

OLTD 512
Reflection on Evidence 2

Program Learning Outcome:

- Critically assess and evaluate resources for best practices in online learning

Evidence: The 300 Tracker

The 300 Tracker is the way in which ongoing participation and collaboration was documented throughout this OLTD 512 course. It is through this document that I believe my growth in my ability to critically assess and evaluate resources for best practices in online learning, and learning in general, is evident. Many of the activities logged in my Tracker reference posts that I made in our Cohort 7 G+ Community, and comments on the posts of others in this cohort, several of which related to the evaluation of learning resources.

Through my participation in our G+ Community, as noted in my Tracker, I scratched the surface of learning about open educational resources, and dug into some of the details of Creative Commons licensing. The value of open educational resources to the world of online education is becoming greater as people continue to contribute to the collection. The internet is amazing for its ability to provide access to information, but when creating online courses educators have to be careful to assess the quality of the information provided, accurately reference sources and be sure that we are working within the limitations of copyright. Unlike in physical classroom spaces, we are posting our materials up for display to a potentially greater number of people with the greater potential for scrutiny. Open educational resources, and works licensed with Creative Commons provide a good starting point in the efforts to avoid infringements. I also find this helpful in providing a more focused starting point for resources, as it is easy to become overwhelmed by all of the information so readily available.

Three of the posts and comments in G+ noted in my Tracker connect to resources to support Indigenization and using stories to support learning. These posts only show a small piece of my investigations and learning in this area throughout this course. I have found myself getting lost in time as I read through the resource suggestions in these areas provided by fellow Cohort 7 learners, watching the related videos on Youtube that begin to play automatically after the original has finished, and browsing the bookstore shelves for stories representing some of the experiences of Indigenous peoples in the history of our country that I can share with my students. I enjoy learning

through stories, and have found that often when students are able to make a connection to an individual they are more engaged and want to learn more about that person's life. This can open up learning opportunities that cover a range of times, places, events and ideas. It is my goal to continue to build up a collection of resources to support these types of learning opportunities.

Between online and print based resources, there is so much available! It is easy to feel overwhelmed, or even at times, underwhelmed when it seems as though in the vast piles of what is available, there is little that actually fits the purpose. This process of critically assessing and evaluating resources takes a lot of time, but it is time well spent. Well reviewed, high quality resources can more effectively support learning and potentially save time down the road correcting misunderstandings or attempting to find new resources to fill in the gaps left behind from materials that didn't quite fit the need. I intend to continue to work on establishing a system of collecting and recording resources that I believe will be of value to my students, myself and my colleagues.