OLTD 504
Reflection on Evidence of Learning 2: Screencast

OLTD Program Learning Outcomes:

- Be familiar with common terms, definitions and elements related to Learning Management Systems (LMS) and non-LMS environments.
- Demonstrate basic competency with design and implementation within a variety of LMS and non-LMS environments and tools.
- Plan learning opportunities most suitable to the strengths and challenges of a variety of LMS and non-LMS environments.
- Develop skills to optimize learning experiences through personalization based on characteristics, needs, stages of development, current personalized learning mandates, misconceptions etc.

Evidence to Support Outcomes:

As evidence of meeting the learning outcomes outlined above, I have selected one of the screencasts that I created to support my Canvas Learning Management System team in learning about how to build a course in Canvas. This screencast focuses on how to use the Gradebooks in Canvas. I believe the content of the screencast demonstrates my familiarity with terms and elements related to LMS environments and an overall competency with design and implementation within an LMS, while the process and skill of the screencasting itself relates to my ability to plan learning opportunities most suitable to the strengths and challenges of an LMS and optimize learning experiences through personalization.

Screencasting was quite new to me, and is something that I have often put off learning as I felt it would take too much time and I was uncomfortable with the idea of creating a recording of myself, even with only an audio component. For this task I chose to use Screencast-o-matic and I was pleasantly surprised at how easy it actually was to use. While there are a number of editing tools that I will continue to explore to further refine my videos, help to make the transitions smoother, and be as efficient with time as possible, I now feel comfortable with audio narration and video recording of myself using this tool, as well as many of the editing tools such as cutting sections and adding various overlays to emphasize key aspects for the viewer. I learned that preparation and having a plan for the screencast prior to recording is essential, however I found that I am most successful with talking point notes rather than being completely scripted.

In OLTD 503: Online Communication I began to explore using video and audio as strategies for enhancing teaching presence and supporting the humanization within an online learning environment. Screencasting is a strategy that I can now implement to further support these goals as it allows for students to both see and hear me as I demonstrate a new online tool or concept. Since learning this skill, I have already found it be be very helpful for supporting students with troubleshooting or course navigation as they are able to see the process and listen to instructions rather than just reading them. Screen capturing is also a process that I can now

share with my students for capturing their own evidence of learning when sharing products created online, such as a Minecraft build or a game programmed in Scratch.

       In my current role as a blended and distance learning teacher I depend on the LMS to share content and learning activities and manage the evidence of learning that students share with me. Understanding the elements of the system and being able to effectively implement the tools available to design learning opportunities that meet the needs of a range of diverse learners is essential. I do not believe that personalization necessarily means individualization for each student, but rather creating an environment in which the students are at the core of what we do. A solid knowledge of the learning management system allows for the technology to be leveraged in the best way possible, streamlining the experience for the students and integrating other tools and media that are compatible with the LMS to create variety, choice and some flexibility for the learners. As I reflect on my learning in this course, I know that I am walking away with an increased understanding and skill in using features of the Canvas LMS such as the syllabus and rubrics that will allow me to further enhance the learning experience for my students and more easily adapt course components on an ongoing basis. After sharing with my fellow cohort members and being able to discuss different approaches to learning management systems and course design, I am also leaving with a better sense of direction when it comes to implementing a more flexible student centred program that incorporates elements that will support a Community of Inquiry based model (Garrison, Anderson & Archer, 2000) with enhanced attention to the teaching presence, social presence, and the processes of inquiry based learning.

Reference:

Garrison, D.R., Anderson, T. & Archer, W. (2000). Critical Inquiry in a text-based environment: computer conferencing in higher education model. The Internet and Higher Education, 2(2-3), 87-105.