

## OLTD 504 Reflection of Evidence #2 Non-LMS Build

For my second piece of evidence in OLTD 504, I have chosen my non-LMS build. In this assignment, we were to use a variety of tools to show how we would build an LMS without a specific LMS such as D2L, Moodle, Canvas, etc. I choose tools, which I have experienced using since the beginning the OLTD program as well as those I use in my current F2F classroom. The areas to consider for the build were to include spaces to create community and inspiring discourse, navigating content and organization spaces as well as areas for accessing assessments. Most of my tools consist of Google Apps (G+, Docs, Sheets, Calendar, Forms, and Drive) for organization and content as well as Zoom, WeChat and Weebly for community building and assessments.

When creating the non-LMS build I considered the following OLTD outcome: plan learning opportunities most suitable to the strengths and challenges of a non-LMS environment. In comparison to the LMS build, this build requires more thought around the tools themselves and their purpose. I felt comfortable using these tools so I would also want my students to use them. The teacher has to do a bit of research in choosing the tools to make sure they will purposefully be beneficial to the course. Because of the many tools used to ensure the feel of an LMS, it is important to be clear and to set up the tools for easy access and navigable. Giving students these options of tools does not feel as restrictive as the LMS but they still provide structure to promote community building within the group, provided content areas with assignments, as well as offers areas for formative assessments. There definitely needs to be a certain organization at the teacher level to be able to put all these tools in place to ensure learning is occurring. It gives the teacher more flexibility to make changes to the course without the limitations of the LMS.

Planning for a non-LMS build requires thought and consideration. As an online educator, it is important to be aware of different tools and to be able to offer options to students to support them in their learning. Understanding the course outcomes with help in choosing proper tools for my online non-LMS builds. Knowing my students and understanding their preferred learning styles also needs to be taken into consideration. Within my own F2F classroom, I have incorporated new tech tools this year to allow them to show learning. I have noticed that clear expectations combined with choice and options are a great motivators for students in grade 4/5/6.