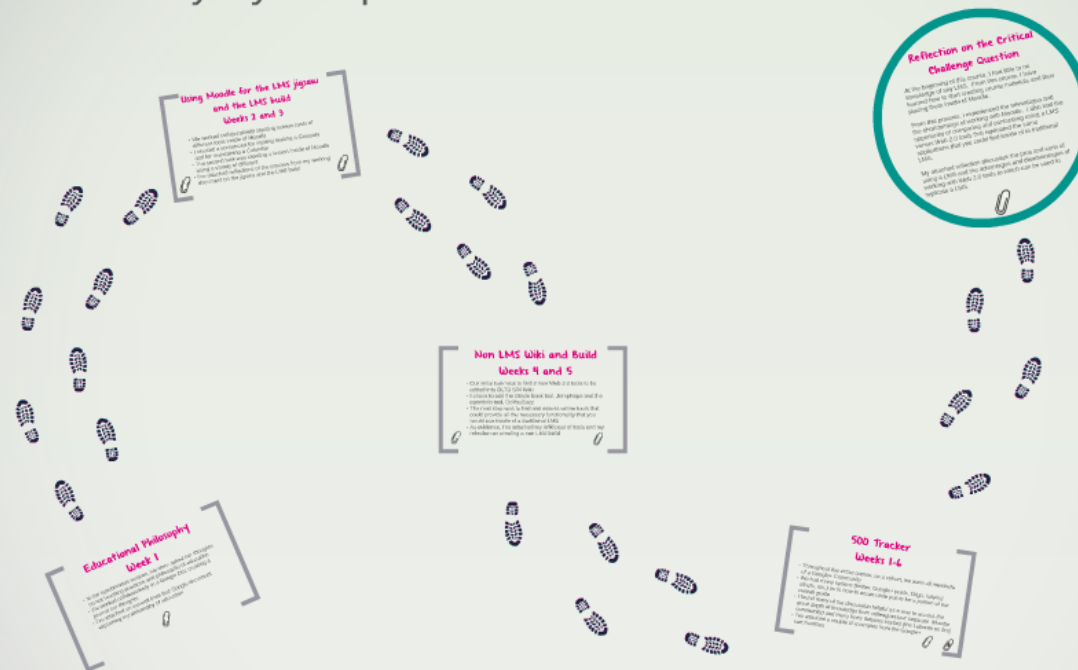


# My LMS Journey in OLTD 504 by Kym Toporowski





# Educational Philosophy

## Week 1

- In our synchronous session, we were asked our thoughts on our teaching practices and philosophy of education
- We worked collaboratively in a Google Doc creating a journal our thoughts
- I've attached an excerpt from that Google document explaining my philosophy of education





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Working documents for D4

AWA 1

Philosophy of Education

Which concepts appeal to you, for your Philosophy of Education?

I am about the richest part of my career as a teacher and that would be my practice and the last decade or so of teaching, I realize that my philosophy of education has changed and how much so in the process. In the beginning, I would say I had a more traditional approach to teaching. There was a belief in books I wanted my students to learn and we would work towards that goal until I saw that practice as a certain model. I have read Dewey's Constructivist philosophy where I felt the need for the students to construct meaning out from their learning process. It would necessarily have to be the ones learning knowledge in the class, it was time for me to move the wheel and let the students explore how they wanted to learn. And now as I enter a new field of teaching, I am embracing Situated and Dynamic Theory of Constructivism. I am aware that learning is going to be a rich thing as the process comes from the culture we learn and I understand the want and the need for them to connect differently with various areas of education according to the use of their 21st skills. As there were to interact with what they are learning and then equipped to lead their own world. I can say that with my own experience in the field of teaching, believe that my philosophy will continue to also deeply influence. There are a few personal meaning principles that have stuck with me since the beginning. Regardless of the movement in which I teach, holding individuality consistently with my students is essential. I feel that this has been one of the most important aspects of teaching. Another is adjusting your teaching to meet the needs of the students that you are teaching at the moment. Being able to adjust the depth of the content and the manner in which you present that content is key to teaching so many students as possible.

