Dienst ITBE

Universiteit Twente
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Betreft	**Functionele analyse van Sakai componenten m.b.t gebruik in de pilots**
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Functional analysis of Sakai components version 2.1.1

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Table of contents

1.1. Introduction

The goal of this document is to give a global analysis of the tools in Sakai: what is it; which educational use is possible; what are the differences between Sakai and current UT-applications; how user friendly is it; can it be used in our situation without modification? The analysis is based on first impressions and limited testing of the functions (not in real practice!). Concerning the suitability of a tool for the UT and the necessary modifications, a distinction is made between the pilot situation within the CBUS project and UT wide implementation of Sakai. The listed modifications for UT wide implementation are preliminary of course. The evaluation of the pilots will give more insight in what is needed.

The analysis is done with the use of course sites in mind. Project sites mainly have the same functionality, but are meant for collaboration in teams and communities. The differences between a course site and project site are:

Projectsite	Course site
You can have a free site title	You have to fill in a 'subject' (max 8 characters), a 'Class' (max 3 char.) and 'Section' (max 3 char). These 3 parts together plus the abbreviation of the academic term ('Sp06') define the 'title'.
Roles are 'access' and 'maintain'	Roles are instructor, student, teaching assistant
Options for access to the site are: 1) a private site, not shown in Sites; 2) site is not joinable, but show the file in Sites directory and share files you select 3) site is joinable and shown in Sites	Only options 2 and 3 are possible (course site cannot be private)
Above the menu at the left, you can have an icon of your own choice by specifying the URL of the icon	Choice from list of default icons

Note:
- Not all tools that are listed in SakaiWiki@UT are evaluated in this document, reasons for this are mentioned in the table below.

Tool / function	Remarks
1. Help	Not really important for pilot. Can be used as it is. Some info is based on Sakai 2.0? In general we believe the help function provides considerable support for common use of Sakai.
2. Melete (lesson builder)	Not analyzed; not installed?
3. WebDAV	Not a tool. Is a useful function if there are no technical objections
4. Worksite Information	Not a tool, is part of Home.
5. Multi language support	We only use the English interface in pilots.
6. Skins and skinning	Not very relevant for pilots.
7. Open source portfolio	Evaluated separately. Our focus will be on OSP 2.2 in which a tight integration with Sakai 2.2 is foreseen.

1.2. Summary of the results

Note:
- The evaluation is based on Sakai 2.1.1. We haven't done a complete search of resolved issues and new functionality in Sakai 2.1.2 and 2.2.0. It could be that these newer versions already offer functionality that answer needs for the pilots.

Tool / function	Can be used in pilot without modification?	Modifications for pilot	Can be used UT-wide without modification?	Sakai compared to TeleTOP, is:
1. Announcements	Yes	-	Yes	Better
2. Assignments	Yes	-	No	Equivalent - Worse
3. Chat Room	Yes	-	Yes	not available in TT
4. Discussion	Yes	-	Yes	Equivalent
5. Drop Box	Yes	-	No	not available in TT
6. Email Archive	Yes	-	Yes	Better
7. Help	Yes	-	No	not available in TT
8. Home	Yes	-	Yes	not available in TT
9. Gradebook	Yes[1]	-	No	Better
10. Membership Tool	Yes	-	No	Worse
11. My Workspace	No	a) Prevent that user can delete his MyWorkspace b) Decide if some of these permissions should be disabled: a user can change his user id, name, e-mail and password in Sakai. c) Set a limit to the size of MyWorkspace Resources	No	not available in TT
12. News	Yes		No	not available in TT
13. Permissions and Roles	Yes		No	not available in TT
14. Preferences (My Workspace)	Yes		No	Better
15. Presentation	Not at all		No	not available in TT
16. Quiz and Test (Samigo)	Yes		Yes	?
17. Resources	No	File size limit should be enlarged (now 20 MB)	No	Better
18. Schedule	Yes		No	Equivalent
19. Section info	No	a) We want to use other categories, suited for the UT (instead of the rather American ones)	No	Worse

Tool / function	Can be used in pilot without modification?	Modifications for pilot	Can be used UT-wide without modification?	Sakai compared to TeleTOP, is:
		b) Instructor must have option to create his own categories, in addition to default categories		
20. Site Info	No	a) Remove the duplicate 'Assignment' in Edit Tools: the one in which 'grading' is not provided. b) Have a *fixed* order for the list of tools in the menu instead. At the moment, the order is the order in which I *added* them. Therefore: each site would have a different order. Looks like a bug? c) Better interface for adding users (at least a search function). d) Decide if we want to disable this: participants without official usernames can be added by their e-mail address (disable for reasons of abuse). Or arrange that such a 'guest' only gets permissions for the course site he has been added to and no permission to join other sites and use MyWorkspace etc.	No	Equivalent
21. Syllabus	Yes		Yes	Better
22. WebDAV	?			not available in TT
23. Web Content Tool	Yes		Yes	Equivalent
24. Worksite Information	Yes		Yes	not available in TT
25. Worksite Setup (My Workspace)	No	a. Decide about permissions of instructors and students for creating and deleting course and project sites (now: instructor can create and delete his own site; students can create projectsites) b. Have normal course code and title	No	Worse

