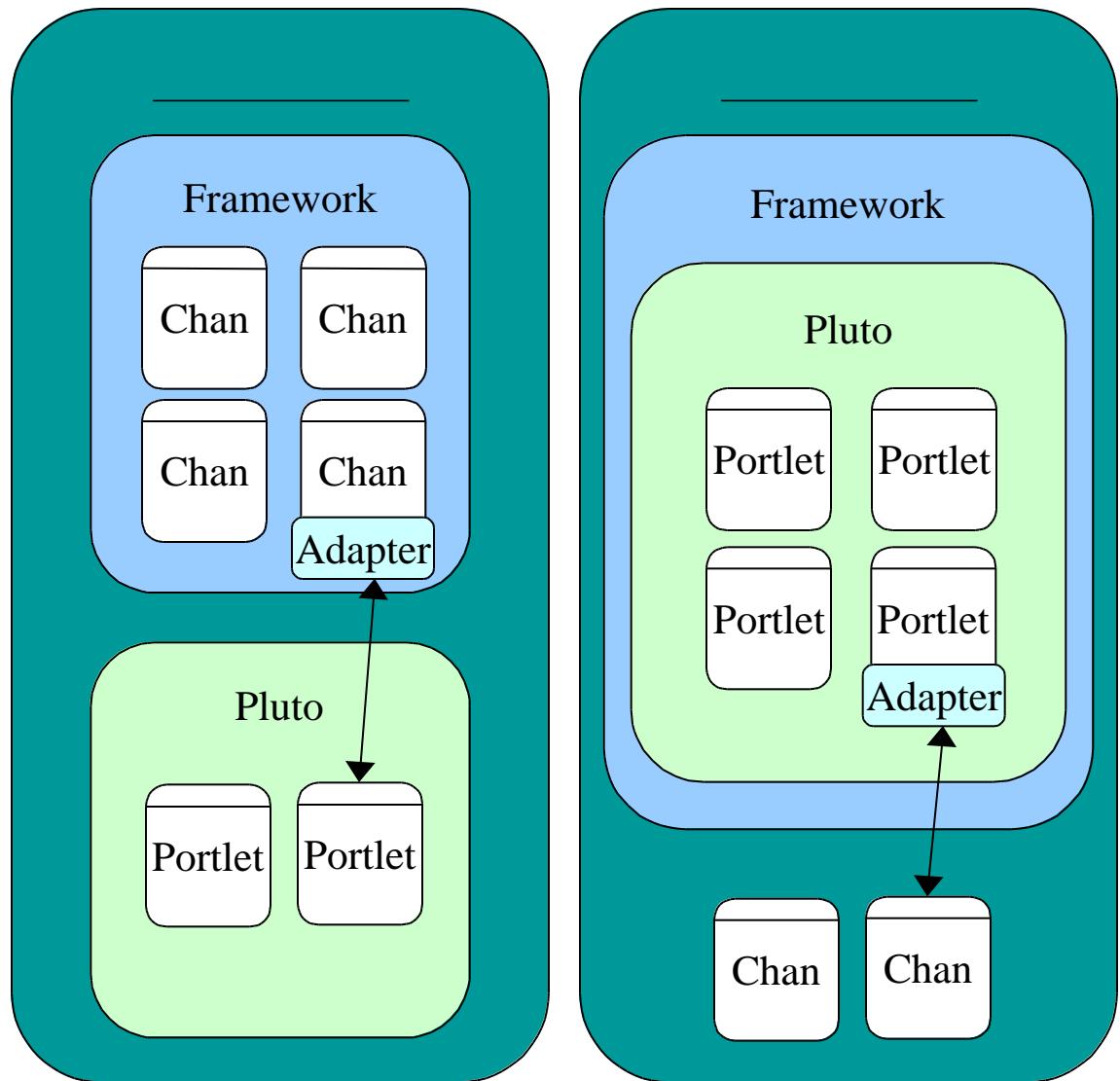
Sakai and uPortal



Sakai

uPortal Portlet Roadmap

- uPortal 2.3
 - Support Portlets (JSR-168) via adapter
- uPortal 3.0
 - Implement Portlet Specification (JSR-168)
 - Support IChannel via adapter



Portal => Application Framework

- Portals are a framework to deploy tools (aka rectangles) and focus on how the user wants to arrange their own “rectangles”
- While Sakai has chosen to use a portal as a component integration technically, the goal is for the tools to work together closely and seem to really be parts of a larger “tool”
- Sakai has a lot of features, (services, presence, notification, etc..) which bridge the gap between portal and application framework

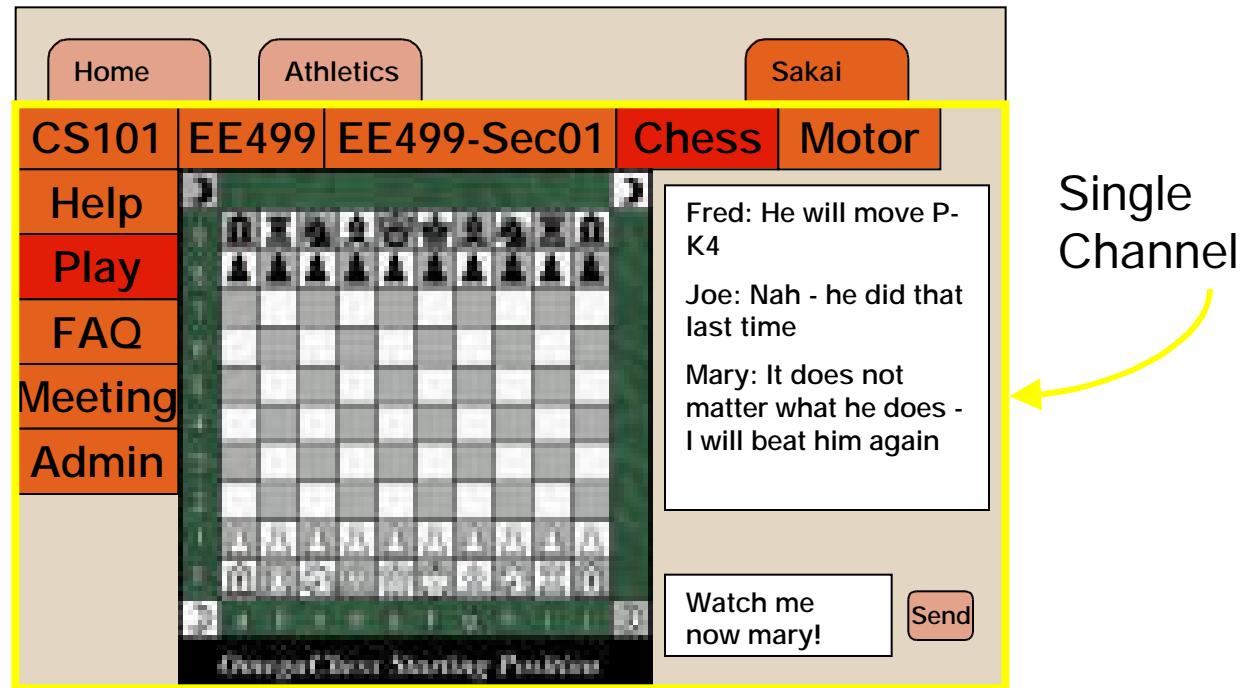


Sakai 1.0 and uPortal

- The embedded version where the entire Sakai tool set appears as a single channel much like the “SuperChannel”. This can be installed in any standard uPortal environment.
- The “injected” version which uses a modified version of uPortal 2.3 with two-level navigation and configuration information coming from Sakai. This is pretty much a stand-alone learning management system using uPortal. The uPortal theme and structure will be altered to precisely display the hierarchical navigation needed by Sakai.

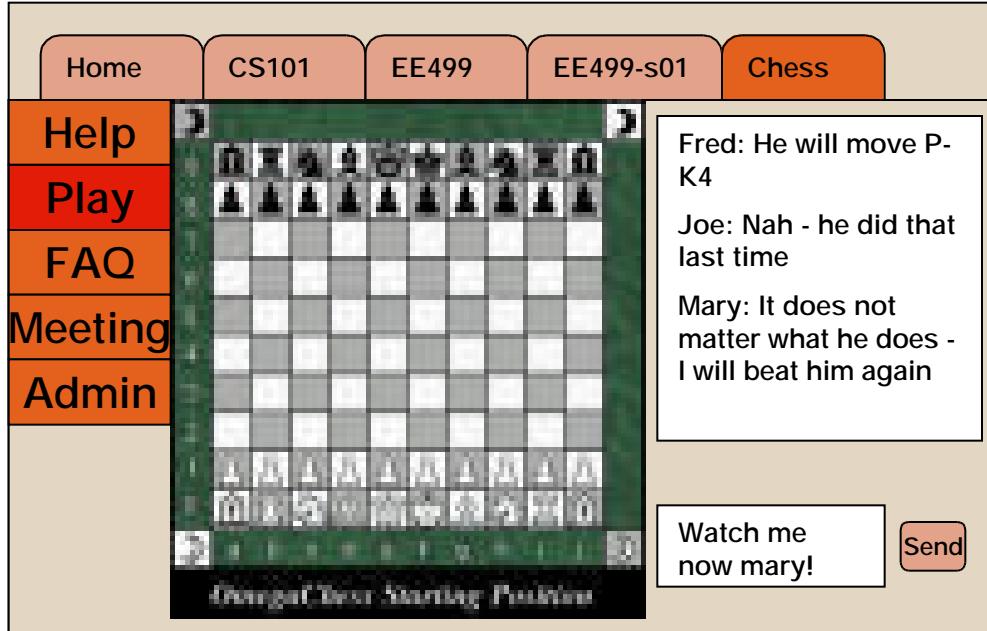


Sakai 1.0: Embedded Version (uPortal 2.3)



Sakai

Sakai 1.0: Injected Version (uPortal 2.3)



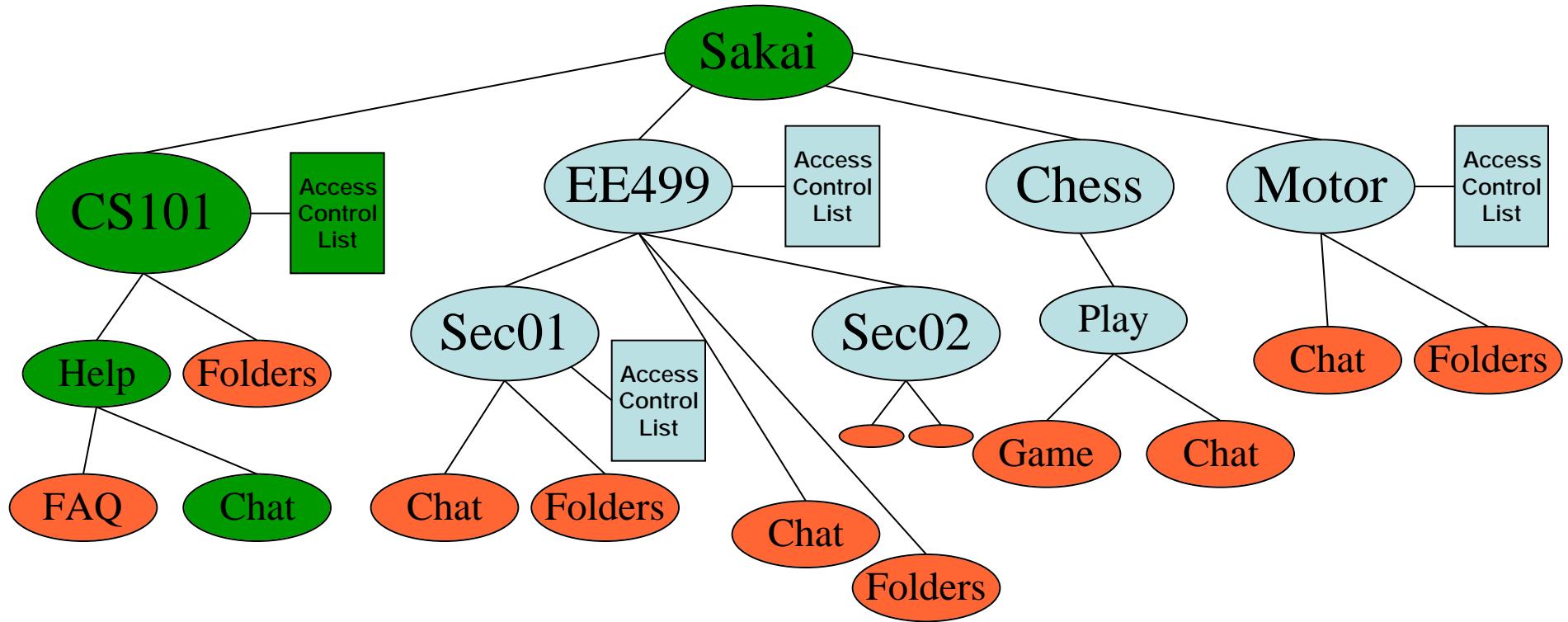
Sakai

Sakai 2.0 and uPortal

- The integrated version where Sakai tools simply are part of the set of channels which can be added to any uPortal environment. By placing a Sakai tool anywhere within the navigation hierarchy of uPortal, it becomes a collaborative element at that location.
- This is more complex than it sounds and as such will only work within uPortal and will require some modifications to uPortal that the Sakai effort is undertaking and contributing to the uPortal project.



The Hierarchy Challenge



Portlets/Channels need to know “where” they fit for inherited access control and to know the “context” in which they operate - “I am the Chat for CS101”. There are fragment administration issues. This is not specified in the JSR-168 spec. SuperChannel and Sakai Embedded are solutions which hide the hierarchy from the portal - but this is less than ideal because it would be nice to drop a context-sensitive “chat” tool anywhere in the portal.

Sakai 2.0: Integrated

The image displays two side-by-side screenshots of the Sakai 2.0 interface, illustrating the integration of various features.

Left Screenshot: This screenshot shows a standard Sakai navigation bar at the top with links for MyPage, Athletics, Events, and Courses. On the left, there is a sidebar menu with the following items:

- + CS101
- + EE499
- + Main
- Sec01
- Help
- Chat**
- FAQ
- Meeting
- + Sec02
- + Chess
- + Motor

The main content area contains a conversation between Fred, Joe, and Mary:

- Fred: He will move P-K4
- Joe: Nah - he did that last time
- Mary: It does not matter what he does - I will beat him again
- Joe: What if he pulls his goalie?

Below the conversation is a text input field containing "Watch me now mary!" with a "Send" button.

Right Screenshot: This screenshot shows a similar Sakai navigation bar at the top. The main content area has a red header bar with the text "EE499 -> Sec01" and two buttons: "New Course ▼" and "New Section ▼". To the left of the main content is a vertical sidebar with the following items:

- Help
- Chat**
- FAQ
- Meeting
- Admin

The main content area contains the same conversation between Fred, Joe, and Mary. Below the conversation is a text input field containing "Watch me now mary!" with a "Send" button.

Locking and Persistence in Sakai



The Case for Optimistic Locking

- This covers the “across multiple web transaction” lock issues (i.e. where locks need to last for multiple minutes)
- Three alternatives
 - No locking - last write wins - no checking or notification
 - Pessimistic locking - As user begins to edit data, a lock is taken blocking any other write access
 - Optimistic locking - Data is versioned - it is possible to detect if the user is trying to modify out-of-date data



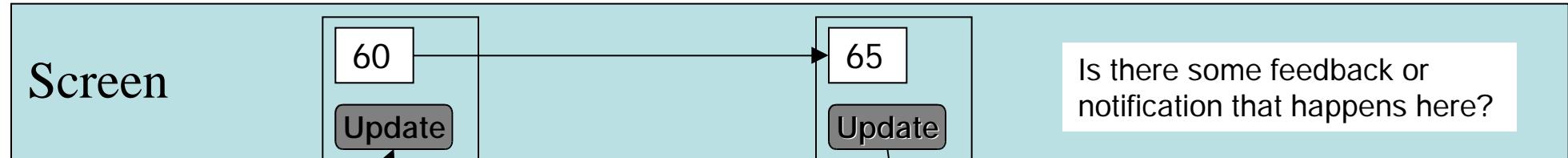
The Case For Locking

- Imagine a situation where there is a field called “total-points” regarding a student’s overall grade.
- A student does two extra credit assignments, one worth 5 extra points and the other worth 10 points, and drops the first off at the instructor and the second off at the teaching assistant.
- The instructor brings up the “update points” screen currently showing 60 points, but before they finish, the phone rings.
- While the instructor is on the phone, the GSI brings up the same screen, sees 60 points, updates it to 70 points, and presses save.
- The instructor gets off the phone, changes the 60 to 65 on their screen and presses “save” - what happens.

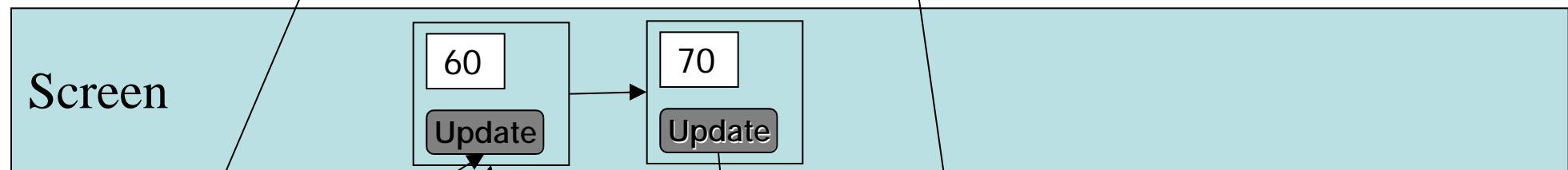


The Scenario

Instructor wants to add 5 points



Assistant wants to add 10 points



Score: 60

What does the GUI look like here? Is the assistant blocked? Is the assistant notified in any way?

Score: 70

Score: ??

Time ->



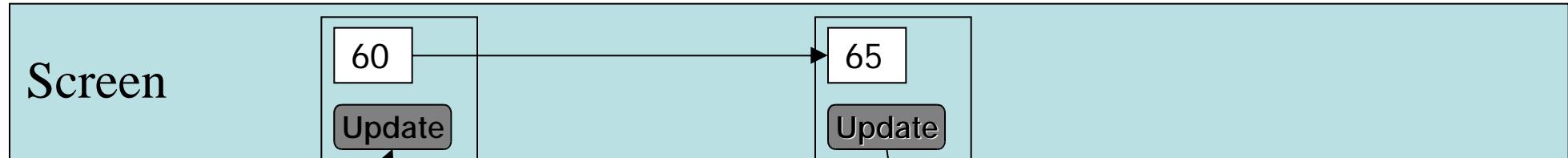
What happens - Update Points

- In no locking, the student ends up with 65 points and no one has a clue what happened. Both the assistant and instructor can rightfully claim that they added points. Because the student is pre-med, the situation turns into a nasty lawsuit.
- In pessimistic locking, the assistant cannot even bring up the screen to update points until the instructor is done. After 45 minutes, the GSI finally gives up and vows to get back to this later.
- In optimistic locking, the assistant is allowed to continue, but the instructor is notified that while they were “out” the point value was changed, and the tool shows the instructor the new point value and allows the instructor to add the 5 points properly so that the student correctly gets 75 points.

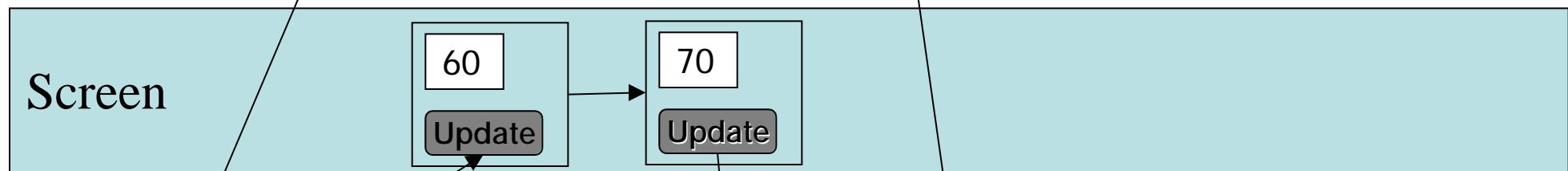


No Lock

Instructor wants to add 5 points



Assistant wants to add 10 points



Score: 60

Score: 70

Score: 65

Oops - Assistant's changes
lost forever

Time ->



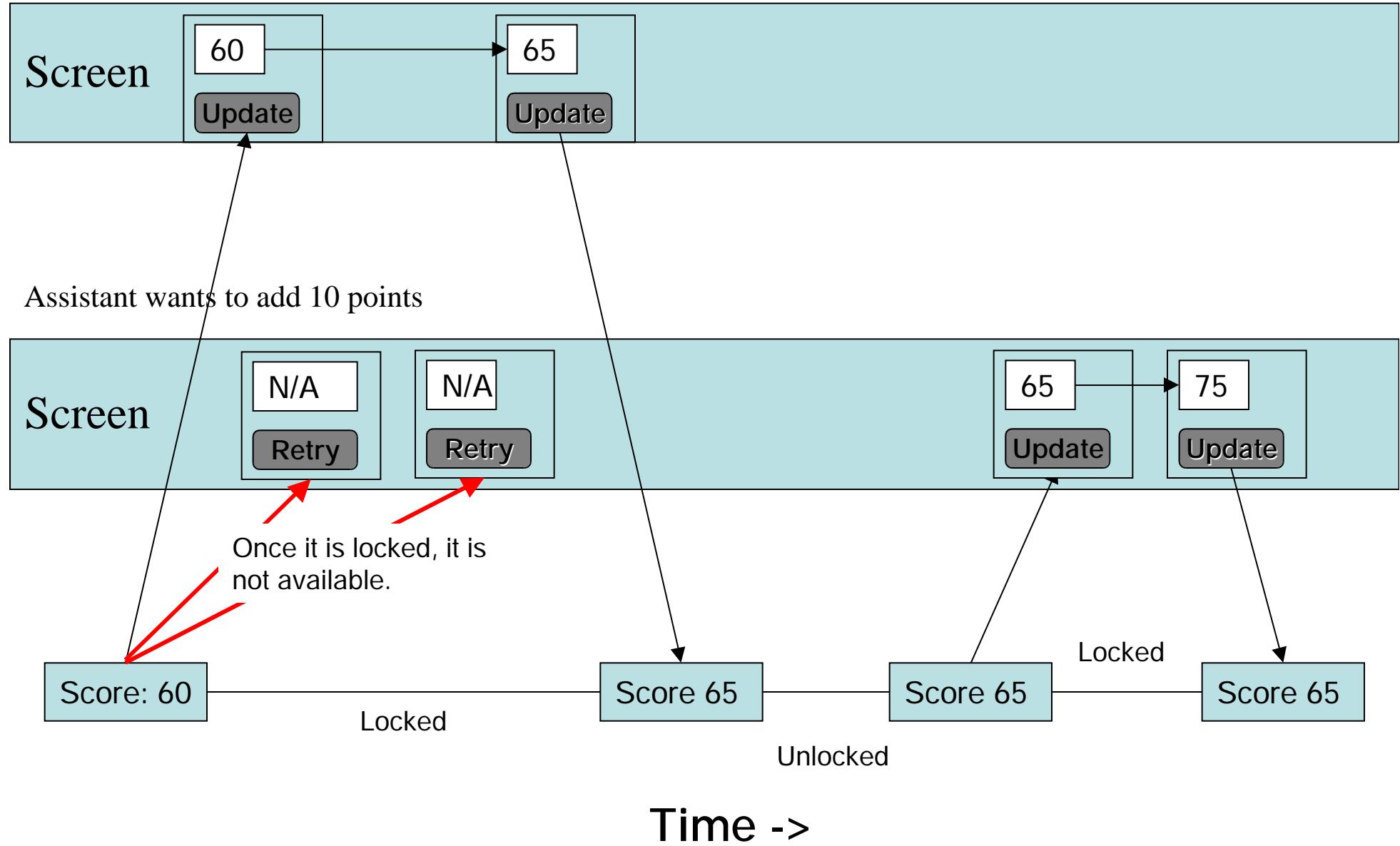
Problems with “No locking”

- Some tools can tolerate “no locking”
- Many assume no-locking is the nature of web
- However there are many aspects of an LMS that need to be treated as “Enterprise tools”.
- As the Sakai/APIs become useful outside pure LMS applications, real locking will be absolutely necessary



Pessimistic

Instructor wants to add 5 points



Problems with Pessimistic Locking

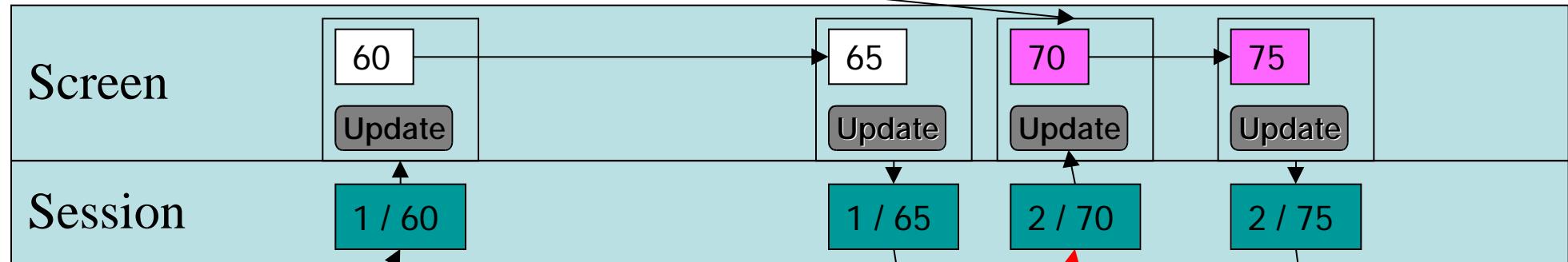
- Can involve database resources - limits scalability
- Work well (and necessary) “within” a single web transaction
- Difficult to make reliable in web environment
 - Users can “get lock” and then navigate away - unless code is very careful, lock sits around blocking access until user logs out
 - If pessimistic locks time out (say 60 seconds), then code must deal with “lost lock” when trying to update information.



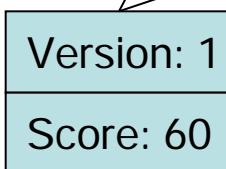
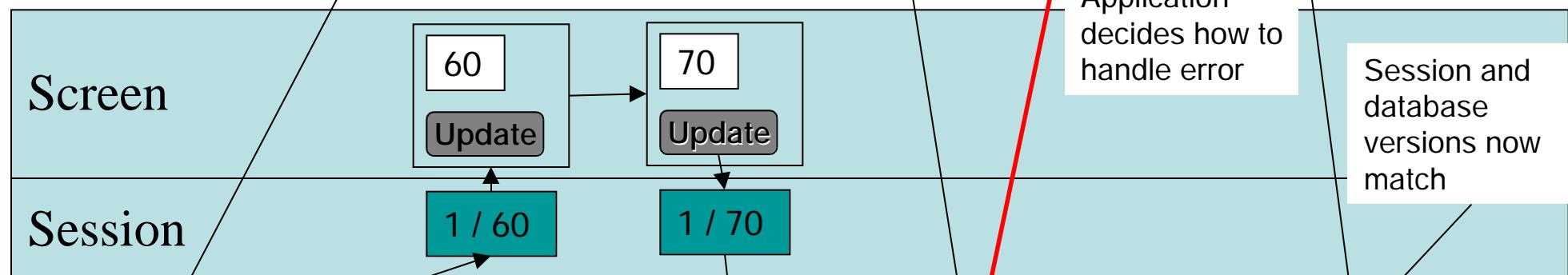
Optimistic

Instructor wants to add 5 points

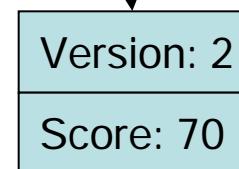
New information displayed to user with notification that something has changed during editing.



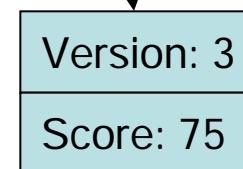
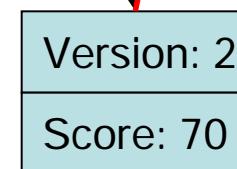
Assistant wants to add 10 points



Session and database versions match (both are version 1) so record is updated.



Bad-version error sent to application



Time ->

Advantages of Optimistic Locking

- Models the web and web-services environment quite naturally
- “Taking a lock” is free and does not block access to resources
- When an entity is finally updated, code must check for and handle “invalid data” exception while updating the object in the database.
- Each tool and/or service can make independent choices as to whether or not to use optimistic locking and what to do when the framework indicates a problem.



Low-level DB Details

- Typically, a column is added to the table which contains the “last-modified” time or perhaps an automatically incrementing integer.
- When data is retrieved, this “version” is retrieved and kept.
- When the application updates the data, the in-memory “version” is compared to the in-database version and the data is only updated if the version matches.
- If the data has been updated, the update request fails. The application can re-retrieve the data (getting the most recent data and version) and then perform the update based on its own business rules

```
update tPerson
set eMail = new@bbn.com,
dVersion = DATE_NOW
where iPersonKey = 12345 and
dVersion = Date('01/01/2004 14:45.0645')
```

API Impacts of Optimistic Locking

Option 1:

```
Agent a = retrieveByName( "Joe" );
String d = a.getDisplayName();

Retain reference to a (may not
    be serializable)
Put up screen to modify display name

a.setDisplayName(newName);

// Update, ignoring version
a.updateWriteThrough();

// Update checking version
try { a.update(); }
catch (out-of-date) { ... }
```

Option 2:

```
Agent a = retrieveByName( "Joe" );
String d = a.getDisplayName();
Version v = a.getVersion();

Retain reference to v (Version is
    Serializable)
Put up screen to modify display name

// Re-retrieve
Agent a = retrieveByName( "Joe" );
a.setDisplayName(newName);

// Update checking version
try { a.update(v); }
catch (out-of-date) { ... }
```

API Details

```
// New Methods in Agent

public interface Agent
{
    Version getVersion();

    // Update, using the current
    // version in this object
    void update() throws
        general-failure, out-of-date;

    // Update, using the specified
    // version to check against
    // the database version
    void update(Version vers) throws
        general-failure, out-of-date;
```

```
// Update ignoring the internal
// and database version
void updateWriteThrough() throws
    general-failure;
}

// Note Version is Serializable
```

Looking at the Beta



Sakai

Beta Release - 6/21/2004

- Overall install README
 - <http://cvs.sakaiproject.org/release/1.0.b1/>
 - Now one page
 - Includes instructions to download and install including pre-requisites
 - Developer instructions for Eclipse and CVS
- Public CVS Server for the Sakai Project
 - <http://cvs.sakaiproject.org/cgi-bin/cvsweb.cgi/>
 - Components are still being moved



Sakai

Logout

Administration Workspace Sakai -more-

Sakai : Chat

Home Schedule Announcements Resources Discussion Assignments Drop Box Chat Email Archive News WebContent

Users present:
Sakai Administrator

Chat

Hide Date Hide Time Show Past 3 Days Options... Permissions...

Please note: All chat messages are archived and can be read by any site participant.

Sakai Administrator (Jun 22, 2004 8:49 am): Hey - looks like the Beta is working.

Users in Chat

Sakai Adminis

Send Clear

This screenshot shows the Sakai uPortal 2.3 interface. The left sidebar contains links for Home, Schedule, Announcements, Resources, Discussion, Assignments, Drop Box, Chat, Email Archive, News, and WebContent. Below this, it lists 'Users present:' followed by 'Sakai Administrator'. The main content area is titled 'Sakai : Chat' and contains a 'Chat' window. The window has buttons for Hide Date, Hide Time, Show Past 3 Days, Options..., and Permissions... at the top. A note below says 'Please note: All chat messages are archived and can be read by any site participant.' A message from 'Sakai Administrator' is displayed: 'Hey - looks like the Beta is working.' To the right of the message, it says 'Users in Chat' and 'Sakai Adminis'. At the bottom of the chat window is a text input field and two buttons: 'Send' and 'Clear'.

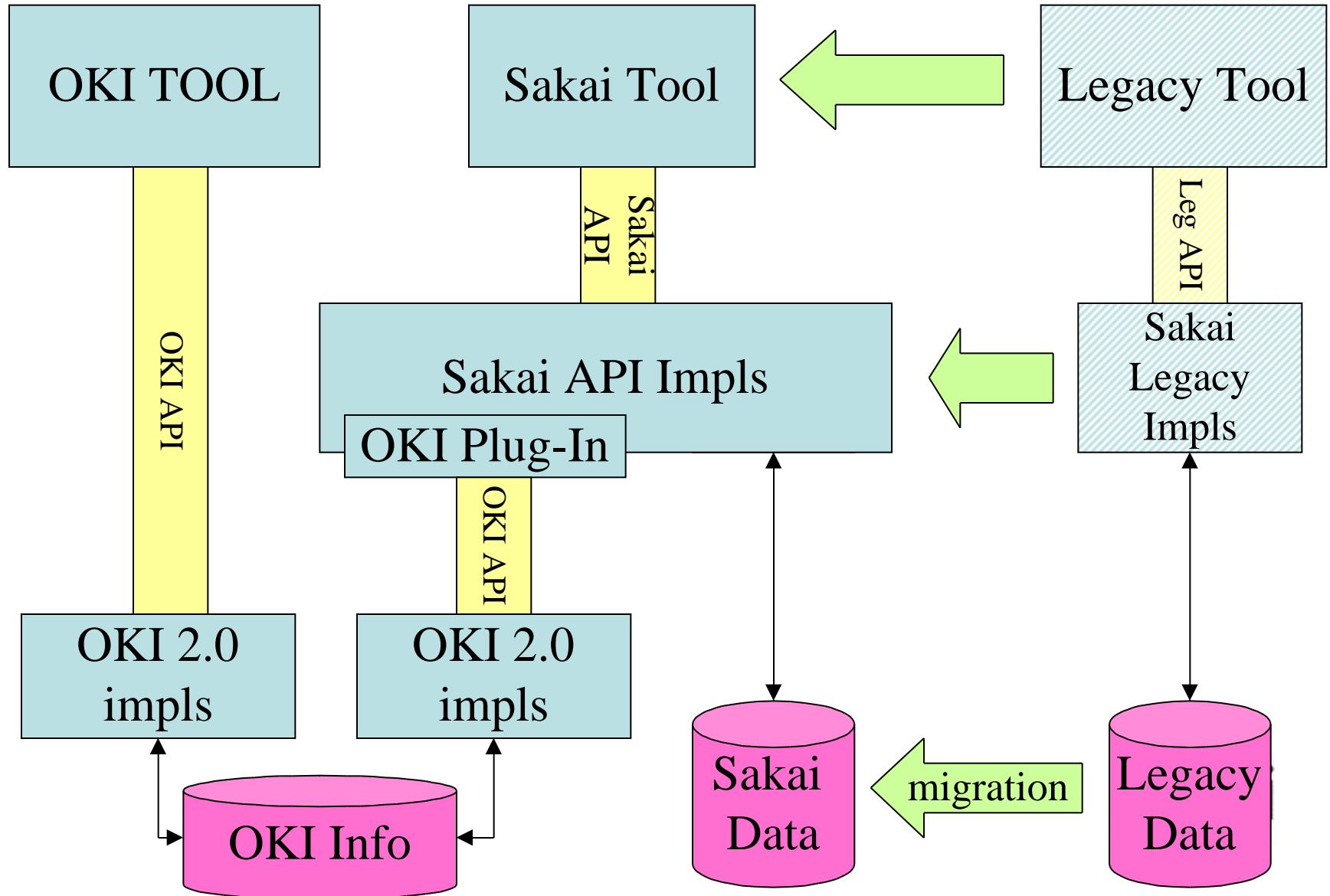
Sakai Beta Tools

Admin: Alias Editor (chefAliases)
Admin: Archive Tool (chefArchive)
Admin: Memory / Cache Tool
(chefMemory)
Admin: On-Line (chefPresence)
Admin: Realms Editor (chefRealms)
Admin: Sites Editor (chefSites)
Admin: User Editor (chefUsers)
Announcements (chefAnnouncements)
Assignments (chefAssignment)
C. R. U. D. (sakaiCrud)
Chat Room (chefChat)
Discussion (chefDiscussion)
Discussion (chefThreadedDiscussion)
Dissertation Checklist (chefDissertation)
Dissertation Upload
(chefDissertationUpload)
Drop Box (chefDropbox)
Email Archive (chefMailbox)

Help (chefContactSupport)
Membership (chefMembership)
Message Of The Day (chefMotd)
My Profile Editor (chefSingleUser)
News (chefNews)
Preferences (chefNotiPrefs)
Recent Announcements
(chefSynopticAnnouncement)
Recent Chat Messages (chefSynopticChat)
Recent Discussion Items
(chefSynopticDiscussion)
Resources (chefResources)
Sample (sakaiModule)
Schedule (chefSchedule)
Site Browser (chefSiteBrowser)
Site Info (chefSiteInfo)
Web Content (chefIframe)
Worksite Setup (chefSiteSetup)
WebDAV



The Sakai Framework



What's There in Beta

- Legacy tools - 30+ tools
- Legacy APIs/Implementations - complete
- Sakai tools - 2
- Sakai APIs
 - Common, shared, framework
 - Resource, ID, Type, Agent, AUTHN
- Sakai API Implementation
 - Limited
- OKI Implementations
 - None



Release 1.0 (7/15)

- Clean up, test, tighten up
- Work on Sakai AUTHZ API with a basic implementation **



AUTHZ

Users and Groups
implementation
from Columbia/
uPortal

Existing
AUTHZ
implementations

Sakai Tool

Sakai
API

“Can the current user
delete file xyz?”

Sakai AUTHZ Implementation

OKI Plug-In

OKI API

OKI Plug-In

OKI API

OSID MIT
Roles DB

OSID MIT
Registrar

Sakai
Data

Sakai

Work Plan Once 1.0 is Released

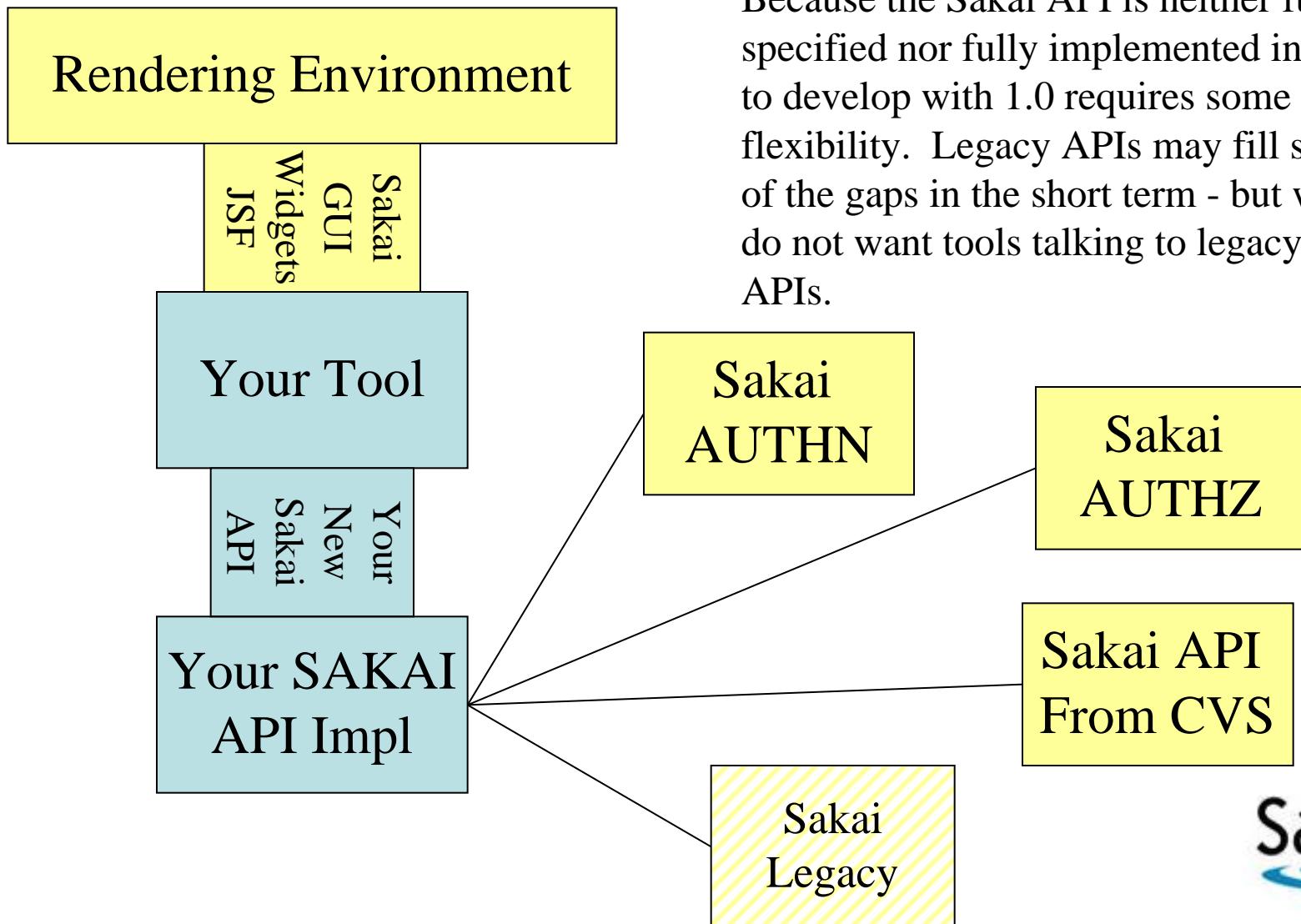


Adopter/Developer To Do List

- Read and understand the OKI OSID documents - the Sakai API is based on these documents
- Begin working on OSID implementations for your enterprise integration - start with AUTHN and AUTHZ - make sure to use the SEPP to announce your plans so as not to overlap
- Take the Beta and install it as your test/demo system - familiarize yourself with the code layout, deployment issues, etc
- Get set up to build from CVS - Eclipse



Building Your Tool in 1.0



Sakai

Other Activities

- Participate in the SEPP Discussion Groups
 - Architecture
 - Tool Requirements
 - New Tool Exploration
- Attend teleconferences
- Contact SEPP Staff when you need an answer
- Let people know what you are doing in the Discussion groups - don't work in the dark - you will be surprised later



Core Team High Priorities

- Build out the Sakai API
- Build out the Sakai API implementations including support for the OKI plug-ins
 - AUTHN and AUTHZ
- Change legacy AUTHN and AUTHZ into covers
- Write OKI 2.0 plug-ins - some adapted from Samigo OKI 1.0 work
- Integrate Samigo - phased approach providing light integration quickly with more detailed integration to follow.



Project Culture

- Consensus decision making - hopefully the right answer will prevail through open discussion
 - The focus of the discussion in the core technical team will change over time - we don't discuss everything all at the same time
 - My role is to listen and integrate - I am always focused on the current “hot topic”
- Board is the “court of last resort” - we all know that if we cannot reach agreement - the board can help us
- At the end of the day we must deliver software - we can't talk forever - we will make pragmatic decisions to move forward toward our goals



Advanced Sakai



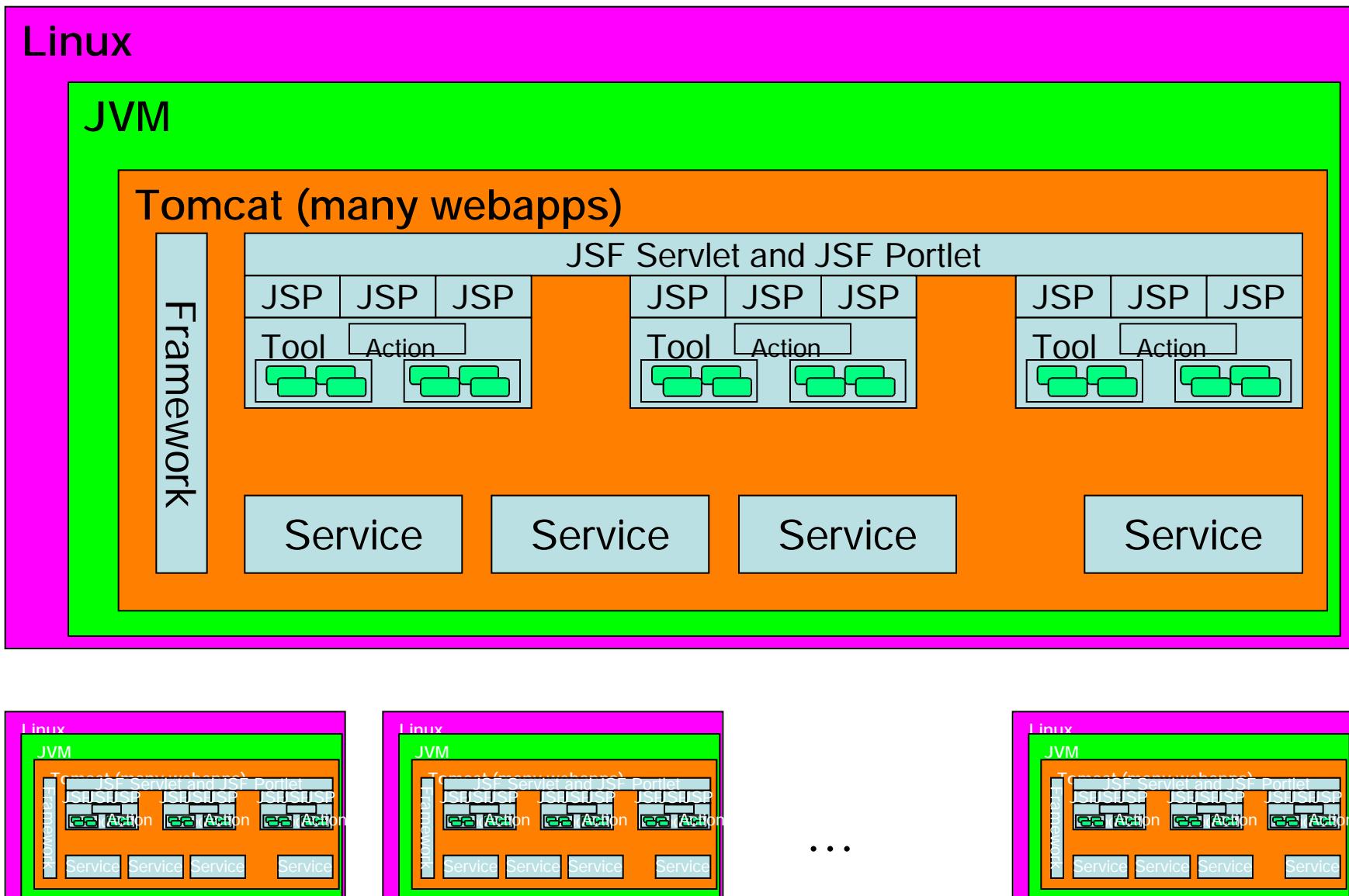
Sakai

Sakai Framework Possibilities

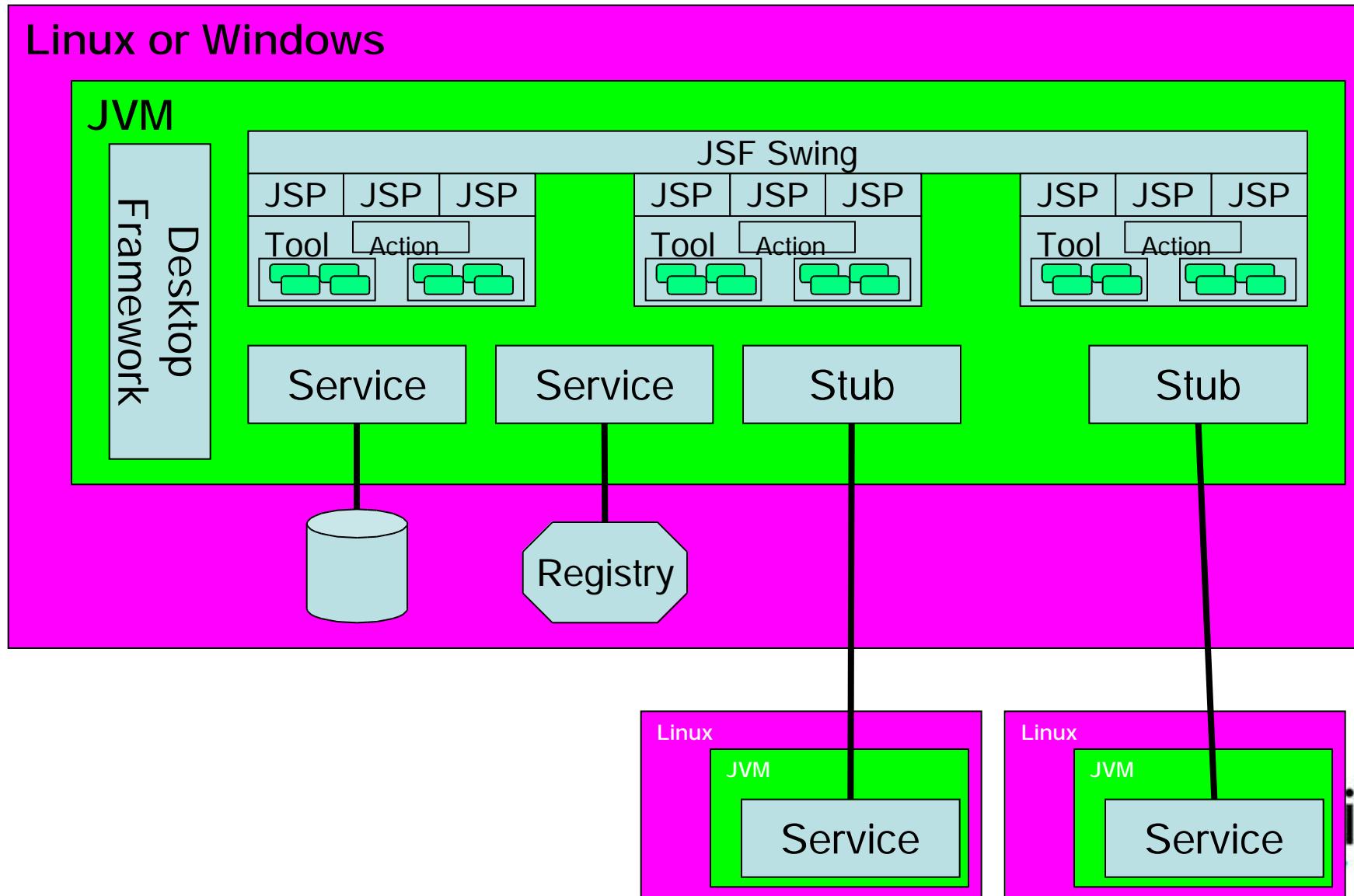
- Web server / Browser
 - This is what we are committed to do in 2 years
- Replacing JSP with XML
- Swing desktop
- Web Services - everywhere



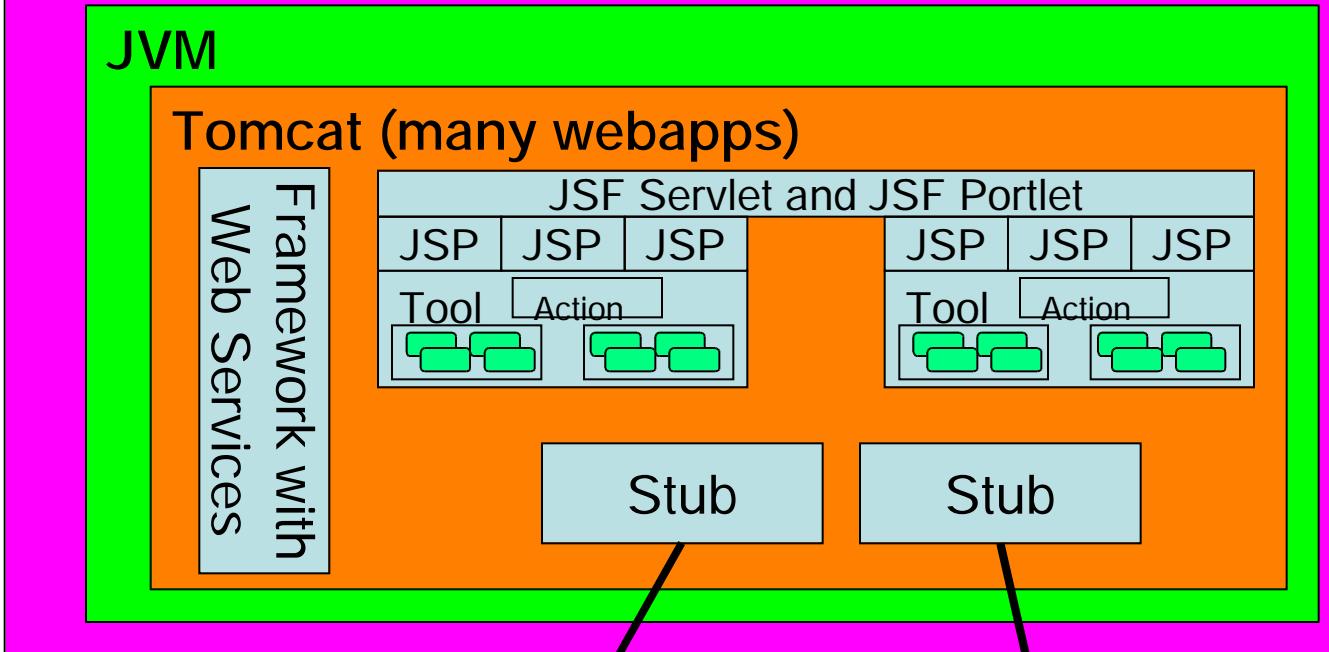
Plan A - Clusters of JVM's JSF implementations from SUN.



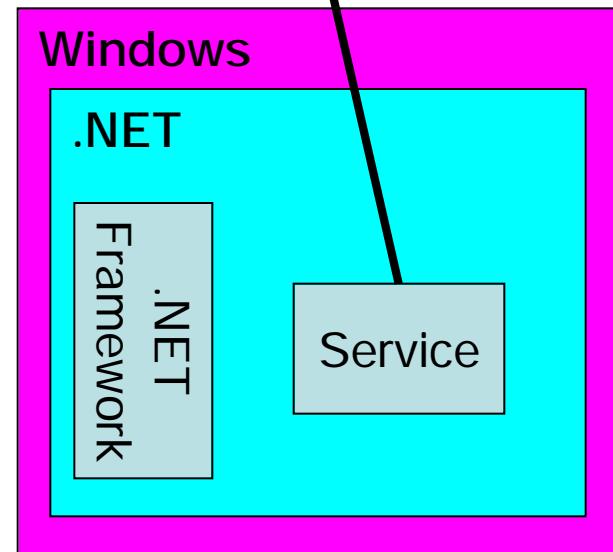
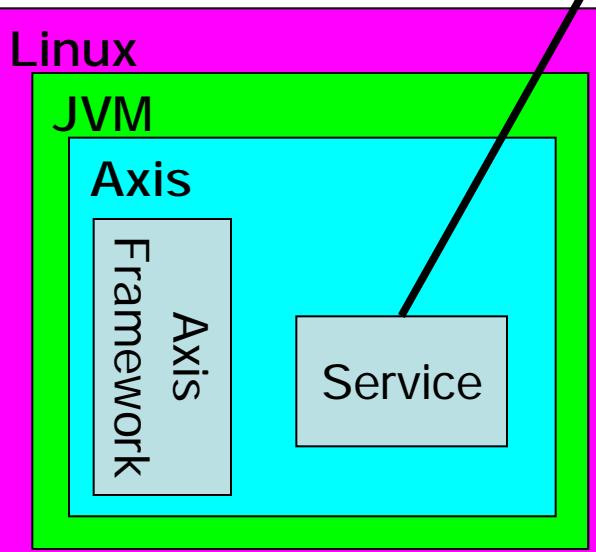
What if SUN provided a SWING JSF Render capability
and we hand-build desktop versions of services or
hand-build stubs which used ROMI or Web Services?



Linux

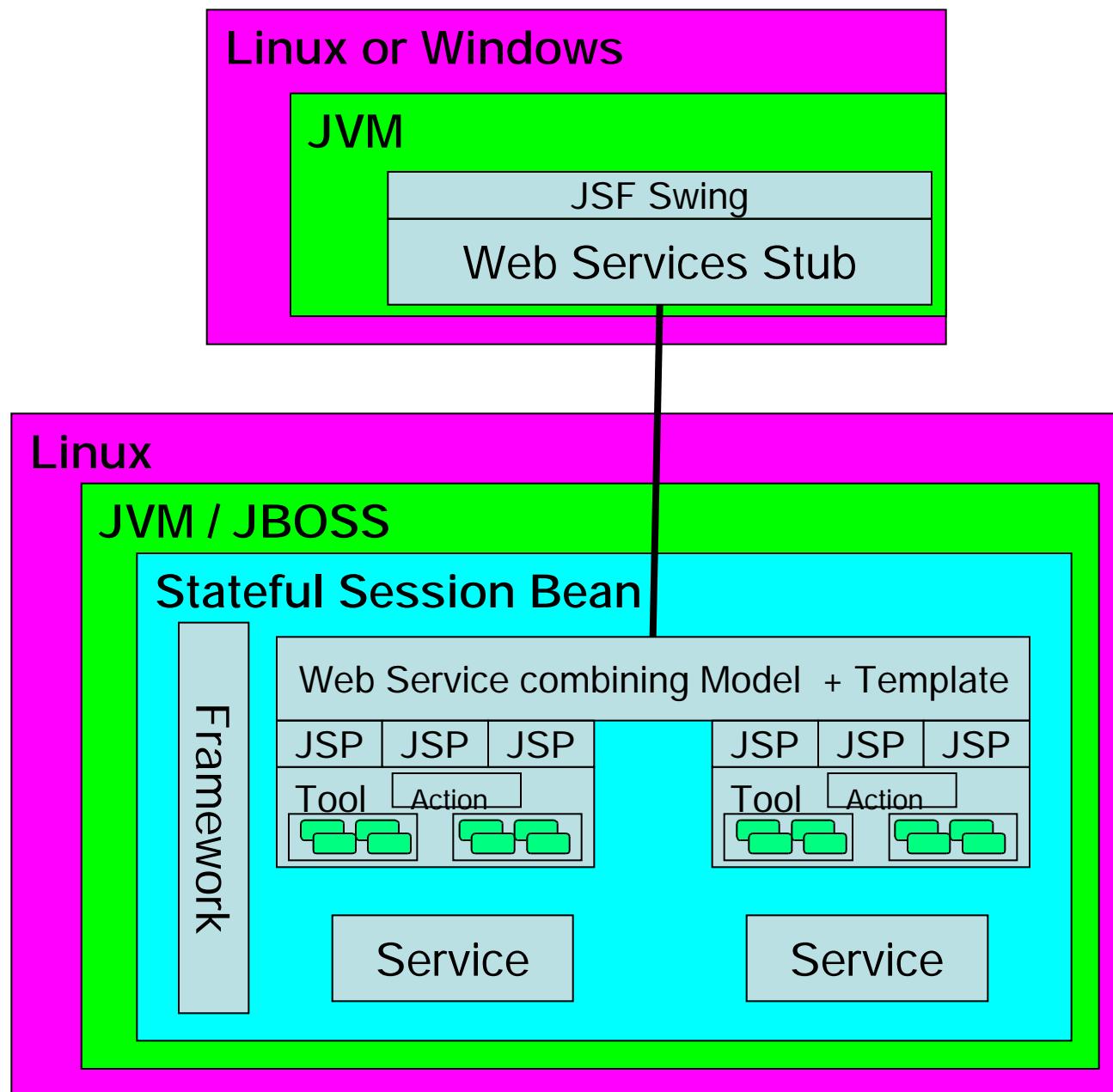


What if we built a version of the framework that examined an interface using reflection and dynamically built a proxy, generated WSDL, and just made web service happen pretty much transparently other than declaring where services were to run in configuration...



Hopefully there will be a mechanism for secure web services, or perhaps we could simply use two-way SSL certificate exchange to force transport security...

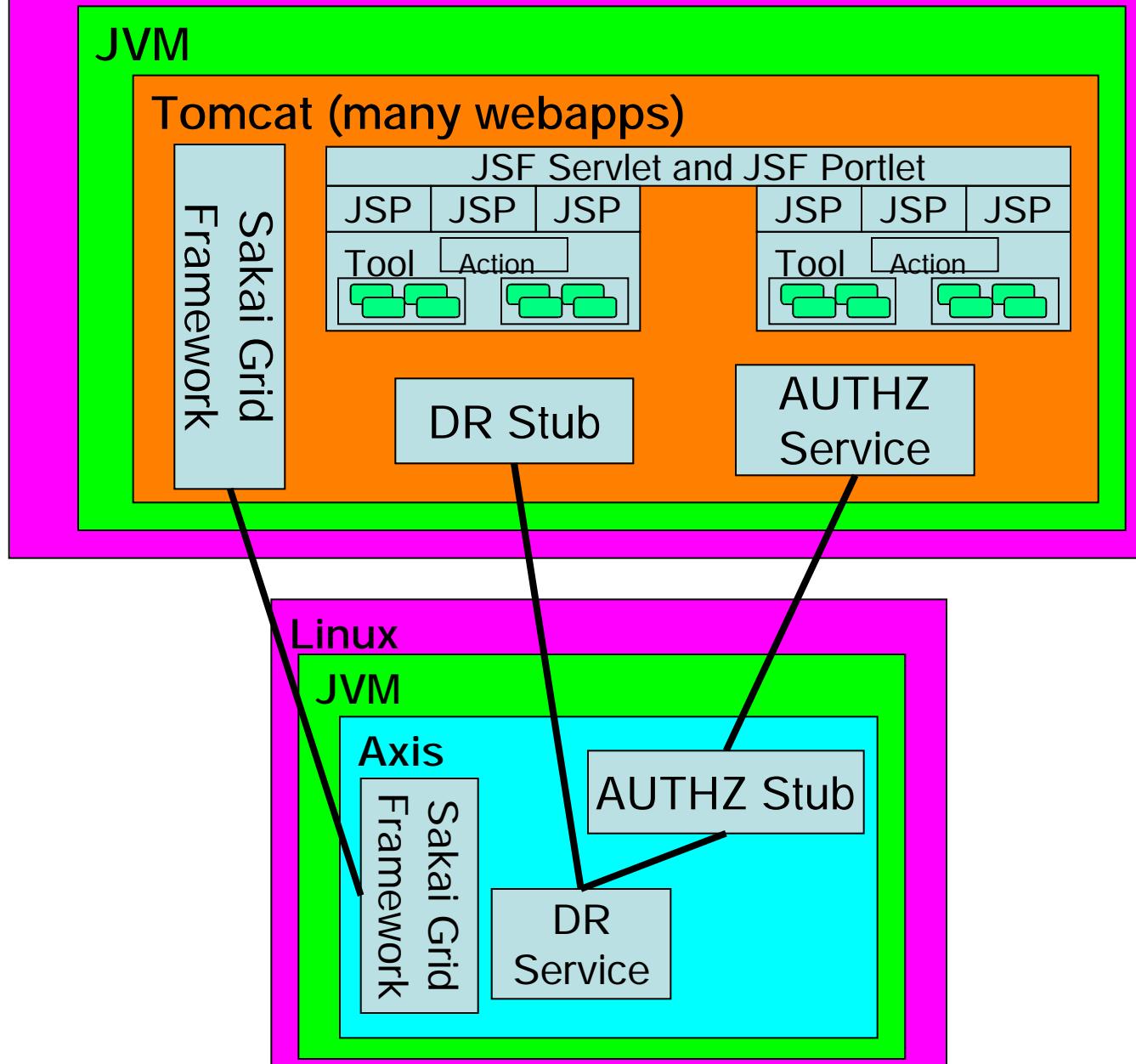




What if instead of rendering using JSF, we simply created a EJB statefull session bean, and sent the JSF template (XML) plus the needed view bean values (XML) across web services where they were rendered on some remote system.



Linux



What if the frameworks were highly coordinated and in addition to dynamically generating stubs and placing web services, provided standardized mechanism for moving identity securely across web services, and the frameworks could perform dependency injection automatically when one service had a dependency on a service running on another server...

Hmmm. Sounds like the Grid.



Why not just start with Web Services?

- Our APIs and services are not cooked until we are done with this project - we may have to do major re-factoring as our code base grows and problems are identified
- Secure, identity preserving web services at a distance seem to be churning every 6 months.
- We are committed to deliver a full-featured high-performance product in the Java / Web Server / Browser space in two years.
- We don't have time to be the "tip-of-the-spear" on tracking every single web-service technology twitch.
- There are technologies on the horizon that make web services much easier. Perhaps in two years we can just adopt them rather than spending two years developing our own localized web-service hacks.



Why start on Web Services?

- Web services would be great if they were secure in a general fashion
- Web services are great for “point solutions” but are painful as a framework right now
- Short term: Sakai API implementations can use Web Services hidden behind the API (collecting point solutions)
- Web services are changing right now
 - WSRF - Web Services Resource Framework - Think of this as “The Grid Meets .NET”
 - Generic Security Services Application Program Interface (GSS-API) defined in RFC 2853 and JDK 1.4.2
- Service Injection means that it is “Possible” to build a Sakai Web-Services Framework without changing services code.



Summary

- This a journey - we are just at the beginning
- Thank you for your time
- I look forward to working with you all
- I also look forward to how much we will accomplish over the next year together





Sakai Functionality Roadmap

- Indiana University
- MIT
- Stanford University
- University of Michigan
- JA-SIG (uPortal Consortium)
- Open Knowledge Initiative
- The Sakai Educational Partners (SEPP)



Rob Lowden

Tools Team Lead

Rob Lowden
CMS Manager
Indiana University
rlowden@iu.edu

Outline

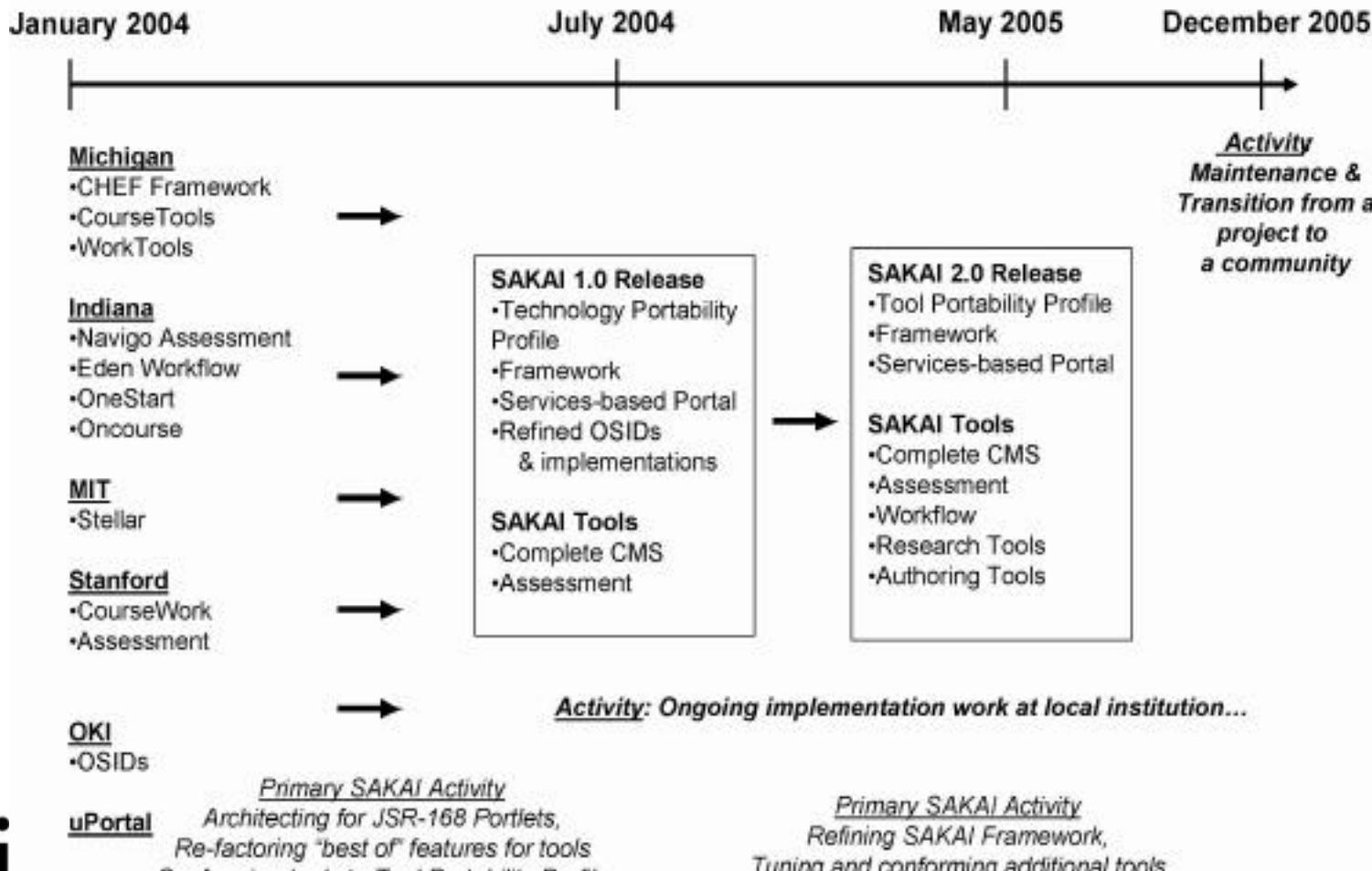
- I. Project Timeline Overview
- II. Tools Team Process
- IV. The Role of SEPP
- V. Next Steps & Summary

Project Timeline Overview

- Sakai Project Collaboration Originally Announced at Educause 2003
- Mellon Grant awarded 15 December 2003
- Ambitious goals with an aggressive timeline
- A complex alignment...

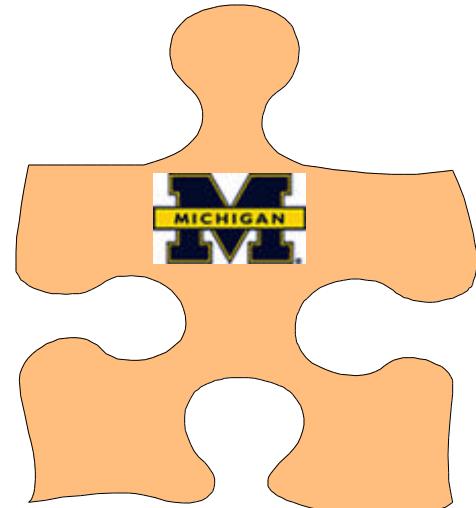
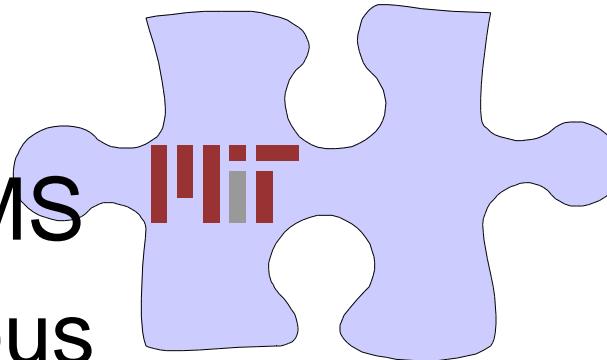
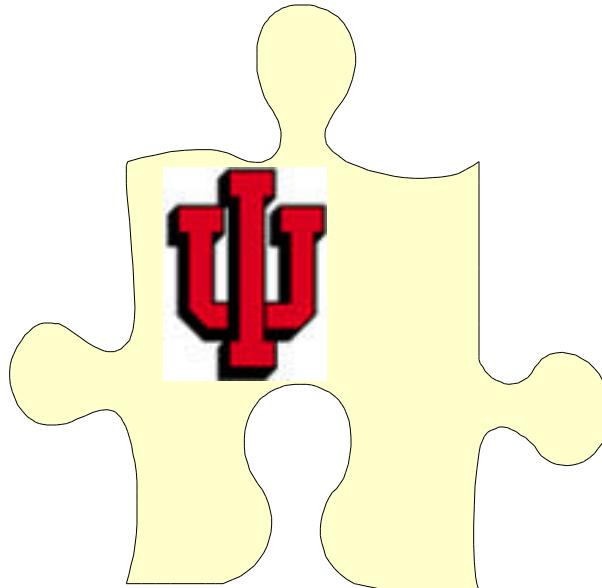
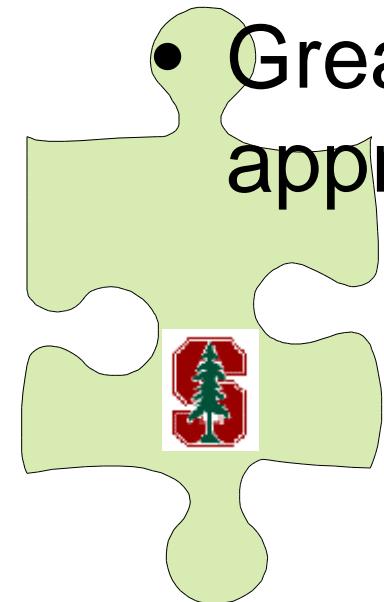


Sakai Project Timeline



Course Management Systems

- 4 different institutions
- 4 different approaches to CMS
- Great success with our various approaches



Sakai

Oncourse @ IU

Fall 2004 IN UITS 1090 V120 UITS DEMONSTRATION COURSE

Welcome Syllabus Schedule Class In Touch Tools



[Create/Edit Schedule](#)

[Reload Page](#) | [Top of Page](#) | [View Schedule List](#)

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jun 27	28	29 Test #1	30	1	2	3
Jul 4	5	6	7	8 Test #2	9	10
Jul 11	12	13	14	15	16	17
Jul 18	19	20	21	22	23	24
Jul 25	26	27	28	29 Test #3	30	31
Aug 1	2	3	4	5	6	7
Aug 8	9	10	11	12 Final Exam		

[Reload Page](#) | [Top of Page](#) | [View Schedule List](#)

CTools @ UMich

The screenshot shows the ANL AAEM/TPM Electronic Notebook interface. At the top, there's a navigation bar with tabs: My Workspace (selected), NEESgrid, and CHEF. Below the navigation bar, the title "ANL AAEM/TPM Electronic Notebook" is displayed. On the left, a sidebar menu includes: Home, Profile, Announcements, Resources, Chat, Lab Notebook (selected), Self-Presence, Experiment, Data Viewer, News, Logout, Customize, and Users Present (listing Sandy Fuge, Ertan Quake, Sue Nami, T. Bill Shaker). The main content area features a video feed of a laboratory setup, a "Remote Controls" panel with links to Console View, Room View, Status Screen, Detector 1, and Detector 2, and a "Conference Sites" panel. A notice at the top right states: "Notice: Some functions are **Disabled** on the Public Site". Below this, the notebook page is titled "ANL AAEM/TPM (Public) Notebook". It contains a header with logos for ANL, LBNL, M2C, ORNL, and NIST, and buttons for Previous Page, Next Page, Add Text, Grab Image, Append, and Upload. At the bottom, experimental data is listed in a table:

Experimental Data from TPM Site	
Data/Image file :	1027533667.jpg
Acc Voltage:	300.00kV
Mag/Cam.Len.:	200kX

Stellar @ MIT

• Homework and Sectioning
Tools for large classes

• Rich course materials / electronic reserves from libraries

• Customizable look and feel

Logout

Join site

9.14 Class Home

cognitive sciences

Course Course 9 Spring 2004 9.14 Homepage

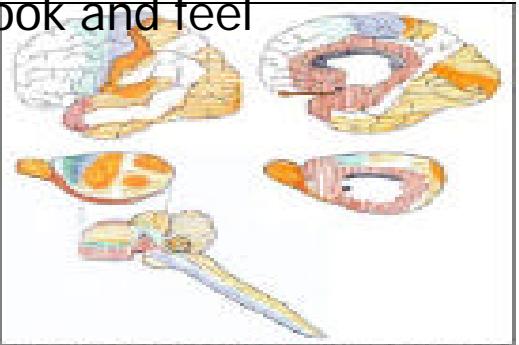
Class Home Materials Schedule Homework Course Staff List Search Help

9.14 Struc & Dev of Mammalian Brain

Spring 2004

This course is no longer active. After the course ends, all information added to the class website (including class materials, homework assignments and submissions, and class lists) becomes read-only for students. On another site, you can import class materials from this site, if desired.

You can still control access to this site. To allow another instructor to import the materials from this website, add them to the Administrators list. To give a student access add them to the Guest list.



Functional subdivisions of mammalian brains

Instructor: Gerald E. Schneider

CourseWork @ Stanford

- Easy-to-use (No training required)

- Supports large lecture courses & language courses (section signup, grading, etc.)

- Easy-to-use (No training required)

Welcome, Charles Kerns.

My Profile | Help | Logout

Z_DEMO 103: Bioinformatics - Databases and Modeling

COURSE MATERIALS

Course Homepage | Admin Course Materials | My Courses > Course Homepage > Course Materials

Sort By: Folder Title File Format Resource Type Date Expand All | Collapse All

Admin Course Materials Print-Friendly Version

Title	File Format	Resource Type	Date Added
View Syllabus (Word)	Microsoft Word	Lecture Notes	12 Sep 2002 10:57 AM

sequencealignment

Title	File Format	Resource Type	Date Added
Clustal W at EMBL	HTML Document	Exercise	14 Nov 2001 9:30 AM

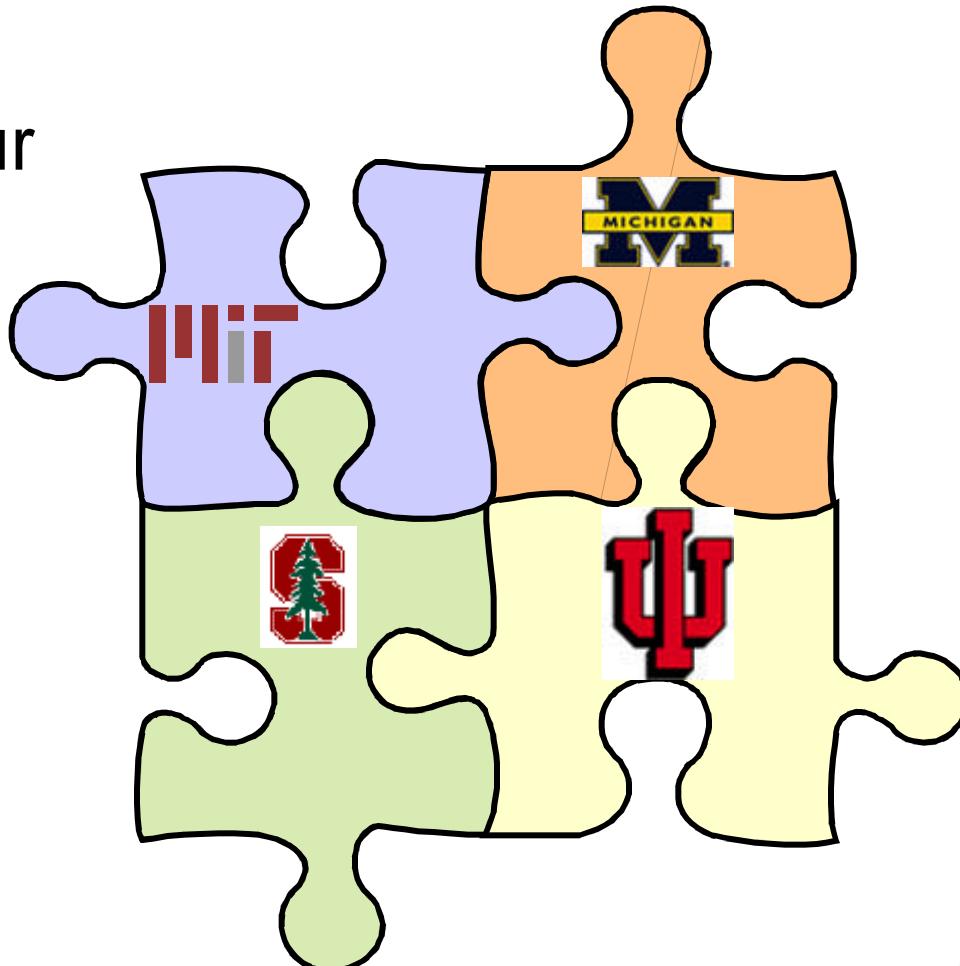
Protein Structure Viewing Software

Links to software that you can use to view protein structures on your desktop computer.

Title	File Format	Resource Type	Date Added
RasMol	HTML Document	Web Resource	7 Nov 2001 11:20 AM
Chime	HTML Document	Web Resource	7 Nov 2001 11:26 AM

Lessons Learned

- Our differences are our greatest strength
- Drawing on our past experiences to benefit our future direction
- Things were going GREAT!!!



Sakai Team



Sakai Team



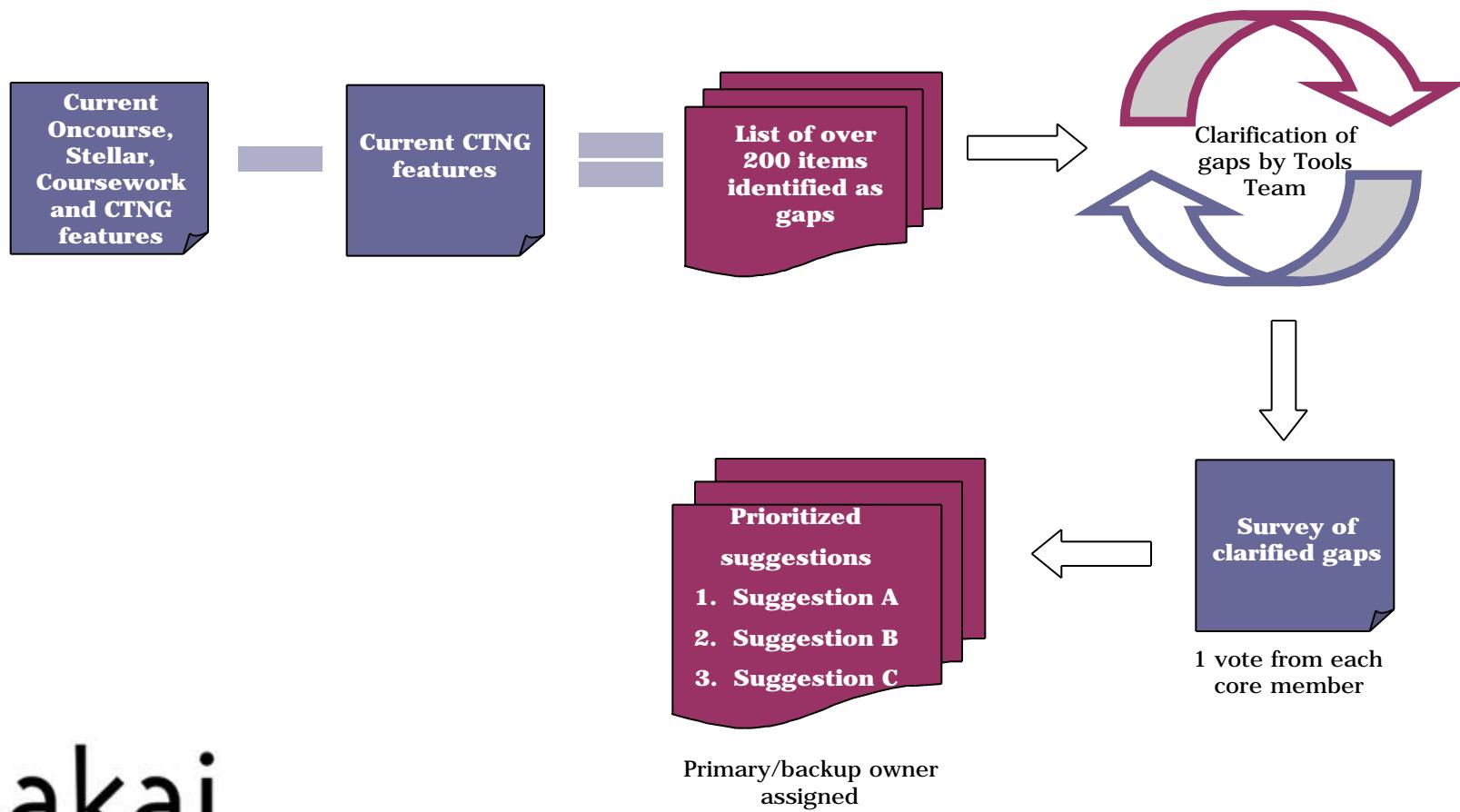
Tools Team Process

- Where did we start and why...
- Identifying gaps...
- Collecting supporting documentation...
- Suggestions gathering process...

Tools Team Gap Analysis

- Identification of gaps
 - Criteria
- Clarifying documentation
 - Unique features
- Prioritization process
 - Let the voting begin...

Gap Analysis



Tools Team Gap Analysis

- Full rich text capability via the browser
- Inline image placement
- Direct audio record
- HTML code view toggle option

The screenshot displays the Sakai Rich Text Editor interface. At the top, there's a toolbar with icons for file operations, a color palette, and other editing tools. Below the toolbar is a "Show/Hide Editor" button. The main area contains two panes: one for "HTML code view" showing the source code for a message, and another for "Text view" showing the rendered text. The rendered text includes a link to the Sakai Project Website and instructions about using red and green colors for assessments. The bottom part of the editor shows a toolbar for font selection, size, and alignment, along with a set of emoticons and a "w/Hide" button. To the right of the editor, there's a vertical sidebar with a map of Indiana and a "Editor" button. The bottom right corner of the slide has the number "17".

HTML code view:

```
<p>Please evaluate the <a href="http://www.sakaiproject.org/">Sakai Project Website</a> and provide your assessment of it's usability.<br /><br />Please use <strong><font color="#ff0000">RED</font></strong> to denote problem areas and <strong><font color="#339999">GREEN</font></strong> to show good design.</p>
```

Text view:

Please evaluate the [Sakai Project Website](http://www.sakaiproject.org/) and provide your assessment of its usability.

Please use **RED** to denote problem areas and **GREEN** to show good design.

Sakai Editor:

w/Hide

Editor

the plain.

Indiana

Tools Team Gap Analysis

- Over 275 original gaps
- 42 prioritized gap items
- Current progress
- November 2004

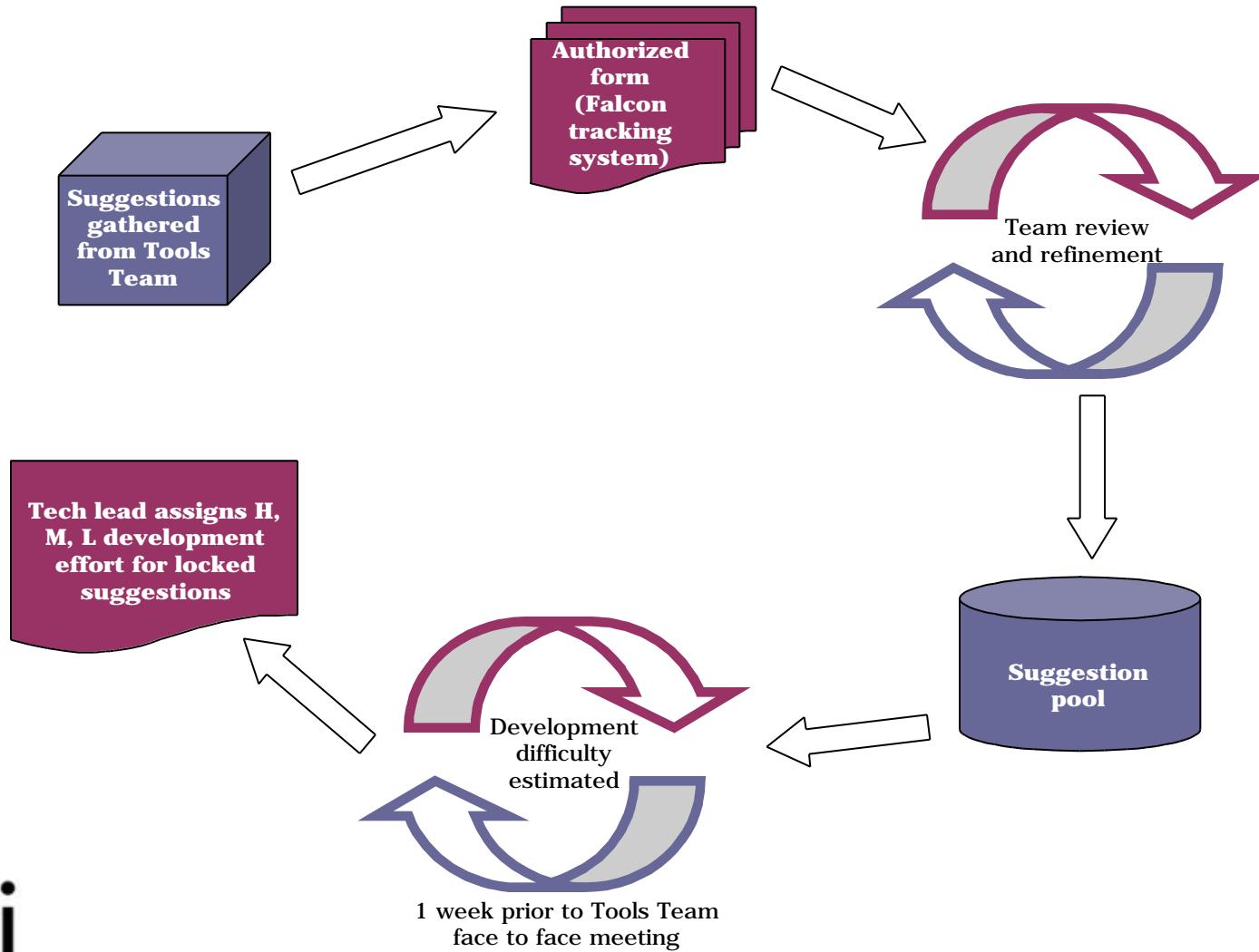
Suggestions Gathering Process

- Overview
 - Detailed 5 step process
 - How does it work
 - Diagram and documentation

Step I - Communication

- Frequency
- Members
- Sources
- Submission of suggestion
- Review and refinement of suggestions

Step I – Communication (1 month iterations)



Suggestion Form



Sakai Suggestion Form

Note: This form should only be used to submit suggestions pertaining to Sakai.

