

OLTD 504 Reflection

Evidence 1 – Screencasting on using Moodle

OLTD Program Learning Outcome:

Students will explore learning management and content management systems for hosting and organizing online learning activity. Investigations will look at proprietary (e.g. Desire2Learn), open source (e.g., Moodle), and non-traditional systems (e.g., Web 2.0) regarding the pros and cons and technical competencies for the design of learning activities and course management.

This reflection of my screencast of creating quizzes in Moodle is divided into four parts in to address this overarching critical challenge question:

How can Learning Management Systems (LMS and/or Non-LMS) help me develop learning experiences where students learn in the best way for them (teacher-structured/personalized), while providing me with the tools I require for efficient and efficacious presentation, moderation, support, and assessment (for, as, and of learning)?

1. How does screencasting fit into my philosophy of education?

In creating my screencast, I reflected on my philosophy of education and how I like to learn, and subsequently how I like to teach. As a learner, I learn best by doing things, touching, feeling, and trying it out. I learn by my mistakes and grow from them.

My philosophy of education includes being generous with my time and energy; making learning transformational and applicable to life and work; creating a safe and respectful environment; encouraging learners to grow, stretch themselves, and make mistakes; and creating a fun atmosphere with lots of laughter.

This quote by Scanlon (2014, pg. 78) describes transformative learning best:

“Transformative learning can lead a person to make fundamental changes in his or her view of the world through self-reflection. These changes can in turn change a person’s life and lead to increased self-awareness and awareness of how one’s previous assumptions have constrained his or her world view. The reported outcomes of transformative learning include a new sense of empowerment, increased self-confidence, greater compassion and greater connections to others.”

2. Where does screencasting fit into transformative learning and my philosophy of learning?

Screencasting is a process and learning how to make a good screencast was a huge learning process for me. I used Camtasia as the recording tool for my screencast. I embraced the process by encouraging myself to transform and grow as I challenged myself to learn the tool. I made it as fun as I possibly could and tried to enjoy the journey and not focus on the outcome. As a result, I transformed myself into realizing that I can make changes to the way that I teach through using screencasting as one of the tools in my teaching toolkit.

Screencasting is an effective way to deliver content in a way that learners can access using their phones or computers, therefore making it a much more flexible tool. When I teach, I send a screencast introduction to the course participants in advance so that

they can learn a bit about me and what to expect from the upcoming sessions. I intend on using it in the future to deliver various aspects of the courses that I have developed. This will allow me to focus on supporting the course participants and focus on the activities.

3. How do I scaffold learning when I teach?

First off, what is scaffolding? Ally (2008) says that it is a method of showing material in a way that it stretches the learner cognitively, by building on concepts.

In screencasting I learned how to lead the learner to the place on the screen that I wanted to talk about, then explain it, and summarize it but drawing their eye to the point by moving my mouse or highlighter. By slowing down my thought process, and thinking of the learner, I learned how to move the mouse first to draw people's attention to the point and then talk about.

4. What components are necessary for Non- Learning Management Systems (LMS)?

Screencasting is a critical element of a non-LMS as it provides the opportunity to deliver sessions synchronously and asynchronously. It also creates the teacher presence as described by Anderson (2010, pg. 2):

“Screencasts are a low-cost way to provide annotated descriptions of relevant content, and, in the process, to convey high levels of teacher presence through the rich human voices of teachers or designers. These features make screencasting a powerful and very cost-effective tool for online distance educators.”

However, screencasting is an exceedingly difficult tool to master. Mistakes are an important aspect to learning how to create good ones. I learned that it is ok not to show my video and the more effective screencasts use audio recording and not video. Mistakes are teachable moments and the mistakes that I made while making my screencast were to move too quickly with the concepts and not scaffold the points.

Sources:

Ally, M. (2008). Foundations of Educational Theory for Online Learning. AU Press.

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Scanlon, Eileen (2014). Mobile Learning: location, collaboration and scaffolding inquiry. In: Ally, Mohamed and Tsinakos, Avgoustos eds. Increasing Access through Mobile Learning. Perspectives on Open and Distance Learning. Vancouver: Commonwealth

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