[1] *If import of graded assignments from Assignments is indeed possible in Sakai 2.2, as is promised.*

1.3. Results of analysis

1.3.1. Announcements

Criteria	Possible elaborating questions	Answers
1. Name component		Announcements
2. Use keywords to describe the main function(s) of the component		announcements, notification, attachments, dislay to selected groups, add announcements from other sites, set display preferences, recent announcements automatically displayed on Home page
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Instructor can add announcements (with attachments) and has 3 options for e-mail notification (none / only to participants who have opted in / to all participants).
4. Which educational use is possible?		- To keep course participants informed about things in the course or in the course site. - To provide non-participants with relevant information
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		Not required, but it is desirable that announcements from other UT-applications can be imported or vice versa (VIST => Sakai or Sakai => VIST)(not necessary for pilot)
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP, VIST
	What are the main correspondences and differences?	- TeleTOP has option to archive announcements - More notification options in Sakai - Notification doesn't work in TeleTOP - More display options in Sakai - More options for permissions in Sakai - TeleTOP has option to publish news item after specified date
	Provide an overall rating when you compare this function with already available IT applications?	Better (if notification works!) ~~Equivalent~~ ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		Good ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	
	If no, why not?	-

1.3.2. Assignments

Criteria	Possible elaborating questions	Answers
1. Name component		Assignments
2. Use keywords to describe the main function(s) of the		description of assignments, submit assignment, overview of submitted

Criteria	Possible elaborating questions	Answers
component		assignment(s) by student, grade, zip download
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Overview of the assignments within a course site and the submitted work. Instructor has grading options and can download a zipfile with all submitted work for one assignment.
4. Which educational use is possible?		The same as assignments are now used in TeleTOP.
5. Does it fit within our vision on education?		Partly, because there's no option for group work and peer feedback.
6. Is any input or output required to use the component?		Desirable: export of grades to the gradebook
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP
	What are the main correspondences and differences?	Advantages Assignments in Sakai: - instructor can duplicate assignments - instructor can hide assignment for students until specified date - option to show 'due date' in Schedule of Worksite and therefore also in My Workspace (unfortunately this is a choice for the instructor and not for the student) - instructor can download all student work in zipfile (but will be available in TT6.2) -overview of all assignments with their characteristics on one page - instructor can see which students have not submitted the assignment yet (however: usability is low in this interface: requires a click per student on expand icon) - instructor can download excel file with grades by student by assignment. Disadvantages Assignments in Sakai: - more complex to understand the meaning of all options, not all very intuitve (f.i: 'status') - group assignments not possible (a major disadvantage) -peer feedback not possible (student permission for 'grade' is not an option, this gives the student too much permissions, for example to delete feedback of other students and instructor) - not possible to change permissions for a specific assignment. Permissions apply to all assignments: students can read all submitted work for all assigments versus student can read only their own submitted work.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ Equivalent - Worse
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ Average - Bad
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for UT wide implementation) ~~No, not at all~~

Criteria	Possible elaborating questions	Answers
	In case modification is required, what should be modified?	Not absolutely necessary for pilot (depending on pilot situation): a. Group assignments possible b. Set permissions for each assignment c. Better interface in 'Assignment List by Student' Not necessary for pilot yet: d. User should decide whether Assignment deadlines are in the Schedule and not the instructor (this affects Schedule or Preferences, and Assignments) e. Peer feedback possible
	If no, why not?	-

1.3.3. Chatroom

Criteria	Possible elaborating questions	Answers
1. Name component		Chatroom
2. Use keywords to describe the main function(s) of the component		simple chatroom facility
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Chatroom available to all participants. You can see who's in the chatroom. You have different chatrooms for each course or project site.
4. Which educational use is possible?		How useful is it, compared to MSN etc.? One could say: why not use it, if there are no technical or functional objections. It would be more useful if groups could have their own chatroom, but if groups have their own projectsite, this is not necessary.
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		Maybe desirable to have option to save chat transcripts. Note: a workaround is possible by selecting the transcripttext and use the copy-paste function to save it in another document.
7. Is the function already available in (an)other IT application(s) at the University of Twente?		No
	If yes, which one(s)?	-
	What are the main correspondences and differences?	-
	Provide an overall rating when you compare this function with already available IT applications?	-
8. How do you rate the usability (user friendliness) of the function?		Good (because it seems simple to understand and use; but we have not tested it extensively ourselves) ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required,	-

Criteria	Possible elaborating questions	Answers
	what should be modified?	
	If no, why not?	-