USER INFORMATION	
Username:	dowden
Institution:	Indiana University
E-mail:	<input type="text"/>
SUGGESTION	
Category:	<input type="button" value="Select a Category"/>
Brief Description:	<input type="text"/>
Description:	<input type="text"/>

[SUBMIT FORM](#)

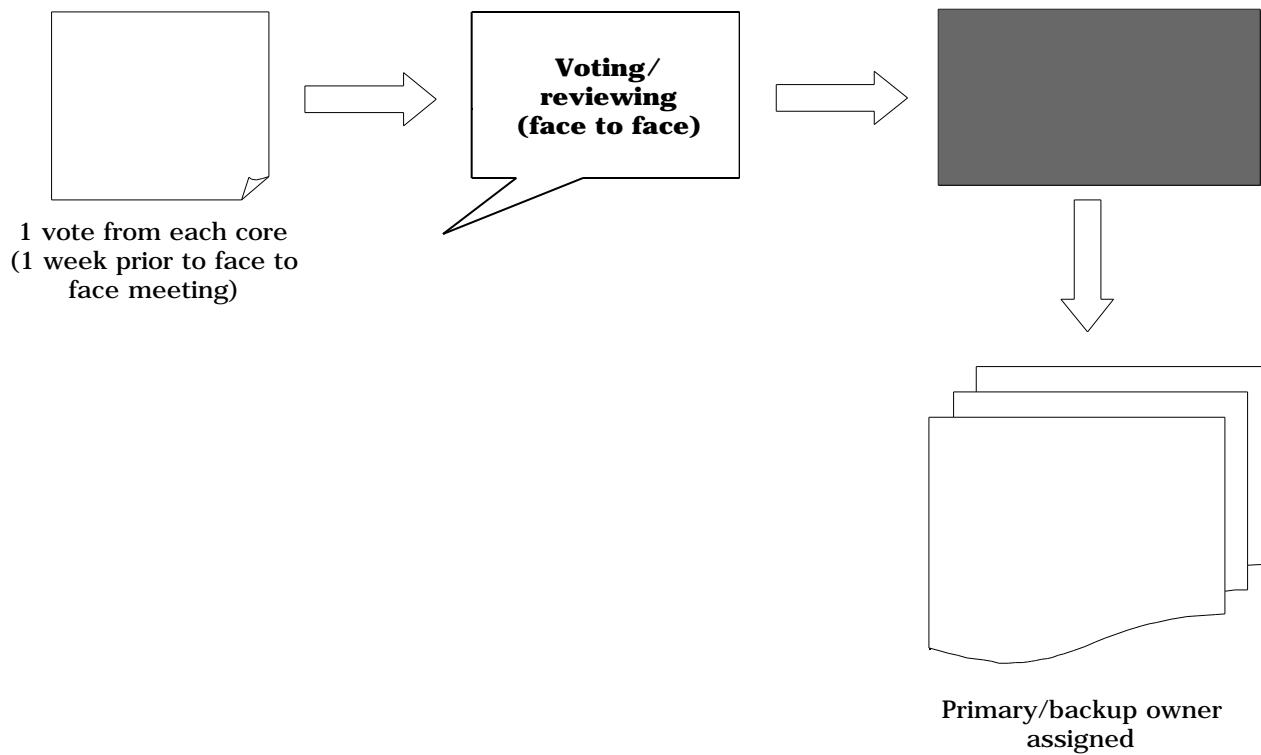
[Close Window](#)



Step II - Prioritization

- Pre-prioritization
- First round of voting
- Iterative list
- Accountability key

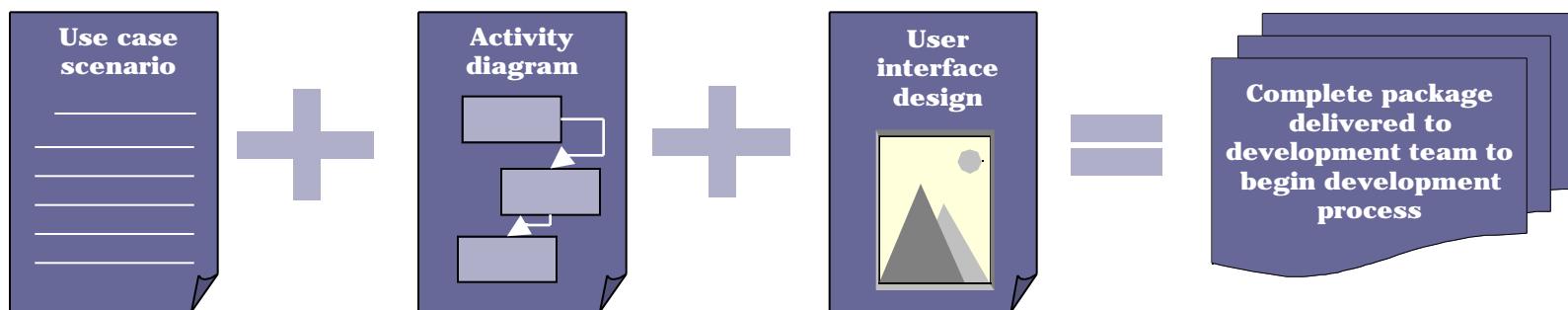
Step II – Prioritization



Step III - Specification

- Primary / Backup
- Standardization / procedure
- Review

Step III – Specification



Step IV - Development

- Development lead
- Two way communication
- Iterative review and signoff

Step IV – Development

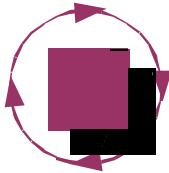
Primary/backup suggestion owners available for:



development clarification



Quality assurance
assistance or guidance



Iterative development
review

Step V - Implementation: signoff

- Style guide
- Testing
- Signoff
- Documentation

Step V – Implementation

- Assurance that all design adheres to style guide
- Creation and completion of all supporting documentation (help, user guide, marketing, etc.)
- Testing as needed
- Final signoff by primary/backup suggestion owner
 - meets functional/non-functional specs

Suggestions Gathering Process

- Complicated challenge
 - Numerous suggestions
 - Process
 - Communication
 - Transparency

SEPP

- How does the SEPP get involved?



SEPP

- Overview
 - Challenge
 - Role of SEPP staff in process
 - Communication
 - Coordination

Sakai Project Board

- Manages a set of requirements from the core institutions to fulfill the obligations of the Mellon grant
- Deploys a set of local institution staff that have been tendered to the control of the board

Requirements Exceed Resources

- Core institutions requirements and “wishlist” items exceed development resources
- Sakai Partners have many additional requirements and wishlist items
- General public has ideas for TPP-based tools and capabilities

Three Emerging Models

- Sakai Project Core
 - Board assigns staff to prioritized requirements
 - In time, SEPP staff may be assigned
- Ad-hoc Alliances
 - SEPP members or others commit to working on specific requirements and leverage SEPP coordination/communication model for a period of time
- Volunteers
 - Someone makes known their intent to work on a particular requirement

Matrix

Req #	Board	Alliance	Volunteer
1	✓		
2	✓		
3	✓		
...			
234		UC-Davis & NYU	
...		AZ State, IU, rSmart	
427			Joe

Ad-hoc Alliances (recommendations)

- Based on mutual interest and timing
- Operate as a mini-project using the Sakai processes template
- Project leader is appointed
- Staff resources are tendered to the leader
- Project visibility via Sakai forums

- SEPP could have dozens of Alliances working on particular requirements/innovations at any time.

Summary & Next Steps

- The process...
- Tight timeline...
- Numerous requirements...
- Coordination & Communication key...
- Scale suggestions gathering process...
- Shift from 2.0 to 3.0 process...



Rob Lowden

Tools Team Lead

Rob Lowden
CMS Manager
Indiana University
rlowden@iu.edu

Resources

- Documents
 - Available on the SEPP Chefproject.org site.



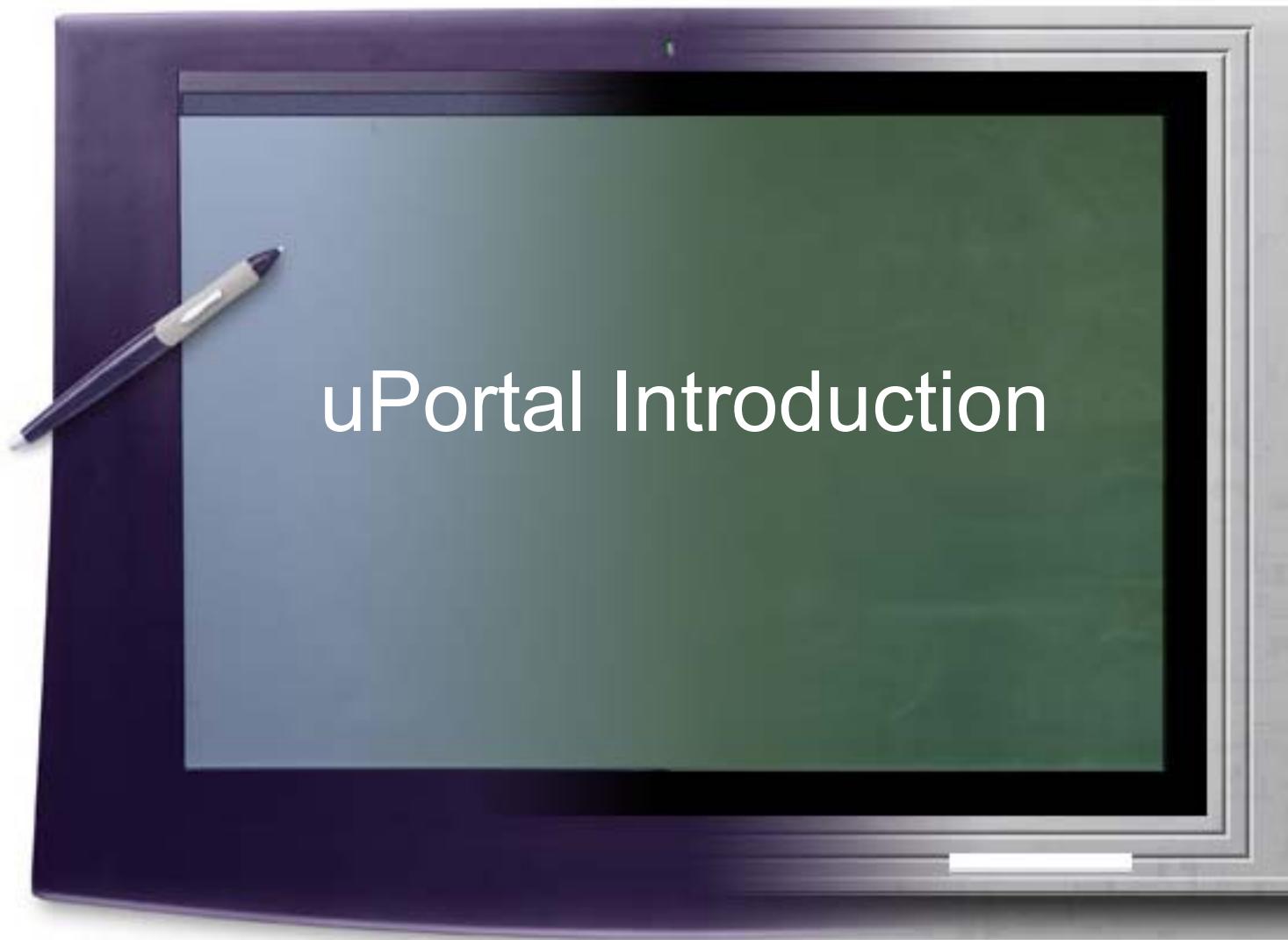
“uPortal – Past, Present, and Future”

Presenter Info:

Ken Weiner
kweiner@unicon.net
310.414.6760 x216

Overview

- uPortal Introduction
- Tour of uPortal
- Portlets & WSRP
- SAKAI and uPortal
- uPortal Roadmap





Collaboration: Sharing Ideas and Sharing Solutions

- www.ja-sig.org
- Winter Conference
 - December 5-7, 2004 in New Orleans
- Clearinghouse
 - [https://www.mis4.udel.edu/
JasigCH/](https://www.mis4.udel.edu/JasigCH/)
- Collaborative projects
 - uPortal began December 1999



What is uPortal?

- Enterprise, horizontal portal
- Framework for presenting aggregated content (channels/portlets)
- Personalization
- Role-based access control
- Open source, collaborative effort
- Java web application
- XML transformations (XSLT)



uPortal Implementations

- Over 130 implementing organizations
- Approximately 12 developer institutions
- Hundreds of 1000's of users
- At least 13 countries
- 7 commercial partners

uPortal Implementers (partial list)

US Higher Education

- University of Delaware
- Illinois St. University
- University of Minnesota
- University of Chicago
- Iowa St. University
- Syracuse University
- Texas Christian University
- University of New Mexico
- Cornell University
- Villanova University
- Rutgers University
- University of Kansas
- Northern Arizona University
- Santa Barbara City College
- Columbia University

- University of Utah
- Salve Regina University
- Virginia Commonwealth University
- Yale School of Management

International

- University of British Columbia
- Kwantlen University College
- University of Nottingham
- French Ministry
- Deakin University
- Umea Universitet
- Universite De Geneve
- Guelph University

Illinois State University - iCampus

ILLINOIS STATE UNIVERSITY  helping you navigate your way through campus information

[Home] [Layout] Welcome, Michael, you are currently logged in. [Logout](#)

[Home](#) [Campus Life](#) [People Search](#)

Student Information

Course Information:
Your Class Schedule
Your Grades
Your Textbooks

Check Your Status:
Financial Aid
Estimate Your GPA
Academic Status

Updates:
Update Your Address
Confirm Your Attendance
Change Your PIN #

Campus Reminders

Sorry, there are no messages to display.

Redbird Card

Actions:
View Plan Balance(s)
Report Card as Lost or Found

Additional Card Information:
Locations accepting the Redbird Card (PDF)
Card account information

ULID Services

Your password expires in **48 days**.

Change Your Password
E-Mail Forwarding Request
Vacation Auto Reply Request

Personal Calendar

Thursday, March 27, 2003

Mar 03 ↗

Su	Mo	Tu	We	Th	Fr	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

E-mail

Read Mail Compose Mail Check for new mail

You have 0 unread message(s)

If you have any comments or suggestions, please send them to icampus@ilstu.edu.

University of Kansas - Kyou



Welcome Bogus Student

Please Log out and close your browser to exit.

[Logout](#) [Help](#) [Home](#)[Today@KU](#) [Announcements](#) [MyPage](#) [Academics](#) [Finances](#) [MyEmployeeInfo](#) [Library Services](#) [Calendar](#) [News and Classifieds](#) [QAndA](#) [Survey](#)**Find a Resource Search**

Search a select group of Library databases

Enter a keyword

--- select a subject category ---

Submit Search[Advanced Search](#)[View all KU Library Databases A-Z](#)**Get a Resource**[Document Delivery](#)[Course Reserves](#)[Make a Purchase Request](#)**My Library Account**[Items I have](#)[Items waiting](#)[Fines and Fees](#)**Ask A Librarian****• Online: HawkHelp LIVE**

Chat with library staff for answers to your questions. Fall hours: Sun.-Wed. 5-9 p.m.

• KU Info

Visit KU Info on the web, in person at our new location in Anschutz Library, or by calling 785.864.3506

• Email: Ask a Librarian form

If HawkHelp Live is unavailable, you may submit your question via email.

• Telephone: Reference desk phone numbers

Reference Services are available by telephone at all Library locations during regular reference hours.

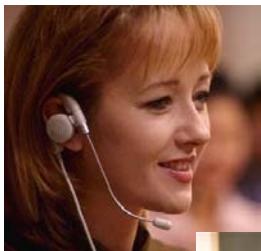
• In-person: Library hours and locations

Consult with library staff by visiting one of the Library Reference desks.

Grant Driven

- Andrew W. Mellon Foundation
 - \$770,000
 - 3 years (Jan 2001 to December 2003)
 - University of Delaware
- SAKAI
 - \$580,000
 - 2 years (Jan 2004 to December 2005)
 - University of Michigan via University of Delaware

Unicon Support and Services



- Support
 - Access to dynamic knowledge-base
 - Technical support
- Training
 - uPortal Fundamentals
 - uPortal Advanced
- Professional Services
 - Portal assessment
 - Custom development
 - Portal environment and integration
 - Upgrade and conversion
 - Technology project management
 - Architecture and design
 - Capacity planning
 - Performance/scalability testing
 - Branding, graphic design

Getting uPortal - Distributions

- **uPortal Download Website**
 - <http://www.uportal.org/download.html>
- **uPortal-Only**
 - Needs configuration
 - Needs compilation
- **Quick-Start**
 - Includes web (servlet) container
 - Includes database
 - Preconfigured
 - Precompiled

Getting uPortal - CVS

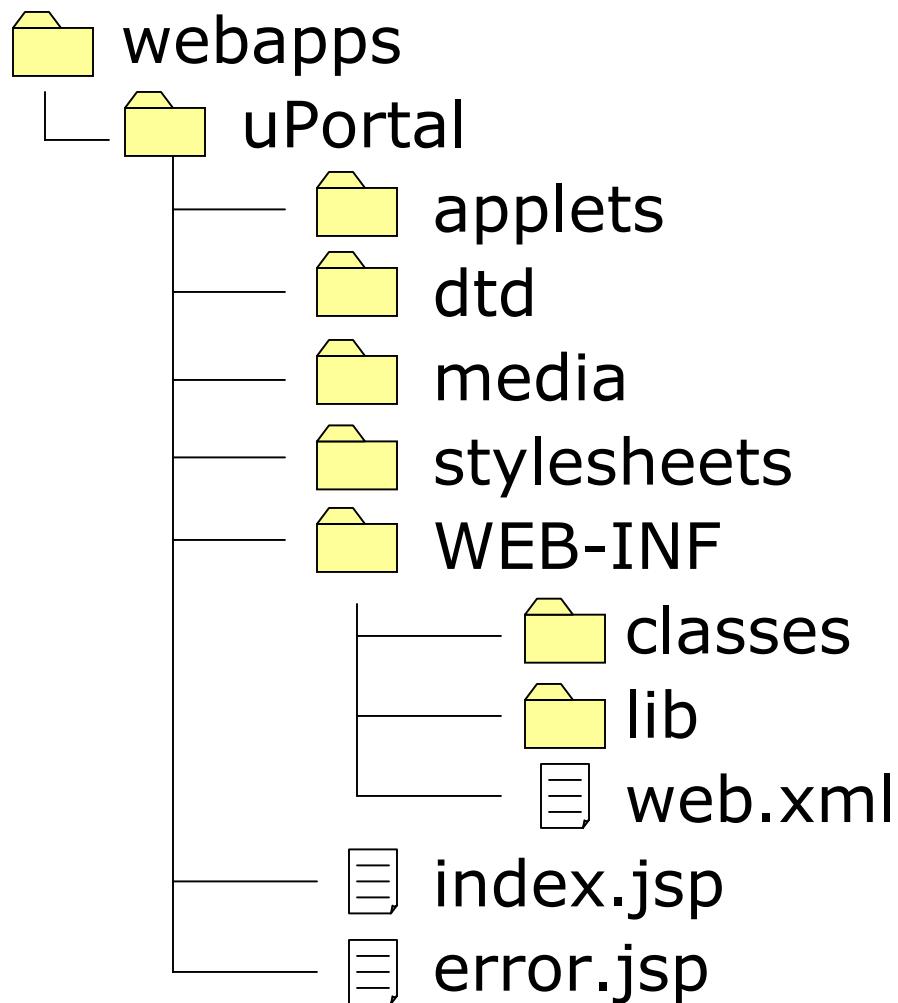
- Host
 - University of Delaware
- Web view
 - <http://www.uportal.org/cgi-bin/viewcvs.cgi/>
- Command line
 - <http://www.uportal.org/cvs.html>

```
cvs -d:pserver:anonymous@www.uportal.org:/home/cvs/jasig login
```

```
cvs -d:pserver:anonymous@www.uportal.org:/home/cvs/jasig export -r rel-2-3-2 portal
```

```
cvs -d:pserver:anonymous@www.uportal.org:/home/cvs/jasig export -D now portal
```

uPortal Deployed Structure





Guest Page

The screenshot shows the uPortal 2.3+ guest page in Mozilla Firefox. The browser window title is "uPortal 2.3+ - Mozilla Firefox". The address bar shows the URL: "http://localhost:8080/uPortal/render.userLayoutRootNode.uP". The page content is as follows:

uPortal by JA-SIG

Welcome Guest - Please Login

Name: demo Password: **** Login

uPortal Home Page

Evolving portal implementat participating universities &

JA-SIG Home

About uPortal

FAQ

Download

Documentation

Getting Involved

Code Repository

Reporting Bugs

License

Meetings

Funded by a grant from
The Andrew W. Mellon Foundation

uPortal is a free, sharable portal under development for higher-education. This group sees an institution's customized version of the institutional Web presence as a "community" to the campus Web presence. Used to define a unique and personal view of the campus such as chat, forums, survey, and so on, build research constituencies.

uPortal is an open-standard effort using Java, XML, and collaborative development project with the effort of JA-SIG member institutions. You may download the site at no cost.

NEWS

- **uPortal Summer Conference**
Coming up June 20-22, 2004, Denver, Colorado
- **"Combating Stovepipes: Implementing Web Portals"**
By Mark Askren and Marina Arseniev

▲ uPortal 2.3.2 now available

uPortal-Powered Sites

Evolving portal implementations from participating universities and partners.

- **myASUPortal**
Arizona State University
- **MyAU**
Athabasca University
- **CCIS Web Portal**
Athabasca University - CCIS
- **My Cal Poly**
California Polytechnic State University, San Luis Obispo
- **CTAP2**
California Technology Assistance Project
- **accessCU**
Columbia University
- **uPortal.Cornell**
Cornell University
- **myDENISON**
Denison University
- **MY FC**
Fullerton College
- **MyGannon**
Gannon University
- **my Iowa State**

Logged In

The screenshot shows a Mozilla Firefox window displaying the uPortal 2.3+ interface. The browser title bar reads "uPortal 2.3+ - Mozilla Firefox". The address bar shows the URL "http://localhost:8080/uPortal/render.userLayoutRootNode.uP". The uPortal logo is visible in the top left corner of the page.

Test Portlet 1:

- Test Portlet 1**
- This portlet is testing basic functions...**
- Testing renderRequest...**

 - getAttribute(), setAttribute() and removeAttribute()... #1 passed...#2 passed...#3 passed...all passed.
 - getAttributeNames()... #1 passed...#2 passed...all passed.

- Testing PortletContext...TBD**
- Testing PortletSession...**

 - getAttribute(PORTLET_SCOPE),
setAttribute(PORTLET_SCOPE) and
removeAttribute(PORTLET_SCOPE)... #1 passed...#2 passed...#3 passed...all passed.
 - getAttributeNames()... #1 passed...#2 passed...all passed.

- getAttribute(APPLICATION_SCOPE)...globalTestValue**

 - setAttribute('globalTestValue',
APPLICATION_SCOPE)...done
 - please check in your second portlet whether you get the value 'globalTestValue'. Otherwise an error occurred.*

Next >>

Test Portlet 2:

- Test Portlet 2**
- This portlet is testing basic functions...**
- Testing renderRequest...**

 - getAttribute(), setAttribute() and removeAttribute()... #1 passed...#2 passed...#3 passed...all passed.
 - getAttributeNames()... #1 passed...#2 passed...all passed.

- Testing PortletContext...TBD**
- Testing PortletSession...**

 - getAttribute(PORTLET_SCOPE),
setAttribute(PORTLET_SCOPE) and
removeAttribute(PORTLET_SCOPE)... #1 passed...#2 passed...#3 passed...all passed.
 - getAttributeNames()... #1 passed...#2 passed...all passed.

- getAttribute(APPLICATION_SCOPE)...null**

 - setAttribute('globalTestValue',
APPLICATION_SCOPE)...done
 - please check in your second portlet whether you get the value 'globalTestValue'. Otherwise an error occurred.*

Next >>

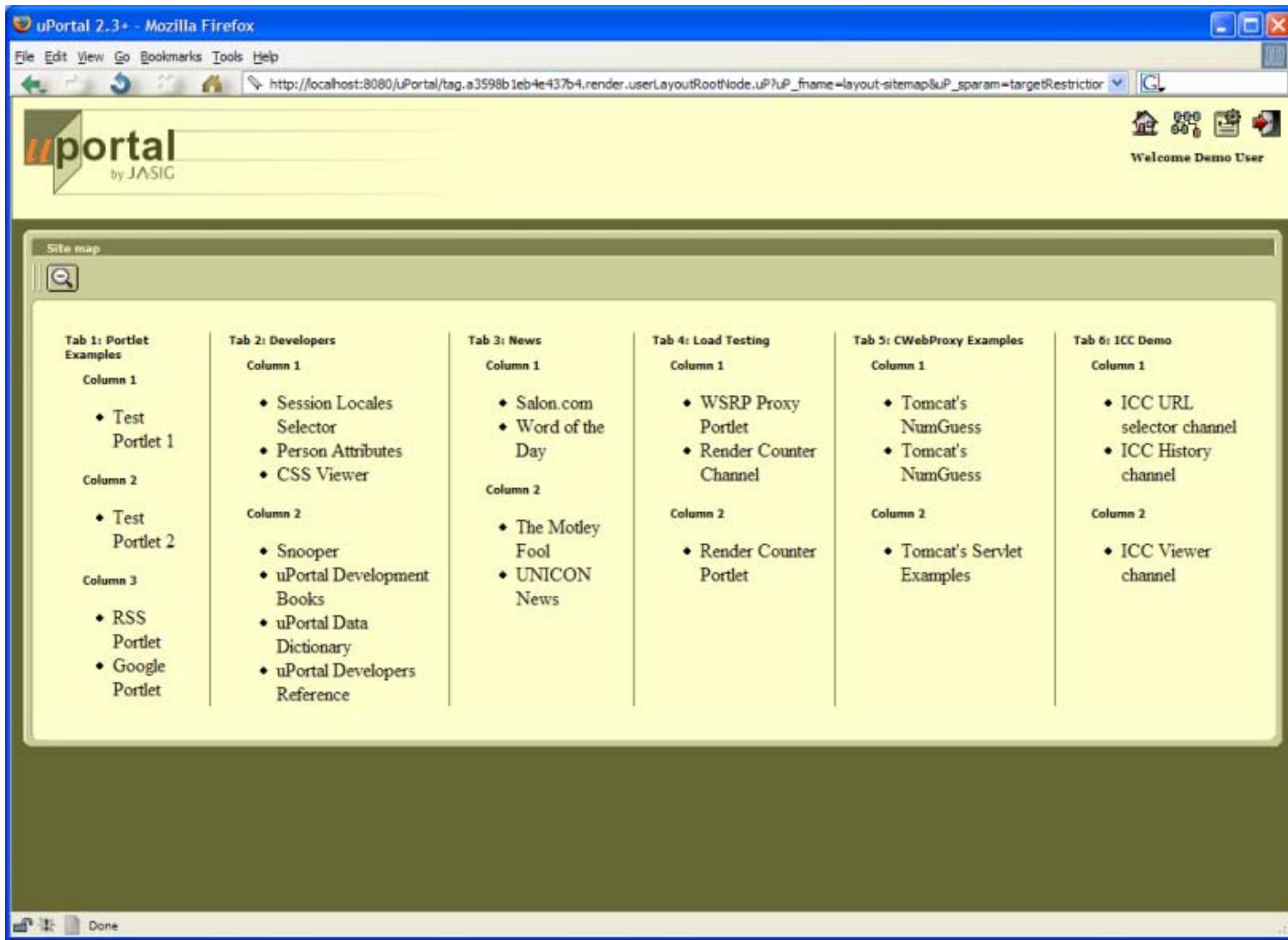
RSS Portlet:

- RSS Portlet**
- help**
- http://www.theserverside.com/rss/theserverside-0.9.rdf**
- go**
- Open source debate continues at JavaOne
- JDO 2.0 (JSR-243) Early Draft Specification Published
- JNBridgePro 2.1 Adds In-Processes Shared Memory
- JetBrains to hand out IntelliJ IDEA 4.5 and Fabrique at JavaOne
- JavaOne Preview: Unlocking the ESB Secrets
- New version of "thin & lightweight" PriDE O/R-Mapper released
- Container Driven Testing Part II: Testing Entity Beans
- Opinion: You Call That An Elephant?
- Alphaworks adds Asynchronous IO for Java; highlights recent tools
- ILog Releases Business Rule Studio for Eclipse

Google Portlet:

- Google Portlet**
- maximized**
- help**
- submit**

Site Map



The screenshot shows a Mozilla Firefox browser window displaying the uPortal 2.3+ Site Map. The URL in the address bar is http://localhost:8080/uPortal/tag.a3598b1eb4e437b4.render.userLayoutRootNode.uP?uP_fname=layout-sitemap&uP_sparam=targetRestrictor.

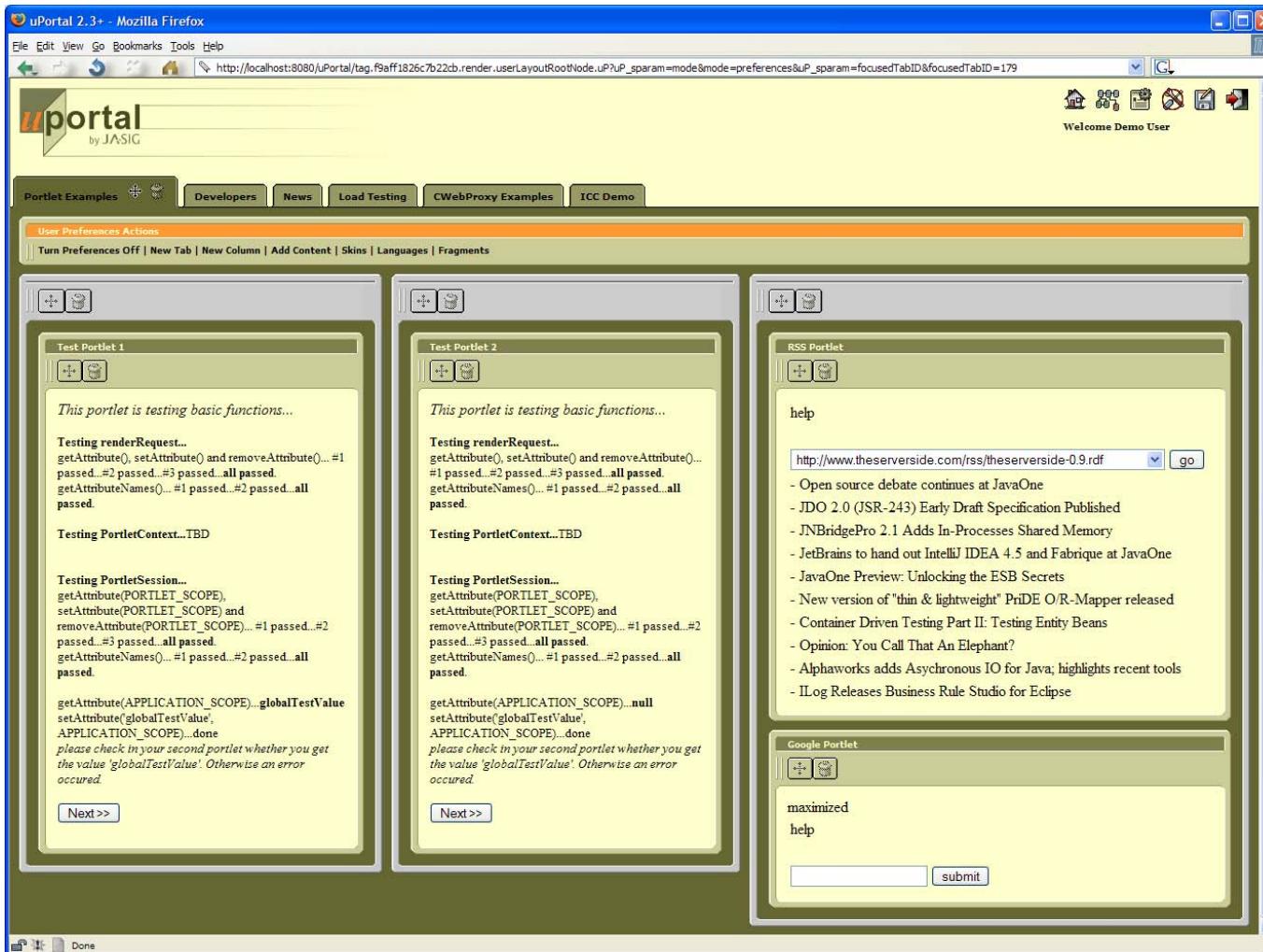
The page header includes the uPortal logo and navigation links for File, Edit, View, Go, Bookmarks, Tools, and Help. A search bar is also present.

The main content area is titled "Site map" and contains a grid of six tabs, each listing various portlet examples:

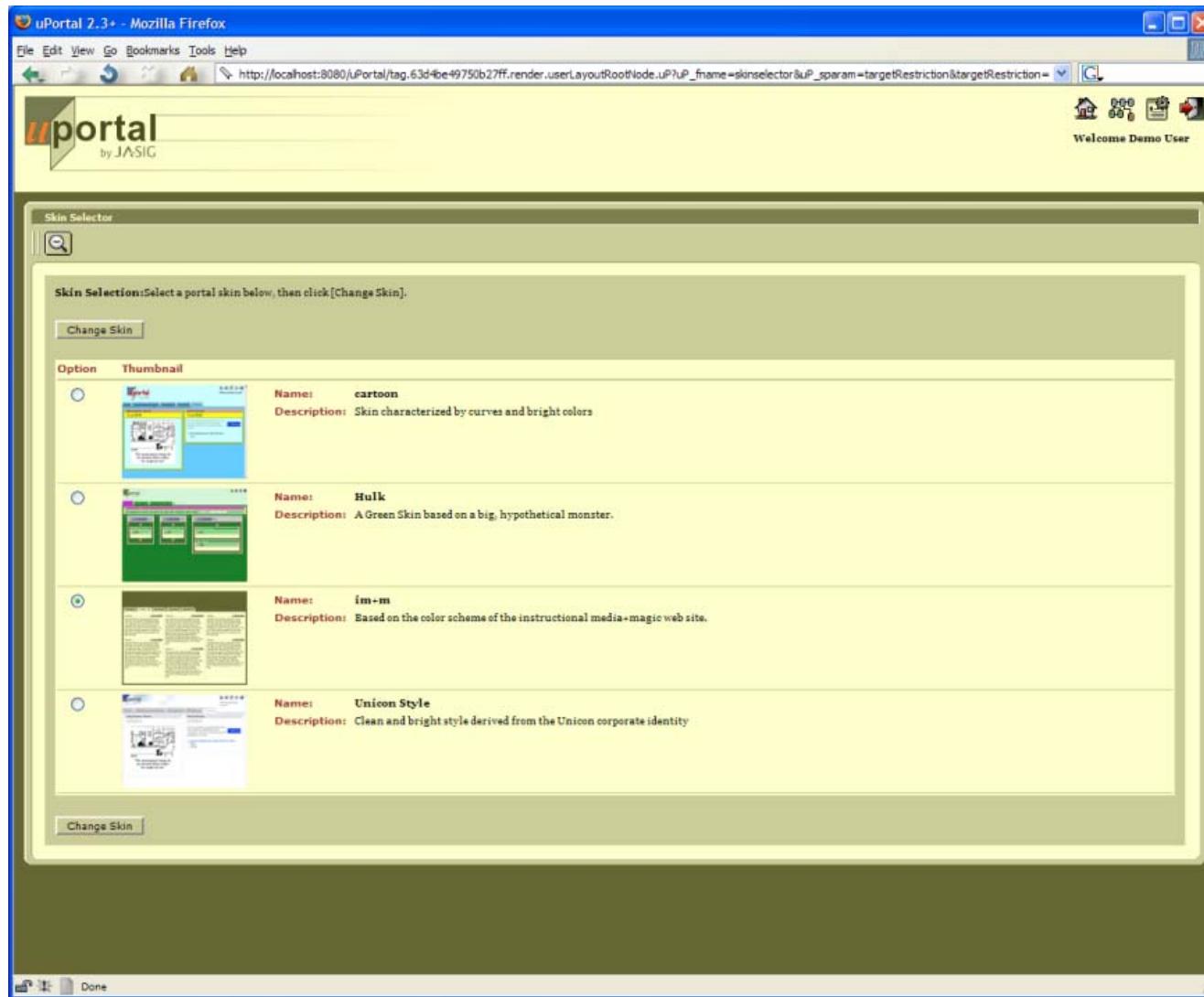
Tab 1: Portlet Examples	Tab 2: Developers	Tab 3: News	Tab 4: Load Testing	Tab 5: CWebProxy Examples	Tab 6: ICC Demo
Column 1 <ul style="list-style-type: none">• Test Portlet 1• Test Portlet 2• RSS Portlet• Google Portlet	Column 1 <ul style="list-style-type: none">• Session Locales Selector• Person Attributes• CSS Viewer	Column 1 <ul style="list-style-type: none">• Salon.com• Word of the Day Column 2 <ul style="list-style-type: none">• Snooper Fool• uPortal Development Books• uPortal Data Dictionary• uPortal Developers Reference	Column 1 <ul style="list-style-type: none">• WSRP Proxy Portlet• Render Counter Channel Column 2 <ul style="list-style-type: none">• Render Counter Portlet	Column 1 <ul style="list-style-type: none">• Tomcat's NumGuess• Tomcat's NumGuess Column 2 <ul style="list-style-type: none">• Tomcat's Servlet Examples	Column 1 <ul style="list-style-type: none">• ICC URL selector channel• ICC History channel Column 2 <ul style="list-style-type: none">• ICC Viewer channel

The bottom status bar shows standard browser controls and the word "Done".

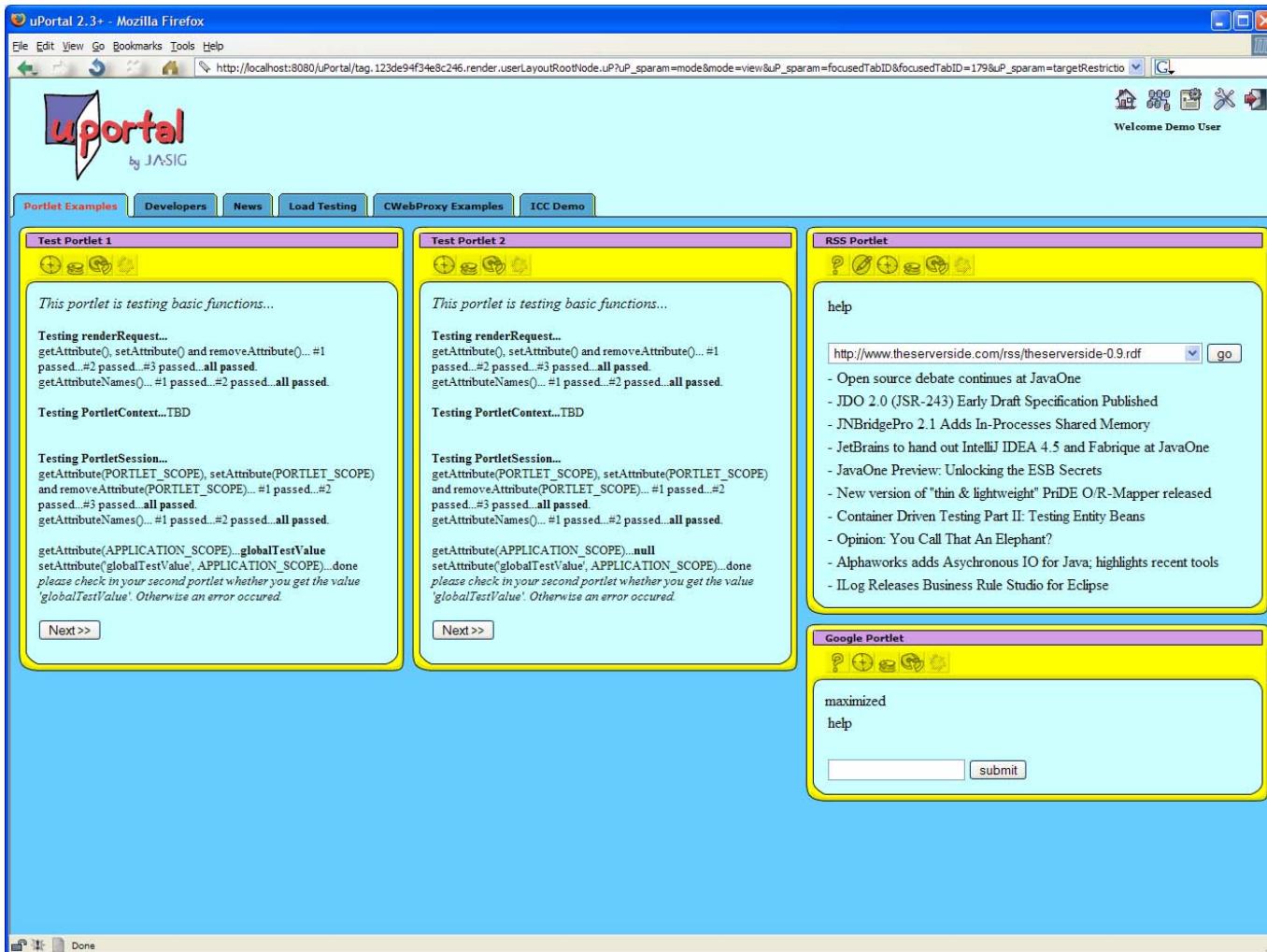
Preferences Mode



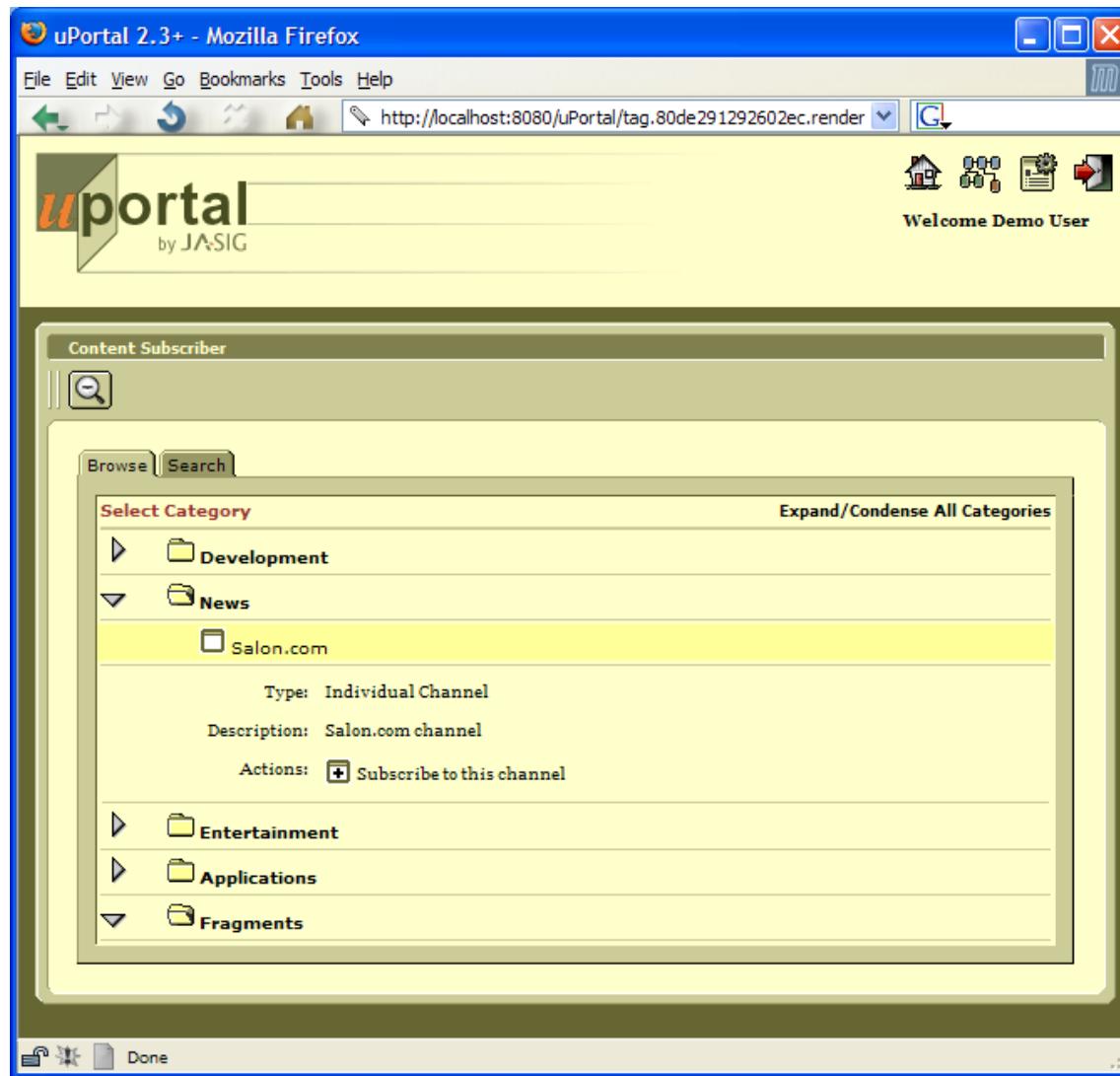
Skins



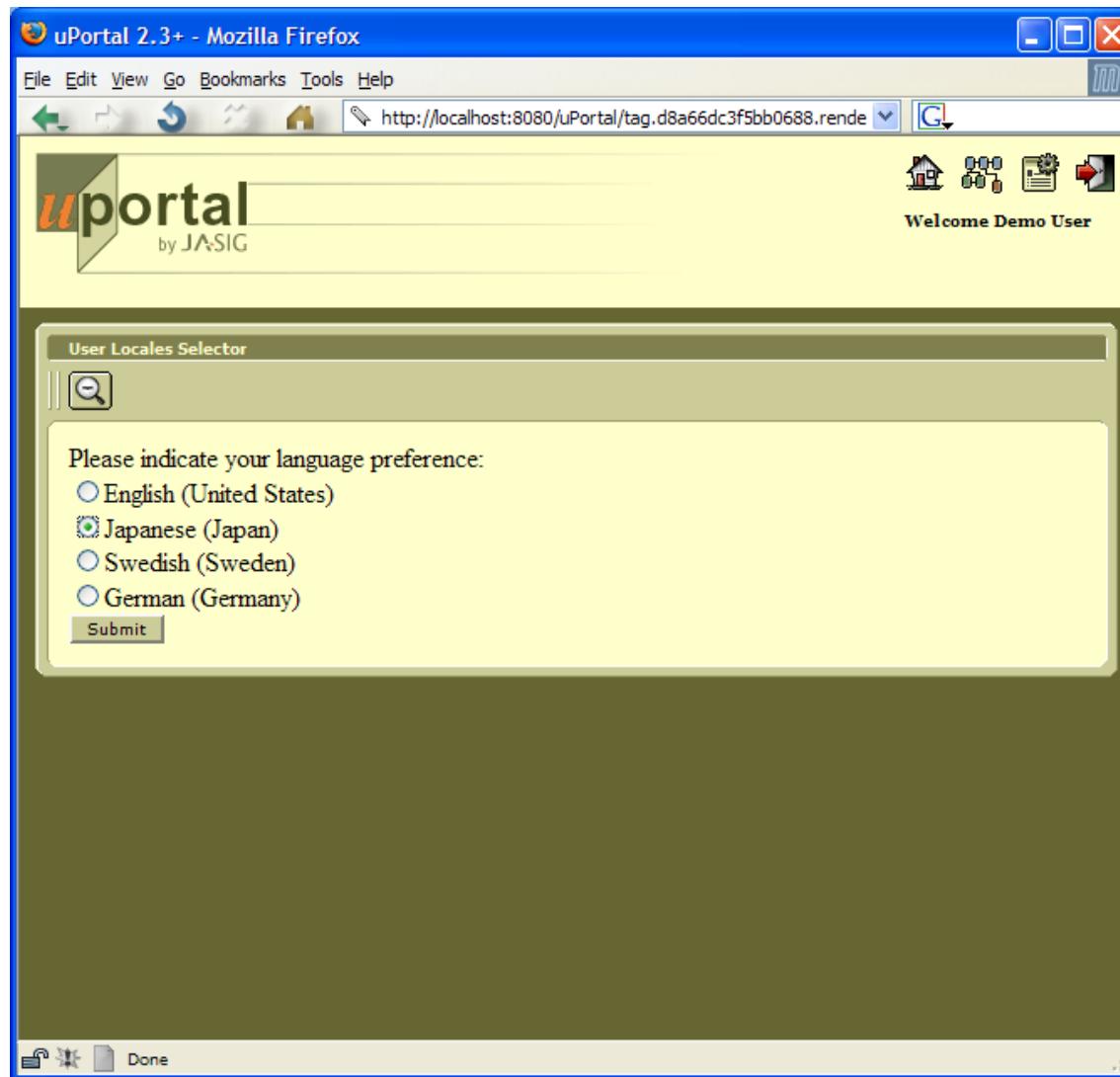
Cartoon Skin



Subscribing to Channels/Layout Fragments



Choice of Language



uPortal – Past, Present, and Future Japanese Language

The screenshot shows a Mozilla Firefox browser window displaying the uPortal 2.3+ interface. The title bar reads "uPortal 2.3+ - Mozilla Firefox". The address bar shows the URL http://localhost:8080/uPortal/tag.9dceb0e71b5fdb5d.render.userLayoutRootNode.uP?uP_sparam=mode&mc. The page content is in Japanese, with the header "Welcome Demo User".

The interface includes several tabs: "Portlet Examples", "Developers", "News", "Load Testing", "CWebProxy Examples", and "ICC Demo". The "Developers" tab is active.

On the left, there's a "Session Locales Selector" panel with a dropdown menu set to "日本語 (日本)". Below it is a "Person Attributes" panel showing the following details:

```
uPortal チャネルは、org.jasig.portal.security.IPerson オブジェクトを通してユーザ属性にアクセスできます。属性名は、eduPerson object class バージョン1.0 で定義されています。
```

uPortal のインプリメンタは、人に関するディレクトリまたはデータベースでのローカル情報にこれらの標準的な名前をマップします。マッピングは、`properties/PersonDixs.xml` ファイルに含まれています。

属性名	属性値
利用可能な属性：	
givenName	Demo
mail	demo.user@jasig.org
sn	User
displayName	Demo User
利用不可能な属性：	
seeAlso	[利用不可]
mobile	[利用不可]
c	[利用不可]
labeledURI	[利用不可]

On the right, there's a "Snooper" panel showing network traffic. It displays the following information:

HTTP 要求された情報

```
要求されたプロトコル: HTTP/1.1  
要求された方法: GET  
サーバ名: localhost  
サーバポート番号: 8080  
要求された URI: /uPortal/tag.9dceb0e71b5fdb5d.render.userLayoutRootNode.uP  
コンテキストパス: /uPortal  
サーブレットパス: /tag.9dceb0e71b5fdb5d.render.userLayoutRootNode.uP  
クエリ文字列: uP_sparam=mode&mode=view&uP_sparam=focusedTabID&focusedTabID=1  
パス情報:  
最初のパス: /  
コンテキスト番号: -1  
コンテキスト型:  
リモートユーザ:  
リモートアドレス: 127.0.0.1  
リモートホスト: 127.0.0.1  
認証方法:  
ロケール: en_US
```

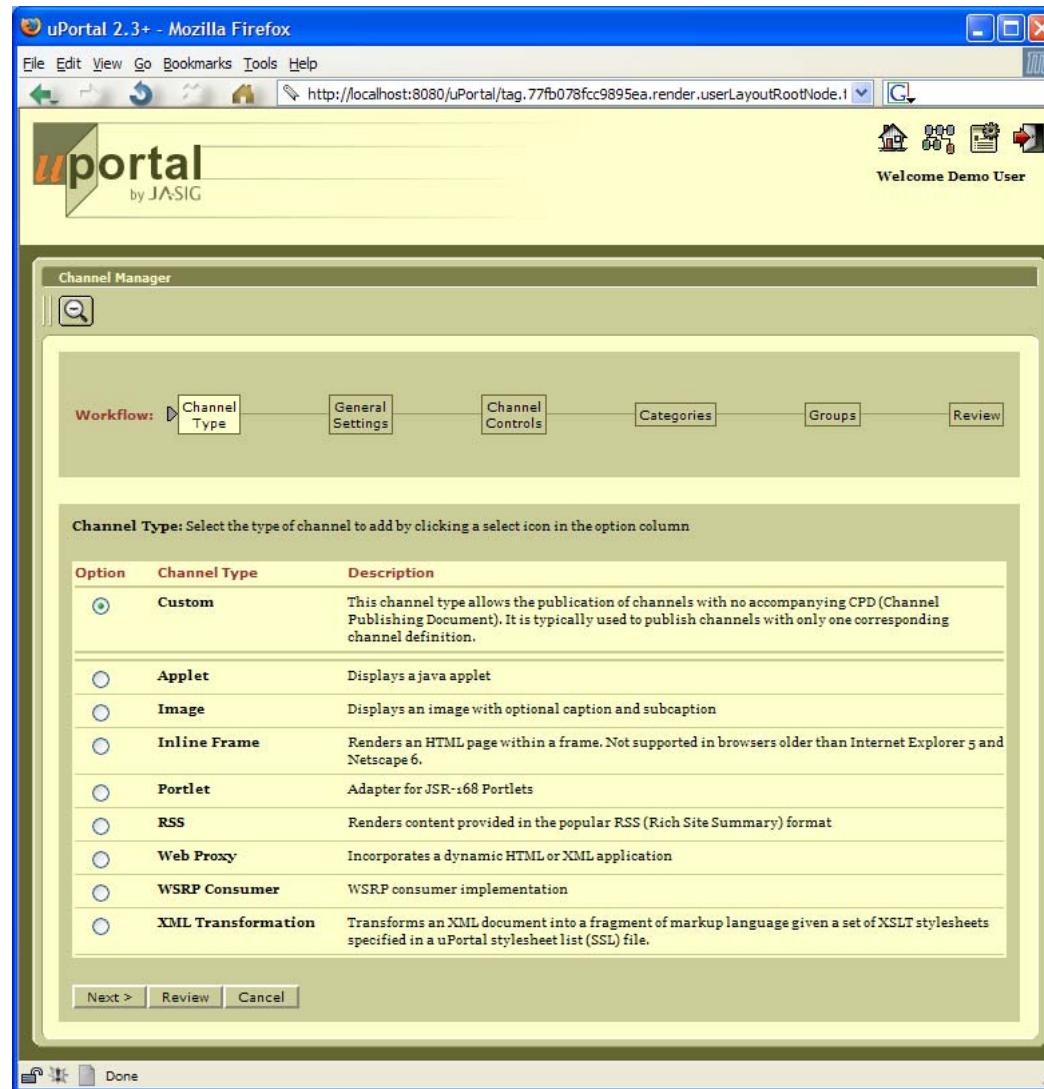
HTTP ヘッダ情報

```
host: localhost:8080  
user-agent: Mozilla/5.0 (Windows; U; Windows NT 5.1; en-US; rv:1.7) Gecko/20040501  
accept: text/xml,application/xml,application/xhtml+xml,text/html;q=0.9,image/*,*/*;q=0.8  
accept-language: en-us,en;q=0.5  
accept-encoding: gzip,deflate  
accept-charset: ISO-8859-1,utf-8;q=0.7,*;q=0.7  
keep-alive: 300  
connection: keep-alive  
referer: http://localhost:8080/uPortal/tag.125920c14171b68.render.userLayoutRootNode.uP  
cookie: JSESSIONID=F2CE9DA1A47C43DF7C28EA6503539678
```

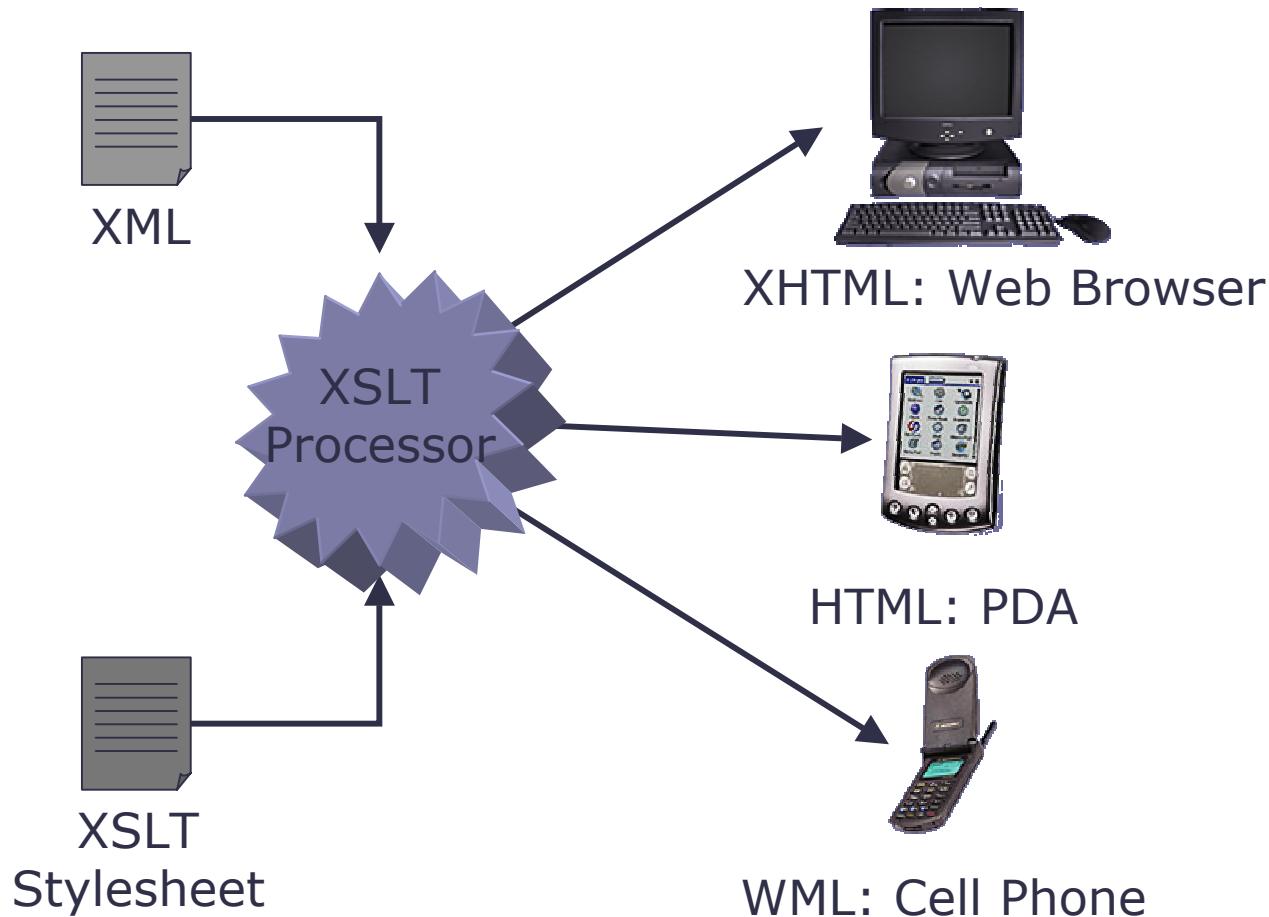
Channel Runtime Data Info

チャネル	Name	Code	Language	Country
日本語 (日本)	ja_JP	日本語 (ja, jpn)	日本 (JPN)	
英語 (アメリカ合衆国)	en_US	英語 (en, eng)	アメリカ (USA)	
スウェーデン語 (スウェーデン)	sv_SE	スウェーデン語 (sv, swe)	スウェーデン (SWE)	
ドイツ語 (ドイツ)	de_DE	ドイツ語 (de, deu)	ドイツ (DEU)	

uPortal – Past, Present, and Future Publishing Channels



Content Transformation



Multiple Target Devices

The Motley Fool

To Educate, Amuse, and Enrich

- Good News For GE
- Is there light at the end of the tunnel for General Electric? Find out in today's Market Wrap.
- TMP's Monster.com Rages On
- TMP has a sustainable competitive advantage, not to mention a reasonable valuation.
- Should AT&T Investors Swap?

Word of the Day

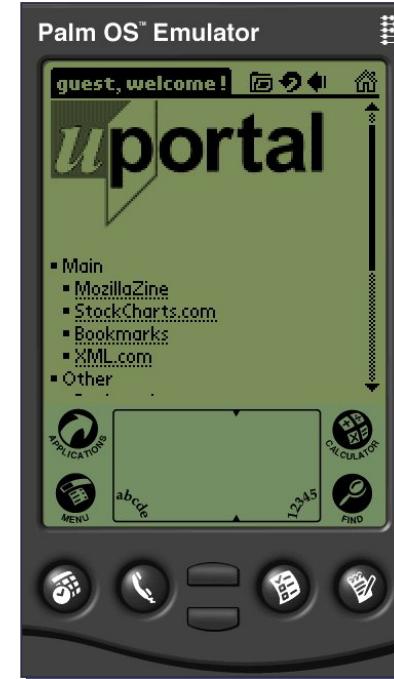
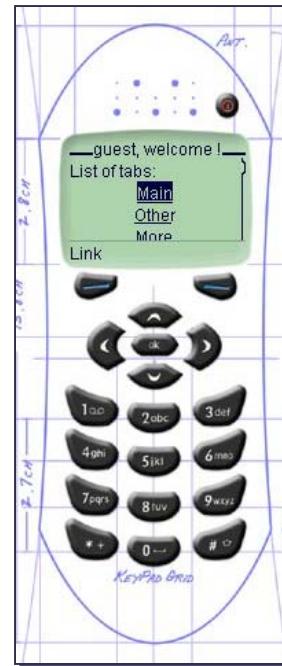
A new word is presented every day with its definition and example sentences from actual published works.

limpid: Dictionary.com Word of the Day

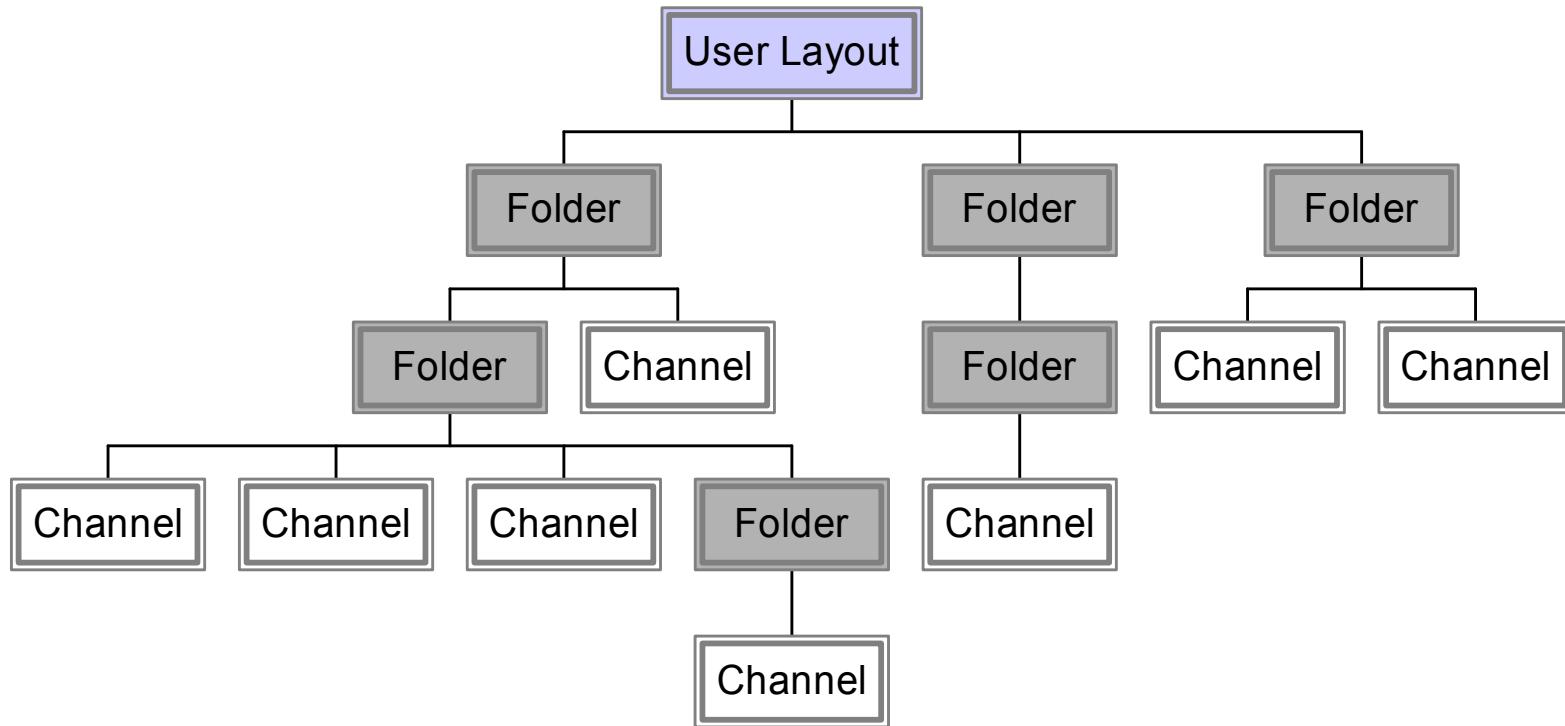
limpid

Dictionary.com Search

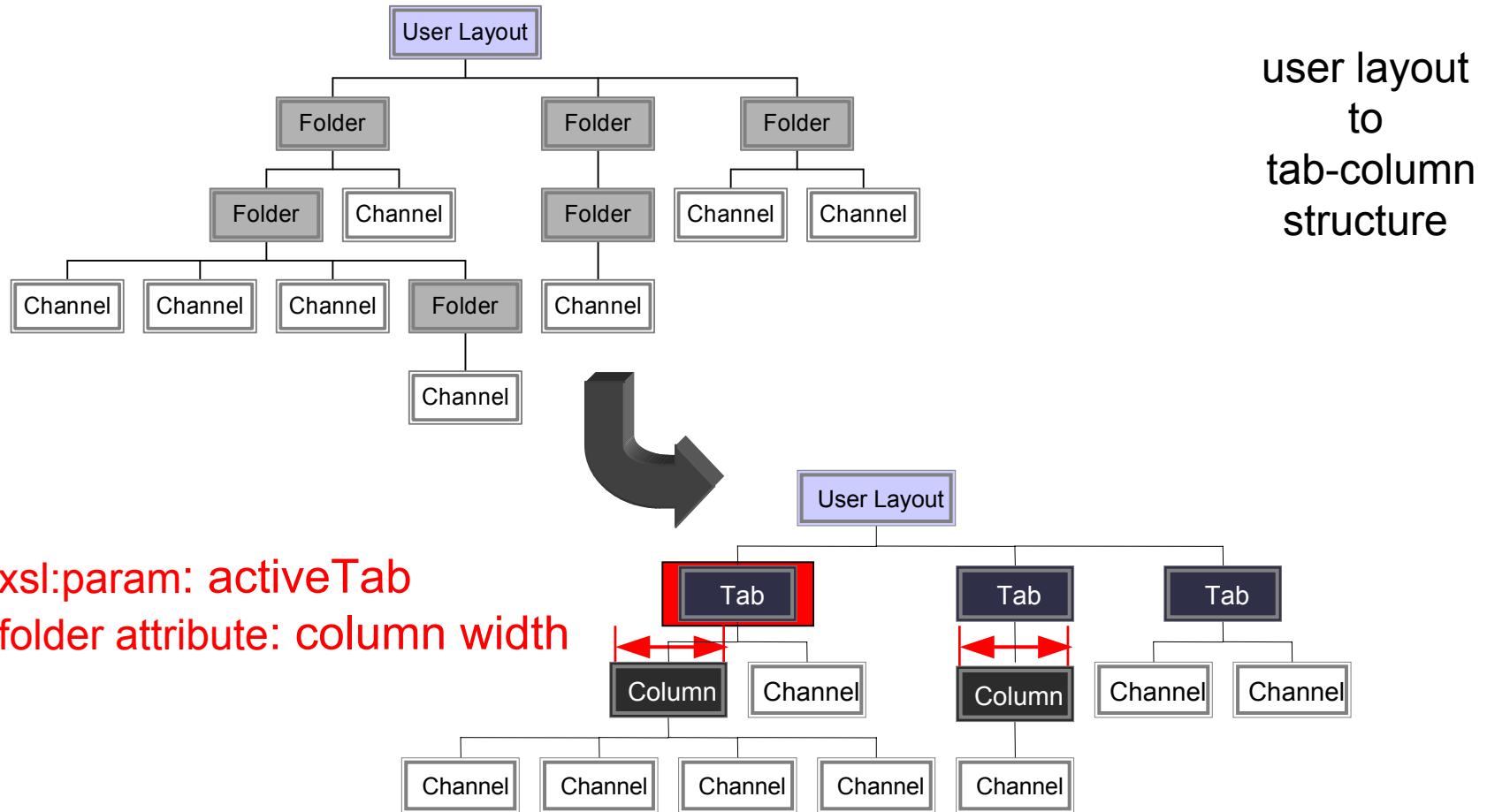
Submit



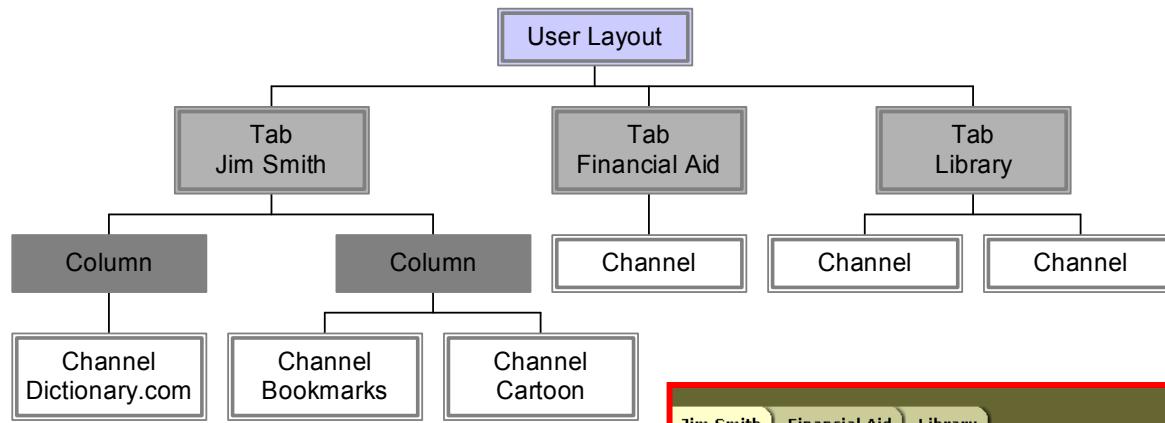
User Layout



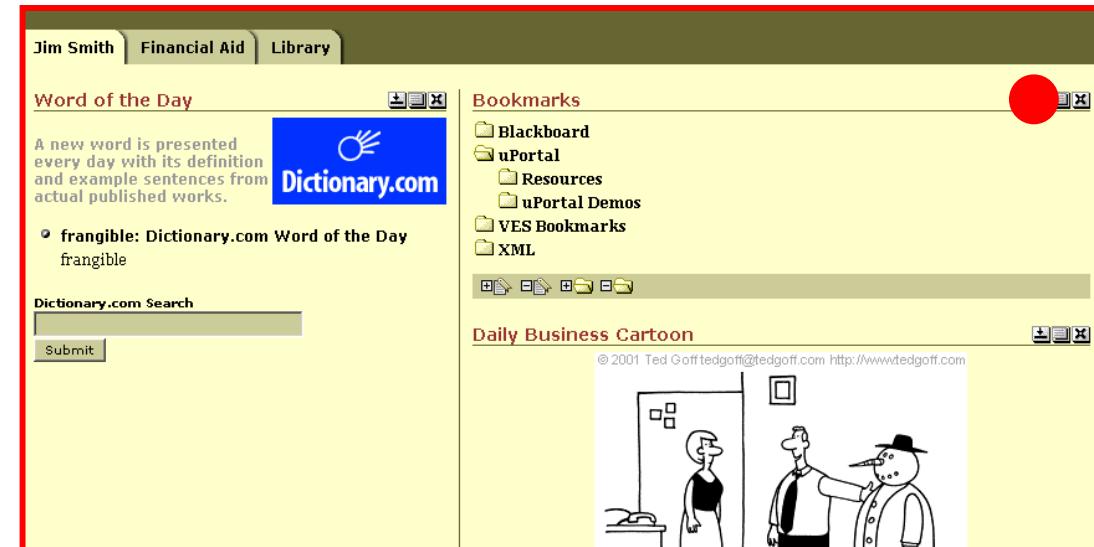
Structure Transformation



Theme Transformation

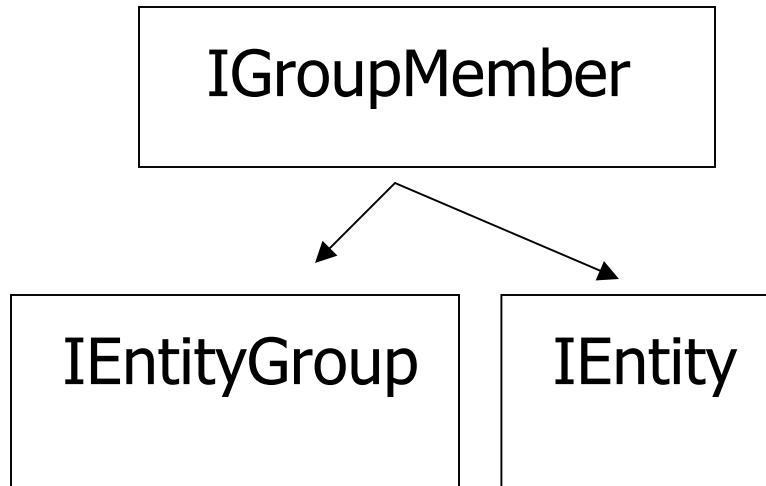


tab-column
structure
to
nested-tables
theme



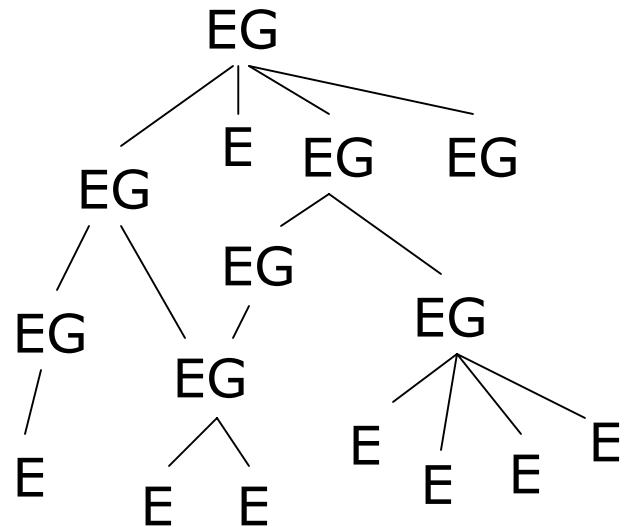
xsl:param: skin
channel attribute: minimized

Groups



See javadoc for methods

Tree Structure



Permissions

- Owner
 - Usually the class name of owning code
 - Example: **edu.mychannel.Channel**
- Principal
 - Group member (group or entity)
 - Example: **Graduate students**
- Activity
 - Chosen from set defined by owner
 - Example: "**View**"
- Target
 - Set of strings defined by owner
 - Example: "**Administrative menu**"
- Type
 - Grant or deny
 - Example: "**GRANT**"

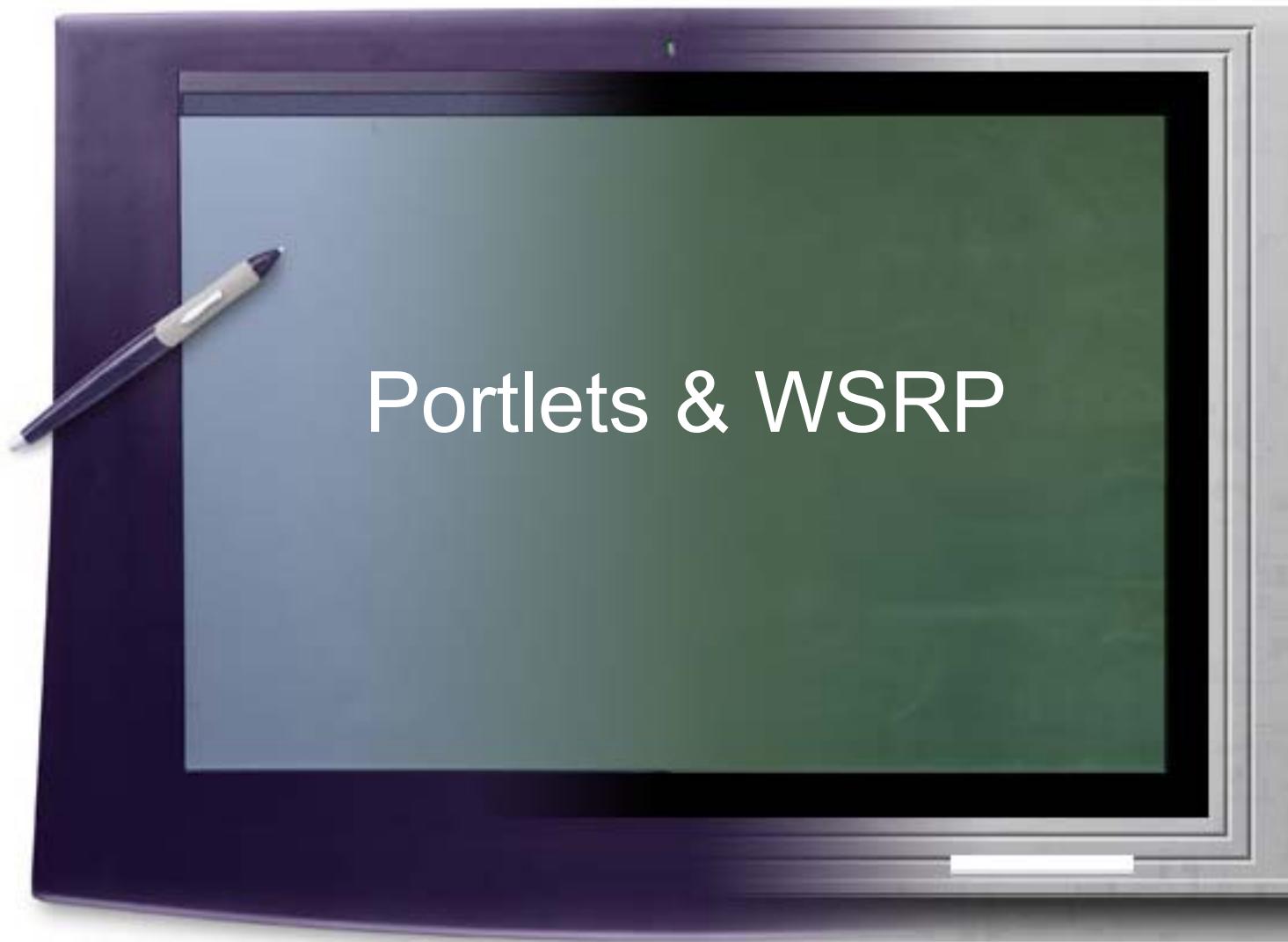
IChannel Interface

```
package org.jasig.portal;

public interface IChannel
{
    public void setStaticData (ChannelStaticData sd);
    public void setRuntimeData(ChannelRuntimeData rd);
    public void receiveEvent(PortalEvent ev);
    public ChannelRuntimeProperties getRuntimeProperties();
    public void renderXML (DocumentHandler out);
}
```

Usage Statistics

- Recorded events
 - User login or logout
 - Session created or destroyed
 - Channel definition
 - published, modified, or removed
 - Channel added, updated, moved, or removed from layout
 - Folder added, updated, moved, or removed from layout
 - Channel instantiated, rendered, targeted



JSR 168: Portlet Specification

- Java Community Process
<http://www.jcp.org/en/jsr/detail?id=168>
 - Led by Sun and IBM
 - 1.0 Final Release Oct 27, 2003
 - Interoperability between Portlets/Portals
 - Set of APIs addressing areas of aggregation, personalization, presentation and security.
-

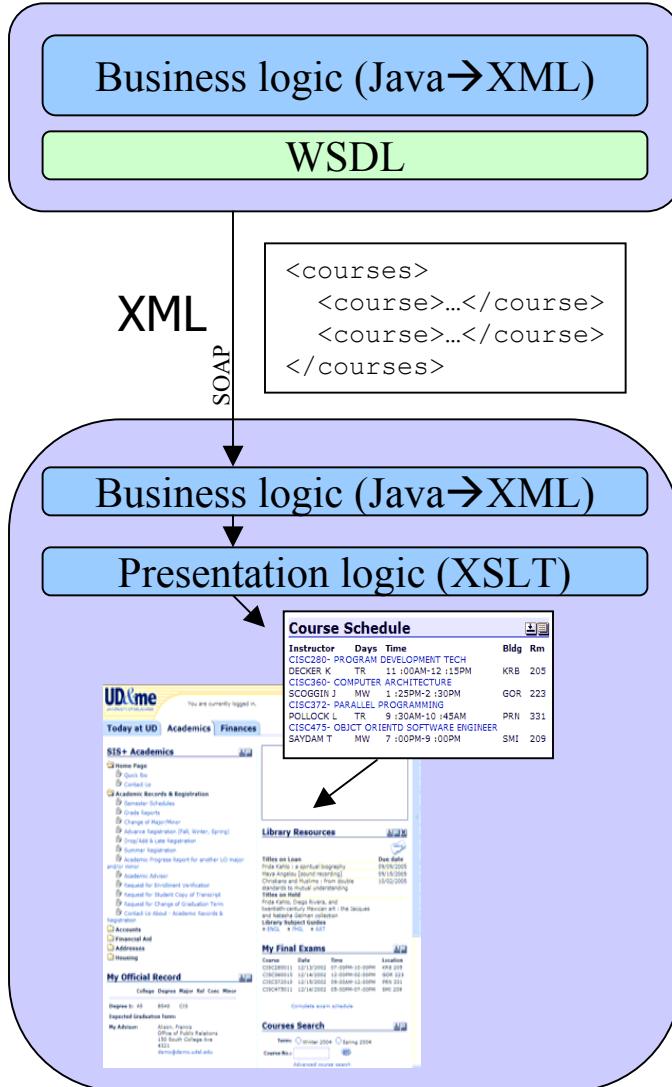


Future of Portlet Specification

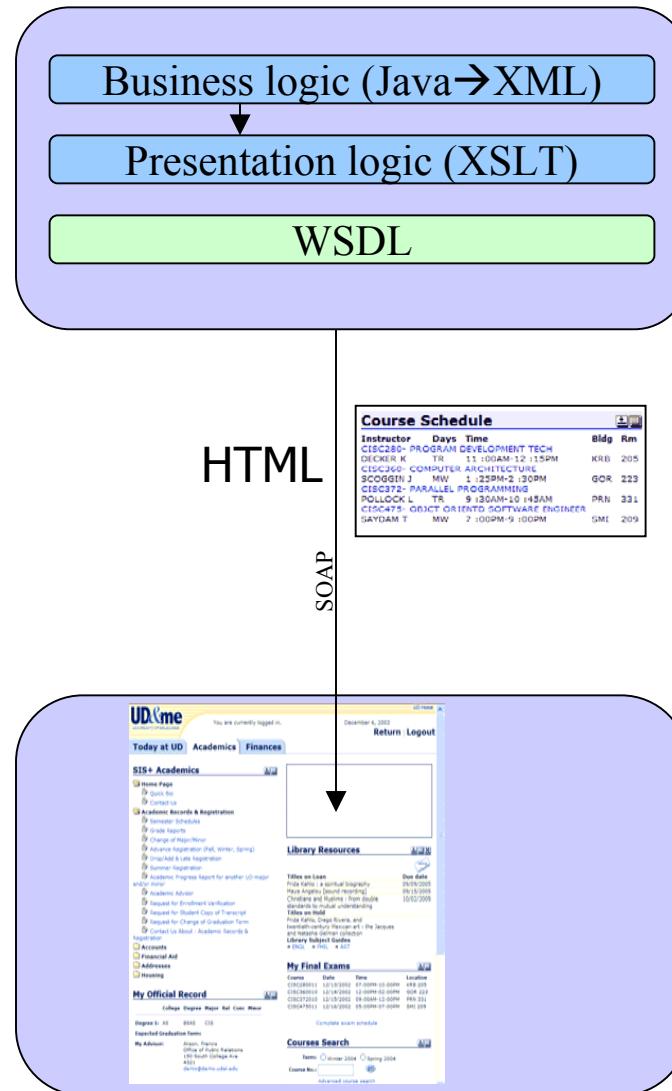
- Portlet filters
- Inter-portlet event-style communication
- Portlets produce and influence markup outside of the portlet fragment

