THE SAKAI TRANSITION
Where We’re Going, Where We’ve Been

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eLearning Roadmap

The Duke Academic Technology ‘EcoSystem’

2009 and 2010 – elearning roadmap group at Duke
Reference the report on http://elearning.duke.edu
No one tool to meet all the needs of teaching and learning at Duke
Think more modular and more flexible
Decided to move away from Bb, thus...
Blackboard

Bb will be shut down June 30, 2012

Bb – about 1600–1700 active courses each semester
Why did we go with Sakai and how did we make the decision?
How do you choose an LMS?

Sakai

bb and d2l – proprietary, corporations. Bb still has 70% of market overall
Moodle – rapidly growing. lots of k12 and community colleges...also NC State and others

note: graphic based on data compiled on http://mfeldstein.com/the-evolving-lms-market-part-i/ (not by any means precisely to scale in terms of market share...would need more data)
Flexibility: open source = can be coded, developed for, changed
Options: several vendors and support units
Community: several peer institutions: Stanford, Yale, Columbia, Rice, UNC
Growing Global: Bb licensing was per FTE – $$$ whenever we need to add more people

Speaking of options...2 big decisions: externally host and use vendors to help get us going
New Partnerships Bring New Opportunities...

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  - Duke benefits from two vendor strengths (hosting and development) to get up and running quickly
  - Two teams gives us more flexibility in addressing on-going operational issues as well as on-going development
    --Longsight’s support has been well received – technical knowledge is a strength
  - Flexibility in responding when Duke has articulated questions – but sometimes vendor time has been invested proactively in research when we might not have been ready to take next steps
...and New Challenges

Sakai

• And New Challenges....
  o Vendor to Vendor
    -- New Unicon/Longsight partnership has had some internal bumps
      • Communications between vendors has been a challenge
        o Who is responsible for what
        o Escalation channels, roles/responsibilities, etc.
      • Environment control and restarts (affects testing activities)
      • Timeliness of responses when multiple people are working on different pieces of the same thing (coordination of effort)

  o Vendor(s) to Duke
    -- Thinking about integrations as a package instead of individual efforts to help manage dependencies and costs more effectively
    -- Process coordination (e.g. change management)
    -- Billing not as transparent as we would have liked
Findings from UNC pilot: Spring 2011
11 faculty, 11 courses
Feedback and survey results were favorable. Most issues with integration/logins, etc.
We’ve decided to do this transition in 1 year. Limited Phase 1 in Fall 2011. Even with only 200 faculty, Phase 1 ended up affecting nearly 5000 students.
Students responded favorably (note Spring comparison is to student results from Spring pilot on UNC system). student n=400
Survey Results

“The schedule is awesome! One of my professors just loads everything needed for the day onto the schedule – lecture notes, links to readings, things that are due, etc. It makes the site very user-friendly.” – Nicholas School student

Sample from student response. Key difference with Sakai – Bb didn’t have a ‘schedule’ tool at all.
### Figure 4. How well Sakai is meeting your needs in areas that you indicated are valuable to you/your course?

<table>
<thead>
<tr>
<th>Feature</th>
<th>% who value this use of course websites</th>
<th>Meeting needs very well</th>
<th>Meeting needs somewhat</th>
<th>Not meeting needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing course information &amp; materials with students</td>
<td>99% (n=74)</td>
<td>77%</td>
<td>19%</td>
<td>5%</td>
</tr>
<tr>
<td>Communicating with students (e.g. announcements, individual messages)</td>
<td>88% (n=66)</td>
<td>50%</td>
<td>46%</td>
<td>4%</td>
</tr>
<tr>
<td>Collecting assignments from students</td>
<td>71% (n=53)</td>
<td>57%</td>
<td>32%</td>
<td>12%</td>
</tr>
<tr>
<td>Facilitating interaction or group work among students</td>
<td>48% (n=36)</td>
<td>41%</td>
<td>45%</td>
<td>14%</td>
</tr>
<tr>
<td>Online assessment with tests and quizzes (graded or ungraded)</td>
<td>29% (n=22)</td>
<td>26%</td>
<td>58%</td>
<td>16%</td>
</tr>
<tr>
<td>Publishing student work to an external audience</td>
<td>4% (n=3)</td>
<td>-</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>

Faculty response – tools mostly meeting their needs.
> 23,000 Bb Course Sites Migrated

Migration of Bb content – what migrates is outlined on the support site
Part of the strategy – as requested by faculty groups. Bring over last 4 years (starting with F2007) of their stuff. We brought over everything up to Summer 2011.
Migration is not perfect – we’ll discuss later
Phase 2 - open to all
Reiterate these three things as much as possible:
Change is coming and when
Faculty have to take action
There is help and where to get it
350 faculty
5000 students

...And climbing...but we need everyone's help to get the word out.

Note - as of this PDF - now over 500 faculty and over 6000 students. Nearly 800 courses in Sp12.
Supporting the Transition

Sakai Support Site:  http://support.sakai.duke.edu

CIT offers: weekly workshops, drop-in Office Hours, one on one consultations
Between May 2011 and Dec 2011

Added Tools: Q&A, Sign Up, Modules
Added or modified roles
Enabled Project Sites*
Integrations: Kaltura Media Gallery, eReserves, Gradebook Export
Several bug fixes, patches, text changes

Sakai Developments

List of developments and changes already made (highlight the flexibility of Sakai)
*Project sites: specific enhancements including terms of service, migration, etc.
Transition Advisory Board (chaired by Ed Gomes) - will help us with future developments
Notes: Sakai = Java based. Public Jira and Confluence development sites.
Java 2 Enterprise (J2EE); Server=Tomcat; Db = usually MySQL. Java means more development $$ possibly..
Sakai: http://sakai.duke.edu

Sakai Support Site: http://support.sakai.duke.edu

eLearning Roadmap: http://elearning.duke.edu
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