Chapter I

Securing the Infrastructure for Service-Based E-Learning Environments

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Abstract

E-learning environments and their system functionalities resemble one another to a large extent. Recent standardization efforts in e-learning concentrate on the reuse of learning material only, but not on the reuse of application or system functionalities. The LearnServe system, under development at the University of Muenster, builds on the assumption that a typical learning system is a collection of activities or processes that interact with learners and suitably chosen content, the latter in the form of learning objects. This enables us to divide the main functionality of an e-learning system into a number of stand-alone applications or services. The realization of these applications based on the emerging technical paradigm of Web services then renders a wide reuse of functionality possible, thereby giving learners a higher
E-learning systems and environments have become widespread in recent years, as they are able to offer an improvement of many learning scenarios, independence of time and location for a learner, and availability of content even in remote areas, to name just a few of their advantages. The market for such learning management systems (LMS) has grown considerably, and today there is a host of experimental, open-source, and commercial systems around. At the University of Muenster in Germany, one of several systems under research and development is LearnServe, which provides e-learning through a service-based architecture.

LearnServe draws upon observations made in vastly different application domains. Indeed, the optimization of processes in a value or production chain is a key factor for the survival of a modern enterprise. To achieve this, more and more organizations concentrate on their core competences by offering those parts of the value chain the respective enterprise has special know-how, technologies, or abilities in and that are most valuable for a customer and not imitable for competitors. By using modern Internet technologies as well as outsourcing and off-shoring, multiple companies are able to combine their abilities to organize production chains very efficiently. As such a joining of forces is not obvious for a customer; these combinations have become known as virtual companies (Porter, 1985). Virtual companies are flexible in their configuration and are able to change partners on demand, in order to optimize their output for the customer. In this chapter, we essentially transfer the concept of a virtual company from enterprises to the emerging e-learning domain.

Different from what happens in a virtual company, manufacturers of e-learning systems still concentrate on their core competences in very limited or specialized areas only, and offer common tools and techniques otherwise. As a result, present-day e-learning platforms resemble one another to a large extent in their functionality. In particular, all systems implement a maintenance of user data, a tracking of user actions, ways to display learning content, authoring features, exercise modules, and search mechanisms for the discovery of content, to name just a few of their typical functionalities. However, each platform implements these anew, and a specialization
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