

OLTD 512 – Reflection on my blended online course to demonstrate understanding of the OLTD Learning Outcomes – ***Develop an online educational resource or micro-course through the application of instructional design methodologies.***

The first piece of evidence I have chosen to demonstrate my learning in OLTD 512 is the website I created to help support my blended online course. It's geared towards students in grade 3 and we complete a science unit on 'plastics in the ocean.' This prototype is intended to be *used in conjunction with* in-class instruction and learning as part of a *blended classroom learning model*. We used the *station rotation model*, with specific times to rotate set by the teacher.

I partnered up with one of my fellow OLTD colleagues Ms. Pamela Harris, and I had an excellent experience collaborating with each other on this project. Pam had a lot of knowledge to bring to the drawing board and I had a lot of experience in the grade level we chose to focus on. Throughout the course we were introduced to a very long list of online tools that we could explore. What I found particularly difficult was when I was sifting through material and deciding which tools were age appropriate. I really had to consider what third graders are capable of doing online. It wasn't just the content, or the tools, it was about trying to figure out how I could modify or adapt those activities for students who require additional support. I found that throughout this project I ***considered the appropriateness of learning modalities and media types in the learners' context.***

While creating the course prototype, I went through a constant thought process that revolved around keeping the students interest in mind. Is the course website appear to be fun and engaging? Is this activity too short? Is this too challenging? How will I adapt this reading activity if they're struggling to comprehend the content? How can I include a quality online assessment piece? Considering all of these questions is important to me as an online facilitator because reflection of my work has been valuable in my practice. It helps me to figure out what worked, what didn't, if my learners attained new knowledge, and most importantly, how it was fun!