

Common eLearning Practices at Duke

	Common/Typical	Occasional/Emerging	Unmet needs/ Challenges
Distribution of course materials	Word, PDF, URLs via LMS course space; Email, Webfiles, Department-hosted web space Audio & video via Duke streaming media, Duke Capture	External wikis & blogs Duke-hosted wikis & blogs iTunesU, External streaming media site ZIPped package/media files	Faculty-friendly solutions for sharing streaming media Ability to restrict access from public viewing while enabling access non-Duke affiliates connected with the course
Creation of assignments by students	Text: Handwritten, Productivity software, Discussion boards & wikis Multimedia: PowerPoint, digital audio & video recording with handheld devices (iPod, Flip)	Text: Cloud computing applications (Google Docs), Duke-hosted blogs Multimedia: VoiceThread, Wimba	
Access to Duke network restricted resources	Duke credential (NetID, IP address from VPN)	Federated credential Faculty- or student-created accounts in cloud computing tools Email credential (e.g. Google Docs)	Provisioning access for people without NetIDs to restricted course web spaces & tools
Collecting & tracking student assignments	Bb Dropbox & Assignment Tool Email Excel	Webfiles, custom shared server folders within depts Chalk & Wire eportfolio Simulations in Second Life	Tools to support common distributed grading practices (dividing among pool of graders, restricting access to enter/edit grade at the assignment level)
Providing feedback on student assignments	Bb Assignment Tool Email	Assignment tool in Bb Blogs, Wikis Chalk & Wire eportfolio VoiceThread	Better tools to annotate electronic student submissions
Delivering self-graded quizzes or online problem sets	Bb Test Tool Maple TA	WebAssign	Concerns over portability of problem sets built in propriety systems Need to link with outcomes tracking systems for accreditation/accountability

	Common/Typical	Occasional/Emerging	Unmet needs/ Challenges
Managing grading records & student outcomes data	Bb Gradebook Excel	Micrograde Chalk & Wire eportfolio	'One-click' export to from Bb to STORM More flexible gradebook tools to implement complex grading
Instructor communication with enrolled students outside of class	F2F, Email, Discussion boards	Wimba audio IM text/video Chat (jabber, GTalk, Skype) Web Conferencing	
Preparing & delivering live presentations	PowerPoint Document camera	Camtasia, Captivate Tablet PCs, Sympodia	
Preparing & delivering online presentations	PowerPoint w/ recorded narration Camtasia, Captivate Adobe Connect	Podcasting/vodcasting Wimba voice tools Virtual environments (Second Life)	Managing learning module content - access, organization, storage Faculty need for greater fluency with multimedia production; need for greater Duke capacity to support multimedia creation by faculty, departments
Showcasing student projects	Department-hosted custom web spaces External blogs iTunesU	YouTube Duke-hosted blogs (Wordpress) Chalk & Wire eportfolio	Student work is not effectively showcased, in spite of faculty & student interest, due to lack of options and/or limits of available IT support Ability to restrict access / help students retain rights to their work
Advising & mentoring communications; Mentoring student research	F2F Phone email	IM Chat Webconferencing Skype	Staying connected with students out in the field or in remote international locations

	Common/Typical	Occasional/Emerging	Unmet needs/ Challenges
Providing information to prospective students; Marketing course & program offerings	Phone Email Department web sites Paper mailings	Web conferencing Second Life Social media (Twitter, blogs)	Faculty need ways to make some information about courses from sites within Blackboard easily visible/discoverable to those without Bb access Basic course information (description, requirements, reading lists, instructor bios) is kept in many places and not easily re-published, shared across the multiple places where this information needs to appear
Gathering feedback from students on their learning experience	Paper forms Informal Blackboard surveys ViewsFlash (often embedded within Bb sites)	Third-party survey tools (Survey Monkey, Google Forms) Student-driven efforts such as duke.edu/courserank	Ways to facilitate feedback at the lesson or learning module level rather than just the course level Interest in feasible ways get better & richer comment data from students, perhaps through centrally supported online alternatives or supplements to traditional paper-based course evaluations
Tracking student learning outcome data at the program level	Excel Custom databases (Filemaker Pro) Paper records	Chalk & Wire eportfolio	Need for linkages between LMS & outcomes tracking systems which support summary across multi-section courses, programs for departmental & school-level Systems to organize qualitative data about student outcomes, non-numeric data, non-course data (e.g. field experiences), student work samples Need to integrate with potential institutional repositories (e.g. honors' & Masters' theses) and exhibitions of exemplary student project work (e.g. Films)