Data-oriented vs. Presentation-oriented WS

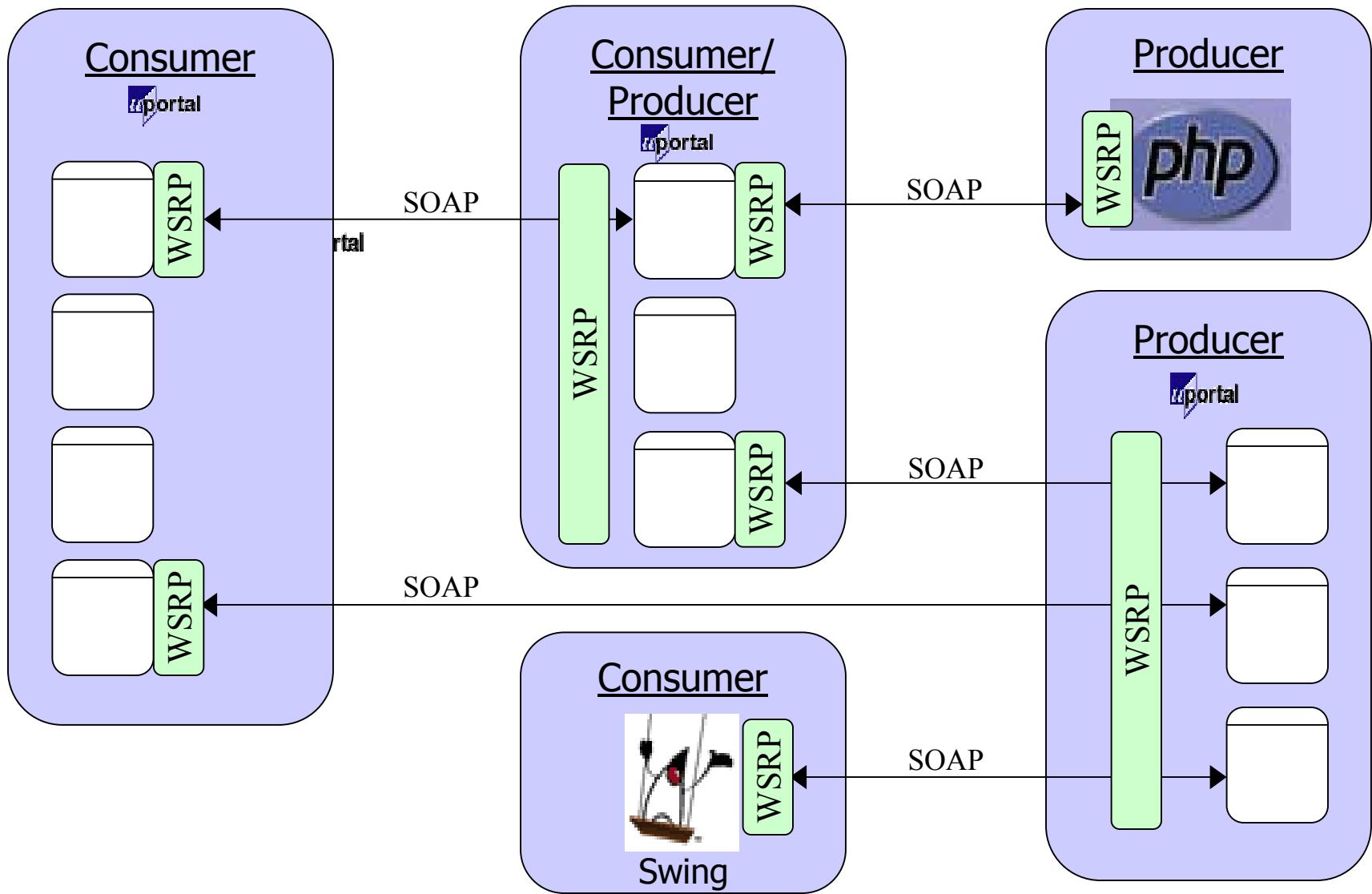
Typical Data Web Service



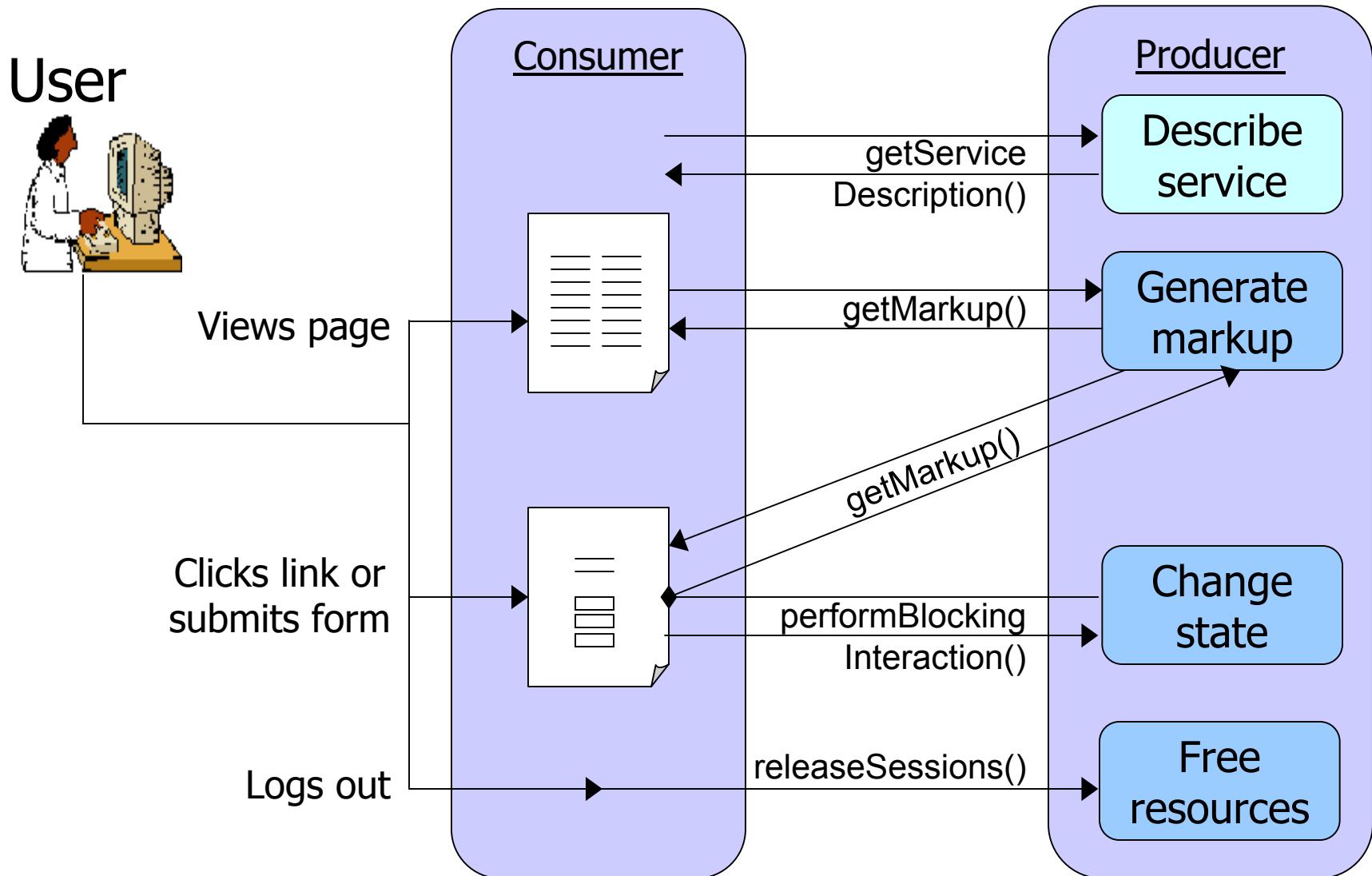
WSRP Web Service



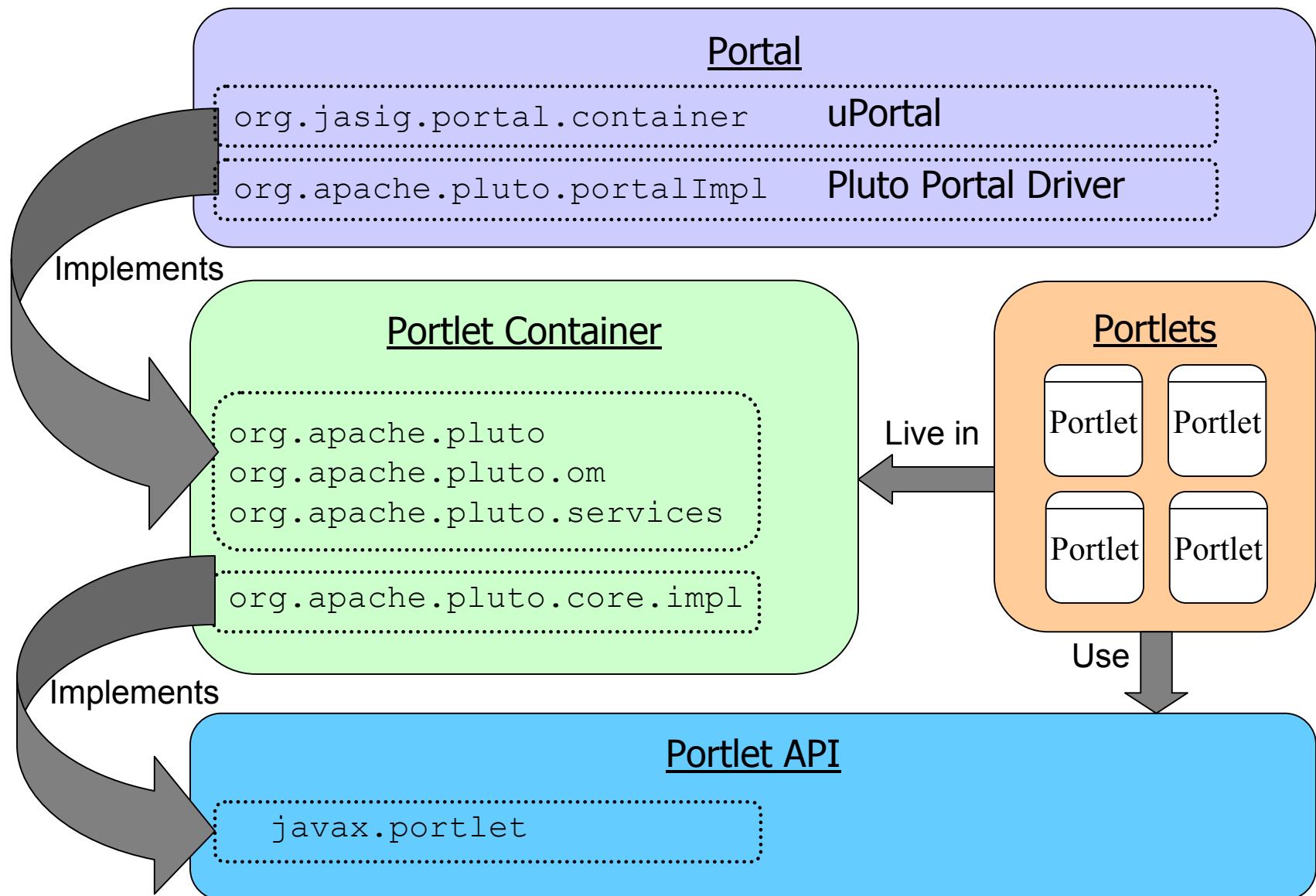
WSRP/uPortal Scenarios



WSRP Data Flow



Pluto Component Relationships



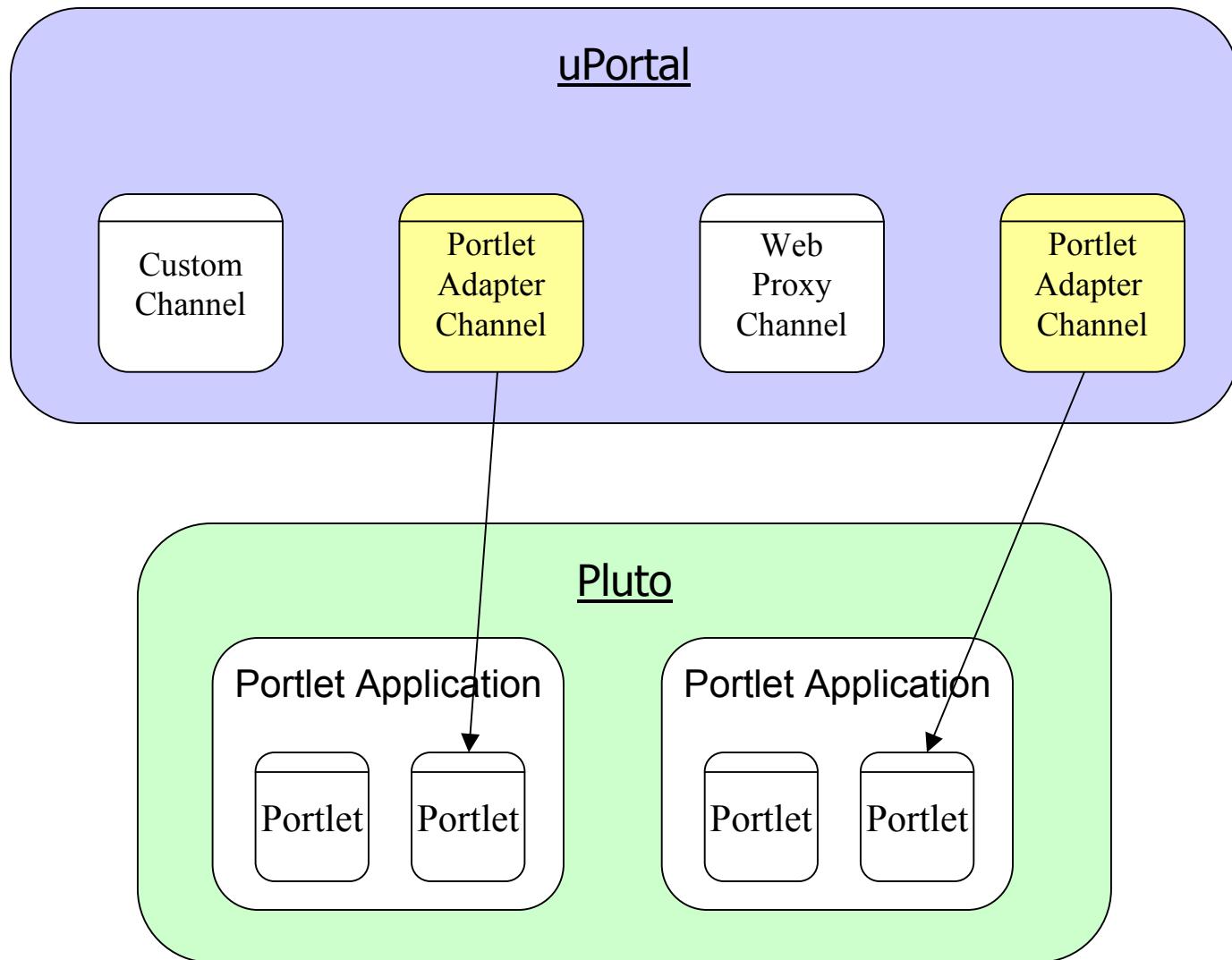
Pluto Object Model

- **Servlet** org.apache.pluto.om.servlet
 - Web application, servlet definition
- **Portlet** org.apache.pluto.om.portlet
 - Portlet application definition, portlet definition
- **Entity** org.apache.pluto.om.entity
 - Portlet application entity, portlet entity
- **Window** org.apache.pluto.om.window
 - Portlet window
- **Common** org.apache.pluto.om.common
 - Names, descriptions, preferences, etc.

Pluto Services

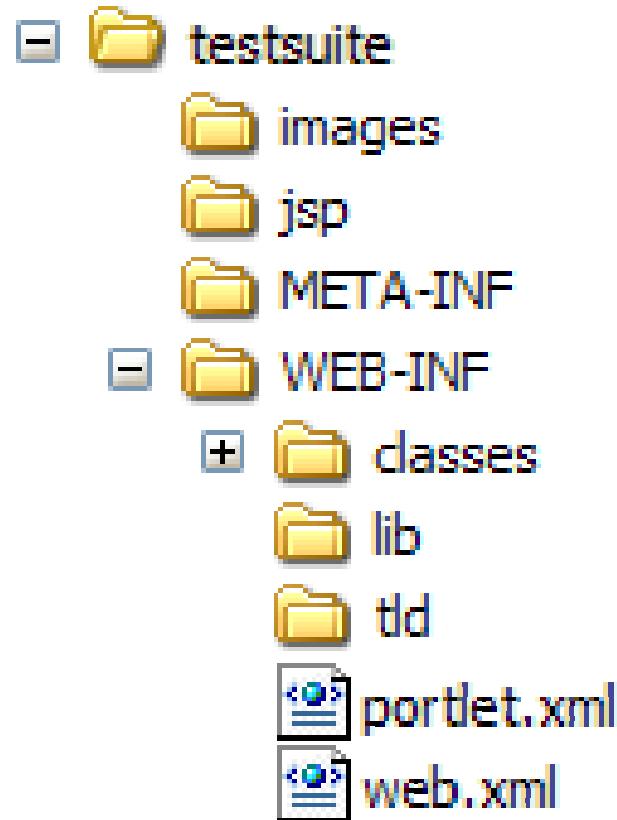
- **Information provider service**
 - Static information provider
 - Portlet definition registry
 - Dynamic information provider
 - Portlet Modes, Portlet Window States, etc.
- **Factory manager service**
 - Obtains an implementation through a factory
- **Log service**
 - Defines a logging facility

Portlet Adapter



Portlet File Structure

- All resources are packaged into a web application archive (WAR)
- `web.xml`
 - Specifies web application resources
- `portlet.xml`
 - Specifies portlet resources



Deploying Portlets

- Deployer tool

org.jasig.portal.container.deploy.Deployer

- Required for Pluto container
- Rewrites web.xml

- Inserts servlet definitions which wrap portlets

- Ant target

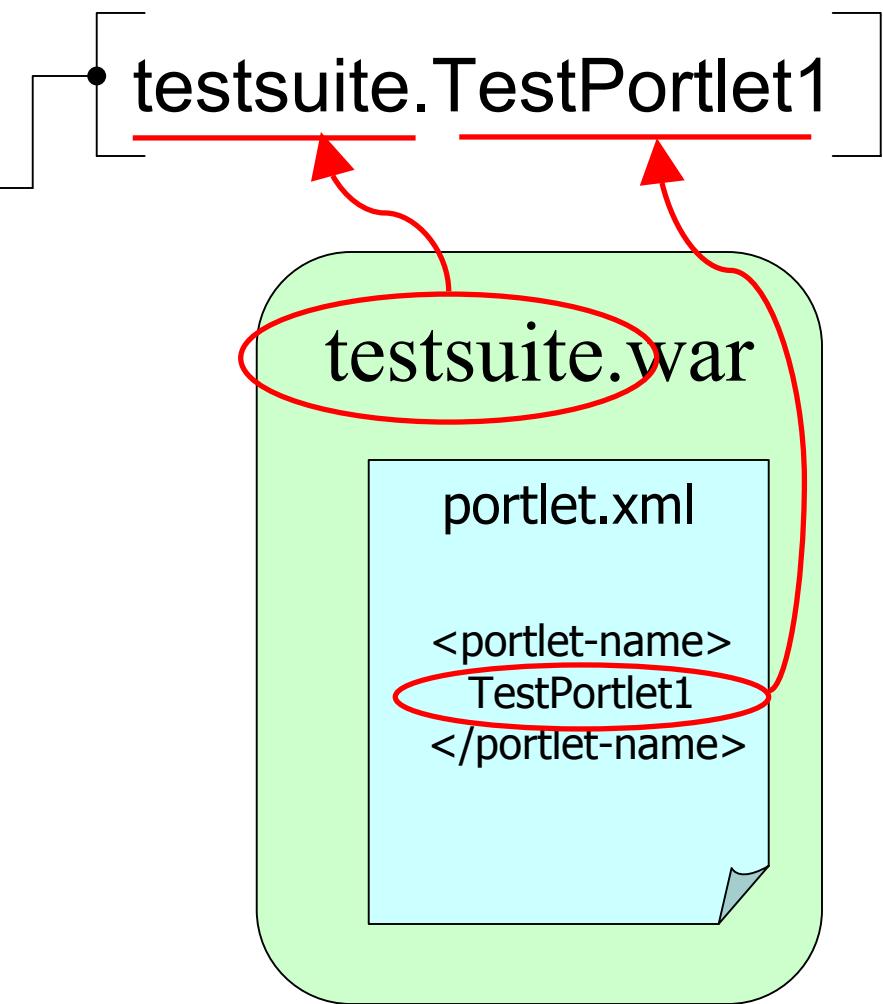
- Deploy one Portlet or all Portlets (in lib/portlets directory)

```
ant deployPortletApp -DportletApp=C:/TEMP/myPortlet.war
```

```
ant deployPortletApp -DportletApp=all
```

Publishing Portlets: Getting Portlet GUID

- Identify Portlet Definition
 - Need to know the **Portlet Definition GUID**
- Portlet Preferences
 - Zero or more name-value pairs can be specified
 - Overrides Preferences specified in portlet.xml



Publishing Portlets: Channel Type

Channel Type: Select the type of channel to add by clicking a select icon in the option column

Option	Channel Type	Description
<input type="radio"/>	Custom	This channel type allows the publication of channels with no accompanying CPD (Channel Publishing Document). It is typically used to publish channels with only one corresponding channel definition.
<input type="radio"/>	Applet	Displays a java applet
<input type="radio"/>	Image	Displays an image with optional caption and subcaption
<input type="radio"/>	Inline Frame	Renders an HTML page within a frame. Not supported in browsers older than Internet Explorer 5 and Netscape 6.
<input checked="" type="radio"/>	Portlet	Adapter for JSR-168 Portlets
<input type="radio"/>	RSS	Renders content provided in the popular RSS (Rich Site Summary) format
<input type="radio"/>	Web Proxy	Incorporates a dynamic HTML or XML application
<input type="radio"/>	WSRP Consumer	WSRP consumer implementation
<input type="radio"/>	XML Transformation	Transforms an XML document into a fragment of markup language given a set of XSLT stylesheets specified in a uPortal stylesheet list (SSL) file.

[Next >](#)[Review](#)[Cancel](#)

Publishing Portlets: Portlet Definition and Prefs

Enter Portlet Definition GUID

Portlet Definition: Enter the Portlet Definition ID.

Options	User can Modify?	General Settings
<input type="checkbox"/>	<input checked="" type="checkbox"/>	Portlet definition ID: [example - testsuite.TestPortlet1] testsuite.TestPortlet1

< Back | Next > | Review | Cancel

Enter zero or more portlet preference name-value pairs.

Portlet Preferences: These are the preferences of the portlet itself. There may be zero or more preferences.

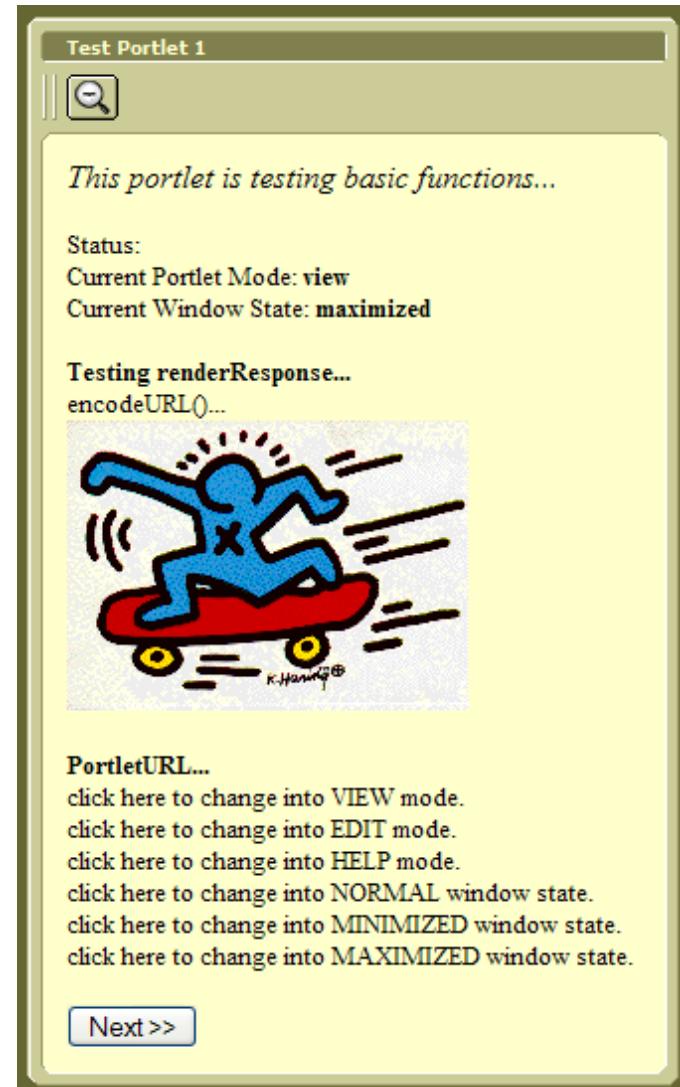
Name: <input type="text" value="anotherName"/>	Value: <input type="text" value="anotherValue"/>	Option <input type="checkbox"/> User can Modify? <input type="checkbox"/> Name <input type="checkbox"/> Value
<input type="checkbox"/> User can modify?		<input type="button" value="add"/>

< Back | Next > | Review | Cancel

Sample Portlets in uPortal: Test Suite

Test Suite Portlet

- Distributed with Pluto
- Tests
 - Render Request
 - Render Response
 - Portlet Session
 - Portlet Context
 - Portlet URL
 - Portlet modes
 - Portlet window states
 - Resource loading
 - Portlet actions
 - Preferences persistence



Sample Portlets in uPortal: RSS Portlet

RSS Portlet

- Available at POST
- Written by Plumtree Software
- Displays RSS content
- User can choose content with drop-down
- User can edit the list of RSS source URLs
- Supports RSS 1.0 and 2.0

The screenshot shows the "RSS Portlet" window. At the top, there are three icons: a magnifying glass, a delete, and an edit. Below the title bar is a toolbar with a "help" button, a search bar containing "http://www.theserverside.com/rss/theserverside-0.9.rdf", and a "go" button. The main content area displays a list of RSS items:

- Yet Another Benchmark: Claims of Java being faster than C++
- Shared Java Classes in the JVM
- Exception chaining in JDBC
- Opinion: Don't Make me Eat the Elephant Again
- Announcing Doclipse: JavaDoc tag plug-in for Eclipse
- VRaptor 0.5: another web MVC and IoC framework
- Featured Article: Dynamic Coupling
- TSS Article: Enhancing Web Application Performance with Caching
- Sun comes together to extend Jackpot into SALSA
- Nokia wants to Jumpstart Java for Enterprise Mobile

The screenshot shows the "RSS Portlet" window. At the top, there are three icons: a magnifying glass, a delete, and an edit. The main content area displays a list of checked RSS feeds:

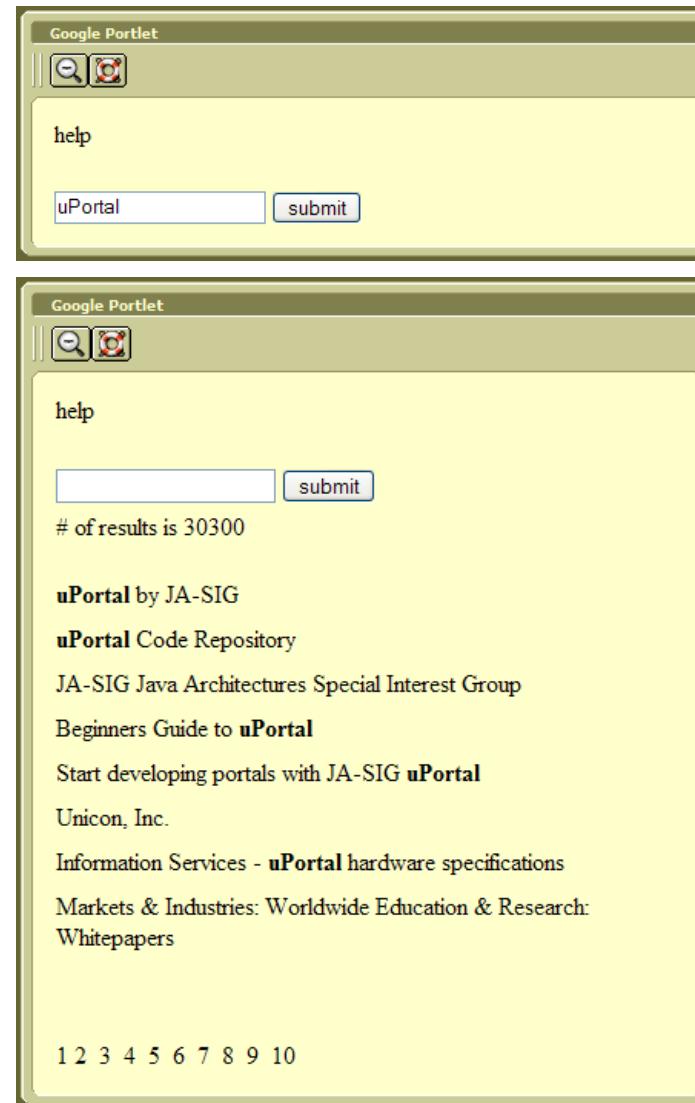
- http://www.theserverside.com/rss/theserverside-0.9.rdf
- http://rss.com.com/2547-12-0-20.xml
- http://headlines.internet.com/internetnews/top-news/news.rss
- http://headlines.internet.com/internetnews/fina-news/news.rss
- http://www.sciencedaily.com/newsfeed.xml

Below the feed list is a form with a text input field labeled "Additional RSS Feed:" and a "submit" button.

Sample Portlets in uPortal: Google Portlet

Google Portlet

- Available at POST
- Written by Plumtree Software
- Allows search with Google Web APIs
- Communicates with Google Web Service using SOAP
- Requires license key configuration



Portlet Modes

- Portal must support...
 - view
 - Display current state of Portlet
 - Mandatory for Portlet
 - edit
 - Allows user to customize Portlet
 - Optional for Portlet
 - help
 - Provide help information about Portlet
 - Optional for Portlet
- Declaration in portlet.xml

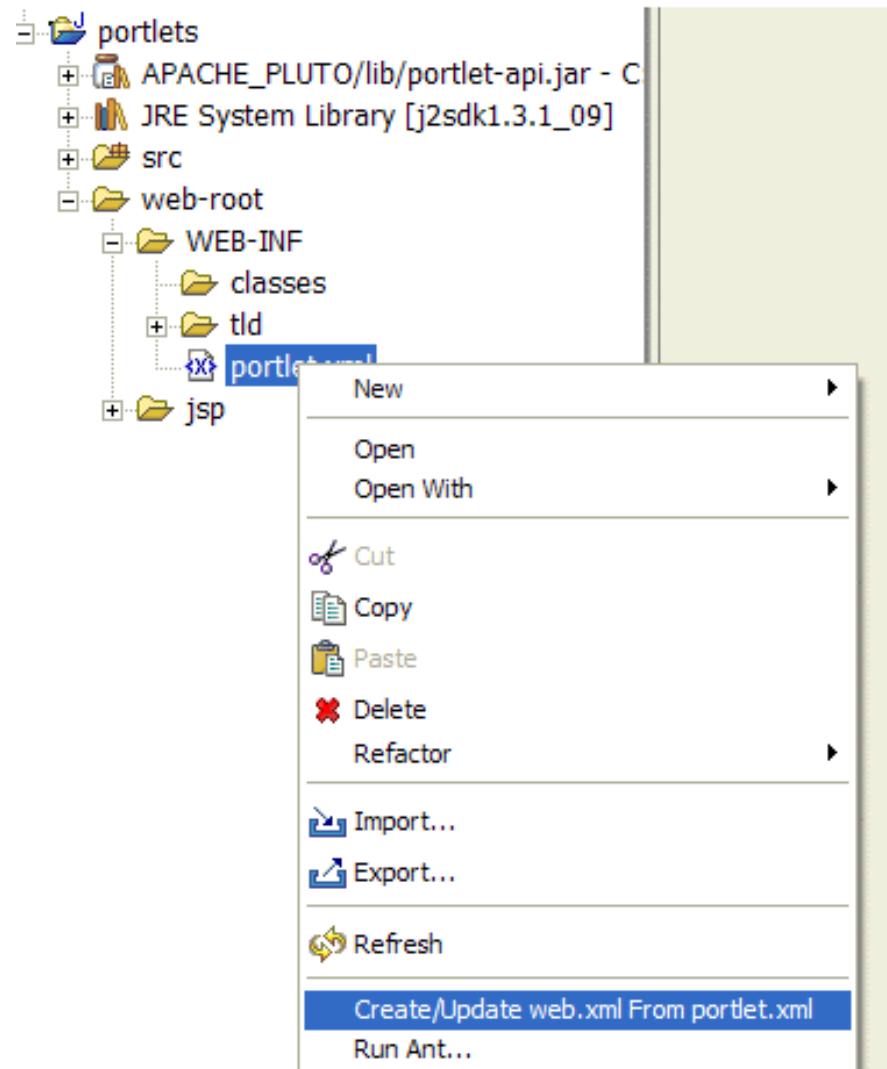
```
<supports>
    <mime-type>text/html</mime-type>
    <portlet-mode>help</portlet-mode>
</supports>
```

Portlet Window States

- Portal must support...
 - normal
 - Portlet may be sharing page with other Portlets
 - Portlet should restrict size of rendered output
 - maximized
 - Only Portlet being rendered on the portal page
 - Portlet may generate richer content
 - minimized
 - Portlet should render minimal output or no output at all

Pluto Eclipse Plugin

- Facilitates writing and deployment of JSR 168 Portlets in Pluto
- Wizards
- Context menu actions
- 1.0.0 alpha 2 release October 25, 2003
- <http://sourceforge.net/projects/plutoeclipse>



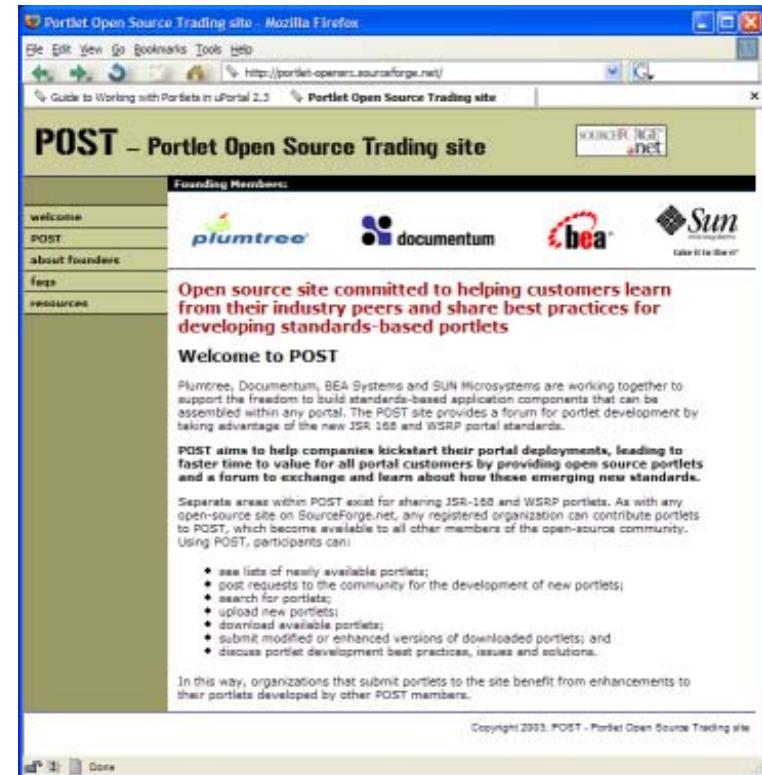
Spring PortletMVC

- Framework for Portlet Development
 - Analogous to Spring Web MVC
- Flexible with respect to view technology
 - JSP
 - JSTL
 - XML/XSLT
 - etc.
- Introduced to Spring Framework by Rutgers University
 - Bill Thompson
 - Dmitriy Kopylenko (“Dima”)
- Currently in Spring CVS “sandbox”
- Release planned for September 2004 Spring 1.1

Portlet Open Source Trading Site (POST)

<http://portlet-opensrc.sourceforge.net/>

- A Portlet “Clearinghouse”
- Founded Sept 2003 by Plumtree, Documentum, BEA, and Sun
- Sections for JSR 168 and WSRP portlets
- Not very popular yet
 - 5 Portlets available
 - 7 people on mailing list



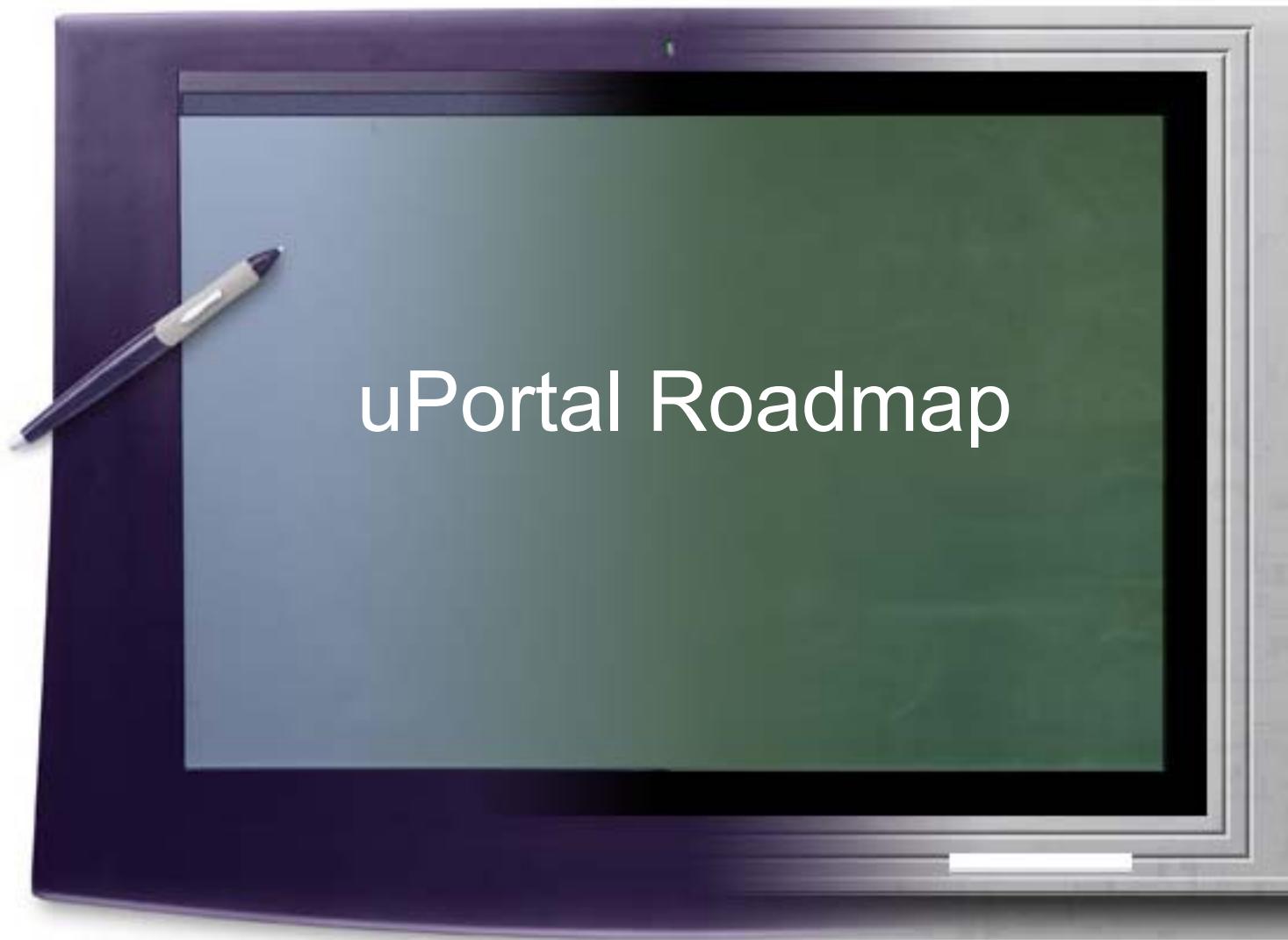


SAKAI's Use of uPortal

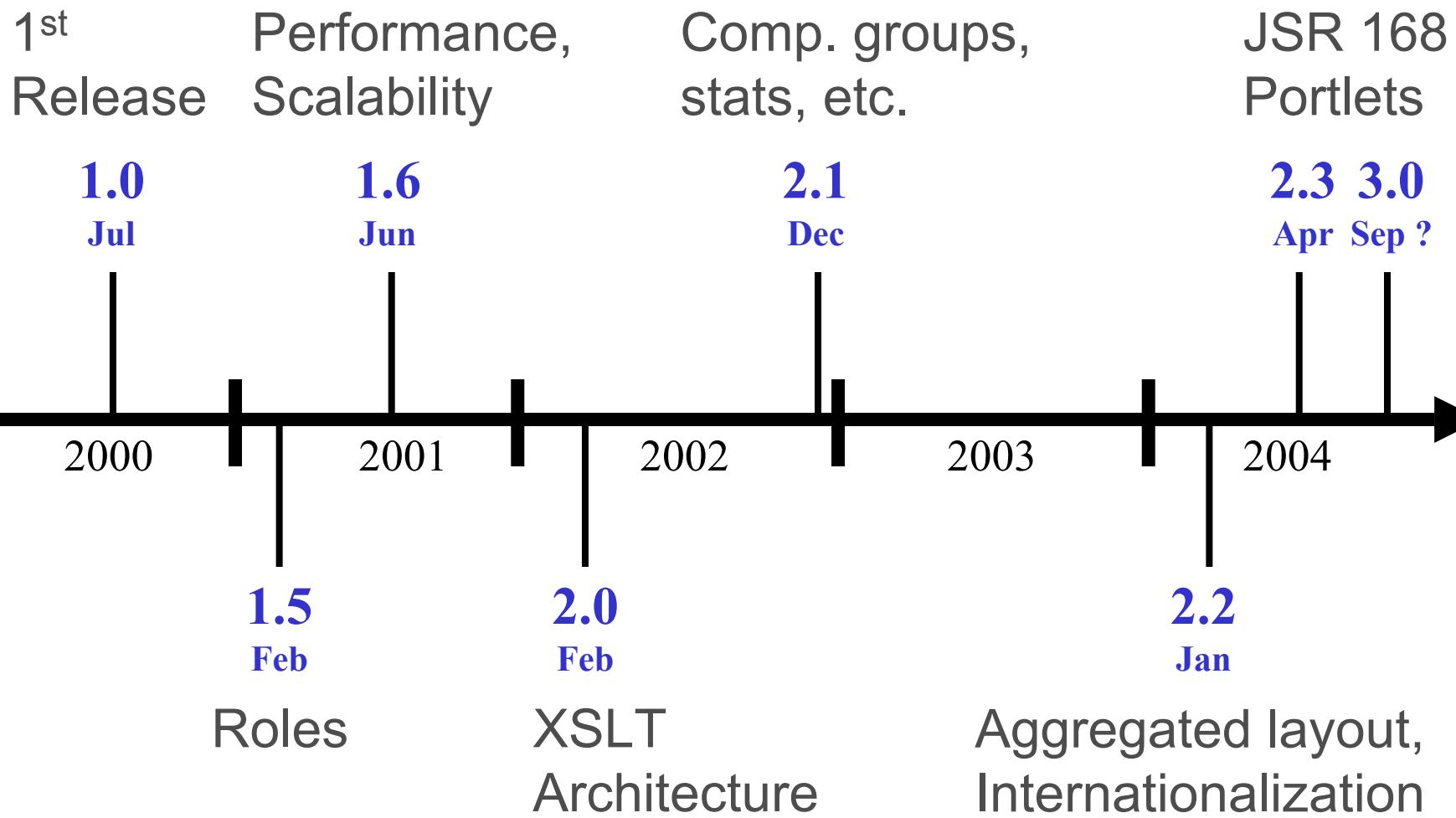
- **Embedded**
 - Application and navigation completely within a JSR 168 Portlet
 - A “Super Portlet”
 - No modifications to uPortal framework
 - Portable to any JSR 168-compliant portal
- **Injected**
 - Requires custom modifications to uPortal
 - Not easily installable into “vanilla” uPortal
 - Not portable to another JSR 168-compliant portal
 - Learning experience
- **Integrated**
 - SAKAI requirements incorporated into uPortal
 - Long term solution
 - Not portable to another JSR 168-compliant portal

SAKAI Wish List for uPortal

- Native support of JSR 168 Portlets
- Tree-based portal layout (n-levels deep)
- Lazy, pluggable, layout loading
- Layout node information
- Make Portlets aware of their identifier
- Provide service for Portlets to obtain their “context” or placement within the Portal layout
- Human-readable portal URL’s that can uniquely identify a layout fragment or Portlet

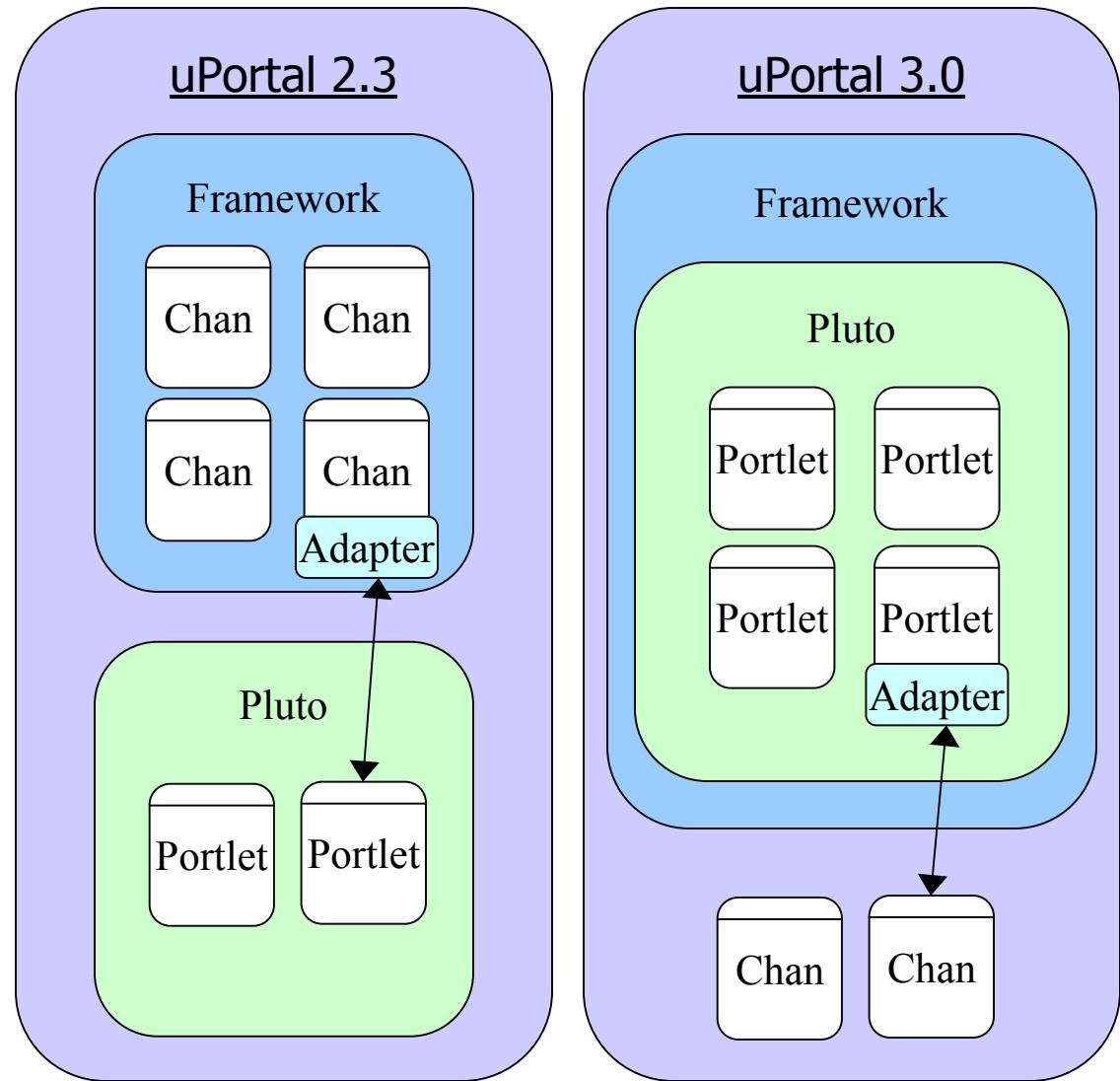


uPortal Release Timeline



uPortal Portlet Roadmap

- **uPortal 2.3**
 - Support Portlets (JSR 168) via Portlet adapter
- **uPortal 3.0**
 - Portlets become native portal component
 - Support Channels via Channel adapter



New in uPortal 2.3

 JSR 168 Portlet support

 Implementation of Pluto Portlet Container

 Layout fragment manager

 Pulled layout fragments

 Enhanced content subscriber

 Person attributes groups store (PAGS)

 Multi-valued person attributes support

 Just-in-time XSLT localization

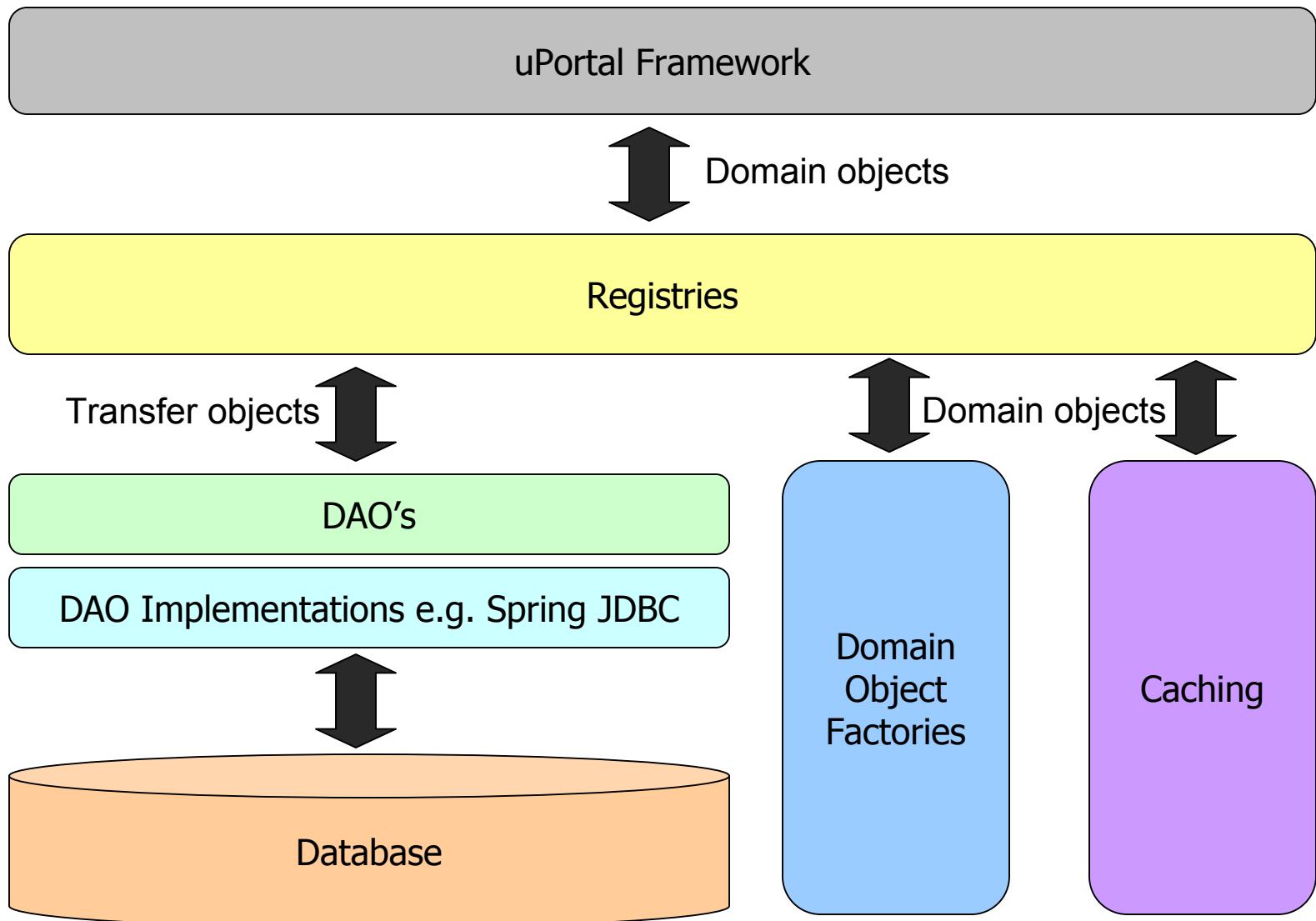
uPortal 2.4

- Complete WSRP implementation
 - Apache Portals WSRP4J
- New RSS Channel
 - Easily supports multiple RSS versions

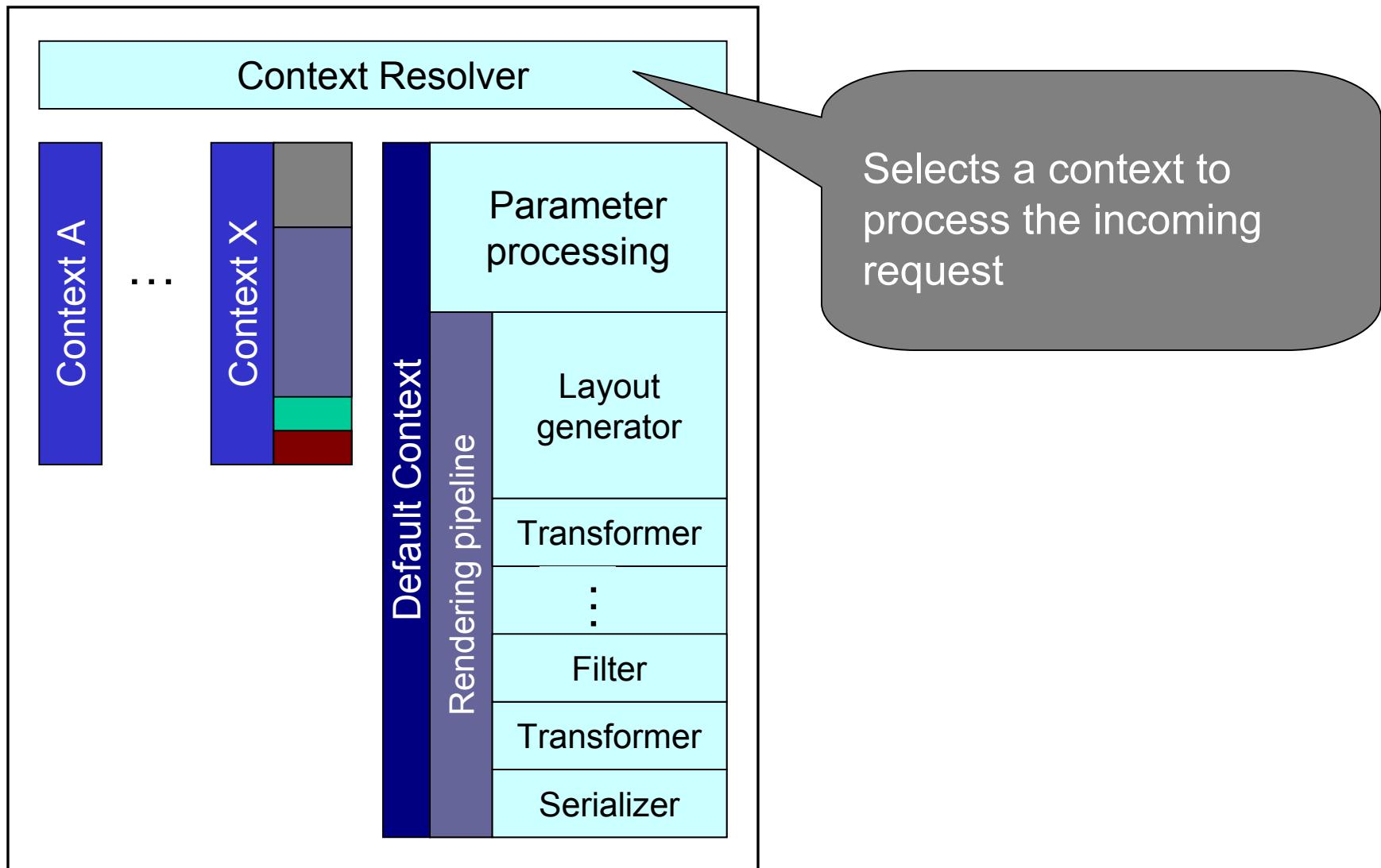
uPortal 3.0 Overview

- Terminology and paradigm change:
Channels replaced by Portlets
- Componentization of framework
- Modular rendering pipeline
- Clean separation of business logic and persistence layer
- Full support for uPortal 2.x Channels
- Upgrade tools

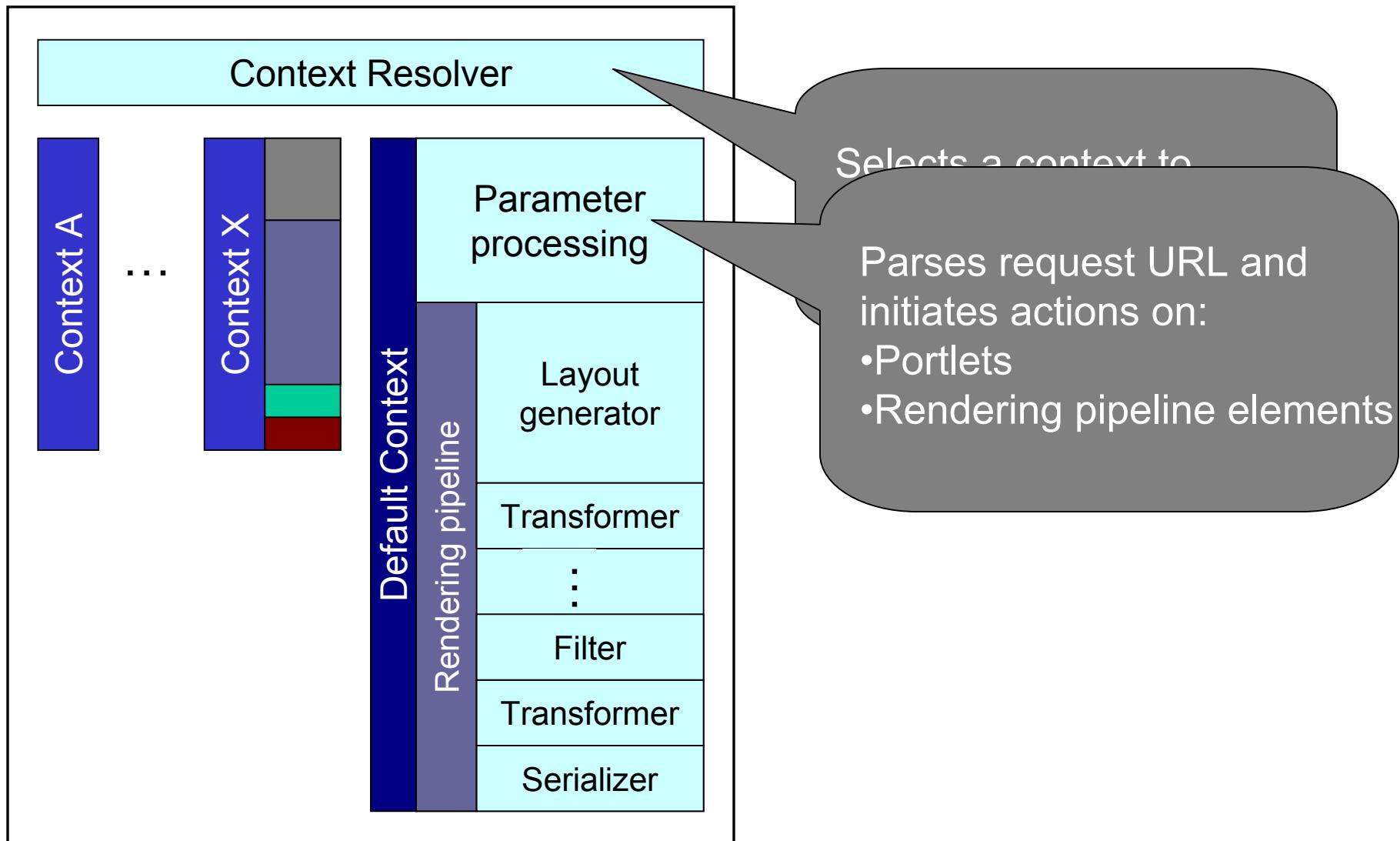
uPortal 3.0 Domain Object Architecture



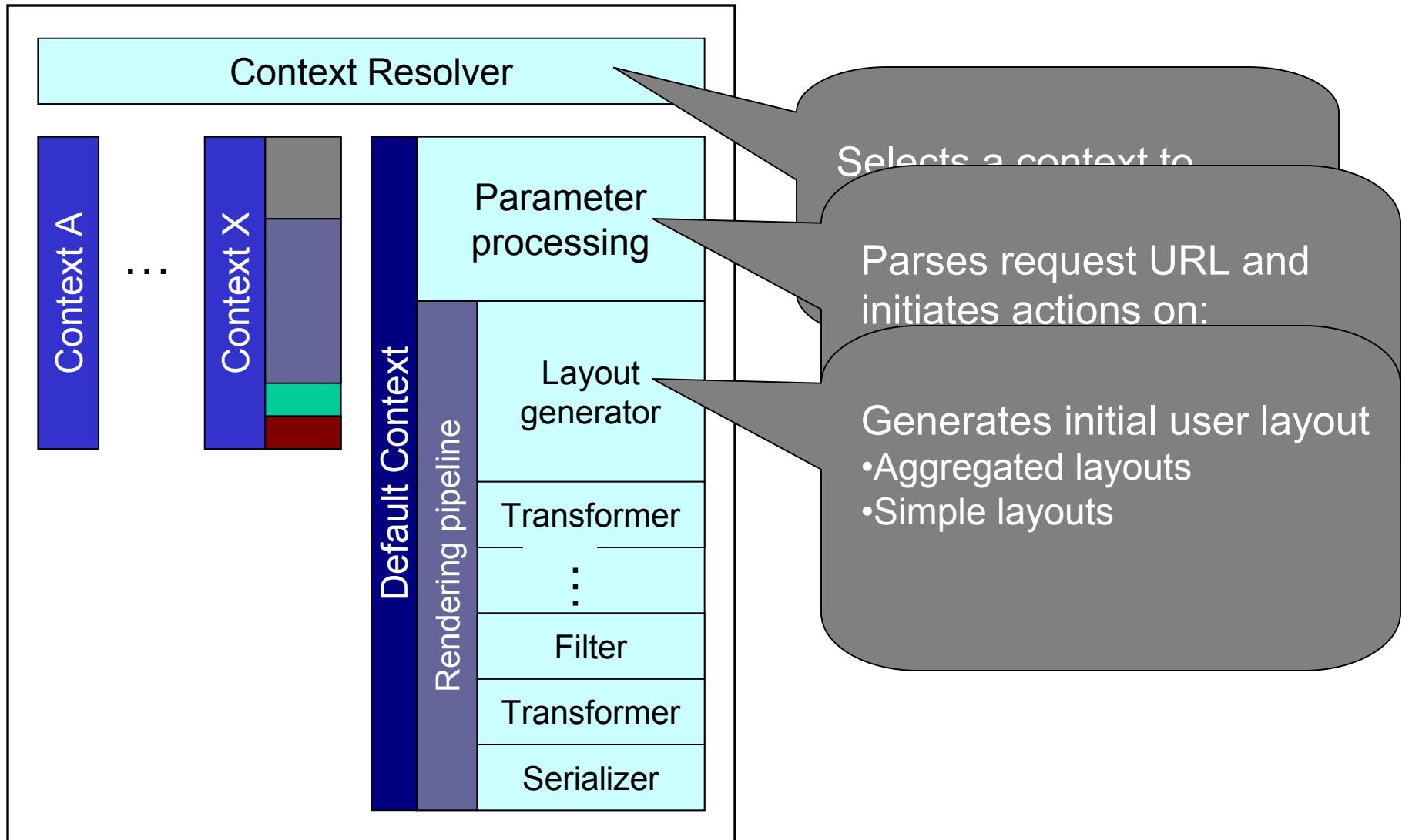
uPortal 3.0 Rendering Architecture



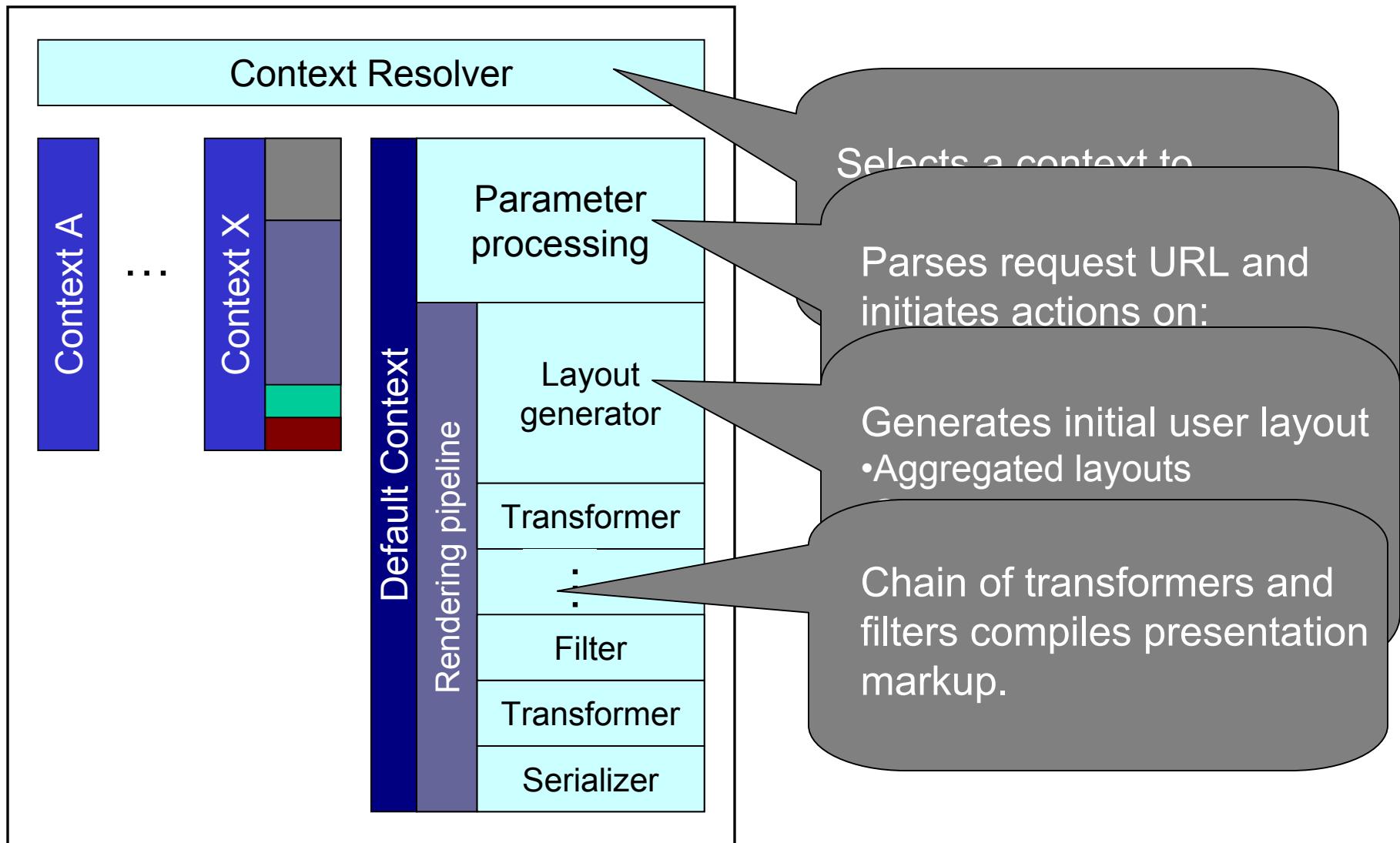
uPortal 3.0 Rendering Architecture



uPortal 3.0 Rendering Architecture



uPortal 3.0 Rendering Architecture



Support and Services

- uPortal Mailing List
 - jasig-portal@unm.edu
- UNICON
 - www.unicon.net
 - uPortal Professional Services
 - uPortal Training

The End

Questions ?

“uPortal – Past, Present, and Future”

Presenter Info:

Ken Weiner
kweiner@unicon.net
310.414.6760 x216



Sakai Assessment Manager “Samigo”

- Charles Kerns, Stanford University
charles.kerns@stanford.edu
- Lance Speelman, Indiana University
lance@indiana.edu

This presentation:

- Part 1
 - **Overview and Functionality**
 - Charles Kerns, Stanford University
- Part 2
 - **Technical Description**
 - Lance Speelman, Indiana University
- In the audience
 - Caitlin Intermill, Lead Designer, Indiana
 - Marc Brierley, Lead Designer, Stanford

What is Samigo?

- Asynchronous, Web-based Interaction Model:
 - Instructor asks questions
 - Student responds; gets feedback (immediate or delayed)
 - Instructor grades and makes comments
- A Sakai tool for creating, distributing, taking, and grading assessments.
 - Assessment = quiz, problem set, paper, homework, test, survey, self-study questions.
- Questions and Assessments can be organized and shared.

Where did the design originate?

- Formative Assessment (Homework)
 - Stanford Assignment Tool for Human Biology
 - CourseWork CMS with Language Tools
(Andrew W. Mellon Foundation funded)
 - OKI Tools Workshop to Specify Functionality
(Andrew W. Mellon Foundation funded)
 - OKI Formative Assessment Tool
(Andrew W. Mellon Foundation funded)
- OnCourse Quiz & Test Tool
 - Online testing

Where did the design originate?

- OKI Tools Workshop
 - Many schools met to define needs for a CMS
 - One group specified the needs for an Assessment Tool
 - Several hundred functional requirements identified

Where did the design originate?

- Assignment and Assessment Manager
 - Supports teaching and learning in large lecture science courses and in language instruction
 - OKI Tool
 - **Andrew W. Mellon Foundation funded**
- Oncourse CMS for Indiana University
- IMS QTI

What are its features:

- Assessment Authoring
- Assessment Publishing
- Assessment-taking Management
- Assessment Grading
- Question Pools Management
- Publishing Template Management

Sakai Assessment Manager

Assessments

[Pool Manager](#)[Templates](#)

New Assessment

Create a new assessment

Title :

[Create](#)

Import from existing assessment

[Import](#)

Use Existing Template

Core Assessments

Title

DemoTest2

[Remove](#)[Export](#)[Settings](#)[Questions](#)

animal homework

[Remove](#)[Export](#)[Settings](#)[Questions](#)

Midterm 1

[Remove](#)[Export](#)[Settings](#)[Questions](#)

Midterm 1

[Remove](#)[Export](#)[Settings](#)[Questions](#)

View or Modify

Published Assessment

Active (testing in progress)

Title	Location	Release Date	Due Date	View or Modify
DemoTest	Authenticated Users	6/20/2004	6/21/2005	Settings Responses
DemoTest2	Charles Kerns	6/19/2004	6/21/2005	Settings Responses
Midterm 1	Charles Kerns	6/20/2004	6/21/2005	Settings Responses

Organize & Publish Assessments

- Library of assessments for a course
 - Can be ex/imported in QTI XML format
- Published assessments with responses, grades
 - Can be published to sections, groups in course
 - Can have different release, due, retract dates

Assessments

[Pool Manager](#)[Templates](#)

New Assessment

Create a new assessment

[Create](#)

Import from existing assessment

[Import](#)

Use Existing Template

Core Assessments

Title

View or Modify

DemoTest2

[Remove](#)[Export](#)[Settings](#)[Questions](#)

animal homework

[Remove](#)[Export](#)[Settings](#)[Questions](#)

Midterm 1

[Remove](#)[Export](#)[Settings](#)[Questions](#)

Midterm 1

[Remove](#)[Export](#)[Settings](#)[Questions](#)

Published Assessment

Active (testing in progress)

Title

Location

Release Date

Due Date

View or Modify

DemoTest

Authenticated Users

6/20/2004

6/21/2005

[Settings](#)[Responses](#)

DemoTest2

Charles Kerns

6/19/2004

6/21/2005

[Settings](#)[Responses](#)

Midterm 1

Charles Kerns

6/20/2004

6/21/2005

[Settings](#)[Responses](#)

Question Types

- Multiple Choice (single and multiple correct)
- Multiple Choice Survey
- True/False
- Matching
- Essay/Short Answer
- Fill in the Blank
- File Upload
- Audio Recording

Assessment Questions

[Return to Assessments Page](#)

biology homework Settings Preview Assessment

Existing Questions (1 total)

Insert Question: Multiple Choice (single correct) ▾ Add

Insert Part: Add

Part - Locomotion 1 ▾ Remove Modify

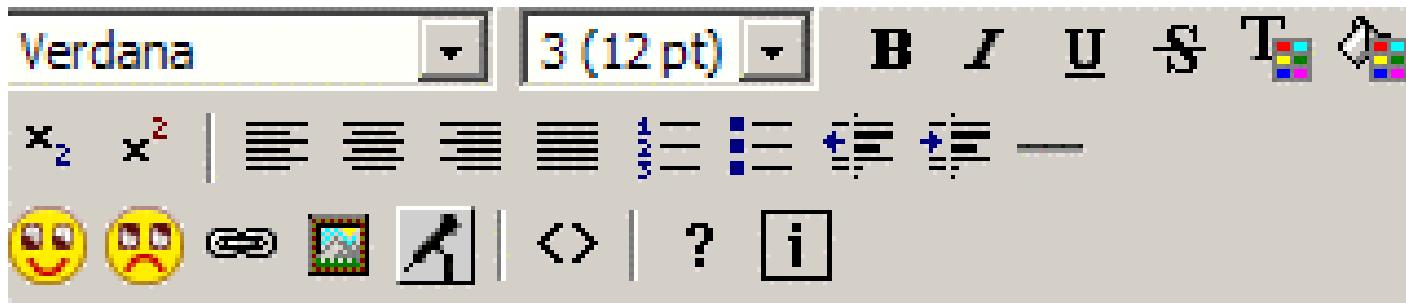
Question 1 ▾ Multiple Choice (single correct) - 5.0 Points Remove Modify

1. How does this bird move on land? 

- A. Waddles
- B. Runs
- C. Walks
- D. Canters

Multimedia Everywhere

- WYSIWYG editor



Fonts, layout, lists, images, file uploads, links

- In section headers, question texts, selections for responses, feedback, comments

1 Answer Point Value: (0 = survey or ungraded question)

2 Question Text:

The screenshot shows the Microsoft Word ribbon with the 'Home' tab selected. The ribbon tabs are 'File', 'Home', 'Insert', 'Page Layout', 'Design', 'Layout', 'References', 'Mailings', 'Review', and 'Help'. Below the ribbon, there is a toolbar with various icons for text and document manipulation.

Which animal roars?

3 Answers:

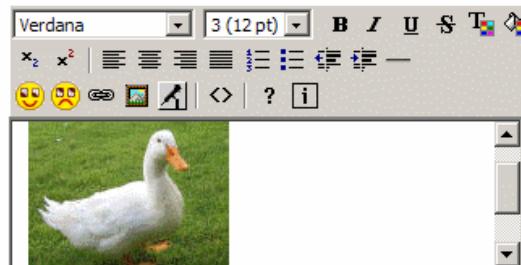
Correct answer A.

[Remove](#)

Feedback(optional)

Show/Hide
Editor

○ A.



Try again. This one
quacks.

B



Feedback(optional)

Show/Hide
Editor

95



Feedback(optional)

Show/Hide
Editor

Remove

Pedagogical Flexibility

- Online Test
- Self-study questions
- Homework, problem-sets
- Essay, code, or project submission
- Language drills
- Quick knowledge probes

Online Test

- Unique tests for each student
 - Randomized order of questions
 - Randomized draw from question pools
- Timed test-taking during access window
 - Auto-submit at end of timed period
- One submission only
- Higher Security
 - IP Addresses restricted
 - Secondary Password (proctored)
- No late submissions accepted
- Scores transferred to gradebook

▼ High Security

Allow only specified IP Addresses:
(one per line)

Secondary ID and Password:

Username:

Password:

▼ Timed Assessment

Timed Assessment with Time Limit: : hrs : mins

Auto-submit when time expires

► Assessment Organization

▼ Submissions

Number of Submissions Allowed

- Unlimited
 Only submissions allowed

Late Handling

- Late Submissions (After Due Date) will NOT be accepted
 Late Submissions will be accepted and will be tagged late during grading.

► Submission Message

► Feedback

▼ Grading

Grading Options

- Anonymous Grading Only

Self-Study Questions

- Immediate feedback
- Random access to Q's during quiz-taking
 - Table of contents
 - Marked for review list
- No record of score in gradebook
- No due date; always available to student
- Unlimited submissions allowed

▼ Assessment Organization

Question Layout

- Each question is on a separate Web page.
- Each Part is on a separate Web page.
- The complete Assessment is displayed on one Web page.

Navigation

- Random access to questions from a Table of Contents.
There are NEXT and PREV buttons on each page for navigation.
- Linear Access to questions with NO return to previous pages.
There are only NEXT buttons only to go forward.
There is NO Table of Contents page.

Numbering

- Continuous numbering between part.
- Restart numbering between part.

▼ Submissions

Number of Submissions Allowed

- Unlimited
- Only submissions allowed

Late Handling

- Late Submissions (After Due Date) will NOT be accepted
- Late Submissions will be accepted and will be tagged late during grading.

► Submission Message

▼ Feedback

Feedback delivery:

- Immediate Feedback
- Feedback will be displayed to the student at a specified date:
  :
- NO Feedback will be displayed to the student.

Select the Feedback Components to be displayed to the student:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Question Text | <input checked="" type="checkbox"/> Question-level Feedback |
| <input checked="" type="checkbox"/> Student Response | <input checked="" type="checkbox"/> Selection-level Feedback |
| <input checked="" type="checkbox"/> Correct Response | <input checked="" type="checkbox"/> Grader's Comments |

Homework/Problem Sets

- Published with multiple release and due dates for different sections
- Multiple methods for handling late submissions
- Students can save work during assignment period.
- Auto-grading with methods for question type for diagnosing learning problems
- Quick-reviews of student aggregate performance by instructors viewing histograms, statistics.
- Pools for organizing questions for reuse

▼ Delivery Dates

Available Date

6/19/2004



7



:

59



Due Date

6/21/2005



7



:

59



Retract Date



0



:

0



▼ Assessment released to:

Available

Anonymous
Authenticated users
Anonymous

Selected

<< | >>

► High Security

► Timed Assessment

► Assessment Organization

▼ Submissions

Number of Submissions Allowed

Unlimited

Only submissions allowed

Late Handling

Late Submissions (After Due Date) will NOT be accepted

Late Submissions will be accepted and will be tagged late during grading.

Essay and Project Submission

- Use file upload question type for submitting any type of document
- Grader can download assignment; upload marked-up file to return to student
- Grades are recorded in gradebook

Templates

- Create Assessment “Types” for different disciplines, different uses
- Select what choices are available to the instructor.
- Hide complexity by making choices for the type (e.g., Self-study always has immediate feedback)

Template Editor

► Template Information

▼ Assessment Introduction

Assessment Author(s)

Instructor Can View/Edit?

Assessment Creator

Assessment Description/Intro

► Delivery Dates

► Assessment released to:

▼ High Security

Allow only specified IP Addresses

Instructor Can Edit?

Secondary ID and Password

▼ Timed Assessment

Timed Assessment

Instructor Can Edit?

Auto-submit when time expires

▼ Assessment Organization

Navigation

Instructor Can Edit?

Default Value:

- Linear Access to questions with NO return to previous pages. There are only NEXT buttons only to go forward. There is NO Table of Contents page
- Random access to questions from a Table of Contents. There are NEXT and PREV buttons on each page for navigation. Auto-submit when time expires

Question Layout

Instructor Can Edit?

Default Value:

Test Settings: Pop Quiz 1

- ▶ **Assessment Introduction**
- ▶ **Delivery Dates**
- ▶ **Assessment released to:**
- ▶ **Grading**

Publish

Save Settings

Cancel

Question Pools

- Organize questions into multiple subpools
- Export and import questions in IMS QTI format.
- Author Questions from within Pool Mgr.
- Randomly draw from pools for an assessment

Question Pool Manager

Question Pools: [Add](#) [Import](#) [User Admin](#)

[Copy](#) [Move](#) [Remove](#) [Export](#)

<input type="checkbox"/> Pool Name	Creator	Last Modified	# of Questions	# of Subpools	
<input type="checkbox"/> <u>Animal Questions</u>	Charles Kerns	06/22/2004	--	3	Add Subpool

Pool Name:

Creator: Charles Kerns

Department/Group:

Description:

Objectives:

Keywords:

of Subpools in Animal Questions: (3)

<input type="checkbox"/> Pool Name	Creator	Last Modified	# of Questions	# of Subpools	
<input type="checkbox"/> Locomotion	Charles Kerns	06/22/2004	--	--	<input type="button" value="Add Subpool"/>
<input type="checkbox"/> communication	Charles Kerns	06/22/2004	1	--	<input type="button" value="Add Subpool"/>
<input type="checkbox"/> thermo-regulation	Charles Kerns	06/22/2004	--	--	<input type="button" value="Add Subpool"/>

of Questions in Animal Questions: (0)

<input type="checkbox"/> Add to Assessment	<input type="button" value="Copy"/>	<input type="button" value="Move"/>	<input type="button" value="Remove"/>	<input type="button" value="Export"/>
<input type="checkbox"/> Question Text	Question Type			



Samigo Assessment Manager

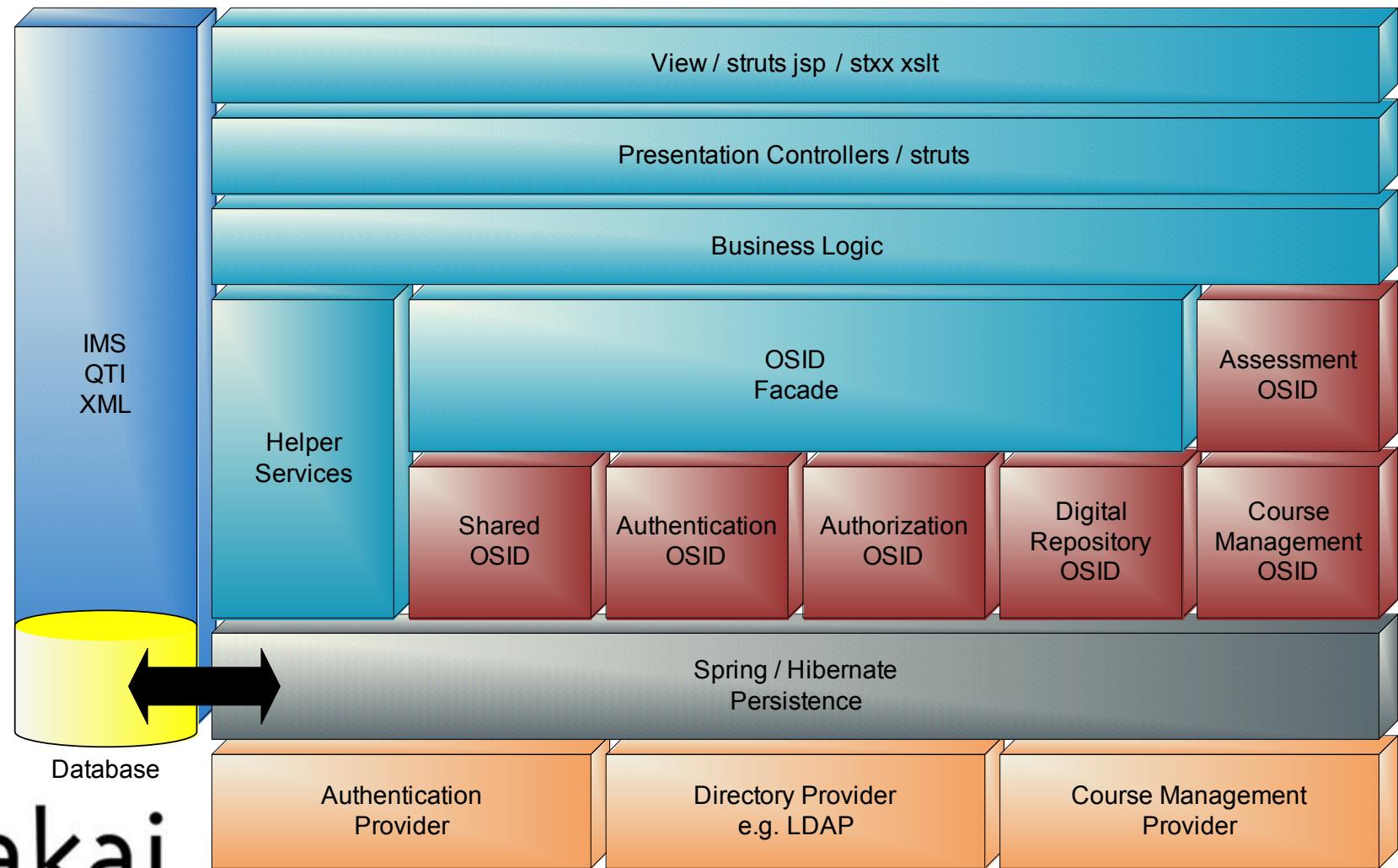
Lance Speelmon

Indiana University

Agenda

- Architecture
- Standards
 - OKI OSIDS
 - IMS QTI
- Persistence
 - Spring / Hibernate
- Sakai TPP Transition

Logical Architecture



OKI OSIDS

- Benefits
 - Interoperability
 - Well defined points of integration
- Issues
 - Profiling
 - Out of Band Agreements
 - Expected Behavior

IMS QTI

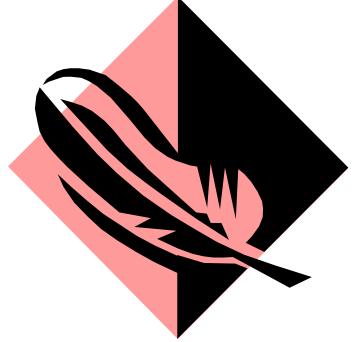
- Benefits
 - Interoperability
 - Reduced Front-End Modeling
- Issues
 - Searches / De-normalization
 - Branching

Spring / Hibernate

- Simplified persistence of objects
- Rich mappings
- Automated connections
- Declarative transactions across service boundaries
- Excellent development / deployment cycles

Sakai TPP Transition

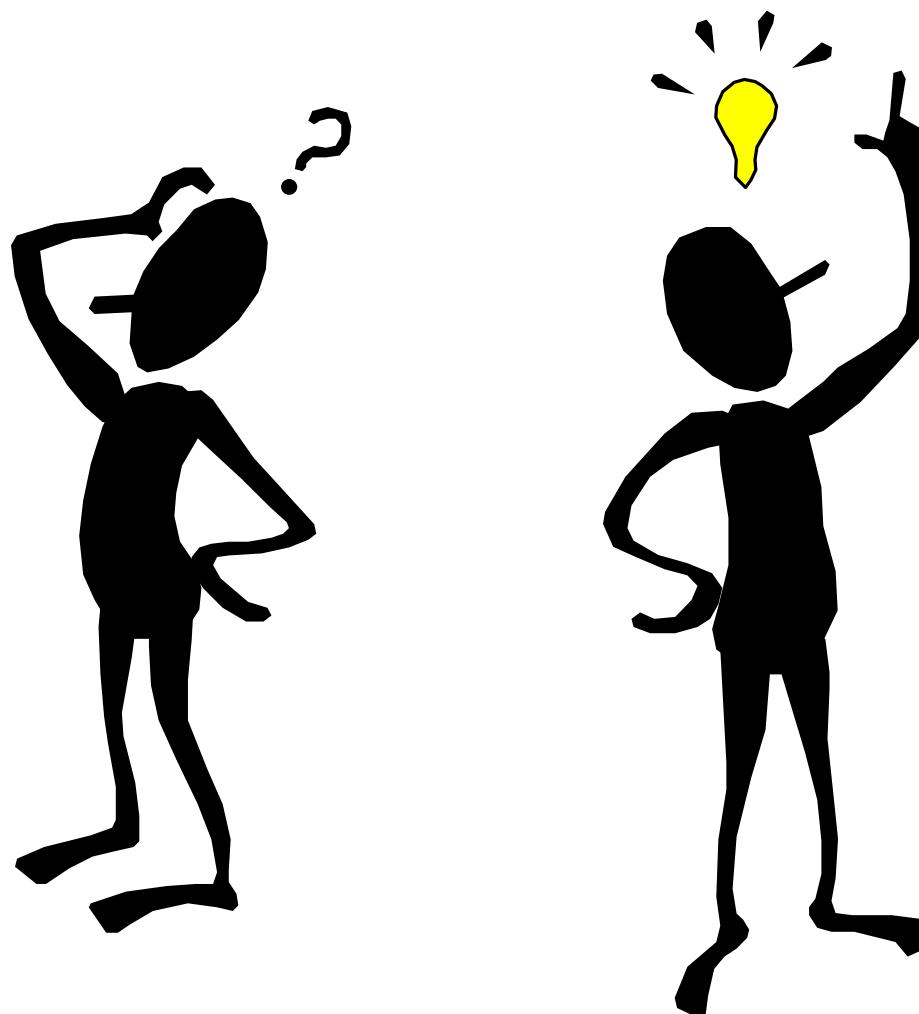
- Out of Box Experience
- Spring / Hibernate completion
- Dependency Injection
- JSF / Sakai Presentation



SEPP BOFS

- Samigo Assessment Manager
 - Friday 8:30 – 9:15a: Tabor A Foyer
 - Integration / Extension
- Spring / Hibernate
 - Friday 2:00 – 2:45p: Tabor A Foyer
 - CRUD / Transactions
- AuthZ
 - Friday 2:45 – 3:45p: Tabor A Foyer

Q & A



Gradebook: Developing a Sakai Tool

Ben Brophy

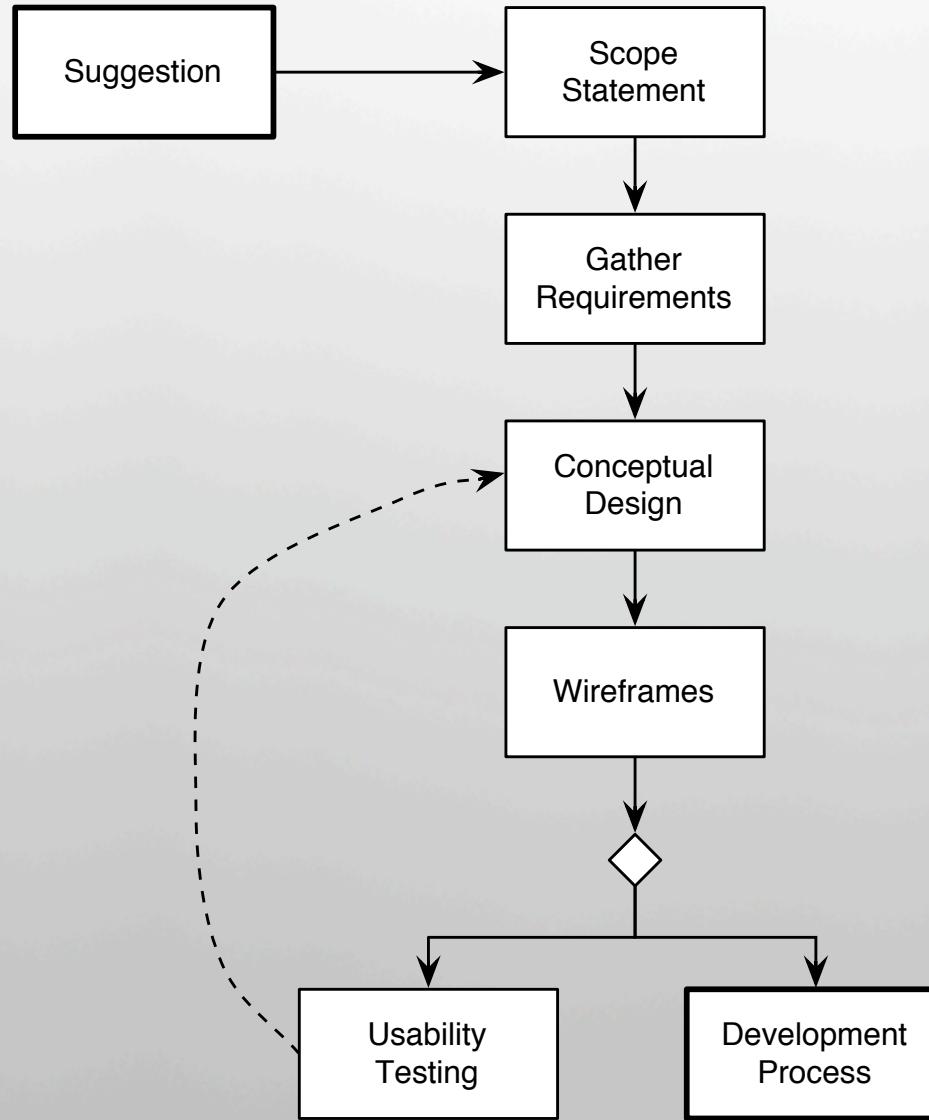
Massachusetts Institute of Technology

How We Build a Sakai Tool

Design	From suggestion to wireframes	3/04 - 5/04
Development	From wireframes to functional version	Underway
Launch	From functional version to release	Pilot Fall '04

Design

Design Process



design - development - launch

Starting the Process

- There is a process for gathering suggestions coming - each institution probably has their own.
- MIT Faculty had been asking for a course-wide gradebook in Stellar.
- Samigo will need a gradebook to plug into.
- Most importantly, we need to figure out how to build a tool using the Sakai framework.

