OLTD 504 - REFLECTION 1

Learning Outcome - Demonstrate basic competency with design and implementation within a variety of LMS and non-LMS environments and tools.

I have chosen two pieces of evidence, which were created in May of 2015, to demonstrate support for the above learning outcome from the course OLTD 504 - Learning Systems. The first activity I have chosen is a screencast created for my Moodle group. The goal of this assignment was to work as a group to split up the different elements of the Learning Management System, Moodle, so that each group member could focus on one or two elements and create a screencast to function as a tutorial for the other team members. My screencasts included how to set up and use the grade book in Moodle, and how to create a Moodle lesson. These screencasts were created using Screencast-O-Matic and IMovie. The second activity that I have chosen as evidence, to support the learning outcome above, is my Non-LMS toolkit. This 'toolkit' is a personal collection of selected non-LMS tools that I believe are most useful and relevant for me.

I have been working with Moodle for many years, so working with a LMS was not a new experience. However, working with the variety of non-LMS tools that I discovered, was eye-opening. First of all, my group made use of a couple of non-LMS tools, for organization and support purposes. I had not used either of the following tools before. We used Doodle to designate and organize who was going to do what. We also set up a Google + Community to post our screencasts and to communicate and support each other. As previously mentioned, I used Screecast-O-Matic to create my videos, IMovie to edit them, and Youtube to present. Until this time, I had never made a screen-cast and I had never used IMovie. I learned a lot during the process of this activity. My non-LMS toolkit was created by researching and then choosing non-LMS learning tools, based on their usefulness and interest. I used Powtoon, another tool that I had never used before, to present my toolkit. Learning to use all of these tools was not difficult, but it took quite a bit of time. However, the learning process and the final products were well worth the effort. Now I feel that I will be able to much more easily use these tools in the future and I am thrilled with the possibilities they present.

As an online teacher, it is vital that I am able to work with the different Learning Managements Systems that are available. It is also important to not only experiment with non-LMS tools, but also to be aware of the sheer number of alternative tools that are out there. Working with online tools and systems is an open-ended activity, because there is something new being introduced constantly. The trick is not to get overwhelmed by it all. I think that these activities not only introduced me to the variety that is available, but to the actual process of researching tools, so that I know where and how to find what I need, when I need it.

As part of this reflection, I need to ask myself an important question. How could what I experienced when working with Learning Management Systems help me in my job now, to help me further develop my existing courses, and to create new courses that were engaging, structured well, and supportive? I was quite content with what is offered in Moodle, but now I feel I can add in some of the Non-LMS tools that I learned about, to further enhance my Moodle courses, particularly in the area of presentation and communication. It is a simple matter to add in a little video using Powtoon, or generate a class question to be answered in Doodle, to foster

engagement, add to the student's learning experience and further support different learning styles and preferences.