OLTD 504 – Reflection of my screencast explaining the assignments component of Microsoft Teams Learning Management System to demonstrate understanding of the learning outcome – ***Plan learning opportunities most suitable to the strengths and challenges of a variety of LMS and non-LMS environments.***

The second piece of evidence I have chosen to demonstrate my learning in OLTD 504 was my screencast tutorial explaining the assignments component of Microsoft Teams. I first chose to work within this LMS for my assignment because my school district is encouraging all teachers to make the move over to Teams at some point in the near future. I wanted to get a head start and take the professional development opportunity when it arose- alas- it came up! For this assignment, we were asked to familiarize ourselves with a specific element/component of the Learning Management System we chose to use for our course build, and then teach our other group members who chose the same LMS, all about that specific component so as to make good use of our time. There were only three of us tackling Microsoft Teams so it was a bit daunting but I felt up to the task! Initially I was only expected to report on one element of Teams but once I got into the groove, I felt capable to take on Microsoft Forms as well, which is the quiz feature of Microsoft Teams.

Throughout this assignment I came to realize how competitive individual Learning Management Systems have to be. What I mean to say, is that when working within the parameters of a LMS and am expected to only use the tools underneath the 'umbrella' of that specific LMS, then I really had to carefully consider which LMS would work for the course I was developing. Although Microsoft Teams has its "areas for further development", I really wanted to showcase its capabilities, and how it has been advantageous in my primary class, and then share that with my team mates. Learning how to make a screencast was one of the most valuable parts of this course. I'm primarily a visual and kinesthetic learner. I have to be able to see, and then do what I am being taught. That is how I learn best, and with that in mind, I felt that screen casting came relatively natural to me. When I'm teaching (especially in the primary classroom) I am consistently modeling to my students how to tackle learning tasks by showing them what to do. So when ***planning the learning opportunity most suitable to the strengths and challenges*** of Microsoft teams, the ability to create a screencast tutorial was very beneficial, and played well to my strengths as a teacher.

When I was selecting this piece of evidence and matching it to the learning outcome, it made me think about how often teachers take it upon themselves to learn about new online resources and the tools that they're exposed to. I thoroughly enjoyed this assignment because it made me feel like I was being helpful to my colleagues, not just in my group, but to my colleagues on-site at my school. I found that often times, I would get frustrated and easily overwhelmed when I experienced challenges specific to technical difficulties. I wouldn't say that I am a tech expert by any means, but I would say that I've become a tech optimist! Normally, I would work with platforms that I'm used to and stay within the parameters of my comfort zone. However, since the onset of this program, I've begun to experience a growth in my professional self-esteem by really stepping into the lifelong learner role. By the end of this

project I felt much more confident in navigating around Microsoft Teams and in turn, feel more comfortable to answer questions about Teams as a Learning Management System.