

## OLTD 505: Open Educational Resources Reflection # 2

### OLTD Program Learning Outcome:

- Share course-related learning with members of the course and greater educational community.

### Evidence and Reflection #2:

The **primary evidence** I have selected to demonstrate my competence with regard to the above-noted OLTD 505 learning outcome is a metablog (ALONE ON THE WEB TOGETHER: Filtering and curating on a web of one? -

<http://fenellalearnsonline.weebly.com/blog-openness-and-oers/alone-on-the-web-together-filtering-and-curating-on-a-web-of-one>) I wrote towards the end of OLTD505, while reflecting on the networked interactions and the way they took place throughout OLTD505. I examined not only the OLTD505 community interactions, but also broader networks and their importance to our understanding and learning. The OLTD505 communities and networks included the use of Twitter, Google+, Weebly, and Wordpress (and to a lesser extent sites such as Diigo).

While many pertinent areas were explored and discussed by the OLTD505 community with regard to Open Education and Open Educational Resources, one area seemed to emerge (during weeks 4-6) as a topic of great interest to our cohort members, and subsequently, much community interaction revolved around this topic... the topic of curation. Hence, my **secondary piece of evidence** is a Gliffy schematic of my Digital Workflow: <https://www.gliffy.com/go/publish/image/8175185/L.png> (here is the link for

the Interactive Webpage: <https://www.gliffy.com/go/publish/8175185>). The schematic illustrates my interactions, connections, and use of online tools and environments that have resulted from teaching and learning online. The creation of this Gliffy helped me to understand the relationship and balance that needs to exist with regard to creation and curation, and the Gliffy was the impetus for further exploration and learning (and many course discussions) to better understand what curation truly means, and why it is important. The Digital Curation screencast (above) outlines some of my understandings on the topic of curation.

My evidence pieces show that through blog posts, screencasts, schematics, and dialogue in the OLTD and broader communities, I have been able to not only share my course-related learning with members of the course and greater educational community, but I have also been able to learn with and via the networks and communities, thereby deepening my understandings and realizations. I feel this is a critical part of learning in the open and open education, and through practice, as educators, we can better understand the risks and rewards that may exist when/if we choose to encourage our students to engage in networked learning. Through engaging in online communities, I feel I have developed skills and growth that may not have been achieved otherwise, and I have pushed my boundaries of comfort in order to do so. The interactions have been invaluable to my learning.

In future, I hope I am able to apply my knowledge of networked learning to my teaching practice; however, at this time, fairly restrictive rules exist within my school district with regard to allowing students to engage in connected and networked learning. Yet, I feel networked learning and open education is important for its authenticity; a real

world audience can offer unexpected insight and rewards. There is something very rewarding about knowing others appreciate your work within the greater educational community. I experienced this when the Digital Workflow graphic and blog (Too Much creation and not enough curation? - <http://fenellalearnsonline.weebly.com/blog-openness-and-oers/too-much-creation-and-not-enough-curation>) were retweeted multiple times, as noted under the evidence section.

I hope I will be able to help my students understand that everybody has something valuable to offer. In the words of Derek Sivers, “Obvious to you. Amazing to others.” (Video link: <https://www.youtube.com/watch?v=xcmI5SSQLmE&feature=youtu.be>)