Sharing Courses, Instructors and Other Resources Through a Learning Management System

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LAMP Consortium
CEATH Company

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LAMP Consortium

Multiple colleges and universities sharing a single Learning Management System.
LAMP Consortium

• By joining together, we share:
  ✓ Hosting and systems operations by a dedicated team
  ✓ Maintenance of the technology
  ✓ Costs of operation
  ✓ Support
  ✓ Training and instructor development

• More importantly, the LAMP Consortium is a community.

LAMP Consortium

“LAMP has shown the higher education community that it is possible for institutions having limited resources to install, operate, and sustain even the most sophisticated software, provided that they work together to meet their common challenges.”

  - Ira Fuchs, Chair
  Mellon Technology Collaboration Award Committee

LAMP Consortium

A common platform facilitates sharing of courses, instructors, and other resources.
Challenge 1: Bumps and Holes

- Does your institution have a need for …
  - [✓] Courses
  - [✓] Instructors
  - [✓] Other resources
- And at other times to you have an excess?

Challenge 2: Institutional Reach

- What is your institution’s mission?
- Who are you trying to reach?
- How are you reaching them?
- How could you extend your reach and fulfill your mission?

One Big Problem Solved

A shared technology platform eliminates technical barriers to collaboration.
Case Study #1

- Travel Abroad
- Joint Mission Trip
  ✓ Planning
  ✓ Communication
  ✓ Logistics
  ✓ Reflection / Shared Learning
  ✓ Reports from the Field

Case Study #2

- Need an adjunct ... fast!
  ✓ Built in pool of adjuncts
  ✓ They already know the system
  ✓ They already have a user ID (just add them to the course)
- Use your usual adjunct contract

Case Study #3

- Sharing a course
  ✓ Students are enrolled at their own institution
  ✓ One institution takes the lead (and pays the faculty)
- Needs an Articulation Agreement
Articulation Agreement Considerations

- Curriculum and instructional quality
- Accreditation
- Denominational differences
- Finances

Models for Sharing Courses

<table>
<thead>
<tr>
<th>tuition collection</th>
<th>Shared Courses with Multiple Instructors</th>
<th>Centralized Enrollment</th>
<th>Coordinating Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>each institution collects tuition from its own students</td>
<td>each institution collects tuition from its own students</td>
<td>host institution collects tuition from all students</td>
<td>each institution collects tuition from its own students</td>
</tr>
<tr>
<td>paying faculty</td>
<td>host institution pays faculty</td>
<td>each institution pays its own faculty</td>
<td>coordinating organization pays the faculty</td>
</tr>
<tr>
<td>enrollment management</td>
<td>each institution manages its own enrollment, shares enrollment data with host institution</td>
<td>each institution manages its own enrollment, shares enrollment data with other schools</td>
<td>host institution enrolls all students</td>
</tr>
<tr>
<td>infrastructure</td>
<td>host institution provides the infrastructure</td>
<td>one selected institution provides the infrastructure</td>
<td>coordinating organization provides the infrastructure</td>
</tr>
<tr>
<td>Main issue</td>
<td>How is the host institution reimbursed?</td>
<td>How can the faculty co-design their shared course?</td>
<td>How do students get credit at their own institution?</td>
</tr>
</tbody>
</table>

Case Study #4

- Jointly taught course
  - ✓ Students are enrolled at their own institution
  - ✓ One faculty from each institution is part of the faculty
- Truly collaborative approach
Articulation Agreement Considerations

- Curriculum and instructional quality
- Accreditation
- Denominational differences
- Finances
- Where are students enrolled?
- Is this a unilateral, bilateral, or multilateral agreement?

Collaboration Models

Articulation Agreement Considerations

- Curriculum and instructional quality
- Accreditation
- Denominational differences
- Finances
- Where are students enrolled?
- Is this a unilateral, bilateral, or multilateral agreement?
- How are courses marketed?
Case Study* #5

- Each school offers its very best courses and instructors.
- Students can select from their own institution’s course catalog, and from other institution’s courses.
- The result is that everyone is stronger together.

*OK, so maybe it isn’t a case study so much as a hope.

The 4-C Continuum

Competition  Coexistence  Cooperation  Collaboration

Want more information?

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