

OLTD 504: Learning Systems Reflection # 1

OLTD Program Learning Outcomes:

- Be familiar with common terms, definitions and elements related to Learning Management Systems (LMS) and non-LMS environments.
- Demonstrate basic competency with design and implementation within a variety of LMS and non-LMS environments and tools.

Evidence to Support Outcome:

The primary evidence I have selected to demonstrate my competence with regard to the above-noted OLTD 504 learning outcomes is a tutorial that I prepared during Week 2 to teach my Moodle Learning Management System group about Moodle Books (the tutorial was presented during Week 3). This collaborative learning and teaching activity integrated the use of both LMS and non-LMS tools. My tutorial demonstrates the use of Moodle version 2.8 and has been created using Google Slides, YouTube, and Screencast-O-Matic (for the screencasts which are embedded in the Google slides). To further address “non-LMS environments” noted in the learning outcomes, I have also included a secondary piece of evidence: My Non- LMS Toolkit.

Reflection to Support Evidence

For the LMS Jigsaw and Presentation, students were divided into groups to learn about what is needed in a chosen LMS to create a basic course and a unit or lesson in that course. My

group chose Moodle, a non-commercial, open-source Learning Management System, but other groups learned about the D2L and Canvas LMSs. It was determined the process of learning all aspects would be too time-consuming and onerous for each person to do independently, so each individual mastered an aspect of the LMS (i.e., quizzes, assignments, gradebook, etc.) to teach the rest of the group. My contribution was to teach the group about Moodle Books, as exhibited in the tutorial selected for my **Primary Evidence of Learning**.

The LMS Jigsaw and Presentation taught me as much about non-LMS tools (and the way in which they can be used to facilitate collaborative research and learning/teaching) as the process did about features of the Moodle LMS. Our team started out by discussing (using Blackboard Collaborate Web conferencing) components considered necessary to build a complete LMS unit. We then we signed up for tasks using the Doodle scheduling/polling web-based tool, and each group member watched videos (i.e., via YouTube) and read articles relating to their area in order to later educate the group. Our group decided to set up a Google + Community to facilitate the dialogue and sharing of videos and information. This worked very well, and it demonstrated the way in which non-LMS and LMS tools could be used to facilitate teaching and learning. For this reason, I have included My Non-LMS Toolkit as a **Secondary Evidence of Learning** piece, as many of the tools within this non-LMS toolkit contributed towards the Moodle Books tutorial and meeting the learning outcomes noted above.

Familiarity with common terms, definitions and elements relating to Learning Management Systems (LMS) and non-LMS environments facilitates a shared understanding and, therefore, the ability to collaborate and demonstrate competency with the design and implementation within LMS and non-LMS environments and tools. This understanding and

knowledge, in my opinion, contributed towards our Moodle group's ability to collaborate in a meaningful and productive way. We were able to assist each other in meeting our goals and objectives, which in turn allowed for the potential optimization and personalization of student learning, through the use of rich, interactive and engaging activities and learning environments (both LMS and non-LMS). This shared experience is so important when working online in our networked and interconnected world, as it is very often necessary to collaboratively problem-solve while implementing new tools and learning experiences. The LMS Jigsaw and Presentation has helped me to better understand possible ways in which I can use a variety of Moodle activities and resources to facilitate learning, while also opening my eyes to the many ways in which non-LMS tools and environments can enrich this learning experience, leading to a more robust learning environment, offering contextual and experiential learning opportunities.