OLTD 501
Reflection on Evidence 1

Program Learning Outcome:

- Examine current research around best and promising practices for online and blended delivery.

Evidence: Annotated Bibliography

I have selected my Annotated Bibliography as evidence of my ability to examine current research around best and promising practices for online and blended delivery. In completing this task during Week 6 of OLTD 501, I chose a critical challenge question that is relevant to me in my current teaching practice, used the Vancouver Island University online library resources to search specific databases, and evaluated the search results for their usefulness in shedding light on my specific research question.

Through the process of completing this annotated bibliography, I learned how to navigate the VIU online library resources, to narrow down and adjust search terms in order to yield the most relevant results and to make use of referencing software. I also refreshed and enhanced my skills in evaluating the academic papers and journal articles that I found, focusing on the quality and methodology of the study and the potential for the findings to be generalized and applied within elementary and secondary online learning programs. While reading through the research found, I was struck by the fact that the majority of the research available in the field of online learning seems to stem from the post-secondary level. While much of the knowledge generated can be used by teachers and administrators in K-12 education, there seems to be a significant gap that needs to be filled in order to best support K-12 educators as we endeavor to develop and implement online learning programs that will best support our learners. This has encouraged me to consider sharing more of my experiences as a blended learning teacher through informal means such as a blog or conference sessions, but also potentially in a more formal, academic way in an effort to help broaden our collective knowledge in this field.

I think examining current research around best and promising practices is a relevant goal for all educators, but in particular for those teaching in blended or fully online environments. It can be quite easy for teachers in such environments to work in isolation, and to feel as though they are solely responsible for forging new paths and recreating the instructional wheel. Regularly reviewing journals and other research

relevant to our field can support teachers in feeling connected to a wider community of educators, allow us to build upon the foundations that have already been laid, and promote the continued development and refinement of best practices.