

OLTD 503
Reflection on Evidence of Learning 2

OLTD Program Learning Outcomes:

- Examine current research around best practices and emerging practices.

Evidence to Support Outcomes:

I have selected the Philosophy of Successful Online Facilitation mind map that I created using Coggle as evidence that I am able to examine current research around best practices and emerging practices related to online communication and facilitation. I created this mind map as part of my final project for OLTD 503 in which I was asked to reflect on my experiences throughout the course and consider how and why my initial philosophies about online communication have changed.

While creating this mind map I spent time reviewing each of the learning activities that were completed throughout the six weeks of this course, including discussion board posts, collaborative mind maps, some readings, videos and podcasts, Adobe Spark presentations and more, and I included links to some key learning products and connections to the related research. This review allowed me to connect many of the concepts that we had been learning about each week through situating each piece within the greater framework of the Community of Inquiry model (Garrison, Anderson & Archer, 2000), which I found to fit well within my own philosophy of learning as a social constructivist process that becomes more meaningful and effective when approached from an inquiry-based perspective. The research and practices discussed during the seminar weeks focused on tools for online communication and too much information emphasized the importance of the intentional use of technology and the need for the instructor to spend time carefully considering the potential challenges and benefits that come along with each new tool, including social media. The seminar focused on building online community highlighted research that encourages the humanizing of online courses (Pacansky-Brock, 2019) through strategies aimed at establishing trust between the teacher and learner as well as between learner and learner (Schwier, 2009) in order to enhance learner collaboration, motivation, and ultimately meaningful learning. When exploring how to support online learners in seminar five, I conducted research on the topic of self-regulation and strategies for promoting the development of self-regulation skills for online learners. Some key points from my research are represented in the Learner Presence branch on the mind map, including a link to the paper I wrote that began to consolidate some of the ideas from my research. Overall, I believe this mind map demonstrates that I was able to synthesize the research and various ideas explored throughout this course with a focus on drawing out the recommended best practices.

The ability to examine current research around best practices and emerging practices is important for all educators as the more we know about how our students learn, and strategies available, the better we will be able to meet our learners' needs. The world of online education is changing rapidly as new technologies continue to emerge, and older technologies either evolve

or fade away, meaning that online educators need to find ways to build learning about new research and emerging practices into their regular routine in order to keep up with the changes. On top of this, as technology changes, so too do the needs and interests of some of our learners. Supporting and engaging our learners requires being able to support them with the technology aspect as well as the course content. Rejoining Twitter to follow the posts from other educators and leaders in the field of educational technology is one way that I have begun to implement the practice of continuing to examine current research around best and emerging practices into my own regular routine.

References:

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.

Pacansky-Brock, M. Humanizing. Retrieved February 17, 2019 from <https://brocansky.com/humanizing>

Schwier, R.A. (2009). [Pursuing the elusive metaphor of community in virtual learning environments](#). In G. Siemens & C. Fulford (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2009* (pp. 3072-3082). Chesapeake, VA: AACE.