Our Methods

- User centered design, bringing users into the process early
- The application is programmed from the UI, not the other way around
- This approach stems from our experience designing tools for Stellar, MIT's current Course Management System

Requirements

- Gathered from MIT faculty and TAs, including 24 one on one interviews
- Instructors from all the schools at MIT, and some from other institutions
- We got help from students in the Bentley Human Factors and Information Design program
- Got samples of what the instructors used for grading now (usually Excel spreadsheets)

Sample Requirements

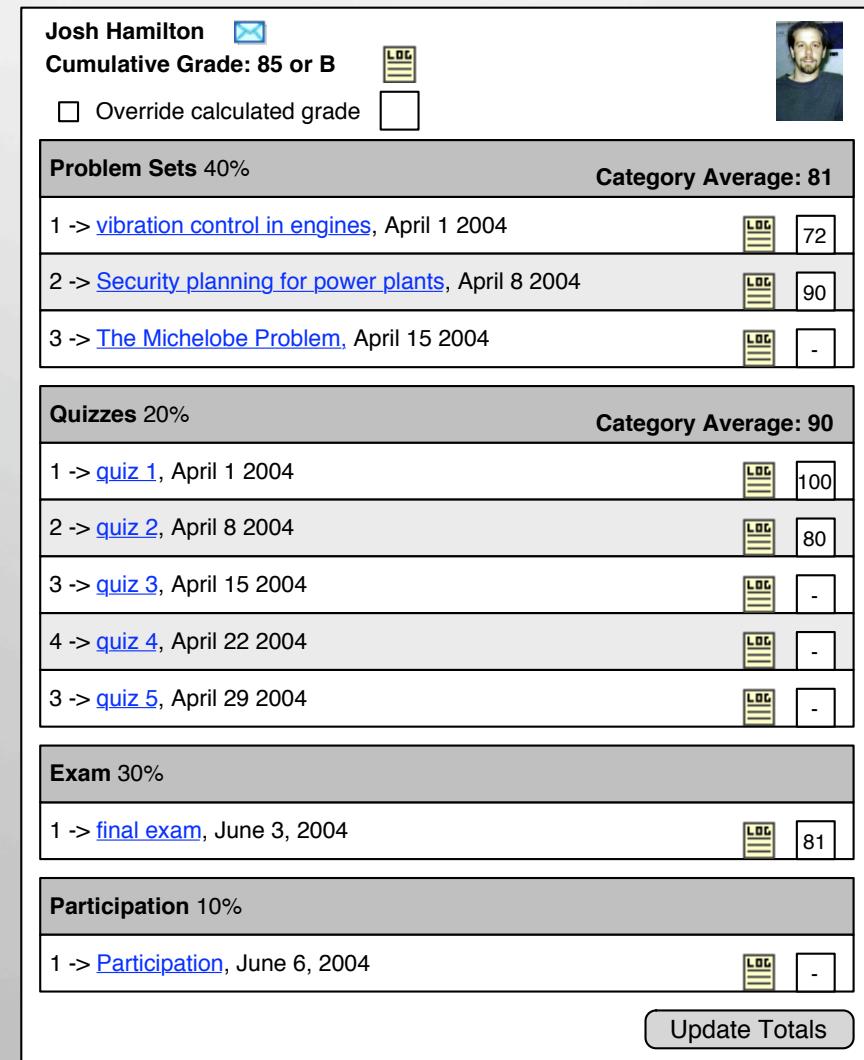
- Submit grades to registrar button
- Instructor can override calculated grades
- Adjustable grade scales
- Instructor can set student viewing options
- Show statistics for each assignment
- Ability to automatically drop worst grades

Existing Applications

- Similar functionality in Stellar's Homework tool, and similar security concerns
- Gathered grade related functionality gaps, principally from Indiana's Course Management System
- Reviewed commercial applications
- Access to the requirements gathered by UC Berkeley

Conceptual Design

- Based on the requirements
- Start with the overview pages
- Build a flow chart at the same time
- Build every page
- Iterative process

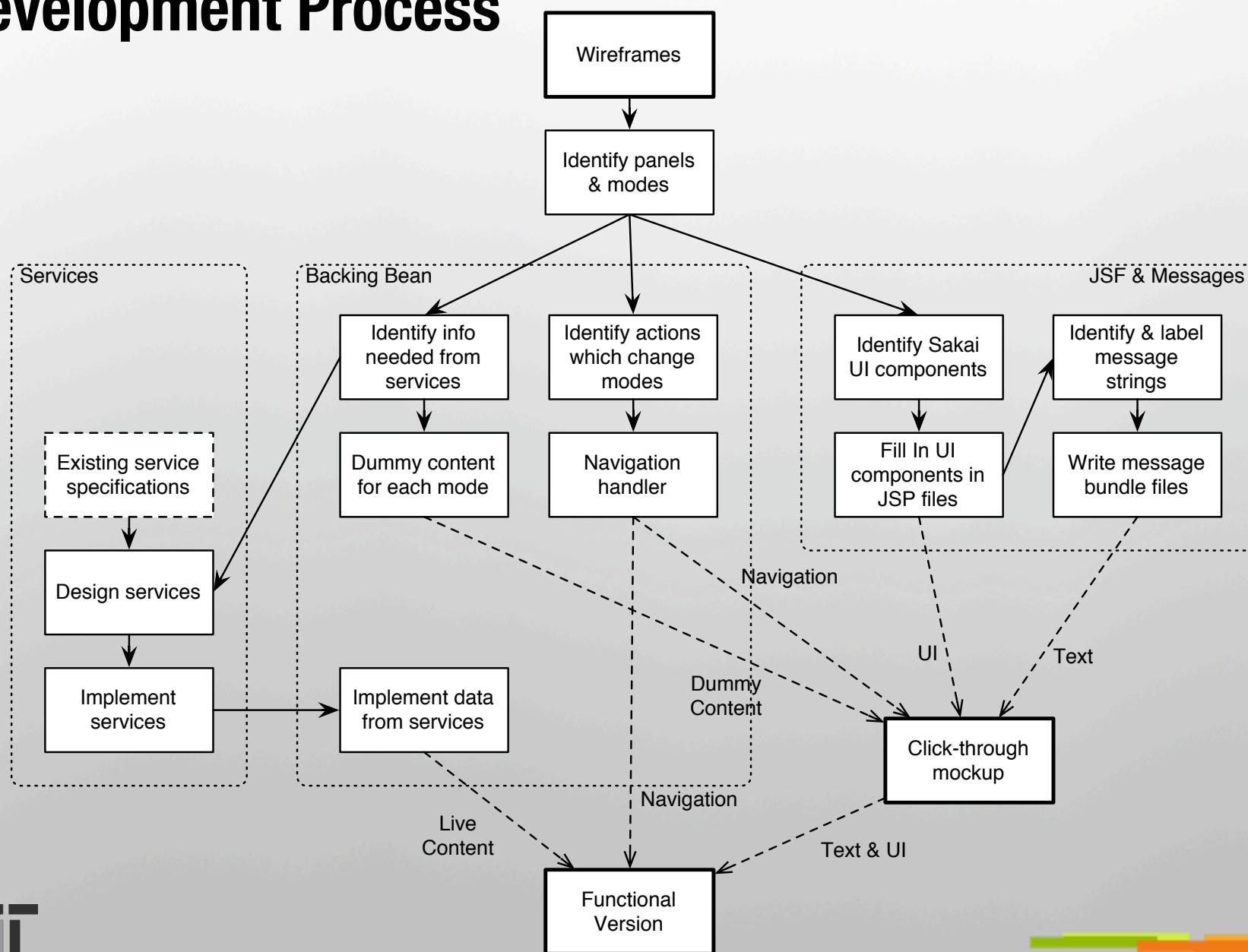


Usability Testing

- Used the wireframes as paper prototypes
- First round of testing a heuristic review by the usability team
- Second round with instructors who contributed to the requirements
- Revised wireframes after each test

Development

Development Process



Using JSF Tags

- A JSF tag produces an element of the user interface
- Example: <sakai:button_bar> makes a row of buttons
- Very simple for anyone used to editing XML
- A minimal Sakai tag set is available now
- Developers may be able to build custom tags
- The O'Reilly book was a big help

Using Message Bundles

- Start with a particular string in the JSF file
- Decide on abstract, clear, understandable label for what that string represents
- Put label and string in bundle:
gb_addflag_fieldset_flag_startdate=Check starting
- Use label in JSF files

Navigation

- While the UI Designer is working on the JSF files, Programmers are working on the Backing Bean
- The UI Designer identifies where all of the links go, and what the buttons do.
- Programmers design the backing bean to supply actions that control navigation between pages.

Dynamic Content

- The UI designer identifies what data is needed from the database
- The programmer determines what services to use, and designs, implements services to call that data
- While the work on the services is going on, dummy content is provided to each mode by the backing bean

Bringing it together

- The UI, messages, navigation and dummy content create a click-through mock-up.
- This mock up can be used for an additional round of usability testing.
- Small adjustments to the UI and messages can be made now without affecting the programmer's work.
- When the services are implemented, we're ready for final QA and testing.

Development Issues

- We've been working while the framework is being developed
- The Sakai Style Guide will be a great aid to conceptual design
- We need a way for tool developers to create custom JSF tags, and for those tags to become part of the Sakai tag library
- Documentation for tool developers

Launch

Where we are now

- Developing new custom JSF tags
- Working on the Sakai APIs
- Recruiting pilot users at MIT

Pilot Release



- We plan to do a pilot release of the gradebook at MIT for the Fall 2004 semester
- 3-5 courses, instructors willing to use beta version of the tool
- We'll make improvements to the tool based on the pilot release

Future Development

- The source code will be available to SEPP members during our Fall '04 pilot release
- Begin a new cycle of usability testing and requirements gathering
- We want to benefit from UC Berkeley's experience with their gradebook
- Integration of other Sakai tools with the grade book



OSP 2

Evolving toward a Sakai tool

Presented by

Chris Coppola

Member of the OSPI Board
President, the r-smart group



the r-smart group



OSPI
open source portfolio initiative

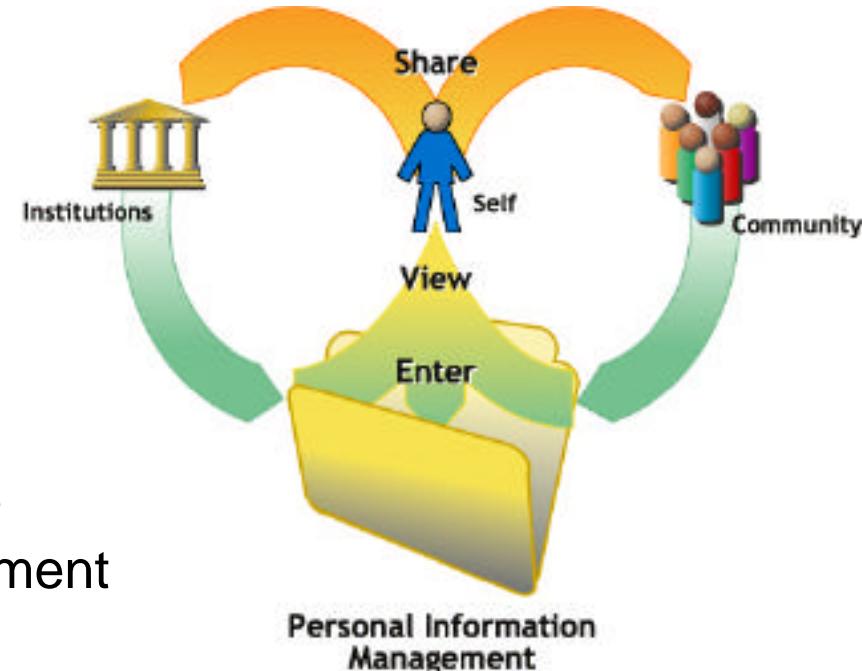
Agenda

- What is an electronic portfolio (ePortfolio)
- Overview and history of OSPI
- The OSPI Community
- Overview of OSP 1.5
- Overview of OSP 2.0
- High level technical comparison with Sakai
- Other project synergies

What is an electronic portfolio?

Individual-centric software to support a process ...

- Collection
- Selection
- Reflection
- Connection



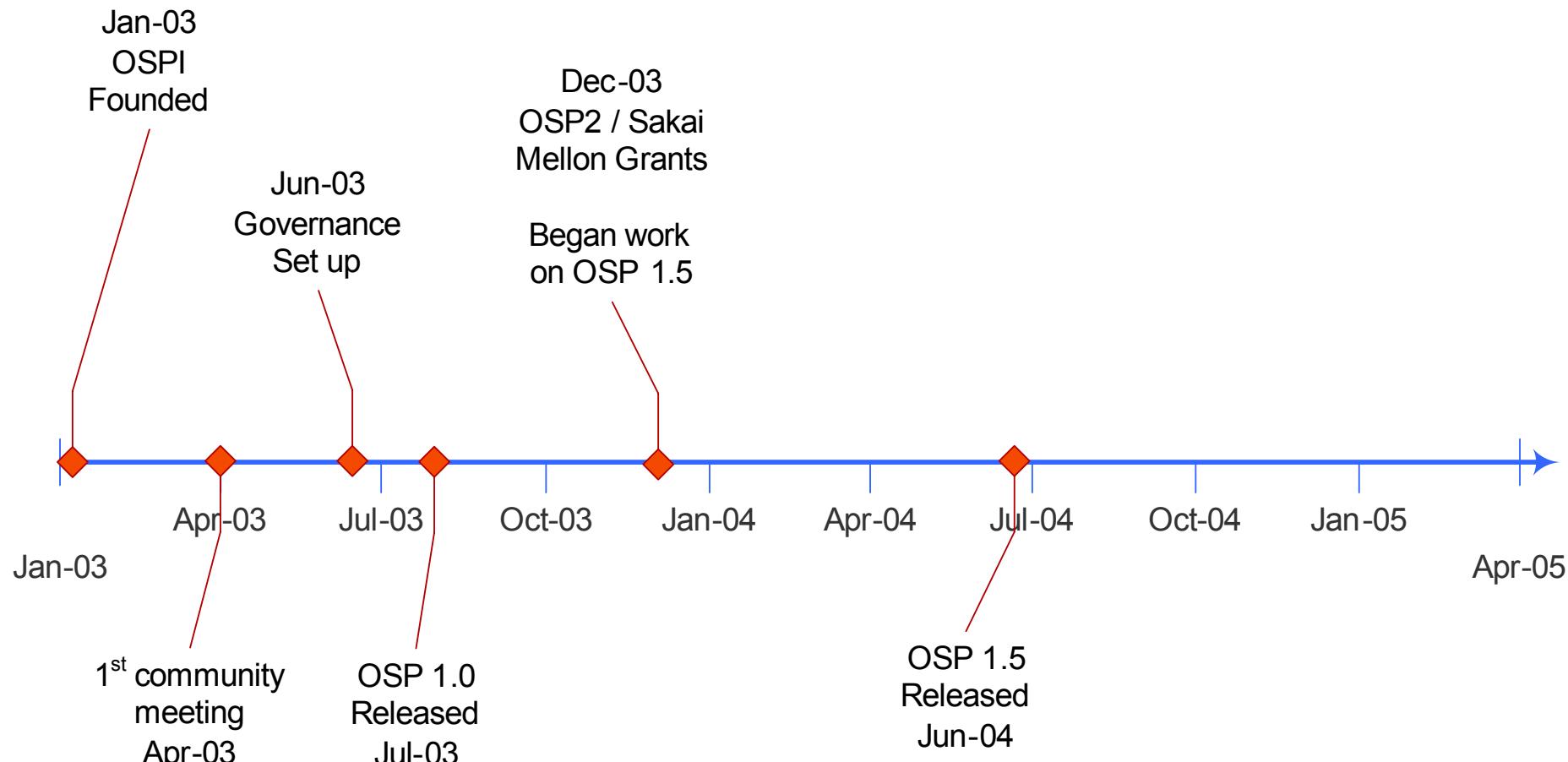
... for many different purposes like

- Student Development and Assessment
- Career Development
- Faculty Promotion and Tenure
- Alumni communication, lifelong learning
- Recruitment and Admissions
- Accreditation data consolidation and reporting

The Open Source Portfolio Initiative

- Java / J2EE software project
- Building an ePortfolio application
- Licensed under OSPI License 1.0
 - Most similar to Jabber Open Source License
 - Moving to a common license
 - The Educational Community License 1.0 (ECL)

Brief history of OSPI

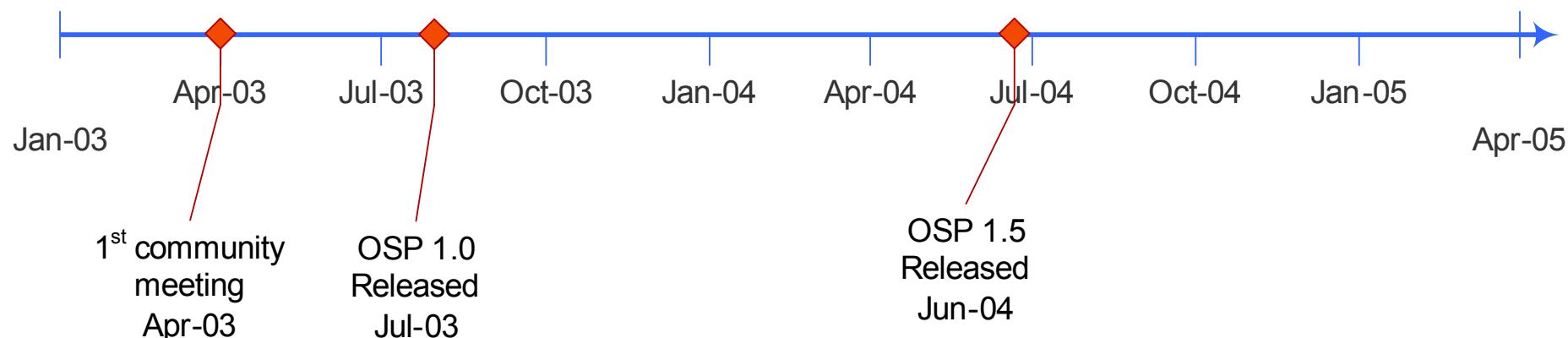


Brief history of OSPI

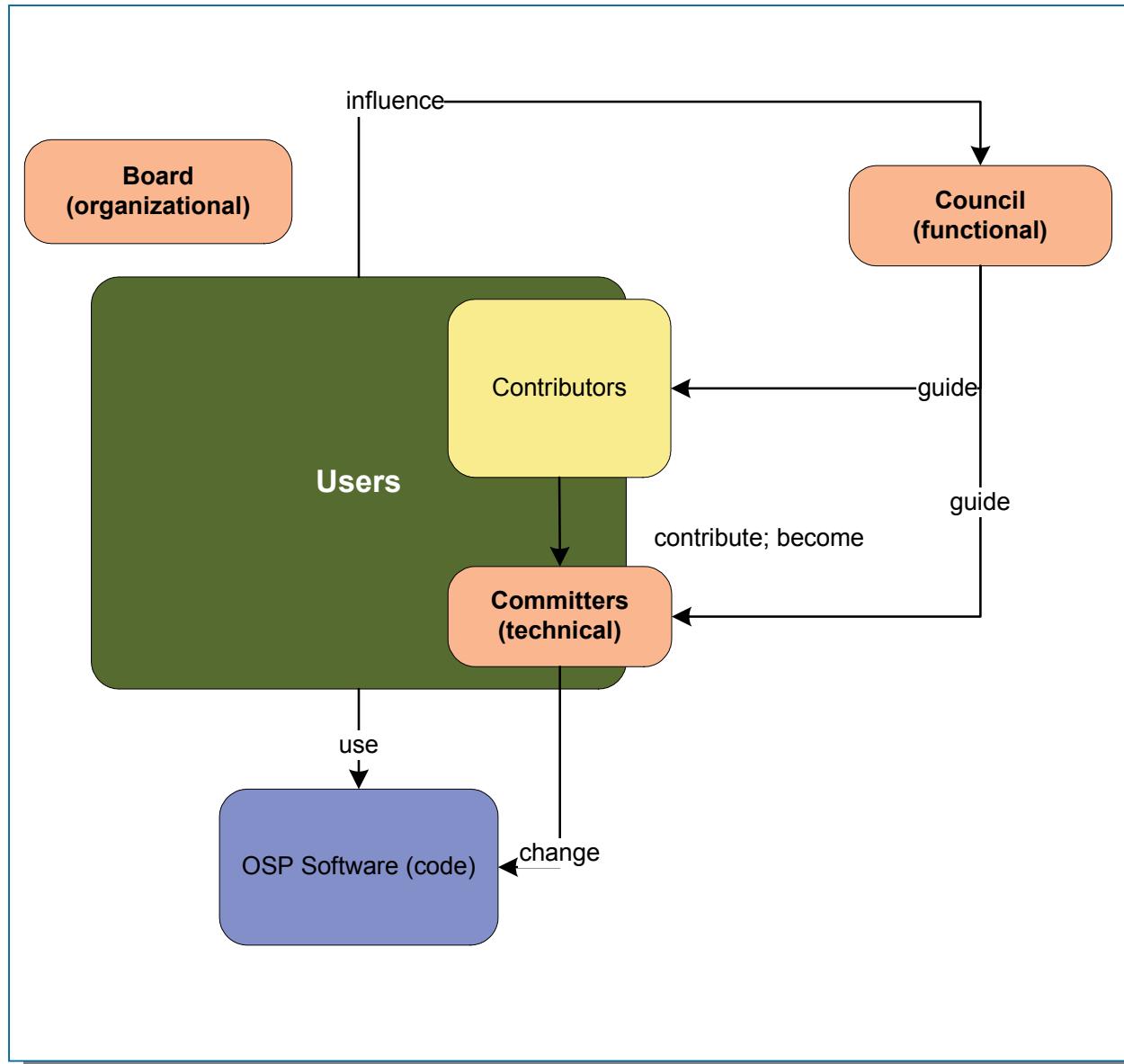
UNIVERSITY
OF MINNESOTA



the r-smart group

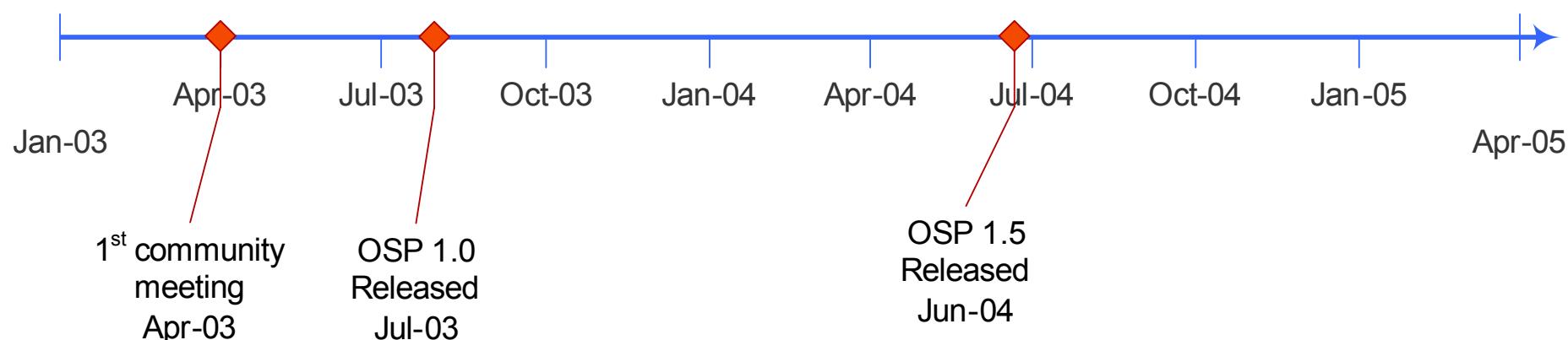


Brief history of OSPI



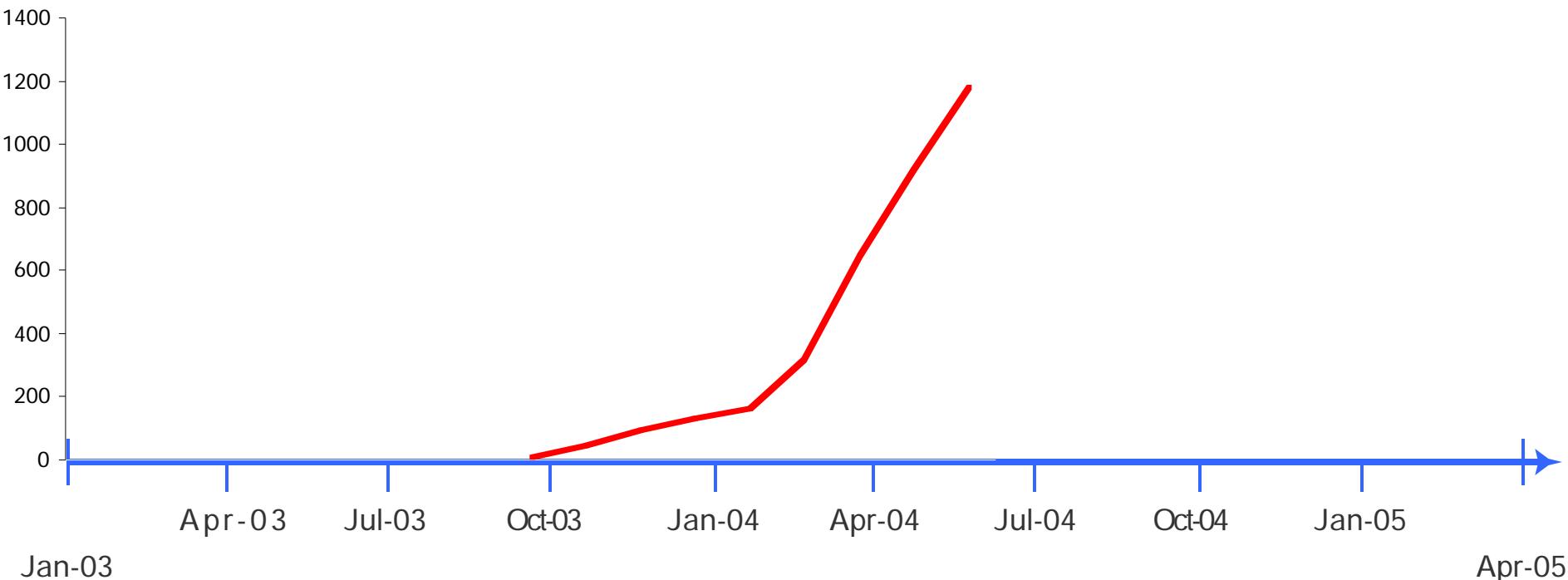
Brief history of OSPI

1. Usability and Customization
2. Assessment and Accreditation
3. Integration Interfaces
4. Scholarship of Teaching and Learning
5. Templates
6. Portability



Community growth

more than 1,200 members
at www.theospi.org
in 77 countries



The Open Source Portfolio Initiative - The Open Source Portfolio Initiative is a community of i - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Home Search Favorites Media Go

Address http://www.theospi.org/ Go

Welcome

The Open Source Portfolio Initiative (OSPI) is a community of individuals and organizations collaborating on the development of the leading non-proprietary, open source electronic portfolio software available.

If you are already a member of the community, please sign in below. If you're not already a member, please [register](#). It's fast, easy, and free.

member name password login
 remember me?

[forgot password?](#) [not registered yet?](#)

News Blog

RSS

Friday, June 25

OSPI and Sakai

I presented at the Sakai SEPP conference here in Denver this morning. There's a lot of interest in the OSP and how it will work with the Sakai tools here. If you're not familiar with Sakai it's an incredible project that is producing a next generation collaborative learning environment and framework for education application integration. Find out more at the [Sakai website](#). The presentation is also in the file library.

posted by cdoppola at 11:31:32 AM | [comments\(0\)](#)

Thursday, June 24

OSP 1.5 released!

We're very pleased to announce the availability of OSP 1.5. As many of you have been watching, OSP 1.5 has evolved to incorporate some important enhancements and new capabilities like:

- a great looking, intuitive new user interface

search go

2004 OSPI user conference

Register Now!
July 16 & 17, 2004
San Francisco, CA
at the
Sir Francis Drake

community activity

Last Update: 5/14/2004

	USA	Int'l	Total
demo users	76%	24%	2,207
downloads	1,635		

77 Countries Represented! [details...](#)

coming events

▶ 16th Jul
2004 OSPI User's Conference_16-17 July in San Francisco

support

 the r-smart group
The r-smart group offers services from planning, through implementation, and ongoing support for the open source portfolio. Find out more at [www.rsmart.com](#).

Internet

OSP 1.5 (current stable release)

The screenshot shows the OSP 1.5 interface. At the top left is the OSP logo and "open source portfolio". The top bar includes a "Welcome: Bobby Foster" message. On the left is a red sidebar with navigation links: "ENTER +", "SHARE +", "VIEW +", "My Settings +", and "Portfolio Tips". The main area displays a hierarchical tree structure under "Category". The tree includes a "Subcategory" node with several "Element" nodes, each with a "NEW" button. There are also multiple "Subcategory" nodes at different levels of the hierarchy. A "Collapse tree" link is located at the top left of the tree area.

- **Users**
 - Enter / Manage
 - Share
 - View
 - Collaborate
- **Hierarchy to organize evidence, provide scaffolding**
- **Hierarchy customized to suit institutional purposes and objectives**
- **Presentation template engine – bridge to 2.0**

eportfolio @INDIANA UNIVERSITY

Powered By: OSP2

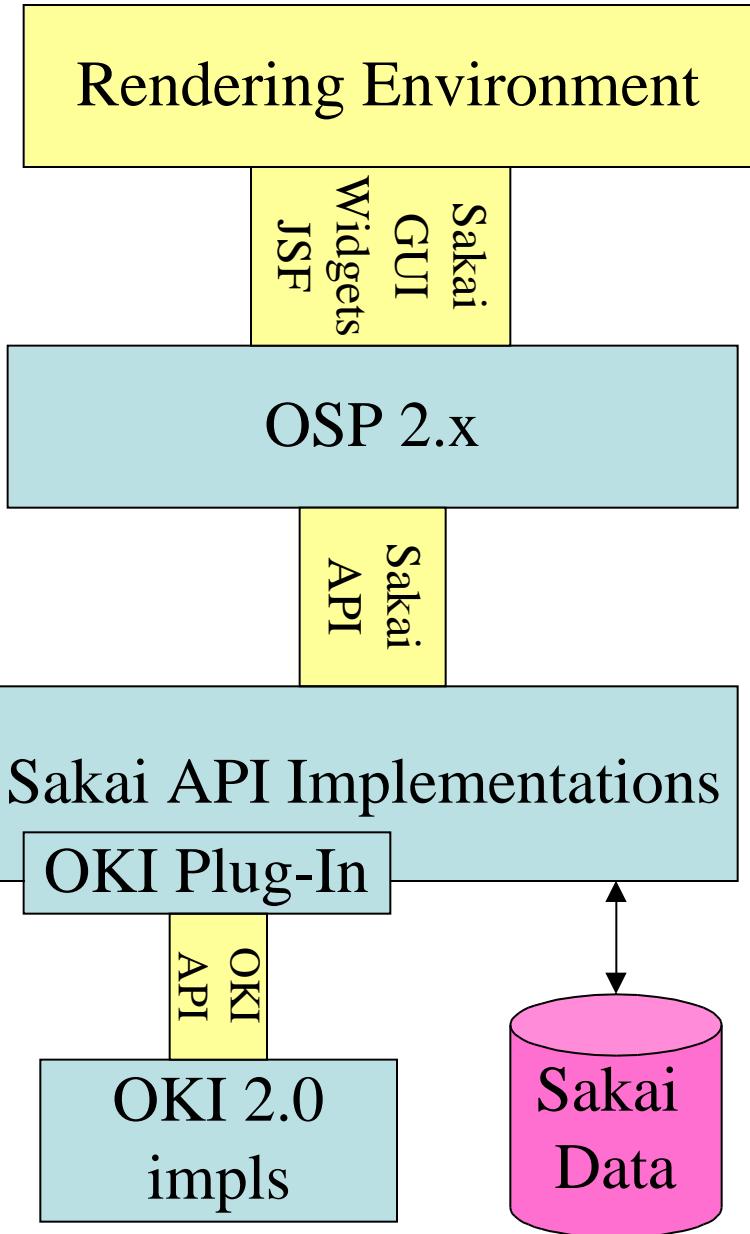
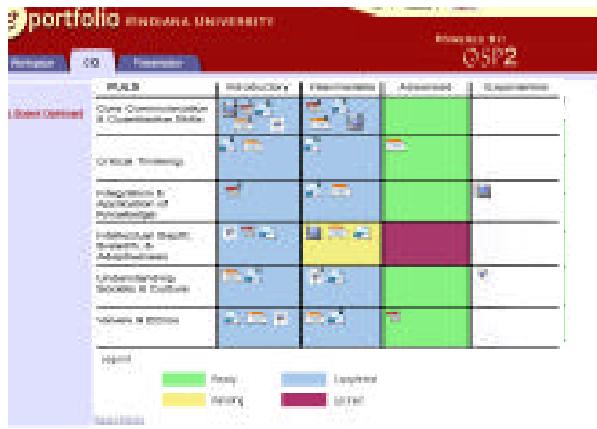
Name	Actions	Modified	Size	Type
ROOT		11-06-2004 11:10 AM		Folder
contractor		17-06-2004 11:52 AM		Folder
test1		17-06-2004 03:05 PM		Folder
test12		17-06-2004 04:04 PM		Folder
Chris.Coppola		12-06-2004 03:32 PM		Contact Info
contractor		17-06-2004 11:53 AM - 762		Textfile
copy-Chris.Coppola		12-06-2004 03:18 PM		Contact Info
chooseaccept		17-06-2004 06:19 PM		application/octet-stream
chooseit-test.html&jsessionid=		21-06-2004 01:14 PM2.7K		application/xhtml+xml
handthrough		17-06-2004 11:53 AM - 284		Textfile
readme.pdf		17-06-2004 06:19 PM		application/pdf
universitycourse.xls		17-06-2004 11:52 AM1.8K		Textfile

[add folder](#)

icon description

- expand folder
- rootpage
- delete this folder or file
- move the selected folder or file to this folder
- upload a file into this folder
- view/edit artifact properties
- make a copy of artifact

The goal—a Sakai tool



Technical direction

	OSP 1.5	OSP 2.0	Sakai
Integration		JSR-168	JSR-168
Presentation	JSTL	JSTL, XSLT	JSF
Controller	Struts	Wrapped Spring	JSF/Spring
Persistence	Custom dao, JDBC	Hibernate	Hibernate
Services		Repository (WebDAV), AuthN, AuthZ	AuthN, AuthZ, repository, ?, , ?

Beyond the software

- Cross pollinated development teams
 - Shared technical research
 - Common project methodology
- Cross pollinated boards
 - Shared experience with governance, etc.
 - Common license
 - Common conference?
- Open Source Buzz

Resources & reminders



- The OSPI website
www.theospi.org
- OSPI User conference 2004
July 16th & 17th in San Francisco

- The r-smart website
www.rsmart.com
- Chris Coppola
chris.coppola@rsmart.com





OSP 2

Evolving toward a Sakai tool

Presented by

Chris Coppola

Member of the OSPI Board
President, the r-smart group



the r-smart group



Introduction (20s)

Session Overview:

This session will provide participants an overview of the Open Source Portfolio Initiative (OSPI) and information relating the Open Source Portfolio 2.0 (OSP 2) project to Sakai. The session will cover a brief history of the OSPI, description of the governance structure, and the composition of the teams developing the software. Where applicable the presenter will compare characteristics between OSPI and Sakai. Participants will also get an overview of the OSP 2 project and how various aspects such as the software, license, architecture, and project team relate to the Sakai project.

Agenda

- What is an electronic portfolio (ePortfolio)
- Overview and history of OSPI
- The OSPI Community
- Overview of OSP 1.5
- Overview of OSP 2.0
- High level technical comparison with Sakai
- Other project synergies

Sakai

In the next 30 to 40 minutes I'll describe electronic portfolios in general,

... describe the initiative and provide a little history...

... talk about the OSPI community

... the evolution from version 1 to version 2

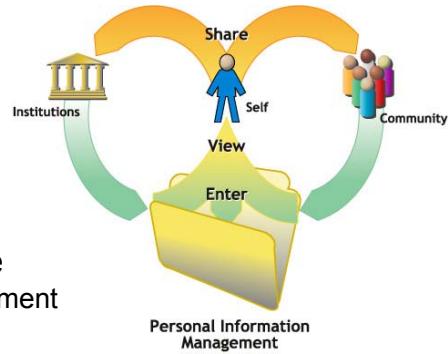
... compare the technologies

... and touch on some other synergies between the projects

What is an electronic portfolio?

Individual-centric software to support a process ...

- Collection
- Selection
- Reflection
- Connection



... for many different purposes like

- Student Development and Assessment
- Career Development
- Faculty Promotion and Tenure
- Alumni communication, lifelong learning
- Recruitment and Admissions
- Accreditation data consolidation and reporting

Sakai

If you're not familiar with electronic portfolios you can probably picture ...

... artist carrying a big folder with pictures and drawings

That's a pretty good place to start...

... but it's certainly not limited to artists...

... electronic portfolios are being used in lots of disciplines and across disciplines...

... they span courses ...

... and the vision is for an individual's portfolio to travel with them ...

... between schools and employers over a lifetime.

... portfolios support a process of...

collection – capturing and organizing **files** (like images & papers) and **structured information** (your profile or education history)

selection – choosing one or more of those items for a specific purpose (sharing with an advisor, or as evidence of achievement)

reflection – **annotating** items with **reflective thinking** to improve our understanding of what we've learned

connection – **sharing** items and selections and **interacting** with others (like the advisor or employer)

There's a long list of applications ...

The Open Source Portfolio Initiative

- Java / J2EE software project
- Building an ePortfolio application
- Licensed under OSPI License 1.0
 - Most similar to Jabber Open Source License
 - Moving to a common license
 - The Educational Community License 1.0 (ECL)

Sakai

(30s)

The OSPI is ...

- ... java software project
- ... building an enterprise electronic portfolio system
- ... version 1.5 is the production release
- ... and work is underway developing version 2 as a Sakai tool

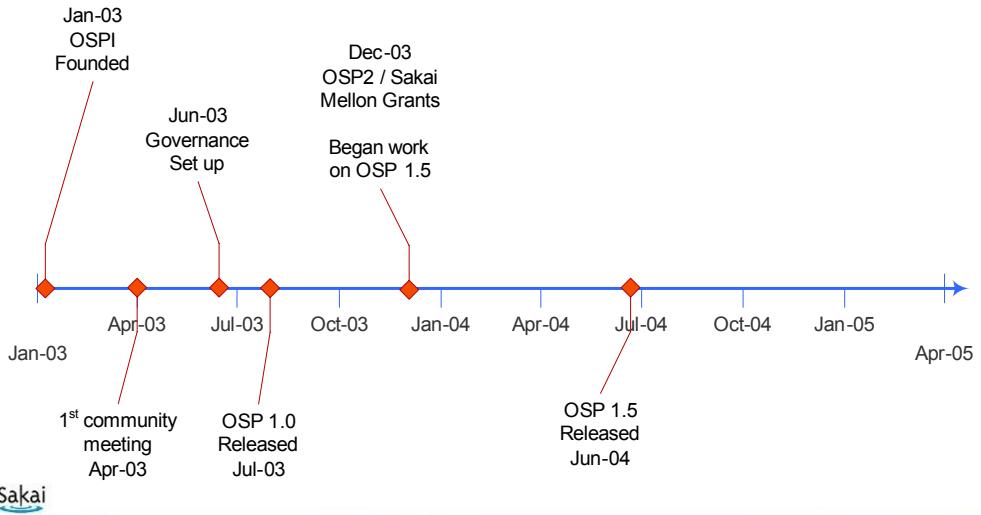
The software is currently licensed under a license similar to the Jabber license

- ... but we're migrating to a common license with Sakai ...
- ... and hopefully lots of other related projects will adopt it.

... A common license should make it easier to move applications from place to place from a legal perspective,

... the same way the Sakai TPP should make code more portable

Brief history of OSPI



Jan 03 – Founded the initiative based on:

- ... software in use at Minnesota for more than 6 years
- ... supporting over 30,000 users

Our initial objective was ...

- ... to make the code useful to the open source community by...
- ... removing Minnesota specific dependencies like...
 - ... a proprietary app server...
 - ... and hard-coded links to Peoplesoft

Apr 03 – First community meeting

- ... About 20 participants (rather than 175)...
- ... but we did get shirts...
- ... came out with six guiding priorities
 - ... highlighted “Integration Interfaces” because it’s part of why we’re excited about Sakai

Jun 03 – Put a formal governance structure in place

- ... The three founding organizations formed the **Board**
 - ... responsible for the organization, community, funding, etc.
 - ... we were also joined by Rhode Island, Indiana, and the Carnegie Foundation
- ... Then we found portfolio functional experts to make up our **Council**
 - ... responsible for the functional direction of the software
- ... And developers and architects
 - ... responsible for the technical direction of the software...
 - ... we call them the Committers.

At the end of July we released 1.0

- ... functionally equivalent to the original MN system
- ... First time community had access to the application / source
- ... began looking for a way to fund ongoing development

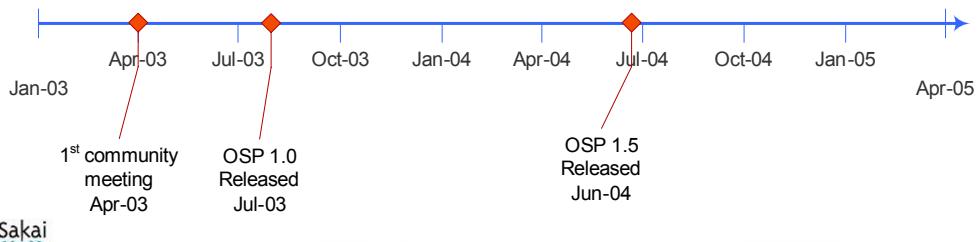
Dec 03 – We were awarded \$500K from Mellon

- ... to match contributions from Indiana and r-smart

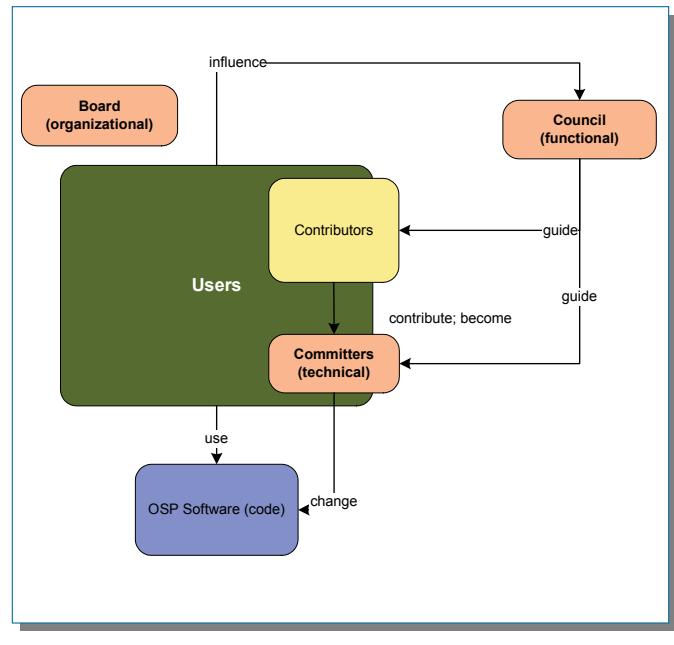
- ... The grant was to develop OSP 2.0 from the ground up as a Sakai tool
 - ... that would address the Monterey priorities

Brief history of OSPI

UNIVERSITY
OF MINNESOTA



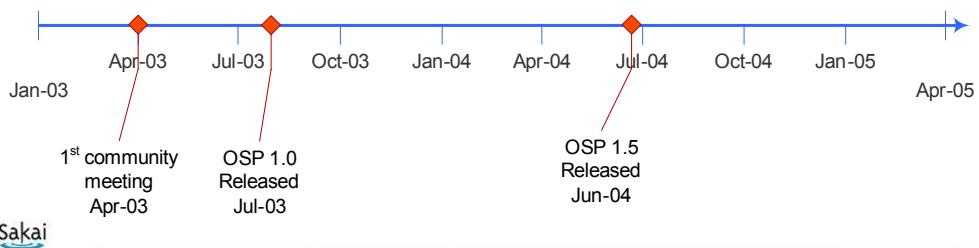
Brief history of OSPI



Sakai

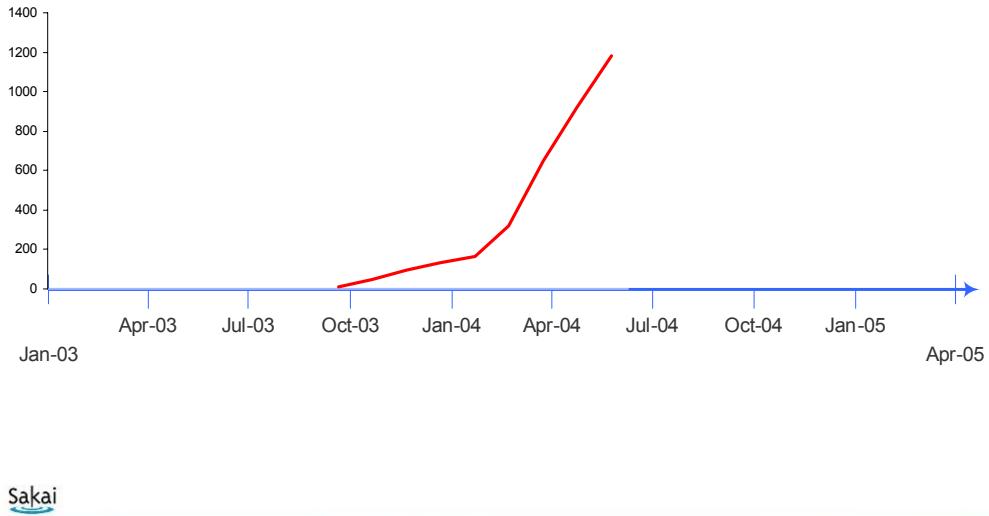
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4. Scholarship of Teaching and Learning
5. Templates
6. Portability



Community growth

more than 1,200 members
at www.theospi.org
in 77 countries



The buzz around this project has been amazing...

... Interest in OSPI continues to grow rapidly...

... as of this past May there were more than 1,200 members in 77 countries

... registered at theospi.org

... and we probably get 5-10 new registrations per day.

... there's probably a few dozen people ...

... contributing new code

... bug fixes...

... testing...

... documentation...

theospi.org

The screenshot shows the theospi.org website running in Microsoft Internet Explorer. The page features a header with the OSPI logo and navigation links for 'about OSPI', 'contact us', 'FAQ', 'OSPI Software', 'get involved', 'OSPI and Sakai', 'for developers', 'who's online', and 'OSPI 1.5 released!'. The main content area includes a login form, a news blog section with an RSS link, and a sidebar for the '2004 OSPI user conference' and 'community activity'.

Community Activity Statistics:

	USA	Intl'l	Total
demo users	76%	24%	2,287
downloads	1,635		

Support: the r-smart group offers services from planning, through implementation, and ongoing support for the open source portfolio. Find out more at www.r-smart.com.

theospi.org is the primary meeting point for the OSPI community...

It's a member website that anyone can join set up with ...

- ... a running demo
- ... discussion forums
- ... chat
- ... RSS News feed
- ... CVS
- ... bug tracking
- ... and other collaboration tools.

OSP 1.5 (current stable release)

The screenshot shows the OSP 1.5 application interface. On the left is a sidebar with various navigation links: ENTER (Enter/Update Data, Upload Files & URLs), SHARE (Create A New Share, My Shares List, My Default Share, New Comments), VIEW (Views From Others, Comments From Others), and My Settings (OSPI Account Info). Below these are Portfolio Tips and a note about deleting entries. The main area displays a hierarchical tree titled "Collapse tree". The tree structure includes "Category" (with "Subcategory" and "Element" nodes), "Subcategory" (with "Element" nodes), and "Element" nodes. A "DELETE" button is visible next to one of the elements.

Volunteer project: Major contributions from r-smart, Virginia Tech, University of Minnesota Duluth, University of Delaware

- Users
 - Enter / Manage
 - Share
 - View
 - Collaborate
- Hierarchy to organize evidence, provide scaffolding
- Hierarchy customized to suit institutional purposes and objectives
- Presentation template engine – bridge to 2.0

Sakai

OSP 1.5 is the result of an ad-hoc project...

- ... Virginia tech had been doing some cool stuff with administration tools
- ... r-smart built some customization and management tools
- ... we wanted to address some of the priorities established in Monterey Bay

- ... We put together a set of use cases to
 - ... incorporate our individual contributions
 - ... add some new presentation features
 - ... improve usability
 - ... bridge from 1.0 to 2.0

The application is really very simple...

- ... user can
 - ... enter information
 - ... upload and organize files
 - ... select elements to create presentations of their portfolio...
 - ... share those presentations
 - ... view presentations others have shared
 - ... and exchange comments with others

The heart of OSP 1.5 is ...

- ... a hierarchical structure of categories and subcategories
- ... and nodes in the hierarchy that store user information

The hierarchy is customized at implementation time to suit specific institutional purposes...

- ... for example aligning with Teacher Education standards
- ... or other departmental, or institutional goals

OSP 2.0 (Spring 2005)

- Funded project
 - Dedicated resources
 - Committed dates
 - Small, traditional development team
- First public release this July
- Transparency going forward
- Personal workspace
 - Dashboard
 - Repository, profile, etc.
- Common Interest Groups
 - Scaffolding
 - Resources
 - Interaction tools
 - Assessment tools
 - Presentation req's

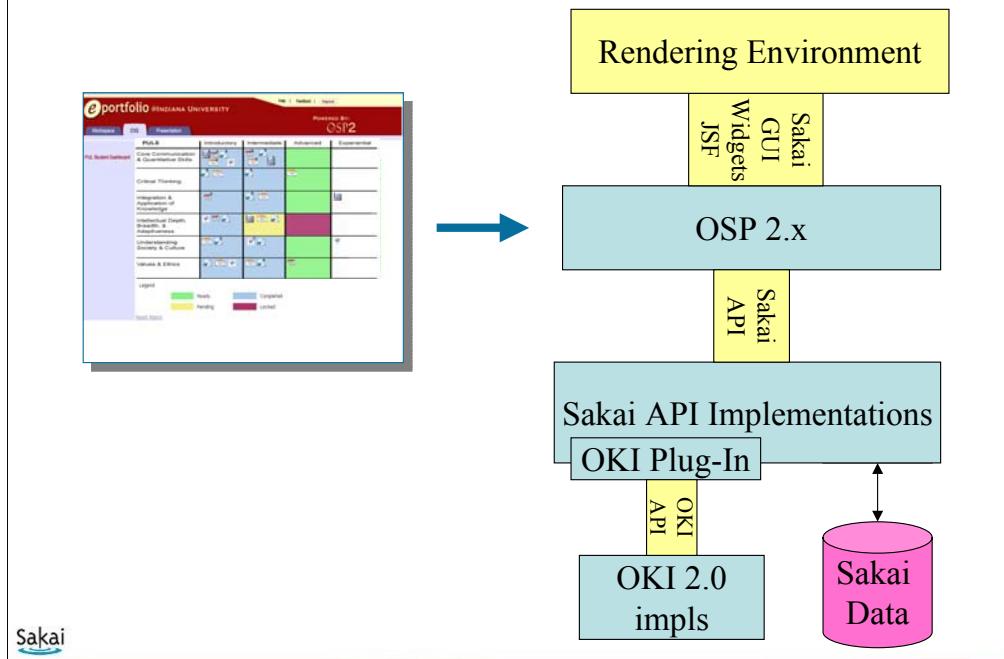
The screenshot shows a web-based application interface for 'eportfolio' at Indiana University. At the top, there are tabs for 'Workspace', 'CG', and 'Presentation'. Below the tabs, a header bar displays 'Quota 19.1MB Used 3008 Free 16.1MB Files 17' and 'POWERED BY OSP2'. The main area is titled 'Repository' and contains a table listing files and folders. The table has columns for 'Name', 'Actions', 'Modified', 'Size', and 'Type'. The data in the table is as follows:

Name	Actions	Modified	Size	Type
test		17-06-2004 11:52 AM	4 KB	Folder
test		17-06-2004 03:08 PM	1 KB	Folder
test		17-06-2004 04:04 PM	1 KB	Folder
test		12-06-2004 03:00 PM	1 KB	Folder
Chia_Capella		12-06-2004 11:51 AM	782	Contact info
contact.pdf		12-06-2004 03:03 PM	1 KB	text/plain
Java-Chia_Capella		12-06-2004 03:19 PM	1 KB	application/x-java-archieve
mail-test.mbox		23-06-2004 01:14 PM	768	application/x-mbox
mailthrough.pdf		17-06-2004 11:51 AM	284	text/plain
renderView.pdf		17-06-2004 05:18 PM	1 KB	application/pdf
eportfolioTestPages.xls		17-06-2004 11:52 AM	6 KB	text/x-xls

Below the table, there is a 'Icon description' section with options: 'empty folder', 'image', 'delete this folder or file', 'move the selected folder or file to this folder', 'upload a file into this folder', 'view/edit artifact properties', and 'make a copy of artifact'.

Sakai

The goal—a Sakai tool



The OSP 2 project began with a goal of working with Sakai...

... it was a part of the commitment to Mellon

The two projects started at roughly the same time...

... but there have been decision points that didn't match up just right...

... tried to get as close we could without waiting...

Technical direction

	OSP 1.5	OSP 2.0	Sakai
Integration		JSR-168	JSR-168
Presentation	JSTL	JSTL, XSLT	JSF
Controller	Struts	Wrapped Spring	JSF/Spring
Persistence	Custom dao, JDBC	Hibernate	Hibernate
Services		Repository (WebDAV), AuthN, AuthZ	AuthN, AuthZ, repository, ?, , ?

Sakai

OSP 1.5 monolithic application ... hard to contribute to... architecture really doesn't support community development

OSP 2.0

- ... more modular design
- ... aligned closely with Sakai TPP...
- ... will move closer as the project progresses...
- ... similar approach to imitating the OSID's.

Beyond the software

- Cross pollinated development teams
 - Shared technical research
 - Common project methodology
- Cross pollinated boards
 - Shared experience with governance, etc.
 - Common license
 - Common conference?
- Open Source Buzz

Sakai

Beyond the common architectural objectives...

... OSPI and Sakai benefit from ...
... people working across the projects

On the software we're lucky to have several people working on both projects
... so they inform one project with the experience from the other ...

Brad Wheeler and Carl Jacobson serve both boards
... and so each project benefits from the diversity
... we have relatively easily agreed on a common license
... and I've been shopping the idea of having a common conference
... or at least synchronizing dates and locations.

Resources & reminders

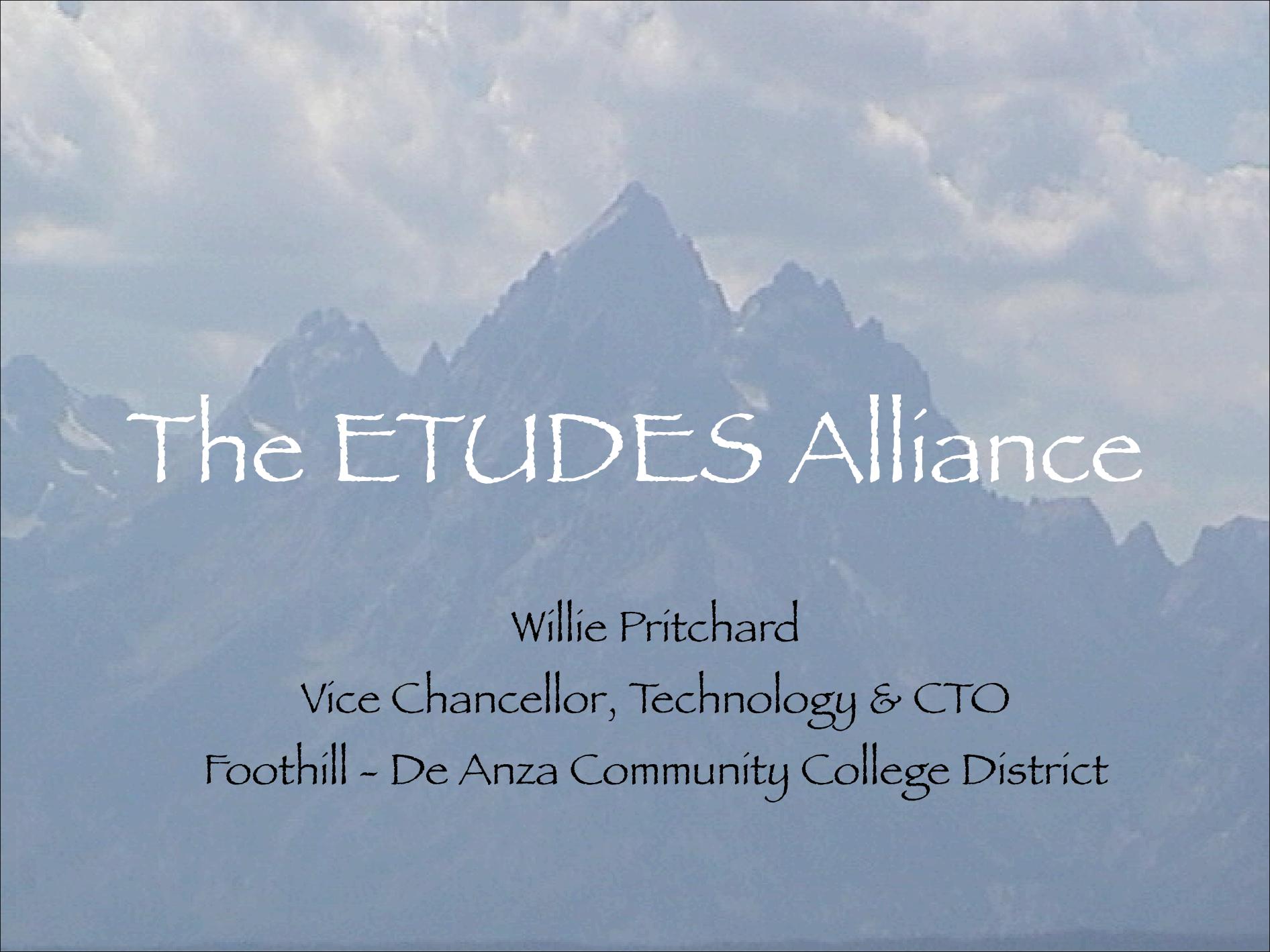


- The OSPI website
www.theospi.org
- OSPI User conference 2004
July 16th & 17th in San Francisco



- The r-smart website
www.rsmart.com
- Chris Coppola
chris.coppola@rsmart.com

Sakai

The background of the slide features a soft-focus photograph of a mountain range. In the foreground, the dark silhouette of a mountain peak is visible against a sky filled with wispy, light-colored clouds.

The ETUDES Alliance

Willie Pritchard

Vice Chancellor, Technology & CTO

Foothill - De Anza Community College District

Background & History

- Foothill College Computer Science Instructor Michael Loceff Developed **ETUDES** (Easy-To-Use Distance Education Software) CMS in 1995
- During dotcom run up marketed ETUDES to other institutions

Background & History

- Foothill College acquired the non-profit rights to the software
- Foothill began supporting other licensees for a fee, including
 - Hosting services
 - Training
- Chancellor's Office from California Community Colleges subsidized the hosting of ETUDES

Background & History

• Foothill Created ETUDES Alliance in 2002

- To ensure long-term sustainability of ETUDES
- To continue development of next generation of ETUDES with a focus on the needs of community colleges
- Membership basis at a minimal fee per year
- Now supporting over 50 colleges, 750 faculty, and over 22,000 students, mostly in California
- More information at <http://www.foothillglobalaccess.org/etudes2/alliance.htm>



Background & History

- Began redesign and redevelopment of ETUDES in 2002
 - Initially Based on .NET Architecture
 - Conducted needs analysis of faculty in ETUDES Alliance
 - Identified over 90 features, reduced to 50, that needed to be in next rev (about 30 are covered by Sakai)
 - Prioritized and evaluated each feature (priority, feasibility & stability)

Background & History

- Hewlett Foundation approached Foothill
 - De Anza District in Summer of 2003
- To develop a community college equivalent to the MIT Open Courseware Initiative
- FHDA put together a draft proposal for conceptual purposes, shared with Hewlett in December
 - Five years
 - Rewrite ETUDES as open source; provide to any community college

Background & History

- January, '04
 - Hewlett Foundation funded pilot proposal to develop 20 sets of open courseware during 2004 (\$125K)
 - FHDA created Sofia (Sharing of Free Intellectual Assets)
 - Materials from members of ETUDES2 Alliance and other California Community Colleges
 - More info at :<http://sofia.fhda.edu>



Background & History

- April, '04
 - Submitted second proposal to Hewlett Foundation to extend Sakai software to meet the needs of community college
 - Hewlett foundation funded proposal
 - ETUDES-ng will utilize core Sakai engine

Now

- FHDA to be full partner in Sakai
 - Will contribute two (2) FTE to the effort
 - In '04-'05 will assume leadership for:
 - Designing/building a simple content authoring tool
 - Migrating current ETUDES users to Sakai-based ETUDES-ng
 - Faculty Training and support (FAQs, best practices, user guides; on-line and f2f)
 - Vivan Sinou a Sakai Board member

Training

- ETUDES Model for training

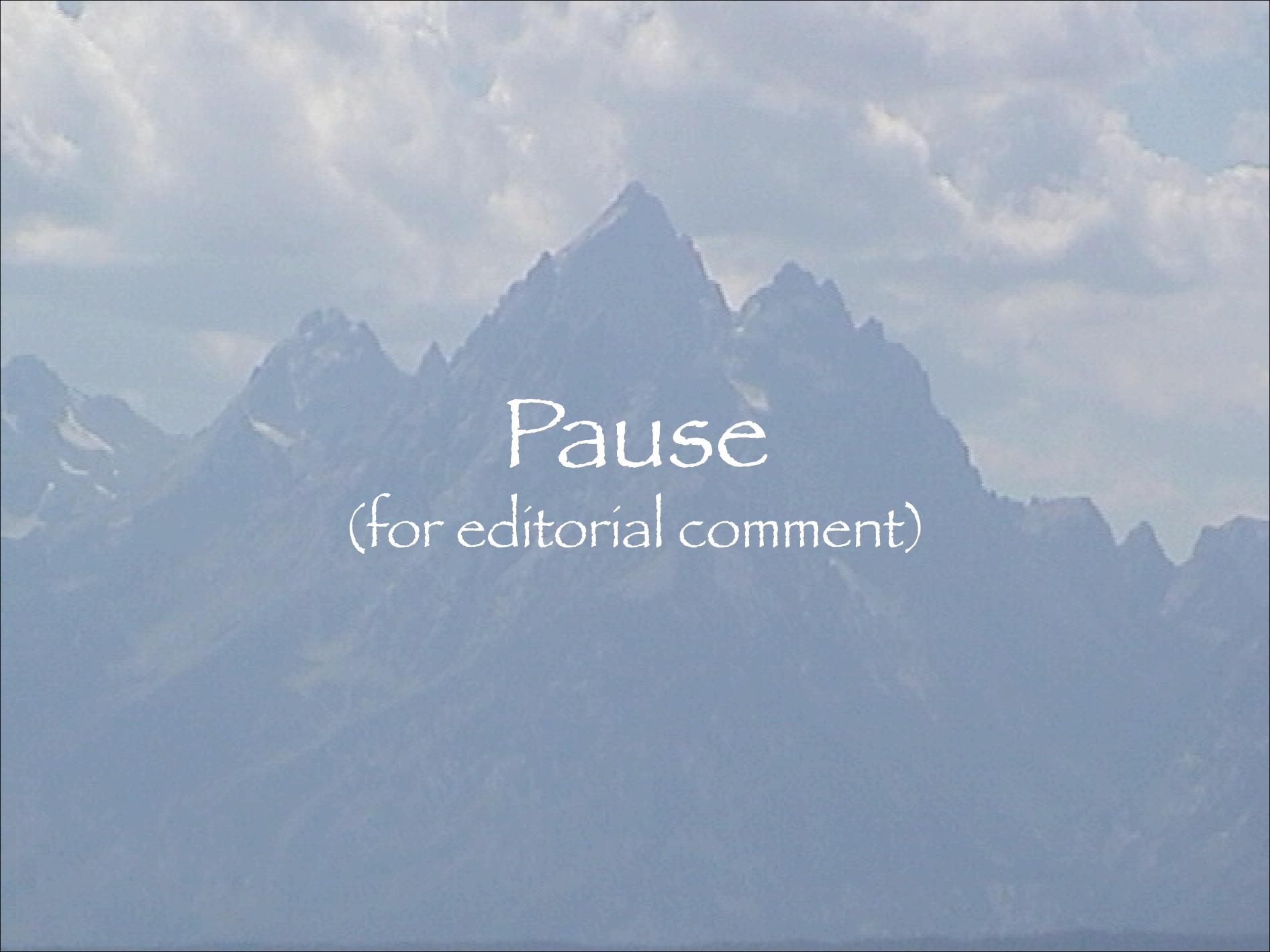
- Facilitated “on line courses”
- Self-paced on line tutorials
- f2f sessions (30-50 participants)

- “How-to” classes

- Using ETUDES to teach online
- Using threaded discussions effectively

- Cyber-Teaching Institute

- Evaluating online materials
- Instructional design and best practice



Pause
(for editorial comment)

ETUDES-ng Feature/Tools

Simple Authoring Tool	Lesson authoring using template-based text editor; some html editing functions; also inclusion of uploaded material
ETUDES Migration Utilities	Migrating tools for migrating data (lessons, resources, tests, assignments) from ETUDES to ETUDES-ng
Themes/Skins Manager	Instructor and institutional control of “look” from list of installed themes
Activity Planner	Sequencing tool for activities (units, assignments, exams, etc.) in a course; linkage of activities to content
Peer Review	Peer review rubrics for assignments; students can be grouped for reviewing each others work, w/ratings
Cheat-o-Meter	Academic dishonesty “center” w/course-related database & external source checking
Equation Editor	Editor for formulas, with math notation and templates for authoring online symbolic communication
Spell Checker	Spell checker for text in templates, discussion board, email, etc.
ADA Compliance Checker	Prompts for ADA compliance during authoring
Task Pad	Tracking of personal or class-related tasks; one-time or recurring; repeat regularly or until done

ETUDES-ng Feature/Tools

Note Pad	Allows creation of ad hoc annotation within course content; digital equivalent of handwritten notes
Glossary Builder	Wizard allowing for addition of definitions to course specific or a global discipline-specific glossary
Course Info Center	Course specific information; requirements, description, objectives, texts, policies; separate from course content
Roster Builder	Roster creation from enrollment lists w/links to editable profiles; optional photos; permissions required
Attendance Taker	Attendance recorded for given day or week, based on login activity and task completion by date/time
Large Class Manager	Ability to divide enrollment into smaller learning communities
Archive Search	Search engine for content and document archives based on search string; restrained to course boundaries
Bookmarks	Server-based bookmarks of visited web pages under user discretion
Printer-Friendly Page Formatter	Each web page capable of easy printing; in pdf
JavaScript Builder	Ability for 3rd party development of external javascript files that can be called inside lessons/assignments

The background of the image is a dark, atmospheric scene of a mountain range. The mountains are rugged and jagged, their peaks partially obscured by thick, billowing clouds. The lighting is low, creating a somber and mysterious mood.

Questions?
Discussion?

For Further Information

Contact: Vivian Sínou

Dean, Distance and Mediated Learning

sinouvivian@foothill.edu

(650) 949-7109

<http://sofia.fhda.edu>

<http://www.foothillglobalaccess.org/etudes2/alliance.htm>



ETS

UC Berkeley Gradebook

Mara Hancock & Josh Holtzman
ETS Learning Systems

SEPP Conference

06/25/04



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Agenda

- Project background and motivators
- Process
- Basic design principles
- Demo
- Technology decisions

Why A Gradebook?

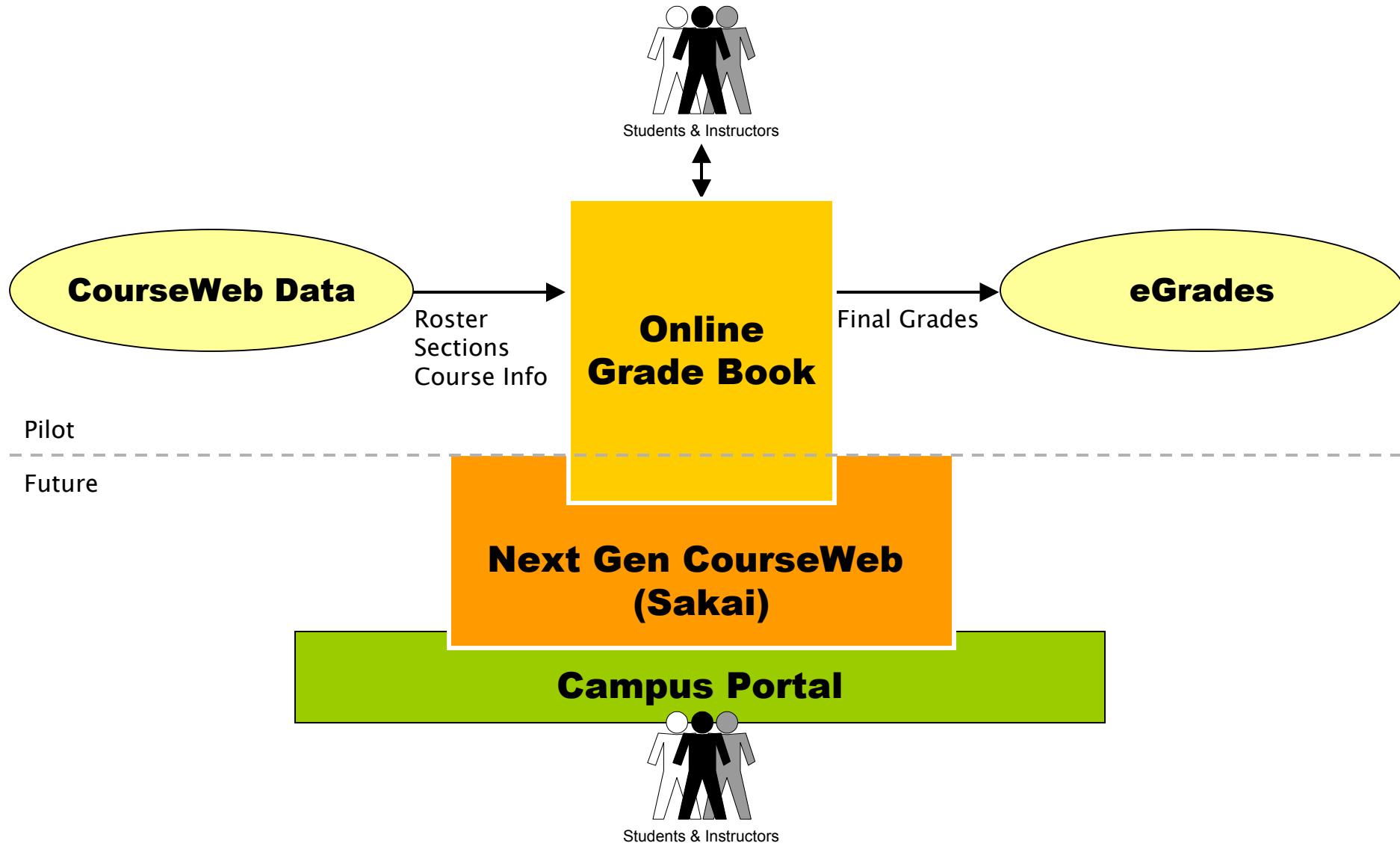
- Motivation
 - Spring '03 Symposium on large enrollment courses
 - Sponsored by Division for Undergraduate Ed, eBerkeley
 - Goal: To explore ways to improve teaching and learning in Berkeley's large enrollment courses
 - Online gradebook seen as a quick win:
 - Offload some of the administrative burden of managing a large number of students, sections, and GSIs
 - Allow instructors and GSIs to focus more on pedagogy than admin
 - Increase communication with students regarding performance
 - Ease gradebook submission to Registrar through adhering to egrades standards and Registrar integration
- Support from administration
 - Small eBerkeley innovation grant helped seed the project
 - Central funds to cover lead developer

Background and Context

- Berkeley LMS Roadmap
 - CA budget crisis
 - Explore open source alternatives
 - Ways to integrate open source tools into CourseWeb system
 - Review open source Learning Management Systems
 - Sakai
- Gradebook Decisions
 - Existing vendor systems not long-term solution (LMS Review)
 - No plan to upgrade, not integrated, not enough seats
 - Usability a problem in WebCT GB, Blackboard not enough functionality
 - No open source GB that met basic requirements was easily adaptable
 - Integration with Sakai and SAM critical for long run, but post-pilot OK
- Staffing on Gradebook:
 - Juggling existing CourseWeb staff (SIS & ETS) + Lead Web Developer
 - Roles: ETS LMS Developer, SIS integration/security/AuthN, ETS Project/product manager, ETS UI designer

Process

- Requirements gathering
 - Surveys, 20+ interviews with UCB faculty & students
 - Range of disciplines and class sizes
- Functional requirements/specs
 - Vetted with faculty group
- Technical alignment w/ Sakai
- Technical specs for SIS integration
- UI Development
 - Wire frames user testing
 - Prototype user testing
- Application development
 - Gradebook, LMS wrapper
- Fall Pilot: 13 courses, range of sizes, disciplines, grading practices
- Sakai integration testing -> MIT convergence?



Gradebook Development Goals

- 1) Launch Pilot in Fall 2004
- 2) Integrate into Sakai when it becomes available
- 3) Don't let #2 interfere with #1

Basic Principles

- Design principles
 - Support for simplest faculty use case
 - Layered complexity
 - A few condensed views
 - Limited navigation
 - Lots of flexibility without overwhelming users
 - Double edged sword
- Encourage faculty to actively engage in analysis and explore grading options
 - Toggle from roster to graph view
 - Auto-calculate teasers
- Section management – various views
 - Grader, GSI, Instructor
- Integration would be a driving factor to encourage usage



UC BERKELEY
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TECHNOLOGY
SERVICES

ETS

Demo time!

UC Berkeley Gradebook Application
as of 6/25/2004

Gradebook Architecture options

As of 3/2004, very little of Sakai was available...

- JSR-168 Portlet (deploy in Pluto)
- CHEF tool
- "Streek" (homegrown EJB/XML/XSLT framework)
- Pseudo-Sakai

Pseudo-Sakai Option

- JSF for the views and controllers
- Hibernate for data access and persistence
- Spring to provide lots of goodies
 - Wire together EJB and Hibernate data sources
 - Provide hibernate optimizations
 - Isolate the application from its underlying technologies



Challenges (1 of 2)

- Learning Hibernate, Spring, and JSF as standalone technologies
 - JSF 1.0 released just in time (3/2004)
 - Spring 1.0 released just in time (3/2004)
 - JSF-Spring 1.0 released just in time (5/2004)
- Integrating these technologies
 - Spring managed hibernate transactions
 - JSF vs. Spring managed beans
- Working around current limitations
 - JSF tags in the Sun RI are not feature-rich
 - JSF in JSP



Challenges (2 of 2)

- Balancing goal of Sakai interoperability w/ on-time delivery of the pilot application
- Creating a rich UI with a 1.0 display layer
 - Required using JSTL with JSF. Painful, avoid if possible.
- Developing an LMS tool outside of an LMS
 - Developing a thin “LMS Wrapper” to handle authN, user and group management, etc.



UNIVERSITY OF MICHIGAN NEWS SERVICE

June 23, 2004

Sakai Project releases open source collaboration and learning environment software

ANN ARBOR, Mich.—The Sakai Project releases its collaboration and learning environment software today, marking a six-month milestone for the consortium formed to create open source software for higher education. Sakai will also announce new commercial support and new board members at its first community conference in Denver, Colo.

The Sakai software, developed as a \$6.8 million synchronized project of the University of Michigan, Indiana University, Stanford University and Massachusetts Institute of Technology, is being released to the Sakai Educational Partners for review and testing today. It will be made available to the public July 15.

About 160 education and information technologists are meeting in Denver today through Friday to plan deployment of the software, future software development, and support for faculty and students. Project Director Joseph Hardin said rapid deployment of the technology will improve teaching and learning for thousands of students.

"The Sakai Educational Partners Program (SEPP) is demonstrating a new model of collaboration in higher education," Hardin said.

SEPP is a community of colleges and universities committed to extending and deploying the Sakai software and integrating it with their own software developments. SEPP was launched in February 2004 and is funded by contributions from the partner schools and a grant from the William and Flora Hewlett Foundation. The 20 founding colleges and universities are:

- Carnegie Mellon University
- Columbia University
- Cornell University
- Foothill-De Anza Community College District
- Harvard University

- Johns Hopkins University
- Northwestern University
- Princeton University
- Tufts University
- University of California Berkeley
- University of California Davis
- University of California Los Angeles
- University of California Merced
- University of Colorado at Boulder
- University of Hawaii
- University of Oklahoma
- University of Virginia
- University of Washington
- University of Wisconsin-Madison
- Yale University

They have been joined by 23 new partners:

- Arizona State University
- Boston University School of Management
- Brown University
- Cambridge University
- Carleton College
- Coastline Community College
- Community College of Southern Nevada
- Dartmouth College
- Georgetown University
- Knowledge Media Laboratory, Carnegie Endowment for the Advancement of Teaching
- Maricopa Community College, Mesa Campus
- New York University
- Northeastern University
- Simon Fraser University
- State University of New York Learning Environment
- University of Arizona
- University of Cape Town, SA
- University of Delaware
- University of Lleida
- University of Melbourne, Australia
- University of Nagoya
- University of Toronto
- Virginia Tech

Hardin, also a clinical assistant professor in the University of Michigan School of Information, said the enlistment of 43 partners in six months put the project ahead of its goal of 30 partners by the end of 2004. He said, "The board is very

pleased that SEPP continues to grow at a steady state of 1-2 institutions per week. This demonstrates that higher education is embracing open source collaboration as an important means for creating and sustaining educational software."

Hardin also announced two new Sakai Board members. Mara Hancock, University of California, Berkeley, and Vivian Sinou, Foothill College, will join the board representing the partners. The board includes Hardin, Brad Wheeler, Indiana University, Amitava "Babi" Mitra and Jeff Merriman, Massachusetts Institute of Technology, Lois Brooks, Stanford University, and Carl Jacobson, University of Delaware.

In addition to the collaboration and learning software from the four principal universities, related community projects will be described at the partners conference. The University of California is contributing a newly-developed on-line gradebook; Foothill-DeAnza Community College District is phasing learning services provided to 49 California community colleges over to Sakai software; JA-SIG's uPortal, already installed in 168 colleges and universities, has been modified to support the new JSR168 and WSRP portlet standards; and the Open Source Portfolio Initiative project is adopting the Sakai Tool Portability Profile ensuring that its electronic portfolio will interoperate with Sakai software.

The Sakai Project is also announcing that it has established relationships with four companies as Sakai Commercial Affiliates (SCA). Embanet, the r-smart group, SunGuard SCT, and Unicon have begun working with the Sakai Project.

"Establishing Sakai Commercial Affiliate relationships makes clear the strong commercial interest in supporting open source software for higher education," said Brad Wheeler, Sakai board member in charge of commercial support relationships. "Open source software provides higher education with new choices in terms of software capabilities and options for fee-based commercial support as needed."

Carl Jacobson, principal investigator for uPortal development and Sakai board member, said: "The Affiliates provide the open source Sakai Project the stability, sustainability, and support options of commercial software offerings for those that desire them. It adds an important component to our community source model."

The Sakai Project is funded in part by the Andrew W. Mellon Foundation. See <http://sakaiproject.org> for additional information.

Contact: Joseph Hardin
Phone: (734) 763-3266
E-mail: hardin@umich.edu

Foothill-De Anza -- Feature/Tools List As Identified by Stakeholders			Priority	Build Key
Simple Authoring Tool	Ability to author "lessons" within the system using a template-web-based text authoring tool. Includes simple html editing functionality. Authors can mix content that they author with the online template with graphics, multimedia, and material that they upload, such as Flash, HTML, MS docs, and links to external web sites.		C	B
ETUDES Migration Utilities	Tools to allow users to extract data from ETUDES and imported it into Sakai. Data to be migrated include lessons, resources, tests, and assignments (NOT discussion threads, email correspondence, grades, or old student tracking data).		C	B
Themes/Skins Manager	Allows instructors to select a new skin/theme from a list of installed themes. Themes are associated with images (top left corner of site, bullets, and lines) and styles (color schemes/css). A large collection of themes is available to reflect different disciplines and, of course, an institution's logo and associated colors.		H	B
Activity Planner	Facility for planning the (re)sequencing of activities (units, assignments, exams, etc.) in a course. This is where the hierarchy of activities and their linkage to content is established.		H	B, C, A, F
Peer Review	A function that allows instructors to develop peer review rubrics for assignments and pair up or divide students in groups to review each others' work. Learners rate each other's work based on the rubric.		H	B, C, A, F
Cheat-o-Meter	An academic dishonesty 'center' that includes a course-related database as well as external source checks for research paper submission duplication.		H	B, C, A, F
Equation Editor	An equation editor with complete mathematical symbols and templates for authoring and for online symbolic communication. Third-party tool integration will be considered, commercial or other.		H	A, C
Spell Checker	Check spelling of text entered in templates, discussion board, email, etc.		H	A, C
ADA Compliance Checker	Prompts for ADA compliance during authoring, i.e. insert alt tags for images.		H	B, C, A, F
Task Pad	A task is a personal or class-related errand that is tracked through to completion. A task can occur once or repeatedly. A recurring task can repeat at regular intervals or until it is done.		H	B, C, A, F
Note Pad	The notepad is a tool that allows users to create ad hoc textual notes within the context of course content (i.e. resources, tests, assignments). This is the digital equivalent of hand-written notes. Notes will be dated and labelled based on course area/topic they represent. Notes can be combined into a single document for printing.		M	B, C, A, F

Priority: C=Critical; H=High; M=Medium; L=Low

Contributing/Build Factor: B=Build; A=Adopt; F=Contribute Functional Requirements; C=Collaborate

Glossary Builder	A wizard that allows an instructor to submit a new word to the course or system glossary, and that is used to search out glossary terms in all lessons and assignments. Glossaries can be local (to a course) or global where faculty from an entire discipline (i.e. music glossary) can access and contribute terms to it.	M	B, C, A, F
Course Info Center	This content area represents a collection of information pertinent to the course, such as requirements, description, objectives, texts, policies, etc. This is separate (extra nav. item) from course content typically found under resources or modules.	M	B, C, A, F
Roster Builder	Ability to create a roster from the enrollment list with hyperlinks to profiles, viewable by students and instructor. Ability to add items to profile information, including upload optional photo. Profile items are viewable by others if permissions are set.	M	B, C, A, F
Attendance Taker	Ability to take attendance for a given day or week, based on login activity and completion of required tasks for the specified day or timeframe.	M	B, C, A, F
Large Class Manager	Ability to subdivide enrollment into smaller learning communities.	M	B, C, A, F
Archive Search	The search engine will allow users to search through content pages and document archives based on a search string. Searching can be restrained to course boundaries.	L	C, A
Bookmarks	The user will have the ability to record the URLs of visited web pages within the context of a course. Bookmarks are server based--not saved locally.	L	B, C, A, F
Printer-Friendly Page Formatter	Each web page should be formatted for easy printing, ideally in pdf format.	L	A, C
JavaScript Builder	Provides the ability for third party developers to include external javascript files so that individual javascript functions can be called inside lessons and assignments.	L	B, A

Priority: C=Critical; H=High; M=Medium; L=Low

Contributing/Build Factor: B=Build; A=Adopt; F=Contribute Functional Requirements; C=Collaborate



The Sakai Project Gap Analysis

- University of Michigan
- Indiana University
- MIT
- Stanford University
- JA-SIG (uPortal Consortium)
- Open Knowledge Initiative
- The Sakai Educational Partners

Publisher's Note

The Gap Analysis lists features found in current production versions of Indiana University's OnCourse, Stanford University's CourseWork, or MIT's Stellar course management systems that are not in the current production version of the University of Michigan's CHEF course management system.

There were more than 240 functional gaps between these three systems and the CHEF system being used as the base for Sakai 1.0. 42 of these were considered by the Sakai Tools Team as "priority." The requirements of these 42 gaps are documented here.

