



RELEASE NOTES

What is new in ILIAS 5.4?





WELCOME

RELEASE NOTES FOR ILIAS 5.4?

The editors of ILIAS Online Help and the ILIAS open source e-Learning community provide this document to answer the following questions:

- What are the most important features of the new release ILIAS 5.4?
- What are the most interesting use cases for these functionalities?

To inform the users about a selection of relevant new and enhanced improvements about the new ILIAS yearly release.

Have fun with reading – and using ILIAS 5.4



FANCIER: TILES WITHOUT MANUAL WORK

Courses, groups, categories, and folders can be displayed in a popular tile layout. The tiles are initially given a standard color. After that, images can be uploaded individually for many object types. The titles and descriptions and actions are also displayed on the tiles.

EXAMPLE

For courses, Groups, Categories, and Folders in the 'Settings' tab of the presentation view for content on 'Tiles'. ILIAS will then display all the objects on the first level within this container as tiles. You can then upload images for many objects. You no longer need to manually fill images into column layouts to provide a responsive design.

MULTILINGUAL: START PAGES

Previously, only categories could display multilingual content. Now the start pages of all container types, including start pages of courses, groups and folders, offer the possibility to display the contents based on the user language.

EXAMPLE

In addition to the standard language 'Deutsch', you for instance have also added 'English' in the 'Settings' tab in the sub-tab 'Multilingualism' and enabled multilingualism for the page editor. You now translate your content in the 'Content' tab in the 'Design page' subtab. The course now presents itself to users based on their user language .



EXERCISE

MORE GROUP WORK: WIKI'S POST IN EXERCISES

The exercise content object now provides the ability for teams to create, edit and submit wikis together. You can prepare a wiki, which will then automatically be copied from the exercise. The wiki can be preconfigured with certain page templates, topics or navigation elements.

EXAMPLE

As a participant, click to create a wiki. The wiki is copied from a template and provided for you automatically: a few pages are already created in the wiki and information is stored. You and your team members work together on your wiki and submit to the exercise as already familiar from portfolios and blogs.

PRACTICAL: REMINDER FOR SESSIONS

For tutors and participants it becomes easier to keep track of their dates for practice sessions. Reminder mails are sent, which remind of the upcoming task. The appointments will continue to be available in the calendar as usual.

EXAMPLE

In the exercise, set reminders for attendees and tutors. As the deadlines approach, mail will be sent to all those who have not yet submitted the lab. Tutors will be reminded after the deadline if some assignments have not yet been rated.



TEST

MORE CLINICAL: KEY FEATURE TESTS

For a specific situation, several questions have to be answered successively. The questions that build up on each other are asked in a fixed order. After answering the preliminary question, participants can answer the following question but cannot change their previous answer anymore.

EXAMPLE

For a key feature test, set the option 'Submit answers' to 'Commit answers when the follow-up question is displayed' or 'Commit answers to feedback or follow-up questions'. In this way, the given answer of a participant is fixed, and the next question is displayed.

COLLABORATIVE: IMPROVING QUESTIONS TOGETHER

Questions can be commented upon in question pools. Comments support and simplify the development and quality assurance of questions in teams. The comments are displayed in the question preview. The number of comments also appears in the questionnaire.

EXAMPLE

You draft a new question and want other people to look at the question. In the question pool you will see that there is a comment to your question. Your colleague has a suggestion for improvement. In a further comment, you describe that you were only able to implement the hint to a limited extent, as it still requires a technical adjustment.



CLEARER: RESULT TABS IN TESTS

The results of the test are now displayed on a separate tab called 'Results'. Participants and tutors will be shown test results, rankings, etc in the tab. For exams there is a separate tab, which provides a dashboard to manage exam participants and close test runs.

EXAMPLE

To view the test results of your learners simply open the tab Results. The detour via the tab 'Info' is omitted.

For exams, under 'Access' set the setting 'Only selected participants'. You can then add the participants in the new Dashboard tab.



MISCELLANEOUS

PERSONAL: PROFILE REMINDER

Users can now be asked to complete and publish their Personal Profile. In this way, the users get to know each other better and can communicate more easily in ILIAS.

EXAMPLE

To enable, prompt the Administration > User Management > Settings > Info Text User Profile > Prompt Profile Publishing. A user without a public profile logs in. ILIAS asks him to complete his profile. If he does not do so, ILIAS reminds him repeatedly depending on the setting .

EASIER: SELF-EVALUATION

The poll has a new type of self-evaluation. The Self-evaluation presents participants with questions to evaluate their own behavior for reflection purposes. It is no longer necessary to use a 360° feedback survey for a pure self-evaluation.

EXAMPLE

When creating the survey, select the self-evaluation type to provide a survey that does not require any additional feedback. You create the questions as usual. You can use the competences for the survey and make your results accessible to participants. Participants are reminded to carry out the survey.



MISCELLANEOUS

COMPREHENSIVE: ACHIEVEMENTS AND LEARNING PROGRESS

All forms of learning outcomes - skills, learning progress, badges and certificates - are in a new common place. As a new overall Achievements view on the personal desktop you will find all learning successes in a personal timeline - the learning progress timeline.

EXAMPLE

While working and learning in ILIAS, your participants reach different goals. The different types of learning achievements are displayed on a timeline. The timeline also links to the objects in which the learning success was achieved. Learning progressed can be time-stamped in portfolios and made accessible to third parties.

SIMPLER: CONTENT PAGES

The content page is a new, very simple object type in ILIAS. It helps to offer small impulses or working hints. Instead of creating a whole learning module or using the page editor to decorate the Contents tab of a course, just create a content page.

EXAMPLE

You want to create a short introduction to other content or motivate your learners. You create a content page and add text and media. The progress of the study allows you to see who accessed the content page. Content pages are especially suitable as part of learning sequences.



MISCELLANEOUS

MODERN: NEW CONTENT STYLE

ILIAS 5.4 offers a more chic and modern look in the page editor. Content from category, course and group pages as well as ILIAS learning modules, wikis and blogs are visually enhanced. Known items have been redesigned, some new items have been added.

EXAMPLE

You have created a learning module with a different 'content style'. In the Tab Settings 'Under choose Style' select the 'standard' Style out. Your content will now be displayed in a more modern look. If you have never changed the default style, optics will be automatically adjusted with the update to ILIAS 5.4.



INTERACTIVE: TIMELINE IN COURSES AND GROUPS

The news timeline gets much livelier with ILIAS 5.4. Pictures and videos can be posted. Members can add comments to news or post reactions such as likes and smilies. A daily mail informs on request about all events in the timeline.

EXAMPLE

You have activated the timeline in the course settings. Now post a video to watch for course members before the next physical meeting. One member posts a comment with a question while other members rate the video with a response.

INDIVIDUAL: LEARNING PLANNING AND SCHEDULING INSIDE COURSES

In learning scheduling, the start and end times of the working phases are now calculated individually relative to the date of joining the course. Learners are notified about the appointments, the appointments are displayed in the calendar. Course planning information is copied along with courses.

EXAMPLE

Students join a course or are added to a course. For each of your participants, the learning schedule will now be calculated based on their entry date. Participants will automatically receive e-mails asking them to edit course content or show unsuccessful expiration of such deadline.



COURSES & GROUPS