1.3.4. Discussion

Criteria	Possible elaborating questions	Answers
1. Name component		Discussion
2. Use keywords to describe the main function(s) of the component		discussion, 3 or more levels: category > topic > reply > reply to reply [etc]
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Discussion allows structured conversations that are organized into categories. Site participants can post replies to a topic (a "flat" discussion) or to other replies (a "threaded" discussion).
4. Which educational use is possible?		- To organize a discussion about a topic within a course, maybe assign a grade to students for their contribution. - To provide students with option to communicate with each other Note: this function is hardly used in TeleTOP
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP
	What are the main correspondences and differences?	- More options for permissions in Sakai - Sakai has Search function - TeleTOP has option for discussion forum for specific group - TeleTOP has sort function (subject, author, date)
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ Equivalent ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ ~~Average~~ ~~Bad~~ Can't say yet, seems ok.
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	-
	If no, why not?	-

1.3.5. Drop Box

Criteria	Possible elaborating questions	Answers
1. Name component		Drop Box
2. Use keywords to describe the main function(s) of the		individual archive

Criteria	Possible elaborating questions	Answers
component		
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Have a folder for each participant that's only accessible for that participant and instructor. Using the folder works like Recources.
4. Which educational use is possible?		- A possibility for instructor and student to exchange documents in 'not-assignment-like' situations. But: why wouldn't they use e-mail for that? Only if it's desirable that a kind of archive or dossier is accessible for both student and instructor. - A personal online archive for a student. But he already has this in MyWorkspace (Resources), it seems a bit superfluous to have it also in each course. Not to mention the dangers of consuming disk space. -The Drop Box *could* be used as a simple workspace for a group *if* there would be an option to create Drop Boxes for groups (this option is not available in 2.1). But if groups use projectsites for collaboration, a group drop box is superfluous. But it could be useful for 'small' group work for which an entire projectsite is unnecessary.
5. Does it fit within our vision on education?		At the moment there doesn't seem to be a need for this tool?
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		No
	If yes, which one(s)?	-
	What are the main correspondences and differences?	-
	Provide an overall rating when you compare this function with already available IT applications?	-
8. How do you rate the usability (user friendliness) of the function?		See under Resources.
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		See under Resources.
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for UT wide implementation) ~~No, not at all~~
	In case modification is required, what should be modified?	-Desirable to set a limit to the size of each Dropbox. See also under Resources
	If no, why not?	-

1.3.6. E-mail archive

Criteria	Possible elaborating questions	Answers
1. Name component		E-mail archive
2. Use keywords to describe the main function(s) of the component		distribution list, mail archive
3. Provide a summary in		Offers a distribution list for all site participants and a

Criteria	Possible elaborating questions	Answers
max. 2 sentences to describe the main function(s) of the component.		searchable archive for all sent messages. Permissions and Options determine who can send mail.
4. Which educational use is possible?		- To send urgent messages to participants of a course or project site. However: Announcements can also be used for this purpose when 'notification to all participants' is selected.
5. Does it fit within our vision on education?		Questionable: it is a useful function in itself, but introducing *another* channel of communication can add to the confusion of 'what is the official source for messages concerning courses?' (see also Announcements)
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP, Listservs, Regular Outlook Exchange
	What are the main correspondences and differences?	- In TeleTOP, the instructor first has to define a group of all participants. A mail can be sent from the browser to the group, by means of a mailto link containing all separate email addresses. This doesn't work most of the time because Internet explorer can't handle such a long list of adresses. - a TeleTOP-site doesn't have an archive of messages
	Provide an overall rating when you compare this function with already available IT applications?	Better ~~Equivalent~~ ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		Good ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		Not tested because sending mail was disabled in our test environment
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	
	If no, why not?	
11. Questions		There seems to be a mailtool: http://bugs.sakaiproject.org/confluence/display/MAILTOOL. Also a collab site: Project Mailtool. This seems to offer more mailing options, also to individual participants. Not part of Sakai 2.1 yet? Will it be part of 2.2?

1.3.7. Gradebook

Criteria	Possible elaborating questions	Answers
1. Name component		Gradebook
2. Use keywords to describe the main function(s) of the component		grade calculation and administration
3. Provide a summary in max. 2 sentences to describe the main		The Gradebook is a tool for instructors to calculate, store, and distribute grade