Index

- Priority 1: Gap 265: Slides 4 – 21
- Priority 2: Gap 205: Slides 22 – 31
- Priority 3: Gap 272: Slides 32 – 39
- Priority 4: Gap 260: Slides 40 – 53
- Priority 5: Gap 18: Slides 54 – 67
- Priority 6: Gap 22: Slides 68 – 78
- Priority 7: Gap 275: Slides 79 – 82
- Priority 8: Gap 206: Slides 83 – 90
- Priority 9: Gap 244: Slides 91 – 106
- Priority 10: Gap 11: Slides 107 – 114
- Priority 11: Gap 202: Slides 115 – 124
- Priority 12: Gap 207: Slides 125 - 132
- Priority 13: Gap 213: Slide 133
- Priority 14: Gap 284: Slides 134 – 141
- Priority 15: Gap 216: Slides 142– 151
- Priority 16: Gap 246: Slides 152 – 167
- Priority 17: Gap 262: Slides 168 – 181
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- Priority 19: Gap 137: Slides 193 - 200
- Priority 20: Gap 277: Slides 201 – 206
- Priority 21: Gap 23: Slides 207 – 222
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- Priority 25: Gap 208: Slides 236 – 245
- Priority 26: Gap 245: Slides 246 – 251
- Priority 27: Gap 173: Slides 251 – 257
- Priority 28: Gap 287: Slides 258 – 262
- Priority 29: Gap 263: Slides 263 – 271
- Priority 30: Gap 209: Slides 272 – 295
- Priority 31: Gap 10: Slides 296 – 309
- Priority 32: Gap 211: Slides 310 – 320
- Priority 33: Gap 212: Slides 321 – 329
- Priority 34: Gap 221: Slide 330 – 332
- Priority 35: Gap 228: Slide 333
- Priority 36: Gap 230: Slide 334
- Priority 37: Gap 232: Slide 335
- Priority 38: Gap 234: Slide 336 – 339
- Priority 39: Gap 236: Slide 340
- Priority 40: Gap 242: Slide 341
- Priority 41: Gap 266: Slide 342
- Priority 42: Gap 280: Slides 343 – 354

Priority 1: Gap 265

Hierarchical organization of sites

This gap identifies the hierarchical organization of sites.

Here is an example URL from Stellar:

/course/21L/sp04/21L.011/r03/

- The first directory is “course”, showing that this is an academic site. a non-academic site would be placed in the "project" directory. If you go to the url /course you find a link to all of the departments.

Gap 265

The screenshot shows a web browser window for the Stellar Course Management System. The URL in the address bar is <http://stellar.mit.edu/S/course/21L/>. The page title is "Stellar™ Course Management System". The main content area displays course lists for the "Literature (Course 21L)" department, divided into "Spring 2004" and "Fall 2003". A callout box points to the URL in the address bar, explaining that it leads to a list of all courses in the Literature department, arranged by semester.

Stellar™ Course Management System

Literature (Course 21L)

Spring 2004

- [21L.003 – Introduction to Fiction](#)
- [21L.003-K – Introduction to Fiction](#)
- [21L.004-F – Major Poets](#)
- [21L.004-M – Major Poets](#)
- [21L.010/21W.734 – Writing About Literature](#)
- [21L.011 – The Film Experience](#)
- [21L.707 – Problems in Cultural Interpretation](#)

Fall 2003

- [21L.003-wk – Introduction to Fiction](#)
- [21L.007/21F.020 – After Columbus](#)
- [21L.015 – Introduction to Media Studies](#)
- [21L.433 – Film Styles & Genres](#)
- [21L.448-a/21W.739 – Darwin and Design](#)
- [21L.448-b/21W.739 – Darwin and Design](#)
- [21L.485 – 20th-Century Fiction](#)
- [21L.501 – The American Novel](#)
- [21L.701 – Literary Interpretation](#)
- [21L.704 – Major Poets: Virgil, Spenser, Milton](#)

The next level in the hierarchy is the department, in this case "21L," MIT's literature department. Going to the URL /course/21L will display a list of all of the courses in Literature, arranged by semester.

Gap 265

Next is the semester, indicated with two letters for the term, and two numbers for the year - in this case Spring 2004. Going to the URL /course/21L/sp04/ will show a list of all of the Literature course in Spring 2004.

Gap 265

The screenshot shows a web browser window with the URL <http://stellar.mit.edu/S/course/21L/sp04/21L.011/> in the address bar. The page title is "21L.011 The Film Experience". The breadcrumb navigation path is "Courses > Course 21L > Spring 2004 > 21L.011 > Homepage". A callout box labeled "Breadcrumbs" points to the breadcrumb path. On the left, there's a sidebar with links for Class Home, Syllabus, Materials, Schedule, Homework, Library Resources, Discussion, Membership, Staff List, Search, Help, and Sections. The Sections link is expanded, showing four sections: r01 11 AM-12:30 PM, r02 11 AM-12:30 PM, r03 3:30-5 PM, and r04 3:30-5 PM. A "MITamps" logo is at the bottom left. A "Stellar" logo is at the bottom right.

Next is the course number, 21L.011 (The Film Experience). The URL /course/21L/sp04/21L.011 shows the class home page.

Finally the directory r03 is the name of a section. Going to the full URL reveals the homepage of the section subsite.

Gap 265

One reason for using a hierachic organization is that certain permissions can cascade to lower levels of the hierarchy. For example a user can be given administrative access to a single department, and have access to all courses in that department.

The hierarchy is also revealed in the "breadcrumb" links near the top of each page.

MIT found the hierarchy described above has worked well. Unlike other institutions we put the date based directory after the department. We found that was the best way to make access to the classes simple - users found more utility browsing for departments first and semesters second than the other way around. If we put dates first, we wouldn't end up with all of the literature courses from all semesters on one page.

Gap 265

Adding Sections:

Instructors can add sections to a class website. This creates ‘section subsites’ which have ‘child’ relationship to the class website above them. For example, instructors on the main site have write access to the sub site, but not vice versa. Assignments and materials (aka Resources) posted on the main site are visible to all of the subsites.

The next four slides demonstrate the UI for adding and modifying section subsites.

Gap 265

Project > sakai-ui > Recitation Sections Setup

Manage Sections

Active	Name	Leader	Assistant	Schedule	Room	Size/Max
<input checked="" type="checkbox"/>	Indiana	intermil@iupui.edu, rlowden@iupui.edu				0/10
<input checked="" type="checkbox"/>	Michigan	csevi@umich.edu, dogle@umich.edu, jleasi				1/10
<input checked="" type="checkbox"/>	Stanford	charles.kerns@stanford.edu				0/10

[Cancel](#)

[Save and Exit Setup](#)

[Add or Edit Sections](#)

Manage Sections are accessed from ‘website settings’ in the stellar nav bar. This page gives an overview of the current section set up. Note sections can be made inactive without being deleted.

Gap 265

Project » sakai-ui » Recitation Sections Setup

Recitation Sections Setup

Step 1 of 4: Specify overall parameters for the recitation section

There are 12 students on the Participants list.

Number of Recitation Sections: Add more
Note: initial creation of the section sites will take a few minutes.

Maximum number of students per Recitation Section:

Allow students to switch between Recitation Sections

Last day for switching:  May 2004

The instructor may add additional subsites using this form. Since new websites are created for each section, it does take some time to create the new sections.

Gap 265

Project > sakai-ui > Recitation Sections Setup

Recitation Sections Setup

Step 2 of 4: Specify the teaching staff for each recitation section

Recitation Section Name
(e.g. R01 or Joe's Recitation)

Indiana

Michigan

Stanford

Leader's User Name
(e.g., person@mit.edu)

intermil@iupui.edu, rlowde

csev@umich.edu, dogle@u

charles.kerns@stanford.ed

Assistant's User Name
(separate multiple assistants by comma)

[Cancel](#)

[Save and Exit Setup](#)

[< Back](#)

[Next >](#)

Each section is given a name, leader (aka instructor or owner) and optionally assistants. This information can all be edited within the section subsite as well.



Gap 265

Project > sakai-ui > Recitation Sections Setup

Recitation Sections Setup

Step 3 of 4: Specify the schedule and location for each recitation section

Recitation Section Name

Indiana

Michigan

Stanford

Schedule
(e.g., TR, 9:00-10:30am)

Location
(e.g., 3-133)

[Cancel](#)

[Save and Exit Setup](#)

[< Back](#)

[Next >](#)

Instructors can also add a section and location for the section. This can be edited in the section subsites as well.

The final step is a confirmation screen (omitted)

Glossary

- Section subsite - a recitation section of the main class. Everyone in the main class is a member of at most one subsite. Subsites are fully functional class websites.
- Course - MIT designates departments as Courses. For example, Course 1 is Civil and Environmental Engineering.
- Class - individual offerings of a Course; for example 1.012 is Introduction to Civil Engineering Design. Class is sometimes referred to as subject.

Glossary

- Homework - Homework in Stellar allows instructors to
 - post an assignment with related documents, and solutions
 - students to turn-in their work,
 - instructors to grade the submissions and return comments or marked-up documents,
 - students collect their grades, solutions, and leave further comments and revisions.
 - Optionally students may read and comment on each other's work.

Comments:

Integration Details (Hierarchy):

- Stellar format
 - /course/dept/termYear/courseNumber/sectionNumber
 - What does “department” mean? Subject? School/college?
 - Department could be whatever each university uses. For instance, at UM it will probably be College.
 - How to add groups?
 - /course/dept/termYear/courseNumber/sectionNumber/groupName/toolName/toolState
- For more detailed logs, it would be useful to include pages, like
 - /course/dept/termYear/courseNumber/sectionNumber/toolName/toolState
 - How to add groups?
 - /course/dept/termYear/courseNumber/sectionNumber/groupName/toolName/toolStat e
- For projects
 - /project/tabName/owner/pageName
- For My Workspace
 - /~username/page

Comments:

Integration Details (Adding sections):

- User accesses the functionality from the site info tool (see screen shot next slide)
- Also include in site setup process as this is when they will be thinking about creating sections (screen shot following).
- Adding Instructors (Leaders for Stellar) and Assistants is handled in ‘add participant’ flow from both site info and site setup process (screen shot following).
- Schedule for site set up during customization of ‘home’ (see gap 42)

Setting up a course site...

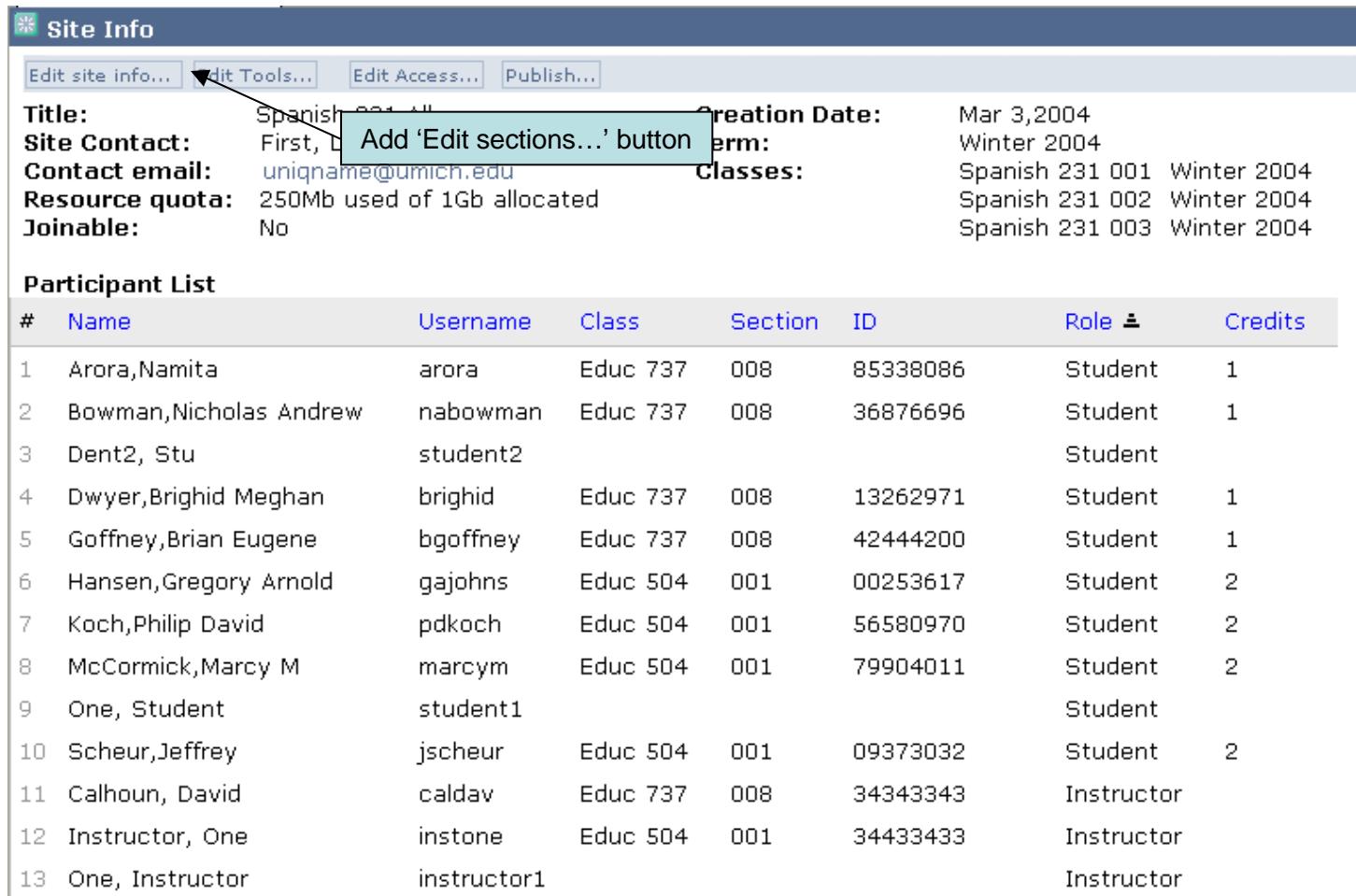
(Worksite setup > New > Create official course site (manual creation, course not yet known by registrars office)

The screenshot shows the Sakai CourseTools interface. On the left, there's a vertical navigation bar with links like Home, Membership, Schedule, Resources, Announcements, Worksite Setup (which is highlighted), News, Web Content, Preferences, and Help. Below the navigation bar, it says 'Users Present' and lists 'Daphne L. Ogle'. At the top, there's a header with the Sakai logo, 'COURSETOOLS NextGeneration', and a 'Logout' link. The main content area is titled 'My Workspace : Worksite Setup' and contains a sub-section titled 'Worksite Setup'. It says 'Creating a course site...' and 'Step 2: Enter course/sections that will be included in the class site. A * means required information.' There's a box labeled 'Class Information' containing 'Academic Term: Spring 2004'. To the right of this box is a callout bubble with the text 'Add in line for course(s) to be included in site. Mimic entry boxes from below.' An arrow points from this callout to the 'Academic Term' input field. Below the 'Class Information' box are three input fields: 'Subject: (ie PSYCH)*' with an empty input box, 'Course: (ie 101)*' with an empty input box, and 'Sections: (ie 001)*' with an empty input box. At the bottom of this section are 'Continue', 'Back', and 'Cancel' buttons.

Additional functionality to fill gap:

- For Stellar need to add in additional questions (must be configurable by institution to turn off/on)
 - Max number of students allowed in section, allow students to switch between sections?, last day for switching
- If registrar has course listed for user they would be listed above to choose from. The list should only show the main course until course are chosen and then all sections for that class display in list to be chosen from.

Site info tool...



Add 'Edit sections...' button

#	Name	Username	Class	Section	ID	Role	Credits
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1
3	Dent2, Stu	student2				Student	
4	Dwyer,Brighid Meghan	brighid	Educ 737	008	13262971	Student	1
5	Goffney,Brian Eugene	bgoffney	Educ 737	008	42444200	Student	1
6	Hansen,Gregory Arnold	gajohns	Educ 504	001	00253617	Student	2
7	Koch,Philip David	pdkoch	Educ 504	001	56580970	Student	2
8	McCormick,Marcy M	marcym	Educ 504	001	79904011	Student	2
9	One, Student	student1				Student	
10	Scheur,Jeffrey	jscheur	Educ 504	001	09373032	Student	2
11	Calhoun, David	caldav	Educ 737	008	34343343	Instructor	
12	Instructor, One	instone	Educ 504	001	34433433	Instructor	
13	One, Instructor	instructor1				Instructor	

Adding participants (from site info or during site setup)...

Site Info

Adding participants to <sitename>...

Complete the form then choose 'Add Participants' at the bottom. A * means required information.

You may enter more than one uniqname or friend account. Each uniqname or friend account should be on a line (no commas).

All will receive the role indicated below.

Participants

Role

- Assistant Read/write permission throughout site
- Candidate Special role for Dissertation Tool - dissertation candidates
- Instructor Read/write/delete permissions throughout the site
- Member Project site role has full read, some write permission
- Observer Read only permissions throughout site
- Student Class site student role - read throughout site and can reply to discussions
- maintain Full read/write/delete permissions throughout site

Users

UM uniqname(s):

Multiple uniqnames are allowed, e.g.:
ckjaund
vmellow
billyBob

Friend account(s):

Multiple friend accounts (email addresses)
ben@key.com
jqadams2@yahoo.com
whows@hotmail.com

Participant Notification

An email can be automatically sent to the added users notifying them of the site's availability.

- Send Now - send an email now to users notifying them that the site is available
- Send Later - you'll have the option of sending the email when you publish the site later
- Don't Send - do not send an email notifying new participants about the site's availability

Buttons

Finish | Back | Cancel

Make role and users one field set with the title the name of the section. There will be one for the umbrella and each section.

Would be nice to state which sections participants belong to as they are entered for the main course site. Then they would auto-fill into the section participant text areas applicable. Instead of one big text entry box could ask how many and give individual text entries with check boxes for each section beside.

- For us, UMIAC provides the bottom level of the hierarchy
- 1 Tool needed to map courses into units (e.g spanish into LSA), make those definitions, maintain them – a hierarchy editing tool
 - Part of the tool associates people to nodes in the hierarchy and their role (this solves gap 206/207)
- 2 – security system tied into/aware of hierarchy
- 3 – tool to grant authorizations – tool permitted
- 4 – a URL flinging service
- 5 – synthetic synthesizer of non-existent URL
- 6 – wsetup changes – the term/course identifier, tie into the hierarchy
- First - user readable URL, second figure out the navigation using the hierarchy
- Level – 3
- Needs more discussion, staged implementation

Priority 2: Gap 205

Allow varying levels of administrator access

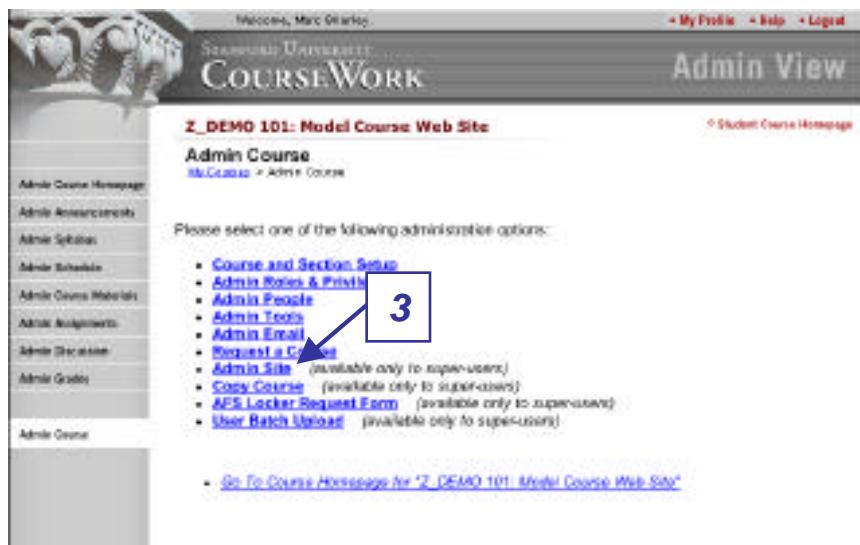
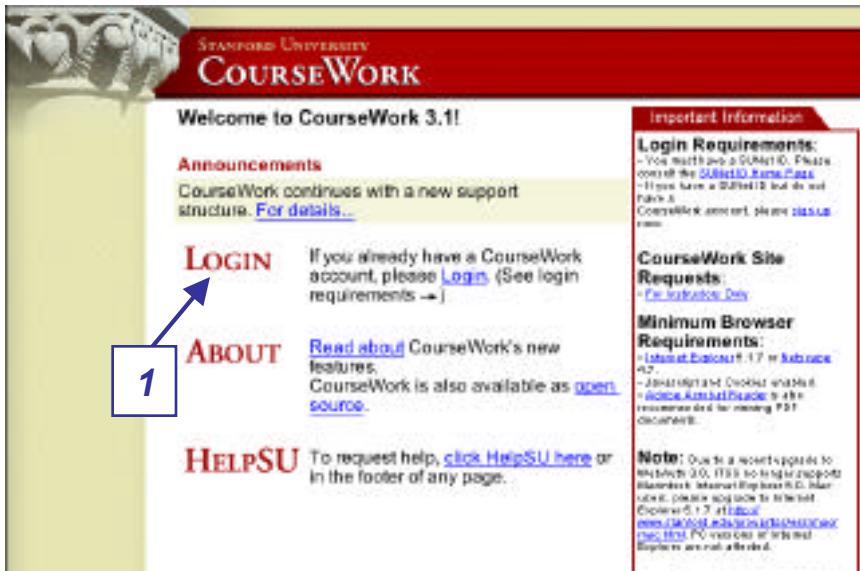
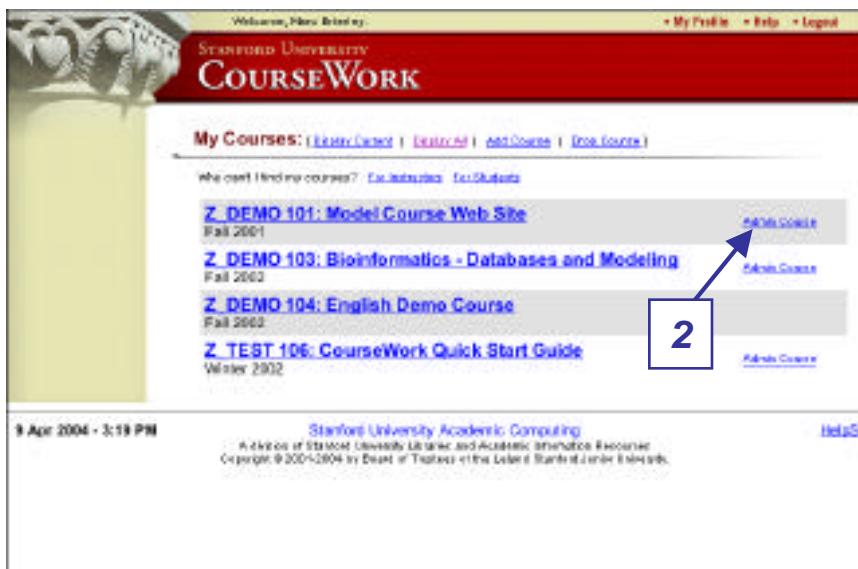
This gap identifies the capabilities of a higher class of administrator access, i.e. the super-user.

On a system-wide (site*-wide) level for the CMS, Stanford's CourseWork has a higher class of administrator or 'super-user' with the capability to do anything that a 'regular' administrator (Admin) does in any course. This super-user also has the ability to perform system admin functions through the CMS's GUI. (See Gaps 206-208, 212 and 216 for other super-user functions.)

*please see glossary page for words like "site".

205 –
allow varying levels of
administrator access

A super-user gets to super-user functionality via this path of clicks...



205 – allow varying levels of administrator access

The screenshot shows the Stanford University CourseWork Admin View. At the top, there's a banner with the Stanford seal and the text "STANFORD UNIVERSITY COURSEWORK". The main navigation bar includes "Welcome, Marc Brierley.", "My Profile", "Help", and "Logout". Below the banner, the page title is "Z_DEMO 101: Model Course Web Site". On the left, a sidebar lists "Admin Course Homepage", "Admin Announcements", "Admin Syllabus", "Admin Schedule", "Admin Course Materials", "Admin Assignments", "Admin Discussion", "Admin Grades", and "Admin Course". The main content area starts with "Admin Course" and "My Courses > Admin Course". It then asks to select an administration option from a list. The list includes: "Course and Section Setup", "Admin Roles & Privileges", "Admin People", "Admin Tools", "Admin Email", "Request a Course", "Admin Site" (available only to super-users), "Copy Course" (available only to super-users), "AFS Locker Request Form" (available only to super-users), and "User Batch Upload" (available only to super-users). A link at the bottom points to the course homepage. To the right of the list, a brace groups the first seven items under "Regular admin functions" and the last three under "Super-user admin functions (only visible to user pre-designated as super-users)".

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY COURSEWORK

Z_DEMO 101: Model Course Web Site

Admin Course

[My Courses](#) > Admin Course

Please select one of the following administration options:

- [Course and Section Setup](#)
- [Admin Roles & Privileges](#)
- [Admin People](#)
- [Admin Tools](#)
- [Admin Email](#)
- [Request a Course](#)
- [Admin Site](#) (available only to super-users)
- [Copy Course](#) (available only to super-users)
- [AFS Locker Request Form](#) (available only to super-users)
- [User Batch Upload](#) (available only to super-users)

[Go To Course Homepage for "Z_DEMO 101: Model Course Web Site"](#)

Regular admin functions

Super-user admin functions
(only visible to user pre-designated as super-users)

205 – allow varying levels of administrator access

A super-user can make another user
a super-user via this path of
clicks...



The screenshot shows the Admin View interface. On the left, there's a sidebar with links like Admin Course Homepage, Admin Assessments, Admin Schedules, Admin Course Materials, Admin Assignments, Admin Discussions, Admin Grades, and Admin Course. The main content area is titled "Admin Site" and includes sections for Course Management (Add a New Course, Admin Courses, Admin Instructor-Only Course Access, Admin Request Course, Remove A Course, Change Course Status), Site Management (Admin Departments, Admin Mine Types, Admin Part Bases, Site-Level Admins People, Systems Monitor), and a note about AFS locker status. A blue box labeled "2" is placed over the "Site Management" section.

This screenshot shows the "Admin Site People" page. It has a sidebar with Admin Course, Admin Site, Admin Tools, Admin Email, Request a Course, Admin Site (available only to super-users), Copy Course (available only to super-users), AFS Locker Request Form, and User Batch Upload (available only to super-users). Below the sidebar, a link "Go To Course Homepage for 'Z_DEMO 101: Model Course Web Site'" is visible. A blue box labeled "1" is placed over the "Admin Site" link in the sidebar.

This screenshot shows a search form for people. It has fields for "Enter the SUNet ID (also called Leland ID) of a person" (with a placeholder "jdoe001"), "Search Options" (with a dropdown menu), and buttons for "Reset" and "Search". A blue box labeled "3" is placed over the "Search Options" dropdown.

205 – allow varying levels of administrator access

Welcome, Marc Brierley.

STANFORD UNIVERSITY COURSEWORK

Admin Site People

Record for "breezley"

SUNet ID	breezley
First Name	Marc
Last Name	Brierley
University	student

A user is set to be a Super-User here.

My Courses > Admin Course > Admin Site People

Admin View @ Stanford CourseWork: Edit Person

Edit Person (Step 1 of 2)

Click **Cancel** to exit with no changes. Click **Next** to continue. New person

Update Record for "breezley".

SUNet ID	breezley
First Name	Marc
Middle Name (Optional)	
Last Name	Brierley
Nickname (Optional)	
University Affiliation	Student
Email Address	marc.brierley@stanford.edu
SUID (Optional)	3902376 This is the 7-digit University ID number.
Super-User	<input checked="" type="radio"/> Yes <input type="radio"/> No

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - a higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.

Comments:

CTNG Integration Detail:

- CTNG has System Admin role = Super User in Stellar
 - Logging in as admin gives user a ‘Chef Admin’ site which includes system admin level tools and functionality (screen shot following)
- Coursework screenshots show actions available to super-users (System Admin in CTNG): copy course, batch user upload, add other super-users. Copy course seems to be the only one that ctng doesn’t have now but it is currently in development.
 - Site owners will have the ability to copy sites for reuse; System admins are able to do anything a site owner can do (see gap 209)
 - Batch uploading users is done by site owners at site creation or revising; System admins are able to do anything a site owner can do
 - Adding other system administrators occurs in the system admin site.
- Need clarification on “AFS Locker Request”

Copy sites...

Site info...

Site Info

Edit site info... Edit Tools... Edit Access... Publish... **Duplicate Site**

Title: Spanish 231 All	Creation Date: Mar 3,2004
Site Contact: First, Last	Winter 2004
Contact email: uniqname@umich.edu	Spanish 231 001 Winter
Resource quota: 250Mb used of 1Gb allocated	Spanish 231 002 Winter
Joinable: No	Spanish 231 003 Winter

Participant List

#	Name	Username	Class	Section	ID	Role	Cr
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1

New button

My Workspace > Worksite setup...

COURSETOOLS NextGeneration

Logout

My Workspace CSCW CTNG-Support (more)

My Workspace : Worksite Setup

New... Revise Delete Duplicate Site

View: All My Sites

Check box(es) to take action on a site. Click column title to sort.

Worksite Title	Type	Owner	Term	Status	Joinable
CSCW	Course	admin	F03	Published	
CTNG-Support	Project	admin		Published	

Batch upload users...

Part of worksite creation work flow and revising in Site info tool from within site

Site Info

Adding participants to <sitename>...

Complete the form then choose 'Add Participants' at the bottom. A ***** means required information.

You may enter more than one uniqname or friend account. Each uniqname or friend account should be on a line (no commas).

All will receive the role indicated below.

Participants

Role

Assistant Read/write permission throughout site
 Candidate Special role for Dissertation Tool - dissertation candidates
 Instructor Read/write/delete permissions throughout the site
 Member Project site role has full read, some write permission
 Observer Read only permissions throughout site
 Student Class site student role - read throughout site and can reply to discussion topics
 maintain Full read/write/delete permissions throughout site

Users

UM uniqname(s):

Multiple uniqnames are allowed, e.g.:
okjaund
vmellow
billybob

Friend account(s):

Multiple friend accounts (email addresses) allowed, e.g.:
benf@key.com
jqadamsz@yahoo.com
whows@hotmail.com

Participant Notification

An email can be automatically sent to the added users notifying them of the site's availability.

Send Now - send an email now to users notifying them that the site is available
 Send Later - you'll have the option of sending the email when you publish the site later
 Don't Send - do not send an email notifying new participants about the site's availability

Buttons: Finish | Back | Cancel

Add System Administrator (Super User)...

Need more info on this one

Priority 3: Gap 272

Section subsites may inherit items from the main class site

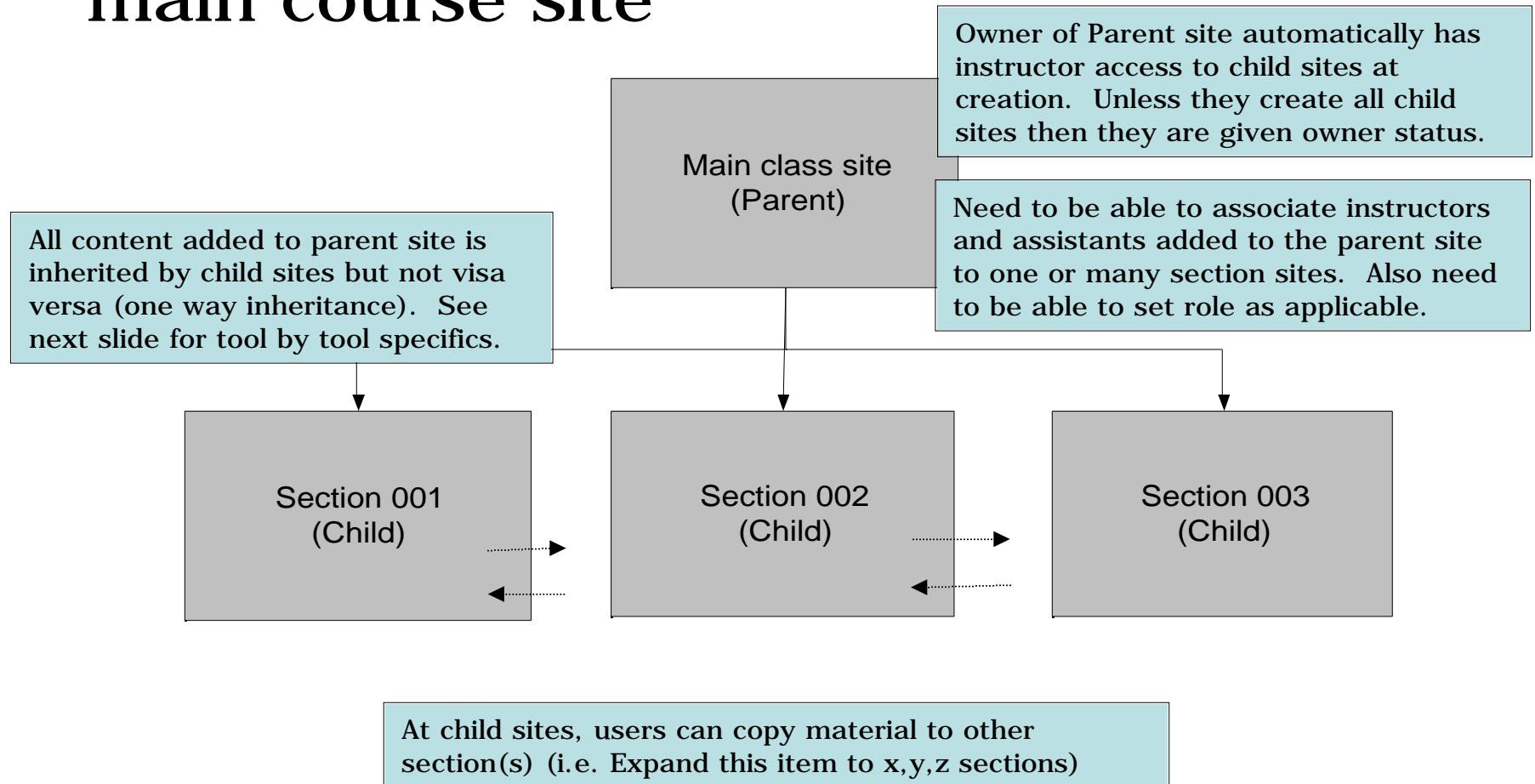
Gap Description:

This gap identifies the ability for sections associated with a main class site to inherit contents from the main site

Scenarios considered:

- I'm an instructor's assistant for 3 of 10 the discussion sections associated with the instructor's lecture and:
 - I need to grade assignments for students in my section only.
 - I'd like to post material specific to my sections to one place and have it available at all sites.
- I have 3 section sites associated with the main class site and only want to post material once and make sure all the sites have it available.
- I only want my students to have to go to one place to find all their material even though students belong to my main class site and also the site for their specific section.

Child section sites inherit from parent main course site



Child section inheritance specifics at tool level...

- Home
 - Synopsis is inherited since items in the tools are inherited
 - Course description?
- Schedule
 - Everything inherited
 - Need to be able to tell whether originated in main or section site (only applicable to my section or to the whole class)
- Announcements
 - Everything inherited
 - Need to be able to tell whether originated in main or section site (only applicable to my section or to the whole class)
- Resources
 - Everything inherited; same folder structure
- Discussion
 - Sections inherit an additional forum and all participants in the main course site have access. Users would see the same thing in this forum whether in the main site or any of the section sites.

Child section inheritance specifics at tool level cont'd...

- Assignments
 - Everything inherited
 - Need to be able to tell whether originated in main or section site (assume instructor assigned or assistant assigned)
- Drop box
 - Everything inherited
- Chat room
 - Same as discussion. A chat room is inherited by each section called that allows all participants of main site to chat. Same view from all associated sites.
- Email archive
 - Everything inherited. Needs to be clear when email received whether it was sent to main site or to section site – meaningful email addresses that build on one another (mainSite@sakai.edu & mainSiteSection@sakai.edu)

Outstanding issues / questions:

- Need functionality to make parent / child association at site setup time and for revising site OR does this only come from outside data source (registrars office). At UM we can get this information from registrars systems. Regardless, application needs to know about the association
- Upon deleting or adding sections what happens to content?
 - Adding automatically inherit everything from parent. What about from other sections I am responsible for (expand this item to other sections)? Could import from other site (gap 209).
 - Deleting section doesn't affect any other section.
- If I am an assistant for several sections can I change a setting so that ALWAYS when I add new material to one of my sections all my sections have it?
- How do we show the parent / child association to users while they are using the sites?
- Need interfaces for:
 - Copying / Expanding any new material out to other sections that is added to one section
 - Associating instructors and assistants for the main class site to certain sections. And must allow for role to be set as applicable.
 - Parent / child association at site set-up and revise if applicable (1st issue)
- For UM, hierarchy varies:
 - Several main class sites may be associated with the same sections
 - A main class may have several types of sections (lab, discussion, etc.). A student may belong to all of the sections. Do we need to worry about duplicate information if I'm a student in lab and discussion?
- Revising content – only allow it where the item was initially created? Allow changes anywhere the item exists (as long as user has permission level) that will trickle to all copies (until we have a central repository and all copies are just links)?

Glossary

- Section – Sections are defined at the institutional level. A typical example of a section is a discussion associated with a lecture.
- Assistant role – Used for our graduate student assistants. Have similar access as instructors.
- Site – A stand-alone site. In this case the main course site and the subsection site are individual sites with a user and application-known association.

Gap 272 - Section subsites may inherit items from the main class site

1 of 2 pages added by Stanford

Inheritance covers the case in which the user wants material placed at the root site to be available at the children sites, but there are many cases when transfer of material needs to be explicit rather than implicit.

The Ad hoc clustering of sibling sites Scenario: All sections for Wednesday are cancelled and an announcement needs to be made to the Wed sections of a class that also has tues and thurs sections. Does the user have to go to each section (child) site and make the announcement or can the user go to the course site (the parent site) and select which of the sections will get the message. The user does not want to sent it to the tues or thurs sections.

When an ad hoc grouping of child sites needs to be done, then inheritance is not enough. The user needs to log in to the parent site and explicitly direct the transfer of info.

Gap 272 - Section subsites may inherit items from the main class site

1 of 2 pages added by Stanford

COURSEWORK Admin View

Create New Announcement (Step 1 of 2)

Click Cancel to exit with no changes. Click Next to continue. New Announcement is not saved until Step 2.

From	Charles Kerns
To	<input type="checkbox"/> Full Class Section: <input type="checkbox"/> 中文 <input checked="" type="checkbox"/> Daisy's Section <input type="checkbox"/> Empty section <input checked="" type="checkbox"/> remedial <input type="checkbox"/> section 1 <input type="checkbox"/> Thurs. 2:00 <input type="checkbox"/> Cal Bears <input type="checkbox"/> Dasiy new section <input type="checkbox"/> Mara's section <input type="checkbox"/> Ric's Section <input type="checkbox"/> section 2(Inactivated) <input type="checkbox"/> tues lab(Inactivated)
Title	Class cancelled on Wed
Email Announcement	<input checked="" type="radio"/> yes <input type="radio"/> no
Message	Please note that there is a 4000 character (text and HTML) limit. dont come to class

Count --> characters

[Cancel](#) [Next >>](#)

Parent Site Announcement Tool

User selects which sections get announcement.

If “full class” is selected then announcement is “inherited” by all sections

Priority 4: Gap 18/260

Ability to create groups/subgroups within list

Support for group restriction in every tool

These gaps identify the need for the author to be able to create groups within a site and restrict tools to those groups.

Within Oncourse, authors have the ability to create groups within the course. These groups provide the author with the ability to restrict certain tools within the application to a subset of the entire class.

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

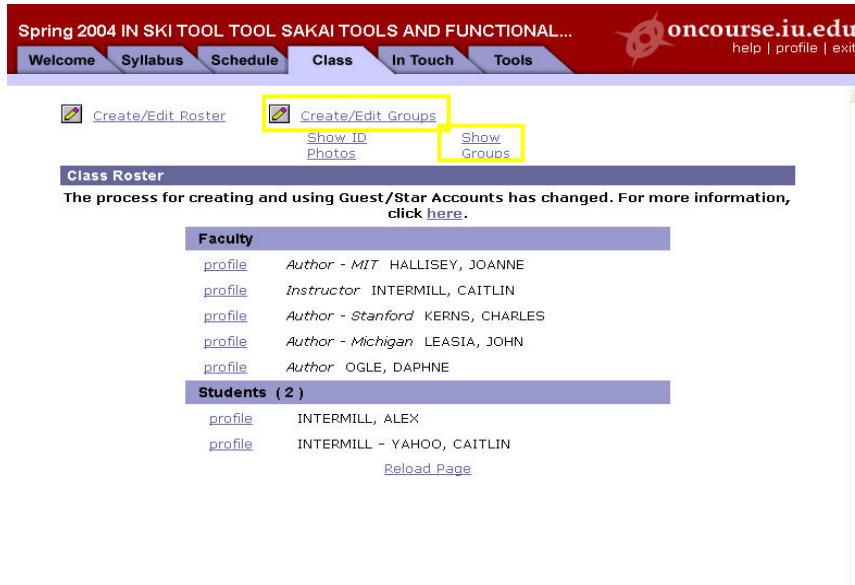
- Mockups are provided from Oncourse.
- Currently:
 - Authors can create groups and assign members of the roster to those groups.
 - One user may be a member of multiple groups.
 - Authors can restrict access to any tool within Oncourse based on established groups.

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

Author has ability to sort the by group by selecting “Show Groups”.

Author has the ability to create or edit existing groups by selecting the pencil icon next to or the Create/Edit Groups text.



Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL... oncourse.iu.edu help | profile | exit

Welcome Syllabus Schedule Class In Touch Tools

Create/Edit Roster Create/Edit Groups Show ID Photos Show Groups

Class Roster
The process for creating and using Guest/Star Accounts has changed. For more information, click [here](#).

Faculty

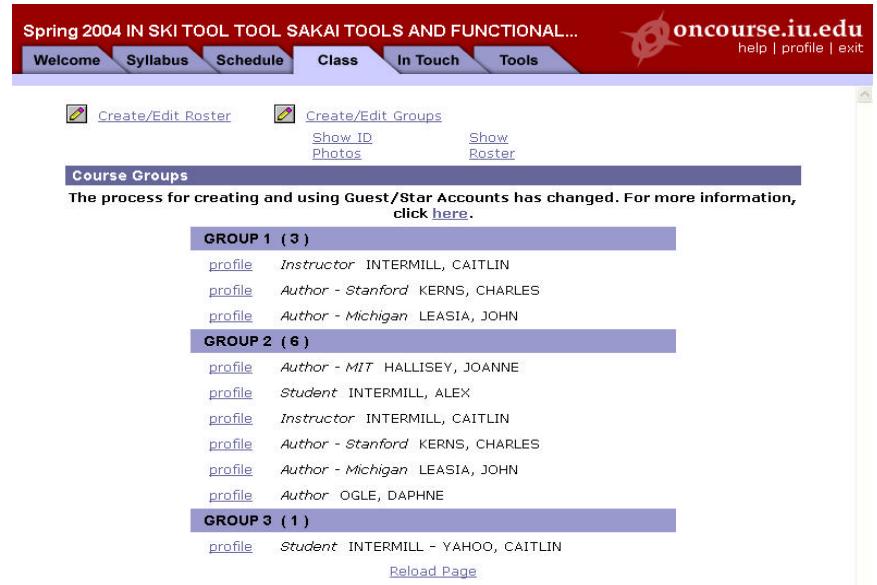
- [profile](#) Author - MIT HALLISEY, JOANNE
- [profile](#) Instructor INTERMILL, CAITLIN
- [profile](#) Author - Stanford KERNS, CHARLES
- [profile](#) Author - Michigan LEASIA, JOHN
- [profile](#) Author OGLE, DAPHNE

Students (2)

- [profile](#) INTERMILL, ALEX
- [profile](#) INTERMILL - YAHOO, CAITLIN

[Reload Page](#)

If the users selects “Show Groups” the Roster is sorted according to assigned groups. NOTE: One user may be a member of multiple groups.



Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL... oncourse.iu.edu help | profile | exit

Welcome Syllabus Schedule Class In Touch Tools

Create/Edit Roster Create/Edit Groups Show ID Photos Show Roster

Course Groups
The process for creating and using Guest/Star Accounts has changed. For more information, click [here](#).

GROUP 1 (3)

- [profile](#) Instructor INTERMILL, CAITLIN
- [profile](#) Author - Stanford KERNS, CHARLES
- [profile](#) Author - Michigan LEASIA, JOHN

GROUP 2 (6)

- [profile](#) Author - MIT HALLISEY, JOANNE
- [profile](#) Student INTERMILL, ALEX
- [profile](#) Instructor INTERMILL, CAITLIN
- [profile](#) Author - Stanford KERNS, CHARLES
- [profile](#) Author - Michigan LEASIA, JOHN
- [profile](#) Author OGLE, DAPHNE

GROUP 3 (1)

- [profile](#) Student INTERMILL - YAHOO, CAITLIN

[Reload Page](#)

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

If the user selects “Create/Edit Groups”, the following screen is displayed.

The screenshot shows the 'Groups' section of the Sakai interface. At the top, there are buttons for 'New Group' and 'Delete Selected Groups'. Below this, a table lists three groups: GROUP 1, GROUP 2, and GROUP 3. A yellow box highlights the 'GROUP 1' row. An arrow points from the text 'Selecting Course Groups returns the user to the groups based listing on the Course Roster (slide 3 image 2)' to the 'GROUP 1' row.

Group Name
GROUP 1
GROUP 2
GROUP 3

Selecting Course Groups
returns the user to the groups
based listing on the Course
Roster (slide 3 image 2)

If the user selects the pencil icon next to “New Group” or an existing group, the following screen is displayed. Users can use CTRL+click to select multiple users for one group and specify a name for the group.

The screenshot shows the 'Group Editor' dialog box. It has a 'GENERAL SETTINGS' tab selected. The 'Group Name' field contains 'Hellisey, Joanne'. The 'Group Members' field contains a list of names: Hellisey, Joanne; Intermill, Caitlin; Kems, Charles; Leasia, John; Ogle, Daphne; Intermill, Alex; Intermill - Yahoo, Caitlin. At the bottom are 'OK' and 'Cancel' buttons.

Group Editor
GENERAL SETTINGS

Group Name: Hellisey, Joanne

Group Members:

- Hellisey, Joanne
- Intermill, Caitlin
- Kems, Charles
- Leasia, John
- Ogle, Daphne
- Intermill, Alex
- Intermill - Yahoo, Caitlin

OK Cancel

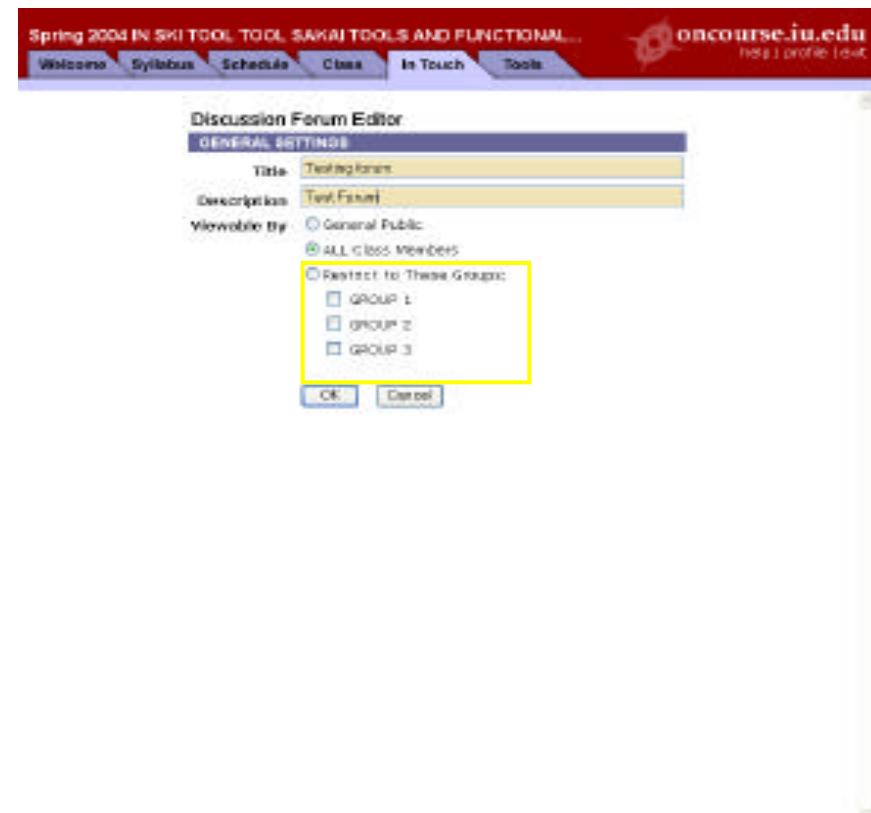
Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

If the user selects “Delete Selected Groups”, the following screen is displayed.



This is an example of Discussion Forum tool which has the ability to be restricted by groups.



Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

This is an example of Schedule tool which has the ability to be restricted by groups.

The screenshot shows the 'Schedule Item Editor' interface. In the 'GENERAL SETTINGS' section, under 'Category', there is a dropdown menu labeled 'Select task category or click to create a new task category'. Below it, 'Due Date' is set to April 30, 2004, with the 'No Due Date' checkbox checked. The 'Title' field contains 'Testing schedule'. Under 'Format', 'Smart Text (HTML)' is selected. A large text area for 'Comment' is present. In the 'Attachment' section, there is a link to add an attachment. Below this, a note states: 'Note: maximum file size is 25.0 MB. If you include an attachment, it may take a long time to submit the form depending on the size of the file and your connection speed.' Under 'Viewable By', the 'ALL Class Members' radio button is selected. A yellow box highlights the 'Restrict to These Groups' section, which contains three checkboxes: 'GROUP 1', 'GROUP 2', and 'GROUP 3'. In the 'ADVANCED SETTINGS' section, 'Starting Date' is set to March 25, 2004, and 'Ending Date' is set to October 13, 2004, with the 'No End Date' checkbox checked. The URL is listed as 'http://www.sakaiproject.org'. At the bottom are 'OK' and 'Cancel' buttons.

This is an example of the Gradebook tool which has the ability to be restricted by groups.

The screenshot shows the 'Create New Gradebook' interface. In the 'GENERAL SETTINGS' section, the 'Title' is 'Test Gradebook' and the 'Description' is empty. Under 'Viewable By', the 'author only' radio button is selected. A yellow box highlights the 'Restrict to These Groups' section, which contains three checkboxes: 'GROUP 1', 'GROUP 2', and 'GROUP 3'. At the bottom are 'Delete Gradebook' and 'Cancel' buttons.

Glossary

- Group – subset of users from the course/site roster.

Comments:

Integration Detail:

- This functionality does not currently exist in CTNG.
- Need to be able to:
 - Create/edit/show groups on a site by site basis
 - Restrict access to content based on the group

Create/edit/show groups on a site by site basis...

Go to site > site info tool (site info tool not implemented yet, next on UM development list 'Zhen assigned')

Site Info

Add 'Create/edit groups' button

Edit site info...	Edit Tools...	Edit Access...	Publish...				
Title: Spanish 231 All	Creation Date: Mar 3,2004						
Site Contact: First, Last	Term: Winter 2004						
Contact email: uniqname@umich.edu	Classes: Spanish 231 001 Winter 2004						
Resource quota: 250Mb used of 1Gb allocated	Spanish 231 002 Winter 2004						
Joinable: No	Spanish 231 003 Winter 2004						
Participant List							
#	Name	Username	Class	Section	ID	Role	Credits
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1
3	Dent2, Stu	student2				Student	
4	Dwyer,Brighid Meghan	brighid	Educ 737	008	13262971	Student	1
5	Goffney,Brian Eugene	bgoffney	Educ 737	008	42444200	Student	1
6	Hansen,Gregory Arnold	gajohns	Educ 504	001	00253617	Student	2
7	Koch,Philip David	pdkoch	Educ 504	001	56580970	Student	2
8	McCormick,Marcy M	marcym	Educ 504	001	79904011	Student	2
9	One, Student	student1				Student	
10	Scheur,Jeffrey	jscheur	Educ 504	001	09373032	Student	2
11	Calhoun, David	caldav	Educ 737	008	34343343	Instructor	
12	Instructor, One	instone	Educ 504	001	34433433	Instructor	
13	One, Instructor	instructor1				Instructor	

Create/edit/show groups on a site by site basis...

Chose 'create/edit groups' from previous screen

The screenshot shows the 'Groups' page in Sakai. At the top, there are 'New' and 'Edit Group...' buttons. Below that, a section titled 'Course Groups' contains three entries:

- GROUP 1 (3)**
 - [profile](#) Instructor INTERMILL, CAITLIN
 - [profile](#) Author - Stanford KERNS, CHARLES
 - [profile](#) Author - Michigan LEASIA, JOHN
- GROUP 2 (6)**
 - [profile](#) Author - MIT HALLISEY, JOANNE
 - [profile](#) Student INTERMILL, ALEX
 - [profile](#) Instructor INTERMILL, CAITLIN
 - [profile](#) Author - Stanford KERNS, CHARLES
 - [profile](#) Author - Michigan LEASIA, JOHN
 - [profile](#) Author OGLE, DAPHNE
- GROUP 3 (1)**
 - [profile](#) Student INTERMILL - YAHOO, CAITLIN

A callout box points to the first two groups with the text: "Checkbox and choose 'edit group' to go to edit group screen."

Group	Members
GROUP 1 (3)	Instructor INTERMILL, CAITLIN Author - Stanford KERNS, CHARLES Author - Michigan LEASIA, JOHN
GROUP 2 (6)	Author - MIT HALLISEY, JOANNE Student INTERMILL, ALEX Instructor INTERMILL, CAITLIN Author - Stanford KERNS, CHARLES Author - Michigan LEASIA, JOHN Author OGLE, DAPHNE
GROUP 3 (1)	Student INTERMILL - YAHOO, CAITLIN

Create/edit/show groups on a site by site basis...

Chose 'New' from previous screen

 New Group

Group Name:

Participant List:

#	Name	Username	Role
<input type="checkbox"/>	Arora,Namita	arora	Student
<input type="checkbox"/>	Bowman,Nicholas Andrew	nabowman	Student
<input type="checkbox"/>	Dent2, Stu	student2	Student
<input type="checkbox"/>	Dwyer,Brighid Meghan	brighid	Student
<input type="checkbox"/>	Goffney,Brian Eugene	bgoffney	Student
<input type="checkbox"/>	Hansen,Gregory Arnold	gajohns	Student
<input type="checkbox"/>	Koch,Philip David	pdkoch	Student

Name is required field and at least one user needs to chosen.

All participants appear in list. Sortable by role.

Create group takes user to Group page (previous slide) with the new group in the list.
Cancel goes to previous screen without group added.

Create/edit/show groups on a site by site basis...

Chose 'Edit group' from previous screen

 Edit Group

Use checkboxes to add or remove participants from the group.

<Group Name>

Group Name: <Group Name>

Participant List:

#	Name	Username	Role
<input checked="" type="checkbox"/>	Arora,Namita	arora	Student
<input type="checkbox"/>	Bowman,Nicholas Andrew	nabowman	Student
<input checked="" type="checkbox"/>	Dent2, Stu	student2	Student
<input checked="" type="checkbox"/>	Dwyer,Brighid Meghan	brighid	Student
<input type="checkbox"/>	Goffney,Brian Eugene	bgoffney	Student
<input checked="" type="checkbox"/>	Hansen,Gregory Arnold	gajohns	Student
<input checked="" type="checkbox"/>	Koch,Philip David	pdkoch	Student

If more than one group was chosen, each show up in their own field set in a scrolling list.

Original participants of group are checked. Checking or unchecking adjust the group participants.

Save Changes takes user to Group page with changes made.
Cancel goes to Group page without changes saved.

Restrict access to content based on the group... Example form for adding content

Ctools Design : Announcements

Announcements

Adding announcement...

Complete the form, then choose the appropriate button at the bottom. A * means required information.

Announcement

* Subject:

* Announcement:

Public View:

Yes
 No

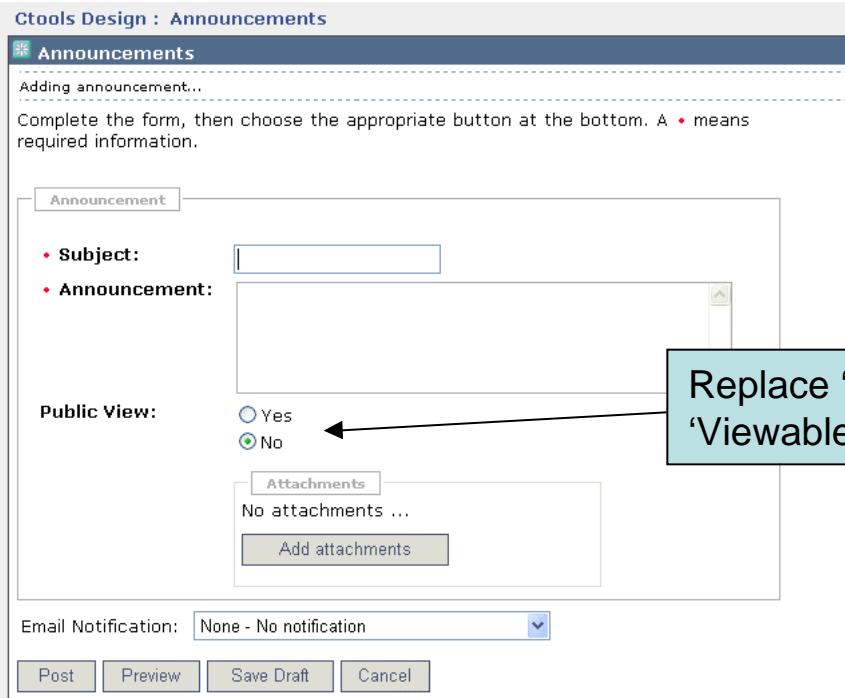
Attachments

No attachments ...

Add attachments

Email Notification: None - No notification

Post Preview Save Draft Cancel



Change 'class' to 'site'

Viewable By

- General Public
- ALL Class Members
- Restrict to These Groups:
 - GROUP 1
 - GROUP 2
 - GROUP 3

Replace 'Public view' with
'Viewable by' in all forms

- Each tool needs the UI – this isn't too hard – level 1 for the tool UI
- Service/Framework effort - Level 2 until Glenn figures out the arch implications. Solution isn't understood yet
 - Next step – Glenn and Chuck to architect it
- Need a deny in the resources tree
- Allow different roles for a person in different groups (an addition to the gap)
 - Can they have a larger role in a group than they have for the site

Priority 5: Gap 18/260

Ability to create groups/subgroups within list

Support for group restriction in every tool

These gaps identify the need for the author to be able to create groups within a site and restrict tools to those groups.

Within Oncourse, authors have the ability to create groups within the course. These groups provide the author with the ability to restrict certain tools within the application to a subset of the entire class.

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

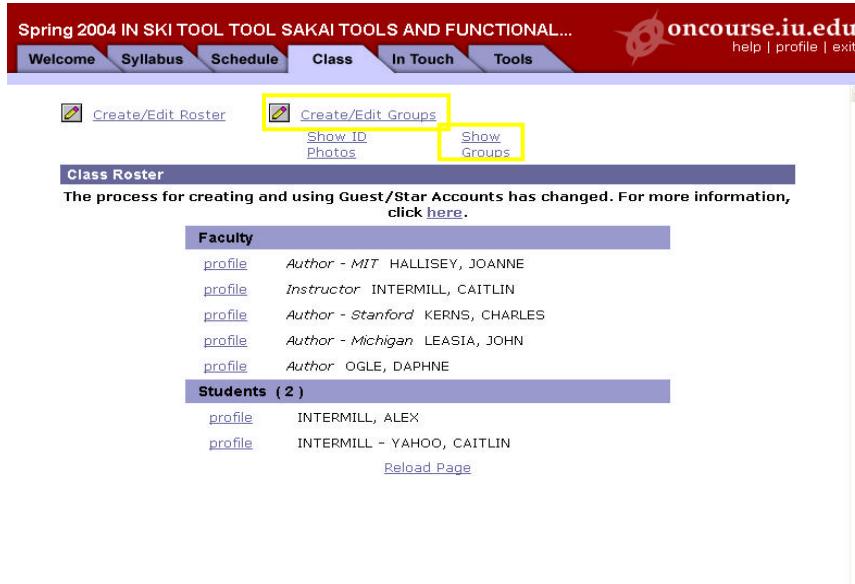
- Mockups are provided from Oncourse.
- Currently:
 - Authors can create groups and assign members of the roster to those groups.
 - One user may be a member of multiple groups.
 - Authors can restrict access to any tool within Oncourse based on established groups.

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

Author has ability to sort the by group by selecting “Show Groups”.

Author has the ability to create or edit existing groups by selecting the pencil icon next to or the Create/Edit Groups text.



Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL... oncourse.iu.edu help | profile | exit

Welcome Syllabus Schedule Class In Touch Tools

Create/Edit Roster Create/Edit Groups Show ID Photos Show Groups

Class Roster
The process for creating and using Guest/Star Accounts has changed. For more information, click [here](#).

Faculty

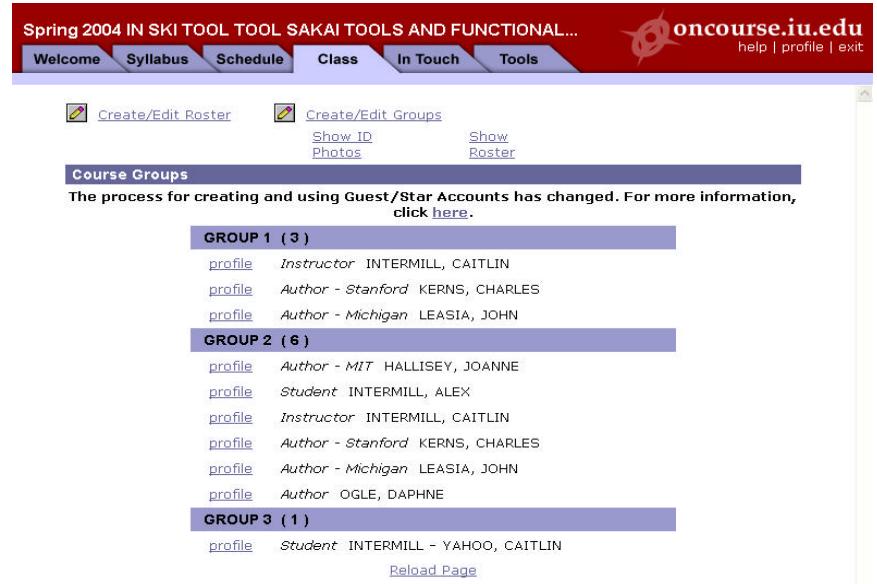
- [profile](#) Author - MIT HALLISEY, JOANNE
- [profile](#) Instructor INTERMILL, CAITLIN
- [profile](#) Author - Stanford KERNS, CHARLES
- [profile](#) Author - Michigan LEASIA, JOHN
- [profile](#) Author OGLE, DAPHNE

Students (2)

- [profile](#) INTERMILL, ALEX
- [profile](#) INTERMILL - YAHOO, CAITLIN

[Reload Page](#)

If the users selects “Show Groups” the Roster is sorted according to assigned groups. NOTE: One user may be a member of multiple groups.



Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL... oncourse.iu.edu help | profile | exit

Welcome Syllabus Schedule Class In Touch Tools

Create/Edit Roster Create/Edit Groups Show ID Photos Show Roster

Course Groups
The process for creating and using Guest/Star Accounts has changed. For more information, click [here](#).

GROUP 1 (3)

- [profile](#) Instructor INTERMILL, CAITLIN
- [profile](#) Author - Stanford KERNS, CHARLES
- [profile](#) Author - Michigan LEASIA, JOHN

GROUP 2 (6)

- [profile](#) Author - MIT HALLISEY, JOANNE
- [profile](#) Student INTERMILL, ALEX
- [profile](#) Instructor INTERMILL, CAITLIN
- [profile](#) Author - Stanford KERNS, CHARLES
- [profile](#) Author - Michigan LEASIA, JOHN
- [profile](#) Author OGLE, DAPHNE

GROUP 3 (1)

- [profile](#) Student INTERMILL - YAHOO, CAITLIN

[Reload Page](#)

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

If the user selects “Create/Edit Groups”, the following screen is displayed.

The screenshot shows the 'Groups' section of the Sakai interface. At the top, there are buttons for 'New Group' and 'Delete Selected Groups'. Below this, a table lists three groups: GROUP 1, GROUP 2, and GROUP 3. A yellow box highlights the 'GROUP 1' row. An arrow points from the text 'Selecting Course Groups returns the user to the groups based listing on the Course Roster (slide 3 image 2)' to the 'GROUP 1' row.

Group Name
GROUP 1
GROUP 2
GROUP 3

Selecting Course Groups
returns the user to the groups
based listing on the Course
Roster (slide 3 image 2)

If the user selects the pencil icon next to “New Group” or an existing group, the following screen is displayed. Users can use CTRL+click to select multiple users for one group and specify a name for the group.

The screenshot shows the 'Group Editor' dialog box. It has a 'GENERAL SETTINGS' tab selected. Under 'Group Name', there is a text input field containing 'Hellisey, Joanne'. Under 'Group Members', there is a list box containing several names: Hellisey, Joanne; Intermill, Caitlin; Kems, Charles; Leasia, John; Ogle, Daphne; Intermill, Alex; Intermill - Yahoo, Caitlin. At the bottom right of the dialog are 'OK' and 'Cancel' buttons.

Group Editor
GENERAL SETTINGS

Group Name: Hellisey, Joanne

Group Members:

- Hellisey, Joanne
- Intermill, Caitlin
- Kems, Charles
- Leasia, John
- Ogle, Daphne
- Intermill, Alex
- Intermill - Yahoo, Caitlin

OK Cancel

Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

If the user selects “Delete Selected Groups”, the following screen is displayed.



This is an example of Discussion Forum tool which has the ability to be restricted by groups.



Gap 18/260

ability to create groups/subgroups within list
support for group restriction in every tool

This is an example of Schedule tool which has the ability to be restricted by groups.

The screenshot shows the 'Schedule Item Editor' interface. In the 'GENERAL SETTINGS' section, under 'Category', there is a dropdown menu labeled 'Select task category or click to create a new task category'. Below it, 'Due Date' is set to April 30, 2004, with the 'No Due Date' checkbox checked. The 'Title' field contains 'Testing schedule'. Under 'Format', 'Smart Text (HTML)' is selected. A large text area for 'Content' is present. In the 'Attachment' section, there is a note about file size and a link to upload attachments. Under 'Viewable By', 'ALL Class Members' is selected. A yellow box highlights the 'Restrict to These Groups' section, which contains three checkboxes: 'GROUP 1', 'GROUP 2', and 'GROUP 3'. In the 'ADVANCED SETTINGS' section, 'Starting Date' is set to March 25, 2004, and 'Ending Date' is set to October 13, 2004, with the 'No End Date' checkbox checked. The URL is listed as 'http://www.sakaiproject.org'. At the bottom are 'OK' and 'Cancel' buttons.

This is an example of the Gradebook tool which has the ability to be restricted by groups.

The screenshot shows the 'Create New Gradebook' interface. In the 'GENERAL SETTINGS' section, the 'Title' is 'Test Gradebook' and the 'Description' is empty. Under 'Viewable By', 'author only' is selected. A yellow box highlights the 'Restrict to These Groups' section, which contains three checkboxes: 'GROUP 1', 'GROUP 2', and 'GROUP 3'. At the bottom are 'Delete Gradebook' and 'Cancel' buttons.

Glossary

- Group – subset of users from the course/site roster.

Comments:

Integration Detail:

- This functionality does not currently exist in CTNG.
- Need to be able to:
 - Create/edit/show groups on a site by site basis
 - Restrict access to content based on the group
-

Create/edit/show groups on a site by site basis...

Go to site > site info tool (site info tool not implemented yet, next on UM development list 'Zhen assigned')

Site Info

Add 'Create/edit groups' button

Edit site info...	Edit Tools...	Edit Access...	Publish...				
Title: Spanish 231 All	Creation Date: Mar 3,2004						
Site Contact: First, Last	Term: Winter 2004						
Contact email: uniqname@umich.edu	Classes: Spanish 231 001 Winter 2004						
Resource quota: 250Mb used of 1Gb allocated	Spanish 231 002 Winter 2004						
Joinable: No	Spanish 231 003 Winter 2004						
Participant List							
#	Name	Username	Class	Section	ID	Role	Credits
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1
3	Dent2, Stu	student2				Student	
4	Dwyer,Brighid Meghan	brighid	Educ 737	008	13262971	Student	1
5	Goffney,Brian Eugene	bgoffney	Educ 737	008	42444200	Student	1
6	Hansen,Gregory Arnold	gajohns	Educ 504	001	00253617	Student	2
7	Koch,Philip David	pdkoch	Educ 504	001	56580970	Student	2
8	McCormick,Marcy M	marcym	Educ 504	001	79904011	Student	2
9	One, Student	student1				Student	
10	Scheur,Jeffrey	jscheur	Educ 504	001	09373032	Student	2
11	Calhoun, David	caldav	Educ 737	008	34343343	Instructor	
12	Instructor, One	instone	Educ 504	001	34433433	Instructor	
13	One, Instructor	instructor1				Instructor	

Create/edit/show groups on a site by site basis...

Chose 'create/edit groups' from previous screen

The screenshot shows the 'Groups' page in Sakai. At the top, there are 'New' and 'Edit Group...' buttons. Below them, a section titled 'Course Groups' lists three groups:

- GROUP 1 (3)**
 - [profile](#) Instructor INTERMILL, CAITLIN
 - [profile](#) Author - Stanford KERNS, CHARLES
 - [profile](#) Author - Michigan LEASIA, JOHN
- GROUP 2 (6)**
 - [profile](#) Author - MIT HALLISEY, JOANNE
 - [profile](#) Student INTERMILL, ALEX
 - [profile](#) Instructor INTERMILL, CAITLIN
 - [profile](#) Author - Stanford KERNS, CHARLES
 - [profile](#) Author - Michigan LEASIA, JOHN
 - [profile](#) Author OGLE, DAPHNE
- GROUP 3 (1)**
 - [profile](#) Student INTERMILL - YAHOO, CAITLIN

A callout box points to the checkboxes for GROUP 1 and GROUP 2, containing the text: "Checkbox and choose 'edit group' to go to edit group screen."

Create/edit/show groups on a site by site basis...

Chose 'New' from previous screen

New Group

Group Name:

Participant List:

#	Name	Username	Role
<input type="checkbox"/>	Arora,Namita	arora	Student
<input type="checkbox"/>	Bowman,Nicholas Andrew	nabowman	Student
<input type="checkbox"/>	Dent2, Stu	student2	Student
<input type="checkbox"/>	Dwyer,Brighid Meghan	brighid	Student
<input type="checkbox"/>	Goffney,Brian Eugene	bgoffney	Student
<input type="checkbox"/>	Hansen,Gregory Arnold	gajohns	Student
<input type="checkbox"/>	Koch,Philip David	pdkoch	Student

Name is required field and at least one user needs to chosen.

All participants appear in list. Sortable by role.

Create group takes user to Group page (previous slide) with the new group in the list.
Cancel goes to previous screen without group added.

Create/edit/show groups on a site by site basis...

Chose 'Edit group' from previous screen

 Edit Group

Use checkboxes to add or remove participants from the group.

<Group Name>

Group Name: <Group Name>

Participant List:

#	Name	Username	Role
<input checked="" type="checkbox"/>	Arora,Namita	arora	Student
<input type="checkbox"/>	Bowman,Nicholas Andrew	nabowman	Student
<input checked="" type="checkbox"/>	Dent2, Stu	student2	Student
<input checked="" type="checkbox"/>	Dwyer,Brighid Meghan	brighid	Student
<input type="checkbox"/>	Goffney,Brian Eugene	bgoffney	Student
<input checked="" type="checkbox"/>	Hansen,Gregory Arnold	gajohns	Student
<input checked="" type="checkbox"/>	Koch,Philip David	pdkoch	Student

If more than one group was chosen, each show up in their own field set in a scrolling list.

Original participants of group are checked. Checking or unchecking adjust the group participants.

Save Changes takes user to Group page with changes made.
Cancel goes to Group page without changes saved.

Restrict access to content based on the group... Example form for adding content

Ctools Design : Announcements

Announcements

Adding announcement...

Complete the form, then choose the appropriate button at the bottom. A * means required information.

Announcement

* Subject:

* Announcement:

Public View:

Yes
 No

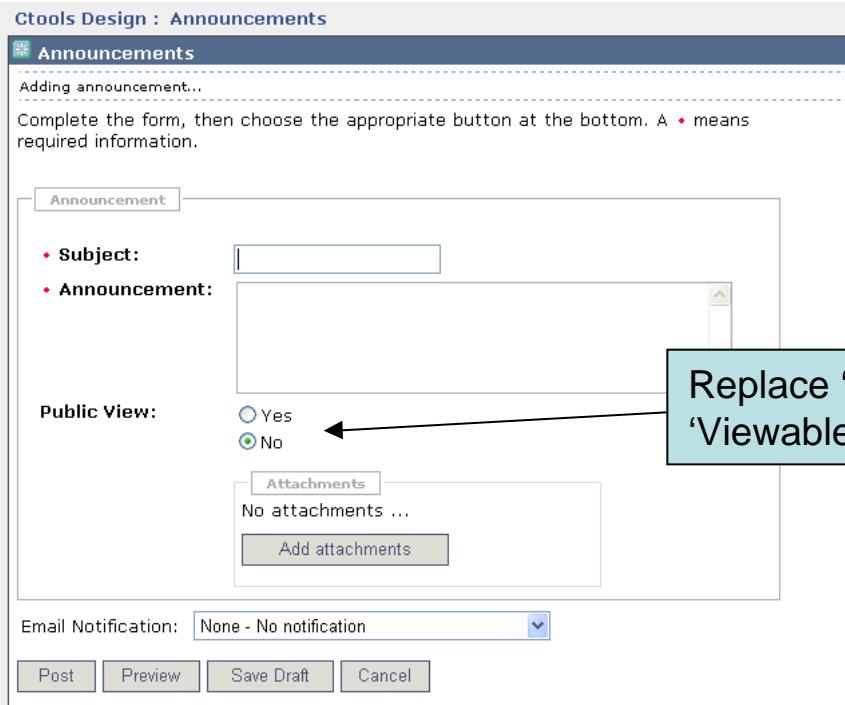
Attachments

No attachments ...

Add attachments

Email Notification: None - No notification

Post Preview Save Draft Cancel



Change 'class' to 'site'

Viewable By

- General Public
- ALL Class Members
- Restrict to These Groups:
 - GROUP 1
 - GROUP 2
 - GROUP 3

Replace 'Public view' with
'Viewable by' in all forms

- Each tool needs the UI – this isn't too hard – level 1 for the tool UI
- Service/Framework effort - Level 2 until Glenn figures out the arch implications. Solution isn't understood yet
 - Next step – Glenn and Chuck to architect it
- Need a deny in the resources tree
- Allow different roles for a person in different groups (an addition to the gap)
 - Can they have a larger role in a group than they have for the site

Priority 6: Gap 22

Ability for users to organize sites by semester

This gap identifies the ability to organize sites by semester.

Mockups/functionality are from Stellar.

When browsing sites the user should see the sites organized by semester (or term or quarter, depending on the institution). The image shows an example of one department's stellar sites organized by semester.

Viewing classes by semester should apply to sites in a users workspace as well.

The screenshot shows a web browser window with the title "Stellar Course Management System". The URL in the address bar is <http://asterope.mit.edu/stellar-mock/classlink/course4.shtml>. The page content is organized by semester:

- Architecture (Course 4)**
 - Spring 2004**
 - [4.101 – Experience Architectural Design](#)
 - [11.332/4.163 – Urban Design](#)
 - [4.173 – Design Fabrication Workshop](#)
 - [4.183 – Sustainable Design and Technology Research Workshop](#)
 - [4.206 – Introduction to Design Computing](#)
 - [11.303/4.254 – Design For Urban Development](#)
 - [11.304/4.255 – Site & Urban Systems Planning](#)
 - [4.602 – Modern Art & Mass Culture](#)
 - Fall 2003**
 - [4.107 – m.arch portfolio seminar: writing + representation](#)
 - [4.212 – Design Fabrication](#)
 - [11.308/4.213 – Urban Nature & City Design](#)
 - [11.001/4.250 – Intro to Urban Design & Development](#)
 - [4.601 – Introduction to Art History](#)

On the left sidebar, there is a navigation menu with links: home, features, about, user guide, class sites, request class site, and contact. Below the menu is a search input field with a "search" button. A status message indicates "134 people are using Stellar right now." and "There are 288 class websites for Spring 2004 so far."

The image shows an example of one department's stellar sites organized by semester.

Glossary

- Term – the period of time for a unit of study – e.g. a semester, quarter, summer session.

Gap 22

ability for users to organize sites by semester

Stanford adds three pages
to address the need

- (1) to display sites by term in the students view of their own courses with easy way to differentiate current from previous courses.
- (2) Some students may have both semesters and quarters in the same listing. Stanford has semesters in the law and med school and quarters the other schools. For example, students in the med school may take biology courses from the school of humanities and sciences. These two types of terms have different start and end dates.

Mockups/functionality are from Coursework.

Welcome, Charles Kerns.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

My Courses: [[Display Current](#) | **[Display All](#)** | [Add Course](#) | [Drop Course](#)]

Why can't I find my courses? [For Instructors](#) [For Students](#)

Z GROUP 34: Stanford Key to Information Literacy
Summer 2003

Admin Course

19 Apr 2004 - 10:16 AM

Stanford University Academic Computing

[HelpSU](#)

A division of Stanford University Libraries and Academic Information Resources
Copyright © 2001-2004 by Board of Trustees of the Leland Stanford Junior University.

- When users view their list of courses after logging in, they see their current term courses listed.
- When the users click “Display All,” then they see all their courses (see next screen)

Welcome, Charles Kerns.

• My Profile • Help • Logout

When users click “Display Current,” then they view toggles back to that on the previous page.

This view could be organized in specific terms as in the Stellar example, but then would need to show both quarters and semesters.

My Courses [[Display Current](#) | [Display All](#) | [Add Course](#) | [Drop Course](#)]

Why can't I find my courses? [For Instructors](#) [For Students](#)

[**AMELANG 128C: Begining Hebrew**](#)

Spring 2003

[Admin Course](#)

[**ANTHSCI 180: Introduction to Anthropological Genetics**](#)

Winter 2003

[Admin Course](#)

[**ANTHSCI 3: Introduction to Archeology**](#)

Fall 2002

[Admin Course](#)

[**CHEMENG150 / CHEMENG250 : Biochemical Engineering**](#)

Fall 2002

[Admin Course](#)

[**ECON 1: Elementary Economics**](#)

Fall 2003

[Admin Course](#)

[**EDUC 334X: Technologies of Assessment.**](#)

Fall 2001

[Admin Course](#)

[**HUMBIO 2B: Culture, Evolution, and Society**](#)

Fall 2003

[Admin Course](#)

[**HUMBIO 3B: Biology and Culture in Human Development**](#)

Winter 2002

[Admin Course](#)

[**HUMBIO 4A: The Human Organism**](#)

Spring 2002

[Admin Course](#)

[**HUMBIO2A / ANTHSCI2A : Genetics, Evolution, and Ecology**](#)

Fall 2002

[Admin Course](#)

[**JAPANLNG 121: Advanced Japanese Conversation**](#)

Fall 2001

[Admin Course](#)

CTNG Integration Thoughts

Comments

- “ability for users to organize sites by semester” is currently supported in CTNG through sorting. A user can click on the “Semester” header in a list in order to sort the list by ascending/descending semesters (see next slide for sorting details)
 - I don’t remember how CTNG currently achieves the correct sorting pattern, (i.e., how it knows what order U-M semesters, Fall 2003, Winter 2004, Spring 2003, etc., occur in); however, other universities use different names for semesters/quarters, so if it isn’t already, the order needs to be configurable on a system-wide basis.
- CTNG has 2 different lists of sites:
 - Logged in - My Workspace > Worksite setup > see all sites they are a member of
 - Prior to logging in – Gateway lists all sites in the application (except project sites that have stipulated not to be on list)
 - See screen shots, next 3 slides

This is view from users My Workspace > Worksite setup. So only sites they are members of are displayed

Remove columns

Check box(es) to take action on a site. Click column title to sort.

Worksite Title	Description	Type	Owner	Term	Status	Joinable
<input type="checkbox"/> 1 CTNG Admin	Sorting: Default view is sorted by current term courses, dissertation site (if applicable), projects, then previous semester class sites sorted in groups by term. Alphabetical within each of these groupings		admin		PUBLISHED	
<input type="checkbox"/> Administratio Workspace	Column header sorts Title – alpha sort					
<input type="checkbox"/> CHEF	Type – by type, then by date (term, or creation date), then alpha					
<input type="checkbox"/> Gateway	Owner – alpha by owner					
<input type="checkbox"/> Grad Tools - Cell. Mol. Bio	Term – most recent term first, those w/ no term (projects, dissertation) at end, grouped by term, alpha w/in group Status – by published, unpublished, then alpha w/in those groups					
<input type="checkbox"/> Grad Tools - Mech. Eng.	Published: By publish status, then within each group alphabetical Creation Date – by date, most recent first					
<input type="checkbox"/> Grad Tools - Rackham	If number of items in list >20, add line directly under the new button: Jump to: A <u>B</u> C D E F G H I J K L M N O P Q R S T U V W X Y Z					

Add Creation Date column

Sorting in list - RT 1736

Clicking letters take you to that place in alphabet based on the sort column. Letters are same color as title (both clickable).

Phase II – later add ‘non-tab’ setting for a site so it won’t show up in the tabs or more list, and ability to specify tab order – details to be spec’d

Prior to logging in – Gateway > Sites

These ID's will be hidden in next release

Title	Description	Created
10.0 Club (1057603851278-502852)	Worksite for the Womens Gymnastics booster club.	Oct 31, 2003 7:37 am James R Eng
1st Year Seminar (1073675209991-691140)	Health Care Privilege and Community	Jan 9, 2004 2:06 pm Terence Joiner
431 Instructors Site (1071033188350-651015)	Workspace for instructors in Education 431	Dec 10, 2003 6:26 am Robert B Bain
581 Access Grant (1079052196015-046837)	Moderation in all things, and all things in moderation..	Mar 11, 2004 7:49 pm Everett W Wiggins
Grant Proposal (9139468340-951645)	Writing a grant proposal for Preserving Information 581.	Mar 12, 2004 7:57 pm Laura Catherine Schmidt
-DARS (76721883836-653658)	Site for usability evaluation of DARS in ED 603	Feb 13, 2004 8:24 pm Barry Jay Fishman
622 Project Group (1074058063284-701878)		Jan 13, 2004 11:54 pm Eric C Cook
622 SSG (1074726525361-735975)	A worksite for our 622 project	Jan 21, 2004 6:08 pm Sarah A McNitt
622 UT: Task Details (1076443836330-834134)	Worksite for the in-class user testing component of SI622: Evaluation of Systems and ...	Feb 10, 2004 3:10 pm Zahra C Langford
622-TJ Navigator (1074726525361-735975)		Jan 22, 2004 11:54 am Nikita M Nachshann

Additional functionality needed to meet gap:

- Add department as known data about a course
- Add columns for term and department with sorting rules and/or add a page prior to arriving here that allows users to filter the list (next slide)

This is not currently implemented but is on the Umich internal priority list.
Users would see this screen upon going to Gateway > Sites.

To see a list of sites, or find a specific site, complete the form below. Note: Sites listed here are University of Michigan courses or related projects, and other collaborations. Some collaborations may not be listed, per the request of the site owner.

Type of Site:

Academic Term:

School/College:

Keywords:

Or Department

User can filter list on as many criteria as they'd like

Need to add a 'Browse' button that would take user to the complete list of sites

- Adding search to gateway sites that includes term search field – level 1
 - Other changes to wsetup list that are planned
 - Some more general method of specifying the terms for an institution – a time range that can map to terms
 - algorythmic or a write a tool that admins can use to create new terms with an associated date range
 - needed to generalize for use by other institutions
 - new feature – tool and service
- Level 2

Priority 7: Gap 275

Add student view for instructor for every tool

Gap Description:

This gap identifies the ability for instructors to see how their students see the site at any point. This gap will only be valid for course sites (not project type).

Scenarios considered:

- I want to know what experience my students will have in this site including how they see and interact with it.
- I want to give students an in-class tutorial of the CMS so I need the display to look exactly like what they will see.

The new ‘see what my students see’ button

New button is always available for Instructor users with the role of 'Instructor' and 'Owner' for course sites.

- Toggles between 'go to instructor view' / 'go to student view'
- When going to student view, the instructor sees exactly what a student would see.
- Instructor can interact with the system as a student until they toggle back to the instructor view

Additional requirements:

- Each instructor for a site will have a student account automatically created for them '<uniquename>StudentAccess'. In essence, when they toggle to the student view the log-in is changed to their student account.
- The student account will be automatically added to the roster so they receive folders where applicable (ex. Assignments, drop box).

Glossary

- **Instructor** - A role created in the CTNG system for use in course sites.
- **Student** – A role created in the CTNG system for use in course sites. All students added to the class via the official roster receive this role.
- **Owner** – A role automatically assigned to the creator of a course site. The access is the same as instructor with the addition of the ability to delete the site. For this requirement, the owner role will be treated the same as an instructor.

- Some interface to make it clear you're in a different role
- Switch roles

Level 1

Priority 8: 206/207

Full author access to all sites without being a member - can be restricted by department

Ability to move through course as if faculty of record in course

This gap identifies the ability for super-user to access any course with full author access and functionality without being a member of the course.

Within Stanford's CourseWork system exists the ability for super-users* to access courses as if they are course Admins. Once a super-user selects "Admin Course" from the super-user interface, the interface is the same as an Admin. The current development to limit this super-user functionality to a specific department level is well underway. (See Gap 205 for an over-view of the super-user functionality.)

*please see glossary page for words like "super-user".

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

A super-user gets to this super-user functionality via this path of clicks...

The screenshot shows the Stanford University CourseWork homepage. At the top, there's a decorative banner with the Stanford University logo. Below it, the main header reads "STANFORD UNIVERSITY COURSEWORK". The page has a red navigation bar with links for "HOME", "ABOUT", "HELP", and "LOGOUT". The main content area starts with a "Welcome to CourseWork 3.1!" message. It includes sections for "Announcements" (with a link to "View Announcements"), "LOGIN" (with a link to "Log In"), "ABOUT" (with a link to "About CourseWork"), and "HELP/SU" (with a link to "HelpSU"). A "CourseWork Site Requests" section contains a link to "Request Demo". On the right side, there's a "Important Information" sidebar with "Login Requirements" (mentioning SUID and SUHID), "CourseWork Site Requests" (with a link to "Request Demo"), "Minimum Browser Requirements" (mentioning Internet Explorer 8.1/7 or Firefox 4.0+, Java 1.6 or later, and Cookies enabled), and a "Note" about Java and PDF support. The footer contains a "SUPPORT" link.

The screenshot shows the same Stanford University CourseWork homepage, but with a different view. It now displays the "My Courses" section. The top navigation bar includes "My Profile", "Help", and "Logout". The "My Courses" section lists several courses: "Z_DEMO 101: Model Course Web Site" (Fall 2001), "Z_DEMO 103: Bioinformatics - Databases and Modeling" (Fall 2002), "Z_DEMO 104: English Demo Course" (Fall 2002), and "Z_TEST 106: CourseWork Quick Start Guide" (Winter 2002). Each course entry has a "View Course" link. The footer contains the Stanford University Academic Computing logo and copyright information.

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

The screenshot shows the Stanford University CourseWork Admin View. At the top, there's a decorative header with the text "Welcome, Marc Brierley." and navigation links for "My Profile", "Help", and "Logout". Below this is the main title "STANFORD UNIVERSITY COURSEWORK" and a banner reading "Admin View". On the left, a sidebar titled "Admin Course" lists various administrative functions: Admin Course Homepage, Admin Announcements, Admin Syllabus, Admin Schedule, Admin Course Materials, Admin Assignments, Admin Discussion, Admin Grades, and Admin Course. A large central area displays the message "Z_DEMO 101: Model Course Web Site" and "Admin Course". It includes a breadcrumb trail "My Courses > Admin Course" and a link to "Student Course Homepage". Below this, a section asks "Please select one of the following administration options:" followed by a list of links: "Course and Section Setup", "Admin Roles & Privileges", "Admin People", "Admin Tools", "Admin Email", "Request a Course", "Admin Site" (with a note "(available only to super-users)" and an arrow pointing to it from a callout), "Copy Course" (with a note "(available only to super-users)" and an arrow pointing to it from a callout), "AFS Locker Request Form" (with a note "(available only to super-users)" and an arrow pointing to it from a callout), "User Batch Upload" (with a note "(available only to super-users)" and an arrow pointing to it from a callout), and "Go To Course Homepage for 'Z_DEMO 101: Model Course Web Site'".