What inspires you with your thoughts on education?

There are a couple of different sources that inspire my thoughts on education. Part of the inspiration comes from the academic studies that we have been asked to do in this course or from the evidence that we have started to come in the studies. It is important to have guiding frameworks to give purpose. Inspiration of education. There have been many by the likes of Dewey's concept of Constructivism. I can see how valuable the theories and what I have learned all these the best of education and the way the students learn. Another source of inspiration comes from my daily interactions with other teachers and the students that I teach in my classes. I find that the people that are filled with energy and the ones that inspire me the most to change or adjust my thoughts on education. Last inspiration to work with great teachers that are willing to collaborate and exchange ideas to develop their practices for teaching. My practice source of inspiration comes from the students that I teach. This comes to light on what is working so we working to change in my practice.



Working document for 504

Week 1

Philosophy of Education

Which concepts appeal to you for your Philosophy of Education?

I am about the midway point in my career as a teacher and as I reflect on my practice over the last decade or so of teaching, I notice that my philosophy of education has changed as I have evolved in this profession. In the beginning, I would say I had a more Behaviorist approach to teaching. There was a desired outcome I wished my students to achieve and we would work towards that goal until I saw them perform in a certain manner. I then moved towards a Constructivist philosophy where I felt the need for the students to start creating meaning out from their learning process. It wasn't necessary for me to be the one imparting knowledge to the class, it was time for me to move the side and let the students explore how they wanted to learn. And now as I enter a new field of teaching, I am intrigued by Siemens' and Downes' theory of Constructivism. I am aware that learning is going to drastically change as Net-geners come through the education system and I understand the want and the need for them to connect differently with mass amount of information accessible and the use of Web 2.0 tools. Students want to interact with what they are learning and then repurpose it to suit their own needs. I am sure that with more experience in the field of teaching online that my philosophy will continue to alter slightly, however, there are a few personal overarching principles that have 'stuck' with me since the beginning. Regardless of the environment in which I teach, building relationships/community with my students is essential. I feel that this has been one of the most important aspects of teaching. Another is adapting your teaching to meet the needs of the students that you are teaching at the moment. Being able to adapt the depth of the content and the manner in which you present that content is key to reaching as many students as possible.

Who inspires you with their thoughts on education?

There are a couple of different sources that inspire my thoughts on education. Part of the inspiration comes from the academic reading that we have been asked to do for this course or from links/videos that are I have stumbled across in my studies. It's important to have a guiding framework to give purpose. In terms of philosophy, I have been inspired by Stephen Downes' concept of Connectivism. I can see how combining the Internet and Web 2.0 tools will shape the face of education and the way that students learn. Another source of inspiration comes from my daily interactions with other teachers and then the students that I teach in my classes. I find that the needs that I am faced with everyday are the ones that inspire me the most to change or alter my thoughts on education. I am fortunate to work with a group of teachers that are willing to collaborate and exchange ideas to develop best practices for teaching. My greatest source of inspiration comes from the students that I teach. Their constant feedback on what's working or not working leads to changes in my practices.

## Using Moodle for the LMS jigsaw and the LMS build Weeks 2 and 3

- We worked collaboratively creating screen casts of different tools inside of Moodle
- I created a screencast for making a Glossary and for maintaining a Calendar
- The second task was creating a lesson inside of Moodle using a variety of different
- I've attached reflections of the process from my working document on the jigsaw and the LMS build





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## Week 2

### LMS Jigsaw Reflection

As I work through this week's assignment on creating a screencast for a component inside of Moodle, I find myself frustrated at times and at other times, I find myself enjoying the process. Getting organized and collaborating with my group members has gone smoothly. There are many experts in the group and everyone has been very collegial and helpful. We worked together initially in emails, gathering information that then transitioned into surveying our interests. Once the data was collected, we then transitioned into a Google Doc with all members. That document contained a table which had all the components we would be covering in the LMS Jigsaw. Finally the last decision that needed to be made dealt with the mode of presenting our materials. As a group, we decided that we would all create screencasts and then submit them to a Google+ Community. Any questions that remained were quickly answered as we moved into break out rooms after our synchronous session. I appreciate the helpfulness of my group members and the open channel of communication that was initiated during this process.

