

## Chapter 6 - How Product Components Support Instructional Strategies

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### Reflection

Students can <b>Collect</b> messages from one or more threads in <b>Discussion Board</b> to review and evaluate their ideas and those of their classmates.	By storing and organizing course materials in their <b>Personal Folder</b> , students can review information they find significant.	Instructors can access group discussions as material for reflection with <b>VGroups</b>	Students can review their journals in <b>My Notes</b> to relate new knowledge to old and to identify any unresolved questions.
An instructor can <b>Archive a Virtual Classroom</b> session, allowing students to clarify misunderstandings and synthesize new information.	Students can refer to <b>Portfolio</b> of completed assignments and instructor critiques to aid them in self-assessment activities.	Students can submit reflection evaluations via the <b>Submission Box</b> .	<b>My Progress</b> helps the student identify any topics s/he needs to view or revisit by showing what portions of the course the student has and has not utilized.
Students may consult the <b>My Grades</b> to monitor and evaluate their progress.	Students can refer back to past performance via the <b>Assessment Manager</b> , a tool that allows instructors to post grades and feedback.	Students can refer back to past performance with the <b>Grade Book</b> , a tool that allows instructors to post grades and feedback.	The <b>Compile</b> component allows students to collect messages from a particular <b>Discussion</b> to compare their ideas with those of others' and judge their merit.
Students can use <b>Electric Blackboard</b> to document their thoughts and refer to them as the course progresses.	Students can review which units of the course they have completed in <b>Check Progress</b> in order to gauge whether they have mastered or completed all materials.		The <b>My Grades</b> component allows students to review and evaluate their progress.
	Discussions and presentations made during a <b>Live Session</b> can be saved so students can review the material in depth.		The instructor or a student may save the contents of a <b>Whiteboard</b> in order to study it in depth.

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### Articulation

Students can make their tacit knowledge explicit by using the <b>Discussion Board/Virtual Classroom</b> to present their ideas in a structured environment.	The <b>Annotations</b> feature gives students a way to express their thoughts about materials presented in the <b>Course Room</b> . They can be shared or kept private.	Learners can use <b>VU-Chat, E-mail,</b> and <b>VGroups</b> to identify emergent problems and ad hoc issues with other students and instructor. (Things that “come up.”)	Students can use <b>My Notes</b> to express their insights and interpretations in a journal their learning activities.
Instructors can encourage students to use the <b>Digital Drop Box</b> to submit their work and express their ideas to the instructor.	The <b>Assessment Manager</b> gives students an opportunity to articulate their knowledge.	Students can demonstrate their understanding by completing <b>Assignments, Tests,</b> and <b>Activities</b> .	In the synchronous <b>Chat</b> or <b>Whiteboard</b> , students can contribute their ideas and understandings in a shared, collaborative setting, to complete assignments or projects.
Students can contribute their ideas in <b>Group Pages</b> .	Students can voice their understandings or diagram them using the <b>Whiteboard</b> in <b>Live Sessions</b> within the Virtual Classroom.		Instructors can design <b>Quizzes</b> to elicit responses from students in order to assess their comprehension.
Students can document their ideas and questions in their <b>Electric Blackboard</b> .	Instructors can develop <b>Assignments</b> that encourage students to express their hypotheses, conclusions, or research findings.		Students can submit their papers or other individual projects to the instructor using <b>Assignments</b> .
Students can voice their opinions on the course content and quality by participating in a <b>Survey</b> .	Students can express their puzzlements during the <b>Question and Answer</b> period in a <b>Live Session</b> within the <b>Virtual Classroom</b> .		Individuals or groups can demonstrate their expertise by posting their work in the <b>Presentations</b> area.
Instructors can develop <b>Quizzes</b> to challenge the students to make their tacit knowledge explicit.	Students can participate in forums within the <b>Discussion Board</b> or articulate their ideas using <b>E-mail</b> .		Students can participate in forums within the <b>Discussion Board</b> or articulate their ideas using <b>E-mail</b> .

