

## OLTD 501: Introduction to Online Learning Reflection # 2

### OLTD Program Learning Outcomes:

- Develop skills to optimize learning experiences through personalization
  - Based on characteristics, needs, stages of development, current 21st Century personalized learning mandates, etc..
- Scaffold digital citizenship from K-12 to professional level of educators

### Evidence to Support Outcomes:

OLTD 501 Pecha Kucha



### Reflection to Support Evidence:

I have chosen the Pecha Kucha created for OLTD 501 Topic 4: Supporting a Learning Journey as my second piece of evidence to document my learning. The Pecha Kucha: "I Imagine ..." The ABCs of Teaching Online, is a PowerPoint presentation which illustrates the variety of

learning experiences and skills I deem important in developing inclusive, engaging, supportive and successful online learning environments. As indicated by the lead statement, “I Imagine ...”, I have not yet reached where I would like to be with respect to this goal in course design.

The creation of the OLTD 501 Pecha Kucha required the scaffolding of digital citizenship skills to ensure the appropriate use and attribution of Creative Commons images and music (Flickr CC images and a jamendo.com CC audio file were used). The project also required me to reflect upon 21st Century learning to think about the skills needed to optimize learning experiences through personalization. I have thought about my experience teaching online and chosen characteristics, needs and stages of development that I feel should be considered when personalizing learning in the 21st Century. Each slide represents one aspect of this:

- *Arriving virtually (using technology as the interface to connect, meet and learn);*
- *Building connections (Web connectivity and interpersonal connections);*
- *Collaborating digitally (collaborating to learn, facilitated by technology);*
- *Demonstrating 21st Century Citizenship (being respectful, ‘caring and sharing’ digital citizens);*
- *Exuding creativity (learning through creative pursuits and building creative lessons and experiences);*
- *Fostering independence (learning to learn independently);*
- *Growing rhizomatically (learning that takes you in unexpected directions, and learning which branches off and occurs in a variety of connected ways ... self-directed learning);*

- *Harnessing technology (server cables, and the power of technology are fundamental to online learning);*
- *Innovating learning (the Internet allows us to be innovative in new and exciting ways);*
- *Jumping at options (online teachers and students should never be afraid to try out a variety of Web-based technology options and ways to contribute towards learning).*

By clearly defining a set of important 21st Century needs and skills, I feel I will evaluate more carefully and more thoughtfully the components and opportunities I choose to include in my practice of online teaching. When considering the list outlined above, I wonder if some courses will be more compatible with certain characteristics or skills (i.e., will the subject material influence the ability to incorporate certain characteristics?). Furthermore, by including components identified above, my course design will align more closely with BC's Education Plan. As noted, "Under BC's Education Plan, our system will be more flexible, dynamic and adaptable to better prepare students" (<http://www.bcedplan.ca/theplan.php>). The 21st Century requires students to be self-directed 'masters of learning'. Students need a whole new skill set of literacies. These literacies will include skills such as collecting, creating, connecting, sharing, digital citizenship, and sense making. Thus, as learners and teachers, we need to leverage the affordances of the Web.