From the planning stage, I then moved into the building process of creating a screencast for making a glossary and using the calendar in Moodle. Being unfamiliar with creating screencasts, I turned to my peers to find the best platform to create one. The 504 OLTD Community was a great resource with many suggestions. I chose Screen-o-matic as it seems very user friendly. I then switched into logging into the LMS, Moodle. This is when my frustrations started to mount. I see the need of having an LMS tool and the conveniences that it can offer, however, I do not find Moodle intuitive to a new user. I was uncertain where to start and how I could create a glossary. I realized that turning to YouTube videos was one possible solution to my problem. After doing some research, I feel that I have a handle on creating both a calendar and the glossary. As mentioned by Avi, Moodle is a robust LMS with many options inside. I see now why we are jig sawing this part of the course. I would take time to become proficient with this LMS, especially because as I mentioned above, I don't find it very intuitive and the choices inside seem endless.

Once the screencasts were made and posted to our Moodle Team Community, the stress lessened. I was quick to check out my other team's posts. I was pleased to see how well everyone had done at creating their screencasts. Every one that I watched was engaging, chocked full of information and easy to follow. I liked the idea of 'one stop shopping'. Every piece of Moodle was now located in one spot and an expert was only a comment away. It was great to see everyone posting, commenting and trouble-shooting different issues as they arose. I can see this community being a great resource for myself as I move into creating my own lessons inside of Moodle as part of the next project.

### Week 3

#### Designing a new mobile app

There is a lot of talk about the importance of user experience (UX) design in the mobile app market. However, it's often not clear what this means. In this session, we'll explore the concept of UX design and how it applies to mobile apps. We'll also look at some of the challenges of designing a mobile app and how to overcome them.

As the market for mobile apps continues to grow, it's becoming increasingly important for designers to understand the needs and expectations of mobile users. This means taking a user-centered approach to design, which involves understanding the user's perspective and designing the app around their needs.

One of the key challenges of mobile app design is the limited screen real estate. Designers must make the most of the space available, ensuring that the app is easy to use and that the most important information is easily accessible.

Another challenge is the need to design for a variety of devices and screen sizes. This requires a flexible design that can adapt to different screen sizes and resolutions, ensuring a consistent user experience across all devices.

Finally, it's important to consider the performance of the app. Mobile users expect fast, responsive apps, so designers must optimize the app for speed and efficiency, ensuring that it runs smoothly on a variety of devices and network conditions.



### Week 3

#### Developing a Lesson inside of Moodle

This task has been challenging. It is great to have all the screencast in the community to fall back on; however as I start to use Moodle, the options and details are overwhelming. I feel like a rookie and can feel the time slipping away as I try to get organized. One of the downfalls of Moodle is that the interface is not intuitive at first. It takes time to figure out where things are going to go and how things will look. It's a bit disappointing that there aren't more options to make the homepage and layout of the LMS look more attractive. It took me a long while to realize that what I was typing was going to be what the student saw minus the editing buttons. Overall, I don't find Moodle to be visually appealing and layout and design is extremely limiting.

As I started to try to build in lessons and activities, I felt quite disheartened by the process. Firstly, the number of choices and drop down boxes seemed endless even after watching the screencasts by my team members. I was often uncertain at the choices I was making and I also found that as I got deeper into the build, that I had to go back and change many of my original choices. Although, time consuming, this is to be expected when dealing with a new LMS. The investment of time is a given, however, if having to set up several new courses at once, I think I would switch to different non- LMS tools that I was familiar with versus using Moodle. The next thing I noticed was that I was creating simple lessons that seemed to be lacking something. In the classroom, I can fill the day with stories, examples and conversations with students. When I looked at the material that I was creating and also realizing that there would be no teacher to go along with the lesson, I wasn't convinced that the material would cover the learning outcomes adequately. I realized that the purpose of the exercise was to learn how to be efficient at using and LMS but lesson design was still nagging at me.

