Learning Outcome - Be familiar with common terms, definitions and elements to Learning Management Systems (LMS) and Non-LMS environments.

I have again 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 to reflect on is documented by a screencapture of a unit I created using the LMS, Moodle. The unit is on writing a formal essay, and the course is designed for adults completing English 12. The goal of this OLTD assignment was to work with a LMS to become familiar with it and to discover its strengths and limitations. My Moodle unit included the following features: assignment, book, lesson, quiz, forum, and survey. The second activity that I have chosen as evidence, to support the learning outcome above, is my Non-LMS review(s). These reviews include a description and an opinion of the potential usefulness of 'Evernote for Course Delivery" and 'Doodle'.

Even though I have been working with Moodle for many years, creating the essay unit for this activity, motivated me to include features that I hadn't used before. Specifically, I had never included a forum, and I had never used a survey in a course. In addition, I learned about some features that I didn't know existed. For example, I didn't realize that I could create a rubric, within an assignment, and use it for assessment. This was a feature that was included in our school's recent Moodle upgrade, and I didn't know that it had been added. Previously, I had been uploading each student's rubric, individually, into each student's comment section. Since I found this feature, I have begun to work with it in all of my online courses. What a time saver this is. My Non-LMS tool reviews also proved to be very useful. Writing a review requires a certain amount of familiarity with the subject, and by exploring these tools, I was able to more clearly understand their strengths and weaknesses. Using 'Evernote' to deliver a course is something that I will have to put on hold for a while because it is going to be quite a learning curve to appreciate its full potential. However, the possibilities it presents are intriguing. In contrast, since I reviewed the simple survey tool, 'Doodle', I have used it 3 times. I think that using a tool is a clear sign of how successful it is, "Imitation is the sincerest form of flattery' after all. (Charles Caleb Colton)

As an online teacher, it is vital that I am familiar with the elements, definitions and terms in the environments of both LMS and Non-LMS. When teaching, I prefer to present short lessons, and then allow plenty of time for practice and exploration. This is precisely what the two activities I chose here, allowed me to do. Experimentation is essential for growth, and these assignments gave me the luxury of doing just that, as I delving deeply into the elements of my chosen LMS and my selected Non-LMS tools. This process also allowed me to become familiar with how these systems worked and allowed me to determine their strengths and challenges, to better understand how I can use them to be most effective.

As part of this reflection, I again need to ask myself this important question. How can what I experienced when working with Learning Management Systems help me further develop my existing courses and create new courses that are engaging, structured well, and supportive? I believe that I have answered this question with the realization that I have already incorporated a large part of what I learned into my job now, as outlined in the previous paragraph. In addition,

and just as importantly, I have become much more familiar with the features that are available to me. This knowledge is invaluable as I continually strive to create engaging and well-structured learning experiences for my students that will allow them to practice, reflect, and explore.