OLTD 506
Reflection on Evidence 2

Program Learning Outcome:

- Develop practical and technical skills in all phases of concept, development, design, implementation, etc.
- Demonstrate basic competency with design and implementation within a variety of online learning environments and tools

Evidence: Working with a Social Media Tool: Resource Package for Kahoot

This resource package for Kahoot is made up of a backgrounder, a consent form and a response to an incidence letter that educators and/or institutions could use if choosing to use Kahoot with their students. This resource package was completed in the final three weeks of OLTD 506 and required the application of knowledge that was developed within the first half of the course.

Through the process of completing this resource package I learned about fenced versus open social media tools and factors to consider when selecting social media tools to support student learning in a K-12 educational context. Hengstler (2020), presented a model for scaffolding developmentally appropriate use of social media tools with K-12 students that I found logical and easy to follow. When selecting Kahoot as a tool that I would use with my students, I referenced this model which begins with students Observing and Learning; then moving into a Contained and Corrected phase in which fenced systems are the focus and the participants using the tools are known and controlled; and finally students move into an Open Access phase in which they are able to fully participate in open tools and networks (Hengstler, 2020). My students are in the upper elementary age range and fit well within the second phase where increased participation in social media within contained systems is developmentally appropriate. Kahoot is not a fenced system, however it is possible to limit student access to external users through the ability to join a Kahoot with no account necessary using the game invitation code. The creation of a student account does hold a greater level of risk and would require further instruction in digital citizenship, privacy and online safety, as is described within the backgrounder that I created for parents regarding the use of this tool with students. Being able to apply this framework and analyze social media tools to determine if they are developmentally appropriate for my students is a practical and technical skill that will serve me well as I continue to design and implement online and blended learning programs.

I believe this resource package serves as strong evidence of my increased understanding of the legal obligations of educators surrounding privacy as outlined in FIPPA and my ability to analyze the privacy policies and overall features of various social media tools. In addition I believe it shows that I am able to then use this knowledge to provide parents with the information that they need to provide or withhold informed consent for their child to use these tools in the classroom, and to design and implement instruction that makes use of the tools available in a way that maximizes their educational benefits and minimizes the potential risks that they may pose to students.

When designing technology-rich, blended and online learning experiences for our students, it is critical that we as educators understand the greater context in which we are teaching, including the legal, educational and practical ramifications connected to our decisions regarding the tools that we use with our students. Understanding the features common to social media tools and the often highly technical language used within privacy policies and terms of use agreements allows us to select and use a range of tools more effectively and appropriately. This practical and technical competency serves to support learning for our students overall as we are able to design higher quality educational experiences. It is my belief that the resource package that I have created here will provide a valuable framework that I will be able to share with my school and district administrators and adapt for use with a range of social media tools.

References:

Hengstler, J. (2020). Prepping for Practical Use [Video]. Retrieved from
        https://learn.viu.ca/d2l