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### Exploration

Through <b>Resources</b> learners are able to access, search, and explore information from selected publications/resources.	Students can explore the <b>Media Center</b> to find resources according to individual learning style, curiosities, or needs.	Instructors can post learning opportunities in the form of <b>Resources and Conferences</b> .	The instructor can <b>Add Pages and URLs</b> enabling students to locate internal and external resources of interest to them.
<b>External Links</b> can be provided by the instructor for the learners to explore other resources on the web.	The <b>Search</b> feature allows learners to explore educational resources that are relevant to their learning.	The instructor can provide links in the <b>Café</b> to other chat groups and newsgroups to allow students to investigate learning communities outside the classroom.	Students can explore content and communication areas using the <b>Search</b> feature, and other search features of the <b>CD ROM</b> , and <b>Image Database</b> components.
The instructor can provide a list of suggested supplementary reading in the <b>Books</b> section to help students pursue their academic interests.	<b>Breakout</b> sessions allow students to group themselves by area of interest in order to chat and explore a topic that intrigues them.		Students can browse the <b>WebCT website</b> for additional resources on topics of interest.
Instructors can use one of the <b>Course Content Areas</b> to suggest activities students might want to engage in to extend their knowledge beyond the course objectives.	Instructors can use the <b>Follow Me</b> feature in the <b>Virtual Classroom</b> to take students on a “virtual field trip” of web resources they might want to investigate.		Instructors can utilize <b>Content Assistant</b> to provide them with ancillary information on related topics or areas of additional interest to students.
	The <b>Content Creation Tool</b> can assist instructors in creating auxiliary materials or in designing additional activities students can utilize to pursue related topics of interest to them.		With WebCT's <b>My Bookmarks</b> , students can save the locations of external sites that support course objectives or extend their knowledge beyond the subject matter being taught.

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### Collaboration and Communication

**Virtual Classroom** can be used for real-time give-and-take discussions among students. **Email** is useful for student-to-student or student-to-group “delayed” exchanges. **Group Pages** provide a “discussion community” comprised of instructor-defined groups.

Instructors can enable real-time **Chat** for spontaneous student communications. Instructors can also hold **Virtual Classroom** sessions for more structured real-time interactions.

Students can use **VGroups** to discuss problems and their solutions in real-time with their team members. Students can initiate **VU-Chat** rooms to confer informally.

Students can interact on a one-to-one or one-to-many basis with peers or instructor using the communication tools **Chat**, **E-mail**, and **Discussion**.

The **Edit My Home Page**, and **Personal Info** components facilitate collaboration by allowing students to “introduce themselves” to one another.

The instructor can encourage students to join in **Breakout Sessions** within the **Virtual Classroom** to collaborate on issues in small teams.

Students can convene in the **Cafe** to join other learning communities outside their course in chatrooms and threaded newsgroups to discuss social and learning issues.

Students can introduce themselves to one another to build an open and friendly community through **Student HomePages**.

Students can share their experiences and expertise when communicating on topics in the **Discussion Board**.

Instructors can use the **Course Room** to initiate threaded discussions and to group students into teams for team-based discussions. (Forum)

The instructor can allocate shared **Presentation** areas for groups of students to post the results of their collaboration on a project.

Students can look up fellow classmates in the **Roster** and other Blackboard students at their institution with the **User Directory** in order to form learning communities.

Students can **Annotate** materials in the **Course Room** and share the annotations with participants of their choosing. (Forum)

The **WebCT website** features online discussion groups that students can join to confer with learners from other institutions.

Instructors can hold **Live Sessions** to encourage real-time interactions between students as a whole, or to group them into **Breakout** session for smaller group collaboration and communication.

The instructor can encourage collaboration and group participation by making the **Whiteboard** available for student use.

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### Collaboration and Communication

Participants can use the **Whiteboard** in the **Virtual Classroom** to communicate an idea to other attendees.

**Screen Sharing** allows participants to share an application in real-time for the purpose of jointly constructing or changing a document or some other type of file.

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### Multiple Perspectives

**Course Documents** and **External Links** can be structured to provide a variety of case scenarios, representing different ideas and events for student analysis.

Instructors can use the **Content Creation** tool to create contrasting cases and situations that emphasize different aspects of a body of knowledge or a subject.