As the pieces fell into place, the final results product came together as a whole. Realizing the limitations of changing the appearance inside of Moodle, I decided to focus on creating lessons that were more than just cutting and pasting preexisting documents into the LMS. I tried add a little more dynamic to my lessons by creating 'jump' pages that started with an opening questions, which then led to a lesson with embedded applets and videos and then finished with summarizing questions to check for understanding. Once the flow of steps required was put into place to create what I wanted to appear in the lesson, the process moved on much smoothly. I once again, felt like a teacher new to the profession who spends vast amount of time trying to create new and engaging materials.

From this project, I have a greater appreciation for those who have created and maintain online courses. It seems to be a mountain of work and many buttons to click compared to what I do in a traditional class. I was aware of trying to create dynamic lessons and the difficulty of working inside of Moodle. There are some features of the LMS that was helpful such as a self-generating calendar, tasks moving seamlessly into the grade book and the ability to duplicate the design of a lesson. In many instances, these are great time saving measures that wouldn't occur in a non LMS build. As we move into the next phase, it will be interesting to see if having all the tools located in one spot as we do in Moodle, will out way the ability to add in personalization and attractiveness of the tools by working outside of a LMS.

# Non LMS Wiki and Build

## Weeks 4 and 5

- Our initial task was to find 2 new Web 2.0 tools to be added into OLTD 504 Wiki
- I chose to add the Grade book tool, JumpRope and the eportfolio tool, DoYouBuzz
- The next step was to find and assess online tools that could provide all the necessary functionality that you would use inside of a traditional LMS
- As evidence, I've attached my Wiki post of tools and my reflection on creating a non LMS build





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Week 4

Wiki: non LMS tools

Grade book

JumpRope <https://www.jumprope.com/>

Submitted by Kym Toporowski

Link to a very comprehensive 'how to video'

<https://www.youtube.com/watch?v=oyLIKKU0A8Q>

This free online site allows you to create and maintain a web based grade book. The site was designed by a teacher for other teachers which is evident once you log in. All the tools that you need to set up students and courses are at your fingertips with a very simple interface. Many of the set up instructions can be completed within four easy steps. When you log into the site, the dashboard's appearance is more than that of a spreadsheet. This site will also allow you to take attendance, comment on students' behavior/character and create unit plans based on standards. There are a lot of tutorials inside of the program that are easy to use and help you progress along the way. It would take some time to set up but it appears to be intuitive without unnecessary fields to complete. If there are issues, tech help is available and there are help buttons on every screen.

I can see this program appealing to elementary teachers. The way the classes and students are set up, it seems to flow much easier for someone who is working with just a single class, although they do recommend its use for middle and high school teachers also. The site also promotes the importance of having accurate, live data on other aspects besides just grades.

The only downside of this program that might exist is that it is based out of the United States. A large component of this program is using standards to create curriculum and therefore, use standard based assessment. If you were to use this site, this issue can be overcome because as an individual user, not a district user, you can create your own standards

Eportfolio

DoYouBuzz (posted by Kym Toporowski)

