

OLTD 502 – The Digital Learning Continuum

Reflection #2 – Does learning take place differently in online and blended learning environments?

Program learning outcome(s):

- Become familiar with common terms, definitions, and elements related to blended and online learning environments.
- Demonstrate basic competency with design and implementation within blended and online learning environments.
- Plan learning opportunities suitable to the strengths and challenges of blended and online learning environments.
- Develop and design intentional learning activities suitable for the learning environment and the learner
 - Incorporation of Universal Design for Learning (UDL) principles; and
 - Selection of strategies and resources appropriate for the learning environment, learners, and learning outcomes.
- Create assessment and evaluation methods and tools suitable to the strengths and challenges of blended and online learning environments.
- Integrate current cognitive learning and change management theory
- Examine current research on emerging practices for blended and online learning environments.
- Develop practical and technical skills in all phases of concept, development, design, implementation, etc. for blended and online learning environments.
- Develop skills to optimize learning experiences through personalization based on characteristics, needs, stages of development, current personalized learning mandates, and misconceptions.
- Continue from OLTD Program
 - Engage in learning communities and communities of practice.
 - Critically assess and evaluate resources for best practice in online learning.
 - Consider responsibility, accountability, and civility in online environments.
 - Continue evidence and reflection collection in an ePortfolio template to demonstrate course and program mastery.
 - Maintain a personal web space to support your learning throughout the OLTD program.

Evidence:

The evidence that I chose is the blog post that I wrote about in week one of the course. It was based on readings and video by Tony Bates, whereby we were challenged to address the question, “Does learning take place differently in online and blended learning environments?”.

My learnings:

What I learnt through the journey of working along with Sam and Ginger was that the process as a group is just as important as the outcome. What do I mean by that, you ask? Initially we were each going to post a video about how we were going to address the critical challenge question. That morphed into us deciding to post it as a Jeopardy game and play it live with the cohort. The link to the game is here <https://jeopardylabs.com/play/online-learning-31>

I also learned quite a bit about online and blended learning theory, especially the factors, best practices, environments that affect learning. We devoted a whole category in the game to the factors that affect learning.

Why is this important and meaningful to my practice?

It is important to me to learn to be flexible while working with a group, and to listen to what others think is important. I learned how to zone in on the information in the readings; such as the factors that affect learning, and how to embed them into the activity. The four factor questions and answers in the game are:

1. This factor is affected by the environment that it is designed for. What are learning activities?
2. These factors affect learning in online and/or blended environments. What are teacher and learner abilities?
3. This factor is critical for successful learning. What is teacher presence?
4. This factor is more difficult to teach in an online environment. What are skills (i.e., theatre, physical education, lab work)?

I will incorporate synchronous games, like this Jeopardy one, with the adult learners that I work with, as it is great way to incorporate a lot of theory in a fun and meaningful way.

Sources:

Bates, T. Online learning and (k-12) schools: do we need a different curriculum for online learning? <https://www.tonybates.ca/2021/01/12/online-learning-and-k-12-schools-do-we-need-a-different-curriculum-for-online-learning/>

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Bates, T. Online Learning in K-12: Hits, Misses, and Where to from Here? https://www.youtube.com/watch?v=iZLu_lphhoY

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University of Central Florida. Blended Learning Toolkit. <https://blended.online.ucf.edu/blendkit-course-diy-project-tasks/>