Criteria	Possible elaborating questions	Answers
function(s) of the component.		information to students online.
4. Which educational use is possible?		If instructor has several assessments in the course which are graded, and instructor wants to display the grades to the students (including 'bonusses' for good homework or presence at lectures etc.).
5. Does it fit within our vision on education?		Yes, however: The handling of grades is also related to a larger discussion on ELO-SIS (SIS= student information system) and implementation of a service oriented architecture. It may well be that grades will be delivered to Sakai by setting up a 2-way interface with another service component, instead of keeping the grades in Sakai itself.
6. Is any input or output required to use the component?		Desired: Import of grades of Sakai Assignments
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP Administration, TOST
	What are the main correspondences and differences?	- TeleTOP grade administration is just a column with grades in the administration table - TOST only displays the 'official end grade'. FASIT is not meant to record all kinds of unofficial sub grades.
	Provide an overall rating when you compare this function with already available IT applications?	Better ~~Equivalent~~ ~~Worse~~ (haven't tested this)
8. How do you rate the usability (user friendliness) of the function?		? Difficult to say, haven't tested this.
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot)* Yes, but only after modification (for UT wide implementation ~~No, not at all~~ *If import of graded assignments from Assignments is indeed possible in Sakai 2.2, as is promised*
	In case modification is required, what should be modified?	- Import grades from Assignments (in Sakai 2.1.2?) - Grades 1.0 to 10.0 should be possible - Integration with SIS?
	If no, why not?	-

1.3.8. Home

Criteria	Possible elaborating questions	Answers
1. Name component		Home
2. Use keywords to describe the main function(s) of the component		course home page, synoptic tools
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Home contains four boxes with 'Worksite information', Recent announcements, Recent chats and Recent discussions.

Criteria	Possible elaborating questions	Answers
4. Which educational use is possible?		Irrelevant question
5. Does it fit within our vision on education?		Irrelevant question
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		No
	If yes, which one(s)?	-
	What are the main correspondences and differences?	-
	Provide an overall rating when you compare this function with already available IT applications?	-
8. How do you rate the usability (user friendliness) of the function?		-
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	-
	If no, why not?	-

1.3.9. Membership and Sites tool

Note: The Membership tool is part of MyWorkspace and shows the list of 'your' sites and the available sites you can join. The 'Sites' Tool is shown when you are not logged in and shows the list of all sites (unjoinable tool). It has a different interface and it has no option to join sites. This distinction is very unlogical and very undesirable.

Criteria	Possible elaborating questions	Answers
1. Name component		Membership tool
2. Use keywords to describe the main function(s) of the component		my sites, joinable sites, join site, course catalogue
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		The Membership Tool is a tool in your My Workspace that allows you to join and unjoin sites. It provides a list of sites of which you are a member and a list of sites that have global access, and are therefore joinable. There is a strange difference with appearance of list of sites when you are not logged in, the tool is then called Sites (see UT Wiki).
4. Which educational use is possible?		UT should decide first what application is the source of course information and in what application students should subscribe themselves to courses. Maybe our new SIS would be that application and Sakai then has to import the data from the SIS. Therefore we wouldn't even have to use the Membership and Sites tool, except for 'My Current sites'.
5. Does it fit within our vision on education?		see 4.
6. Is any input or output required to use the component?		see 4.

Criteria	Possible elaborating questions	Answers
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	VIST (info), TeleTOP (joining sites)
	What are the main correspondences and differences?	- in Sakai there's no format to describe a course (compared to VIST) - in Sakai you can't search for a course by program (opleiding): it's just a list of all courses - in TeleTOP 6.2 there is a course catalogue but that's not a very userfriendly tool too.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ ~~Equivalent~~ Worse
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ ~~Average~~ Very Bad
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for future) ~~No, not at all~~
	In case modification is required, what should be modified?	Modifications necessary but not for pilot situation. To be worked out at a later stage. Related to 'Sites' and 'Worksite setup'. Important issue: define a single source to store course information
	If no, why not?	-

1.3.10. My Workspace

This table concerns: Home / Profile / Announcements / Resources / Account / Help.
The tools Membership, Preferences, Schedule and Worksite setup are also part of My Workspace but are evaluated in separate tables because they are more complex.

Criteria	Possible elaborating questions	Answers
1. Name component		My Workspace
2. Use keywords to describe the main function(s) of the component		Sakai 'home' / startpage / portal, personal workspace, merged course content in Schedule and Announcements, preferences, user profile, user account,
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		My Workspace opens when you log in and is a kind of startpage of Sakai. It offers various functions, the most important are: viewing a list of all sites you belong to and adding yourself to publicly joinable sites with the Membership tool; viewing an integrated Schedule for all sites in which you participate; viewing Announcements from all your sites in Worksite Setup; choosing how you would like to be notified of new or changed items on sites you belong to in the Preferences tool.
4. Which educational use is possible?		Irrelevant question
5. Does it fit within our vision on education?		Irrelevant question
6. Is any input or output required to use the component?		Yes: for Account (LDAP) and maybe also for Profile
7. Is the function already		Not really comparable, too Sakai specific