This link takes you to the main super-user interface for full site access to all sites

- [Course and Section Setup](#)
- [Admin Roles & Privileges](#)
- [Admin People](#)
- [Admin Tools](#)
- [Admin Email](#)
- [Request a Course](#)
- [Admin Site](#) (available only to super-users)
- [Copy Course](#) (available only to super-users)
- [AFS Locker Request Form](#) (available only to super-users)
- [User Batch Upload](#) (available only to super-users)

• [Go To Course Homepage for "Z_DEMO 101: Model Course Web Site"](#)

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

Admin Site

[My Courses](#) > [Admin Course](#) > Admin Site

Course Management

- [Add A New Course](#)
- [Admin Courses](#)
- [Admin Instructor-Only Course Access](#)
- [Admin Request Course](#)
- [Remove A Course](#)
- [Change Course Status](#)

Site Management

- [Admin Departments](#)
- [Admin Mime Types](#)
- [Admin Print Reserve](#)
- [Site-Level Admin People](#)
- [System Monitor](#)
-

List missing AFS locker in

Please only use the following if you know what you are doing.

- [Refresh database pool](#)
- [Regenerate All Course Navbars](#)
- [Regenerate Courses For Each Department](#)
- [Regenerate List of Departments](#)

Admin View

This link takes you to a link of all course sites. Once a course is selected, the super-user has the same access as course owner.

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

Welcome, Marc Brierley.

STANFORD UNIVERSITY COURSEWORK

Course Administration

My Courses > Admin Course > Admin Site > Admin Courses

Spring 2004

Selecting "Admin Course" puts the super-user into a course with the same access as course Admin.

Click **Admin Course** to update basic information about a course. Click **Admin People** to update access list for a course.

Course Short Name	Course Display Name	
1. 1046-aa-271a-01	AA 271A: Dynamics and Control of Spacecraft and Aircraft	Admin Course Admin People
2. 1046-acct-211.01	ACCT 211 / ACCT 211-02 / ACCT 211-03 / ACCT 211-04 : Managerial Accounting	Admin Course Admin People
3. 1046-acct-212.01	ACCT 212 / ACCT 212-02 : Managerial Accounting - Advanced	Admin Course Admin People
4. 1046-acct-308-01	ACCT 308: Financial Management of Nonprofit Organizations	Admin Course Admin People
5. 1046-acct-312.01	ACCT 312 / ACCT 312-02 : Evaluating Financial Statement Information	Admin Course Admin People
... 1046-acct-		Admin Course

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - a higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.

Comments:

CTNG Integration Details:

- System Admin in CTNG = Super User in CourseWork
- If user logged into the system has admin role, they have access to all sites through the tabs or through worksite setup. Once at a site they can do anything a site owner (= CourseWork ‘Admin’ role?) can do.
- Affiliates currently have access as system admins in sites in their “departments”. The interface for creating affiliates in ctng is mocked up and on the development list but is UM specific. If this is needed across the board we’ll need to rethink the interaction.
 - Affiliate – designated by department as the ‘go to person’ for understanding the CMS and giving feedback to the design and development group. They have the same access to sites within their department as instructors of the site do.

- Given site hierarchy, this will be easier
- See gap 265

Priority 9: Gap 244/246

Syllabus tool

Allow file upload and/or direct entry of text

These gaps identify the need for a tool to exist to display syllabus material.

A Syllabus tool current exists in Oncourse and provides an area for authors to input plain text, smart text or HTML data for students to access.

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

- Mockups are provided from Oncourse.
- Currently:
 - Ability to input plain text, smart text or HTML
 - Ability to make viewable to roster groups, class or public
 - Ability to add attachments
 - Ability to create multiple syllabus items and order them
 - Ability for author to view syllabus items as a student

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

When "Syllabus" is selected, the user is taken to the Syllabus tool. If the syllabus consists of an attached document, the view at the left is seen. If the syllabus consists of inline text, the view at the right is seen.

Syllabus Update! October 2003

Attachment: [UpdateA104_Syllabus.doc \(33260 bytes\)](#)

Syllabus Title

Create/Edit Syllabus

Click to view the course syllabus

Create/Edit Syllabus

Syllabus

LIFE SPAN DEVELOPMENT
B310 (Section D961)
Monday and Wednesday 11:00 – 12:15
BS 2000

Dr. Shenan Kroupa
Office: LD 103

The easiest way to speak with me is to catch me after this class in your classroom.
Outside of class, please contact me by e-mail: skroupa@iupui.edu
I infrequently check my voicemail, so please call only in emergencies: 278-4586

REQUIRED TEXT: Kail, R. V., & Cavawaugh, J. C. (2004). *Human Development* (3RD edition).

There is a study guide (by DeWolff & Combs). A copy of this study guide is also on reserve at the library. Lists of the concepts on which the exam items are based can be found at the end of each textbook chapter.

PREREQUISITE: Three credit hours of psychology.

MEET WITH ME: By appointment. You may also talk to me before or after class, or email me to make an appointment. My office is located in the LD building in room 103.

COURSE DESCRIPTION: This course is focused on the various changes that take place in humans from conception to death (e.g., physical-motor, cognitive, social). Aspects of development that are common to persons at all ages across the human life span as well as individual differences in development will be studied. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, in-class activities, and outside assignments.

INTERNET SITE: This course will use the Oncourse system to provide you with course-related information and

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

If “Create/Edit Syllabus” is selected, the user is taken here.
Action buttons are highlighted.

The screenshot shows the 'Syllabus Items' section of the oncourse.iu.edu interface. At the top, there are action buttons: 'New Item' (highlighted with a yellow box), 'Delete Selected Items', and 'Rearrange Items'. Below these, the 'Syllabus Items' list is displayed, with 'Syllabus' being the first item and also highlighted with a yellow box. A large arrow points upwards from the 'Syllabus' item towards the 'Heading' section above it.

Heading

Syllabus

Selecting this allows the author to see the Syllabus items as a student would (see slide 3)

If “New Item” or the pencil icon next to the Syllabus Item name is selected, the user is taken here.

The screenshot shows the 'Syllabus Item Editor' window. It has two main sections: 'GENERAL SETTINGS' and 'ADVANCED SETTINGS'. In the 'GENERAL SETTINGS' section, there are fields for 'Title' (with a placeholder 'Syllabus'), 'Format' (radio buttons for 'Smart Text' (selected), 'HTML', and 'Plain Text'), and 'Content' (a large text area). Below these, there is an 'Attachment' section with a 'Add/Delete Attachment' button and a note about file size. Under 'Viewable By', the 'Class Members' radio button is selected. In the 'ADVANCED SETTINGS' section, there is a 'Style' dropdown menu set to 'Default Style'. At the bottom, there are 'OK' and 'Cancel' buttons. A large arrow points upwards from the 'Content' area towards the 'Style' dropdown.

Syllabus Item Editor

GENERAL SETTINGS

Title

Format

Content

Attachment

Note: maximum file size is 3.0 MB. If you include an attachment, it may take a long time to submit the form depending on the size of the file and your connection speed.

Viewable By

ADVANCED SETTINGS

Style

OK Cancel

This allows the user to set styles to provide a visual separation. See slide 6 for further description of this selection.

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

If “Delete Selected Item” is selected, the user is taken here to confirm or cancel the delete.



If “Rearrange” is selected, the user is taken here and can rearrange the appearance of the Syllabus Items on the page.



Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

Authors must be able to specify heading levels for syllabus Items in the Syllabus Item Editor to provide visual separation of items.

The screenshot shows a Sakai interface for editing a syllabus item. The top navigation bar includes 'Welcome', 'Syllabus', 'Schedule', 'Class', 'In Touch', and 'Tools'. The 'Syllabus' tab is active. The main content area displays a hierarchical structure of syllabus items:

- Section Heading**: A single item under the heading "Syllabus".
- Heading/Sub-Heading**: A single item under the heading "Section Heading". It contains:
 - Section Heading Text
 - Attachment: File_upload1.pdf (20290 bytes)
 - Heading**: A single item under the heading "Section Heading Text". It contains:
 - Heading Text
 - Sub Heading
 - Sub Heading Text
 - Attachment: File_upload2.pdf (20290 bytes)
- Item**: A single item under the heading "Heading". It contains:
 - Item Text

Glossary

- Syllabus Item Editor – area in application where the author can make editing choices/changes to a Syllabus item.

Comments:

Integration Detail:

- Syllabus is a new tool for CTNG
- ‘Syllabus’ becomes new button on left navigation (screen shot following)
- Some existing screens should be repurposed (screen shots commented following)
- New screens follow oncourse design (in slides following)
- Need to add smart text and HTML capability

New Syllabus tool...

The screenshot shows the Sakai CourseTools NextGeneration interface. At the top, there is a blue header bar with the Michigan 'M' logo, the text "COURSETOOLS NextGeneration", and a "Logout" link. Below the header, the "My Workspace" menu bar shows "01" and "1 Chef Admin".

The main content area has two tabs:

- Message of the Day**: This tab contains a message from CTNG Support about the addition of a new 'Syllabus' tool. A large blue rectangular box highlights the text "Add button for new 'Syllabus' tool".
- My Workspace Information**: This tab provides information about the workspace, mentioning "Welcome to your personal workspace!" and "CTNG provides each user their own individual worksite called My Workspace". It also lists "Membership" and "Users Present".

A vertical sidebar on the left lists various workspace management options: Home, Worksite Setup (which is highlighted with a blue arrow), Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and Users Present (listing "Daphne L Ogle").

New Syllabus entry page...

 Site Info - Syllabus

[New...](#) [Edit...](#) [Delete...](#)

Syllabus

LIFE SPAN DEVELOPMENT
B310 (Section D961)
Monday and Wednesday 11:00 – 12:15
BS 2000

Dr. Shenan Kreupa
Office: LD 103

The easiest way to speak with me is to catch me after this class in your classroom.
Outside of class, please contact me by e-mail: skroupa@upr.edu
I infrequently check my voicemail, so please call only in emergencies: 278-4586

REQUIRED TEXT: Kal, R. V., & Cavanaugh, J. C. (2004). *Human Development*
(3RD edition).

There is a study guide (by DeWolff & Combs). A copy of this study guide is also on reserve at the library. Lists of the concepts on which the exam items are based can be found at the end of each textbook chapter.

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INTERNET SITE: This course will use the Oncourse system to provide you with course-related information and

Choose edit from syllabus... Repurposing the choosing resource page

The screenshot shows the Sakai CourseTools NextGeneration interface. On the left is a vertical navigation bar with links: Home, Worksite Setup, Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and Users Present (Daphne L Ogle). The main area has a blue header bar with a large 'M' logo, the text 'COURSETOOLS NextGeneration', 'My Workspace 01 1 Che', and a 'Logout' link. A modal dialog box titled 'Resources' is open, containing the text 'Choosing resource type...'. It has a 'Resource type' section with four options: 'Local file on your computer' (selected), 'Empty folder', 'URL (link to website)', and 'Simple text'. Below this are 'Continue' and 'Cancel' buttons. Several callout boxes with arrows point to specific parts of the dialog:

- A light blue box labeled 'Change resource to 'syllabus'' points to the 'Logout' link in the header.
- A light blue box labeled 'Display this in-line rather than as link like in resources' points to the 'Resource type' label.
- A light blue box labeled 'Change to 'URL to Display as Link to Website'' points to the 'URL (link to website)' option.
- A light blue box labeled 'Add 'URL that displays in-line in Window'' points to the 'URL (link to website)' option.
- A light blue box labeled ''Create syllabus now' (or something like that) replaces 'Simple text'' points to the 'Simple text' option.

Choose edit from syllabus... Then choose ‘Create Syllabus now’...

Adding syllabus...

Complete the form, then choose the appropriate button at the bottom. A • means required information.

Syllabus

• Title:

• Content:

Insert format options

Public View: Yes No

Attachments: No attachments ...

Email Notification: None - No notification

Post Preview Save Draft Cancel

Syllabus Item Editor

GENERAL SETTINGS

Title:

Format: Smart Text HTML Plain Text

Content:

Attachment:
Note: maximum file size is 3.0 MB. If you include an attachment, it may take a long time to submit the form depending on the size of the file and your connection speed.

Viewable By: General Public Class Members

ADVANCED SETTINGS

Style: Default Style

OK Cancel

Choose delete from syllabus...

 Site Info— Syllabus

[New...](#) [Edit...](#) [Delete...](#)

Are you sure you want to delete the following item(s)?

LIFE SPAN DEVELOPMENT
B310 (Section D961)
Monday and Wednesday 11:00 – 12:15
BS 2000

Dr. Shenan Kreupa
Office: LD 103

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I infrequently check my voicemail, so please call only in emergencies: 278-4586

REQUIRED TEXT: Kail, R. V., & Cavanaugh, J. C. (2004). *Human Development* (5th edition).

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PREREQUISITE: Three credit hours of psychology.

MEET WITH ME: By appointment. You may also talk to me before or after class, or email me to make an appointment. My office is located in the LD building in room 103.

COURSE DESCRIPTION: This course is focused on the various changes that take place in humans from conception to death (e.g., physical-motor, cognitive, social). Aspects of development that are common to persons at all ages across the human life span as well as individual differences in development will be studied. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, in-class activities, and outside assignments.

INTERNET SITE: This course will use the Oncourse system to provide you with course-related information and

Choose rearrange...

The screenshot shows a web-based syllabus editor interface. At the top, there's a navigation bar with tabs: Welcome, Syllabus, Schedule, Class, In Touch, and Tools. The 'Syllabus' tab is currently selected. To the right of the tabs, the URL 'oncourse.iu.edu' is visible. A red banner across the top of the main content area reads 'Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL...'. Below this, a blue header bar contains the text 'Syllabus items' and a list of items: '(Heading) Syllabus', '(Heading) Testing', and '(Heading) FollowUp Test'. Underneath the list are two buttons: 'Move Up' and 'Move Down'. At the bottom of the dialog are 'OK' and 'Cancel' buttons. A light blue callout box labeled 'In CTNG wrapper style' is positioned to the right of the 'Syllabus items' header. Another light blue callout box at the bottom right of the dialog area contains the text 'Also need to add in 'Rearrange' button to the main syllabus page'.

Specify heading levels...

Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL...

Welcome Syllabus Schedule Class In Touch Tools

oncourse.iu.edu
Hello | profile | exit

Create/Edit Syllabus
Section Heading
Section Heading Test

Attachment: [File_upload.xls](#) (20200 bytes)

Heading
Heading Test

Sub Heading
Sub Heading Test

Attachment: [File_upload.xls](#) (20200 bytes)

There are more test.

Revised Page

In CTNG wrapper style

Need some clarification on this functionality

- New tool – needs some further specification
- Probably built by MIT, Stanford or IU

Priority 10: Gap 11

Ability to disable users (removes user's access without removing membership)

This gap identifies the ability to remove a user's access to a particular course without removing his/her membership.

Within Stanford's CourseWork system exists a feature to set a user's access to a particular course* either to "Active" or "Inactive". Setting this status does not limit the user's access to other courses or remove data associated with that particular user. If a user is inactivated, s/he can later be reactivated.

*please see glossary page for words like "course".

Gap 11 – ability to disable users (removes user's access without removing membership)

An admin can get to the user's profile by searching by username via this path of clicks...



The screenshot shows the 'Admin Site' page with the following menu items:

- Course Management
 - Add A New Course
 - Admin Courses
 - Admin Instructor-Only Course Access
 - Admin Deleted Courses
 - Remove A Course
 - Change Course Status
- Site Management
 - Admin Departments
 - Admin Mine Types
 - Admin Port Banners
 - Site-Level Admins People
 - Systems Monitor
- List missing AFS locker in Spring 2004
- Please only use the following if you know what you are doing:
 - Refresh database pool
 - Regenerate All Course Notifies
 - Regenerate Courses Per Each Department
 - Regenerate List of Departments

2

The screenshot shows the 'Admin Site People' search page with the following interface:

- Search bar: SUNet ID
- Buttons: Reset
- Text: Enter the SUNet ID (also called Leland ID) of a person
- Links:
 - Go To Course Homepage for "Z_DEMO 101: Model Course Web Site"

1

The screenshot shows the search results for the SUNet ID 'lberkeley' on the 'Admin Site People' page. The results are as follows:

- Date: 8 April 2004 - 9:30 PM
- Stanford University Academic Computing
- Information about Stanford University Libraries and Award terms. Information Please contact Copyright © 2001-2004 by Board of Trustees of the Leland Stanford Junior University.
- Help

3

Gap 11 – ability to disable users (removes user's access without removing membership)

Record for "sheik"

[Edit](#) | [Remove](#)

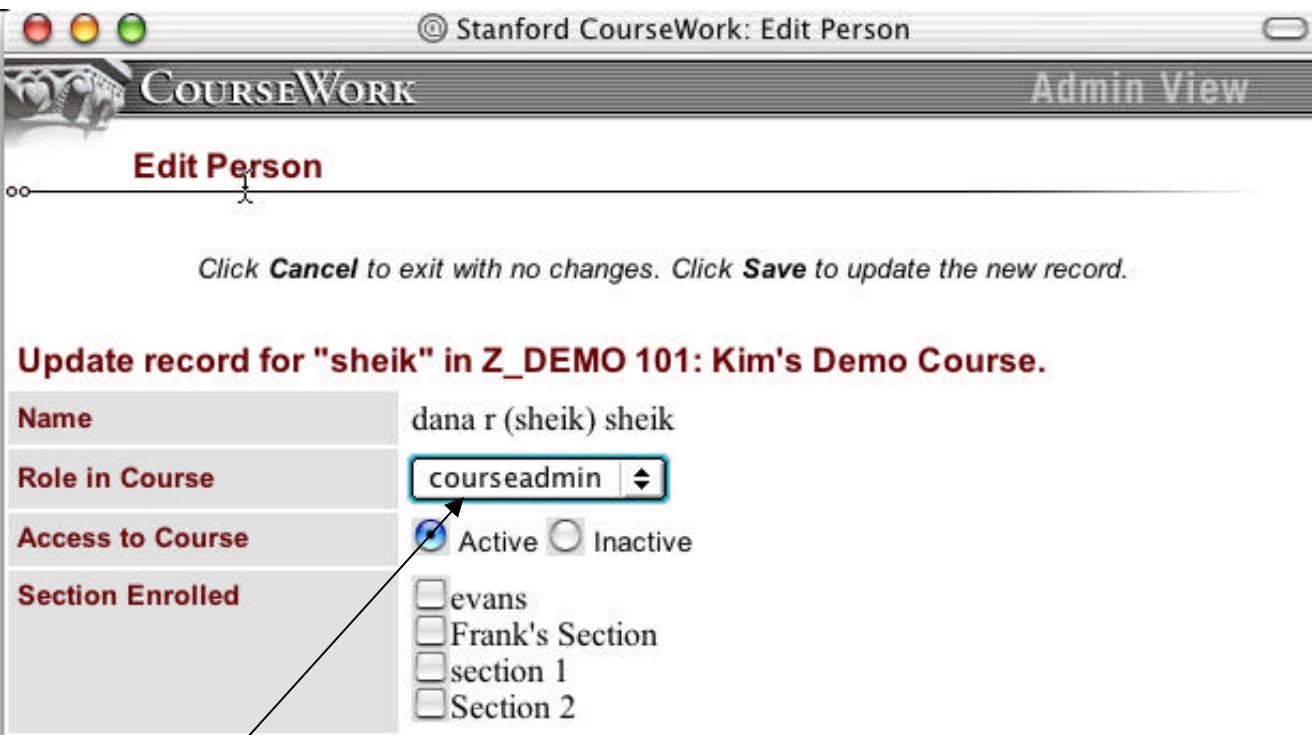
SUNet ID	sheik
First Name	dana
Middle Name	r
Last Name	sheik
Nickname	sheik
University Affiliation	student
Email Address	sheik@stanfor
SUID	9786518
Super-User	yes
Access to CourseWork	Active
Timeout Reminder	<input type="checkbox"/> Do not remind when taking assignments. <input type="checkbox"/> Do not remind when entering assignment scores. <input type="checkbox"/> Do not remind when entering grades in gradebook.
Created	dana r sheik, 12 Feb 2002
Last Modified	Daisy L Flemming, 3 Jun 2003

Once the user is found, their classes are listed. The status for a class can be edited here.

Course Registered

Course ID	Course Name	Role	Status	Status
1032-z_demo-101-01	Z_DEMO 101: Kim's Demo Course (Fall 2002)	courseadmin	Active	Edit

Gap 11 – ability to disable users (removes user's access without removing membership)



The screenshot shows the 'Edit Person' page of the Stanford CourseWork system. At the top, there are three colored window control buttons (red, yellow, green). The title bar reads '@ Stanford CourseWork: Edit Person'. Below the title bar, the 'COURSEWORK' logo is on the left and 'Admin View' is on the right. The main content area has a red header 'Edit Person'. A message at the top says 'Click **Cancel** to exit with no changes. Click **Save** to update the new record.' Below this, a red header reads 'Update record for "sheik" in Z_DEMO 101: Kim's Demo Course.'. There are four form fields:

- Name:** dana r (sheik) sheik
- Role in Course:** courseadmin (with a dropdown arrow icon)
- Access to Course:** Active (radio button selected) Inactive (radio button unselected)
- Section Enrolled:** evans, Frank's Section, section 1, Section 2 (checkboxes listed)

An arrow points from the text 'The user's access status in a particular class can be edited here.' to the 'Active' radio button in the 'Access to Course' field.

The user's access status in a particular class can be edited here.

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.

Comments

CTNG Integration Detail:

- Currently in CTNG, Instructors can remove students from the site that were not brought in by the ‘official’ roster (registrars office).
- Still need to meet gap:
 - Ability to take away access without removing as member
 - Ability to affect role of students added by official roster. Currently they are automatically given a student a role which cannot be changed.
 - The ‘inactive’ role if given to a student won’t get reset by virtue of their being registered

Changing participants role...

Revise site > Check boxes next to names in roster & choose ‘Change role’ (default view)

The screenshot shows the 'Site Info' page for a site named 'EDUC 100 001...'. At the top, there are two radio button options: 'Change all participants to the same role' (selected) and 'Change participant roles individually'. Below this is a 'Participants' section with eight role options: Assistant, Candidate, Instructor, Member, Observer, Student, access, and maintain. A table below lists six participants: Castor, Paula (Role: Instructor); Emory, Jack (Role: Student); Marks, Scott (Role: Student); Otto, Ralph (Role: Student); Pine, Sarah (Role: Student); and Stone, Lucy (Role: Student). At the bottom are 'Continue', 'Back', and 'Cancel' buttons.

If individually change, then page redraws to show individual selection Pull downs for role (next screen)

Add ‘inactive’ role... “Student given read-only access.”

Name	Username	Role
Castor, Paula	paula	Instructor
Emory, Jack	jackemm	Student
Marks, Scott	smarks	Student
Otto, Ralph	rotto	Student
Pine, Sarah	sarahp	Student
Stone, Lucy	lstone	Student

Changing role...

Revising site > Check boxes next to names in roster & choose ‘Change role’ > choose bottom radio button

Site Info

Changing roles for participants in EDUC 100 001...

Change all participants to the same role
 Change participant roles individually

Participants

Name	Username	Role
Castor, Paula	paula	Instructor
Emmory, Jack	jackemm	Student
Marks, Scott	smarks	Student
Otto, Rolph	rotto	Student
Pine, Sarah	sarahp	Student
Stone, Lucy	lstone	Student

Add ‘inactive’ role to drop down

Assistant Read/write permission throughout site
Candidate Special role for Dissertation Tool - dissertation candidates
Instructor Read/write/delete permissions throughout the site
Member Project site role has full read, some write permission
Observer Read only permissions throughout site
Student Class site student role - read throughout site and can chat and post discussion replies
maintain Full read/write/delete permissions throughout site

Continue Back Cancel

Priority 11: Gap 202

Content specific help based on where within application help is requested

This gap identifies the need to provide content specific help in all areas of the application.

The current Oncourse system has a very successful implementation of content specific help. There is a consistent look and feel of the help throughout the application; however, the content displayed is based on where in the application the help request is initiated.

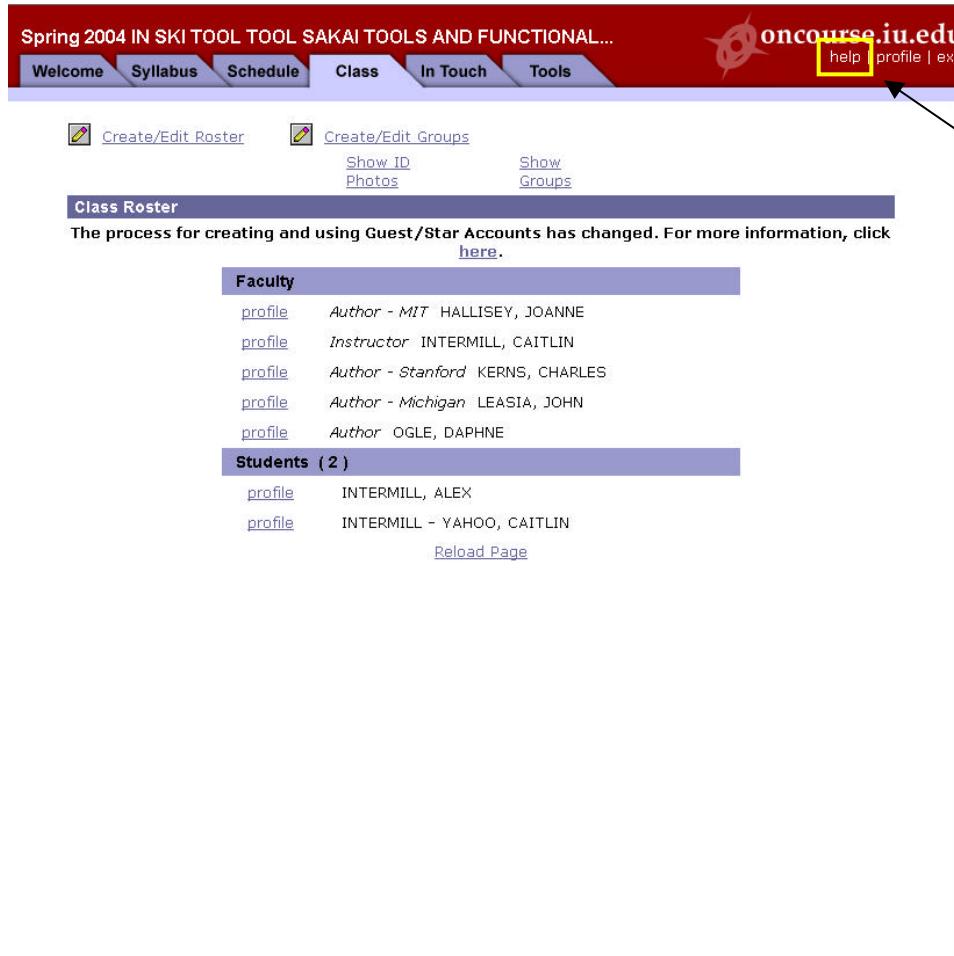
Gap 202

content specific help based on where within application help is requested

- Mockups are provided from Oncourse.
- Currently:
 - Framework exists to provide consistent look and feel
 - Initial description of overall tool functionality
 - Specific help documentation populated from IUKB
 - Ability to move throughout entire application help once content specific help is displayed
 - Ability to request additional help
 - Ability to incorporate pedagogical support or best practices

Gap 202

content specific help based on where within application help is requested



The screenshot shows a web application interface for 'oncourse.iu.edu'. At the top, there's a red header bar with the site name 'oncourse.iu.edu' and navigation links: 'help' (highlighted with a yellow box), 'profile', and 'exit'. Below the header, a purple navigation bar includes links for 'Create/Edit Roster', 'Create/Edit Groups', 'Show ID Photos', and 'Show Groups'. The main content area displays a 'Class Roster' section. It contains two sections: 'Faculty' (listing five profiles) and 'Students (2)' (listing two profiles). Each profile entry includes a 'profile' link. A note at the top of the roster states: 'The process for creating and using Guest/Star Accounts has changed. For more information, click [here](#)'. A black arrow points from the text 'User clicks on "help" anywhere throughout the application (consistent placement)' to the 'help' link in the header.

User clicks on “help” anywhere throughout the application
(consistent placement)

Gap 202

content specific help based on where within application help is requested

Since the “help” link was selected while working in the Class Tab, a new window is opened taking the user to the primary help screen for the Class Tab. The primary help is an overview of the Class Tab functionality including any policy descriptions.

The screenshot shows the Sakai Class Overview help page. At the top, there is a navigation bar with links for Welcome, Syllabus, Schedule, Class, In Touch, Tools, Profile, and Log In/Out. Below the navigation bar, the main content area has a yellow header "Class Overview". Under this, there are several sections: "Class: Overview" (highlighted with a yellow box), "Class: How do I?", "Class: Suggestions and Examples", "Outside Resources", and "Did you find what you needed?". The "Class: Overview" section contains text about the class roster, how to add students, and how to organize the class into groups. It also includes a "Privacy and FERPA" section with detailed information about student rights and responsibilities under the Family Educational Rights and Privacy Act (FERPA). The "Class: How do I?" section contains a list of frequently asked questions (FAQs) such as "What is a star account?", "How can I add someone to my class roster?", and "How can I keep the lab sections for my course from being listed?".

Within the help, the user can select “Class: How Do I” whereupon the user is taken to a list of Knowledge Base documents (housed and maintained by the IUKB Team) detailing frequently asked questions specific to that area of the application (Class Tab). These documents have been categorized and classified based on high level topic area.

The screenshot shows the Sakai Class: How do I? help page. At the top, there is a navigation bar with links for Welcome, Syllabus, Schedule, Class, In Touch, Tools, Profile, and Log In/Out. Below the navigation bar, the main content area has a yellow header "Class: How do I?". Under this, there are several sections: "Class Overview" (highlighted with a yellow box), "Class: How do I?", "Suggestions and Examples", "Outside Resources", and "Did you find what you needed?". The "Class: How do I?" section contains a list of frequently asked questions (FAQs) such as "What is a star account?", "How can I add someone to my class roster?", and "How can I keep the lab sections for my course from being listed?". The "Class Overview" section contains text about the real questions people have asked and how to suggest additions or clarifications. Other sections include "Roster problems", "Administering access", "Customizing the roster display", and "Miscellaneous".

Gap 202

content specific help based on where within application help is requested

If the user is unable to find the answer, the user can submit a question to the centralized support system for action.

Welcome | Schedule | Class | In Touch | Tools | Profile | Log In/Out

[Class Overview](#)
[Class: How do I?](#)
[Suggestions and Examples](#)
[Outside Resources](#)

Did you find what you needed?

Ask A Question about Oncourse

If you could not find the answer you need, you can send a question to our consultants. You should receive an answer via e-mail within two working days. If you are having trouble reading or receiving e-mail, you should [contact your campus Support Center](#). You should also call if you have an urgent or time-sensitive request or problem.

Please fill out all of the information below as accurately as possible. Note that this service is for members of the Indiana University community. We cannot guarantee a reply to users outside Indiana University.

Contact Information:

First name:

Last name:

IU username:

E-mail address:

Subject:

Please enter your question or describe your problem.

or

Please do not click more than once; it may take some time for the information to be processed.
Please wait to receive your contact tracking number.

Gap 202

content specific help based on where within application help is requested

In Suggestions and Examples, users can (through an approved process) document best practices or other online learning success stories for a specific tool.

The screenshot shows the Sakai Class Overview page. At the top, there is a navigation bar with links: Welcome, Syllabus, Schedule, Class, In Touch, Tools, Profile, and Log In/Out. Below the navigation bar, there are several links: Class Overview, Class: How do I?, Suggestions and Examples (which is highlighted with a yellow box), Outside Resources, and Did you find what you needed? (which is also highlighted with a yellow box). The main content area is titled "Suggestions and Examples". It contains a text block: "Have you found clever, helpful, or unusual ways to use Oncourse features? Pitfalls to avoid? Can you offer some experience about what works best for you and how? Please share them. To subscribe to the Oncourse discussion list, send e-mail to listserv@listserv.iupui.edu. The subject line doesn't matter, but the body of the text should contain the following line:
subscribe oncource-l".

In Outside Resources, users can (through an approved process) post events or other resources which may contribute to successful online teaching and learning.

The screenshot shows the Sakai Outside Resources page. At the top, there is a navigation bar with links: Welcome, Syllabus, Schedule, Class, In Touch, Tools, Profile, Log In/Out. Below the navigation bar, there are several links: Class Overview, Class: How do I?, Suggestions and Examples, Outside Resources (which is highlighted with a yellow box), and Did you find what you needed? (which is also highlighted with a yellow box). The main content area is titled "Outside Resources". It contains a text block: "Post resources, documents, useful articles, books, and any other references that contribute to the best possible teaching and learning. Please make sure these links contribute to the discourse discussion list, send e-mail to listserv@listserv.iupui.edu. The subject line doesn't matter, but the body of the text should contain the following line:
subscribe oncource-l". A note below says "Outside Resources will open in a new window".

Glossary

- Class Tab – the class tab is the area of Oncourse which houses all course roster information including permissions and usernames.
- IU Knowledge Base - The Knowledge Base is a database of over 9,000 answers to questions about information technology.

Comments

Integration Detail:

- Context should be able to be determined down to tool level
 - “Help” from the Announcements page of a course should go to documents on Announcements
- Search functionality currently in CTNG needs to continue to be available
- Documentation in CTNG currently does not open in new browser window. Would be good to have it open in a new browser as with oncourse. Users can see what they are working on the same time they view the help.
- Need to move the location of current help in CTNG to indicate it is at the tool level (see next slide for screen shot). It is at the site level currently.

New help icon...

The screenshot shows the Sakai CourseTools interface. On the left, there's a vertical navigation bar with links: Home, Schedule, Announcements, Resources, Discussion, Chat, Email Archive, Web Content, Help, and User Present (with 'Daphne L Ogle' listed). A blue arrow points from the 'Help' link to a callout box containing the text: "Change help to be at tool level. Becomes an icon to the right of float." To the right of the navigation bar, there are several floating tool windows. One window titled "Recent Announcements" has a blue arrow pointing to its close button. Other windows include "Recent Discussion Items" and "Recent Main Chat Room Messages", both of which also have close buttons.

Change help to be at tool level. Becomes an icon to the right of float.

- Add icon to the title bar of each tool
 - Big help page w/ anchors. Anchors for each page fixed
-
- Tool needs to know what mode it's in and where in the tool
 - Refreshing the title each time to get different url at different places in the tool

Level 2

Priority 12: 206/207

Full author access to all sites without being a member - can be restricted by department

Ability to move through course as if faculty of record in course

This gap identifies the ability for super-user to access any course with full author access and functionality without being a member of the course.

Within Stanford's CourseWork system exists the ability for super-users* to access courses as if they are course Admins. Once a super-user selects "Admin Course" from the super-user interface, the interface is the same as an Admin. The current development to limit this super-user functionality to a specific department level is well underway. (See Gap 205 for an over-view of the super-user functionality.)

*please see glossary page for words like "super-user".

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

A super-user gets to this super-user functionality via this path of clicks...

The screenshot shows the Stanford University CourseWork homepage. At the top, there's a decorative banner with the Stanford University seal. Below it, the title "STANFORD UNIVERSITY COURSEWORK" is displayed. A red navigation bar contains links for "LOGIN", "ABOUT", and "HELP/SU". The main content area has a yellow header "Welcome to CourseWork 3.1!". It includes sections for "Announcements" (with a link to "For details..."), "Important Information" (with "Login Requirements", "CourseWork Site Requests", "Minimum Browser Requirements", and a "Note" about Java), and "About CourseWork" (with links to "Read about", "source", and "open source").

1

This screenshot shows the "My Courses" page from the Stanford University CourseWork system. At the top, it says "Welcome, Name, Brief bio...". The navigation bar includes "My Profile", "Help", and "Logout". The main content area lists several courses under "My Courses": "Z_DEMO 101: Model Course Web Site" (Fall 2001), "Z_DEMO 103: Bioinformatics - Databases and Modeling" (Fall 2002), "Z_DEMO 104: English Demo Course" (Fall 2002), and "Z_TEST 106: CourseWork Quick Start Guide" (Winter 2002). Each course entry has a "View Course" link. The bottom of the page includes a timestamp ("9 Apr 2004 - 3:19 PM"), copyright information ("Stanford University Academic Computing, a division of Stanford University Library and Academic Information Resources. Copyright © 2001-2004 by Board of Trustees of the Leland Stanford Junior University."), and a "Help" link.

2

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

The screenshot shows the Stanford University CourseWork Admin View. At the top, there's a decorative header with the text "Welcome, Marc Brierley." and navigation links for "My Profile", "Help", and "Logout". Below this is the main title "STANFORD UNIVERSITY COURSEWORK" and a banner reading "Admin View". On the left, a sidebar titled "Admin Course" lists various administrative functions: Admin Course Homepage, Admin Announcements, Admin Syllabus, Admin Schedule, Admin Course Materials, Admin Assignments, Admin Discussion, Admin Grades, and Admin Course. The "Admin Course" link is highlighted with a grey background. The main content area displays the title "Z_DEMO 101: Model Course Web Site" and a sub-section "Admin Course" with the breadcrumb "My Courses > Admin Course". It prompts the user to "Please select one of the following administration options:" and lists several links: "Course and Section Setup", "Admin Roles & Privileges", "Admin People", "Admin Tools", "Admin Email", "Request a Course", "Admin Site" (with a note "(available only to super-users)" and an arrow pointing to it from a callout box), "Copy Course" (with a note "(available only to super-users)" and an arrow pointing to it from the same callout box), "AFS Locker Request Form" (with a note "(available only to super-users)" and an arrow pointing to it from the same callout box), "User Batch Upload" (with a note "(available only to super-users)" and an arrow pointing to it from the same callout box), and "Go To Course Homepage for 'Z_DEMO 101: Model Course Web Site'".

This link takes you to the main super-user interface for full site access to all sites

- [Course and Section Setup](#)
- [Admin Roles & Privileges](#)
- [Admin People](#)
- [Admin Tools](#)
- [Admin Email](#)
- [Request a Course](#)
- [Admin Site](#) (available only to super-users)
- [Copy Course](#) (available only to super-users)
- [AFS Locker Request Form](#) (available only to super-users)
- [User Batch Upload](#) (available only to super-users)

• [Go To Course Homepage for "Z_DEMO 101: Model Course Web Site"](#)

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

Admin Site

[My Courses](#) > [Admin Course](#) > Admin Site

Course Management

- [Add A New Course](#)
- [Admin Courses](#)
- [Admin Instructor-Only Course Access](#)
- [Admin Request Course](#)
- [Remove A Course](#)
- [Change Course Status](#)

Site Management

- [Admin Departments](#)
- [Admin Mime Types](#)
- [Admin Print Reserve](#)
- [Site-Level Admin People](#)
- [System Monitor](#)
-

List missing AFS locker in

Please only use the following if you know what you are doing.

- [Refresh database pool](#)
- [Regenerate All Course Navbars](#)
- [Regenerate Courses For Each Department](#)
- [Regenerate List of Departments](#)

Admin View

This link takes you to a link of all course sites. Once a course is selected, the super-user has the same access as course owner.

206 – full author access to all sites without being a member - can be restricted by department

207 – ability to move through course as if faculty of record in course

Welcome, Marc Brierley.

STANFORD UNIVERSITY COURSEWORK

Course Administration

My Courses > Admin Course > Admin Site > Admin Courses

Spring 2004

Selecting "Admin Course" puts the super-user into a course with the same access as course Admin.

Click **Admin Course** to update basic information about a course. Click **Admin People** to update access list for a course.

Course Short Name	Course Display Name	
1. 1046-aa-271a-01	AA 271A: Dynamics and Control of Spacecraft and Aircraft	Admin Course Admin People
2. 1046-acct-211.01	ACCT 211 / ACCT 211-02 / ACCT 211-03 / ACCT 211-04 : Managerial Accounting	Admin Course Admin People
3. 1046-acct-212.01	ACCT 212 / ACCT 212-02 : Managerial Accounting - Advanced	Admin Course Admin People
4. 1046-acct-308-01	ACCT 308: Financial Management of Nonprofit Organizations	Admin Course Admin People
5. 1046-acct-312.01	ACCT 312 / ACCT 312-02 : Evaluating Financial Statement Information	Admin Course Admin People
... 1046-acct-		Admin Course

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - a higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.

Comments:

CTNG Integration Details:

- System Admin in CTNG = Super User in CourseWork
- If user logged into the system has admin role, they have access to all sites through the tabs or through worksite setup. Once at a site they can do anything a site owner (= CourseWork ‘Admin’ role?) can do.
- Affiliates currently have access as system admins in sites in their “departments”. The interface for creating affiliates in ctng is mocked up and on the development list but is UM specific. If this is needed across the board we’ll need to rethink the interaction.
 - Affiliate – designated by department as the ‘go to person’ for understanding the CMS and giving feedback to the design and development group. They have the same access to sites within their department as instructors of the site do.

- Given site hierarchy, this will be easier
- See gap 265

Priority 13: Gap 213

Ability to post global announcements (posted to every site in system)

This gap identifies the ability for the system administrator to post messages across the course management system.

The system administrator can post messages (e.g. "this website will be read-only from midnight to 1 a.m. today while we update the servers") which all users see when they log-in to the application. The system administrator can remove the message when it is no longer appropriate.

(no screenshot necessary)

Priority 14: Gap 284

The ability to enable public access (as a group)

This gap identifies the ability to enable public access (as a group)

An instructor should be able to make their site world readable. This means they can post the URL for their class to their favorite yahoo group (for example) and know that everyone will guest access to the site without having to worry about adding permissions for anyone. There are no guest accounts, and no prompts for authentication at all. From the guest's perspective it will be just like entering any world-readable site on the web.

Because of the difficulty of undoing something that is indexed by a search engine, we do not allow access by any external search engine.

The image shows the UI for selecting this level of access in Stellar.

Gap 284

Access Control

Use this page to [control access](#) to your class website and to grant privileges to [groups of users](#).

To provide access to a non-MIT user, [request an account](#) for that person. You will then be able to add them to a group for access to this site.

Stellar administrators have access to all class websites.

Who can use this site:

Anyone in the world

Provide access to all people with Internet access. Includes all known users.

All known users

Provide access to all people with a Kerberos account. Includes all users in your class website user groups.

Only this class

Provide access to all users listed in the user groups

Submit

Glossary

- Authenticated user - a user who accesses the website by logging in
- Unauthenticated user - a user who accesses the website without logging in by following a url to that site i.e. the site has public access

Gap 284

We were a little confused about a couple of things. How do you make things like assessments accessible to anyone in the world if they did not have a Stellar account? Also, the directions state you need to provide an account for non-MIT users. To give “Anyone in the world” access, do you need to set up an account for each person (see label below)?

Access Control

Use this page to [control access](#) to your class website and to grant privileges to [groups of users](#).

To provide access to a non-MIT user, [request an account](#) for that person. You will then be able to add them to a group for access to this site.

Stellar administrators have access to all class websites

How do these interact?

Who can use this site:

Anyone in the world

Provide access to all people with Internet access. Includes all known users.

All known users

Provide access to all people with a Kerberos account. Includes all users in your class website user groups.

Only this class

Provide access to all users listed in the user groups

Submit

Contact marc.brierley@stanford.edu charles.kerns@stanford.edu
(1 of 1 pages)

Comments

CTNG Integration detail:

- Add site access (screen shot following) to site set-up process before adding participants. If made public, then don't take user through adding participants.
 - Complete public access (without logging in to application)
 - Open only to those you specifically add
 - Site can be joined by anyone logged in to the application
- Also, add site access to Site Info tool under global access (screen shot following)
- On the gateway, sites tool... Clicking on the site title takes the user to the site. What they see is dependent on the site access settings.
 - Public – have full access
 - Joinable – Require log-in then ask users if they want to join site when they are taken to the site upon log-in. If yes, make them a member.
 - If site not open but there are public materials, then if user goes to site from Gateway, they go to a tab with the site name and a list of all public items (no tools available) that are links. The items should be grouped by type (resource, announcement, schedule item, etc.)
- Questions:
- Is unauthenticated access given to the entire site?
 - Would a "Guest" role have read-only permissions in certain tools, and no write ability?
 - Is "Guest" anonymous?

Site info tool > Site access...

Get to functionality on global access page

Site Info

Add Participant... Remove Participant Change Role... Edit Classes... Global Access... Go to Site Info

Search

<sitename> Participant List

#	Name	Username	Class	Section	ID	Role	Credits
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1
3	Dent2, Stu	student2				Student	
4	Dwyer,Brighid Meghan	brighid	Educ 737	008	13262971	Student	1
5	Goffney,Brian Eugene	bgoffney	Educ 737	008	42444200	Student	1
6	Hansen,Gregory Arnold	gajohns	Educ 504	001	00253617	Student	2
7	Koch,Philip David	pdkoch	Educ 504	001	56580970	Student	2
8	McCormick,Marcy M	marcym	Educ 504	001	79904011	Student	2
9	One, Student	student1				Student	
10	Scheur,Jeffrey	jscheur	Educ 504	001	09373032	Student	2
11	Calhoun, David	caldav	Educ 737	008	34343343	Instructor	
12	Instructor, One	instone	Educ 504	001	34433433	Instructor	
13	One, Instructor	instructor1				Instructor	

Current Global access page...

Site Info

Setting Global Access

Additional options are:

- Complete public access (without logging in to application)

Set access controls for your site

Open only to those you specifically add

Site can be joined by anyone with authorization to login to

Role Selection

Select the role to assign those that choose to join this site

<input checked="" type="radio"/> Assistant	Read/write permission throughout site
<input type="radio"/> Candidate	Special role for Dissertation Tool - dissertation candidates
<input type="radio"/> Instructor	Read/write/delete permissions throughout the site
<input type="radio"/> Member	Project site role has full read, some write permission
<input type="radio"/> Observer	Read only permissions throughout site
<input type="radio"/> Student	Class site student role - read throughout site and can reply to discussion topics
<input type="radio"/> access	Legacy role used in some older sites for Student role permissions
<input type="radio"/> maintain	Full read/write/delete permissions throughout site

Continue Back Cancel

Only shows when this option is chosen

Change to, “site can be joined by anyone logged in to the application”

- If your anon, then you have auth to the entire site based on a defined role
- If you're authenticated you get your assigned role as member
- Implement using std security model we have now
- Need a URL to take us to the site from the gateway sites list
- Full access (new switch), partial access (like what we have now – switch on each object) – full access needs a role specification
- Requires the nav of the site is sensitive to anon users
- Gateway site browser goes away (the list of public objects) and you go to the site itself to see content rather than the list – still have the list of public accessible sites
 - Requires all tools know about this
 - User controlled tabs would be a big benefit for this
- 0 – stop gap/alternate – make site joinable and students can self join (your identity is known, in 1 and 2 it isn't)
- 1 – if site is all public then the url in the gateway sites list takes you to the site and you nav through it as normal, using your role that was assigned to anon users
 - If the entire site isn't public, then there is no url in the gateway sites list and you view only those things that are public in the current manner
 - Worksite setup option, site browser add URL or not - just a tool issue
 - Effort 1
- 2 – put in the URL and you nav through the site even if only certain objects have been made public – each tool needs to then know about the anon user and what to hide/show
 - Portal issue – control of pages – so you have to page display based on this
 - Each tool changes
 - Effort 2 – 2 -3 weeks

Priority 15: Gap 216

Ability to search for users in system based on name, ID, etc.

This gap identifies the ability of a super-user to search for specific users within the site.

Within Stanford's CourseWork system exists a feature for super-users* to search for users either by username, first name, last name or email. (See Gap 205 for an over-view of the super-user functionality.)

*please see glossary page for words like "super-user".

216 – ability to search for users in system based on name, ID, etc.

A super-user gets to this super-user functionality via this path of clicks...



Welcome, Marc O'Farrell. > My Profile > Help > Logout

STANFORD UNIVERSITY COURSEWORK

My Courses: ([View Courses](#) | [Enroll Now](#) | [Add Course](#) | [Drop Course](#))

Who can I find in my courses? [Find Courses](#) | [Find Students](#)

Z_DEMO 101: Model Course Web Site
Fall 2001 [Admin Course](#)

Z_DEMO 103: Bioinformatics - Databases and Modeling
Fall 2003 [Admin Course](#)

Z_DEMO 104: English Demo Course
Fall 2003 [Admin Course](#)

Z_TEST 106: CourseWork Quick Start Guide
Winter 2002 [Admin Course](#)

9 Apr 2004 - 3:19 PM

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BetaS

2

Welcome to CourseWork 3.1!

Announcements
CourseWork continues with a new support structure. [For details...](#)

LOGIN If you already have a CourseWork account, please [Login](#). (See login requirements →)

ABOUT [Read about](#) CourseWork's new features.
CourseWork is also available as [open source](#).

HELP SU To request help, [click HelpSU here](#) or in the footer of any page.

Important Information

Login Requirements:

- You must have a SUNetID. Please [create the SUNetID here](#).
- You must have a SUEmailID but do not have a SUName.
- CourseWork account status is [active](#).

CourseWork Site Requests:

- [For Inquiries](#) | [Day](#)

Minimum Browser Requirements:

- Internet Explorer 1.7 or later
- Java Script and Cookies enabled.
- [Adobe Acrobat Reader](#) 4.0 or later

Note: Due to a known bug in Internet Explorer 6.0, IE6 users will not be able to log in. Internet Explorer 6.0, Internet Explorer 5.1, and Mozilla Firefox 1.0 are recommended for viewing P2P documents. PC visitors of Internet Explorer are encouraged to use it.

1

Welcome, Marc O'Farrell. > My Profile > Help > Logout

STANFORD UNIVERSITY COURSEWORK

Admin View

Z_DEMO 101: Model Course Web Site [Student Course Homepage](#)

Admin Course [McCourse](#) > [Admin Course](#)

Please select one of the following administrative options:

- [Course and Section Setup](#)
- [Admin Roles & Privileges](#)
- [Admin People](#)
- [Admin Tools](#)
- [Admin Email](#)
- [Request a Course](#)
- **Admin Site** (available only to super-users)
- [Copy Course](#) (available only to super-users)
- [AES Locker Request Form](#) (available only to super-users)
- [User Batch Upload](#) (available only to super-users)

[Go To Course Homepage for "Z_DEMO 101: Model Course Web Site"](#)

3

216 – ability to search for users in system based on name, ID, etc.

A super-user can get to the user search interface via this path of clicks...

McCourse, Marc Orlinsky

STANFORD UNIVERSITY COURSEWORK

Admin View

Z_DEMO 101: Model Course Web Site

Admin Course [McCourse](#) > Admin Course

Please select one of the following administrative options:

- Course and Section S
- Admin Roles & Privs
- Admin People
- Admin Tools
- Admin Email
- Request a Co
- Admin Site (available only to super-users)
- Copy Course (available only to super-users)
- AFS Locker Request Form (available only to super-users)
- User Batch Upload (available only to super-users)

▪ Go To Course Homepage for "Z_DEMO 101: Model Course Web Site"

McCourse > Admin Course > Admin Site

Admin Site

Course Management

- Add A New Course
- Admin Courses
- Admin Instructor-Only Course Access
- Admin Request Course
- Remove A Course
- Change Course Status

Site Management

- Admin Departments
- Admin Mine Types
- Admin Print Business
- Site-Level Admins People
- System Monitor

List missing AFS locker in Spring 2004 [View](#)

Please only use the following if you know what you are doing.

- Refresh database and
- Regenerate All Course Numbers
- Regenerate Courses For Each Department
- Regenerate List Of Departments

216 – ability to search for users in system based on name, ID, etc.

A user search can be performed by their user ID or “More Search Options” can be clicked to search by ...

This screenshot shows the "Admin Site People" search interface. At the top, there is a banner for "STANFORD UNIVERSITY COURSEWORK" and a "Admin View" link. Below the banner, the URL "Admin Site People" is visible along with the breadcrumb trail: "My Courses" > "Admin Course" > "Admin Site" > "Search People". A red instruction text says "Enter the SUNet ID (also called Leland ID) of a person." To the right of this text is a text input field containing "bsunday" and a "More Search Options" link. Below the input field are "Reset" and "Search" buttons.

first name, last name or email.

This screenshot shows the "Admin Site People" search interface with a different search method. The URL and breadcrumb trail are identical to the previous screenshot. The red instruction text says "Find the person whose ...". Below this, there are three dropdown menus labeled "First Name", "Last Name", and "Email", each with a search input field next to it. To the right of these fields is an "Or" link followed by a "Search By SUNetID" link. Below the search fields are "Reset" and "Search" buttons.

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - a higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.

Comments

CTNG Integration Detail:

- Currently in CTNG system admins (super user in CoursWork) can search for site owners in the System Admin Site > Realm tool and they can search for non-UM users in the System Admin Site > Users tool (screen shots following)
 - Need to add the ability to search all users; should be added to 'Users' tool
 - The Site Name, Term, and Role fields would need to be added to the search results to show the sites the user was a participant in. (see final slide)
-
- Note: It would be useful to see what the search results were in the CourseWorks screen shots to better address the gap.

Comments: UMich

You can currently search the realms to find site owners by first name, last name, or username.

My Workspace || 01 1 Chef Admin (more)

1 Chef Admin : Realms

New Realm Next Page Last Page | hardin Search Clear Search | Auto Refresh Refresh

These are the Realms defined within the system that meet the search criteria. Click on an Id to edit.

Realm Id	Used For	Provider Id
/content/group/1065049660132-200130/Public Presentations/CHEFII_Glenn.ppt	Resource: Jan 12 VTC - Architecture (/group/1065049660132-200130/Public Presentations/CHEFII_Glenn.ppt) Created: Jan 14, 2004 9:46 am by Joseph B Hardin(User Id:hardin) Jan 12 VTC with California sch...	
/content/group/1065049660132-200130/Public Presentations/Jan12VTC-JH.ppt	Resource: January 12th VTC - Overview (/group/1065049660132-200130/Public Presentations/Jan12VTC-JH.ppt) Created: Jan 14, 2004 9:40 am by Joseph B Hardin(User Id:hardin) VTC with California schools. ...	
/content/group/1065049660132-200130/SAKAI Pronosal/	Collection: SAKAI Proposal (/group/1065049660132-200130/SAKAI Pronosal/)	

You can currently search CTNG for manually added users under the USER link in the ADMIN site

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. The top navigation bar includes the Michigan logo, the title "COURSETOOLS NextGeneration", a user count of "01", the text "1 Chef Admin", and a "Logout" button. A red arrow points from the text in the callout box to the search input field in the screenshot. The left sidebar has links for "Home", "Users", "Aliases", "Sites", and "Realms". The main content area is titled "1 Chef Admin : Users" and "Users". It features a search bar with fields for "New User" (disabled), a search input containing "johnston" (which is highlighted with a red box), and buttons for "Search", "Clear Search", "Auto Refresh", and "Refresh". Below the search bar, a message states: "These are the Users defined within the system that meet the search criteria. Click a User Id to edit or view detail." and "Note: users defined by an external user authority are not listed here." A table below lists one user: "User Id" (jjohnston5@emich.edu), "Name" (, CTNG Support), and "Email" (jjohnston5@emich.edu).

User Id	Name	Email
jjohnston5@emich.edu	, CTNG Support	jjohnston5@emich.edu

COURSETOOLS NextGeneration

My Workspace | 01 | 1 Chef Admin | (insre) | Log Out

1 Chef Admin : Users

Users

Remove User

Review and modify user's information.

User

User Id: jjohnston5@emich.edu
 First Name: John
 Last Name: Johnston
 Email: jjohnston5@emich.edu
 Create New Password:
 Verify New Password:

Save Cancel

Created By: John P Johnston
 Created: Aug 1, 2003 3:38 pm
 Modified By: John P Johnston
 Modified: Apr 15, 2004 7:47 am

User's Sites

Site Name	Term	Role
Economics 101	Fall 2003	Instructor
Ballroom Dance 201	Spring 2003	Student
SAKIA Tools Project		Owner
Home Brewers' Guild		Member

You currently get the User ID, Name, Email, and Password fields; and information when, and by who, the user record was created and modified. Only manually added accounts can be searched, so we would need to add the ability to search all CTNG users.

The Site Name, Term, and Role fields would need to be added to the search results to show the sites the user was a participant in.

- Add an online indicator to show where the user is –in what site if they are online
- Level 1

Priority 16: Gap 244/246

Syllabus tool

Allow file upload and/or direct entry of text

These gaps identify the need for a tool to exist to display syllabus material.

A Syllabus tool current exists in Oncourse and provides an area for authors to input plain text, smart text or HTML data for students to access.

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

- Mockups are provided from Oncourse.
- Currently:
 - Ability to input plain text, smart text or HTML
 - Ability to make viewable to roster groups, class or public
 - Ability to add attachments
 - Ability to create multiple syllabus items and order them
 - Ability for author to view syllabus items as a student

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

When "Syllabus" is selected, the user is taken to the Syllabus tool. If the syllabus consists of an attached document, the view at the left is seen. If the syllabus consists of inline text, the view at the right is seen.

Syllabus Title

Syllabus Update! October 2003

Attachment: [UpdateA104_Syllabus.doc \(33260 bytes\)](#)

Reload Page

Attachment designation

Click to view the course syllabus

[Create/Edit Syllabus](#)

LIFE SPAN DEVELOPMENT
B310 (Section D961)
Monday and Wednesday 11:00 – 12:15
BS 2000

Dr. Shenan Kroupa
Office: LD 103

The easiest way to speak with me is to catch me after this class in your classroom.
Outside of class, please contact me by e-mail: skroupa@iupui.edu
I infrequently check my voicemail, so please call only in emergencies: 278-4586

REQUIRED TEXT: Kail, R. V., & Cavawaugh, J. C. (2004). *Human Development* (3RD edition).

There is a study guide (by DeWolff & Combs). A copy of this study guide is also on reserve at the library. Lists of the concepts on which the exam items are based can be found at the end of each textbook chapter.

PREREQUISITE: Three credit hours of psychology.

MEET WITH ME: By appointment. You may also talk to me before or after class, or email me to make an appointment. My office is located in the LD building in room 103.

COURSE DESCRIPTION: This course is focused on the various changes that take place in humans from conception to death (e.g., physical-motor, cognitive, social). Aspects of development that are common to persons at all ages across the human life span as well as individual differences in development will be studied. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, in-class activities, and outside assignments.

INTERNET SITE: This course will use the Oncourse system to provide you with course-related information and

Author control (viewable to authors only); otherwise, this is how the student would see the syllabus items.

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

If “Create/Edit Syllabus” is selected, the user is taken here.
Action buttons are highlighted.

The screenshot shows the oncourse.iu.edu interface for the Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL... course. The top navigation bar includes Welcome, Syllabus, Schedule, Class, In Touch, and Tools. The Syllabus tab is active. Below the navigation, there are action buttons: New Item (highlighted with a yellow box), Delete Selected Items, and Rearrange Items. A sub-menu titled "Syllabus Items" is open, showing "Syllabus" (highlighted with a yellow box) and "Heading". A large arrow points from the "Syllabus" button in the sub-menu up to the "Syllabus" button in the main toolbar. The text below the screenshot states: "Selecting this allows the author to see the Syllabus items as a student would (see slide 3)".

If “New Item” or the pencil icon next to the Syllabus Item name is selected, the user is taken here.

The screenshot shows the Syllabus Item Editor for the "Syllabus" item. The title bar reads "Syllabus Item Editor". The "GENERAL SETTINGS" section contains fields for Title, Format (Smart Text, HTML, Plain Text, with Smart Text selected), and Content (a large text area). Below this is an "Attachment" section with an "Add/Delete Attachment" button. The "Viewable By" section has options for General Public and Class Members (Class Members selected). The "ADVANCED SETTINGS" section includes a "Style" dropdown set to "Default Style". At the bottom are OK and Cancel buttons. A large arrow points from the "Content" area up to the "Style" dropdown. The text below the screenshot states: "This allows the user to set styles to provide a visual separation. See slide 6 for further description of this selection."

Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

If “Delete Selected Item” is selected, the user is taken here to confirm or cancel the delete.



If “Rearrange” is selected, the user is taken here and can rearrange the appearance of the Syllabus Items on the page.



Gap 244/246

syllabus tool

allow file upload and/or direct entry of text

Authors must be able to specify heading levels for syllabus Items in the Syllabus Item Editor to provide visual separation of items.

The screenshot shows a Sakai interface for editing a syllabus item. At the top, there's a red header bar with the text "Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL..." and a logo for "oncourse.iu.edu". Below the header is a blue navigation bar with links: Welcome, Syllabus, Schedule, Class, In Touch, and Tools. The main content area displays a hierarchical structure of syllabus items:

- Section Heading**: A single item under the heading "Syllabus Item". It contains the text "Section Heading Test".
- Heading/Sub-Heading**: A single item under the heading "Section Heading". It contains the text "Attachment: File_upload1.xls (20290 bytes)" and a nested list:
 - Heading**: A single item under the previous heading. It contains the text "Heading Test".
 - Sub-Heading**: A single item under the previous heading. It contains the text "Sub Heading Test".
- Item**: A single item under the heading "Sub-Heading". It contains the text "Attachment: File_upload2.xls (20290 bytes)" and a nested list:
 - Item**: A single item under the previous heading. It contains the text "Item Test".

Glossary

- Syllabus Item Editor – area in application where the author can make editing choices/changes to a Syllabus item.

Comments: Umichigan

Integration Detail:

- Syllabus is a new tool for CTNG
- ‘Syllabus’ becomes new button on left navigation (screen shot following)
- Some existing screens should be repurposed (screen shots commented following)
- New screens follow oncourse design (in slides following)
- Need to add smart text and HTML capability

New Syllabus tool...

The screenshot shows the Sakai CourseTools NextGeneration interface. At the top, there's a blue header bar with the Michigan 'M' logo, the text 'COURSETOOLS NextGeneration', and a 'Logout' link. Below the header is a navigation menu on the left with links: Home, Worksite Setup (which is highlighted with a red arrow), Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and a 'Users Present' section showing 'Daphne L Ogle'. The main content area has a title 'My Workspace : Home' and a 'Message of the Day' box. The message box contains text about the University of Michigan, Indiana University, MIT, Stanford, and the uPortal Consortium, mentioning the Open Knowledge Initiative and its goal to make educational software more shareable. A large, semi-transparent callout box is overlaid on the message, containing the text 'Add button for new "Syllabus" tool'. Below the message box, there's a link to 'http://sakaiproject.org/'. At the bottom of the main content area is a 'My Workspace Information' box with a welcome message and information about workspace features like membership.

New Syllabus entry page...

 Site Info - Syllabus

[New...](#) [Edit...](#) [Delete...](#)

Syllabus

LIFE SPAN DEVELOPMENT
B310 (Section D961)
Monday and Wednesday 11:00 – 12:15
BS 2000

Dr. Shenan Kreupa
Office: LD 103

The easiest way to speak with me is to catch me after this class in your classroom.
Outside of class, please contact me by e-mail: skroupa@upr.edu
I infrequently check my voicemail, so please call only in emergencies: 278-4586

REQUIRED TEXT: Kal, R. V., & Cavanaugh, J. C. (2004). *Human Development*
(3RD edition).

There is a study guide (by DeWolff & Combs). A copy of this study guide is also on reserve at the library. Lists of the concepts on which the exam items are based can be found at the end of each textbook chapter.

PREREQUISITE: Three credit hours of psychology.

MEET WITH ME: By appointment. You may also talk to me before or after class, or email me to make an appointment. My office is located in the LD building in room 103.

COURSE DESCRIPTION: This course is focused on the various changes that take place in humans from conception to death (e.g., physical-motor, cognitive, social). Aspects of development that are common to persons at all ages across the human life span as well as individual differences in development will be studied. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, in-class activities, and outside assignments.

INTERNET SITE: This course will use the Oncourse system to provide you with course-related information and

Choose edit from syllabus... Repurposing the choosing resource page

The screenshot shows the Sakai CourseTools NextGeneration interface. On the left is a vertical navigation bar with links: Home, Worksite Setup, Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and Users Present (Daphne L Ogle). The main area has a blue header bar with a large 'M' logo, the text 'COURSETOOLS NextGeneration', 'My Workspace 01 1 Che', and a 'Logout' link. A modal dialog box titled 'Resources' is open, containing the text 'Choosing resource type...'. It has a 'Resource type' section with four radio button options: 'Local file on your computer' (selected), 'Empty folder', 'URL (link to website)', and 'Simple text'. Below this are 'Continue' and 'Cancel' buttons. Several callout boxes with arrows point to specific elements:

- A light blue box labeled 'Change resource to 'syllabus'' points to the 'Logout' link in the header.
- A light blue box labeled 'Display this in-line rather than as link like in resources' points to the 'Resource type' label.
- A light blue box labeled 'Change to 'URL to Display as Link to Website'' points to the 'URL (link to website)' radio button.
- A light blue box labeled 'Add 'URL that displays in-line in Window'' points to the 'URL (link to website)' radio button.
- A light blue box labeled ''Create syllabus now' (or something like that) replaces 'Simple text'' points to the 'Simple text' radio button.

Choose edit from syllabus... Then choose ‘Create Syllabus now’...

Adding syllabus...

Complete the form, then choose the appropriate button at the bottom. A • means required information.

Syllabus

• Title:

• Content:

Insert format options

Public View: Yes No

Attachments
No attachments ...

Email Notification:

Syllabus Item Editor

GENERAL SETTINGS

Title: Important Copyright Information

Format: Smart Text HTML Plain Text

Content:

Attachment:
Note: maximum file size is 3.0 MB. If you include an attachment, it may take a long time to submit the form depending on the size of the file and your connection speed.

Viewable By: General Public Class Members

ADVANCED SETTINGS

Style:

Choose delete from syllabus...

 Site Info – Syllabus

[New...](#) [Edit...](#) [Delete...](#)

Are you sure you want to delete the following item(s)?

LIFE SPAN DEVELOPMENT
B310 (Section D961)
Monday and Wednesday 11:00 – 12:15
BS 2000

Dr. Shenan Kreupa
Office: LD 103

The easiest way to speak with me is to catch me after this class in your classroom.
Outside of class, please contact me by e-mail: skreupa@upr.edu
I infrequently check my voicemail, so please call only in emergencies: 278-4586

REQUIRED TEXT: Kail, R. V., & Cavanaugh, J. C. (2004). *Human Development* (5th edition).

There is a study guide (by DeWolff & Combs). A copy of this study guide is also on reserve at the library. Lists of the concepts on which the exam items are based can be found at the end of each textbook chapter.

PREREQUISITE: Three credit hours of psychology.

MEET WITH ME: By appointment. You may also talk to me before or after class, or email me to make an appointment. My office is located in the LD building in room 103.

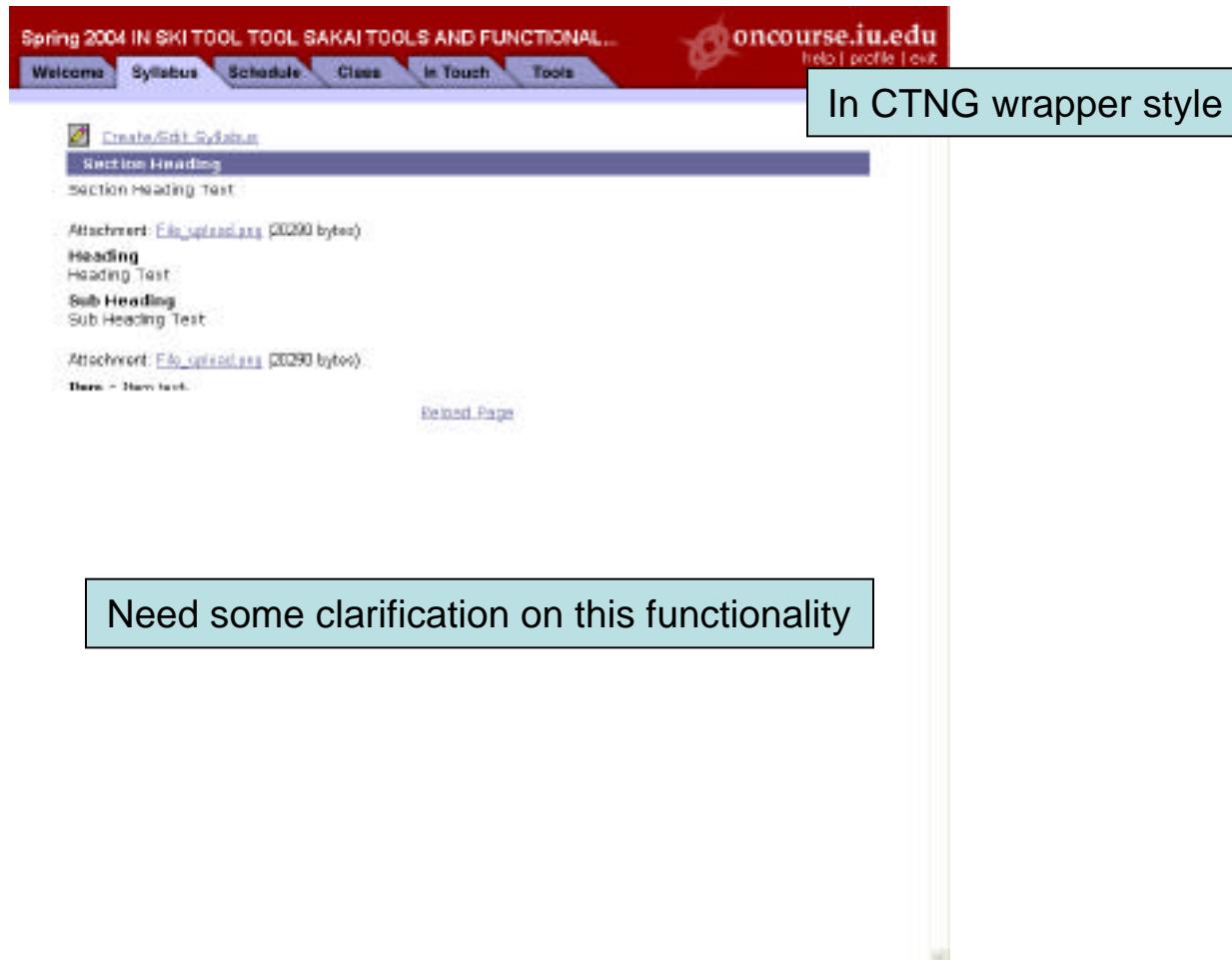
COURSE DESCRIPTION: This course is focused on the various changes that take place in humans from conception to death (e.g., physical-motor, cognitive, social). Aspects of development that are common to persons at all ages across the human life span as well as individual differences in development will be studied. Descriptions of human development, developmental theory, research, and the relation between research and theory are emphasized equally in this course and will be covered through the text, in-class activities, and outside assignments.

INTERNET SITE: This course will use the Oncourse system to provide you with course-related information and

Choose rearrange...

The screenshot shows a web-based application interface for managing syllabus items. At the top, there is a navigation bar with links: Welcome, Syllabus, Schedule, Class, In Touch, and Tools. The 'Syllabus' link is highlighted. To the right of the navigation is the URL 'oncourse.iu.edu'. Below the navigation, a title bar reads 'Spring 2004 IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONAL...'. A modal dialog box is open, titled 'Syllabus Items'. Inside the dialog, there is a list of items: '(Heading) Syllabus', '(Heading) Testing', and '(Heading) FollowUp Test'. Below the list are two buttons: 'Move Up' and 'Move Down'. At the bottom of the dialog are 'OK' and 'Cancel' buttons. A green callout box labeled 'In CTNG wrapper style' is positioned to the right of the dialog. Another green callout box at the bottom left of the dialog area contains the text 'Also need to add in 'Rearrange' button to the main syllabus page'.

Specify heading levels...



In CTNG wrapper style

Create/Edit Syllabus
Section Heading
Section Heading Test

Attachment: [File_upload.jpg](#) (20200 bytes)
Heading
Heading Test
Sub Heading
Sub Heading Test

Attachment: [File_upload.jpg](#) (20200 bytes)

There are more test.

Revised Page

Need some clarification on this functionality

- New tool – needs some further specification
- Probably built by MIT, Stanford or IU

Priority 17: Gap 262

Varying levels of permissions (roles) to be defined

This gap identifies the need for the ability to create new roles and adjust the permission matrix for the role.

The permission matrix for a role is the individual permissions available for each tool set on or off. For example, one permission in the matrix for the Resources tool is ‘new’. Setting this on for a role allows those with that role to post new Resources. Setting this permission off means those with that role cannot post resources.

Roles are scoped within a particular site, but they are initially set with the default permission matrix set by the institution for that role.

Gap 262

Varying levels of permissions (roles) to be defined

- Mockups/functionality descriptions are from CTNG
- Currently:
 - There is a standard set of roles available installation wide, included in any site that is created.
 - There is the ability to add roles to a site (copy an existing role and rename/edit permissions, or create a new role)
 - Adding a role to a site is a support task, not available to site owners
- Ability for site owner to change a site member's role to one of the available roles (default roles available institution wide or custom roles that have been added to the site by support)
- Ability for site owner to adjust permissions of a particular role with respect to a particular tool

The support ‘role editor’ – the Realms tool

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. The top navigation bar includes a large blue 'M' logo, the text 'COURSETOOLS NextGeneration', and a 'Logout' link. Below the navigation is a menu bar with tabs: 'My Workspace' (selected), '1 CTNG Admin', 'CHEF', '(more)', and a dropdown arrow. The 'Realms' tab is selected under the '1 CTNG Admin : Realms' heading. The main content area displays a table of realms:

Realm Id	Used For	Provider Id
/site/!worksite	Site: worksite (!worksite) Created: Jun 24, 2008 12:15 am by CHEF Administrator(User Id:admin)	

A callout box contains the following text:

*Support tools accessible via the
'admin' site*

*Edit the default realm that all sites
inherit (!worksite)*

Realms tool - Entry into editing/adding roles

The screenshot shows the 'Edit' screen for a realm named '/site/!worksite'. The top navigation bar includes links for 'Remove Realm', 'Add Role', and 'Grant Abilities'. Below the navigation, there's a message about the realm being used for the site and its creation details. A large blue box highlights the 'Click to add new role' button. The 'Roles' section below it lists two default roles: 'Assistant' and 'Candidate'. A callout box points to these roles with the text 'Chef has 2 default "out of the box" roles'. Another callout box points to the 'Role Id' field in the 'Roles' section with the text 'Click on role to edit (where you can change permission matrix for that role, or save as to a new role)'.

Each role has a permission matrix, which can be edited. Changing the matrix, or adding a role to the !worksite affects any site created after the change was made

The screenshot shows a list of roles defined within the realm. The header says 'These are the Roles defined within this Realm. Click on an Id to edit.' A vertical list of roles is shown, each with a dashed border around the 'Role Id' column. The roles listed are: Assistant, Candidate, Instructor, Member, Observer, Student, access, and maintain. A callout box points to this list with the text 'Example: Installation wide defaults currently in use at UM (under revision for fall). These are defined by each institution'.

Click on a role to get to its matrix

Permission matrix

Realms

Remove Role | Copy Role...

Edit: Realm /site/!worksite
Used for Site: worksite (!worksite)
Created: Jun 24, 2003 12:15 am by CHEF Administrator(User Id: admin)

Set the Abilities and Nested Roles for this Role.

Role

Role Id: maintain

Abilities

Abilities:

- alias.add
- alias.del
- alias.upd
- annic.delete.any
- annic.delete.own
- annic.new
- annic.read
- annic.read.draft
- annic.revise.any
- annic.revise.own
- asn.delete
- asn.new
- asn.read
- asn.revise
- asn.submit
- calendar.delete
- calendar.new
- calendar.read
- calendar.revise
- chat.delete.any
- chat.delete.own
- chat.new
- chat.revise.any
- chat.revise.own
- content.delete
- content.new
- content.read
- content.revise
- dis.add
- dis.del
- dis.read
- dis.upd
- dis.path.add
- dis.path.del
- dis.path.read
- dis.path.upd
- dis.path.upd.comm
- dis.status.add
- dis.status.del
- dis.status.read
- dis.status.upd
- dis.step.add
- dis.step.del
- dis.step.read
- dis.step.upd
- disc.delete.any
- disc.delete.own

...

User.del

user.upd.any

user.upd.own

Continue Editing

Done

maintain role has this permission matrix

Click a permission on or off

- Abilities:
- disc.new
 - disc.new.topic
 - disc.read
 - disc.read.draft
 - disc.revise.any
 - disc.revise.own
 - dropbox.own
 - mail.delete.any
 - mail.delete.own
 - mail.new
 - mail.read
 - mail.revise.any
 - mail.revise.own
 - news.delete.any
 - news.delete.own
 - news.new
 - news.read
 - news.revise.any
 - news.revise.own
 - prefs.add
 - prefs.del
 - prefs.upd
 - site.add
 - site.del
 - site.upd
 - site.visit
 - site.visit.unp
 - user.add
 - user.del
 - user.upd.any
 - user.upd.own

Permission Matrix

- Each role has its permission matrix
- Individual permissions in the matrix can be turned on or off via the checkbox
- Permissions determine what the role can do in a particular tool
- Changing the !worksite roles affect sites created after the change
- An individual site's 'realm' can be similarly edited to change a role's permissions in that site only, or add a new role for that site only

Editing role defaults in a site

To edit the defaults for a role, or add a new role to an existing site, click on the site in the Realms tool, then click on a role to edit, or click on Add Role to make a new role.

Realms

New Realm | Psych | Search | Clear Search | Auto Refresh | Refresh

These are the Realms defined within the system that meet the search criteria. Click on an Id to edit.

Realm Id	Used For
/site/1080065156667-44505	Site: psych 100 001 (1080065156667-44505) Created: Mar 23, 2004 1:05 pm by John E Leasia(Us dsaf afaf)



Realms

Edit: Realm /site/1080065156667-44505
Used For Site: psych 100 001 (1080065156667-44505)
Created: Mar 23, 2004 1:05 pm by John E Leasia(User Id:leasia)
Last Edit:

Review and modify this Realm's information.

Realm

Realm Id: /site/1080065156667-44505
Provider Id:
Complete the realm URL:
Save Cancel

Abilities

These are the Abilities granted to individual users in this Realm. Click on an Id to edit.
No abilities have been granted to individual users.

Complete the ability URL:
Save Cancel

Roles

These are the Roles defined within this Realm. Click on an Id to edit.

Role Id	Access	Maintain
access		

Complete the role URL:
Save Cancel

Varying levels of permissions (roles) to be defined

- Add a new role – click the Add Role button in the Realms toolbar, check the desired permissions
- Or, click an existing role, and click the Copy role button, give it a name, then change desired permission for the new role
- Using the Realms tool (available to support) each institution decides what the default set of roles will be, and what permissions each role will have in each tool (checking on the associated permission in the permission matrix for that role)

Changing the permissions for a role (in a tool, by the site owner, as opposed to changing the defaults for a role using the admin Realm tool)

- Site owners can adjust the permissions of a role with respect to what that role can do in a particular tool
- These adjustments are done in the site, using the Permission... button in the tool's Toolbar
- In Resources, adjustments to a Role's permissions by the site owner for a sub-folder is limited to adding permissions. The site owner cannot remove a permission granted to a role by virtue of it being granted as part of the role default permission matrix

Adjusting permissions in a tool

 Announcements

Set permissions for Announcements in worksite "Educ 100 001" (10586172674766350)

Role	new	read	revise.any	revise.own	delete.any	delete.own	read.draft
Assistant	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Candidate	<input checked="" type="checkbox"/>						
Instructor	<input checked="" type="checkbox"/>						
Member	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Observer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maintain	<input checked="" type="checkbox"/>						

Varying levels of permissions (roles) to be defined

Gap 262

- Institutions can create whatever roles they want
- The permission matrix can be set to whatever defaults desired for a particular role
- New roles can be added (by support) to the institution's defaults, or to individual sites
- Site owners can adjust role permissions for a particular role, for a particular tool
- Site owners cannot add new roles
- Site owners can assign a role to an individual

Glossary

- **Admins** – support personal responsible for administering, setup of the installation's Sakai deployment. They typically have 'root' level permission to various support/administrative tools that are not available to end users.
- **Role** – a particular group of permissions that can be assigned to a user. A new site inherits the set of roles specified by the institution. New roles can be added by Admins to a site.
- **Permission matrix** – the set of individual permissions for a particular role. Each tool has an associated set of permissions which can be turned on or off for a given role. A role in a new site inherits the permission matrix as defined by the institution for that role. The permission matrix can be changed by the site owner on a tool by tool basis within a site.

Comments

- MIT's main concern with this gap as it stands is that there will be a capability for a 'grader' role, (see http://stellar.mit.edu/userguide/guide-instruct/user_groups.html)
 - Currently in CTNG, there is no problem adding a role and then assigning the role a set of permissions, but with the following considerations:
 - The role is added by a support admin either to the system (which means any *new* site would get it), or to a particular site.
 - The permissions are those that are currently available (hardcoded in - the user can't create a new permission to control copying a resource for example).
 - Given that, the permissions for assignments don't have a setting for grading alone - if you can grade, you can also create new assignments for example. But you could make a role called Grader, and give that person the ability to grade (but along with that comes other abilities too).
 - **Added functionality needed:**
 - Need to create a grader that allows that user to grade but not create new assignments
 - From Stellar - "Graders can add and edit grades, and read homework assignments and solutions. To give a grader access to other class materials, add the person to the Guest group."

- Add a finer grain to permission matrix for assignments to allow a grader type role – grade but not create assignments
- Level 1

Priority 18: Gap 42

ability to control what content appears on homepage and it's layout - option to have formatted course information

This gap identifies the ability to have a standard layout for the class website home page.

In the screen shot provided we see an example class homepage from Stellar.

Every class homepage in Stellar displays this information in this order, which makes it easy for students to browse through class websites.

Gap 42

4.173 Class Home

http://asterope.mit.edu/S/course/4/sp04/4.173/index.html

LOGIN

Course > Course 4 > Spring 2004 > 4.173 > Homepage

Class Home ▶

[Materials](#)

[Studies](#)

[Schedule](#)

[Discussion](#)

[Membership](#)

[Staff List](#)

[Search](#)

[Help](#)

4.173 Design Fabrication Workshop

Spring 2004



Professor: Larry Sass

Teaching & Research Assistants: Carlo

Lecture: M 9:30 - 12:30 (3-415)

- The header shows the course number (4.173) and title (Design Fabrication Workshop)
- Semester (Spring 2004) - An image for this class
- Image caption- which doubles as the images 'alt' attribute (missing in this example)
- The instructor (the label for this field is editable, by default it is "instructor")
- The TA's (the label for this field is editable, by default it is "TA")
- Meeting times (lectures, labs, other meeting can all be listed here)
- Information (aka Class Description)

Information:
This workshop applies theories and methods learned in 4.212 (rapid prototyping and mostly CAD CAM level machinery) to larger scale projects. The purpose of the course is to serve as an intermediate step towards the use of fabrication tools in studio. The emphasis of the course is on process and application to solve real world fabrication problems.

The environment is half that of a studio where larger design visions are broken into biweekly assignments using advanced modeling tools and fabrication devices. The emphasis is on design learning through in depth studies along the four phases of professional design (schematic design, design programming, design development, and construction documentation). Advanced learning is done through hands on tutorials, field trips and a work environment that combines research with design studio interaction.

Projects range from small furniture design to a large scale single space. The course does not explore projects beyond 200 square feet. Course structure will have 5 exercises using advance modeling software and NC devices in order to learn process. The remainder of the semester will focus on a particular design problem using this process.

Announcements

Gap 42

Edit Homepage

http://stellar.mit.edu/S/course/4/sp04/4.173/change/editclassinfo Google

LOGOUT

Ben

Course » Course 4 » Spring 2004 » 4.173 » Edit Homepage

Edit Homepage

[class number and name](#) - [homepage image](#) - [teaching staff labels](#) - [meeting times](#) - [information](#) - [finish](#)

Class Number and Name

Class Number

Class Title (e.g., Intro to Biology)

Homepage Image

Current image: Gehry_office.jpg (jpeg, 47 k)
[delete current image](#)

Select a file from your computer. no file selected

Or link to an image on the Web. (Type the URL here.)

I own the copyright to this image. (Unchecking the box restricts the image to class members.)

Image Caption - Optional (You may use HTML tags.)

After adding or replacing an image, reload the homepage in your browser to get the latest image.

Teaching Staff Labels

Change "Instructor" label (e.g., Professor)

The "Edit Homepage" tool allows all of these fields to be customized.

Gap 42

Edit Homepage

Meeting Times

Meeting Type e.g., Lecture, Lab, etc.	Time e.g., MWF 3-5 P.M.	Location e.g., 10-250
Lecture	M 9:30 - 12:30	3-415

Class Information

Change "Class Information" Label

Type text here. (You may use HTML tags.)

<p>This workshop applies theories and methods learned in 4.212 (rapid prototyping and mostly CAD CAM level machinery) to larger scale projects. The purpose of the course is to serve as an intermediate step towards the use of fabrication tools in studio. The emphasis of the course is on process and application to solve real world fabrication problems.</p>

<p>The environment is half that of a studio where larger design visions are broken into biweekly assignments using advanced modeling tools and fabrication devices. The emphasis is on design learning through in depth studies along the four phases of professional design (schematic design, design programming, design development, and construction documentation). Advanced learning is done through hands on tutorials, field trips and a work environment that combines research with design studio interaction.</p>

make this text visible on the public view of the homepage

Finish

Submit

Cancel

The “Edit Homepage” tool allows entry of class meeting times and entry of a class description. The instructor has the option of making the description public.

Glossary

- Instructor – the leader of the class.
- Public - all Stellar class websites have a homepage that is world-viewable. The class websites are restricted to class participants by default. The instructor can change access.

Gap 42

ability to control what content appears on homepage and it's layout - option to have formatted course information

Stanford's CourseWork has a very similar feature to the Stellar homepage called Course Homepage. The key differences are:

CourseWork has:

- Optional URL for public homepage. While access to a CourseWork course is restricted, a public copy of the entire homepage can be made available to the world. Stellar can only show the Class Information/Description
- A link to Section Information can be displayed on the Homepage
- Recent Announcements from the Announcements tool are posted on the homepage (because we do not have a portal, the front page has synoptic listing of announcements) we don't need this with a portal

Stellar has (and CourseWork does not have):

- Ability to change labels for Teaching Staff and Class Information

Comments: Stanford _ (1 of 3 pages)

Gap 42

ability to control what content appears on homepage and it's layout - option to have formatted course information

The screenshot shows the Stanford University CourseWork homepage. At the top, there is a banner with the Stanford University logo and the text "STANFORD UNIVERSITY COURSEWORK". The main content area displays course information for "Z_DEMO 103: Bioinformatics - Databases and Modeling". On the left, a sidebar menu lists "My Courses", "Course Homepage", "Announcements", "Syllabus", "Schedule", "Course Materials", "Assignments", "Discussion", "Grades", "Event Sign-up", and "Admin Course". The main content area includes a course image (a molecular structure), a syllabus summary, and a detailed syllabus section. Below these are sections for "Meeting Time & Place" (Tuesday/Thursday 3:15-5:05 - Margaret Jacks Hall, Bdg. 460 room 324), "Instructors" (Peter T. Chen), "Office Hours & Location" (Meyer 260 by appointment only), and "Recent Announcements (Last 7 Days)" (No announcements). A link "More Information About This Course: <http://www.stanford.edu/class/bioinfo103> Section Information" is also present. A large black arrow points from the "Section Information" link to a callout box labeled "Section information popup window". Another callout box labeled "More Information - URL for web site outside the CMS that has course info" points to the URL link. The bottom of the page includes footer information: "19 Apr 2004 - 4:42 PM", "Stanford University Academic Computing" (with a note about being a division of the Library and Academic Information Resources), "HelpSU", and "Copyright © 2001-2004 by Board of Trustees of the Leland Stanford Junior University".

The Student or Guest view of the Homepage with structured, commonly-configured information on each course.

More Information - URL for web site outside the CMS that has course info

Section information popup window

(2 of 3 pages)

Gap 42

ability to control what content appears on homepage and it's layout - option to have formatted course information

The screenshot shows the Sakai Admin View CourseWork interface. At the top, there are links for 'My Profile', 'Help', and 'Logout'. On the left, a sidebar lists various administrative functions: Admin Course Homepage, Admin Assessments, Admin Artifacts, Admin Schools, Admin Course Materials, Admin Assignments, Admin Discussions, Admin Gradebook, Admin Event Sign-up, and Admin Class. The 'Admin Class' option is currently selected. The main content area displays course information for 'Z_DEMO 103: Bioinformatics - Databases and Modeling'. It includes a 'Course Description' section with two boxes: 'Bioinformatics Databases and Modeling' and 'This course is intended to give you a basic understanding of the important tools, databases, and methods for sequence analysis, structure modeling, and genetic data processing that can be used to enhance your research.' Below this, there are fields for 'External URL (Optional)', 'Meeting Time & Place (Optional)', 'Image (Optional)', and 'Display Section Information?'. The 'Image (Optional)' field contains a small green icon. The 'Display Section Information?' field has the note 'A link to section information will be displayed on the homepage.' At the bottom, there is an 'Instructors (Optional)' section with a table showing 'Name' (Peter T. Chen), 'Office Availability' (Meyer 200 by appointment only), and a 'Edit Details' button.

