

A Brief Summary of LTC- Supported Instructional Technologies

| Software | Description and Instructional Applications | Highlights: some key advantages -- |
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| Product Type: Learning/Course Management Systems (LMS or LCMS) | | |
| Desire2Learn (D2L) | <p>A nearly complete web-based instructional tool set from which faculty can select the specific tools they need. Thus, a wide variety of course webs can be made for fully face-to-face courses, hybrid or blended courses, and fully distance courses.</p> <p>D2L Student and Faculty Tools include: Chat, Checklist, Classlist, Content, D2l Email, Discussions, Dropbox, Help, FAQ, Glossary, Grades, Groups, Journal, Locker, News, Pager, Quizzes, Schedule, Self-Assessment, and Survey as well as Edit Course, Role Switch, and File Management tools for faculty and course developers.</p> <p>For more information, see UA D2L info website.</p> | <ul style="list-style-type: none"> • D2L provides a very easy way to make a basic course website for distributing information, syllabi, course policies, course announcements – requires no knowledge of html or web development. For example, course readings can be very easily distributed as PDF documents for students to download or read online. Multimedia file types are easy to show as well. For example, a video demonstration of a lab technique is very easy to post. All content is reusable and can be brought forward to new courses. • It is also possible to make complex, multi-layered courses with branching content. For example, it is easy to set up either optional or mandatory remedial loops for students who score below a designated cutoff point on an exam. • The quiz and assessment tools are versatile and reasonably simple to use. Many question types are supported including problems with variable parameters. A rubric tool is available to assist in grading open-ended or essay items. The response and question level feedback features make it possible to give students more individual feedback more often in large courses. Once an item bank is created, quizzes made from the bank are reusable within the semester and across courses. • Among of the most important features of D2L are it’s “course management” tools for faculty. For example: <ul style="list-style-type: none"> • Students are automatically enrolled in the course web space based on registrar data. D2L is especially useful where passwording, privacy, user-tracking or similar considerations are required. • Class lists and student progress reports provide much detail about student progress and interaction with web-based materials and course discussions. This is handy for small classes, but especially powerful for information management in large classes. It is also very easy to assign students to work groups or subgroups in D2L • The Dropbox that allows students to upload their assignments for grading to a special area that is directly linked the D2L the Dropbox tool is especially useful, since an instructor can download a student assignment, grade it, and comment on it using the comment feature of a word processor and then upload it for the student to see comments and corrections made directly on the student’s document. Dropbox grades are posted directly to the D2L Gradebook. |

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| | | <ul style="list-style-type: none"> • An internal mail system means those faculties do not have to keep track of changing student emails. • The discussion board provides an easy way to manage online group discussion as well as group projects since file attachments can be passed to students, among students and back to the instructor via discussion. For example, students could upload labnotes or assignments to the discussion area for peer review. A live chat tool is also available to facilitate student collaboration and group work or conferences with students. • Through the checklist and calendar tools, instructors can create environments that help students monitor their own achievement in a course more closely as well as support good time management. • D2L's architecture makes it possible to link to and run other programs and applications, uniting disparate web-environments within the D2L interface. • Courses originally made in WebCT (or other standards compliant LMSs) can be brought into new D2L courses. |
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Product Type: Communication, Text, Video and Audio Conferencing

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| <p>Breeze</p> | <p>For synchronous communication, video and audio conferencing.</p> <p><i>(from the LTC website: Breeze Live works through Macromedia Flash. Bring PowerPoint slides, digital video, FlashPaper documents, Flash simulations, and other types of media into live meetings. Interact and collaborate chat with a few or broadcast to many. Share applications, screens, images and documents with participants. Easily transfer files to facilitate c collaborations. Use integrated tools to whiteboard or overlay annotations on slides, video and other content. Gather real-time feedback through polls. For more information please contact Wayne Brent at wbrent@email.arizona.edu.)</i></p> | <p>Breeze has two particularly effective modes: highly interactive real-time conferencing environment for a small group of users or as a one-way presentation environment to many users with follow up discussion. Breeze has many potential instructional applications allowing for a high degree of collaboration to support active learning strategies and constructivist pedagogical approaches.</p> <p>One especially useful feature of Breeze is the recording option. A complete session with voice, presentation and participant interactions can be recorded for later reference by students or faculty. For example, a library of class sessions/lectures could be readily built and rebroadcast with Breeze.</p> |
| <p>OLE Board</p> | <p>Asynchronous Communication, Voice and Video recording with</p> | <p>The OLE Board is a new tool with many obvious applications to language learning where it has already taken off. However, it has much more potential anywhere a video</p> |

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| | threaded discussion text features. | clip could be used to teach, share, or assess a skill. For example, students can record and post their own video clips back to a particular discussion thread. Alternatively, students could analyze or assess a video clip and post text to an associated discussion thread. We think there may be many applications in science instruction awaiting development. |
| Caucus | Conferencing, Asynchronous Communication | (From the LTC web☺ CAUCUS offers a complete computer conferencing system, access to electronic mail and HTML links, 24 hours a day. CAUCUS's computer conferencing on the web can add versatility and increase the success of communication methods. Asynchronous communication removes time constraints for participants allowing them to contribute at their convenience. A contribution to a conference item can include text, graphics, audio, video, HTML links to information worldwide, and more. Conferencing on the Web positions online conversation as a key environment for collaboration. |
| OldPUebloMoo | Synchronous Communication Use for synchronous communication, online conferencing and 'game' type simulations | The most interesting feature of this older tool its "role/user" based support for game type simulations. |
| Polis | Asynchronous Communication, Reserve Readings | This is a legacy, course management communication tool developed at the University of Arizona. Use for communication, argumentation and reserve reading assignments. |
| WebBoard | Asynchronous Communication, Threaded Discussion | The chief advantage of this web board/discussion tool is that it works using uemail distribution lists, so it is LTC's own in house discussion |
| WebLogs | Asynchronous Communication, Online Collaboration The LTC has installed Movable Type weblog (blog) software that enables users to publish to the Web with no knowledge of HTML. Blogs were incorporated in an online course over the summer 2003 and are being used fall semester 2003 in two sections of English 101 and one section of LRC551. LTC is interested in the applicability of using blogs in courses at the University of Arizona | Blogging is a phenomena with many potential applications to teaching and learning, especially in writing intensive courses that would benefit from students writing and sharing reflection pieces on a regular basis. In the sciences, it might be especially useful in course related to ethics and practices or other areas where discussion and reflection on "soft" topics related to science can advance instructional goals. It can be useful for building a sense of community among students and might have applications in REU settings in the sciences. |
| Product Type: Course management and administration | | |
| Sakai | The Sakai Project is a community source software development effort to design, build and deploy a new Collaboration and Learning | The development of this environment as an Open Source product provides for customization by individual organizations. As a communication and collaboration environment Sakai is successfully managing its |

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| | <p>Environment for higher education. The Sakai Project's primary goal is to deliver the Sakai application framework and associated tools and components that are designed to work together. These components are used in course management, and they also support research collaboration.</p> | <p>own development.</p> |
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