**Course Content** can reflect a wide spectrum of scenarios that exemplify diverse concepts within a domain.

Instructors can devise **Assignments** presenting scenarios that lend themselves to multiple interpretations, and challenge the students to construct a solution to the problem or an analysis of the case.

By working on a team project to post in **Group Pages**, students encounter other classmates' perspectives, and increase their cognitive flexibility.

Students or the instructor can use **Screen Sharing** to share an application and jointly edit it to reflect their collective perspectives.

The **Conference** feature can expose students to a variety of theories and practices in their field of interest.

Students showcase their projects and problem-solutions in the **Presentation** area. Classmates can contrast their own work with the posted work of others.

The **Resource Center** can provide additional sources of information that students can use to develop a well-considered analysis of a case.

The **Media Center** can provide students with diverse scenarios and situations that emphasize different aspects of a body of knowledge or a subject. (Forum)

**Discussions** and **E-mail** provide students with an opportunity to appreciate diverse perspectives and ways of structuring knowledge.

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### Multiple Perspectives

Students can share diverse points of view via <b>E-mail</b> or within postings in the <b>Discussion Board</b> .	File sharing and discussions within the <b>Course Room</b> (Forum) allow students to learn from each other's work and contribute diverse ideas and experiences that can be incorporated in to a final group paper or project.	Students can multimedia content on <b>CD-ROM</b> to gain a fuller understanding of the complexities of a problem occurring in an ill-structured knowledge domain.
Instructors can use the <b>Virtual Classroom</b> for student debates, where participants take opposing viewpoints and justify their respective opinions.	Students can communicate diverse perspectives using <b>E-mail</b> and the <b>Discussion Board</b> .	Instructors can use <b>Content Assistant</b> to help them provide a variety of materials for student study in <b>Course Modules</b> .
Instructors can use <b>Assignments</b> to encourage students to analyze a case from several perspectives.	Students can participate in debates in the <b>Virtual Classroom</b> where they can present their findings and confront differing analyses in a <b>Live Session</b> .	The instructor can <b>Add Pages and URLs</b> to the course to provide cross-case viewing for deeper student appreciation of concepts within a knowledge domain.
	Students can be <b>Assigned</b> to study a variety of situations in order to appreciate the complexity of a particular ill-structured knowledge domain.	Students can <b>Search</b> course content for similarities across a range of cases.
	Students can <b>Search</b> the contents of the <b>Media Center</b> to identify common themes across differing cases.	Students can use the <b>Whiteboard</b> to present differing thematic analysis of cases and to justify their positions.

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### Self-Directed Learning

Students can use their <b>Personal Calendar</b> to schedule and organize learning <b>Tasks</b> .	By organizing materials of their choice from the <b>Media Center</b> within their <b>Personal Folder</b> students can pursue their learning goals in way that suits their learning style.	Students can use their <b>Personal Workspace</b> to organize course tasks and to create a portfolio of accomplishments.	The student's personal <b>Calendar</b> can be edited to reflect schedules for learning activities and milestones, enhancing the student's ability to set priorities and manage their activities.
The <b>Course Map</b> assists students in finding course resources and activities they wish to utilize.	<b>Search</b> feature allows students to target resources in the <b>Media Center</b> (Forum) or on the <b>Discussion Board</b> that are relevant to their learning goals.	Instructors can encourage students to use the <b>Bookmarks</b> feature to keep a record of Web sites of interest to them.	<b>My Bookmarks</b> provide shortcut keys to "jump" to areas within the course that a student wishes target for further exploration, WebCT <b>Bookmarks</b> provide students the same capability for external websites.
The instructor can describe a case or frame a problem in an <b>Assignment</b> and charge students with independently researching the issue, identifying a solution and supporting their conclusion.	Students can bookmark links to course pages that are of interest to them in <b>My Favorites</b> .	The <b>Course Viewer's</b> resources-at-a glance feature allows the learner to utilize course materials in support of their own instructional goals.	The <b>Course Map, Index, and Search</b> features enable students to locate materials within the course that are significant to the student.
The instructor can provide a wide range of informational resources that students can choose to further their academic interests or solve problems, such as <b>Book lists, Course Documents, Resource Center</b> and <b>External Links</b> to Internet sites or databases.	The instructor can create a collection of resources in the <b>Course Room</b> or the <b>Media Center</b> (Forum) that students can use as they see fit to advance their knowledge or solve problems.		Students can develop their own research plan and use resources in the <b>Image Database, CD-ROM, Pages and URLs, References, Course Content</b> , or the WebCT website.