The “Edit Homepage” Tool

(3 of 3 pages)

Comments

CTNG Integration Detail:

- CTNG is currently limited in the customization available to the home page.
- Implementing a customizable home page that includes the synopsis currently available on home page will become crowded.
 - Could offer synopsis tools as another customization
 - If we offer all the options from Stellar and CourseWork we'll need to offer a way for users to create their own layout.
 - Or offer several templates
 - Need to have different options for course vs. project sites

CTNG site home page...

The screenshot shows the CTNG site home page with a sidebar on the left containing links like Home, Schedule, Announcements, Resources, Discussion, Assignments, Drop Box, Chat, Email Archive, and Users Present. The main area is titled "COURSETOOLS A" and contains several customization panels:

- My Workspace**: A panel with a large blue "M" logo and the text "SCHOOL OF INFORMATION UNIVERSITY OF MICHIGAN". It includes a "My Workspace Information" sub-panel with an "Options..." button and a "Class Information" section.
- Recent Announcements**: A panel stating "There are currently no announcements at this location."
- Recent Discussion Items**: A panel stating "There are currently no messages at this location."
- Recent Main Chat Room Messages**: A panel stating "There are currently no messages at this location."

A callout box points to the "My Workspace" panel with the text: "Add customization options from Stellar and CourseWork on this page (need to combine their screens in meaningful way)". Another callout box points to the "Recent Announcements" panel with the question: "Include the synopsis tools in the customization options?". A third callout box points to the bottom right panel with the text: "Still needed to fill gap:".

- Combine customization options into one page/flow including layout options (custom or templates)
- Currently synopsis tools display automatically if tools are enabled in site. Should we change this? UM users like this feature.
- Need to decide which of the custom settings are relevant for project sites.

- make templates of data, either local or external – some way to specify the template – some xml format
 - For a sites homepage you choose a tool that knows how to display a formatted set of resources
 - Ties into same editor that profile editor uses
 - External data becomes a property of the site, and template can then make use of that
-
- Add properties to site set from external systems
 - Create xml template examples
 - Resource display tool
 - Editor of properties used for this site

Level 2 – much overlap with 23

Priority 19: Gap 137

Copyright flag to restrict access

Copyright flag to restrict access and display warning if necessary- display citation information and require acceptance of copyright disclaimer.

Gap137

Description:

The existing copyright support for resources in CTNG includes a default copyright setting which displays the creator's name, the year, and the copyright symbol (For example: copyright (c) 2004, John Johnston. All Rights Reserved). When uploading or revising a resource, the user can also choose to provide alternate attribution instead of the default setting.

In addition to the existing copyright field, it is proposed that copyright alert check box be added to the “file add” and “resource revise” pages in the resource tool. Selecting the copyright alert checkbox would display an alert when a user attempts to access that resource from anywhere the site. The user must accept the conditions of the copyright in order to proceed. The system administrator would determine, by a system configuration setting, whether the alert is editable by the resource creator, or is predefined in the system configuration setting.

Sakai

File

• Choose a file:

Title:

Description:

• Copyright: Use my copyright information Use copyright below

Include copyright alert below on download

* You may download or copy this file for use in this course.
* You may NOT download or copy this file to another website.
* You may NOT download or copy this file for publication or sale.

Public View: Yes No

Email Notification:

When specifying a resource's settings, an option for displaying a copyright alert would be available

Based on a system configuration setting, the alert can be set to either be editable or predefined.

My Workspace || 01 || 1 Chef Admin CTNG-Su

CTNG-Support : Resources

Resources

New... Delete Cut Copy Replace... Revise... Select All Expand All | Permissions...

Location: CTNG-Support

<input type="checkbox"/>	Title	Size	Created By	Last Modified	
<input type="checkbox"/>	FAQs and FGA's		Hannah Hetrick Reeves	Feb 17, 2003 4:31 pm	
<input type="checkbox"/>	Known Technical Difficulties		CTNG Administrator	Feb 12, 2003 5:03 pm	
<input type="checkbox"/>	Site Set-Up and General Use Information		CTNG Administrator	Apr 8, 2003 4:31 pm	
<input type="checkbox"/>	Template User Responses		CTNG Administrator	Mar 4, 2003 10:39 am	
<input type="checkbox"/>	Winter 04		Hannah Hetrick Reeves	Dec 17, 2003 5:06 pm	
<input type="checkbox"/>	Lion	217 KB	John P Johnston	Mar 17, 2004 11:16 pm	

A resource with the copyright alert selected would be designated with a copyright icon

Clicking on a resource with the copyright alert selected would result in the alert message being displayed.

The screenshot shows the Sakai interface for the 'CTNG-Support : Resources' section. On the left, there's a navigation tree under 'Location: CTNG-Support'. A red arrow points from the text above to the 'Lion' item in the tree. Another red arrow points from the text below to the 'Do you agree to the conditions of the copyright?' dialog at the bottom. The main content area displays details for a file named 'Lion':

Title: Lion
Description:
Copyright: copyright (c) 2004, John P Johnston.
Public View: No
Created By: John P Johnston
Creation Time: Mar 17, 2004 11:16 pm
Last Modified: Mar 17, 2004 11:16 pm
Last Modified By: John P Johnston
Type: Image/jpeg
Size: 217 KB (222,245 bytes)
Stored As: <https://ctng.ummu.umich.edu/ctng/access/content/group/CTNG-Support/lion2.jpg>

CTNG-Support : Resources

Resources

Alert: This file has the following copyright conditions:

- * You may download or copy this file for use in this course.
- * You may NOT download or copy this file to another website.
- * You may NOT download or copy this file for publication or sale.

Do you agree to the conditions of the copyright?

Yes No

Selecting “Yes” opens the resource. Selecting “No” returns the user to the previous screen (Resource list in this case).

Gap 137

Glossary:

Alert: This is a message that is displayed to warn a user that additional steps must be taken to complete an action. (Use instead of the term “warning”).

Revise: This is an action that can be taken on an object in a tool to modify it’s properties. (Use instead of terms “Edit” or “Modify”).

File Add Page: This is a page in the resource tool used to setup the properties and upload a file for a resource. Accessed Through RESOURCES>ADD>”Local file on your computer.”

Resource Revise Page: This is a page in the resource tool used to edit the properties and/or replace a file attached to a resource. Accessed Through RESOURCES>REVISE

System Configuration Setting: This is configuration file that determines system-wide settings. There is currently no interface for this feature.

Gap 137

copyright flag to restrict access and display warning if necessary- display citation information and require acceptance of copyright disclaimer

In Coursework, when users upload a file, they MUST select from categories that describe copyright status of the file.

The copyright status is what is needed to restrict access, not information about the holder of the copyright. So files need to be flagged by category.

These categories were developed by the copyright team at Stanford.

Also there is a link to the campus copyright site for the user to review the meaning of the different status categories

So rather than an option on the upload page about whether to include a copyright requirement or not, it looks like selecting the options then would control whether the user is forced to answer the question ‘Do you agree to the conditions of the copyright?’ when they go to open it. I don’t see a problem with that – what we proposed was just one idea, but emulating what is already there is the directive, so as long as it satisfies everyone. The link isn’t a problem as we do that in a few places to provide additional info on role definitions.

There’s a little thinking to do about how to shoehorn the category selection in to also allow UM users to use either their own copyright (if they pick the I hold copyright), or one for someone else (which doesn’t seem to have a corresponding category)

Gap 137

copyright flag to restrict access and display warning if necessary- display citation information and require acceptance of copyright disclaimer

User can access Stanford copyright site if information about the categories is needed.

User must select a category for copyright status when uploading file. This category Can be used to restrict Access.

Stanford CourseWork: Add Course Material - Netscape

COURSEWORK Admin View

Add Course Material (Step 2 of 5)

Click **Prev** to return to previous step. Click **Cancel** to exit with no changes. Click **Next** to continue. Course material is not linked or registered until changes are saved in Step 5.

Enter Copyright Status of Material:

For information on copyright and fair use, please refer to University's web site:
<http://fairuse.stanford.edu/>

Copyright status

I hold copyright.
 Material is in public domain.
 Material is subject to fair use exception.
 I have obtained permission to use this material.
 Copyright status is not yet determined.

<< Prev Cancel Next >>

(2 of 2 pages)

Priority 20: Gap 277

Centralized repository for file upload with ability to restrict access based on permissions

This gap identifies a centralized file repository for file uploads that can be accessed by all tools within the CMS. Admins can set access to files.

Within Stanford's CourseWork system exists a tool called Course Materials. Instructors/Admins can post and organize materials for electronic distribution to course members. Materials that are uploaded in other tools, like Assignments, will also be shown in this central repository. Admins can set visibility for students to visible or hidden.

centralized repository for file upload with ability to restrict access based on permissions

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

Admin View

Z_DEMO 101: Model Course Web

Admin Course Materials

My Courses > Course Homepage > Course Mater

By clicking "Edit" on any file upload in the Course Materials tool, the admin can set availability of files to students.

* denotes material not available in Student View. Use the Edit link to change the Release Date(s) and make the material available in Student View. Please note that while content may be unavailable to students in the Course Materials tool, it will be available to students in other tools where it is referenced.

Title	File Format	Date Added	Available to Students	
 syllabus course description and schedule, with due dates and all activities Citation: bob	HTML Document	14 Feb 2003 10:40 AM		Move Edit Replace Remove

[Release Materials](#) - [Add Material](#)

[Add Folder](#) - [Reorder Folders](#) - [Expand All](#) - [Collapse All](#)

Gap 277 – centralized repository for file upload with ability to restrict access based on permissions

Welcome, Marc Brierley.

STANFORD UNIVERSITY COURSEWORK

Admin View

Z_DEMO 101: Model Course Web

Admin Assignments

My Courses > Course Homepage > Assignments

Preview Assignment

Assignment Test2
This assignment is due on Friday

Due Date Tuesday 30 Oct 2001 12:00 AM

Part 1: test video

Stanford Home Page

place to look for stuff that might help you test things

adfad

The repository is centralized because file uploaded in other tools show up in the Course Materials tool. This Stanford Home Page file was upload here in the Admin Assignment Tool but also shows up in the Course Materials tool...

Gap 277 – centralized repository for file upload with ability to restrict access based on permissions

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

Admin View

Z_DEMO 101: Model Course Web

Admin Course Materials

My Courses > Course Homepage > Course Materials > Admin Course Materials

** denotes material not available in Student View. Use the Edit link to change the Release Date(s) and make the material available in Student View. Please note that while content may be unavailable to students in the Course Materials tool, it will be available to students in other tools where it is referenced.*

		HTML Document	25 Mar 2002 2:24 PM		Move Edit Replace Remove
	Sun's home page This is the home page for Sun Microsystems. <i>Required</i>	HTML Document	25 Mar 2002 2:24 PM		Move Edit Replace Remove
	Stanford Home Page place to look for stuff that might help you test things <i>Required</i>	HTML Document	12 Apr 2002 10:20 AM		Move Edit Replace Remove

Add Folder - Reorder Folders - Expand All - Collapse All

Glossary

- centralized repository – location for file uploads that is accessible by all CMS tools.

- We would get this with other gaps ability to copy/link content between sites.
- Related to other gap , level 1 after the other gap is complete.

Priority 21: Gap 23

ability for user to enter personal information and allow restriction based on system defined role

This gap identifies the need for users to enter personal information and restrict access to it.

Oncourse currently has a user profile area where users can enter as much information as they wish and release it to faculty, students or guests.

Gap 23

ability for user to enter personal information and allow restriction based on system defined role

- Mockups provided from Oncourse.
- Currently
 - Ability to enter first name, last name, position, department, school, room, picture URL, e-mail, home page, work phone, home phone and other information.
 - User can restrict access to certain information to faculty, students or guests.
 - Information is available (based on permission) via the Oncourse roster or public profile search.

Gap 23

ability for user to enter personal information and allow restriction based on system defined role

Once a user enters Oncourse, their profile is displayed.

My Oncourse Profile: Caitlin Morgan

My Courses

- Spring 2004
 - IN OC OC CONS DEMO COURSE FOR CONSULTANTS
 - IN SKI TOOL TOOL SAKAI TOOLS AND FUNCTIONALITY GROUP
 - IN TDN W131 DEMO TEST COURSE
 - IN TDN W131 V999 TEST DEMO COURSE
 - ROB LOWDEN DEMO COURSE
- CE 2003
 - 2003-1-DE-NURS-CDH-0000 Testing instructor rights
- Fall 2003
 - IN ANTH A104 A154 CULTURAL ANTHROPOLOGY
 - IN OC OC TST1 TEST ONE
 - IN ONC NAV 100 NAVIGO TEST
 - IN PSY B105 D943 PSYCHOLOGY AS A BIOLOGICAL SCI
 - IN PSY B310 D961 LIFE SPAN DEVELOPMENT
- Summer 2003
 - CAS TEST
 - IN ONCR MAIL TEST TESTING MAIL
 - IN UITS OCEN TST1 TEST ENHANCEMENTS ONE
 - IN UITS OCEN TST2 ENHANCEMENTS TEST TWO
 - IN ONCR TEST SUM2 TESTING SUMMER 2

My Tools

- Edit Course List
- Edit Contact Information
- Edit Tools List
- IUPUI Online Bookstore
- My FileManager
- My Calendar
- My Bookmarks
- My Notebook
- Profile Search
- Authoring Tools
- Administrator Tools
- Insite
- IUPUI Campus Map
- IUPUI Adverse Weather Announcements
- Student Technology at IUPUI

If user selects “Edit Contact Information”, the following screen is displayed.

My Oncourse Profile: Caitlin Morgan

Contact Information Editor

Public Information

First Name	Kaitlin
Last Name	Morgan
Position	Student
Department	Continuing Studies
School	School of Continuing Studies
Room	No room

Protected Information

Picture URL	http://portfolio.i.edu/internal/ksmiley_face.jpg
E-mail	ksmiley@iupui.edu
Home Page	http://mmsmiley.iu.edu/~ksmiley/
Work Phone	(317)234-6586
Home Phone	(317)234-6586
Other Information	I am willing to take on various challenges throughout the year.

Viewable by

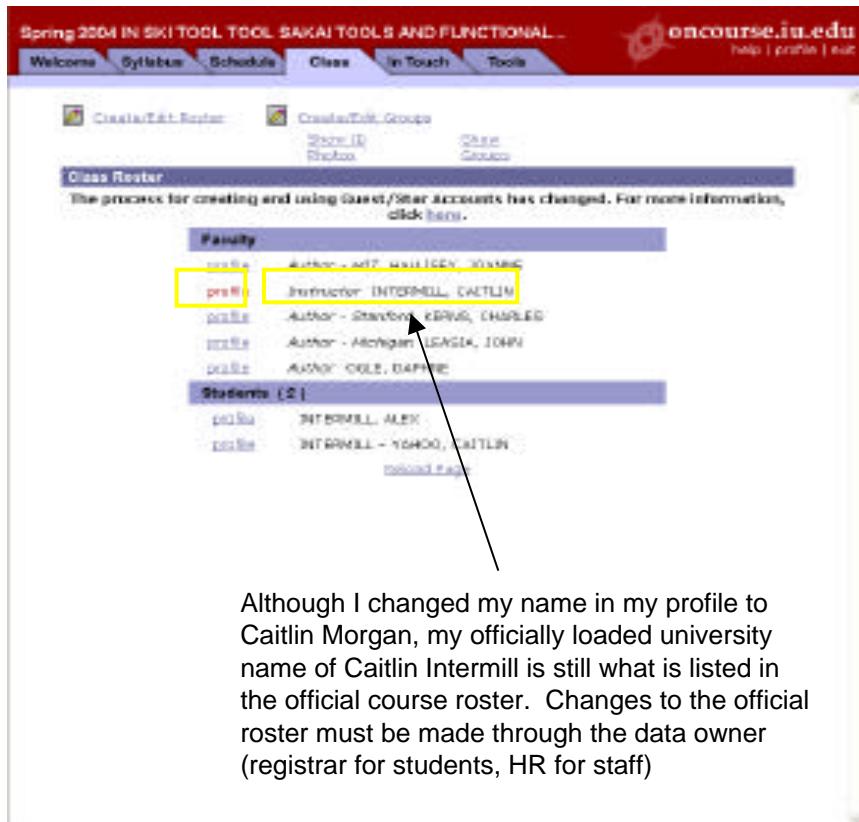
- Faculty
- Students
- Guests

OK Cancel

Gap 23

ability for user to enter personal information and allow restriction based on system defined role

To view a user's profile from the roster, the user must select the "Profile" link next to the desired name. Although each name has a "Profile" link, profile data is not available for all users.



The process for creating and using Guest/Star accounts has changed. For more information, click here.

Faculty

- [profile](#) Instructor: INTERMILL, CAITLIN
- [profile](#) Author - STANFORD, ERVING, CHARLES
- [profile](#) Author - Michigan, LAGASIA, JOHN
- [profile](#) Author - OGLE, DAPHNE

Students (2)

- [profile](#) INTERMILL, ALEX
- [profile](#) INTERMILL - YEHOO, CAITLIN

Although I changed my name in my profile to Caitlin Morgan, my officially loaded university name of Caitlin Intermill is still what is listed in the official course roster. Changes to the official roster must be made through the data owner (registrar for students, HR for staff)

Once the "Profile" link is selected, the following data is displayed (based on set permissions).



[Return to Roster](#)

User Profile

Caitlin Morgan
Student
Continuing Studies
School of Continuing Studies

Contact Information

Rooms: WO R0096
Email: cattym1@iu.edu
WWW: <http://cmorgan.iu.edu/home.html>
Work: 317-278-8556
Home: 317-278-6556
I really like to watch college football.

[Return to Roster](#)

Gap 23

ability for user to enter personal information and allow restriction based on system defined role

Guests can search for public user profile information from the Oncourse login page.

The screenshot shows the Oncourse login page. On the left, there's a sidebar with links like "Get Help", "Faculty Resources", "Student Resources", "Oncourse Online Help", "Guest User Information", "Guest Access", "Course", "Search", and "Help Links". The main area has a red header with the Oncourse logo and "oncourse.iu.edu". Below it, there's a "Log Into Oncourse" section with a "CSS Logon" button. To the right, there's a "Search for Profiles" box with a yellow border. It contains fields for "Name or Network ID" and "Search". Below the search box, there's a note: "Guests can enter a course by entering the course code (e.g. CPT 298), the section number (e.g. N204), or a keyword (e.g. Math10, Advanced French)". At the bottom of the page, there's a copyright notice: "Copyright 1999-2002 The Trustees of Indiana University".

All matches are displayed (both the user supplied name and official name are searched).

The screenshot shows the Oncourse Profile Search results page. At the top, there's a search bar with "Profile Search" and "Search" buttons. Below it, it says "Page 1 of 1". There are two results listed: "INTERMILL, Caitlin" and "Morgan, Caitlin". A yellow box highlights the first result. An arrow points from the "Profile Search" button on the left side of the page to the highlighted result. At the bottom, there's another search bar with "Profile search" and "Search" buttons.

I searched on "Intermill". My officially supplied name is Caitlin Intermill, but I altered my profile to read Caitlin Morgan.

Gap 23

ability for user to enter personal information and allow restriction based on system defined role

If I have not made my profile information available to the public, this is the displayed information.

A screenshot of a Sakai user profile page. At the top, there is a search bar with fields for 'Search' and 'Cancel'. Below the search bar, a blue header bar contains the text 'User Profile'. Underneath this, the user's information is listed: 'Caitlin Morgan', 'Student', 'Continuing Studies', and 'School of Continuing Studies'. The background of the page is white.

If I have made my information available to the public, this is the displayed information.

A screenshot of a Sakai user profile page. At the top, there is a search bar with fields for 'Search' and 'Cancel'. Below the search bar, a blue header bar contains the text 'User Profile'. To the right of the header, there is a large, square, framed photograph of a young child with blonde hair and a white bow. Below the photo, the user's information is listed: 'Caitlin Morgan', 'Student', 'Continuing Studies', and 'School of Continuing Studies'. Further down the page, another blue header bar labeled 'Contact Information' is visible, containing details such as Room: N0 ROOM, Gmail: cmorgan@iu.edu, WWW: <http://cmorgan.iu.edu/> (This link will open in a new window), Work: 337-270-0208, Home: 337-270-0208, and a note: 'I really like to watch college football.' The background of the page is white.

Glossary

- System defined role: roles which are set forth by the system and cannot be altered such as guest, faculty or students.

Comments

Integration Details:

- May want to pull in information from University central database.
- Profile becomes a tool available to people within their My Workspace
 - They can create/edit/ delete information from there.
- Members of a site, can view others profiles at the site information tool within the tool
 - The profile link only displays for those that have turned it on and if the user looking at it has access based on their role.
 - Since students do not see the participant list for their classes now, they need to see a list of 'profiles available' or something like that on the site info page.
- Screen shots is following slides

New Profile tool...

The screenshot shows the Sakai CourseTools interface. On the left is a vertical navigation menu with links: Home, Worksite Setup, Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, Create Present, and Daphne L Ogle. The main content area has two tabs: 'Message of the Day' and 'My Workspace Information'. The 'Message of the Day' tab is active, displaying a message from CTNG Support dated April 15, 2004, at 8:11 am. A blue box highlights the text "The University of Michigan, Indiana University, MIT, Stanford, the iPortal Consortium, and the Open Knowledge Initiative (OKI) are joining forces to integrate and synchronize their considerable educational software into a modular, pre-integrated collection of open source tools. This will translate into new and enhanced tools for CTNG this". An arrow points from this text to a blue box containing the text "Add new button for the profile tool". The 'My Workspace Information' tab shows a welcome message and a table with one row: 'Membership' (Used to join sites which have been designated by the site creator as joinable).

My Workspace : Home

Message of the Day

Add new button for the profile tool

The University of Michigan, Indiana University, MIT, Stanford, the iPortal Consortium, and the Open Knowledge Initiative (OKI) are joining forces to integrate and synchronize their considerable educational software into a modular, pre-integrated collection of open source tools. This will translate into new and enhanced tools for CTNG this

(CTNG Support - Apr 15, 2004 8:11 am)

My Workspace Information

Welcome to your personal workspace!

CTNG provides each user their own individual worksite called My Workspace. Your My Workspace is a place where you can keep personal documents, and check to see what has been going on in the class and project sites you belong to. For this version, you have

Membership	Used to join sites which have been designated by the site creator as joinable
------------	---

Profile Editor...

The screenshot shows the Sakai CourseTools NextGeneration Profile Editor. The top navigation bar includes a large blue 'M' logo, the text 'COURSETOOLS NextGeneration', a 'Logout' link, and a user menu showing 'My Workspace 01 | 1 Chef Admin [more]'. The left sidebar has links for Home, Profile, Worksite Setup, Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and Users Present, with 'Daphne L Ogle' listed under Users Present.

The main content area displays the 'My Oncourse Profile: Caitlin Morgan' editor. It has sections for Contact Information Editor (Public Information: First Name: Caitlin, Last Name: Morgen, Position: Student, Department: Continuing Studies, School: School of Continuing Studies, Room: No room), Protected Information (Picture URL: http://portfolio.iu.edu/intemal/annie_face.jpg, E-mail: intemal@iupui.edu, Home Page: http://my.page.iu.edu/intemal, Work Phone: 317-278-0586, Home Phone: 317-278-0586), and Other Information (I really like to watch college football.). At the bottom, there's a 'Viewable By' section with checkboxes for Faculty (checked), Students (checked), Guests (unchecked), and buttons for 'OK' and 'Cancel'.

A callout box with an arrow points to the 'Viewable By' section, containing the text: "Choices are consistent with institution created roles for course sites". Another callout box with an arrow points to the 'OK' button, containing the text: "Need to add a preview button for consistency with other CTNG forms".

Go to a site > Site Info Tool (instructor / owner / assistant view)

Site Info

Edit site info... Edit Tools... Edit Access... Publish...

Title:	Spanish 231 All	Creation Date:	Mar 3,2004
Site Contact:	First, Last	Term:	Winter 2004
Contact email:	uniqname@umich.edu	Classes:	Spanish 231 001 Winter 2004
Resource quota:	250Mb used of 1Gb allocated		Spanish 231 002 Winter 2004
Joinable:	No		Spanish 231 003 Winter 2004

Participant List

Add Profile Icon or link in front of names where a profile is 'turned on'

#	Name	Username	Class	Section	ID	Role	Credits
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1
3	Dent2, Stu	student2				Student	

For student view in courses:

- Only instructors, assistants and public-profiled students are in list
- Only show profile link, name, username and role
- Title of list changes to 'Participant Profiles Available'

For project sites:

- All members are in participant list for all users to view
- Only show profile link for those that have made their profile public

12 Instructor, One	instone	Educ 504	001	34433433	Instructor
13 One, Instructor	instructor1				Instructor

Public Profiles available from Gateway in Profile tool...

The screenshot shows the CourseTools Next Generation (CTNG) interface. At the top, there's a blue header bar with the 'COURSETOOLS NextGeneration' logo and a 'Login' button. Below the header is a sidebar with links: 'Welcome', 'About', 'Features', 'sites', 'Training', and 'Help'. The main content area has a title 'Gateway : Welcome' and a section titled 'Message Of The Day'. It contains a message about the integration of various educational tools. A large green box highlights the URL 'http://.../Add new button for the profile tool'. Below this, there's a timestamp '(CTNG Support - Apr 15, 2004 8:11 am)'. At the bottom, there's another section titled 'Welcome!' with a heading 'Welcome to CourseTools Next Generation!'. It describes CTNG as a new version of um.CourseTools designed to help instructors create course websites on the World Wide Web. It also includes a 'What is CTNG?' section and a detailed description of its features.

Add new button for the profile tool

(CTNG Support - Apr 15, 2004 8:11 am)

Welcome!

Welcome to CourseTools Next Generation!

CourseTools Next Generation (CTNG) is a new version of um.CourseTools designed to help instructors create course websites on the World Wide Web. Using a web browser, instructors choose from CTNG's features and functions to create a site that meets their instructional needs.

What is CTNG?

CTNG is an enhanced version of the original UM.CourseTools, with improvements that include individual personal portals (referred to as MyWorkspace) in addition to class portals; an interface that can be customized to a user's preferences; and more. These changes are the result of feedback we have received from individual faculty members, students, focus groups, and surveys. This version presents some of the basic CourseTools capabilities within a portal environment. CTNG is based on CHEF (Comprehensive collaborative Framework), which is a research and development project for creating a collaborative tool for use in classes, research projects, and other collaborative environments.

Public profile views...

- See oncourse screen shots for public profile tool (slides 5 -6)

View profile from any list, including presence

Meta data is configurable by institution – that which is editable and also what comes from an external authority

Each meta data item has a flag for public viewable or not

the view of data gives all or the subset based on the public view flag

Tool that displays the info based on permissions

(similar to adding fields to event)

Level 2 – new tool, permissions, config file

Priority 22: Gap 149

ability to create multiple forums in a single site

This gap identifies the need to be able to create more than one forum in a class/project site.

Within Oncourse, authors can create multiple threaded discussion forums in their class site.

Gap 149

ability to create multiple forums in a single site

- Mockups are provided from Oncourse.
- Currently
 - Authors can create multiple forum discussions within a course site.

Gap 149

ability to create multiple forums in a single site

Multiple discussion forums can exist and be accessed by users within a course (based on permission). Selecting the hyperlinked forum title takes the user to the forum. If the user does not have permission to the forum, the forum title does not appear.

The screenshot shows the 'In Touch Editors' section of the Sakai interface. It includes links for creating various types of forums and tools:

- In Touch Editors:
 - Create Course Mail Columns
 - Create/Edit Course Announcements
 - Create/Edit Student of the Week
 - Create/Edit Discussion Patterns
 - Create/Edit Chat Rooms
 - Create/Edit Drop Boxes
 - Create/Edit Group Scores
 - Create/Edit In Touch Lists
- Course Mail
- Discussion Forums
 - Forums are fun. Please see how you should be there!
 - [Test here](#) (I need some message(s))
 - Testing Forum: Here is the forum description.
- Drop Boxes
 - Testing Testing(David)
- Other In Touch Tools
 - Announcements: View synchronization with course news and activities.
 - Course Statistics: View statistics for this course.
 - Student Statistics: Student statistics for this course.

Glossary

- Discussion Forum - online bulletin boards for posting and displaying messages, arranged by topics or "threads".

Comments

Integration Details

- Similar functionality exists in CTNG (see screen shots next slide)
- Missing piece: restrict by group; this should be covered through gaps, 216 & 280
- In CTNG, Instructor and Owner level roles can create new categories. Not completely clear how these map to Author in Oncourse but they seem to be similar.

Discussion tool

COURSETOOLS *NextGeneration*

Logout

My Workspace CSCW CTNG-Support (more) ▾

CSCW : Discussion

Threaded Discussion

New Topic... New Category... Expand All Permissions...

View: 2 Row Layout ▾

Search

Categories in CTNG equivalent to 'Forums' in Oncourse

Another new one

And a new topic too! Daphne L Ogle Apr 30, 2003 5:19 pm

Blah, blah, blah

It's Thursday! (1 response) Daphne L Ogle May 1, 2003 11:07 am

Evaluation Plan

Getting set-up (1 response) Daphne L Ogle Feb 3, 2003 11:41 am

Testing stuff (3 responses) Daphne L Ogle Apr 30, 2003 4:57 pm

Here goes another one

Tiddly winks

How to play? (4 responses) Melissa Lee Wahl Apr 7, 2003 2:20 am

Daphne L Ogle

Additional functionality needed to meet oncourse gap:

- User only sees categories they have access to (may be restricted by group)
 - See gaps 216 & 280 for group functionality across tools

- This would come with the gap about groups, when groups implemented in discussions

Group control at the level of category

Priority 23: Gap 153

Allow point value

Percent or Points?

- Categories add up to 100% of grade
- Categories add up to number of points:

Categories

Problem Sets	Drop lowest scores:	<input type="text" value="0"/>	<input type="text" value="40%"/>
Quizzes	Drop lowest scores:	<input type="text" value="2"/>	<input type="text" value="20%"/>
Exam	Drop lowest scores:	<input type="text" value="0"/>	<input type="text" value="30%"/>
Participation	Drop lowest scores:	<input type="text" value="0"/>	<input type="text" value="10%"/>
+ New category		<input type="text" value="0"/>	<input type="text" value="0%"/>
Total: 100%			

[Update](#) [Submit](#)

Gradebook Tools

[6.001 Gradebook](#)
[Setup Gradebook](#)

[Adjust Categories](#)
[Add Assessment](#)
[Flag Students](#)
[Adjust Grade Scale](#)

[Set Student Feedback Options](#)
[Export Spreadsheet](#)
[Print Grade Sheet for Registrar](#)

Priority 24: Gap 258

Aggregate statistics for each term can be generated with number of courses, students, instructors, TAs, grades, guests, Headcounts, etc. and exported to excel. By term or course

This gap identifies the ability for an high-level Admin (a super-user*) to run reports on the usage of CMS, at system-wide level.

The following description shows statistical reporting functionality available to a super-user within Stanford's CourseWork system. Generated output is either in delimited text or Excel format.

*Please see Glossary page for terms like "super-user"

Gap 258 Aggregate statistics for each term ...

A super-user can access the report generating functionality via this path of clicks...



Welcome, Marc Orlitzky. ▶ My Profile ▶ Help ▶ Logout

STANFORD UNIVERSITY COURSEWORK

My Courses: (Home | Course ID | Add Course | Drop Course)

Who can't find my courses? Faculty | TA Students

Z_DEMO_101: Model Course Web Site
Fall 2001 [Admin Course](#)

Z_DEMO_103: Bioinformatics - Databases and Modeling
Fall 2003 [Admin Course](#)

Z_DEMO_104: English Demo Course
Fall 2003 [Admin Course](#)

Z_TEST_106: CourseWork Quick Start Guide
Winter 2002 [Admin Course](#)

9 Apr 2004 - 3:19 PM Help

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Welcome to CourseWork 3.1!

Announcements
CourseWork continues with a new support structure. [For details...](#)

LOGIN If you already have a CourseWork account, please [Login](#). (See login requirements →)

ABOUT [Read about](#) CourseWork's new features.
CourseWork is also available as [open source](#).

HELP SU To request help, [click HelpSU here](#) or in the footer of any page.

Important Information

Login Requirements:

- You must have a SUNetID. Please [create the SUNetID here](#).
- You must have a SUEmailID but do not have a SUName.
- CourseWork account. Please [create one](#).

CourseWork Site Requests:

- [For Inquiries](#) | [Day](#)

Minimum Browser Requirements:

- Internet Explorer 1.7 or later
- Java Script and Cookies enabled
- [Adobe Acrobat Reader](#) 4.0 or later

Note: Due to a known bug in Internet Explorer 3.0, 4.0, 5.0, 5.5, 6.0, and 7.0, so if you are using Internet Explorer 3.0, 4.0, 5.0, 5.5, 6.0, or 7.0, please switch to Microsoft Edge or Internet Explorer 5.1.7 or later.

Welcome, Marc Orlitzky. ▶ My Profile ▶ Help ▶ Logout

STANFORD UNIVERSITY COURSEWORK

Admin View

Z_DEMO_101: Model Course Web Site [Student Course Homepage](#)

Admin Course [McCourse](#) > Admin Course

Please select one of the following administration options:

- [Course and Section Setup](#)
- [Admin Roles & Privileges](#)
- [Admin People](#)
- [Admin Tools](#)
- [Admin Email](#)
- [Request a Course](#)
- [Admin Site](#) (available only to super-users)
- [Copy Course](#) (available only to super-users)
- [AES Locker Request Form](#) (available only to super-users)
- [User Batch Upload](#) (available only to super-users)

[Go To Course Homepage for "Z_DEMO_101: Model Course Web Site"](#)

Gap 258 Aggregate statistics for each term ...

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

Admin View

Z_DEMO 101: Model Course Web Site

Admin Course
[My Courses](#) > Admin Course

Please select one of the following administration options.

Course and Section Setup

Reporting:

- [Generate headcount statistic per term](#)
- [Generate headcount statistic per term \(in Excel\)](#)
- * Generate statistic per course in
- * Generate statistic per course in in excel

* try not to generate this report for ALL quarters during heavy traffic. Click [here](#) to check for traffic. If no. of users logged in exceed 200, that counts as heavy traffic.

Reports can be run to generate statistics per term or per course for a term. Generated output is delimited text or Excel format.

Admin Course Homepage

Admin Announcements

Admin Syllabus

Admin Schedule

9 Apr 2004 - 4:55 PM

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HelpSU

Gap 258 Aggregate statistics for each term ...

Welcome to CourseWork!

STANFORD UNIVERSITY
COURSEWORK

• My Profile • Help • Logout

Admin View

Course Administration

* denotes that some of those counted may play the same role in different courses

	Term	Course#	SuperCourse#	Instructor#	Instructor# *	TA#	TA# *	Grader#	Grader# *	E S
1.	Fall 2001.	22	0	22	22	13	13	0	0	0
2.	Winter 2002.	182	0	231	231	135	135	24	24	0
3.	Spring 2002.	206	6	273	273	170	170	2	2	0
4.	Summer 2002.	37	1	37	37	17	17	0	0	0
5.	Fall 2002.	365	75	549	549	348	348	8	8	11
6.	Winter 2003.	402	90	491	491	327	327	12	12	1
7.	Spring 2003.	441	99	579	579	382	382	13	13	1

Glossary

- Site – The over-all Course Management System.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - a higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.

Comments

CTNG Integration details:

- This report does not currently exist in CTNG. Could add it to the ‘on-line’ tool functions in the ‘Chef Admin’ tool
- Need clarification on data types in report (screen shot looks like it is cut-off partially)
- Also need clarification on definitions of types (i.e. course, super course, etc.)

- Admin report on number of courses, per role count, organized per term
- Level 1

Priority 25: 208

Edit faculty of record information

This gap identifies the ability to edit profile information of a course Admin/faculty of record.

Within Stanford's CourseWork system exists a feature for super-users* to change the profile information of course Admin, generally the instructor. Currently, his/her access and role can be modified. Any other users' information can also be changed. (See Gap 205 for an over-view of the super-user functionality.)

*please see glossary page for words like "super-user".

208 – edit faculty of record information

A super-user gets to this super-user functionality via this path of clicks...

1

2

3

4

208 – edit faculty of record information

Welcome, Marc Brierley.

STANFORD UNIVERSITY
COURSEWORK

Course Administration

My Courses > Admin Course > Admin Site > Admin Courses

Spring 2004

Click **Admin Course** to update basic information about a access list for a course.

Course Short Name	Course Display Name	
1. 1046-aa-271a-01	AA 271A: Dynamics and Control of Spacecraft and Aircraft	Admin Course Admin People
2. 1046-acct-211.01	ACCT 211 / ACCT 211-02 / ACCT 211-03 / ACCT 211-04 : Managerial Accounting	Admin Course Admin People
3. 1046-acct-212.01	ACCT 212 / ACCT 212-02 : Managerial Accounting - Advanced	Admin Course Admin People
4. 1046-acct-308-01	ACCT 308: Financial Management of Nonprofit Organizations	Admin Course Admin People
5. 1046-acct-312.01	ACCT 312 / ACCT 312-02 : Evaluating Financial Statement Information	Admin Course Admin People
6. 1046-acct-		Admin Course

Admin View

This is a list of the current term's courses. Selecting "Admin People" gives the super-user the ability to change the faculty of record information.

208 – edit faculty of record information

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY
COURSEWORK

Admin View

Admin People

My Courses > Admin Course > Admin People

List By Role:

Print-Friendly Version

- ▶ [Instructional Staff](#) (instructor, TA, grader)
- ▶ [Enrolled Students \(via Axess\)](#)
- ▶ [Students \(not enrolled via Axess\)](#)
- ▶ [Guests](#)
- ▶ [Dropped Students \(via Axess\)](#)
- ▶ [Others](#) (designer, course admin)

Sort By: Name SUNet ID Email Role

Enrolled Student List Last Updated: 2004.04.07 09:51:38 PDT

Instructional Staff

* indicates person status in the course is INACTIVE

Name	SUID	SUNet ID	Email	Role	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	instructor	Edit Remove
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	TA	Edit Remove

208 – edit faculty of record information

The screenshot shows a web-based application window titled '@ Stanford CourseWork: Edit Person'. The main title bar includes 'Profile' and 'Logout'. Below the title bar, there's a decorative header with the word 'COURSEWORK' and a small logo. The main content area is titled 'Edit Person'.

Text instructions at the top say: 'Click Cancel to exit with no changes. Click Save to update the new record.'

A section titled 'Update record for "..." in AA 271A: Dynamics and Control of Spacecraft and Aircraft.' contains the following form fields:

- Name: [redacted]
- Role in Course: (highlighted)
- Access to Course: Active Inactive
- Section Enrolled: [redacted]

At the bottom of the form are two buttons: 'Cancel' and 'Save'.

In the center-right of the main content area, there is a large blue text overlay that reads: *Faculty of record
information is edited
here.*

At the bottom of the page, there is footer information: '8 Apr 2004 - 6:59 PM', 'Stanford University Academic Computing', 'HelpSU', and copyright information: 'A division of Stanford University Libraries and Academic Information Resources Copyright © 2001-2004 by Board of Trustees of the Leland Stanford Junior University.'

To the right of the main content area, there is a vertical sidebar with the title 'Admin View' at the top. It includes a link 'Print-Friendly Version' and two buttons at the bottom labeled 'Edit' and 'Remove'.

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - A higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.
- Role - Within the CourseWork system there are user roles to allow for varying levels of access to content and functionality *for a particular course*. Generally these are divided along Admin (TA, Head TA, Designer, Grader, Instructor) and CourseAdmin and Student (Student and Guest) lines.
- CTNG ‘System Admin’ = Stellar ‘Super-user’
- CTNG ‘Owner’ & ‘Instructor’ = ‘Admin’

- This gap is about having the registrars instructor come in as a role that then cannot be assigned to others. So for example, the instructor role in UM's case wouldn't show up as a pick from the role list because there can only be one instructor for a class (eg. IU's instructor role would be Faculty, and no one else can be assigned the role faculty)

Comments

CTNG Integration detail:

- CTNG currently has functionality for super user (system admin in CTNG) to change users roles
- Ability to make a user 'inactive' needs to be added

Logged in as admin > At 'Chef Admin' site

The screenshot shows the Sakai CourseTools NextGeneration interface. On the left, a vertical navigation bar lists various administrative functions: Home, Users, Aliases, Sites, Realms, Worksite Setup (which is selected), MOTD, Resources, On-Line, Memory, and Email Archive. The main content area is titled "1 Chef Admin : Worksite Setup". It displays a table of participants in the workspace "CTNG-Support". The table has two columns: "Name" and "Uniqname". The names listed are: , CTNG Support, Bayer, Kimberly C, Bejian Lotla, Michelle A, Cook, Katie E, Hanover, Cameron T, Hunsche, David F, Johnston, John P, Knoop, Peter Andrew. To the right of the table, there is a "Change Roles..." button, which is circled in red. Below the table, a note says: "Add a participant or edit by checking box and choosing action above." A callout box labeled "Current functionality to change users role" points to this "Change Roles..." button.

1 Chef Admin : Worksite Setup

Worksite Setup

Add Participant... Remove Participant(s)... Change Roles...

Add a participant or edit by checking box and choosing action above.

Participants in CTNG-Support.

Name	Uniqname
, CTNG Support	jjohnston5@emi...
Bayer, Kimberly C	kimbayer
Bejian Lotla, Michelle A	beejoo
Cook, Katie E	kcookie
Hanover, Cameron T	chanover
Hunsche, David F	dhunsche
Johnston, John P	johnpj
Knoop, Peter Andrew	knoop

Current functionality to change users role

NOTE: Inactive disable user's access

Save Cancel

1 Chef Admin : Worksite Setup

Worksite Setup

Changing role(s) for participants in CTNG-Support...

Participants

Name	Uniqname	Roles ?
Hanover, Cameron T	chanover	<input checked="" type="checkbox"/> Instructor <input type="checkbox"/> Student <input type="checkbox"/> access <input type="checkbox"/> maintain <input type="checkbox"/> Inactive

Add active/inactive checkbox. Text should say 'active' with the default as the box checked

- Ability to trump UMIAC – add an inactive role. User is still registered, shows up on the roster, but can't access the class
 - Inactive users could get in via public view
- The inactive role can be assigned to externally provided users
 - This means externally provided users role's can be changed
- Level 1

Priority 26: Gap 245

allow link to URL in Syllabus tool

This gap identifies the need to load a URL in the Syllabus tool rather than forcing the user to input content via a file upload or direct text entry.

Oncourse currently has this feature. Authors can redirect the Syllabus tab to point to a URL which has content they wish to display to users when the Syllabus tab is selected.

Gap 245

allow link to URL in Syllabus tool

- Mockups are made from Oncourse.
- Currently:
 - Ability to input URL and have that URL load in the Syllabus frame.

Gap 245

allow link to URL in Syllabus tool

Authors have the ability to redirect any high level tab to a URL. A complete URL (HTTP:// . . .) must be entered.



The result of entering a URL is that the web page is loaded when a user selects the Syllabus Tab from within the course.

The screenshot shows the Sakai course site with the 'Syllabus' tab selected. The main content area displays the 'CourseTools NextGeneration' landing page. It includes a 'Gateway : Welcome' section with a message about CTNG being updated to v1.2.09, and a 'Welcome!' section with information about CourseTools Next Generation (CTNG). A sidebar on the left lists 'Welcome', 'About', 'Features', 'Sites', 'Training', and 'Help'.

Comments

CTNG Integration Detail:

- CTNG currently does not have a syllabus tool
- Ability to load a URL as a link is current functionality. Need to add ability to load URL to display in window. (see screen shot)

Loading URL to display in window... Repurposing the choosing resource page

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. On the left is a vertical navigation bar with links: Home, Worksite Setup, Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and Users Present (Daphne L Ogle). The main area is titled "My Workspace : Resources" and contains a "Resources" section. A modal dialog box is open, titled "Choosing resource type...". It has a "Resource type" dropdown menu with four options: "Local file on your computer" (selected), "Empty folder", "URL (link to website)", and "Simple text". Below the dropdown are "Continue" and "Cancel" buttons. Three callout boxes with arrows point to specific parts of the dialog:

- A light blue box points to the "Resource type" dropdown with the text "Change resource to 'syllabus'".
- A light blue box points to the "URL (link to website)" option with the text "Display this in-line rather than as link like in resources".
- A light blue box points to the "URL (link to website)" option with the text "Change to 'URL to Display as Link to Website'" and "Add 'URL that displays in-line in Window'".

Priority 27: Gap 173

Ability to create a private chat

This gap identifies the need for users to create and participate in a private chat.

Oncourse has the ability for anyone who uses a chat room to create a temporary "private room", only allowing access to the people the user specifies.

Gap 173

ability to create a private chat

- Mockups are provided from Oncourse.
- Currently
 - Ability to select user and send a private message to that user

Gap 173

ability to create a private chat

User can enter message in message text box then click on the username of the user with whom they wish to privately send that message. In this screen, the caitintermill@yahoo.com is logged in (as designated on the left with a username without a hyperlink) and has sent a private message to the username intermil only (as designated by the bold red text).

The screenshot shows the Sakai messaging interface. At the top, there's a navigation bar with tabs for Welcome, Syllabus, Schedule, Class, In Touch, and Tools. The "In Touch" tab is selected. On the right side of the header, it says "oncourse.iu.edu" and "help | profile | exit". Below the header, there are two main sections: "Testing" on the left and "Users" on the right. In the "Testing" section, there's a list of messages. One message is highlighted with a yellow box around the recipient's name "intermil" and the word "internal". A vertical arrow points from this highlighted area down to the "Message" input field at the bottom. In the "Users" section, there's a list of users: "internal", "caitintermill@yahoo.com", and "intermil@www.k12.in.us". The "internal" user is also highlighted with a yellow box around their name. At the bottom of the screen, there's a "Message" input field with a "Send" button highlighted with a yellow box. A horizontal arrow points from the "Send" button to the text "If user enters message and clicks "Send", the message is sent to the entire chat room.".

Private message sent to user intermil from user caitintermill@yahoo.com (currently logged in)

If user enters message and clicks "Send", the message is sent to the entire chat room.

The user logged in on this screen is intermil and has received a private message from the user caitintermill@yahoo.com (as designated by the bold red text). The bold red text denotes to whom the private message was sent.

This screenshot shows the Sakai messaging interface from the perspective of the user "intermil". The layout is identical to the previous screenshot, with the "In Touch" tab selected in the header. The "Testing" section shows a message from "caitintermill@yahoo.com" to "internal" (highlighted with a yellow box). The "Users" section shows the user "internal" (highlighted with a yellow box). At the bottom, the "Send" button is highlighted with a yellow box. A horizontal arrow points from the "Send" button to the text "If user enters message and clicks "Send", the message is sent to the entire chat room.".

Private message sent to user intermil (currently logged in) from user caitintermill@yahoo.com.

Glossary

- Private chat – consists of the ability to communicate privately with another user in the active chat room.

Comments

Integration detail:

- CTNG has similar UI for chat with users present displayed (next slide for screen shot). The ability to choose a user from the list and message only them will have to be implemented.
 - Question: How do users know about this capability?

CTNG Chat...

The screenshot shows the CTNG Chat interface. At the top, there's a header with the 'COURSETOOLS NextGeneration' logo, a 'Logout' link, and a menu bar with 'My Workspace', '01', '1 Chef Admin', 'CSCW', and '(more)'. On the left, a sidebar lists navigation links: Home, Schedule, Announcements, Resources, Discussion, Assignments, Drop Box, Chat, Email Archive, and a 'Users Present' section showing 'Daphne L Ogle'. The main area is titled 'CSCW : Chat' and 'Main Chat Room'. It includes buttons for 'Hide Date', 'Hide Time', 'Show Past 3 Days', 'Options...', and 'Permissions...'. A message from 'CTNG Administrator' is displayed: 'Hi Daphne, I was just checking out the various sites and saw your messages. Are you interested in changing the worksite info on the home page? If so, let me know or send me the text that you'd like placed here and I'll insert it.' Below this, messages from 'Eirini Doumboulaki' and 'Daphne L Ogle' are shown. A callout box points to the user list on the right with the text: 'Could click users name to have a private chat.' On the right side, a vertical list titled 'Users in Chat' shows 'Daphne L Ogle'. A large callout box on the right contains the note: 'Note: Doesn't seem intuitive to click on a users name to send a private message within the same thread. Can we add text under heading, "Click on a users message to send a private message to them"'.

Additional functionality needed to meet gap:

- In CNTG, each user has their own color so making the private messages red won't distinguish them well enough. How about a mini IM window opening for the private chat after clicking the users name?
 - Is the in-line private message, key?

- Click on a name in the chat presence and open a separate, non logable chat room
 - Would be useful from presence list too
-
- Difference between private chat and whisper – this gap is about whisper
 - Whisper – rather than click on name, post has a dropdown w/ users, and clicking the name send it to that name
 - Whispers are logged

Level 1 -

Priority 28: Gap 287

Calendar date entry widget

This gap identifies the need to easily select and specify date ranges.

This feature currently exists in the Sakai Assessment Manager and replaces the need to select individual day, month and year combinations.

Gap 287

calendar date entry widget

- Mockups provided from the Sakai Assessment Manager (SAM).
- Currently
 - User can select a date from a graphic representation of a calendar
 - User can manually enter the date if desired

Gap 287

calendar date entry widget

Within the SAM, users can manually enter dates into the date text box or use the calendar tool.

Sakai Assessment Manager

[Back to Navigation Page](#)

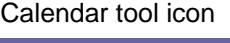
Test Settings: Caitlin 04.14

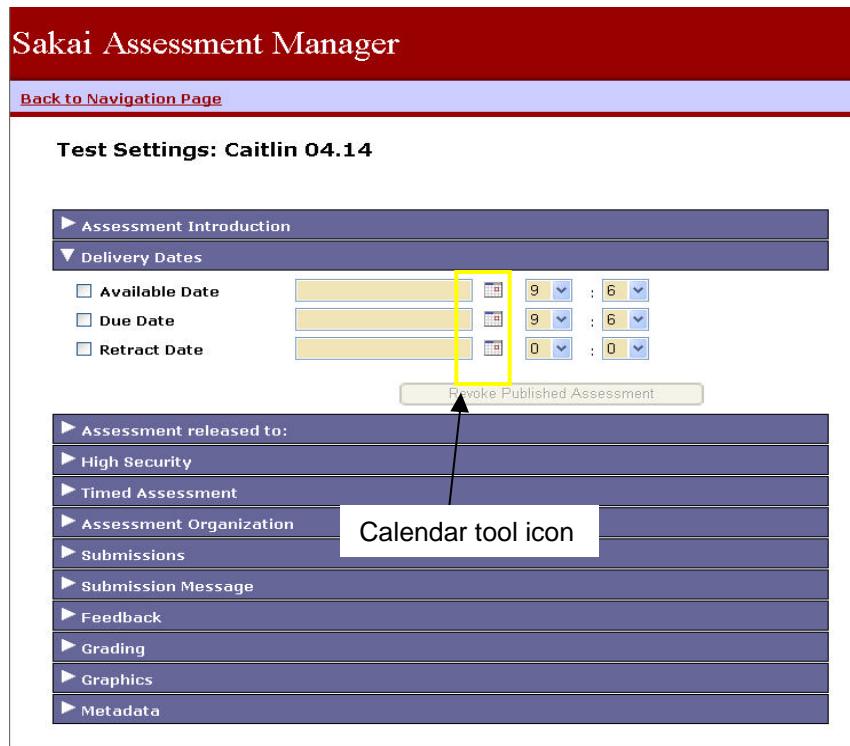
► Assessment Introduction

▼ Delivery Dates

Available Date  9 : 6
 Due Date  9 : 6
 Retract Date 

[Revoke Published Assessment](#)

► Assessment released to:
► High Security
► Timed Assessment
► Assessment Organization
► Submissions 
► Submission Message
► Feedback
► Grading
► Graphics
► Metadata



When the calendar tool icon is selected, the user is presented with a calendar. The user can scroll forward or backward through the days, months and years. The user then clicks on the desired date.

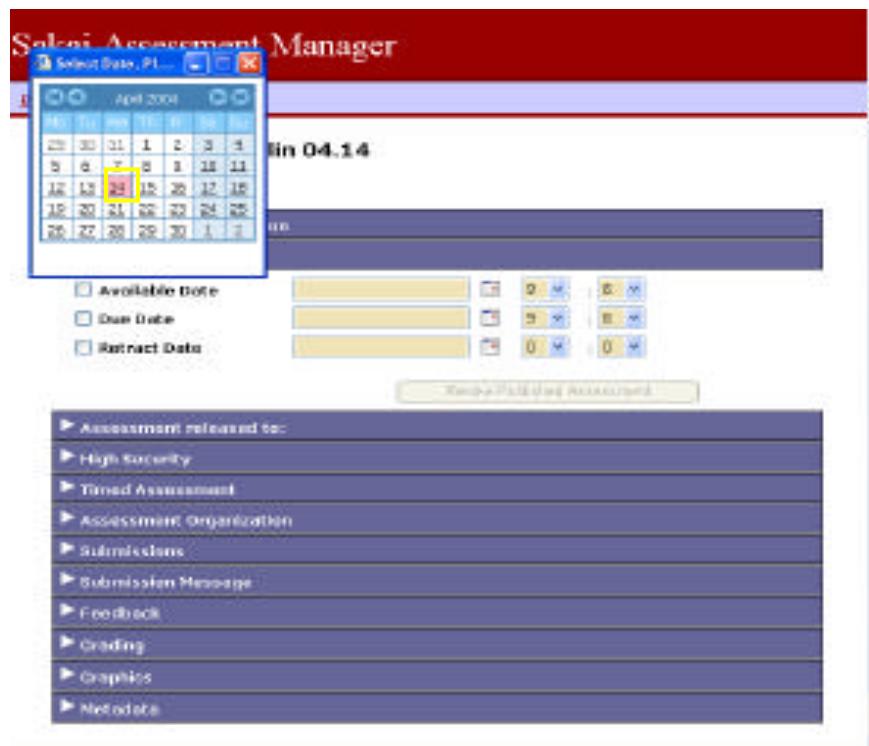
Sakai Assessment Manager

Caitlin 04.14

► Available Date  9 : 6
 Due Date  9 : 6
 Retract Date 

[Revoke Published Assessment](#)

► Assessment released to:
► High Security
► Timed Assessment
► Assessment Organization
► Submissions
► Submission Message
► Feedback
► Grading
► Graphics
► Metadata



Gap 287

calendar date entry widget

Once the date is selected, the correct format of the date is populated in the date text box.

The screenshot shows the Sakai Assessment Manager interface. At the top, there is a red header bar with the text "Sakai Assessment Manager". Below the header, a blue navigation bar contains the link "Back to Navigation Page". The main content area has a white background. At the top of the content area, the text "Test Settings: Caitlin 04.14" is displayed. Below this, there is a section titled "Delivery Dates" which is currently expanded. This section contains three input fields: "Available Date" (set to 04/15/2004), "Due Date" (set to 04/16/2004), and "Retract Date" (set to 04/17/2004). To the right of these fields is a button labeled "Remove Published Assignment". Below the "Delivery Dates" section, there is a vertical list of other settings that are collapsed, indicated by a triangle icon followed by the setting name: "Assessment released to:", "High Security", "Timed Assessment", "Assessment Organization", "Submissions", "Submission Message", "Feedback", "Grading", "Graphics", and "Metadata".

Comments

CTNG Integration Detail

- Calendar widget needs to be added to all date entry fields
- Should add an example of free form entry next to fields (i.e. 4/29/2004)
- CNTG currently used drop downs for date entry, should we allow all three or get rid of the drop downs? With test entry and calendar widget don't drop downs become clutter.
- Date and time
- Several level 1s

Priority 29: Gap 263

Rich text capable in all text fields (including ability of attachments, audio, video) - WYSIWYG editor throughout application on all text fields

This gap identifies the ability to enter rich text (HTML) into text boxes using a WYSIWYG editor.

Adapted for use in the Sakai Assessment Manager, this Javascript utility* replaces the common HTML <textarea> form entity with a word processor-like editor. On page submission, the original textarea contents are replaced with the htmlArea's HTML contents. The utility can and has been extended for other uses like file and multimedia upload.

*Source: _____

Gap 263 - WYSIWYG editor

Question 2 - Multiple Choice (single correct)

1 Answer Point Value: (0 = survey or ungraded question)

2 Question Text:

The sky is:



*Clicking this down arrow icon activates the
htmlArea WYSIWYG editor.*

3 Answers:

Gap 263 - WYSIWYG editor

Question 2 - Multiple Choice (single correct)

1 Answer Point Value: (0 = survey or ungraded question)

2 Question Text:

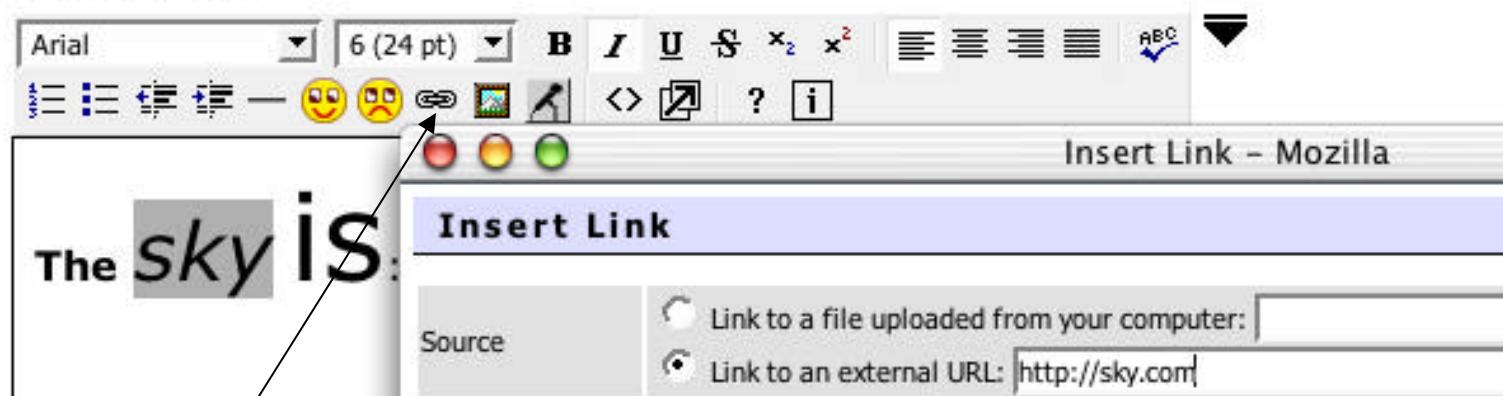
The screenshot shows a WYSIWYG editor interface. At the top is a toolbar with various icons for font selection (Arial, 7pt), bold, italic, underline, strikethrough, superscript, and subscript. Below the toolbar is a rich text area containing the text "The sky is:". In the rich text area, there is a blue callout box with the following text:
Besides text formatting capabilities, the editor can also insert URL links, and image uploads. It has been extended to also include emoticons and audio recording.

A blue oval highlights two emoticons (smiley and sad faces) in the toolbar. An arrow points from the bottom of this oval to the smiley face emoticon in the rich text area.

Gap 263 - WYSIWYG editor

Question 2 - Multiple Choice (single correct)

- 1 Answer Point Value: (0 = survey or ungraded question)
- 2 Question Text:



Clicking on the link button pops up a dialog box to either link to an external URL or to a file uploaded from the user's computer.

Gap 263 - WYSIWYG editor

Question 2 - Multiple Choice (single correct)

1 Answer Point Value: (0 = survey or ungraded question)

2 Question Text:

The screenshot shows a WYSIWYG editor interface. At the top is a toolbar with various buttons for font selection (Arial, 6 (24 pt)), bold (B), italic (I), underline (U), superscript (x₂, x²), alignment (left, center, right, justify), and a link icon. Below the toolbar is a rich text area containing the text "The sky is". To the right of the rich text area is an "Insert Image" dialog box titled "Insert Image". The dialog has two radio buttons: "Inline image uploaded from your computer:" (selected) and "Inline image from an external URL:". There is also a "New image" button and a "Description" field at the bottom.

Clicking on the image button pops up a dialog box to either link to an image from an external URL or to an image file uploaded from the user's computer.

Gap 263 - WYSIWYG editor

Question 2 - Multiple Choice (single correct) Preview

1 Answer Point Value: (0 = survey or ungraded question)

2 Question Text:

Verdana 3 (12 pt) B I U S \times^2 | \equiv \equiv \equiv \equiv ABC

—       ? i

Record audio. Requires Java 1.4 plugin. - Microsoft... [Close]

Record Play Submit

Time Limit (sec): 30.0

Clicking the microphone button launches an audio recording applet.

Glossary

- WYSIWYG – What You See Is What You Get

Comments

CTNG Integration Details:

- Needs to be implemented for all text entry boxes
- Need to be sure widget works with Macs

- Phase 1 – some formatting – bold, color etc. but not audio/video
- Implementation to be decided – html, our own markup language... depends on what browsers we want to support
- Graphic editor in all browsers is a problem
- What to do about formatted text that is sent to other places (downloaded submissions, announcements sent out in emails)

Need some more discussion, find which are the fields that really need formatted text.

Level 3

Priority 30: Gap 209

Export / Import from any course

Gap Description:

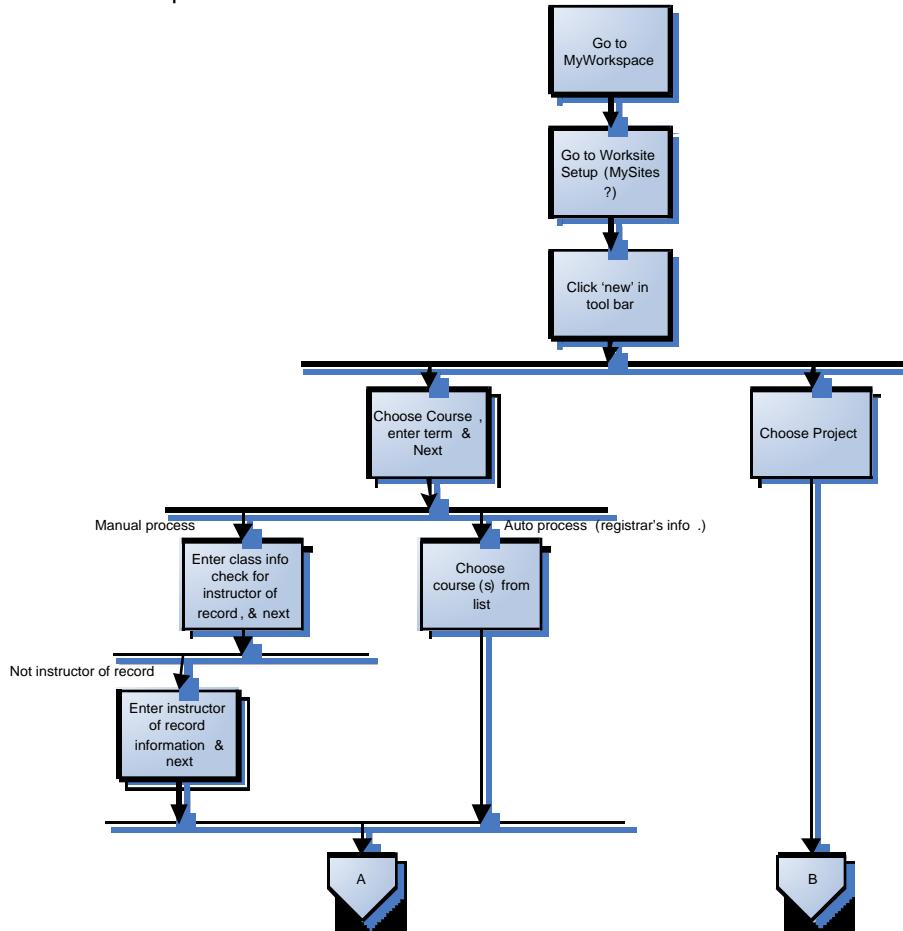
This gap identifies the ability to import items from a previous course or project site into to a new site during the site creation process or to copy a site in it's entirety for use in a new semester. In addition, the ability to import class materials (aka resources) and assignments from another class website. A user can import materials from any class website where they have write access.

Scenarios considered:

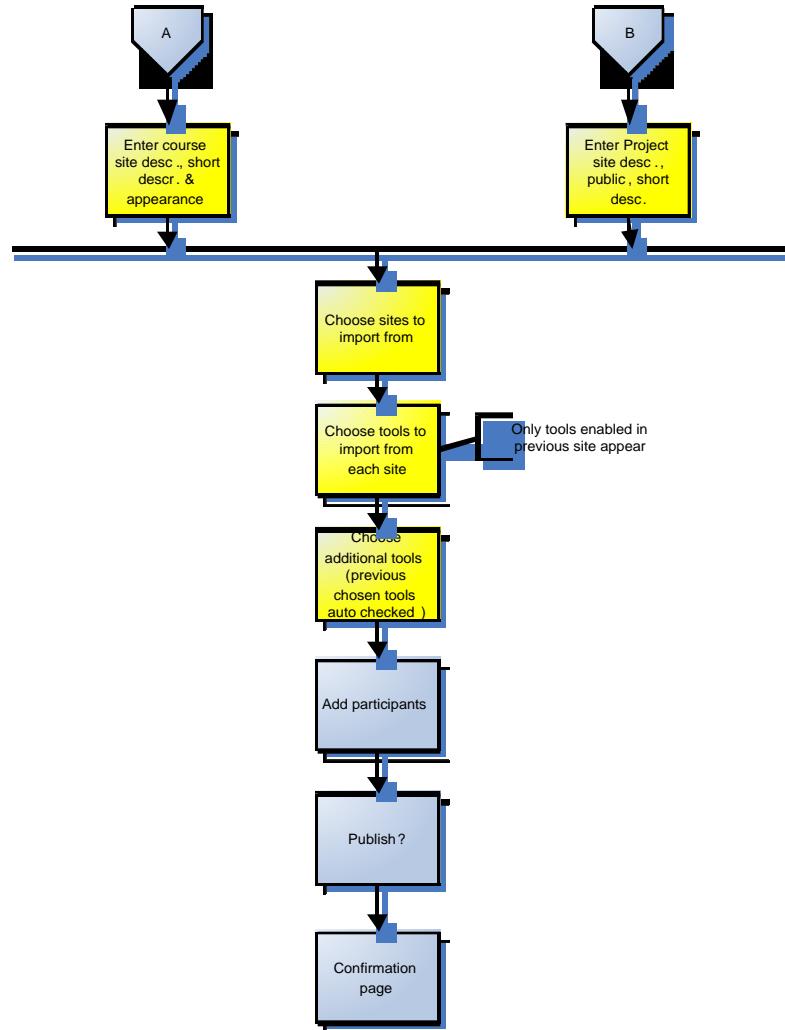
- I want to reuse my current site for next semester's class.
- I want to import some of the tools and their contents from a site I currently have to the new site I am creating.
- I want to copy an item from one of my other sites to the site I'm currently in.

Scenario: I want to import some of the tools and their contents from a site I currently have to the new site I am creating.

Worksite Setup – Create New site



Worksite setup – create new cont'd



Yellow Highlight = Import / Export Process

Enter Course Information...

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. The left sidebar includes links for Home, Membership, Schedule, Resources, Announcements, Worksite Setup (which is selected), News, Web Content, Preferences, Help, and Users Present (showing Daphne L Ogle). The main content area is titled "Worksite Setup" and displays the following steps:

- Creating a course site...
- Step 3: Enter information about the class. A • means required information.
- You are setting up a class site that includes the following class(es)/section(s):
 - Psych, 101, 001

The "Class information" section contains fields for:

- Description:** A large text area with a placeholder "Displayed on site's home page."
- Short description:** A smaller text area with a placeholder "Displayed on public list of sites. Max 80 characters."
- Appearance:** A dropdown menu set to "None" with a placeholder "Site will have school affiliated look and feel."
- Import material:** A checkbox labeled "Import items from another site you own".

A callout box points to the "Import material" checkbox with the text: "If not checked, skip import steps (default is not checked)".

At the bottom of the page are three buttons: Continue, Back, and Cancel.

Continue = next page
Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

Enter Project Information....

COURSETOOLS NextGeneration

Logout

My Workspace Daphne's project New Orinect (more)

My Workspace : Worksite Setup

Worksite Setup

Creating a project site...

Step 3: Enter information about the project. A * means required information.

Project Information

Available to public: Exclude this site from the public list of sites in the Gateway

Title: *

Description:

Displayed on site's home page.

Short description:

Displayed on public list of sites. Max 80 characters.

Import material: Import items from another site you own ←

If not checked, skip import steps
(default is not checked)

Continue Back Cancel

Continue = next page
Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

Sakai

Choose sites to import from...

The screenshot shows the 'Worksite Setup' page in the Sakai interface. The left sidebar includes links for Home, Membership, Schedule, Resources, Announcements, Worksite Setup (which is selected), News, Web Content, Preferences, Help, and Users Present. The main content area is titled 'Worksite Setup' and 'Creating a course site...'. It displays 'Step 4: Choose site(s) to import from. A * means required information.' Below this, there are sections for 'Sites You Own' and 'Course Sites'.

Sites You Own
If you do not see the site here you are looking for, contact the owner of that site or support (click on help on left).

Course Sites

Winter 2004:	<input type="checkbox"/> Psych 100 001, <Term> <Year>
	<input type="checkbox"/> Psych 323 001, <Term> <Year>
	<input type="checkbox"/> OB 501 001, <Term> <Year>
Fall 2003:	<input type="checkbox"/> Psych 300 001, <Term> <Year>

Project Sites

<input type="checkbox"/> Tools Team Site
<input type="checkbox"/> Environmental Impact Site
<input type="checkbox"/> OB 501 001

Sites owned by user:
-Course site listed by semester, most recent first
-Project sites listed alphabetical

Continue **Back** **Cancel**

Continue = next page
Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

Choose tools to import from each site...

No separate screen shot for project sites – “Creating a course site...” becomes “...project site”

The screenshot shows the 'Worksite Setup' page for 'Daphne's project'. The left sidebar lists 'My Workspace' categories: Home, Membership, Schedule, Resources, Announcements, Worksite Setup, News, Web Content, Preferences, Help, and Users Present (Daphne L Ogle). The main content area is titled 'Worksite Setup' and shows 'Creating a course site...'. It says 'Step 4: Choose tool(s) to include in your site site.' Below this is a section for 'Psych 100 001 Fall '03' with the note: 'Dated items will be imported with original dates. To change those dates, go to your new site after creating and revise the items.' A list of checkboxes follows:

- Instructors (Role will stay the same)
- Other Instructional Staff (role will stay the same)
- Home
- Schedule (schedule items import with original dates)
- Announcements
- Resources
- Discussions (only categories and topics created by the user)
- Assignments (assignments import with original dates)
- Drop Box
- Email Archive: email@ctng.umich.edu
- News: Umich News
- Web Content: Umich Website

At the bottom are 'Continue', 'Back', and 'Cancel' buttons.

Each site chosen from previous page displays in own field set...only tools enabled in that site are in list

Course sites have option to import instructors and other instructional staff (Assistant, affiliates) as members.

Project sites have option to import entire participant list.

Continue = next page
Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

Tool names display with name used in previous site

Choose all tools to be included in new site...

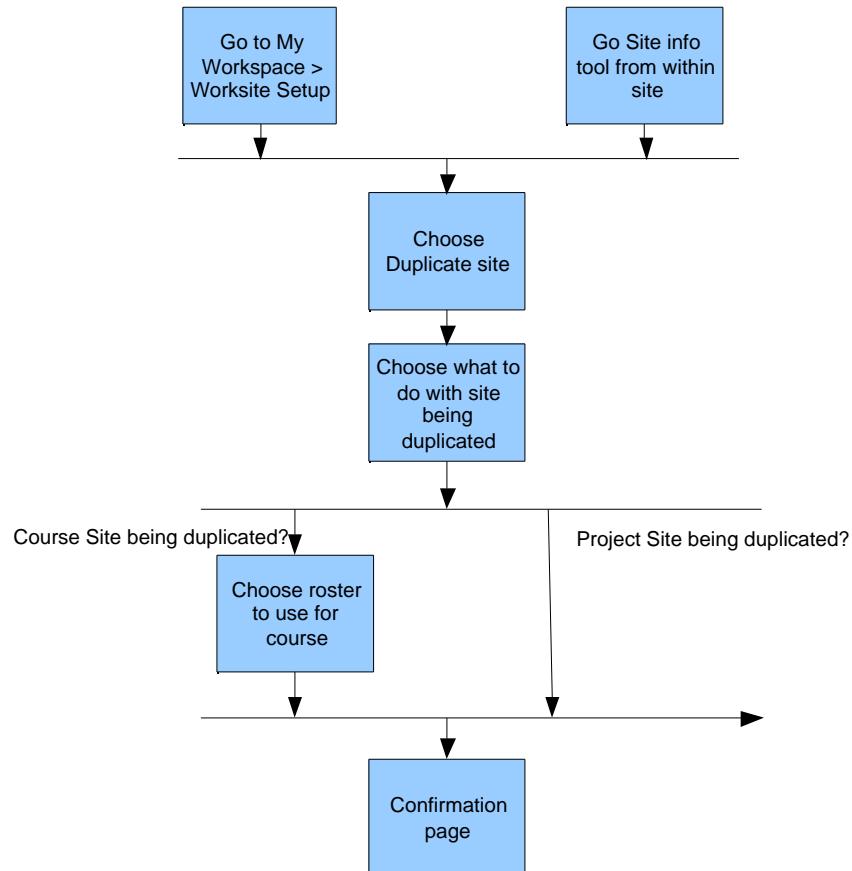
The screenshot shows the Sakai CourseTools interface. The top navigation bar includes 'My Workspace', 'Daphne's project', 'New Object', and 'Issue'. The left sidebar has links for 'Home', 'Membership', 'Schedule', 'Resources', 'Announcements', 'Worksite Setup', and 'Help'. The main content area is titled 'Worksite Setup' under 'Creating a course site... Step 4: Choose all tool(s) to include in your site.' It lists 'Tools that will be imported from previous sites' (Psych 100 001 -Schedule -Assignments and OB 501 001 -Resources) and a detailed list for 'PSYCH 100 001 Tools'. The detailed list includes: Home (unchecked), Schedule (checked), Announcements (unchecked), Resources (unchecked), Discussion (unchecked), Assignments (checked), Drop Box (unchecked), Chat Room (unchecked), Email Archive (unchecked), News (unchecked), and Web Content (unchecked). A text box on the right states: 'Tools chosen for import are displayed in the list at top and checked and grayed out in the field set. Cannot uncheck tools being imported here.' Arrows point from the 'Imported Tools' list to the checked items in the detailed list. Another text box on the right says: 'If email address entered matches previous address, give alert "this is the same address as used in your previous site, using this address will disable the email from previous site"' with an arrow pointing to the email input field.

If multiple of tool allowed (ex. news), always display an additional one to that being imported. So for example, if user is importing a news tool from previous site and they called it 'Umich news', 'Umich news' shows checked in this list and the generic news is also displayed as a choice.

Continue = next page
Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

Scenario: I want to reuse my current site for next semester's class.

Reuse Site Workflow



Site Info

[Edit site info...](#) [Edit Tools...](#) [Edit Access...](#) [Publish...](#) [Duplicate Site](#)

Title:	Spanish 231 All	Creation Date:	Mar 3, 2004
Site Contact:	First, Last	Term:	Winter 2004
Contact email:	uniqueName@umich.edu	Classes:	Spanish 231 001 Winter Spanish 231 002 Winter Spanish 231 003 Winter
Resource quota:	250Mb used of 1Gb allocated		
Joinable:	No		

Participant List

#	Name	Username	Class	Section	ID	Role	Cr
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowman	Educ 737	008	36876696	Student	1

My Workspace > Worksite setup...

COURSETOOLS NextGeneration

[Logout](#)

[My Workspace](#) [CSCW](#) [CTNG-Support](#) [\(more\)](#)

My Workspace : Worksite Setup

[Worksite Setup](#)

[New...](#) [Revise](#) [Delete](#) [Duplicate Site](#)

View: [All My Sites](#)

Check box(es) to take action on a site. Click column title to sort.

Worksite Title	Type	Owner	Term	Status	Joinable
<input type="checkbox"/> CSCW	Course	admin	F03	Published	
<input type="checkbox"/> CTNG-Support	Project	admin		Published	

New button

Decisions about site being duplicated...

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. At the top, there's a navigation bar with a large 'M' logo, 'COURSETOOLS NextGeneration', 'My Workspace', 'Daphne's project', 'New Orihct', and a dropdown menu. Below the navigation is a sidebar with links like Home, Membership, Schedule, Resources, Announcements, Worksite Setup (which is selected), News, Web Content, Preferences, and Help. A note says 'Users Present: Daphne L Ogle'. The main content area is titled 'Worksite Setup' and contains a sub-section 'Worksite Setup'. It has a note: 'Reusing <site name> course site... Reusing a course site will create a site exactly like the one you are reusing that includes all content posted by instructors (no student entered material will be reused.)'. Below this is a question: 'What happens to the site being duplicated?'. Three options are listed with radio buttons:

- I want to keep my existing site, <site name> exactly as is.
- I may want to access the existing site at a later time. Make <site name> inactive so it is not available to site members and not in my tabs but do not delete
- I will not need the existing site again. Delete <site name> after creating the new site.

At the bottom of this section are 'Continue', 'Back', and 'Cancel' buttons. To the right of the main content area are three callout boxes:

If project site, "...are reusing that includes all content."

Making inactive unpublishes and makes inactive in owners list (not listed in tabs and type becomes 'inactive').

Continue = next page
Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

If project site, the participant list is automatically imported.

If class site, instructional staff automatically imported (instructors, assistants, affiliates)

Choose roster to import (if course site)...

The screenshot shows a web interface for creating a course site. At the top, a banner reads "No roster for project sites" and "COURSETOOLS NextGeneration". A "Logout" link is in the top right. The main menu includes "My Workspace", "CSCW", "CTNG-Support", and "(more)". On the left, a sidebar lists navigation links: Home, Worksite Setup (which is selected and highlighted in blue), Membership, Schedule, Announcements, Resources, News, Web Content, Preferences, Help, and Users Present (showing Daphne L Ogle). The main content area is titled "My Workspace : Worksite Setup" and "Worksite Setup". It displays the message "Creating a course site...". Step X: Choose class(es) from which to import registrar's roster into your new site. A "Class information" section contains "Academic Term: Spring 2004". Below it, there are fields for "Number of rosters you would like included in this class site:" (set to 1), "Subject:(ie PSYCH)*", "Course:(ie 101)*", and "Sections:(ie 001)*", each with an input field and a required indicator (*). At the bottom of this section are "Continue", "Back", and "Cancel" buttons. A callout box at the bottom right provides instructions: "Continue = next page", "Back = previous page with any data entry saved on this page", and "Cancel = return to worksite setup list of sites, no save".

Confirmation page...

Creating a class site...

Step . You have indicated the following for your class site.

Site name: Spanish 232 001

Course/sections: Spanish 232 001
Spanish 232 003
Spanish 232 005

Appearance: LS&A

Short Description: Business Spanish

Tools: Home
Schedule
Announcements
Resources
Discussion
Assignments
DropBox
Chat
Email Archive alias@ctng.ummu.umich.edu
News

Course sites - Name is automatically created based on course name. Need to add the semester & year on to name so users can tell the difference between same course, different semester in sites list.

Project sites – ‘site name’ is editable but default to ‘<previous name>2’

Include name of tool if has been named differently (i.e. ‘News: Umich News’)

Email matches site name

Create Site

Back

Cancel

Create site = creates site

Back = previous page with any data entry saved on this page
Cancel = return to worksite setup list of sites, no save

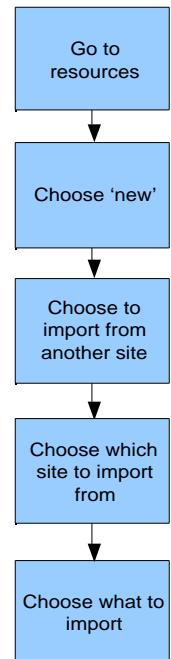
Scenario - I want to copy a resource from one of my other sites to the site I'm currently in.

Mockups/functionality descriptions for this scenario are from CTNG & Stellar.

Importing in Stellar is a two step process.

- First the user selects a class from their list.
- Then they choose where they want to put the documents, and which documents they want to import.

Import resources into this site from another work flow



Choosing resources to post to site...

User chose 'new' from resources tool

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. At the top, there is a navigation bar with tabs: My Workspace, CSCW, CTNG-Support, Ctools Design, and a dropdown menu labeled '(more)'. On the far right of the top bar is a 'Logout' link. Below the top bar, the main content area has a title 'Ctools Design : Resources'. Underneath the title, there is a section titled 'Resources' with a sub-section 'Choosing resource type...'. Inside this section, there is a list of resource types with radio buttons:

- Local file on your computer
- Empty folder
- URL (link to website)
- Simple text
- Items from another site you own

A callout box with the text 'New option' points to the fifth item in the list. At the bottom of this section are two buttons: 'Continue' and 'Cancel'. To the left of the main content area, there is a vertical sidebar with links: Home, Schedule, Announcements, Resources, Discussion, Chat, Email Archive, Web Content, Help, and Users Present. The 'Resources' link in the sidebar is currently selected. At the very bottom of the sidebar, it says 'Daphne L Ogle'.

Selecting a class to import from...

The screenshot shows a web browser window titled "Import" with the URL <http://stellar.mit.edu/S/project/sakai-ui/change/import.html>. The browser interface includes standard buttons for back, forward, and search. A user profile "Ben" is visible at the top. The main content area has a yellow header bar with the text "Project»sakai-ui»Import". Below this, the word "Import" is centered, followed by the instruction "Select a class to copy from:". A dropdown menu is open, showing the option "sakai-ui : Tools and Functionality Team : Spring 2004". At the bottom of the form is a "Submit" button.



- Select a class from the pull down menu
- Submit

Select items to be imported...

The screenshot shows the Sakai Import interface. At the top, there is a navigation bar with a 'LOGOUT' button and a user name 'Ben'. Below the navigation bar, the URL is displayed as <http://stellar.mit.edu/S/project/sakai-ui/change/import.html>. The main content area has a title 'Import' and a subtitle 'Project > sakai-ui > Import'. A sidebar on the left contains the text 'Where topic is folder in CTNG'.

Import

From: BEH_201 : Systems Pharmacology and Toxicology : Fall 2002
To: sakai-ui : Tools and Functionality Team : Spring 2004

Select a destination for imported documents

Copy into corresponding topics, creating when necessary
 Copy into existing topic: General
 Copy into new topic: Imported docs

Import documents

Select documents to import

select all unselect all

General

[BEH_201_Syllabus](#) (other - Word - 31 k)
Last modified: 2002-09-03 18:36

[Pharmacokinetics homework](#) (assignment - pdf - 61 k)
Last modified: 2002-10-20 14:25

Lecture notes

[Basic_Organic_Chemistry_Tutorial_Session](#) (lecture note - pdf - 747 k)
Last modified: 2002-09-09 15:30

[APMISTO/SYSTEMS_review_epithelial](#) (lecture note - pdf - 2 M)
Last modified: 2002-09-10 11:16

- Choose a destination topic (equivalent to folders)
- Select individual documents or the entire list.

Glossary

- Topic – Stellar’s materials page is divided into topics. These function like the folders in CTNG.
- Project site – CTNG has 2 site types, project and course. Project sites are assumed to have a peer to peer collaborative model.
- Tools – Grouping of features. Includes everything on the left navigation menu.
- Other instructional staff – assumed to be institution specific

Comment: Umich

Added 2 pages to include integration details into CHEF/CTNG/SAKAI 1.0.

- Import a resource from another site into the site you are in scenario
 - Selecting site to import from (pg. 16) does not currently exist
 - Selecting the resource(s) to import (pg. 17) sort of exists. See next slide for details.
- Allow on push copy to select content – option to copy all or just some of the tool content

Select items to be imported...

Current CTNG Page similar to the import page in Stellar (pg 17 of this doc). Currently only allows for attaching a 'resource' to another tool within the same site. Would need to add ability to choose which site it comes from.

CSCW : Announcements

Announcements

Attachments for Announcement ...

To attach a site resource, check the box(es), then choose 'Continue' at the bottom. Folders are not currently attachable.

Location: CSCW

This could include the importing from and to information shown in stellar

Title	Size	Type	Created by	Last modified
Final paper pieces	-		Daphne L Ogle	Apr 28, 2003 4:24 pm
Heuristic Evaluations	-		Daphne L Ogle	Apr 7, 2003 10:18 am
Interviews	-		Daphne L Ogle	Mar 27, 2003 2:41 pm
New folder	-		Daphne L Ogle	Feb 26, 2004 1:33 pm
Presentation	-		Melissa Lee Wahl	Apr 14, 2003 6:14 pm
Survey results	-		Daphne L Ogle	Mar 27, 2003 11:09 pm
worksite	-		CTNG Administrator	Apr 9, 2003 5:26 pm
<input type="checkbox"/> Shortcut (2) to Testing revised	1 KB	URL	Daphne L Ogle	Mar 12, 2004 8:48 am
<input type="checkbox"/> Shortcut to Testing	1 KB	URL	Daphne L Ogle	Aug 11, 2003 11:50 am
<input type="checkbox"/> Testing				
<input type="checkbox"/> Usability				

Continue Cancel

Enhancements required to match Stellar functionality:

- Allow for importing resource(s) from any site a user has write access to
- Add ability to copy/import entire folders
- Add ability to 'select all' rather than check each one individually
- Add 'select destination' functionality (pg 17 this doc)

Comment: Stanford

Added 3 pages to cover partial export with CourseWork

- Most of the listed methods show importing something from another site for which one has privileges. A full copy is the only export model shown.
- Stanford uses an export model that allows user to select items to be selected (not a full copy)
- Currently this operation is done by superusers after authorization of intellectual property transfer.
- The interface allows user to set whether materials will be displayed initially to students. Assignments are automatically hidden from students so they cannot see homework or quizzes in advance.

Comment: Stanford

Some issues about ip?

- Can we set up access privilege role for “copy only” that an intellectual property owner can grant to an instructor This would allow instructor to import material from a given site?
- Or conversely can a new site owner give “copy to here” privilege to intellectual property owner and let IP owner export just what they want to release to the new site?

Select tools to be exported...

Admin Course Homepage
Admin Announcements

Lists all courses. The user can export materials to any course site.
Note: needs to have an interface in which courses are grouped

[My Courses](#) > [Admin Course](#) > Copy Course

STEP ONE : Select Destination

Note that you can only copy content from this course, "Z_TEST 103: French New Wave Film" to:

- ♦ an existing course that will start in coming quarters.
- ♦ an existing course that has already started the class.

Destination

STEP TWO : Select Materials to be Copied

Course HomePage

Syllabus

Schedule

Course Materials

- make all materials visible in Student View
 hide all materials from Student View

Assignments

please note that all assignments are hidden from Student View when copied

- Phase II there is an offline storage place for sites no longer in the db. They can be reached for copying content but are not active.
- Phase 1 – existing online sites available for copying
 - On a tool by tool basis define what it is that we transfer
 - Site layout – tools and urls for news, web contents, chat rooms etc.
 - Move the aliases (email alias), the old one has to change or be removed
- Ability to browse to another site to pick resources from that site for copying/including in this site – ala the attachment browser (another option on the list of attachments) browser gadget update
- Option to link to original vs copy it (link is the default?)
- Check on permission on source folder to determine whether you can link/copy the document. Content.add required
- If original goes away don't want to remove the links
- Phase 1 – just copy. Phase 2 – do the link thing, with where used reference list
- Level 2

Priority 31: Gap 10

Identify who has been manually added

This gap identifies the need to be able to distinguish between those participants added automatically and those added manually

Mockups showing how manually added participants are currently identified in CTNG, and in progress changes to the Participant list that will be available from the Site Info tool (a tool to revise a site from the site).

