

OLTD 504 – Reflection of my Non- LMS (Learning Management System) Toolkit to demonstrate understanding of the learning outcome – ***Demonstrate basic competency with design and implementation within a variety of LMS and non-LMS environments and tools.***

The first piece of evidence I have chosen to demonstrate my learning in OLTD 504 is my Non-LMS toolkit. After developing a course within a single Learning Management System, and the tools available underneath that one specific umbrella, I was asked to develop a toolkit full of Non-LMS ‘gadgets’ that I would consider using when developing a course. While carefully considering which tools required mentioning, I was asked to keep the following in mind; community, content, organization, interactivity, and assessment.

While I was immersed in this assignment, I was reminded that there are so many online tools, platforms, and applications that are available to students and teachers. The real task was to whittle that bucket full of tools down to the ones that I felt would be most useful in my approach to a Non-LMS course build. I had to step back and think about which tools I think have been the best for communication, content, organization, and assessment. Communication tools was a very easy place for me to start. I once heard that good communication is the bridge between confusion and clarity, and with that in mind, I thought of the tools that have proved to be the most successful in my personal and professional practices. When designing a non-lms toolkit with a course build in mind I wanted to go with tools I ( the future instructor) have had the most success with. When I’m thinking about how best to communicate with my students, I want them to find it seamless, easy, and engaging. I want them to look forward to replying to messages, look forward to joining our synchronous sessions, and contributing to conversation or comment on topics being discussed. If those three things have been accomplished, you’re doing something right! For me, my excitement really sparked when my students parents started to get involved in the conversation. Once I had teams up and running, parents started to upload pictures on our class channel, use the chat function to communicate with me, and they were starting to “like” posts and comment on the activities completed in class. The variety of tools I’ve selected for my Non-LMS build demonstrate basic competencies with design and implementation at the forefront.

Being able to ***demonstrate basic competency with design and implementation within a variety of LMS and non-LMS environments and tools*** is a significant part of online instruction. It’s an area that would be extremely difficult to attempt the ‘fake it until you make it’ approach. There’s a lot to be said about teachers who adapt to new technologies and are open to the tools that come along with that territory. It’s easy to get comfortable with the online tools that we are familiar with, the tools that have proven to be successful, however, shouldn’t we then worry about complacency, boredom, and mundanity? I think by making it a habit to reflect on my online practice, would only further demonstrate my determination to make sure that the program or course I’m developing, will include effective online tools that work for my students, parents of students, and of course my team mates and colleagues.