

## OLTD 503 Reflection 1 – Lesson Plan

### OLTD 503 Course Description:

Students investigate theoretical aspects of online communication and the practical skills of facilitating online. They explore the research and theories regarding communicating online and develop an understanding of the related issues. Student-led seminars allow learners to experience the benefits and challenges of online communication and the technologies that foster it.

### Related Learning Outcome(s):

1. Reflect on experiences of asynchronous and synchronous learning and communication.
2. Design a learning experience that incorporates both synchronous and asynchronous learning opportunities based on the benefits of each type of communication.

### Evidence – Lesson Plan – Module 4 – Change Management

The evidence that I chose to demonstrate as one of my learnings from OLTD 503 is a 30-minute module entitled Change Management. It is part of a custom designed teamwork workshop that I developed for an organization.

### What did I learn/experience by creating the evidence file relative to the specific OLTD Program Outcome?

Through creating this lesson plan I reflected upon previous learnings from OLTD 501 regarding the various schools of learning as outlined by Bates (2015) and how to apply them through the lesson. This lesson plan for Change Management is based on the following schools of learning:

1. **Cognitivism** to engage the participants through discussion about the Kubler-Ross change curve model and exploration of how that model describes how we move through the various change stages.
2. **Behaviourism** through activities designed to delve more deeply into the five stages of change and how we react through each of the stages. The stages are:
  - Shock or denial
  - Anger
  - Bargaining
  - Depression
  - Acceptance
3. **Constructivism** through Start-Stop-Continue exercise participants apply the concept of change management to their daily work. This is done asynchronously to reflect individually and then synchronously as a group.
4. **Connectivism** through sharing verbally, through the chat and/or the whiteboard features on Zoom the participants will explore and share how they will apply what they have learned and adapt it to their daily work.

**What does the OLTD Program Outcome mean to me as an online educator/facilitator? Why is it important/meaningful to my practice?**

In developing this lesson plan I built upon the critical thinking skills that I used to develop the lesson plans in OLTD 501. As an online facilitator it is crucial that I am designing lesson plans, with meaningful activities for the course participants as I deliver sessions to a wide-ranging audience. This teamwork workshop is designed for first responders, although it could be delivered online to any small to medium organization.

In designing the lesson plan I considered the participant's needs and kept the session active and dynamic (Spencer, 2020) with mostly synchronous activities. However, I incorporated an asynchronous video activity to allow for deeper reflection and introspection. As Spencer says, some applications lend itself well to synchronous and asynchronous activities. I find with Zoom I use both types of activities.

The materials that I used for this activity were the Tony Bates' explanation of the schools of learning to apply the theory, the Aakash Gupta article for the applying the activities effectively, and the John Spencer video to assess the benefits to both synchronous and asynchronous activities.

Aakash, G. (2020). Synchronous vs asynchronous communication. Retrieved February 20, 2021, from <https://www.sorryonmute.com/synchronous-vs-asynchronous-communication/>.

Bates, T. (2015). Teaching in a Digital Age. <https://www.tonybates.ca/teaching-in-a-digital-age/>.

Spencer, John. (2020, July 23) Synchronous Versus Asynchronous Communication Tools (Video). YouTube. [https://www.youtube.com/watch?v=dX\\_nZTiZRPE](https://www.youtube.com/watch?v=dX_nZTiZRPE).