Gap 10

Identify who has been manually added

Mockups/functionality descriptions are from CTNG

- Site members can be added automatically via a connection to the institution's Registrar data (institution responsibility)
- Site members can be added manually

Mockups follow which illustrate current methods of differentiating manually added participants from those automatically added

Site roster – current implementation from Worksite Setup

The screenshot shows three windows related to Sakai Worksite Setup:

- Top Left Window:** A list of sites. One site, "SI 731 001 - sdf fatbase", is selected (indicated by a black arrow). The columns are Worker, Title, Description, Type, Owner, Term, Status, and Trinable.
- Middle Left Window:** A "Revising SI 731 001..." dialog box. It contains sections for "Site settings" (Edit site description and information, Add or remove tools, Edit background appearance) and "Site access" (Publish, unpublish site, View participants, Add/Edit participants, Edit sections, Make site joinable). A "Finish" button is at the bottom.
- Right Window:** The "Worksite Setup" page. It displays two tables of participants:
 - Participants in the official roster(s):** 2004 3 SI 731 001 roster. This table lists 8 participants with columns: #, Name, Uniqname, ID, Level, Credits, and Role.

#	Name	Uniqname	ID	Level	Credits	Role
1	Hansen,Derek L	shakmatt	73703015	-	3	Student
2	Khopkar,Tapan Arun	tkhopkar	61668579	-	3	Student
3	Liu,Chin Te	ctliu	77874561	-	3	Student
4	Loder/Theodore C	tloder	12864307	-	3	Student
5	Mason,Jeffrey Mackie	jmm	01789260	-		Instructor
6	Nan,Ning	nnan	95741552	-	3	Student
7	Osepayshvili,Anna V	annaose	55281208	-	3	Student
8	Wash,Richard L	rwash	45513319	-	3	Student
 - Participants in addition to official roster:** This table lists 3 additional participants with columns: Name, Uniqname, and Role.

Name	Uniqname	Role
Leasia, John E	jleasia	maintain
Perpich, Diana L	dperpich	access
Reeves, Hannah Hebrick	hannabel	access

- Click on class in Wsetup
- Click View Participants
- Member list is displayed

Site roster – current implementation from Worksite Setup

Worksite Setup

Back to revising...

Participants in the official roster(s):

2004 3 SI 731 001 roster

#	Name	Uniqname	ID	Level	Credits	Role
1	Hansen,Derek L	shakmatt	73703015	-	3	Student
2	Khopkar,Tapan Arun	tkhopkar	61668579	-	3	Student
3	Liu,Chin Te	ctliu	77874561	-	3	Student
4	Loder,Theodore C	tloder	12864307	-	3	Student
5	Mason,Jeffrey Mackie	jmm	01789260	-		Instructor
6	Nan,Ning	nnan	95741552	-	3	Student
7	Osepayshvili,Anna V	annaose	55281208	-	3	Student
8	Wash,Richard L	rwash	45513319	-	3	Student

This is the 'official' class designator, indicates auto added members

Member auto added by virtue of being registered for the class – from the registrar

Participants in addition to official roster:

Name	Uniqname	Role
Leasia, John E	jleasia	maintain
Perpich, Diana L	dperpich	access
Reeves, Hannah Hetrick	hannabel	access

These members added manually

In progress – Site Info tool

- Provides participant list from site, rather than having to go back to My Workspace/Worksite Setup
- May need adjustment when groups/subgroups added, to distinguish groups, sections.

Site Info tool

University of Michigan 
Medical School

Logout

My Workspace | 1 Chef Admin | 10.0 Club | Educ 100 001 | (more)

Educ 100 001 : Home

Worksite Information

Options...

Patients and Populations

Sequence Director(s):

Dr. Tom Gelehrter, Chair and Professor of Human Genetics
E-mail: tdgum@umich.edu
Phone: 734-764-5491
Fax: 734-763-5831
Secretary: Karen Grahl
E-mail: kgrahl@umich.edu
Office: Human Genetics, 4904 Buhl

Sequence Dates:

Classes: Thursday, August 7, 2003 – Wednesday, August 27, 2003
Study Day: Thursday, August 28, 2003
Final Examination: Friday, August 29, 2003

Add Site Info
Like Help button - auto added to every site when site is created

Sequence Mission Statement

This is the first module of the Human Genetics emphasis. The emphasis for this module is on genetics, principles of disease, epidemiology, information gathering and assessment.

Intended Learning Outcomes

Click to read the Intended Learning Outcomes

Recent Announcement

Options...

There are currently no announcements at this location.

Recent Discussion Items

Options...

There are currently no discussion items.

Recent Chat Messages

Options...

There are currently no chat messages.

Unpublished site

Home

Schedule

Announcements

Resources

Discussion

Assignments

Chat

Drop Box

Email Archive

News

Custom Web Page

Site Info

Help

Users Present

John Leasia

Site Info Tool

Click on contact email to email

Sorting by class sorts by class first then section

Sorting by section sorts by section first then class

Participants added Manually have a blank class field, Blank ID, and NR In the credit column

#	Name	Username	Class	Section	ID	Role	Credits
1	Arora,Namita	arora	Educ 737	008	85338086	Student	1
2	Bowman,Nicholas Andrew	nabowxman	Educ 737	008	36876696	Student	1
3	Dent2, Stu	student2				Student	NR
4	Dwyer,Brighid Meghan	brighid	Educ 737	008	13262971	Student	1
5	Goffney,Brian Eugene	bgoffney	Educ 737	008	42444200	Student	1
6	Hansen,Gregory Arnold	gajohns	Educ 504	001	00253617	Student	2
7	Koch,Philip David	pdkoch	Educ 504	001	56580970	Student	2
8	McCormick,Marcy M	marcym	Educ 504	001	79904011	Student	2
9	One, Student	student1				Student	NR
10	Scheur,Jeffrey	jscheur	Educ 504	001	09373032	Student	2
11	Calhoun, David	caldav	Educ 737	008	34343343	Instructor	
12	Instructor, One	instone				Instructor	NR
13	One, Instructor	instructor1				Instructor	NR

Glossary

- Participant List – the entire list of members of a class site – those who have been added automatically and those added manually
- Roster - the list of registered students who are automatically added to class site due to the connection to the Registrar
- Site Info tool – an in progress tool that provides Worksite Setup revise capabilities for a site from within the site (rather than having to go to Worksite Setup to revise a site).

Gap 10

Identify who has been manually added

Comment: Stanford

(1 of 3 pages)

In Coursework, participants who are on the registrar's roster are differentiated from those who are manually added by their “role” – This is different from either version of CTNG.

Manually added students have the role “student” (Note: manually-added means either added by instructor or added by student-signup for course and section)

Automatically-added participants have the role “enrolled student”(note: if have been previously manually added, then their role is changed.)

Students who have been dropped from the registrar's roster have their role changed to “dropped student” and they are made inactive (cannot log in to course site)

The students and enrolled students have their class field, ID , etc listed. (Not like in CTNG)

Enrolled students can be shown either separate from manually added students or together, depending on the sort.

Gap 10 Identify who has been manually added

List of participants sorted by role.
Note role differences for Enrolled Students, Students (not enrolled), and Dropped Students

Sort By: <input checked="" type="checkbox"/> Name <input type="checkbox"/> Cross Listing <input type="checkbox"/> SIS ID <input type="checkbox"/> Email <input type="checkbox"/> Role				
Selected Roles Are: Last Updated: 2024-04-27 10:04:11 PDT				
Instructional Staff				
* indicates person status in the course is INACTIVE				
Name	Cross Listing	SIS ID	SIS Net ID	Email
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
Total Instructional Staff: 1				
Enrolled Students (via Active)				
* indicates person status in the course is INACTIVE				
Name	Cross Listing	SIS ID	SIS Net ID	Email
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
Total Enrolled Students In This Section: 2				
Change Student Access to the Course				
Students Not Enrolled In This Course				
* indicates person status in the course is INACTIVE				
Name	Cross Listing	SIS ID	SIS Net ID	Email
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
Total Students In This Section: 2				
Add New Person to Course Change Student Access to the Course				
Others				
* indicates person status in the course is INACTIVE				
Name	Cross Listing	SIS ID	SIS Net ID	Email
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
Total Dropped Students In This Section: 1				
Edit User Person in Course Remove from Course				
Others				
* indicates person status in the course is INACTIVE				
Name	Cross Listing	SIS ID	SIS Net ID	Email
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] Edit Details
Total 1				

(2 of 3 pages)

Gap 10 Identify who has been manually added

List of participants
Sorted by name.

Note role differences for
Enrolled Students,
Students (not enrolled),
and Dropped Students

(3 of 3 pages)

The screenshot shows the Stanford University COURSEWORK Admin View. The page title is "Admin People" under "My Courses > Admin Courses > Admin People". There is a "Print-friendly Version" link. A navigation bar on the left includes links for Admin Course Homepage, Admin Assessments, Admin Syllabus, Admin Course Materials, and Admin Course. The main content area displays a table titled "Alphabetical Listing by Last Name" with the note "* indicates person status in the course is INACTIVE". The table columns are Name, Cross-Listing, SU ID, IUID, Email, and Role. The table lists several users with their roles: enrolled student, dropped student, enrolled student, enrolled student, dropped student, enrolled student, student, courseadmin, dropped student, dropped student, and enrolled student. Each row has "Edit" and "Remove" buttons.

Name	Cross-Listing	SU ID	IUID	Email	Role	Edit	Remove
casar15	casar15	-----	-----	casar15@stanford.edu	enrolled student	Edit	Remove
casar15	casar15	-----	-----	rt3@stanford.edu	dropped student	Edit	Remove
casar15	casar15	-----	-----	rhg@stanford.edu	enrolled student	Edit	Remove
casar15	casar15	-----	-----	casar15@stanford.edu	enrolled student	Edit	Remove
casar15	casar15	-----	-----	bab@stanford.edu	dropped student	Edit	Remove
casar15	casar15	-----	-----	rc@stanford.edu	enrolled student	Edit	Remove
afrikaner15	afrikaner15	-----	-----	44@stanford.edu	student	Edit	Remove
-----	-----	-----	-----	-----@stanford.edu	courseadmin	Edit	Remove
casar15	casar15	-----	-----	llg@stanford.edu	dropped student	Edit	Remove
casar15	casar15	-----	-----	ldf@stanford.edu	dropped student	Edit	Remove
casar15	casar15	-----	-----	mvh@stanford.edu	enrolled student	Edit	Remove

1 of 2 pages added

Edit Class Participants Group

To provide access to an MIT user, type the username in the Add Members box. To look up the username, type first and last name or last name only in the Lookup User box.

To provide access to a non-MIT user, use the **Lookup User** box to check for an existing account. [Request an account](#) if the user does not already have one. As soon as you've completed the request form, you may add that username to the **Add Members** box below.

lookup user to add

Add Members

Type a person's MIT username or email address below (e.g., user or user@mit.edu). You can add any number of usernames or email addresses separated by commas or returns.

In Stellar, enrolled students from the Registrar's list automatically populate the Participants list. Faculty can add others manually.

Note: If you add a user to a group while that person is using a Stellar website, he or she may need to restart the browser to gain the added privileges.

Remove Members

[LOGOUT](#)

Joanne

[Project](#)»[sakai-ui](#)»[Membership](#)[Class Home](#)[Materials](#)[Schedule](#)[Assignments](#)[Discussion](#)

Membership ▶

[Staff List](#)[Search](#)[Help](#)**Sections**[Indiana](#)[Michigan](#)[Stanford](#)[website settings](#)Instructor View | [show student view](#)**Membership**[add or remove participants](#)[access control](#)[manage sections](#)[send email to membership](#)**Participants**

Enrolled	Visible	Name	Section	Stellar username
No	No	test-00	Michigan change	student-00@qa.edu
No	No	test-01	unassigned change	student-01@qa.edu
No	No	test-02	unassigned change	student-02@qa.edu
No	No	test-03	unassigned change	student-03@qa.edu
No	No	test-04	unassigned change	student-04@qa.edu
No	No	test-05	unassigned change	student-05@qa.edu
No	No	test-06	unassigned change	student-06@qa.edu
No	No	test-07		
No	No	test-08		
No	No	test-09		
No	No	test-10		
No	No	test-10		

In Stellar, manually added students are listed as “No” in the Enrolled column of the Participants list.

Guests

Enrolled	Visible	Name	Section	Stellar username
No	No	Marc Brierley	n/a	brierley@stanford.edu
No	No	Charles Kems	n/a	charles.kems@stanford.edu

- Will be done for fall, part of some worksite setup changes in progress

Priority 32: Gap 211

ability to rename user's username within CMS

This gap identifies the need to rename a username throughout the entire CMS and all tools in order to associate it with a new username.

Within Oncourse, high level administrators have the ability to rename a username. Usually, this is as a result of a username change because of marriage, divorce, religious reasons, etc. The username change must be made through our central accounts organization and then we are authorized to make the change. This ensures that the user can log into the CMS with the new username and retain access to all data which was created using the old username including e-mail messages, forum postings, grades, etc.

Gap 211

ability to rename user's username within CMS

- Mockups provided from Oncourse.
- Currently
 - Ability to enter old username, new username through administrator interface and rename the username throughout the CMS

Gap 211

ability to rename user's username within CMS

In Oncourse, the administrator accesses the administrator toolset via a link on the profile page.

The figure consists of three vertically stacked screenshots of the Oncourse interface. The top screenshot shows the 'My Oncourse Profile' page for a user named 'Caitlin Morgan'. It includes sections for 'My Courses', 'My Contact Information', and 'My Tools'. The middle screenshot shows the 'My Contact Information' page for the same user, featuring a photo of a young child. The bottom screenshot shows the 'My Tools' page, which lists various administrator tools such as 'Edit Course List', 'Edit Bookmarks', 'Edit Calendar', 'Edit Materials', 'Edit Resources', 'Edit Profile Search', 'Edit User Support', and 'Edit Campus Map'. A yellow box highlights the 'Edit User Support' link.

The administrator then chooses the semester in which to make the change. The change is made to that semester and all previous semesters.

This screenshot shows the 'Admin Tools Access' page. It features a logo for 'oncourse.iu.edu' and a heading 'Select a semester:'. Below this is a list of semesters with 'Summer 2004' highlighted by a yellow box. Other listed semesters include Spring 2004, Fall 2003, Summer 2003, Spring 2003, Fall 2002, Summer 2002, and online.iu.edu.

Gap 211

ability to rename user's username within CMS

The administrator then selects the “Change a User ID” link.

CAMPUS % DEPT % GO intermil

Administrator Tools

Oncourse System Tools

- [Application Variable Editor](#)
Review and edit application level variables
- [Adhoc Query Tool](#)
Perform random queries against the Oncourse databases
- [Global Announcements](#)
Manage global announcements for faculty, students and guests

Course Creation Tools

- [Course Request Management](#)
Manage requests for Oncourse courses
- [Create a New Course](#)
Add a new course to the environment
- [Delete a Course](#)
Delete a course in your department from the Oncourse environment

Course Editing Tools

- [Edit Course Information](#)
Edit faculty of record information, hide, disable or redirect a course
- [Advanced Course Property Editor](#)
Modify low-level course environment variables (experienced users only)
- [Menubar Editor](#)
Redirect any menubar button to a different URL
- [Tool Wizard Editor](#)
Manage tool wizard entries for your authorized department
- [Enter a Course](#)
Gain access to any course in your authorized department
- [Announcements](#)
Edit Course Announcements
- [Restore deleted forum](#)
Undelete forum messages

Course Migration Tools

- [Export Course Settings](#)
Save course information to a file to archive or import into another course
- [Import Course Settings](#)
Copy course information from an export file into another course

Users Management Tools

- [Course Roster Management](#)
Add and remove users from courses
- [Change a User ID](#)
Change a User's ID in all Oncourse tables

The administrator then enters the old username, the new username and clicks “Change UserID”.

Old UserID

New UserID

[Return to Administrator Tools Menu](#)

Gap 211

ability to rename user's username within CMS

Once the change has been made, the affected records can be as few as 0 for very inactive users or as high as tens of thousands for very active users. The administrator making the change is presented with a confirmation screen once the rename is complete.

Confirmation of record changes {

The screenshot shows a confirmation message box with a yellow border. Inside the box, the following text is displayed:

```
Committing updates to user tables.  
Committing updates to Spring 2004 course tables.  
Committing updates to Fall 2002 course tables.  
Committing updates to Summer 2003 course tables.  
Committing updates to Spring 2003 course tables.  
Committing updates to Fall 2002 course tables.  
Committing updates to Summer 2002 course tables.
```

Below this text, a message states: "Internal ID changed to externalID in 47714 records." There are two input fields: "Old UserID" and "New UserID", both currently empty. A "Change UserID" button is located below the fields. At the bottom of the confirmation box, there is a link: "Return to Administrator Topic Index".

Glossary

- Administrator – user with high level of access
- Administrator toolset – set of tools available to administrators based on level of administrator access

Comments: Umich

CTNG Integration Details:

- UI exists in CTNG for Administrator access (see next 2 slides).
- Need to implement ability for change to happen throughout application. Currently only changes moving forward.
- NOTE: Important that change request is based on a change to the central institution system.

Chef Admin > Users

The screenshot shows the COURSETOOLS NextGeneration user management interface. At the top, there is a navigation bar with tabs: My Workspace, 01, 1 Chef Admin, and (more). A callout box with an arrow points to the '1 Chef Admin' tab, containing the text: 'Should change to 'System Admin''.

The main content area is titled '1 Chef Admin : Users'. It displays a table of users with columns: User Id, Name, and Email. The table contains the following data:

User Id	Name	Email
jjohnston5@emich.edu	, CTNG Support	jjohnston5@emich.edu
nnaing2@calstatela.edu	, Naing	nnaing2@calstatela.edu
fedrigo2003@yahoo.com	, Taylor	fedrigo2003@yahoo.com
chef0001@hotmail.com	0001, chef	rwellis@umich.edu
chef0002@hotmail.com	0002, chef	rwellis@umich.edu
chef0003@hotmail.com	0003, chef	rwellis@hotmail.com
chef0004@hotmail.com	0004, chef	rwellis@umich.edu
manthis123456789123456789isit@yahoo.com	32chars, Test	manthis123456789123456789isit@yahoo.com
seliem@uiuc.edu	Abdel-Aal Seliem, Hatem	seliem@uiuc.edu
adbullah@wombat.eng.fsu.edu	Abdullah, Makola	adbullah@wombat.eng.fsu.edu

A callout box with an arrow points to the 'seliem@uiuc.edu' row, containing the text: 'Click on user name to go to user change screen (next slide)'.

Chef Admin > Users > Click on User name

The screenshot shows the Sakai COURSETOOLS NextGeneration interface. The left sidebar has a blue header with a large white 'M' logo and a list of navigation links: Home, Users, Aliases, Sites, Realms, Worksite Setup, MOTD, Resources, On-Line, Memory, Email Archive, Admin archive, and a section for Users Present. Under 'Users Present', it lists Daphne L Ogle and Hannah Hetrick Reeves. The main content area has a dark blue header with 'My Workspace' (01), '1 Chef Admin', and a '(more)' dropdown. Below this, a sub-header says '1 Chef Admin : Users'. A sub-sub-header 'Users' has a 'Remove User' button. The main form is titled 'User' and contains fields for User Id (jjohnston5@emich.edu), First Name (CTNG Support), Last Name (highlighted in yellow), Email (jjohnston5@emich.edu), Create New Password (empty field), and Verify New Password (empty field). Below the form, it shows 'Created By: John P Johnston', 'Created: Aug 1, 2003 3:38 pm', 'Modified By: John P Johnston', and 'Modified: Apr 15, 2004 7:47 am'. At the bottom are 'Save' and 'Cancel' buttons. A callout box at the bottom right contains the text: 'Functionality still needed to fill gap:' followed by a bulleted list: '• Change should take place throughout application, including existing content' and '• Need confirmation page (see next slide)'.

Functionality still needed to fill gap:

- Change should take place throughout application, including existing content
- Need confirmation page (see next slide)

From Oncourse...

Confirmation of record changes

Committing updates to user tables.
Committing updates to Spring 2004 course tables.
Committing updates to Fall 2003 course tables.
Committing updates to Summer 2003 course tables.
Committing updates to Spring 2002 course tables.
Committing updates to Fall 2002 course tables.
Committing updates to Summer 2002 course tables.

Old User ID:

New User ID:

[Return to Administrator Tools Menu](#)

Need to give user feedback that changes are being recorded

This will be part of the 1.0 conversion

We'll be storing a guid for each user for objects

Part of the OKI work – independent auth string – userid from agent id,
eventually a guid

Admin UI to change the username associated w/ a guid

profile tool needs to change to allow user to change their username (for
friends)

Effort - glenn is doing the back end for 1.0

for the tool – level 1

Priority 33: Gap 212

Ability to query production database via web interface

This gap identifies System Monitor functionality to query current user sessions.

Within Stanford's CourseWork system exists a feature for super-users* to query the current user sessions. This feature is used to ascertain who and how many currently logged as well as aid developers what is contained in users' sessions. (See Gap 205 for an over-view of the super-user functionality.)

*please see glossary page for words like "super-user".

212 – ability to query production database via web interface

A super-user gets to this super-user functionality via this path of clicks...



Welcome, Marc Brinley. ▾ My Profile ▾ Help ▾ Logout

STANFORD UNIVERSITY COURSEWORK

My Courses: ([Edit Course](#)) | ([View All](#)) | ([Add Course](#)) | ([Drop Course](#))

Who can I find in my courses? ([Faculty](#)) | ([Students](#))

Z_DEMO_101: Model Course Web Site Fall 2001	Admin Course
Z_DEMO_103: Bioinformatics - Databases and Modeling Fall 2003	Admin Course
Z_DEMO_104: English Demo Course Fall 2003	Admin Course
Z_TEST_106: CourseWork Quick Start Guide Winter 2002	Admin Course

9 April 2004 - 3:19 PM

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Help ▾

STANFORD UNIVERSITY COURSEWORK

Welcome to CourseWork 3.1!

Announcements
CourseWork continues with a new support structure. [For details...](#)

LOGIN If you already have a CourseWork account, please [Log In](#). (See login requirements →)

ABOUT [Read about](#) CourseWork's new features.
CourseWork is also available as [open source](#).

HELP SU To request help, [click HelpSU here](#) or in the footer of any page.

Important Information

Login Requirements:

- You must have a SUNetID. Please [create the SUNetID here](#).
- You must have a SUEmailID but do not have a SUName.
- CourseWork account. Please [create account](#).

CourseWork Site Requests:

- [For Individual Page Requests](#)

Minimum Browser Requirements:

- Internet Explorer 1.7 or later
- Java Script and Cookies enabled
- Adobe Acrobat Reader 4.0 or later

Note: Due to a known bug in Internet Explorer 5.0, 5.5, 6.0, and 7.0, the Admin View feature will not work in these browsers. Please switch to Microsoft Edge or Internet Explorer 5.1, 7, or 8.

Welcome, Marc Ollinger. ▾ My Profile ▾ Help ▾ Logout

STANFORD UNIVERSITY COURSEWORK

Admin View

Z_DEMO_101: Model Course Web Site [Student Course Homepage](#)

Admin Course [My Courses](#) | [Admin Courses](#)

Please select one of the following administration options:

- [Course and Section Setup](#)
- [Admin Roles & Prints](#)
- [Admin People](#)
- [Admin Tools](#)
- [Admin Email](#)
- [Request a Grade](#)
- [Admin Site](#) (available only to super-users)
- [Copy Course](#) (available only to super-users)
- [AES Locker Request Form](#) (available only to super-users)
- [User Batch Upload](#) (available only to super-users)

[Go To Course Homepage for "Z_DEMO_101: Model Course Web Site"](#)

212 – ability to query production database via web interface

Welcome, Marc Brierley.

• My Profile • Help • Logout

STANFORD UNIVERSITY COURSEWORK

Admin View

Admin Site

[My Courses](#) > [Admin Course](#) > Admin Site

Course Management

- [Add A New Course](#)
- [Admin Courses](#)
- [Admin Instructor-Only Course Access](#)
- [Admin Request Course](#)
- [Remove A Course](#)
- [Change Course Status](#)

Site Management

- [Admin Departments](#)
- [Admin Mime Types](#)
- [Admin Print Reserve](#)
- [Site-Level Admin People](#)
- [System Monitor](#)
-

List missing AFS locker in

Please only use the following if you know what you are doing.

- [Refresh database pool](#)
- [Regenerate All Course Navbars](#)
- [Regenerate Courses For Each Department](#)
- [Regenerate List of Departments](#)

This link takes you to a list of all current user sessions.

212 – ability to query production database via web interface

Welcome to CourseWork!

STANFORD UNIVERSITY COURSEWORK

• My Profile • Help • Logout

Admin View

System Monitor

[My Courses](#) > [Admin Course](#) > [Admin Site](#) > SessionTrack

[My Session Info](#)

Currently Active Sessions

Total Sessions: 356

1	Session ID:	52E7B00F744F62E6E147F8C4B7B26837
	UserName:	Jonny M Dyer
	Session Created:	8 Apr 2004 5:34 PM
	Session Last Access:	8 Apr 2004 5:49 PM
	Session Http Server:	coursework-g.stanford.edu
2	Session ID:	AD18E6922340D6FA66828ECFDDF454F8
	UserName:	Kelly M. Greenhill
	Session Created:	8 Apr 2004 5:18 PM
	Session Last Access:	8 Apr 2004 5:49 PM
	Session Http Server:	coursework-g.stanford.edu
3	Session ID:	C03ED2FCA7E3D3EC47393B91855BE85F
	UserName:	Jackie Ilyse Goldman
	Session Created:	8 Apr 2004 5:49 PM
	Session Last Access:	8 Apr 2004 5:49 PM

This list shows all current user sessions and their session information.

Glossary

- Site – The over-all Course Management System.
- Course - A mini-site with-in the CMS used for the purpose of hosting a particular course.
- Admin - Usually a course instructor, this user can use course tools to author course materials and administrate the parameters of their particular course.
- Super-user - a higher class of administrator with the capability to do anything that the regular Admin does in any course. The super-user also has the ability to perform system admin functions.

Comments: Umich

CTNG Integration Detail:

- Similar functionality currently exists in CTNG (see screen shots following)
- May want to improve format of results pages to be more human readable. Follow the CourseWork formatting.

Login as admin role (super user in Stellar) > Go to ‘Chef Admin’ site > On-line tool

The screenshot shows the Sakai interface with the following details:

- Left Sidebar:** A vertical menu with items: Home, Users, Aliases, Sites, Realms, Worksite Setup, MOTD, Resources, **On-Line**, Memory, Email Archive, Admin archive, and Users Present.
- Top Bar:** COURSETOOLS NetGrouper.com, My Workspace (01), 1 Chef Admin, Logout.
- Main Content Area:** A title "1 Chef Admin : On-Line" with tabs: Locations, Sessions, Servers, Manual Refresh.
- Locations Tab:** Shows a list of sessions by location:
 - 16 on server: bologna-1081416905019-1053386 (Craig August Verlinden)
 - Matthew Joseph Pizzimenti (bologna-1081416905019-1053386)
 - William Zachary Smith (Linux i686; en-US; rv:)
 - Julie Anne Hengehold (Windows; U; Windows Netscape/7.02)
 - Lisa C Gamalski (bologna-1081416905019-1053386)
- Servers Tab:** Shows a table of servers active:

Server Id	Sessions
bologna-1081416905019-1053386	17
mutton-1081417161404-1053388	13
frogleg-1081418041790-1053392	11
venison-1079541780207-968022	2
bologna-1080070450966-993855	3
venison-1081419318909-1053395	19
pastrami-1081417873442-1053390	13
pastrami-1080230022481-1001547	1

Currently in the “On-Line” tool in the ADMIN page of CTNG you can monitor sessions by location, session, or server

Login as admin role (super user in Stellar) > Go to 'Chef Admin' site > On-line tool

The screenshot shows the COURSETOOLS NextGeneration interface. At the top, there's a blue header bar with a large 'M' logo, the text 'COURSETOOLS NextGeneration', and a 'Logout' link. Below the header is a navigation bar with tabs: 'My Workspace' (selected), '01', '1 Chef Admin', 'more', and a dropdown menu. The main content area has a title '1 Chef Admin : On-Line'. On the left, a sidebar lists various links: Home, Users, Aliases, Sites, Realms, Worksite Setup, MOTD, Resources, On-Line (which is selected and highlighted in grey), Memory, Email Archive, Admin archive, and a link to 'Users Present'. The main pane is titled 'On-Line' and contains a sub-header 'Sessions'. A red circle highlights the 'Sessions' tab. Below it, a table lists users present: 1 at location: /site/admin : 1 Chef Admin (!admin) - Worksite Setup (365); 1 at location: /site/admin/365 : 1 Chef Admin (!admin) - Worksite Setup (365); 1 at location: /site/admin/610 : 1 Chef Admin (!admin) - On-Line (610); 1 at location: /site/10594136646049180 : Med School Commons (10594136646049180). Each row shows the user's name, location, and session ID.

This screen monitors the users present, their location, and the operating system and browser they are using

- Some formatting changes, display time in local time zone rather than gmt
- Level 1

Priority 34: Gap 221

All activity based on permissions/roles

Instructor view

Categories and Assessments

[-] **Problem Sets** 40%

- 1 - [vibration control in engines](#), April 1 2004
- 2 - [Security planning for power plants](#), April 8 2004
- 3 - [The Michelobe Problem](#), April 15 2004

[-] **Quizzes** 20%

- 1 - [quiz 1](#), April 1 2004
- 2 - [quiz 2](#), April 8 2004
- 3 - [quiz 3](#), April 15 2004
- 4 - [quiz 4](#), April 22 2004
- 5 - [quiz 5](#), April 29 2004

Gradebook Tools

[6.001 Gradebook](#)
[Setup Gradebook](#)

[Adjust Categories](#)
[Add Assessment](#)
[Flag Students](#)
[Adjust Grade Scale](#)

[Set Student Feedback Options](#)
[Export Spreadsheet](#)
[Print Grade Sheet for Registrar](#)

Students and Scores

Sort by:

Find student:

Student Name	Problem Sets [-]			Quizzes [+]	Exam [+]	Participation [+]	CUMULATIVE	
	1	2	3	=	=	=	=	
Hamilton, Josh	<input type="text" value="72"/>	<input type="text" value="90"/>	<input type="text" value="-"/>	81	90	81	-	81
Ko, Lydia	<input type="text" value="86"/>	<input type="text" value="92"/>	<input type="text" value="-"/>	89	93	89	-	89

Gap 221: All activity based on permissions/roles

Instructor view (cont.)

Grades for Josh Hamilton

<- Julie Dornais Abraham Hoover ->

Josh Hamilton Cumulative Grade: B6 or B

Override calculated grade

Problem Sets 40% Category Average: 81

1 => vibration control in engines , April 1 2004	72
2 => Security planning for power plants , April 8 2004	80
3 => The Nitelode Problem , April 15 2004	-

Quizzes 20% Category Average: 90

1 => quiz 1 , April 1 2004	100
2 => quiz 2 , April 8 2004	80
3 => quiz 3 , April 15 2004	-
4 => quiz 4 , April 22 2004	-
5 => quiz 5 , April 29 2004	-

Exam 30%

1 => Final exam , June 3, 2004	81
--	----

Participation 10%

1 => Participation , June 6, 2004	-
---	---

Gradebook Tools

- [6.001 Gradebook](#)
- [Setup Gradebook](#)
- [Adjust Categories](#)
- [Add Assessment](#)
- [Flag Students](#)
- [Adjust Grade Scale](#)
- [Set Student Feedback Options](#)
- [Export Spreadsheet](#)
- [Print Grade Sheet for Registrar](#)

Update Totals

Gap 221: All activity based on permissions/roles

Student view

Grades for Josh Hamilton (student view)

Josh Hamilton
Cumulative Grade: 81 or B-

[View Statistics](#)

Problem Sets 40%		Category Average: 81
1 >	vibration control in engines, April 1 2004	72
2 >	Security planning for power plants, April 8 2004	90
3 >	The Michelob Problem, April 15 2004	-

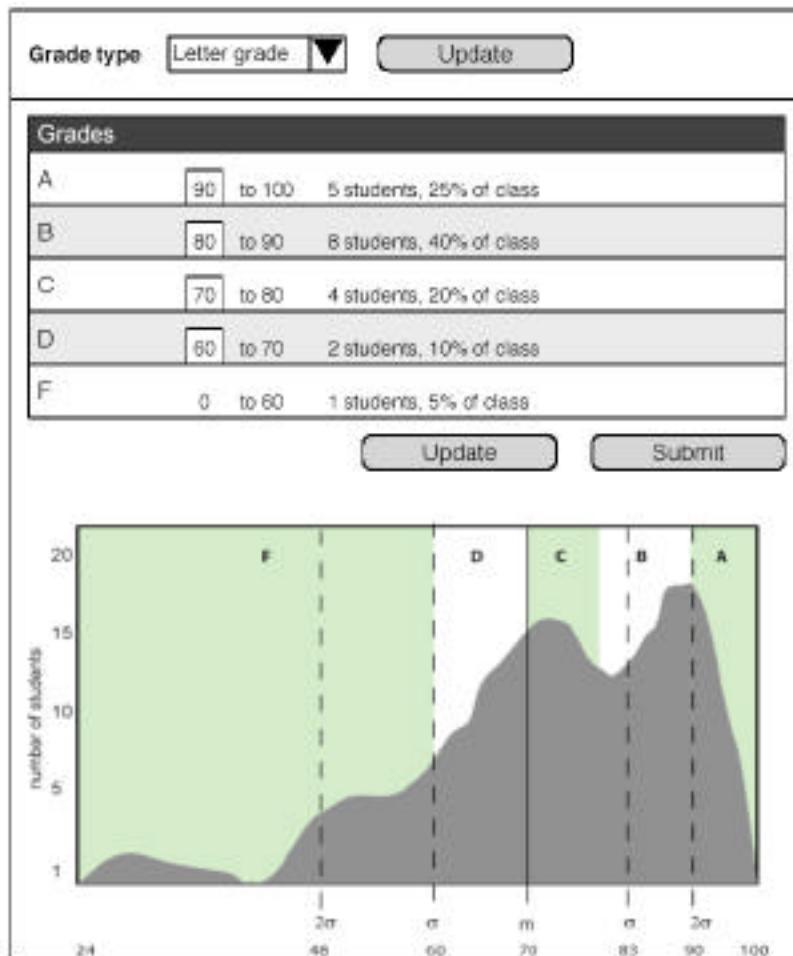
Quizzes 20%		Category Average: 90
1 >	quiz 1 , April 1 2004	100
2 >	quiz 2 , April 8 2004	80
3 >	quiz 3 , April 15 2004	-
4 >	quiz 4 , April 22 2004	-
5 >	quiz 5 , April 29 2004	-

Exam 30%		
1 >	final exam , June 3, 2004	81

Participation 10%		
1 >	Participation, June 6, 2004	-

Priority 35: Gap 228

Specify grade scale (A+ - F) using points or percentages



Gradebook Tools

[6.001 Gradebook](#)
[Setup Gradebook](#)

[Adjust Categories](#)
[Add Assessment](#)
[Flag Students](#)
[Adjust Grade Scale](#)

[Set Student Feedback Options](#)
[Export Spreadsheet](#)
[Print Grade Sheet for Registrar](#)

Priority 36: Gap 230

Specify total points or percentage of final grade for auto-calculating gradebook

Percent or Points?

- Categories add up to 100% of grade
- Categories add up to number of points:

Categories

Problem Sets	Drop lowest scores:	<input type="text"/> 0	<input type="text"/> 40 %
Quizzes	Drop lowest scores:	<input type="text"/> 2	<input type="text"/> 20 %
Exam	Drop lowest scores:	<input type="text"/> 0	<input type="text"/> 30 %
Participation	Drop lowest scores:	<input type="text"/> 0	<input type="text"/> 10 %
+ New category		<input type="text"/> 0	<input type="text"/> 0 %
Total: 100%			

Gradebook Tools

[6.001 Gradebook](#)
[Setup Gradebook](#)

[Adjust Categories](#)
[Add Assessment](#)
[Flag Students](#)
[Adjust Grade Scale](#)

[Set Student Feedback Options](#)
[Export Spreadsheet](#)
[Print Grade Sheet for Registrar](#)

Priority 37: Gap 232

Specify columns (title, number and descriptive data)

Assessment

Title

Category Problem Sets 

Due date  month  day  Year 

Automatically score late assessments 0.

Feedback

never display score to students

Display score immediately

Display score on  month  day  Year 

Gradebook Tools

[6.001 Gradebook](#)
[Setup Gradebook](#)

[Adjust Categories](#)
[Add Assessment](#)
[Flag Students](#)
[Adjust Grade Scale](#)

[Set Student Feedback Options](#)
[Export Spreadsheet](#)
[Print Grade Sheet for Registrar](#)

Priority 38: Gap 234

Final course grade, total points, running stats (mean, median, etc.) column with ability to hide from students

Total Points

Grades for Josh Hamilton

<- Julie Gonzales Abraham Hoover ->

Josh Hamilton Cumulative Grade: B5 or B Overrule calculated grade 

Problem Sets 40% Category Average: 81

1 -> vibration control in engines , April 1 2004	 72	 72
2 -> Security planning for power plants , April 8 2004	 90	 90
3 -> The Michelob Problem , April 15 2004	 72	 72

Quizzes 20% Category Average: 80

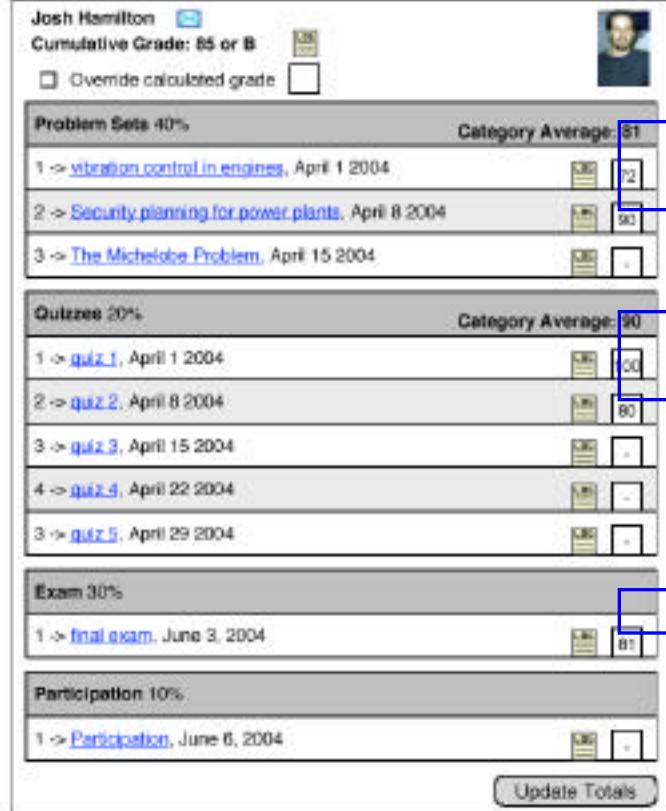
1 -> quiz_1 , April 1 2004	 100	 100
2 -> quiz_2 , April 8 2004	 80	 80
3 -> quiz_3 , April 15 2004	 72	 72
4 -> quiz_4 , April 22 2004	 72	 72
5 -> quiz_5 , April 29 2004	 72	 72

Exam 30%

1 -> final exam , June 3, 2004	 81	 81
--	--	--

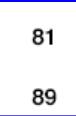
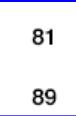
Participation 10%

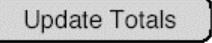
1 -> Participation , June 6, 2004	 100	 100
---	---	---

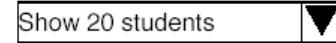


Gap 234: Final course grade, total points, running stats (mean, median, etc.) column with ability to hide from students

Final Course Grade

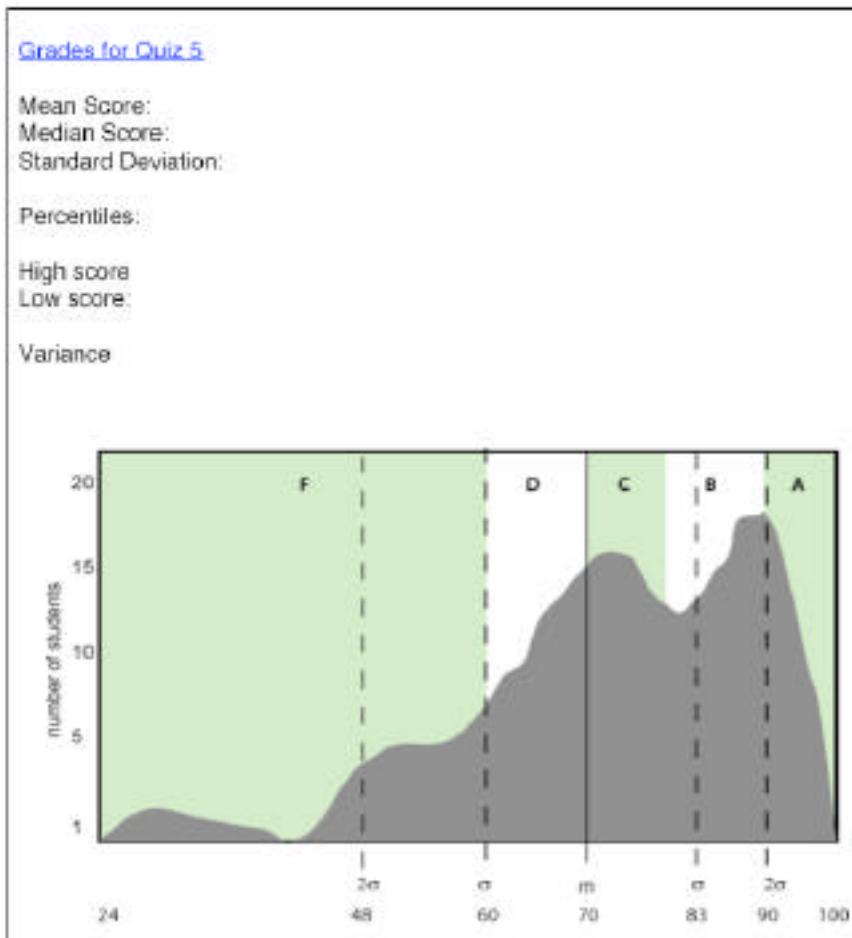
Students and Scores									
Sort by: Student name 			Find student: <input type="text"/> 						
Student Name	Problem Sets [-]			Quizzes [+]		Exam [+]	Participation [+]	CUMULATIVE	
	1	2	3	=	=	=	=	=	
Hamilton, Josh	<input type="text" value="72"/>	<input type="text" value="90"/>	<input type="text" value="-"/>	81	90	81	-	 81	
Ko, Lydia	<input type="text" value="86"/>	<input type="text" value="92"/>	<input type="text" value="-"/>	89	93	89	-	 89	



Gap 234: Final course grade, total points, running stats (mean, median, etc.) column with ability to hide from students

Statistics



Gap 234: Final course grade, total points, running stats (mean, median, etc.) column with ability to hide from students

Ability to hide statistics from students

Assessment Grades		
<input checked="" type="checkbox"/> Display grades to students		
<input type="checkbox"/> Display class statistics to students (mean, median, standard deviation)		
<input type="checkbox"/> Display grade from grade scale , not numeric grade		
Final Grade		
<input checked="" type="checkbox"/> Display grades to students		
<input type="checkbox"/> Display class statistics to students (mean, median, standard deviation)		
<input type="checkbox"/> Display grade from grade scale , not numeric grade		
Display final grade starting: <input type="text" value="19"/> month <input type="button" value="▼"/> day <input type="button" value="▼"/> Year <input type="button" value="▼"/>		
<input type="button" value="Submit"/>		

Priority 39: Gap 236

Ability to automatically transfer grade from assessment tool dynamically

Add Grade for Josh Hamilton

Assessment	
Grade	<input type="text"/>
Category	Problem Sets 
Assignment	Vibration Control in En... 
Comment	
<input type="text"/>	
<input checked="" type="radio"/> Staff Only <input type="radio"/> Share comment with Student	
<input type="button" value="send to gradebook"/>	

Priority 40:Gap 242

Allow export of gradebook to .CSV

Gradebook Tools

[6.001 Gradebook](#)
[Setup Gradebook](#)

[Adjust Categories](#)
[Add Assessment](#)
[Flag Students](#)
[Adjust Grade Scale](#)

[Set Student Feedback Options](#)
[Export Spreadsheet](#)
[Print Grade Sheet for Registrar](#)

Priority 41: Gap 266

System wide back button works

This gap identifies the ability for the user of the application to always be able to click the back button on their browser without creating errors.

For example, if they have started filling out the form to post a new document, and then change their mind, they can click the button and they will return to where they came from. Our user testing has shown that users frequently use the browser back button as a navigation tool.

(no screenshot necessary)

Priority 42: Gap 280

Support for foreign language (European, Asian (Chinese, Japanese), Semitic (Arabic, Hebrew))

This gap identifies the ability to enter foreign language characters into text boxes.

Mockups/functionality descriptions are from Stellar.

Users should be able to enter any Unicode characters into text input boxes and have the text display properly. The image shows Arabic and Russian materials displayed on the materials page.

Gap 280

[Sample Document](#) (reading - html - 599 bytes) **restricted use** [edit](#) - [delete](#)

This is the summary.

Last modified: 01 March 2004 4:35 p.m. by Ben Brophy

[قتال عنيف في الفلوجة](#) (reading - link - N/A) [edit](#) - [delete](#)

الأمريكية ومقاتلين عراقيين بعد عملية

Last modified: 06 April 2004 1:19 p.m. by Ben Brophy

[Президенту Литвы вынесен импичмент](#) (reading - link - N/A) [edit](#) - [delete](#)

Литовский сейм проголосовал за импичмент президенту страны Роландасу Паксасу, которого обвиняют в серьезных нарушениях конституц

Last modified: 06 April 2004 1:23 p.m. by Ben Brophy

Glossary

- Materials page – page that displays various materials (resources, documents etc.) for the class.

Gap # 280 (Stanford)

Support for foreign language (European, Asian (Chinese, Japanese), Semitic (arabic, hebrew) in authoring and delivery)

6 pages added by Peter Chen to address need for students to enter foreign languages in assessments and other tools. Also to allow multiple language entry. (Also we showed Stanford assigned this gap)

This gap identifies the method by which foreign languages are displayed as well as using different alphabet/keyboard layouts and Input Method Editors (IMEs) are used to input characters, symbols, and diacriticals into a web entry box.

The screenshots are from Coursework viewed through a Windows machine. (IMEs are only available on Windows platform.)

Using IMEs and keyboard mapping relieves users from having to translate each character to unicode.

Chinese IME in form box

The screenshot shows a Netscape browser window displaying a Stanford University Coursework assignment page. The URL is <https://coursework-j.stanford.edu/coursework/servlet/Assignments?action=part&course=11316&assessid=11316&partid=11316&partseq=1>. The page title is "Assignment -Multipart with immediate feedback". The assignment due date is Wednesday, 19 November 2003 2:05 PM (PAST DUE). A note states: "This assignment is PAST DUE. Please read the note next to the 'Continue' button at the bottom of the screen for important information about LATE submissions. This assignment is set to show 'immediate feedback'. You will only be allowed to submit answers ONCE for the questions below, so please make sure you have answered all questions before hitting 'Continue'. After submitting your answers, the solutions will be displayed for you." Below this, there is a section titled "part 2" with a question: "1. (10.0 pts) Please write about your favorite destination...". A text input field contains the Chinese characters "我是陈之英的大名" and has a small IME pop-up window open above it, showing a list of suggestions like "个" and "名".

Asian Languages (Chinese, Japanese, Korean) are typed in using a phonetic method and IME system.

Input Method Editor lives in tray



The IME and foreign language keyboard utilities live in the Windows system tray.

Multi-language input

The screenshot shows a Sakai course page titled "Z_TEST 111 / Z_TEST 111-02 : Verifying 2.5 - 3.0". The page displays a "Features for Documentation" section with an assignment titled "Assignments - Multipart with immediate feedback". The assignment details include a due date of Wednesday, 19 November 2003 2:06 PM (PAST DUE) and a note about immediate feedback. Below this, there is a section titled "part 2" containing a text input field for question 1. The input field contains text in multiple languages: Chinese characters (我今天早上), English words ("wash the dishes"), and Hebrew characters (בבבב). Below the input field are word and character count fields.

Coursework will also accept multiple language input in a single text field.

Glossary

- Input Method Editor (IME) – Microsoft product which allows for direct input of languages that do not directly map onto the western ascii keyboard.

Comments:

- As spec'd currently matches functionality in CTNG except in: tabs, drop downs, select items (where labels are created by users, like a discussion topic or category).
- Bi-directionality for Semitic languages?
 - Arabic and Hebrew are read right to left. The sample document (pg 2) displays these left to right. Ideally Sakai could display both English and Arabic or Hebrew on the same page printed in the correct direction for the Language (see next slide for screen shot).
 - This may involve adding a checkbox for 'right-to-left' users so they can select the appropriate directionality code into the entry or allow for custom layout templates to be created.
 - Suggested wording change:
 - "Full unicode and bi-directional support for non-roman languages including but not limited to Cyrillic, Hebrew, Arabic, and various Asian languages. Users should be able to input both 'right-to-left' and 'left-to-right' text into separate text fields on the same web form and have them display appropriately."
- Inclusion of other languages such as Thai and Greek will also be necessary in future versions of Sakai

Allow bi-directionality...

[Sample Document](#) (reading - html - 599 bytes) **restricted use** [edit](#) - [delete](#)

This is the summary.

Last modified: 01 March 2004 4:35 p.m. by Ben Brophy

- [delete](#) [edit](#) (reading - link - N/A) قتال عسكري في الفلوجة

الأمريكية ومقاتلين عراقيين بعد عملية

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[Президенту Литвы вынесен импичмент](#) (reading - link - N/A) [edit](#) - [delete](#)

Литовский сейм проголосовал за импичмент президенту страны Роландасу Паксасу, которого обвиняют в серьезных нарушениях конституции

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Sample Text Entry Fields in CTNG

Discussion

Complete the form, then choose the appropriate button at the bottom.
A • means this information is required.

Topic

• **Category:** []

Date: Apr 15, 2004 10:06 am

• **Topic:** []

Reply type: Allow reply to any message
 Allow reply to this topic only

Message: []

Attachments

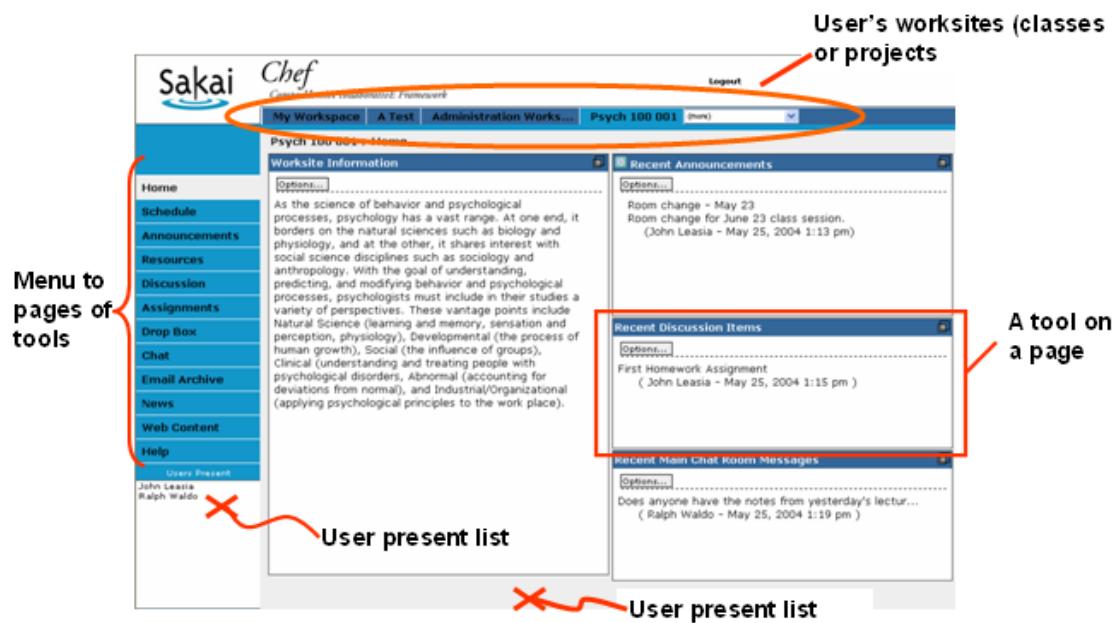
No attachments ...

Add attachments

Post **Save Draft** **Cancel**

Could add checkbox for 'display right-to-left ' that is not checked by default

- Issues with display when not in a browser



(gap numbers are shown in parenthesis after a particular feature)

Global

These are features that apply to the system as a whole and/or which apply across many tools.

- ‘Tear off’ windows – the ability to ‘undock’ a tool into its own separate (browser) window, and re-dock it to the sites portal at user’s option.
- Improved UI look & feel, graphics, and usability
- Multiple skins supported
- Ability to copy a site **(209)**
- Ability to copy selected tool content from a previous site into a site. **(209)**
- Auto connection to external registration data – registered students automatically become members of a class
- Wysiwyg widget for text entry areas **(263)**
- Calendar date entry widget **(287)**
- Support for foreign language characters **(280)**

Home Page

The Home Page is the first thing a user sees when first entering a site.

- Each site has a ‘home’ page – the page initially displayed when first entering the site. The site’s home page has a Welcome message that can be configured by the site owner to show text or point to a URL **(45)**
- The default Home page configuration includes the site’s welcome message (editable by Authors), and synopsis tools showing recent announcements, discussions, and chats. Alternately, any page with any content could be set to be the Home page for a given site.



- The Home page only shows Announcement, Discussion, Chat synoptic tools if the corresponding tools have been added to the site (e.g., if there is no Chat tool, the Chat synoptic tool doesn't show up on the Home page).

Worksite Setup

Presents a list of the user's sites, organized and sortable by various groupings, and provides the ability to create new sites and revise existing sites.

- Ability for a user to setup a site, and remove/configure the tool set, add/remove members, select skin, enter site description, publish site, select tools
- Improved layout of user's site list. Organized by term and project, sortable by column headers, improved searching (22)
- Ability to add non-institutional participants to a site using their email address (276)
- Improved error checking and alerts.
- More settings are selectable during the setup process rather than having to go to Revise a site after it has been setup
- Optional emails to participants when they are added to a site.
- Revising a site has been rearranged to be more consistent with other tools (toolbar vs list of functions, confirmation pages)
- The option to choose to import content from a previous site when creating a new site is available (209) (267)
- Improvements to various Revise functions – better Participant List organization, sorting; participant and role editing (10)
- Ability to add/edit participants and assign/edit their role (14) (13)

Site Info

Provides general site info and revise site capability from the site itself. (268)

- A new tool for Fall, allows revising a site from the site itself, without having to go to Worksite Setup.
- Provides information about the site, and access to Revise functions

Preferences

A user can set their personal preference as to how Low priority email notifications, and emails from the site, are received

- Ability for a user to specify how they want to receive notifications, including an option to receive them immediately (as they are generated), in digest form (all notifications combined in one email once per day), or not at all.

Membership

The Membership tool is used to join sites which have been designated by the site owner as joinable.

- A tool in the user's My Workspace that is used to become a participant of joinable sites



- User can unjoin sites which they have manually joined using the Membership tool
- Users are given the role for that site specified by the site owner as that assigned to joiners

Gateway

The Gateway is the initial view presented to non-authenticated users when they first come to the system. It contains nav buttons that present system information and access to the list of sites in the system.

- Initial entry page into the system. Provides a Welcome message (configurable by Admins) and general info
- Sites list – a list of all sites in the system available to the public for browsing.
 - List shows site title and short description
 - Clicking on site title provides list of announcements, resources that have been designated as viewable by the public
 - Clicking on a document in the list then shows the document content
- A project site can be excluded by the site owner from appearing on the Gateway Sites list

Schedule

A tool for scheduling events associated with a particular site.

- Add events to a schedule, with a variety of types, using start time, duration.
- View schedule by day, week, month, year, list
- Print pdf function
- Click on event to see full details
- Ability to merge schedules from other sites in which you are a member
- My workspace schedule shows events from all sites in which you are a member.
- Ability to add recurring events
- Ability to specify a date range for list view
- Import event capability – import events from a text file in a specified format
- Calendar widget for date entry (287)

Announcements

Used to post announcements to all members of a site, view archive of announcements.

- Create new announcements, revise existing announcements.
- Draft mode for group collaboration on an announcement, saved announcements without displaying them until they are posted
- Ability to merge announcements from other sites in which you are a member.
- My workspace Announcements shows a synoptic view of announcements from all sites in which you are a member.
- Notification option when adding/revising an announcement.
- Ability to specify that an announcement is available for public view (viewable by non-CTNG users and non-site members)



Resources

The repository of file uploads for a site.

- Object store for a site. Authors can create folders, upload files of any type, create a link to a URL, or create a simple text file
- Supports folders within folders to any depth
- Provides a hierarchical view of the folder hierarchy (click on a folder's icon to show its content, expand all to see the entire hierarchy)
- Objects in the site's Resources can be attached to other objects in the site (e.g., attaché a file in Resources to an Announcement)
- Can upload up to 10 files at a time
- Notification option when adding/revising a resource
- Ability to specify that a resource is available for public view (viewable by non-CTNG users and non-site members)
- Control over the total amount of resources allowed per site, with an (administration controlled) site by site override
- Control over the maximum size on a file upload
- Metadata associated with files and folders, including a copyright field for files
- Breadcrumb navigation
- Expand/contract folder hierarchy in a hierarchical view of Resources

Assignments

A tool that creates an assignment which can accept submissions from site participants.

- Author can create an Assignment, with open, due, close dates.
- An assignment can allow submissions by typed in text, attachments, or both
- Assignment submissions can be graded, and grades released immediately or manually at some point in the future.
- When grading, the Author can include comments inline with the student's submission, optionally shown in red to the student
- Various ways to list assignments, submissions by student, submissions by assignment
- Students can view their graded assignments
- Various signals, statuses shown about where in the process a submission is (not started, in progress, submitted, graded, etc.)
- Grades can be exported to an excel file
- Ability to download all submissions to an assignment to the Author's local disk for offline use
- Searching in some views
- Ability for Authors to return submissions, and for students to resubmit them
- Author can view the Assignment in 'student view' mode, and create a submission to the assignment

Discussion

Allows conversations in a threaded, asynchronous manner.

- User defined categories as an organizational scheme
- Topics within categories
- Supports flat (reply to topic only) and thread (reply to reply) formats



- Ability to limit a particular topic to a flat only format
- Author can delete categories and topics and replies (151)
- Next/Previous step through messages (157)
- Display options – left/right or over/under layout.
- Searching

Dropbox

Allows file uploads by students into an area viewable only by the particular student and Author

- Automatic Dropbox creation for each member of the site
- Students can upload into their folder, students cannot see into other student's folders
- Author can read documents in all folders and can post documents to all folders

Chat

A synchronous communication tool with logging.

- Each site has a default Chat room
- Chat log is persistent – users can scroll back to see the history of the Chat
- Users present in Chat list shows who in the site is focused on the site's Chat tool
- Multiple Chat rooms can be created (169)
- Ability to limit the number of chat messages displayed in the running log (e.g., limit the display to the last 3 days of chat, or last 20 chat messages)
- Color used to help distinguish chats posted by different users
- Ability to turn on/off the display of date and time for chat messages

Web Content

A tool that displays a web page within a portal page.

- Ability to include any iframe'd webpage in a site skinned as though it were a system tool (e.g., have the New York Times appear as a 'tool' in a site).
- Control over the default size of the tool and which URL the Web Content tool points to
- Multiple Web Content tools can be added to the site, and the name on their navigation button can be changed (267)

News

A tool that displays RSS feeds.

- A tool to show any RSS news feed
- User specifies a URL to an RSS feed
- Multiple News tools can be added to the site, and the name on their navigation button can be changed (267)

Email Archive

Allows the member list to be used as an email group, and archives emails sent to the site.

- Ability to send email to all members of a site by sending an email to the site
- Emails sent to the site are archived and can be reviewed at a later date



- Permission control over which roles can and cannot send emails to the site, and global control over who can send to the site – members only or everyone
- Ability to specify the email name for the site
- Ability to delete emails from archive (193)

Notification

A capability that allows email to be sent to site participants when certain actions occur.

- Ability to optionally send an email to the site members when certain actions have occurred (e.g., when a file is added to Resources, when an Announcement is made, etc.)
- Notifications sent with High priority are automatically received by all participants. Notifications sent with Low priority are received according to each participant's Preference settings

Users Present

Functionality that provides a list of users who are focused on a site.

- A Users Present list shows which members are active in the site at any time
- In the Chat tool, a Users present in Chat list will be available, to list those specifically active in Chat.

My Workspace

The personal, private site each user has which only they can enter.

- Every user has their own personal, private site
- A My Workspace includes Resources, Synoptic Schedule and Announcements, Webcontent, News, Membership, My Profile, Preference Help tools
- Individualized, customizable per user
- Resources can be made public for access via their URL by others, but others cannot be added to a user's My Workspace

Synopsis

A capability that provides summaries of certain tool content from one or more sites.

- Synoptic tools for Announcements, Discussion and Chat. These show the most recent activity for the associated tools summarized in a list. The three synoptic tools typically are displayed on the site's Home page.
- Configuration settings on the Synopsis tools allow some control over what is displayed (e.g., n most recent announcements in the last m days).

My Profile

The tool used to revise a user's personal information.

- A user's profile tool, allows user to change settings which are 'legal' to set within the application (e.g., non-institutional participants can change their First, Last name, but institutional participants cannot if that data is provided by the institution outside of Sakai) such as preferred email address

**Public View**

The capability to indicate certain content can be viewed by un-authenticated users.

- Ability to specify particular resources, announcements, schedule are public, and method for un-authenticated users to browse through sites to see public content.
- Anyone can access the public viewable info about a site via the Gateway page (e.g., even those without an account or who are not members of the site)

Webdav

Provides drag and drop of files and folders in and out of Resources

- Site Resources area available via Webdav, so that files and folders can be dragged between the user's desktop and the Resources area

Assessment

A tool that manages the authoring, delivery and grading of assessments.

- Samigo (Sakai Assessment Module) will be available for pilot use.
- Ability to create quizzes, tests, surveys

Admin

Administration functions available to support staff

- Message of the Day – message that shows up on login page, and optionally in a site.
- Multiple permission levels – permission levels are surfaced as Roles, and include several default roles per type of site (project, class) (**262**)
- Permission control based on role within tools. By default, Authors can post, create, and Participants can view. There is control over adjusting permissions for a role (e.g., to add the ability for Participants to post Discussion Topics)
- Ability to bulk add members to a site.
- Enhancements to site setup, navigation through sites, filter lists to find sites, distinguish like named sites between terms.

The Sakai Assessment Manager—Samigo

The Sakai Assessment Manager is a Web-based CMS tool for creating, publishing, taking, and grading assessments. Supported assessment types include online tests/quizzes, homework questions, problem sets, self-study questions, compositions, projects, language drills, and surveys. Samigo also has a question pool manager for organizing and sharing questions and a template manager for creating assessment types. Samigo features include:

- Multimedia Support:
 - Full WYSIWYG editing
 - File and image uploads in the WYSIWYG editor
 - Audio recording from the computer
 - WYSIWYG editing in question texts, answer selections, feedback, comments
- Many Question Types: multiple choice (single and multiple correct), survey, true/false, matching, essay/short answer, fill-in-the-blank, file upload, audio recording
- Publishing of multiple versions of assessments to sections and groups within a class
- Flexible Assessment Organization
 - One question per page, one part per page, full assessment on page
 - Random access to questions by student or strict linear access with no return to previous questions
 - Immediate, delayed, or no feedback to students about their responses
- Foreign Language Support (European, Asian, Semitic)
- Randomized assessment components
 - Randomized question order
 - Random draws of questions from question pools
 - Randomized ordering of selections in multiple choice
- Greater control over timing of assessments
 - Independent release date, due date and feedback delivery date
 - Timed Assessments with on-screen countdown clock
 - Auto-submit will “grab” any data on the current page and submit it at the designated end time.
 - Late Handling
 - Instructors can elect to not accept assessments past the due date
 - Instructors may allow for “one last chance” submission even when due date has passed. This submission will be flagged as late in grading.
- QTI formatted import and export of questions

Samigo was developed by Indiana University and Stanford University. The Stanford Project was partially funded by the Andrew W. Mellon Foundation to create a formative assessment tool.

<Company Name>

<Project Name>
Software Requirements Specification
For <Subsystem or Feature>

Version <1.0>

[Note: The following template is provided for use with the Rational Unified Process. Text enclosed in square brackets and displayed in blue italics (style=InfoBlue) is included to provide guidance to the author and should be deleted before publishing the document. A paragraph entered following this style will automatically be set to normal (style=Body Text).]

[To customize automatic fields (which display a gray background when selected), select File>Properties and replace the Title, Subject and Company fields with the appropriate information for this document. After closing the dialog, automatic fields may be updated throughout the document by selecting Edit>Select All (or Ctrl-A) and pressing F9, or simply click on the field and press F9. This must be done separately for Headers and Footers. Alt-F9 will toggle between displaying the field names and the field contents. See Word help for more information on working with fields.]

*[Note: The Software Requirements Specification (SRS) captures the complete software requirements for the system, or a portion of the system. Following is a typical SRS outline for a project **using use-case modeling**. This artifact consists of a package containing use cases of the use-case model and applicable Supplementary Specifications and other supporting information. For a template of an SRS **not** using use-case modeling, which captures all requirements in a single document, with applicable sections inserted from the Supplementary Specifications (which would no longer be needed), see rup_srs.dot.]*

[Many different arrangements of an SRS are possible. Refer to [IEEE93] for further elaboration of these explanations, as well as other options for SRS organization.]

<Project Name>	Version: <1.0>
Software Requirements Specification	Date: <dd/mmm/yy>
<document identifier>	

Revision History

Date	Version	Description	Author
<dd/mmm/yy>	<x.x>	<details>	<name>

<Project Name>	Version: <1.0>
Software Requirements Specification	Date: <dd/mmm/yy>
<document identifier>	

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<Project Name>	Version: <1.0>
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<document identifier>	

Software Requirements Specification

1. Introduction

[The introduction of the SRS should provide an overview of the entire SRS. It should include the purpose, scope, definitions, acronyms, abbreviations, references and overview of the SRS.]

1.1 Purpose

[Specify the purpose of this SRS. The SRS should fully describe the external behavior of the application or subsystem identified. It also describes nonfunctional requirements, design constraints and other factors necessary to provide a complete and comprehensive description of the requirements for the software.]

1.2 Scope

[A brief description of the software application that the SRS applies to; the feature or other subsystem grouping; what Use Case model(s) it is associated with, and anything else that is affected or influenced by this document.]

1.3 Definitions, Acronyms and Abbreviations

[This subsection should provide the definitions of all terms, acronyms, and abbreviations required to interpret properly the SRS. This information may be provided by reference to the project Glossary.]

1.4 References

[This subsection should provide a complete list of all documents referenced elsewhere in the SRS. Each document should be identified by title, report number (if applicable), date, and publishing organization. Specify the sources from which the references can be obtained. This information may be provided by reference to an appendix or to another document.]

1.5 Overview

[This subsection should describe what the rest of the SRS contains and explain how the SRS is organized.]

2. Overall Description

[This section of the SRS should describe the general factors that affect the product and its requirements. This section does not state specific requirements. Instead, it provides a background for those requirements, which are defined in detail in section 3, and makes them easier to understand. Include such items as product perspective, product functions, user characteristics, constraints, assumptions and dependencies, and requirements subsets.]

2.1 Use-Case Model Survey

[If using use-case modeling, this section contains an overview of the use-case model or the subset of the use-case model that is applicable for this subsystem or feature. This includes a list of names and brief descriptions of all use cases and actors, along with applicable diagrams and relationships. Refer to the use-case model survey report, which may be used as an enclosure at this point.]

2.2 Assumptions and Dependencies

[This section describes any key technical feasibility, subsystem or component availability, or other project related assumptions on which the viability of the software described by this SRS may be based.]

3. Specific Requirements

[This section of the SRS should contain all the software requirements to a level of detail sufficient to enable designers to design a system to satisfy those requirements, and testers to test that the system satisfies those

<Project Name>	Version: <1.0>
Software Requirements Specification	Date: <dd/mmm/yy>
<document identifier>	

requirements. When using use-case modeling, these requirements are captured in the use cases and the applicable supplementary specifications. If use-case modeling is not used, the outline for supplementary specifications may be inserted directly into this section.]

3.1 Use-Case Reports

[In use-case modeling, the use cases often define the majority of the functional requirements of the system, along with some non-functional requirements. For each use case in the above use-case model, or subset thereof, refer to or enclose the use-case report in this section. Make sure that each requirement is clearly labeled.]

3.2 Supplementary Requirements

[Supplementary Specifications capture requirements that are not included in the use cases. The specific requirements from the Supplementary Specifications which are applicable to this subsystem or feature should be included here, refined to the necessary level of detail to describe this subsystem or feature. These may be captured directly in this document or refer to separate Supplementary Specifications, which may be used as an enclosure at this point. Make sure that each requirement is clearly labeled.]

4. Supporting Information

[The supporting information makes the SRS easier to use. It includes: a) Table of contents, b) Index, c) Appendices. These may include use-case storyboards or user-interface prototypes. When appendices are included, the SRS should explicitly state whether or not the appendices are to be considered part of the requirements.]



OSP 2

Evolving toward a Sakai tool

Presented by

Chris Coppola

Member of the OSPI Board
President, the r-smart group



the r-smart group



Introduction (20s)

Session Overview:

This session will provide participants an overview of the Open Source Portfolio Initiative (OSPI) and information relating the Open Source Portfolio 2.0 (OSP 2) project to Sakai. The session will cover a brief history of the OSPI, description of the governance structure, and the composition of the teams developing the software. Where applicable the presenter will compare characteristics between OSPI and Sakai. Participants will also get an overview of the OSP 2 project and how various aspects such as the software, license, architecture, and project team relate to the Sakai project.

Agenda

- What is an electronic portfolio (ePortfolio)
- Overview and history of OSPI
- The OSPI Community
- Overview of OSP 1.5
- Overview of OSP 2.0
- High level technical comparison with Sakai
- Other project synergies

Sakai

In the next 30 to 40 minutes I'll describe electronic portfolios in general,

... describe the initiative and provide a little history...

... talk about the OSPI community

... the evolution from version 1 to version 2

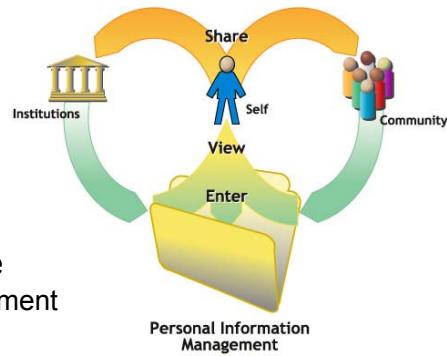
... compare the technologies

... and touch on some other synergies between the projects

What is an electronic portfolio?

Individual-centric software to support a process ...

- Collection
- Selection
- Reflection
- Connection



... for many different purposes like

- Student Development and Assessment
- Career Development
- Faculty Promotion and Tenure
- Alumni communication, lifelong learning
- Recruitment and Admissions
- Accreditation data consolidation and reporting

Sakai

If you're not familiar with electronic portfolios you can probably picture ...

... artist carrying a big folder with pictures and drawings

That's a pretty good place to start...

... but it's certainly not limited to artists...

... electronic portfolios are being used in lots of disciplines and across disciplines...

... they span courses ...

... and the vision is for an individual's portfolio to travel with them ...

... between schools and employers over a lifetime.

... portfolios support a process of...

collection – capturing and organizing **files** (like images & papers) and **structured information** (your profile or education history)

selection – choosing one or more of those items for a specific purpose (sharing with an advisor, or as evidence of achievement)

reflection – **annotating** items with **reflective thinking** to improve our understanding of what we've learned

connection – **sharing** items and selections and **interacting** with others (like the advisor or employer)

There's a long list of applications ...

The Open Source Portfolio Initiative

- Java / J2EE software project
- Building an ePortfolio application
- Licensed under OSPI License 1.0
 - Most similar to Jabber Open Source License
 - Moving to a common license
 - The Educational Community License 1.0 (ECL)

Sakai

(30s)

The OSPI is ...

- ... java software project
- ... building an enterprise electronic portfolio system
- ... version 1.5 is the production release
- ... and work is underway developing version 2 as a Sakai tool

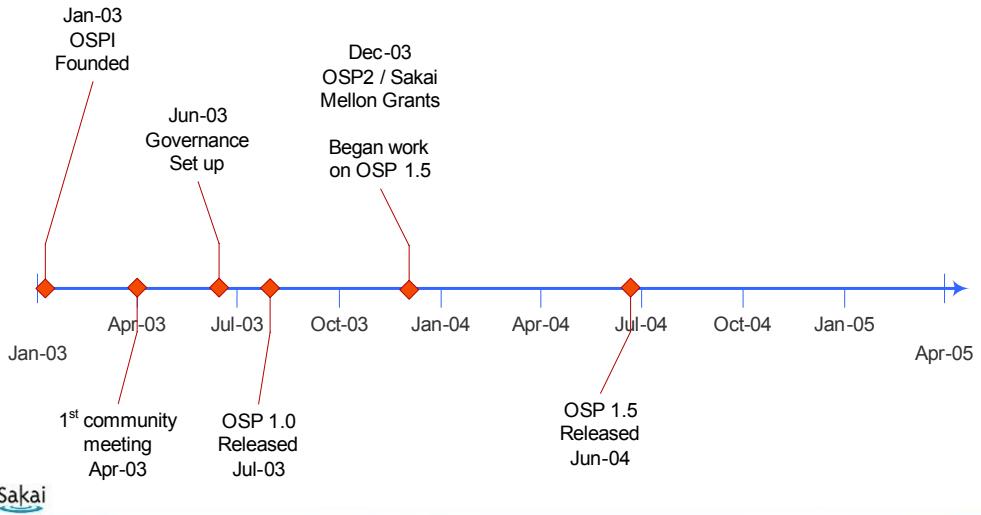
The software is currently licensed under a license similar to the Jabber license

- ... but we're migrating to a common license with Sakai ...
- ... and hopefully lots of other related projects will adopt it.

... A common license should make it easier to move applications from place to place from a legal perspective,

... the same way the Sakai TPP should make code more portable

Brief history of OSPI



Jan 03 – Founded the initiative based on:

- ... software in use at Minnesota for more than 6 years
- ... supporting over 30,000 users

Our initial objective was ...

- ... to make the code useful to the open source community by...
- ... removing Minnesota specific dependencies like...
- ... a proprietary app server...
- ... and hard-coded links to Peoplesoft

Apr 03 – First community meeting

- ... About 20 participants (rather than 175)...
- ... but we did get shirts...
- ... came out with six guiding priorities
- ... highlighted “Integration Interfaces” because it’s part of why we’re excited about Sakai

Jun 03 – Put a formal governance structure in place

- ... The three founding organizations formed the **Board**
 - ... responsible for the organization, community, funding, etc.
 - ... we were also joined by Rhode Island, Indiana, and the Carnegie Foundation
- ... Then we found portfolio functional experts to make up our **Council**
 - ... responsible for the functional direction of the software
- ... And developers and architects
 - ... responsible for the technical direction of the software...
 - ... we call them the Committers.

At the end of July we released 1.0

- ... functionally equivalent to the original MN system
- ... First time community had access to the application / source
- ... began looking for a way to fund ongoing development

Dec 03 – We were awarded \$500K from Mellon

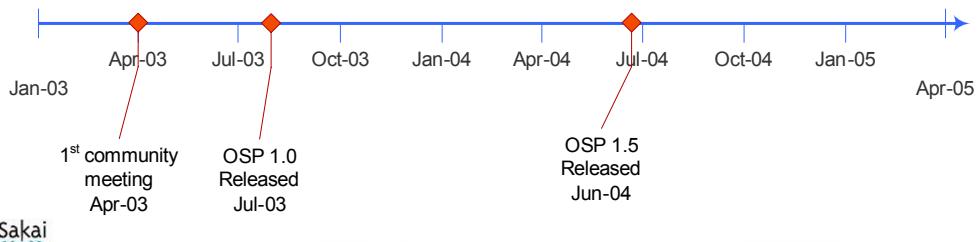
- ... to match contributions from Indiana and r-smart

- ... The grant was to develop OSP 2.0 from the ground up as a Sakai tool

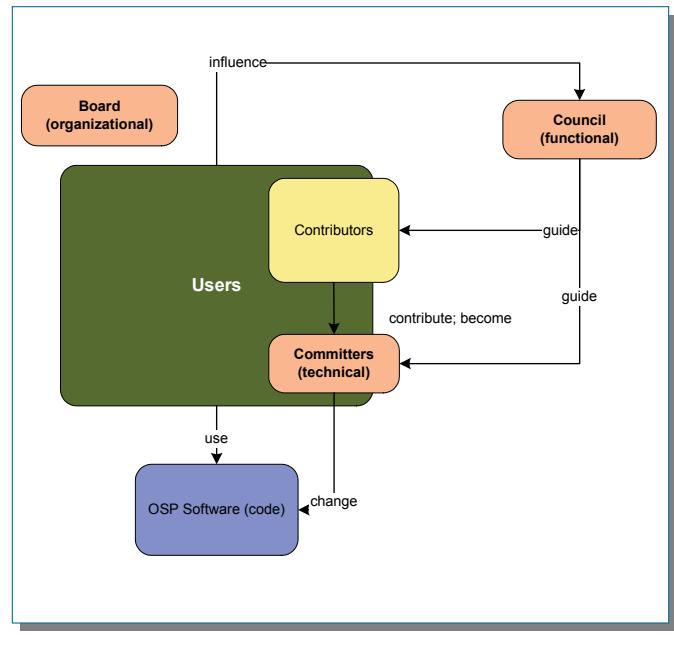
that would address the Monterey priorities

Brief history of OSPI

UNIVERSITY
OF MINNESOTA



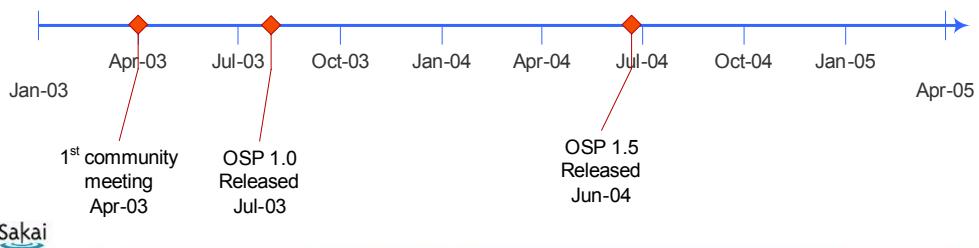
Brief history of OSPI



Sakai

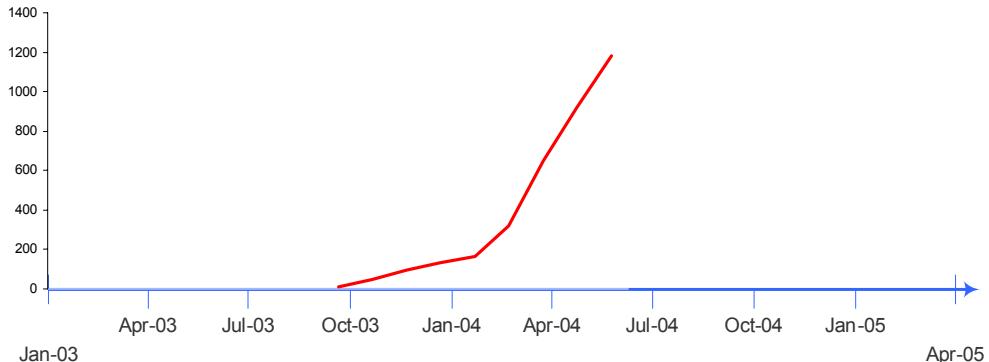
Brief history of OSPI

1. Usability and Customization
2. Assessment and Accreditation
3. Integration Interfaces
4. Scholarship of Teaching and Learning
5. Templates
6. Portability



Community growth

more than 1,200 members
at www.theospi.org
in 77 countries



Sakai

The buzz around this project has been amazing...

... Interest in OSPI continues to grow rapidly...

... as of this past May there were more than 1,200 members in 77 countries

... registered at theospi.org

... and we probably get 5-10 new registrations per day.

... there's probably a few dozen people ...

... contributing new code

... bug fixes...

... testing...

... documentation...

theospi.org

The screenshot shows the theospi.org website running in Microsoft Internet Explorer. The page features a header with the OSPI logo and navigation links for 'about OSPI', 'contact us', 'FAQ', 'OSPI Software', 'get involved', 'OSPI and Sakai', 'for developers', 'who's online', and 'OSPI 1.5 released!'. The main content area includes a login form, a news blog section with an RSS link, and a 'Community Activity' sidebar showing statistics like 77 countries represented and download counts. A 'coming events' section lists the '2004 OSPI user conference' for July 16-17, 2004, in San Francisco, CA. A 'support' section mentions the r-smart group. A 'Sakai' logo is visible at the bottom left.

theospi.org is the primary meeting point for the OSPI community...

It's a member website that anyone can join set up with ...

- ... a running demo
- ... discussion forums
- ... chat
- ... RSS News feed
- ... CVS
- ... bug tracking
- ... and other collaboration tools.

OSP 1.5 (current stable release)

The screenshot shows the OSP 1.5 application interface. On the left is a sidebar with various navigation links: ENTER (Enter/Update Data, Upload Files & URLs), SHARE (Create A New Share, My Shares List, My Default Share, New Comments), VIEW (Views From Others, Comments From Others), and My Settings (OSPI Account Info). Below these are Portfolio Tips and a note about deleting entries. The main area displays a hierarchical tree titled 'Collapse tree'. The tree structure includes 'Category' (with 'Subcategory' and 'Element' nodes), 'Subcategory' (with 'Element' nodes), and 'Element' nodes. A 'DELETE' button is visible next to one of the elements.

Volunteer project: Major contributions from r-smart, Virginia Tech, University of Minnesota Duluth, University of Delaware

- Users
 - Enter / Manage
 - Share
 - View
 - Collaborate
- Hierarchy to organize evidence, provide scaffolding
- Hierarchy customized to suit institutional purposes and objectives
- Presentation template engine – bridge to 2.0

Sakai

OSP 1.5 is the result of an ad-hoc project...

- ... Virginia tech had been doing some cool stuff with administration tools
- ... r-smart built some customization and management tools
- ... we wanted to address some of the priorities established in Monterey Bay

- ... We put together a set of use cases to
 - ... incorporate our individual contributions
 - ... add some new presentation features
 - ... improve usability
 - ... bridge from 1.0 to 2.0

The application is really very simple...

- ... user can
 - ... enter information
 - ... upload and organize files
 - ... select elements to create presentations of their portfolio...
 - ... share those presentations
 - ... view presentations others have shared
 - ... and exchange comments with others

The heart of OSP 1.5 is ...

- ... a hierarchical structure of categories and subcategories
- ... and nodes in the hierarchy that store user information

The hierarchy is customized at implementation time to suit specific institutional purposes...

- ... for example aligning with Teacher Education standards
- ... or other departmental, or institutional goals

OSP 2.0 (Spring 2005)

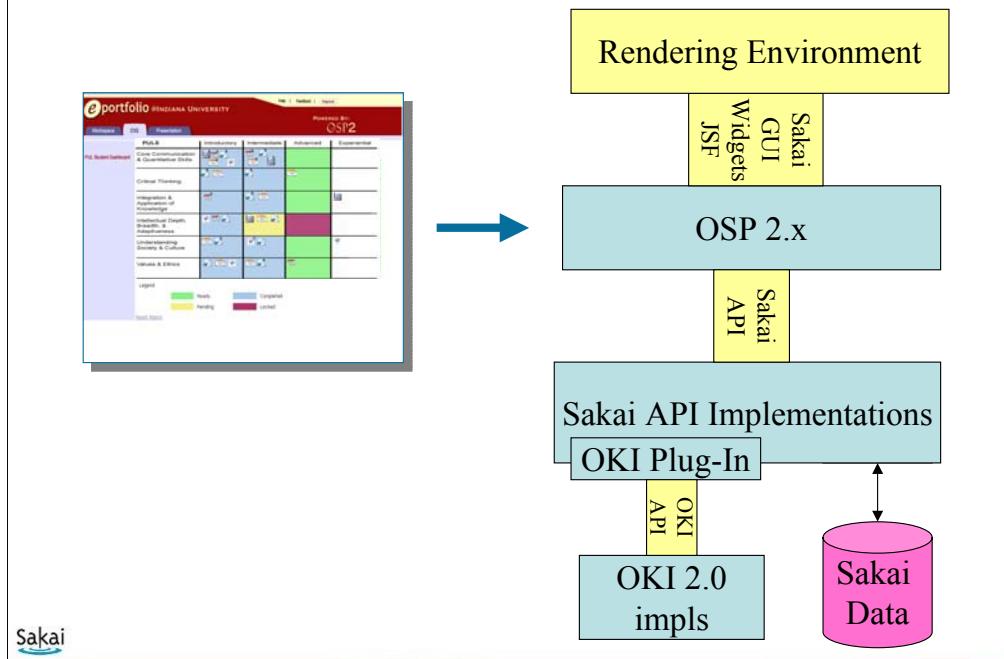
- Funded project
 - Dedicated resources
 - Committed dates
 - Small, traditional development team
- First public release this July
- Transparency going forward
- Personal workspace
 - Dashboard
 - Repository, profile, etc.
- Common Interest Groups
 - Scaffolding
 - Resources
 - Interaction tools
 - Assessment tools
 - Presentation req's

The screenshot shows a web-based application interface for 'eportfolio' at Indiana University. At the top, there are tabs for 'Workspace', 'CG', and 'Presentation'. Below the tabs, a header bar displays 'POWERED BY: OSP2'. The main area is titled 'Repository' and shows a list of files and folders. The table has columns for 'Name', 'Actions', 'Modified', 'Size', and 'Type'. The 'Actions' column contains icons for each item. The 'Modified' column shows dates like '17-06-2005 11:52 AM'. The 'Size' column shows sizes like '782'. The 'Type' column shows file types like 'Folder', 'text/xml', 'application/zip', and 'application/pdf'. A sidebar on the left lists 'Dashboard', 'Profile', and 'Repository'. At the bottom, there is a 'Icon description' section with options like 'Create folder', 'Upload', and 'Delete this folder or file'.

Name	Actions	Modified	Size	Type
test		17-06-2005 11:52 AM		Folder
test		17-06-2005 04:04 PM		Folder
Chia_Capella		12-06-2005 04:04 PM		Contact info
contact.pdf		12-06-2005 11:51 AM	782	text/xml
Java-Chia_Capella		12-06-2005 03:13 PM		application/zip
java-1-test.mpeg4		17-06-2005 05:19 PM		application/x-mpeg
testthrough.pdf		23-06-2005 01:14 PM	768	application/java-archive
indexView.pdf		17-06-2005 11:51 AM	284	text/xml
eportfolioTestPages.xls		17-06-2005 05:18 PM		application/pdf
eportfolioTestPages.xls		17-06-2005 11:52 AM	6.8KB	text/xml

Sakai

The goal—a Sakai tool



The OSP 2 project began with a goal of working with Sakai...

... it was a part of the commitment to Mellon

The two projects started at roughly the same time...

... but there have been decision points that didn't match up just right...

... tried to get as close we could without waiting...

Technical direction

	OSP 1.5	OSP 2.0	Sakai
Integration		JSR-168	JSR-168
Presentation	JSTL	JSTL, XSLT	JSF
Controller	Struts	Wrapped Spring	JSF/Spring
Persistence	Custom dao, JDBC	Hibernate	Hibernate
Services		Repository (WebDAV), AuthN, AuthZ	AuthN, AuthZ, repository, ?, , ?

Sakai

OSP 1.5 monolithic application ... hard to contribute to... architecture really doesn't support community development

OSP 2.0

- ... more modular design
- ... aligned closely with Sakai TPP...
- ... will move closer as the project progresses...
- ... similar approach to imitating the OSID's.

Beyond the software

- Cross pollinated development teams
 - Shared technical research
 - Common project methodology
- Cross pollinated boards
 - Shared experience with governance, etc.
 - Common license
 - Common conference?
- Open Source Buzz

Sakai

Beyond the common architectural objectives...

... OSPI and Sakai benefit from ...
... people working across the projects

On the software we're lucky to have several people working on both projects
... so they inform one project with the experience from the other ...

Brad Wheeler and Carl Jacobson serve both boards
... and so each project benefits from the diversity
... we have relatively easily agreed on a common license
... and I've been shopping the idea of having a common conference
... or at least synchronizing dates and locations.

Resources & reminders



- The OSPI website
www.theospi.org
- OSPI User conference 2004
July 16th & 17th in San Francisco



- The r-smart website
www.rsmart.com
- Chris Coppola
chris.coppola@rsmart.com

Sakai