

OLTD 503-Reflection of Evidence #2 Final Project Tiki Toki Timeline

I have chosen my final project presented in Tiki Toki timeline as my second piece of evidence for OLTD 503. For this project, we were asked to present our 6 weeks of learning into one project. As the weeks were unfolding, I was writing a journal of the activities and experiences I encountered. I used my notes and other assignments to collate my journey into a timeline to show my learning.

Looking at my Tiki Toki, I can see my growth and understanding in these OLTD program outcomes:

- Become familiar with common terms, definitions and elements related to online environments.
- Undertake engagement with environments through online facilitation for effective learning
- Engage in building learning communities and communities of practice
- Critically assess and evaluate resources for best practice in online learning
- Consider responsibility, accountability and civility in online environments
- Examine current research around best practices and emerging practices

As I added to my journal/reflection pages each week, I could see how each topic connected to one another. I also learned a lot about myself as a learner. After the first week, it became clear to me that my philosophy around online communication, since the beginning of OLTD, revolved only around technology. This was a big Aha moment for me. I've since then understood that the 5 Stage model by Salmon (2003) and the CoI (Community of Inquiry) from Anderson et al. (2015) model should be considered while building an online learning experience for learners. Creating a collaborative online community is extremely important to the engagement needed for learning as learners work together and with the facilitator using tools to support their learning experience. Technology is only a small piece of the picture.

As an online facilitator, I would use the outcomes listed above to make it possible to develop a positive and supportive online community for my learners. The facilitator needs to consider many elements before provide a learning experience. Looking at Salmon's 5 Stage model as a structure to learning, the facilitator will be able to support the learners without missing any steps. While also considering the CoI model, the social presence needs to be well developed to create a trusting environment for learners. The facilitator needs to be aware of the needs of the group, early into the course, to offer tools and support at each learner's level. Providing a clear outline of the course and activities, as well as balancing the amount of work to be completed is important to consider to not overwhelm the learners. Being available for feedback and encouraging learners to go to each other for support will help in creating a well rounded community.

Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87–105. Retrieved from https://www.researchgate.net/figure/The-Community-of-Inquiry-Model-Source-Garrison-Anderson-Archer-16_fig1_266851119

Salmon, G. (2003). 5 Stage model retrieved from <https://www.gillysalmon.com/five-stage-model.html>