Criteria	Possible elaborating questions	Answers
available in (an)other IT application(s) at the University of Twente?		
	If yes, which one(s)?	-
	What are the main correspondences and differences?	-
	Provide an overall rating when you compare this function with already available IT applications?	-
8. How do you rate the usability (user friendliness) of the function?		Not really useful to give an overal rating, because functions in My Workspace are very different. Some are bad, some are good.
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		Some strange things happened (see Issues in Wiki), but I can't judge if these are bugs of MyWorkspace.
10. Can we use this function in our daily practice?		~~Yes, immediately applicable~~ Yes, but only after modification ~~No, not at all~~
	In case modification is required, what should be modified?	a) Prevent that user can delete his MyWorkspace (priority) b) Decide if some of these permissions should be disabled: a user can change his user id, name, e-mail and password in Sakai c) Set a limit to the size of MyWorkspace Resources For future: decide what parts of MyWorkspace we want to use and what modifications should be made. See also Membership, Preferences, Schedule and Worksite setup
	If no, why not?	-

1.3.11. News

Criteria	Possible elaborating questions	Answers
1. Name component		News
2. Use keywords to describe the main function(s) of the component		RSS feed
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		The news tool uses RSS to fetch remote news feeds. You have to specify a URL that points to an RSS news feed. It shows 1 feed per tool instance. The instructor can give any title to the newstool.
4. Which educational use is possible?		If instructor uses some kind of external website in his course and want to display the news from that site at a prominent place. For instance: in a kind of game situation when students have to work with 'real' data (for example news from the stock market)
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		Yes, from the website the news is fetched from
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	MyCampus
	What are the main	- It supports the same kinds of RSS feeds

Criteria	Possible elaborating questions	Answers
	correspondences and differences?	- MyCampus has more configuration settings (Maximum number of days to display, Maximum numbers of items to display, Display / hide item date, Display / hide item description.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ ~~Equivalent~~ Worse
8. How do you rate the usability (user friendliness) of the function?		Good ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		When using an unavailable RSS feed, the tool will be stuck for about 5-10 minutes before showing an error message "Alert: ... is an invalid RSS feed.". During this period many other (unrelated?) tools in seem to be unavailable (in the same browser session) too.
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for UT wide implementation) ~~No, not at all~~
	In case modification is required, what should be modified?	Resolve the problem mentioned under 9.
	If no, why not?	

1.3.12. Permissions and Roles

Criteria	Possible elaborating questions	Answers
1. Name component		Permissions and Roles (not a separate tool but integrated in all tools)
2. Use keywords to describe the main function(s) of the component		permission, roles
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		For each of the tools, you can set permissions for roles that allow or prevent users from seeing or performing certain tasks depending on a user's "role." Each participant can be given a role: instructor, student or teaching assistant.
4. Which educational use is possible?		- Depends on the tool for which you set the permissions - The role of teaching assistant can be used for student assistents if the instructor doesn't want them to have as much permissions as the instructor
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		No
	If yes, which one(s)?	-
	What are the main correspondences and differences?	-
	Provide an overall rating when you compare this function with already available IT applications?	-
8. How do you rate the usability (user friendliness) of the		Good Average

Criteria	Possible elaborating questions	Answers
function?		~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for UT wide implementation) ~~No, not at all~~
	In case modification is required, what should be modified?	- Set permissions for the groups in the course site - More roles required in project sites. Currently a user has either access or maintenance functionality.
	If no, why not?	-

1.3.13. Preferences (My Workspace)

Criteria	Possible elaborating questions	Answers
1. Name component		Preferences (MyWorkspace)
2. Use keywords to describe the main function(s) of the component		preferences, notification,
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		In your My Workspace, you can set Preferences for how and how often you receive email notification of worksite activity, such as Email Archive messages, Announcements, and added Resources. You can also choose the worksites for which you'd like to see tabs in the top bar and set the time zone.
4. Which educational use is possible?		Irrelevant question
5. Does it fit within our vision on education?		Irrelevant question
6. Is any input or output required to use the component?		Not at the moment. Future: If Preferences would have more options, data from student administration could be necessary (for example information about default language, program, etc.).
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP
	What are the main correspondences and differences?	Notification doesn't work in TeleTOP
	Provide an overall rating when you compare this function with already available IT applications?	Better (if notification works!) ~~Equivalent~~ ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		Good ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for UT wide implementation)

Criteria	Possible elaborating questions	Answers
		~~No, not at all~~
	In case modification is required, what should be modified?	In future: a. Would be nice if notification options were extended. For example, receive notification if: - an assignment is graded by the instructor - schedule item is changed. b. User should decide whether Assignment deadlines are shown in the Schedule and not the instructor (this affects Schedule or Preferences, and Assignments)
	If no, why not?	-

