



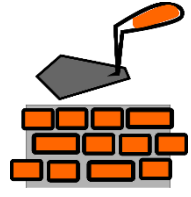
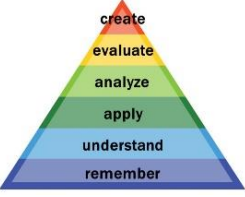


Know which tool you want to use?

Follow its row across to see its strengths and weaknesses

Know what you want to achieve?

Pick a column and follow it to see which tool will help you do it

What you want to use TECHNOLOGY	What you want to achieve PEDAGOGY					
						
Ease of use How easy can you set this up?	Information transfer Is it a tool for disseminating information from you to your students?	Assess learning Will this tool allow you to assess your students' learning?	Communication & interaction Can it be used for communication & interaction among you & your students?	Co-create content Can you & your students collaborate & create content together?	Bloom's taxonomy	
Label Insert text & multimedia	Easy, improve the course page layout.	Yes. Only you can insert content. So definitely a push-tool.	Not directly. To be used to describe a task or transmit information.	No. It's a distribution tool. No option for interaction	Not directly. To be used to describe a task or transmit information.	None. This is not a learning activity.
Add File Upload a file (any type of file)	Easy, drag-and-drop files directly onto your course page.	Yes. Only you can upload files to course page. So definitely a push-tool.	Maybe. Use to give task. Collect student files through Assignment or Student folder.	No. It's a distribution tool. No option for interaction or communication.	Maybe. Use to give task. Collect student files through Assignment or Student folder.	None. This is not a learning activity, but information transfer.
Add Folder Upload a group of files	Easy, just create a folder & upload files there using the drag-and-drop ability.	Yes. Only you can upload a folder of files. So definitely a push-tool.	Maybe. Use to give task. Collect student files through Assignment or Student folder.	No. It's a distribution tool. No option for interaction or communication.	Maybe. Use to give task. Collect student files through Assignment or Student folder.	None. This is not a learning activity, but information transfer.
Add Page Create a webpage in eCourse	Easy, just create a page using the text editor, adding multimedia if needed.	Yes. Only you can upload a folder of files. So definitely a push-tool.	Maybe. Use to give task. Collect student files through Assignment or Student folder.	Maybe. Embed or link to interactive widgets into the page, e.g. HSP activities.	Maybe. Use to give task. Collect student files through Assignment or Student folder.	None. This is not a learning activity, but information transfer.
Add URL Link to a site	Easy, find a link (e.g. https://auca.kg), then copy & paste it.	Very easy way of directing students to information outside of eCourse.	Not directly. Option is to link to external activities such as student ePortfolios & blogs.	Maybe. Link to external tools e.g. whiteboards, blogs or wikis.	Maybe. You can link to external collaborative sites e.g. Google Docs, blogs or wikis.	6/6 Can do all of the above, depending on where you link to.

Great fit

Can work with some learning design

Not best tool for the job

	Ease of use	Information transfer	Assess learning	Communication & interaction	Co-create content	Bloom's taxonomy
Assignment Use to collect, assess & provide feedback on assignments	Easy. Choose from 2 types assignments. Both online text & attachments are possible.	No. However can include contextual content for the assignment.	Yes. Set due dates & maximum grades. Collect assignments and provide feedback.	No. Only allows very limited interaction between you & students.	Maybe. If you enable the group assignment settings.	6/6 Indirectly. Depends on your assessment design.
Attendance Use for maintaining a record of student attendance	Easy. Add class schedule & then record student attendance instead of paper-based register.	Yes. Can be edited by you or by your students.	Yes. As a part of the final grade at the end of the term.	No. It's a distribution tool. No option for interaction or communication.	No. It's a distribution tool. No option for co-create content.	None. This is not a learning activity, but information transfer.
Chat Hold real-time text chat discussions with class	Easy to set up, requires some effort to manage.	High speed message volume. Risk of non-interaction.	Chat is versatile. Can use in formative assessment activities.	Yes. Hold debates, small group review sessions & hold drop-in sessions for Q&A.	Yes. Students can collaborate & explore topics, discuss them & write together.	5/6 Understand, Apply, Analyze, Evaluate, Create.
Choice Use for student decision making, voting & topic selection	Easy. Define the options & whether you want to limit numbers per choice or not.	No. The Choice is best assessing & querying the students on a topic.	Use choice to quickly test understanding like multi-choice questions.	No. Tip: Use the forums or chats instead.	No. Tip: Use forums, glossaries or wikis instead.	5/6 Can do 5 but this requires you to be creative in your usage.
Feedback Use to gather data from students on any topic	Easy but takes time. Configure & then add questions.	No. The Feedback is not a distribution channel.	Yes. Use to have students self-assess their understanding before & after.	No. Only allows one-way communication from student to you.	No. This is an individual activity, not a group activity.	6/6 Can do all 6 but this requires you to be creative in your approach.
Forum Use for many types of learning activities	Easy. Forum has usable default settings. A name & description is enough.	Yes. Share resources as links or files.	Forum is versatile & allows this, e.g. design a formative assessment activity.	Yes. Students communicate with you & peers. Interact as a class or in groups.	Yes. Students can collaborate & explore topics, discuss them & write together.	5/6 Understand, Apply, Analyze, Evaluate, Create.
Glossary Use for learning activities that gather resources or present info	Default settings are good. Try to set it so the author's name is shown.	Use glossary to define terms or present info. Better yet, let the students add to it.	Glossary is versatile & allows this. But you need to design the right learning activity.	Not suited for discussions. Students can read other entries & comment or rate.	Although original author can edit an entry, class can collect reviews, resources, etc.	5/6 Understand, Apply, Analyze, Evaluate, Create.
H5P Use to create interactive content to engage students	Easy or tricky. Depend on the type of activity you want to use.	Yes. Great for presenting multimedia content and animations.	Yes, allows grading. Can embed questions and interactive challenges.	No. This is an individual activity, not a group activity.	No. This is an individual activity, not a group activity.	6/6 Can do all 6 but requires you to creatively design a learning object.

Great fit

Can work with some learning design

Not best tool for the job

	Ease of use	Information transfer	Assess learning	Communication & interaction	Co-create content	Bloom's taxonomy
Journal Use to collect online text from students, review it & provide feedback & grades	Easy. Best suited to frequent, informal writing or reflections.	No. The Journal is not a distribution channel.	Journal is versatile. Can use in formative assessment activities.	No. This is an individual activity, not a group activity.	No. This is an individual activity, not a group activity.	5/6 Understand, Apply, Analyze, Evaluate, Create.
Podcast Use to publish episodes consisting of audio or video files	Easy to set up, requires some effort to manage.	Use podcast to upload and present multimedia content. Better yet, let the students add to it.	Podcast is versatile & allows this. But you need to design the right learning activity.	Not suited for discussions. Students can read other entries & comment or rate.	Maybe. If you provide the right instructions & guidance.	5/6 Understand, Apply, Analyze, Evaluate, Create.
Questionnaire Use to survey students using a wide range of question types	Easy but takes time. Set up questionnaire, & then add questions. Individual answers cannot be graded (unlike quiz), but you can award a grade for the entire activity.	The questionnaire is aimed at survey/assessment, not as distribution channel.	Use to quickly test understanding like multi-choice questions. Has also essay, true/false, numeric & other questions.	No. Tip: Use forums instead.	No. Tip: Use forums or wikis instead.	6/6 Can do all 6 but this requires you to be creative in your assessment.
Quiz Use to assess learning, formative or summative	Tricky & takes time. Set up quiz, & then add questions. Consider your categories.	The quiz is aimed at assessment, not as distribution channel.	Quiz can be timed & secure. Has essay, mc, true/false, matching, & other questions.	No. Tip: Use forums instead.	No. Tip: Use forums or wikis instead.	6/6 Can do all 6 but this requires you to be creative in your assessment.
Student folder Use to collect & showcase students' works	Easy. You decide whether to set this up as a shared folder into which students upload documents or as an assignment sharing area.	No. However can include contextual content for the assignment.	Not directly. Used for gathering students' files.	Not suited for discussions. Students can only view works of each other.	Maybe. If you enable the group assignment settings.	6/6 Indirectly. Depends on your assessment design.
Wiki Use to enable collaborative page creation	Tricky. Decide on individual & group settings. Can be hard to master.	Yes. Use as information page. Can be edited by you or by any participant.	Wiki is versatile & allows this, e.g. design a formative assessment activity.	Not suited for discussions. Use in brainstorming, planning, collaborative writing.	Yes. Students can collaborate & explore topics, discuss them & write together.	5/6 Understand, Apply, Analyze, Evaluate, Create.
Workshop Use to collect, assess & generate peer review of student work	Tricky. Takes planning & time. Four stages to follow for setting it up.	No. Better to use another tool for this.	Yes. Students can be assessed on their contribution & on their review of others.	No. Allows for feedback but overall limited interaction.	Maybe. If you enable the group assignment settings.	6/6 Indirectly. Depends on your assessment design.

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Adapted from Joyce Seitzinger

