

Reflection to Support Evidence – Screencast Adding an Assignment in Moodle

Course Learning Outcomes Satisfied:

- 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 an LMS environments.

OLTD Learning Outcomes Satisfied:

- Critically assess and evaluate resources for best practice in online learning

Critical Challenge Question:

- How can Learning Management Systems (LMS and/or Non-LMS) help me develop courses 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)?

For my first piece of evidence for OLTD 504, I chose the screencasting assignment we had to do in Week 2 where I prepared a video tutorial on how to add an assignment in Moodle.

For this assignment, we were to use the screencasting tool that we had chosen in week one to create a tutorial on the aspect we had chosen from our LMS group, in my case Moodle. Most of us had never used Moodle before so this was a challenging assignment to complete in a week. In fact this was the first time I had heard of the term LMS because I hadn't been on the teacher end of one. To complete this assignment, not only did I need to know how to use the new screencasting tool I had chosen (Screenflow), but I also had to put together much of my LMS build in order to get to the point of adding an assignment and using it as a demo. The most time consuming part of this assignment was recording and editing the screencast. Screenflow has many tools to help with this and I found that the software was relatively simple and quick to use once you get the hang of it. Using callouts and zooming features are two of the enhancements I used. Another great feature that I didn't get to use is layering video and audio over each other. I think screencasting can be a great presentation tool in any style of classroom, online or not. Using screencasting to do presentations, video profiles, or short films. In addition, using a tool like this can improve a teacher's or student's computer skills.

I chose the learning outcomes above because I believe that as an online or blended course teacher, I should have good knowledge of the tools and software before implementing them in my class. I should be able to both use and teach how to use the resource I am having my students use. I should also have experience within the environment that I am going to have students work in. By trying out and critically assessing the tools and systems in advance, I can make sure that they are in line with my philosophy of teaching and that they are effective for the students and their learning.