1.3.14. Presentation

Criteria	Possible elaborating questions	Answers
1. Name component		Presentation
2. Use keywords to describe the main function(s) of the component		synchronous presentation, screensharing, distance education
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		The Presentation tool allows you to present a set of slides (only image files possible) to many viewers. As the presenter, you can move forward and backward through the slides, and viewers (using the Join mode) will follow each move within a few seconds. Viewers also can switch to View mode, and navigate through the slides independently of the presenter.
4. Which educational use is possible?		In situations where the instructors wants to show something to students who are not at the same location as the instructor.
5. Does it fit within our vision on education?		
6. Is any input or output required to use the component?		
7. Is the function already available in (an)other IT application(s) at the University of Twente?		No
	If yes, which one(s)?	-
	What are the main correspondences and differences?	-
	Provide an overall rating when you compare this function with already available IT applications?	-
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ ~~Average~~ *Very* Bad
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		~~Yes, immediately applicable~~ ~~Yes, but only after modification~~ No, not at all
	In case modification is required, what should be modified?	
	If no, why not?	- relatively new tool, contains bugs - not user friendly - can only use image files - there is better software for the purpose of distance education / communication, like

Criteria	Possible elaborating questions	Answers
		Breeze

1.3.15. Quiz & Test (Samigo)

This tool is evaluated by Jan de Goeijen.

Criteria	Possible elaborating questions	Answers
1. Name component		Samigo(Test & Quizzes)
2. Use keywords to describe the main function(s) of the component		Assessment, Survey
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Create Questions and Assessments. Make available for students.
4. Which educational use is possible?		Assessments fulfil several functions, they can be selective or diagnostic
5. Does it fit within our vision on education?		We use the functions within our e-learning vision
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	We use QMP and the function is also available in our elo TELETOP
	What are the main correspondences and differences?	The functions correspond. QMP is more mature system. QMP has also a (off-line) client available for constructing question/assessments. QMP has a lot more question types.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ ~~Equivalent~~ Worse
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ Average ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		Technically it behaves correct.
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	Take account of current QTI specifications so question pools (as developed in QMP or other assessment tools) may be imported in Sakai.
	If no, why not?	

1.3.16. Resources

Criteria	Possible elaborating questions	Answers
1. Name component		Resources
2. Use keywords to describe the main function(s) of the component		file and folder management, file upload, url, txt 'page', html page, import from other sites, webdav

Criteria	Possible elaborating questions	Answers
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		In Resources, you can make many kinds of material available online. There are three types of resources: documents (e.g., word processing documents, spreadsheets, slide presentations, plain text), links to websites, and simple text documents that display right on the page. Folders can be added and items can be moved and copied between folders.
4. Which educational use is possible?		- Instructor can put all kinds of learning materials in here - A folder in Resources can be used as a simple workspace for a group - To provide non-participants with relevant information (option 'public view')
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		Content has to be uploaded or linked in order to make it part of the resources. Import and export functionality available
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP (Archive, Weblinks, Publications, Page)
	What are the main correspondences and differences?	- Sakai offers better file management (copy-paste to another folder; folders within folders) and more flexible permissions. - In a Sakai course site or MyWorkspace, you can access and use Resources from your sites
	Provide an overall rating when you compare this function with already available IT applications?	Better ~~Equivalent~~ ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ Average ~~Bad~~ Note: it would be 'Good' if two nasty bugs/features were eliminated, see 9a and b.
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		a) Bug or feature? If you change an existing file with another file, the name of the file in the list of resources doesn't change to the name of the new file (as you would expect). But if you click on the link, the new file DOES appear. SO the file is replaced but the name of the file is not changed. There is a discussion about the bug-or-feature status of this on http://bugs.sakaiproject.org/jira/browse/SAK-2328. Last comment is 'This is a very large issue that will not be tackled in time for 2.2'. b) Related with this: if you want to replace a file with a file of a different type (for example word by pdf) you have to use the button 'Change file type' to make this happen. If you don't use the button, you get an unreadable file if you click on the link c) Bug: If I have an existing file in a folder and 1) choose 'revise properties'; 2) Change something 3) Update, I sometimes get the 'Alert: The upload size limit of 20 MB has been exceed'. However, the revision is made, so this is not very serious. This seems to be

Criteria	Possible elaborating questions	Answers
		fixed in version 2.1.2
10. Can we use this function in our daily practice?		~~Yes, immediately applicable~~ Yes, but only after modification ~~No, not at all~~
	In case modification is required, what should be modified?	- 9a. should be solved, but I suspect that this is impossible for us, regarding the comments about this. - 9b. should be improved. Standard document formats (e.g., doc, ppt, pdf, xls) should be recognized and associated with the correct application. This is related to 9a, so probably not possible for us to solve. - file size limit should be enlarged (now 20 MB)
	If no, why not?	-