<http://www.doyoubuzz.com/us/>

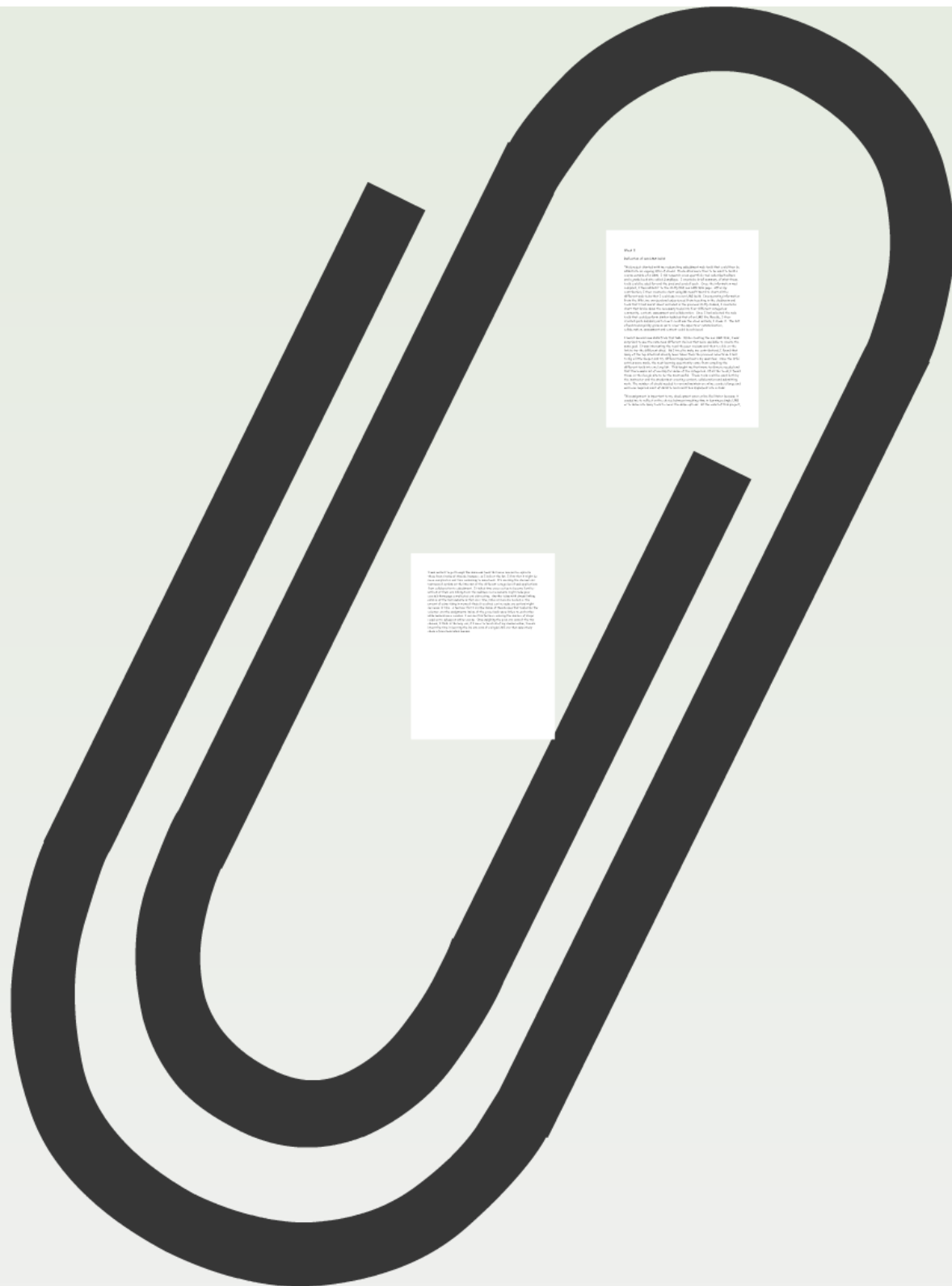
video on how to use DoYouBuzz <https://www.youtube.com/watch?v=0P9fSVRCZCY>

A free resume/eportfolio site that's easy to use and visually stunning. Simple to apply for a new account: requires only an email address. Once into the program, you are given guidance at the important features that would be included in an eportfolio. The categories boxes then pop up and you fill in the

pertinent information. Once all the details are entered, the pieces are then displayed on the page and it gives the appearance of a yearbook page or a very detailed Facebook page. You can also submit media files such as audio, images and video. Basically, the options for content are endless. Once the information is selected, you can then personalize it by choosing from a long list of different design templates. You can also add in different links to other pieces of work that you would like to include or other personal sites that you are maintaining. At the end of the process, you can then chose to create a web based portfolio, print option and even a mobile display of the page is available.