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### Self-Directed Learning

Instructors can use **Course Information** to describe the goals and learning objectives, including a provision for student-defined objectives or learning contracts.

Instructors can define open-ended **Activities** that require students to identify problems and resources, and to develop their own research plans.

Students can include **Assignments** that challenge students to identify an area of interest they wish to learn about and to develop and use a research plan.

Students can collect pages from the **Media Center** that are of specific interest to them and store them in their **Personal Folder** (Forum).

### Modeling and Explaining

Instructors can use the **Whiteboard** in the **Virtual Classroom**, to model thought processes of experts.

Instructors can use **Follow Me** in the **Virtual Classroom** to present websites that illustrate a concept or explain a process.

Students can observe expert demonstrations with the **Whiteboard**.

Instructors can use the **Assignments** component to explain the requirements for assignments and to provide examples, models, and samples of exemplary work or best practices.

Using the **Course Information** and **Course Documents** components, instructors can post samples of assignments, simulations, class information and explanatory materials.

Instructors can post students' work from previous courses in the **Media Center** as examples of exemplary performance (Forum).

Using **Assignment Manager**, an instructor can post student works as paradigm examples.

Instructors can provide models through the student **Presentations** component, or through multimedia demonstrations in the **Image Database**

**Learning Units** can provide structured explanations and templates to help students achieve learning goals.

Instructors can demonstrate or draw and explain concepts with the **Whiteboard**.

Students can audio- or videoconference with experts during a **Live Session** in the **Virtual Classroom**.

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### Role Playing

Using the <b>Virtual Classroom</b> , learners are able to role-play while interacting with each other and the instructor in real-time.	Through discussions framed around specific subjects, instructors can assign students specific roles in threaded discussion groups within the <b>Course Room</b> to emulate an authentic experience.	Students are able to communicate in real time via <b>VGroups</b> , changing roles and viewpoints within the discussions.	Instructors assign students various roles to play, including leader or moderator, or perspectives to take using asynchronous <b>E-mail</b> or <b>Discussions</b> , or during synchronous <b>Chat</b> or <b>Whiteboard</b> use.
Instructors can assign "roles" for each member of a learning team to play while creating outputs for <b>Group Pages</b> .	Students can role-play during <b>Chat</b> or <b>Breakout</b> sessions.	Students can role-play and even assume avatar personalities enhanced interactions during <b>VU-Chat</b> sessions.	Students can assume various roles, or advocate a perspective assigned by the instructor during a <b>Whiteboard</b> session.
Students can play the role of leader or moderator or represent a particular perspective in mock debates using asynchronous <b>E-mail</b> or the <b>Discussion Board</b> , or during synchronous <b>Chat</b> or <b>Virtual Classroom</b> sessions.	Instructors can provide <b>Live Session Activities</b> that give students the opportunity to lead discussions or to play a part in a debate or an authentic scenario.		Each member of a workgroup can play a different role in the production of a <b>Presentation</b> , such as reviewer, graphics design, or web page development.
Instructors can provide links to and instructions for using MOO's and MUD's in the <b>Course Content</b> .	Students can experience MOO's and MUD's using <b>Screen Sharing</b> .		Instructors can <b>Add Pages</b> of instructions and <b>URLs</b> that will enable students to participate in MOO's and MUD's.

### Hypothesis Generation

Instructors can provide <b>External Links</b> to microworlds and simulations where students can form and test hypotheses in authentic, learner-controlled environments.	Instructors can create individual or group <b>Activities</b> that challenge students to make realistic decisions and explore the consequences of their decisions.	Instructors can pose problems using the <b>Course Content</b> that challenge the student to build and test their own theories.	Students can access microworlds, or investigate facts and identify resources within problem-based environments using <b>CD-ROM</b> , <b>Image Databases</b> , the <b>Glossary</b> , and <b>Add Pages and URLs</b> .
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### Hypothesis Generation

Instructors can invite students to brainstorm, explain or hypothesize during a **Virtual Classroom** session, or using the **Discussion Board**, or **E-mail**.