1.3.17. Schedule
(in course site and MyWorkspace)

Criteria	Possible elaborating questions	Answers
1. Name component		Schedule
2. Use keywords to describe the main function(s) of the component		time schedule, planning, events, activities
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Schedule allows instructors or worksite organizers to post items in calendar format. The calendar has day, week, month, year, and a flat list view. All Schedules on worksites you have access to are merged in your My Workspace Schedule. You can print an Adobe PDF file of any view of a Schedule
4. Which educational use is possible?		- Display the schedule for a single course - Display the merged schedule for multiple courses and/or projects - Provide details about the activities and events within a course.
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		If there would be a university (or even 3TU?) schedule application (in the new SIS?), data from this should be imported.
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP Roster
	What are the main correspondences and differences?	- TeleTOP Roster is not in calendar format - TeleTOP Roster has assignments integrated - TeleTOP offers only one view of the roster - TeleTOP has option to make roster rows visible only to a selected group - TeleTOP roster has no print function - TeleTOP has option to publish roster rows after a specified date - TeleTOP doesn't force you to use default event types
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ Equivalent ~~Worse~~ Difficult to say, some things are better in Sakai, some are worse

Criteria	Possible elaborating questions	Answers
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ ~~Average~~ Bad
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		Yes, immediately applicable (for pilot) Yes, but only after modification (for UT wide implementation) ~~No, not at all~~
	In case modification is required, what should be modified?	Not necessary for pilot yet: a. We want to use other event types and icons, suited for the UT (instead of the rather American ones). b. Instructor must have option to create his own event types, in addition to default events. c. Problem: when looking at the Schedule you really have to look for the name of the month or the week indication (placed at the right in *grey* text, normal size). Why not in the middle of the page in a larger text size? Or instead of the redundant text 'Calendar by week' at the top left (this text is redundant because it's also shown in the pull down menu) d. Problem: The Schedule in MyWorkspace shows all events from all sites, but unfortunately the title of the site to which the event belongs is not shown in the overview. You have to click on the event to see the site title. e. Problem: you always have to scroll down to see the entire Schedule overview. Future: e. User should decide whether Assignment deadlines are shown in the Schedule and not the instructor (this affects Schedule or Preferences, and Assignments) f. Interfacing / integration required
	If no, why not?	-

1.3.18. Section info

Criteria	Possible elaborating questions	Answers
1. Name component		Section info
2. Use keywords to describe the main function(s) of the component		groups, activities, sign up
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		The purpose seems to be to split up groups of students for certain activities in the course (for example lectures). Students can sign up for a section.
4. Which educational use is possible?		For instance: when the group of students is too large for one lecture, you split the group in half and organize two lectures (at our university this is often done with 'werkcolleges'). Students can sign up for either one of them or the instructor allocates

Criteria	Possible elaborating questions	Answers
		the students to the sections.
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP (6.2.) Inschrijven
	What are the main correspondences and differences?	Not really the same, TeleTOP Inschrijven is not as pre-structured and not linked to course activities. Sakai seems to be a bit inflexible.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ ~~Equivalent~~ Worse
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ Average ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		~~Yes, immediately applicable~~ Yes, but only after modification ~~No, not at all~~
	In case modification is required, what should be modified?	a. We want to use other categories, suited for the UT (instead of the rather American ones) b. Instructor must have option to create his own categories, in addition to default categories. Not necessary yet for pilot situation: c. Students can also see (like instructor): who the other section members are; available slots, maximum number d. Students must be able to unjoin a section e. There must be a connection with Schedule in some way. f. Option to assign a Sakai Group to a Section and vice versa
	If no, why not?	-

1.3.19. Site info

Criteria	Possible elaborating questions	Answers
1. Name component		Site info
2. Use keywords to describe the main function(s) of the component		site management, maintenance, tools, participants, groups, publish, access, duplicate, import
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		The Site Info tool provides information about the worksite that you are currently in. If you have a maintain role on the site, you can use this tool to make changes to information about the site, tools available in the site, and access to the site.
4. Which educational use is possible?		Irrelevant question for this function. It's an elementary tool of Sakai.
5. Does it fit within our vision on education?		Irrelevant question
6. Is any input or output required to use the component?		Yes: user accounts

Criteria	Possible elaborating questions	Answers
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP (Set up)
	What are the main correspondences and differences?	- Functions in Sakai are based on American system of H.E. (roster???) - in Sakai instructor can add/remove all kinds of participants and determine their role. - in Sakai you can unpublish a site: only instructor has access after that - TT has better interface for adding users - Management of groups is much better in TT - E-mail addresses of participants are not availabe in Sakai - In Sakai you can only import all content of a tool, not just one item. - Sakai can import a ZIP-file, but not clear yet how this works
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ Equivalent ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ Average ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		- Usernames with blanks in it cause problems - See below about order of menu items
10. Can we use this function in our daily practice?		~~Yes, immediately applicable~~ Yes, but only after modification ~~No, not at all~~
	In case modification is required, what should be modified?	a. Remove the duplicate 'Assignment' in Edit Tools: the one in which 'grading' is not provided. b. Have a *fixed* order for the list of tools in the menu instead. At the moment, the order is the order in which I *added* them. Therefore: each site would have a different order. Looks like a bug? c. Better interface for adding users (at least a search function). d. Decide if we want to disable this: participants without official usernames can be added by their e-mail address (disable for reasons of abuse). Or arrange that such a 'guest' only gets permissions for the course site he has been added to and no permission to join other sites and use MyWorkspace etc. Not absolutely necessary for pilot: e. Students can see who the other group members are (in their own group and other groups) / or maybe build this in as option for instructor to decide. f. A list of e-mail addresses of participants should be accessible for instructor and students (in E-mail archive or Site info)
	If no, why not?	-