I feel that this site would be a great chose for students to use in creating an eportfoliio. It's very easy to manipulate and create new pages. As you go through the process of adding in information, the page can build itself one step at a time. The final product that is created would, in my opinion, appeal visually to adolescents. It has a 'poster board' or a scrapbook feel to the product but is a modern version with the ability to add in video and audio files.

The only downside to this program is that you do get locked into certain templates with different design choices. Although the built in designs are visually appealing, it can be frustrating at times not to be able to build things from the ground up. The only other issues, like many free web based programs, is that you receive on the basic options with this version. Upgrades are available but at a price.



**What 1**

**Definition of a paperclip**

A paperclip is a small metal fastener used to hold sheets of paper together. It is typically made of wire and has a curved shape that allows it to grip the edges of the paper. Paperclips are commonly used in offices and schools to organize documents and reports.

**What 2**

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## Week 5

### Reflection of non LMS build

This project started with me researching assessment web tools that could then be added into an ongoing Wiki of etools. These sites were then to be used to build a course outside of a LMS. I did research on an eportfolio tool called DoYouBuzz and a grade book site called JumpRope. I created a brief summary of what these tools could be used for and the pros and cons of each. Once the information was compiled, I then added it to the OLTD 504 non LMS Wiki page. After my contribution, I then created a chart using Microsoft Word to chart all the different web tools that I could use in a non LMS build. Incorporating information from the Wiki, my own personal experiences from teaching in the classroom and tools that I had learnt about and used in the previous OLTD classes, I created a chart that broke down the necessary tools into four different categories: community, content, assessment and collaboration. Once I had selected the web tools that could perform similar tasks as that of an LMS like Moodle, I then created quick summary as to how I could use the etool and why I chose it. The list of web tools quickly grew so as to cover the aspects or communication, collaboration, assessment and content could be achieved.

I learnt several new skills from this task. While creating the non LMS Wiki, I was surprised to see the numerous different choices that were available to create the same goal. It was interesting the read the peer reviews and then to click on the link to try the different sites. As I tried to make my contributions, I found that many of the top sites had already been taken from the previous cohorts so I had to dig a little deeper and try different approaches to my searches. Once the Wiki entries were made, the next learning opportunity came from compiling the different tools into one long list. This taught me that many tools were needed and that there was a lot of overlap for some of the categories. Of all the tools, I found those on the Google site to be the most useful. These tools could be used both by the instructor and the students at creating content, collaboration and submitting work. The number of etools needed to run and maintain an online course is large and each one requires a set of skills to learn and then implement into a class.

This assignment is important to my development as an online facilitator because it causes me to reflect on the choice between investing time in learning a single LMS or to delve into many tools to cover the same options. At the onset of this project,

I was content to go through the numerous tools that were needed to replicate those found inside of Moodle; however, as I look at the list, I find that it might be more complicated and time consuming to use etools. It's amazing the choices and vastness of options on the internet of the different categories of web applications from collaboration to assessment. It takes time and practice to become familiar with all of them and linking from the dashboard on a website might make your course's homepage complicated and distracting. Another issue with always linking outside of the main website is that over time, links can become broken or the amount of advertising in many of these free sites can increase and options might decrease in time. A feature that I did like inside of Moodle was that tasks like the calendar and the assignments inside of the grade book were linked to each other while lessons were created. I can see this feature reducing the number of steps required to upkeep an online course. Once weighing the pros and cons of the two choices, I think in the long run, if I were to teach all of my classes online, I would invest the time in learning the ins and outs of a single LMS and then selectively chose a few etools when needed.

# 500 Tracker

## Weeks 1-6

- Throughout the entire course, as a cohort, we were all members of a Google+ Community
- We had many options (twitter, Google+ posts, Diigo, helping others, etc.) as to how to accumulate points for a portion of our overall grade
- I found many of the discussion helpful as a way to access the great depth of knowledge from colleagues(our separate Moodle community) and many lively debates started (the Labonte on fire)
- I've attached a couple of examples from the Google+ communities





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**Kym Toporowski**  
General - Mar 9, 2015

#Gamification

After the synchronous meeting on Saturday, I was intrigued by the Captain Log site that was introduced to help track our 500 and simultaneously give us badges and rewards. I always wondered if adding these extra incentives would be helpful when working with adolescents or would they just turn their noses up at the thought of leader boards and competition with their peers?

