

### What is an LMS?

LMS is a relatively new term to enter into English Language Teaching (ELT) jargon. It stands for Learning Management System. An LMS is basically like a place on the web where a school or other educational institution can, well, manage the learning.

Imagine you are a school or university and you want to deliver courses online (or parts of courses online). By getting a good LMS you should be able to:

- automate the administration (allowing students to register etc via the site)
- create and deliver separate courses
- include a self-access area for students to use
- keep track of marks and progress
- allow students to take courses, or parts of courses, anytime and anywhere they like via their computers, netbooks, tablets or even smartphones

It is becoming more and more common now for schools and universities to get an LMS (or VLE – virtual learning environment, another term for more or less the same thing) and begin delivering all or parts of courses online. The most popular LMS platforms being used around the world today are Moodle ([www.moodle.com](http://www.moodle.com)) and Blackboard (<http://www.blackboard.com/>).

### The all-too-common problem

Being able to deliver online courses is a very attractive option for many institutions. On the face of it, it saves money (no physical space to pay for, can fit more students into a course etc). It also makes a school look modern and up-to-date. But once the platform has been installed and set up, it still needs content. And populating an LMS with content is a very time consuming process, that often gets assigned to different individual teachers running their own courses. Many times this results in rather empty looking courses with a few tasks, some online quizzes and links to other sites (there are notable exceptions to this of course!).

### Global on LMS

We're proud to say that now there is good quality, properly developed and suitable material for Global that can be used on the LMS. What Macmillan has done is to take the award-winning eWorkbook from Global and make all of that content available in SCORM. SCORM is a standard way of coding digital material so that it can go on an LMS. This means that you can populate your online course environment with reference sections (grammar and writing help, wordlists), hundreds of interactive exercises including listening, downloadable pdf worksheets as well as 'stream-able' video and audio. All of a sudden, all that work in setting up an LMS for a blended learning course is made all that much easier.

### What does it look like?

Sometimes it's better to see exactly what something looks like to get a better understanding of it. That's why we've set up a special demo of Global Beginner on an LMS for you to look at. Just visit our information page here (<http://www.macmillanglobal.com/about/global-for-your-lms>) and scroll down until you see the big red “Try it now” button! On the same page you can obtain a sample demo for your own LMS, and instructions on how to order the full course for your institution.



Demo LMS with Global Content

### I've got Global installed, now what?

In many ways it will depend how much of your course will be delivered face-to-face and how much online. Here are some initial suggestions.

- **As extra controlled practice after lessons**

In this scenario, you use the material on the LMS much the same way as a workbook. At the end of each class, assign it as homework relevant to the unit. Remember all the interactive exercises will be marked automatically, but you can follow your students' progress via the markbook inside your LMS. This is probably the most common way of using such material.

- **As extra controlled practice during lessons**

This is a more unusual situation, but is the kind of thing that could happen if you have a computer room, or if your students all have a laptop or computer in the class

with an internet connection. When it comes time for the controlled practice exercises (grammar or vocabulary) simply ask the students to log on to the LMS and do the relevant exercises there and then. While technologically this might be more challenging (will everyone have a computer? Will the wifi be strong enough for everyone to be online at the same time?) it provides a definite change of pace during the class and allows quiet time for students to focus on the language point in question.

- **As a way of “flipping” your classes**

One area which has been recently gaining a lot of attention online in educational circles is that of the “flipped” class. In a flipped class, much of the input is done via online sessions (for example, podcasts, video sessions, online reading), allowing more time in the face-to-face sessions for learners and teacher to discuss or put into practice what they have learned. Using Global on an LMS something similar could be tried. Before a unit begins, ask students to read and study the language reference sections and try the exercises themselves. Use the time in class to resolve doubts and focus more on productive skills (such as speaking).

### **The most important thing...**

Whichever way you choose on how to implement Global on an LMS, one thing is very important. Your learners must be shown both how the LMS works and how to access and get the most out of the material there. This could be done face-to-face if you have a computer and projector with internet, or at a distance if you are able to make a video demo with voiceover of how to use the LMS (using software to screencast, or screen capture, a step by step tutorial).