

OLTD 504: Learning Systems Reflection # 2

OLTD Program Learning Outcomes:

- Plan learning opportunities most suitable to the strengths and challenges of a variety of LMS and non-LMS environments.

- Create assessment and evaluation methods/tools most suitable to the strengths and challenges of LMS and non-LMS environments.

Evidence to Support Outcomes:

The evidence pieces I have selected to demonstrate my competence with regard to the above-noted OLTD 504 learning outcomes are:

- My Moodle Learning Management System (LMS) Build - see screen-capture above

- An accompanying Moodle LMS journal reflection: *What are the Pros and Cons of Using a Learning Management System (LMS) such as Moodle?*

These tasks were completed during Weeks #3 and #4 of OLTD 504, and although the Moodle LMS learning occurred as a group, the LMS build was an individual activity for which support was always available.

Reflection to Support Evidence:

Planning learning opportunities most suitable to the strengths and challenges of the Moodle LMS requires a fair level of understanding of the Moodle LMS and its associated tools, and also

of the student demographics and external environment(s) and influences that exist, as these may impact the functionality of the LMS. Not only does it take time to learn how to use the Moodle tools, but it also takes time to build within the LMS. Interactive and engaging activities can be integrated into the build; however, thought and planning needs to occur upfront to attain the best possible learning environment. A variety of assessment and evaluation methods/tools can be easily added to a Moodle environment (Moodle has a wide variety of options available for use, such as feedback, survey, choice, forum, quiz, etc.), and external non-LMS tools can be integrated as needed and deemed appropriate to address any challenges of the Moodle LMS. However, external links and content may require monitoring (depending on where sites are hosted and if content is non-static), as is often the case with anything ‘live’ on the Web. Furthermore, I have found that when building learning environments in Moodle, I tend to integrate the use of a number of non-LMS tools to enable me to better meet the Universal Design for Learning Standards. The use of non-LMS tools such as Screencast-O-Matic and Camtasia, for screen recordings and annotated video recording, along with the video hosting, streaming, editing and captioning capability of YouTube, can address any shortcomings of Moodle and enable the creation of interactive lessons for all learning styles, especially audio-visual learners.

The evidence of learning presented above (i.e., the Moodle LMS build and journal reflection) supports my view that educators shouldn’t be looking at only one platform or set of tools to meet the needs of all learners, but multiple learning styles in all likelihood require multiple tools and platforms to adequately meet the range of needs. Through recognizing the strengths and limitations of LMS and non-LMS learning environments, we as educators are better able to rise to the challenge of educating learners in the 21st Century. By becoming better educated with regard to the options and range of LMS and non-LMS tools and platforms that

exist, we are better able to move from being digitally literate to digitally fluent, thereby facilitating the learning of 21st Century skills. As stated by Kivunja (2014, p. 106):

To facilitate learning by Digital Natives, we should embed digital technologies in our teaching, learning and assessment. We need to acknowledge that the world as seen by Digital Natives today is very different to that we older folk grew up in. In today's 24/7/365 world, we need to embed into our pedagogical practices, strategies which will enable our students to maximize the benefits available from engagement with digital technologies. For us pedagogues of the digital age, the combination of Technological Pedagogical Content Knowledge (TPACK) as espoused by Mishara and Koehler (2006) will enhance our effectiveness in teaching Digital Natives. To the Digital Natives, digital bombardment is not a curse. It is a virtue that spices their lives, and this should include pedagogical learning experiences.

Reference

Kivunja, C. (2014). Theoretical perspectives of how Digital Natives learn. *International Journal of Higher Education*, 3(1), p. 94. Retrieved from <http://www.sciedu.ca/journal/index.php/ijhe/article/view/4053/2382>