

Section II: Organizing your Current Materials

Drawing from your syllabus, list all of your Teaching and Assessment methods in the left-hand column. For example: Introduction, Objectives, Lessons and Quizzes (list separately), Homework, Presentations, Assignments, Activities, etc.

For each Teaching and Assessment Method, there will also be files, tools or software associated with it. Identify all the materials and the form that they take as part of your materials inventory. See “Materials Inventory Checklist” above for ideas on what to fill in. It is helpful if you list each teaching and assessment method used in the same time sequence as in the syllabus. You will complete the third columns as you proceed to Section III: Matching the Tool to the Task.

Class Activities, Assessment Methods & Materials Inventory

Course Materials Inventory Checklist *This list is used as a reference in helping you complete the middle column in the worksheet below, entitled “Associated Files & Documents”. Write the appropriate items that you use in class in the worksheet under **Associated Files/Documents**, as it pertains to each course component)*

<input type="checkbox"/> Syllabus	<input type="checkbox"/> PowerPoint Presentations	<input type="checkbox"/> Charts
<input type="checkbox"/> Textbooks	<input type="checkbox"/> Overheads and overlays	<input type="checkbox"/> Blackboard or whiteboard
<input type="checkbox"/> Exercises in the textbook	<input type="checkbox"/> Vocabulary exercises	<input type="checkbox"/> Audio files, tapes, CDs
<input type="checkbox"/> Lecture Notes	<input type="checkbox"/> Flash Cards	<input type="checkbox"/> Photographs
<input type="checkbox"/> Case studies	<input type="checkbox"/> Math problems	<input type="checkbox"/> Slides (photo)
<input type="checkbox"/> Handouts	<input type="checkbox"/> Maps	<input type="checkbox"/> Video files, clips or films
<input type="checkbox"/> Study guides	<input type="checkbox"/> Graphs	<input type="checkbox"/> Learning Aids (3D –globes, skeletons)
<input type="checkbox"/> Word processing documents	<input type="checkbox"/> Spreadsheet documents	<input type="checkbox"/> Database documents
<input type="checkbox"/> Quiz questions	<input type="checkbox"/> Worksheets	<input type="checkbox"/> Drawing materials

Section III: Matching the Tool to the Task

7 Principles of Good Teaching (Chickering & Gamson, 1987)

1. Promotes Teacher Student Interaction	5. Promotes Active Learning
2. Promotes Student to Student Interaction	6. Facilitates Time on Task
3. Encourages High Expectations	7. Addresses Different Learning Styles
4. Provides Rich, Rapid Feedback	

Internet Presentation Styles and Tools

Here is a sampling of some of the tools currently used on the Web for teaching & learning, and the associated Good Teaching Principles (Chickering & Gamson, 1987) they embody. Use this chart to assist you in filling in the Internet Presentation Style or Tool" column of your worksheet below.

Communication Tools

Internet Tool or feature	Uses and advantages	Good Teaching Principle(s) (from above)
e-Mail	One-to-one and one-to-many communications, private communications, reminders of events and due dates; personal encouragement, group work, searchable attachment of other files	Teacher-to-student ; student-to-student; depending on usage other principles may apply.
Bulletin Board or Threaded Discussions	One-to-many communications; moderated discussions; anonymous interaction; thoughtful debate; peer review; group work; searchable	Teacher-to-student ; student-to-student; depending on usage other principles may apply.
Listservs	One-to-many communications; often too public for some discussions	Teacher-to-student ; student-to-student; depending on usage other principles may apply.
Chatrooms	One-to-many communications; brainstorming; virtual office hours; often not accessible by all students; immediate feedback	Teacher-to-student ; student to student; rich, rapid feedback
Whiteboards	One-to-many communications; some are synchronous drawing slates; some may not be recorded; good for visual work or communication.	Teacher-to-student ; student to student
Calendars	Good for posting due dates, reminders, last minute changes. Some allow attachments or hyperlinks; some allow students to make postings to the class; some can be printed and/or searched	Depends on usage and features, but can be: Time on task, set high expectations; teacher-to-student and student to student communications
Student Home Pages	Good way to introduce some personality online; valuable source of data for classmates; helps build community	Student to student communication;
Faculty Home Pages	Good way to introduce personality to the students; last minute reminders, other resources	Teacher-to-student communication;