Students can create and use **Annotations** as a brainstorming or theory-building tool.

Instructors can describe a problem for students to explain and brainstorm during a **Whiteboard** session or by **E-mail**.

Students can use the **Whiteboard** as a visualization aid to build diagrams of their theoretical models.

Students can use the **Electric Blackboard** to journal their theory-building activities.

Students can use the **Whiteboard** to visualize and model processes.

Instructors can give instructions in **Assignments** that individuals or groups follow to build and test theories.

The instructor can provide a description of events or processes in **Course Documents** to encourage student speculation and theory testing.

Students can use **Screen Sharing** to experiment using microworlds and simulations.

The instructor can provide explanations of the theory-building and testing process in **Content Module** that guide students in hypothesis generation.

### Problem-Solving

Instructors can create problem-based learning environments in which students are charged with a problem-solving **Assignment** and are required to explore, understand, and find a solution.

In the **Schedule**, the instructor provides students with problem-centered activities that are relevant and complex.

**Assignments, Tests, and Activities** challenge learners to identify and resolve cognitive puzzlements and problems.

The **Image Database, Add Pages and URLs, and References** features provide resources to help students formulate solutions.

Instructors create **Group Pages** where teams of students discuss, exchange knowledge, and solve a problem.

Students can access any type of file in the **Media Center** to help them solve a problem (Forum).

Instructors can build a **Library** to provide supporting data for problem analysis.

Through **Chat, Discussions, Whiteboard, and Search**, instructors encourage students to discuss, and share their ideas and solutions to problems.

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### Problem-Solving

<p><b>External Links</b> and <b>Course Documents</b> can provide information useful to resolving a problem.</p>	<p>Students can collaborate to jointly solve problems using <b>Screen Sharing</b> to view and interact with an application and manipulate a document or other type of file.</p>	<p><b>Assignments, Quizzes,</b> and <b>Self-Tests</b> elicit student problem-solving activities.</p>
<p>Instructors create <b>Group Pages</b> where teams of students discuss, exchange knowledge, and solve a problem.</p>	<p>Students can interact with each other, the instructor, and experts via <b>E-mail</b> or the <b>Whiteboard</b> to collaboratively evaluate solutions.</p>	<p><b>Presentations</b> allow students to demonstrate the results of problem solving individually or in collaboration with peers.</p>
<p>Students can use tools like <b>Whiteboard</b> in the <b>Virtual Classroom</b> to explore and validate theories.</p>		

### Coaching

<p>Instructors can hold “virtual office hours” to provide direction to students using the <b>Virtual Classroom</b>.</p>	<p>Students can submit their work and get feedback from the instructor via <b>E-mail</b>.</p>	<p>Students can consult with instructors during “virtual office hours” provided by the <b>Regular Events</b> component.</p>	<p>Students can utilize the <b>My Progress</b> feature to determine whether they have explored all the course materials, and to note materials they might want to revisit.</p>
<p><b>E-mail</b> or private <b>Chats</b> allow the instructor to give individual feedback on a student’s performance.</p>	<p>Instructors can coach, monitor, and facilitate students’ discussions and participation in <b>Course Room</b> threaded discussion groups or in <b>Chat</b>.</p>	<p>Instructors can use <b>VU-Chat</b> to monitor student participation in order to better facilitate on-line discussions.</p>	<p>Instructors can give students feedback on performance in the <b>My Grades</b> component.</p>
<p><b>Course Statistics</b> and the <b>Online Gradebook</b> help the instructor assess student progress of coaching purposes.</p>	<p>Students can use the <b>Question and Answer</b> feature in the <b>Virtual Classroom</b> to receive guidance on pedagogical problems.</p>		<p>Instructors can provide one-on-one mentoring and guidance through WebCT’s <b>E-mail</b> component or <b>Chat</b> communication tools</p>