1.3.20. Syllabus

Criteria	Possible elaborating questions	Answers
1. Name component		Syllabus
2. Use keywords to describe the main function(s) of the component		course info
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Display information about the course, by adding text, attachments, or an external website. Choose if (parts of) syllabus is publicly viewable.
4. Which educational use is possible?		Provide course information, description of course for participants and also non-participants.
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		Same considerations as with Announcements: Not required, but it is desirable that course description from other UT-applications can be imported or vice versa (VIST => Sakai or Sakai => VIST)(not necessary for pilot)
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP course info, VIST
	What are the main correspondences and differences?	Compared to TeleTOP: - TeleTOP has default categories - Sakai syllabus can be publicly viewable
	Provide an overall rating when you compare this function with already available IT applications?	Better ~~Equivalent~~ ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		Good ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	
	If no, why not?	-

1.3.21. Webcontent

Criteria	Possible elaborating questions	Answers
1. Name component		Webcontent
2. Use keywords to describe the main function(s) of the component		external website
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		Provide a link in the menu to an external website. Menubutton 'Webcontent' changes to filled in name of website.
4. Which educational use is possible?		When the instructor uses another website next to Sakai and wants to provide easy access to it. For example: a special kind of website with course material that can't be put

Criteria	Possible elaborating questions	Answers
		in Sakai (video, simulations)
5. Does it fit within our vision on education?		Yes
6. Is any input or output required to use the component?		No
7. Is the function already available in (an)other IT application(s) at the University of Twente?		Yes
	If yes, which one(s)?	TeleTOP Set up
	What are the main correspondences and differences?	In TeleTOP Setup you can create maximally 5 'own' menu buttons or you can rename not used menu buttons and change the default link.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ Equivalent ~~Worse~~
8. How do you rate the usability (user friendliness) of the function?		Good ~~Average~~ ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		-
10. Can we use this function in our daily practice?		Yes, immediately applicable ~~Yes, but only after modification~~ ~~No, not at all~~
	In case modification is required, what should be modified?	
	If no, why not?	

1.3.22. Worksite setup

Worksite setup offers partly the same functionality as Site info. In the table below we concentrate on the functions that are unique in Worksite setup, namely the creations of sites.

Criteria	Possible elaborating questions	Answers
1. Name component		Worksite setup
2. Use keywords to describe the main function(s) of the component		site creation and management
3. Provide a summary in max. 2 sentences to describe the main function(s) of the component.		The Worksite Setup Tool is used to create project and course websites. It is a series of forms in steps that guide users through the process. The Worksite Setup Tool also provides a list of your worksites. When revising a worksite, you can make changes to the information about a worksite, add/remove tools, and change access rights (as in Site info)
4. Which educational use is possible?		Irrelevant question
5. Does it fit within our vision on education?		Irrelevant question
6. Is any input or output required to use the component?		Preferably: a connection with VIST or the new SIS that enables you to select the exact course code, title and course description from that application
7. Is the function already available in (an)other IT application(s) at the University		Yes

Criteria	Possible elaborating questions	Answers
of Twente?		
	If yes, which one(s)?	TeleTOP
	What are the main correspondences and differences?	- In TeleTOP a normal user can't create, revise or delete a site - Sakai courses are based on American system of H.E. (terms???, rosters???) - In Sakai you can keep a site unpublished after creation - In TeleTOP it's possible to specify a time period during which it's possible to join a site (and before and after that period it's not joinable). In Sakai there are only two options: the site is now joinable or not.
	Provide an overall rating when you compare this function with already available IT applications?	~~Better~~ ~~Equivalent~~ Worse (because of the American concepts)
8. How do you rate the usability (user friendliness) of the function?		~~Good~~ Average ~~Bad~~
9. How does the function behave from a technical perspective (robust, performance, strange error messages?)		
10. Can we use this function in our daily practice?		~~Yes, immediately applicable~~ Yes, but only after modification ~~No, not at all~~
	In case modification is required, what should be modified?	a. Decide about permissions of instructors and students for creating and deleting course and project sites (now: instructor can create and delete his own site; students can create projectsites) b. Allow normal course code and title to make it suitable for the UT situation. Number of fields and character positions should not be fixed Modifications also related to Membership tool, see comments there.
	If no, why not?	