Content Presentation Tools and Features

Internet Tool or feature	Uses and advantages	Good Teaching Principle(s)
Animations	High engagement factor; not equally accessible to all; good for visual learners; if used for vital content text alternatives should be given	Depending on the usage whether it is used to present content; in a test; as a game; as entertainment or navigational device. Different learning styles and usually time on task if engaging
Hyperlinks to other sites	Present outside authorities and resources, which can be extremely rich. Many have interactive options. Check out NASA, and other government sites; URL may change too often (except the government sites); government sites must be compliant with accessibility issues.	Promotes active learning,
Syllabus (some systems have separate tools for the syllabus)	Way to present description of course content, instructor contact information, course objectives and expectations	Time on task; teacher-to-student communication
Single, stand-alone HTML pages	Allows for special non-linear material in a course; examples; special resources	Promotes active learning
Linked pages in a module or lesson	Provides sense of continuity and flow, allows for easy navigation	Promotes active learning
Glossary tools	Can be a stand-alone tool; can have hyperlinks of terms from module pages to glossary; can have hyperlink of glossary terms to other terms in glossary; students do not have to guess the keywords they should be learning because the hyperlinks indicate what the instructor thinks is important	Promotes active learning; different learning styles
Audio and Video files	Present moving images and sound bites to bring the subject to life	Different learning styles; active learning
Streamed media	Video recorded classes, presentations, meetings, etc. can be viewed at a later time by those who were not present	
Special file formats	Allows various ways to present material	Different learning styles
All web-ready formats	Allows the inclusion of text, graphics and hyperlinks and the students can easily navigate the material.	Different learning styles
Controlled release of materials	Allows students to learn at their own pace, or forces them to keep up depending on how you manage the release; can release different materials to different students depending on how you chose to group them	Promotes active learning; time on task
Self-directed material	Students move at their own pace through the material	Promotes active learning; time on task

Student Participation/Study tools

Internet Tool or feature	Uses and advantages	Good Teaching Principle(s)
Search tools or engines	Enables the student to find materials electronically; takes the place of the index at the back of book	Promotes active learning
Interactive games	Engages and entertains the student while they master the subject	Promotes active learning, different learning styles
Flash cards	Permits a student to drill himself until he is comfortable with the material	Promotes active learning, different learning styles
Progress tools & bookmarks	Allows student to assess how much effort he has put into the course	Communicates high expectations; time on task
Grades made available	Students receive their grades quickly and can assess if	Rich, rapid, feedback (depends

	they need to put more effort into the course	on what and how much is released); communicates high expectations
Comparison of performance to class	When they see where they rank against their peers, it can either motivate them to try harder or encourage them on a job well done	Communicates high expectations
Site Maps	Is an alternate method of navigating through a course	Different learning styles; time on task
Calendars	Reminds students when assignments are due and when exams will take place; can also remind them of school holidays so they can plan their studying	Time on task
Practice Tests	Enables the students to become familiar with the instructor's testing style so they can focus on the subject and be prepared for the questions; ups the students comfort level before tests; it has been shown that students who take the practice tests score well on the real exams	Promotes active learning, rich rapid feedback
Self-test	Allows the student to exhibit his mastery of the material; he can repeat the self-test until he gets it correct; repetitive drill reinforces it in his memory	Promotes active learning, rich rapid feedback
Help files	Clarifies for the student the steps he needs to take in order to achieve an outcome	Promotes active learning, rich rapid feedback
Surveys	Allows the students to voice their opinions anonymously; provides the instructor with an understanding of how his material is being received	Promotes active learning; rich rapid feedback

Assessment Tools

Many quiz modules allow for automatic grading and release of scores and feedback for right and wrong answers; some of these should appear in the Learning Objectives section and the Class Activities section of the worksheet.

Internet Tool or feature	Uses and advantages	Good Teaching Principle(s)
Pre-enrollment assessment tests	Assesses the student's readiness for the course and indicates if they need to do some remedial work in preparation	Communicates high expectations
Timed quizzes	Students have to have good mastery of the material in order to complete the test in the allotted time; timed quizzes can make take home tests feasible	Promotes active learning; time on task; rich, rapid feedback
Proctored quizzes	The intention is to eliminate the possibility of cheating	Communicates high expectations
Randomized quizzes	Lessens the likelihood of cheating	Communicates high expectations
Essay quizzes or questions	Requires that the student demonstrate an understanding of the material; indicates a higher level of thinking	Promotes active learning; Communicates high expectations
Hand-in assignments		
Group projects	Allows the students to help each other and they become aware of their own strengths and weaknesses; prepares the students for the future because most jobs require a high level of group work	Encourages student-to-student interaction