I found this article on gamification and effective learning that I thought I would share. It starts off by giving examples in the workplace but then goes on to share the benefits when used in the classroom. In this case, the students were post secondary learners but I wonder if the same would be true for adolescent learners. Some of the advantages were increase participation, better attendance and better performance overall.

It seems like an interesting aspect of online learning that would be worthwhile exploring. Thoughts anyone?

Show less



Why gamification aids effective learning - IT-Online

it-online.co.za

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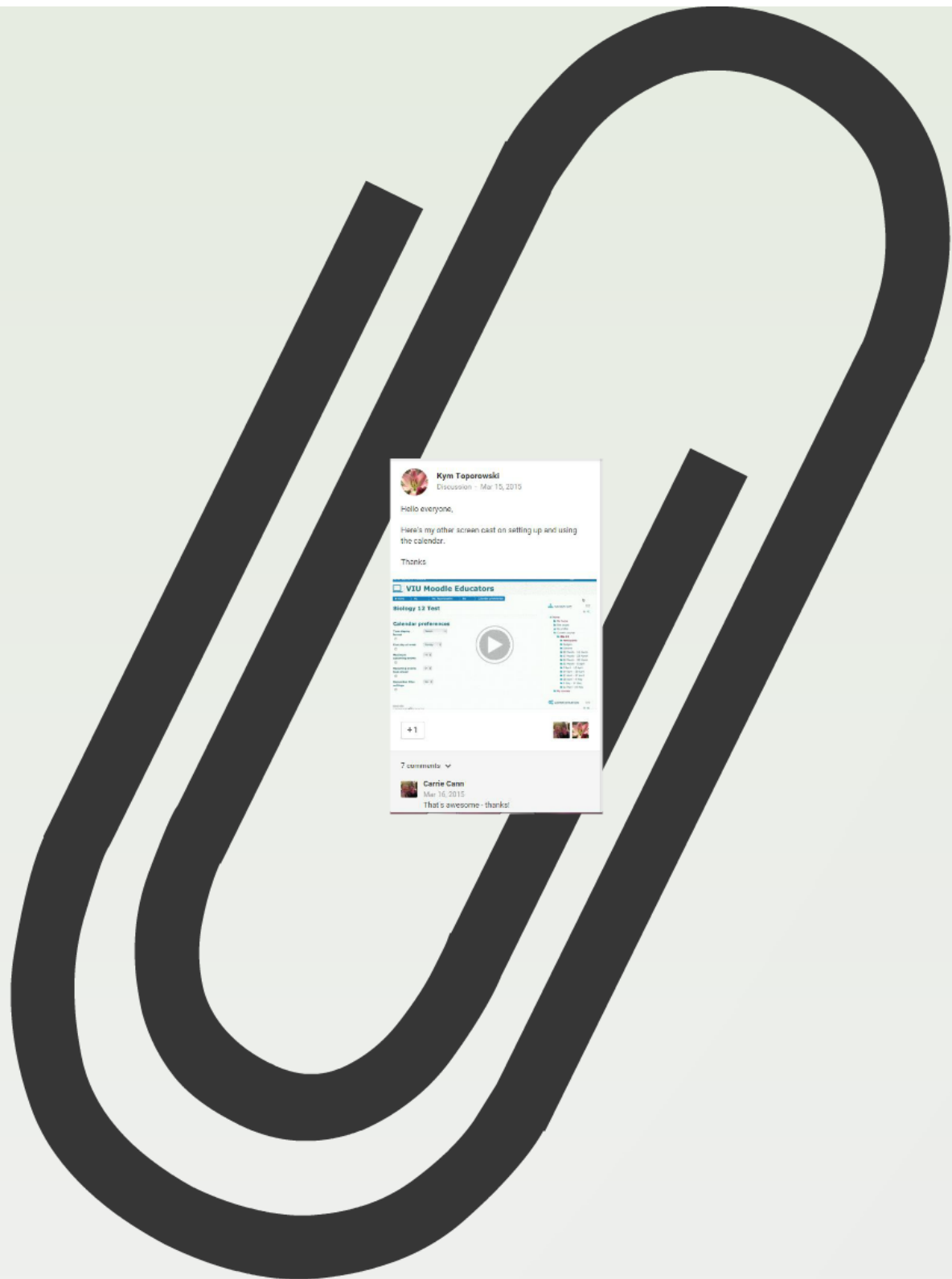


Why gamification aids effective learning - IT-Online

it-online.co.za

### Google + Community

This is part of a conversation that was started by a post on Gammification of education. It initially started off as discussion on what is gammification and how it can be used in the classroom. It quickly changed into a debate on the merits of gammification and the effects it might have on a student's motivation. People then weighed in on internal and external factors of motivation and most agreed that education itself should be in itself, a good motivator. Ideally, students have a high sense of intrinsic motivation. This concept ties back into my own philosophy of one of the characteristics that a graduating student should possess. This topic continuously shifted and eventually was pinned at the top of the community where many people chimed in their opinion. It was interesting to see everyone dive in and express such dichotomous opinions as the post evolved.



**Kym Taparewski**  
Discussion · Mar 15, 2015

Hello everyone,

Here's my other screen cast on setting up and using the calendar.

Thanks!

**VU Moodle Educators**

**Biology 12 Test**

**Calendar preferences**

Item	Start	End
Test	2015-03-15	2015-03-15
Assignment	2015-03-15	2015-03-15
Assignment	2015-03-15	2015-03-15
Assignment	2015-03-15	2015-03-15
Assignment	2015-03-15	2015-03-15

+1

7 comments

**Carrie Cann**  
Mar 16, 2015  
That's awesome - thanks!



**Kym Toporowski**

Discussion - Mar 15, 2015

Hello everyone,

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Thanks

The screenshot shows the Moodle interface for 'VIU Moodle Educators'. The main heading is 'Biology 12 Test'. Below it, the 'Calendar preferences' section is visible, with settings for 'Time display format' (Default), 'First day of week' (Sunday), 'Maximum upcoming events' (10), 'Upcoming events look-ahead' (21), and 'Remember other settings' (No). A large play button icon is overlaid on the calendar settings. On the right, a 'NAVIGATION' sidebar lists 'Home', 'My home', 'Site pages', 'My profile', 'Current course', and 'Bio 12' (with sub-items: Participants, Schedules, General, 11 March - 16 March, 17 March - 22 March, 23 March - 28 March, 29 March - 3 April, 7 April - 12 April, 14 April - 20 April, 21 April - 27 April, 28 April - 4 May, 5 May - 11 May, 12 May - 18 May). Below navigation is an 'ADMINISTRATION' sidebar.



7 comments ▾



**Carrie Cann**

Mar 16, 2015

That's awesome - thanks!

## Reflection on the Critical Challenge Question


At the beginning of this course, I had little to no knowledge of any LMS. From this course, I have learned how to start creating course materials and then placing them inside of Moodle.

From this process, I experienced the advantages and the shortcomings of working with Moodle. I also had the opportunity of comparing and contrasting using a LMS versus Web 2.0 tools that replicated the same applications that you could find inside of a traditional LMS.

My attached reflection discusses the pros and cons of using a LMS and the advantages and disadvantages of working with Web 2.0 tools to which can be used to replicate a LMS.







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My attached reflection discusses the pros and cons of using a LMS and the advantages and disadvantages of working with Web 2.0 tools to which can be used to replicate a LMS.



The use of a LMS for creating and implementing online course materials has its advantages and disadvantages. From my own experience of using Moodle for this course, I found this LMS to be very strong in compiling all the necessary components for managing a course in one spot, yet I found the process of creating lessons and tests to be cumbersome and time consuming. