

Current Teaching Method	Challenges / Issues	Pedagogy with Technology	Resources
Whiteboard, transparencies, or PowerPoint.	Effective but commonplace and may not engage students.	Post PowerPoint on-line. Use less commonly used features in PP for interactivity.	PVCC Training - MCCCDC Training PowerPoint seminars and Web-based training
Bring in today's newspaper for use on an elmo.	Stagnant information.	Access the newspaper on-line using the Web. Locate other on-line multimedia resources.	Visit PVCC Instructional Technology
Show a video or play audio.	Not available for students to review later or for students who miss class	Access video, audio, animation on the Web. Digitize audio or video. (obeying copyright laws)	Media Services
Ask questions. Count answers.	Inaccuracies. Takes up class time.	Provide an online survey or quiz.	PVCC Training in Bb, Midas, and/or Respondus.
Create small discussion groups in class.	Uses class time. Allows for some students to dominate discussion and others to not participate.	Group students- assign discussion topics for online discussion. Present summary in class.	PVCC Training in Bb, Midas, and/or Respondus. Visit PVCC Instructional Technology
Have a "guest speaker" or an "expert" in class or phone into class.	Can be costly. Challenging to schedule or arrange.	Add a "guest" to your course discussion board or "chat." Web cast.	Bb or Midas discussion board - PVCC Training in Bb, Midas, and/or Respondus.
Field trip	Expensive. Difficult to arrange. Some cannot attend.	Virtual field trips.	Create links in Bb or Midas to web cams, institutes, video streams, etc.
Have students write case studies.	Time-consuming to review.	Have students write case studies to post to ePort. (Can incorporate peer review)	Visit MCLI ePortfolio page for a free ePort account – free to students as well!
In class surveys.	Time-consuming to give and compile data.	Do Web-based surveys.	Use Respondus, Bb, or Midas
Transparencies/slides	Organizing and arranging equipment is a challenge.	Link to graphics/pictures on-line.	PVCC Training - MCCCDC Training Photoshop, Photo Elements
Make diagrams, problem solutions, etc. and duplicate them.	Costly to duplicate for class. Need to throw away to revise.	Put your visuals on-line. Prepare graphics for the Web.	PVCC Training - MCCCDC Training Photoshop, Photo Elements
Have students perform for evaluation. (speech, teach, present, perform, etc.)	Assessment is primarily the instructor's responsibility. Student cannot self evaluate. No record of progression.	Have students record their own performance for self review and documentation.	Media Services or Instructional Technology

Hand out syllabus	Students misplace syllabus. Syllabus is changed and must be replaced.	On-line syllabus, course goals, calendar. Update online.	PVCC Training in Bb or Midas. Visit PVCC Instructional Technology
Post reminders for tests or special events.	Students need a standard place for reminders and schedule.	Use Announcements. Send e-mail within and outside Bb or MIDAS	PVCC Training in Bb, Midas, and/or MEMO. Visit PVCC Instructional Technology
Post grades on door	Students must know specific location to view grades students need to come to campus.	Use Excel as a gradebook or post grades on Bb or MIDAS	PVCC Training - MCCCD Training
Clarify prerequisites during first few classes	Difficult to identify students who do not have prerequisite knowledge	Give an online quiz on prerequisite knowledge.	PVCC Training in Bb or Midas. Visit PVCC Instructional Technology
Explain how class teams will be assigned.	Class time can be consumed with many questions.	Place information online. Have students complete a survey to help with team formation.	PVCC Training in Bb or Midas. Visit PVCC Instructional Technology
Describe assignments in class. Show or tell about projects, papers, problems.	Students miss class or misinterpret guidelines	Place grading guide (rubrics) on-line. Post on-line samples of excellent, average, and poor assignments.	PVCC Training in Bb or Midas. Visit PVCC Instructional Technology
During instruction, determine understanding by giving a short quiz, brief essay, or problem-solution.	Difficult to get and summarize feedback on teaching effectiveness	Have students express the knowledge gained during class by submitting to online drop boxes or completing short quizzes within 12 hours of class end.	PVCC Training in Bb or Midas. Visit PVCC Instructional Technology
Give paper-based quizzes - multiple-choice, true-false, matching, multiple-select.	Grading takes time.	Use online tests/quizzes which are graded automatically.	PVCC Training in Bb, Midas, and/or Respondus. Visit PVCC Instructional Technology
Require short essays and reflective papers.	Manage reading the essays and giving feedback to individuals.	Use online drop box for essays where you can give individual grades, feedback, and use peer review.	PVCC Training in Bb or Midas. Visit PVCC Instructional Technology
Give many assignments. Collect and grade most if not all.	Time-consuming	Use e-mail or on-line submission. Use an electronic gradebook. Use peer review.	PVCC Training in Bb, Midas, and/or MEMO. Visit PVCC Instructional Technology

Collect and retain key assignments from students.	Keeping folders for each student is a management nightmare.	Have students create ePortfolios through the district ePort program.	Use MCLI ePortfolios Visit PVCC Instructional Technology
Test students on paper. Score electronically (scan sheets).	Challenging to organize and track.	Test students on-line using Web-based testing (proctored lab or non-proctored)	PVCC Training in Bb, Midas, and/or Respondus. Visit PVCC Instructional Technology
Ask students to ask questions in class.	Many students don't respond.	Require an online statement describing "muddiest point" from a lecture. Or require an online one-minute summary of main points.	The Muddiest Point by David Brown, from the Syllabus Magazine
Hand out questionnaires to students on learning styles, study methods, etc. Collect and analyze	Time-consuming to analyze.	Do an online survey using.	PVCC Training in Bb, Midas, and/or Respondus. Visit PVCC Instructional Technology
Have students speak, perform or present in class.	Time-consuming for both instructor and/or the students who observe all presentations.	Have students record and digitize their speaking, performances or presentations. Have students or teams create and annotate PowerPoint presentations, save them as HTML, and post to the Web.	PVCC Training – MCCC Training PowerPoint seminars and Web-based training
Meet students individually to assess their learning.	Time-consuming. Schedules may not match.	Meet one or two students in online prescheduled "chat." Hold virtual office hours.	See " tips for managing chat "
Require in-class discussion. Take notes on quantity and quality of discussion from individuals.	Difficult to grade objectively. Some students participate more fully than more reticent students.	Use online discussion. Review discussion threads, quantity and quality of individual contributions.	See " tips for managing chat " and " tips for managing discussion boards "
In-class labs	Effective but can be supplemented.	Online simulations, tutorials, lessons - already built, peer-reviewed, free for your use	Higher education discipline-based collections: Merlot Infomine

			MCLI Exchange
Required readings guided by critical questions, followed by in-class discussion	Students often do not read ahead.	In-class discussion preceded by on-line discussion guided by critical questions.	See " tips for managing chat " and " tips for managing discussion boards "
Students propose critical issues by e-mail or in class.	Difficult to include all students equitably.	Require that students submit a critical issue to the class (or small group) for discussion	PVCC Training in Bb or Midas. See " tips for managing chat " and " tips for managing discussion boards "
Faculty propose issues; students respond	Depth of thinking often is limited by time constraints.	Have students take on leadership roles within the class or in teams - propose issues, lead discussions, do class presentations in person and as online lessons.	See Building Blocks for Teams .
Required readings guided by critical questions, followed by in-class discussion	Students often do not read ahead.	In-class discussion preceded by on-line discussion guided by critical questions.	See PVCC Library for Electronic Reserve
Provide a handout with resources and required methods.	Students may not use the handout at the time it is needed.	Use Web-based resources linked to specific lessons.	See PVCC Library for Electronic Reserve
Give very focused, very short assignments to individuals or groups.	Tracking can be challenging.	Use the capabilities of a course management system.	PVCC Training in Bb or Midas
Debate in class. Panel discussion in class.	Takes a lot of class time	Have students present initial arguments and preparation online in team file space and on message boards. Do final debate or presentation in class.	PVCC Training in Bb or Midas
