(*	nization Group One - Ch	narles, Coffey, Jo	nnson, & Padgett)			
	✓ Indicates built-in feature Indicates plug-in, integration, or embeddable feature						
	LMS 1 Moodle Workplace	LMS 2 Cypher	LMS 3 Talent LMS	Notes LMS 1: Moodle Workplace Not	es LMS 2: Cypher	Notes LMS 3: Talent	
g and Learning	module Workplace	Оурпен	raidit Emo				
Asynchronous Communication Tools 1. Assessment & Evaluation Feedback	-		/				
2 User/Group Communication	,	,	/				Be sure to replace all generic placeholders with the actual category.
a. Group Forums	1	- /	1				LMS, and feature names. Add rows as
a. Group Forums b. Discussions c. Q&A Forums	,	,	,				pinecondes with or the stude toxegory. LINS, and Fedure names. Aid from six eneeded. Reduter about the students are needed. Reduter about thing, be sure to complete Paril of this assignment and
d. Blogs						LMS3 - Allows you to create your own landing site, so it does not directly offer this	serr-cneck your work by reviewing the
		,				ability, but includes it as an embed option.	rubric located within the assignment on Blackboard.
e. Company Email						,	OII DISCAUGI G.
Mass Announcements Calendar	1	- /	1				
Teams/Groups of Learners	,	,	,				
Asynchronous Interactive Tools							
Asynchronous interactive roots				LMS 1 - Moodle Workplace allows for			
Personalized/Adaptive Learning Paths	,	/	/	different logins and "subplatforms" for individual departments or locations that may have their own needs. You can also combine courses to create personalized			Description. Wherein proups, identify and categories the major component of learning management systems and record these date in a matrix. Then, variables such learning management system by comparing and contrasting the fauthors and functions in a written management. System by comparing and operating the fauthors and functions in a written management. Proc.
2. Gamification	/	/	/	learning journles.			Part I:
				LMS1 - Moodle Workplace uses open-			responsible for identifying the features and functions in at least one category across three
3. Generative AI for Course/Content Creation		/	/	source Al plugins rather than in-house Al. Al LMS tools can be used to generate test	S 2 - Al can help generate courses, gery, voice-over, and gamification	LMS3 - Has TalentCraft for quick course creation.	 Contact a motific saired from consolativest template provisional, Eacht group, memorities reduct the responsible for stillering the flustacture and restriction in self-last or exceptly actions drives learning management systems. The matries rows should contain four main categoriess: a. Topoching and Cardening
				tools can be used to generate test image questions, visuals, and more.	, ,, gammaanon		a. Todaring and Learning b. Annytics controlled to the Controlled
Social User Network (My Circle*)		/					d. System Maintanance d. System Maintanance
Synchronous Communication Tools 1. Chat							 Below each main category, list the LMS features and functions that are related to the category. The Teaching and Learning category should contain the four subcategories listed below and also
1. Chat	/	/					any other teaching and learning features that you identify. a. Asynchronous Communication Todal
Synchronous Interactive Tools							b. Asynchronous Interactive Tools
2. Web Conferencing				LMS1 - Integrates with Zoom, Slack, Teams,			c. Synchronous Communication Tools d. Synchronous Inferactive Tools
z. 1130 Contelending				and BigBlueButton			0. Synamocous intercever looss 4. The marks columns should contain the names of three learning management systems. Within the marks pione as X in the appropriate oals to indicate that a particular feature or function is present. In addition in indicating weeker's a Source or function in a present. In addition in indicating weeker's a Source or function in present cut on the name of the column.
							present. In addition to indicating whether a feature or function is present, use the notes column
cs							to include important details about the features/functions and to compare/contrast the qualifies of various features in the different Learning Management Systems.
Built-in Reports Custom Reports			1				of various features in the different Learning Management Systems. 5. Your matrix should be created in spreadsheet format with an viex file type.
		•				LMS3 - Has a "Training Infographic" that	
Widgets for Quick Insights	/	/	/			allows you to see overall course statistics and information.	1, Design, 10 points
Real-time Analytics		/	/				The matrix rows and columns are accurately designed according to the instructions provided. The spreadsheet is saved with an .xixx file type 2. Completeness. 30 points.
5. Compliance					S2 - Tracks programs, durations, and	LMC2 Information compiled through	Assessment of think 1. Reeps; 1-10 provide The matrix news and cultume are accounting designed according to the instructions growthed. The spreadment assessment in the such the type 2. Completioness. 30 print. The spreadment assessment in the such that the spreadment of the spr
a. Progress Tracking	/	/	/	rene	ewals	LMS3 - Information compiled through "Training Matrix"	compare/contrast the qualifies of various features in the different Learning Management
b. Cycle Management	/	/	/	LMS1 - You can schedule rounds of training LMS	S2 - Notifies learners and reenrolls		
				for certain user groups to meet compliance auto	omatically	"Training Matrix" LMS3 - Information compiled through "Training Matrix"	1. Number 6. (6 points)
c. Reporting	/	/	/			"Training Matrix"	made in the matrix, The narrative contains a qualitative analysis of the features, not just a
Activity Log Certifications & Badges	1	1	1				summary or whereir may are present or absent. 4. Proofesading, 10 Points.
7. Certifications & Badges	· ·		-	LMS1 - Export grades to third-party			The submission is free of misspellings and grammatical mistakes. The formatting is uniform and have a conference look and final
8. Grade Export Plug-ins and Compatibility	1			platforms			100 0 3 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
ce, File Management, & Storage				IMOA Dullatura and the state of		I MOO I laser have deathbased form the	
	,	,	,	LMS1 - Build your own course libraries or pull in existing content from LinkedIn		LMS3 - Users have a dashboard from where they can select courses that are available to	
Course Catalog	,	,		LMS1 - Build your own course libraries or pull in existing content from Linkedin Learning		LMS3 - Users have a dashboard from where they can select courses that are available to them. (See also multlemancy.)	
Course Catalog Custom Branding Accessibility	,	,	,	pull in existing content from LinkedIn		they can select courses that are available to	
Course Catalog Custom Branding Accessibility Language Support & Translation	,	, ,	, , ,	pull in existing content from LinkedIn Learning		they can select courses that are available to	
Course Catalog Custom Branding Accessibility Language Support & Translation Online Presence Indicator	,	, , ,	· · · · · · · · · · · · · · · · · · ·	pull in existing content from LinkedIn Learning	52 - Indicates when a person is online	they can select courses that are available to	
Course Catalog Custom Branding Accessibility Language Support & Translation Online Presence Indicator Resource Sharing	,	, , ,	, ,	pull in existing content from LinkedIn Learning		they can select courses that are available to	
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