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### Scaffolding

Students offer support, constructive criticism, and comments on each other's work with <b>E-mail, Discussion Board, and Group Pages</b> .	Instructors can group students with similar learning styles or cognitive strengths into groups in <b>Breakout Sessions</b> .	Instructors can use <b>VGroups</b> to create student-to-student teaching teams.	The context-sensitive WebCT <b>Help Menu</b> provides assistance to students in how to use the product for their learning activities.
Instructors can provide sequenced instruction in Blackboard's <b>Learning Units</b> feature to assist students who need a more directive learning environment.	Instructor(s) can provide support for students with differing backgrounds or learning styles in the <b>Media Center</b> ; or refer individual students to online resources that can help them learn.	The spatial metaphor of a campus map is used for navigation. The <b>Navigation Map</b> can be customized to reflect the student's own campus, thus easing navigation difficulties.	Scaffolding can also be provided to students through <b>Student Tips, Index</b> and <b>Glossary</b> .
Instructors can design <b>Course Documents</b> containing help and explanatory information to remediate students whose backgrounds are deficient, or to assist students from other cultures.	Instructors can group students with similar learning styles or cognitive strengths within the <b>Course Room</b> .	Students can use the <b>Library</b> to provide them with background information they may need to understand a problem.	Instructors can group students so that they can assist each other in projects using <b>Presentations</b> .
Instructors can provide <b>External Links</b> based on the degree of scaffolding needed to support the student.	Students can use <b>Screen Sharing</b> for peer-to-peer or instructor guidance in using a product or understanding a concept.	The <b>Glossary</b> provides explanations of unfamiliar terms to help students increase their fluency	The WebCT website, <b>My WebCT</b> , offers help to enhance student's online learning techniques.
Students can use Blackboard's student <b>Manual</b> to help them navigate the course interface.	LearningSpace features context-sensitive <b>Help</b> to assist students with its usage, and <b>Tooltips</b> that provide functional descriptions of screen components.		Instructors can provide remedial materials in the <b>Content Module</b> and with <b>Add Pages and URLs</b> to assist students with weak backgrounds or the help learners from other cultures.

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### Authentic Activities

Students can develop a more complete understanding of real-world events and problems by using <b>External Links</b> to access Web sites created by experts and professionals.	The instructor can use graphics to contextualize media in the <b>Media Center</b> , in order to provide students with a situated realistic learning environment (Forum).	Using the <b>Course Content</b> and the <b>Content Assistant</b> the instructor can develop resources and discussion forums to help students undertake complex tasks requiring critical thinking and inquiry skills.	Instructors can embed student tasks in an authentic context by presenting multimedia resources that simulate the real world using the <b>Image Database</b> or <b>CD-ROM</b> components.
Instructors can create <b>Assignments</b> that require critical thinking, problem-solving, and inquiry skills.	The instructor can provide a virtual “field trip” experience for students using the <b>Follow Me</b> feature in the <b>Virtual Classroom</b> .	The “virtual campus” interface includes virtual buildings, offices, a <b>Cafe</b> , a <b>Library</b> , and <b>Conferences</b> to mimic a real university setting so that students can participate in “campus life” and activities.	Instructors can utilize the <b>Content Assistant</b> to supplement course materials with real-world scenarios and cases drawn from various events to challenge students’ analytic or problem-solving abilities.
Course pages with the <b>Course Content</b> can pose real-world cases as context for realistic student activities.	The <b>Schedule</b> tool gives students access to course resources and assignments that can immerse them in a real-world activity.		The <b>Content Assistant</b> can be used to develop <b>Content Modules</b> containing rich scenarios that allow students to encounter real cases and realistic problems.
Instructors can develop authentic learning environments by incorporating different media features in the <b>Content Areas</b> (slides, graphics, CD-ROM content, audio/video, virtual field trips, and interactive simulation).	Courses can offer live or self-paced <b>Activities</b> that offer the opportunity for students to problem-solve and think critically about realistic problems.		The WebCT website, <b>My WebCT</b> contains a career center to help students understand the process of beginning a profession.

#### Notes:

Blackboard is a product of Blackboard Inc. The features listed here are those in version 5 of the product.

Lotus LearningSpace is a product of IBM Mindspan Solutions at IBM, Inc. The features listed here are those in version 5 of LearningSpace and version 3.6 of Forum.

Virtual U is a product of Virtual Learning Environments , Inc.

WebCT is a product of WebCT, Inc. The features listed here are those in version 3.1.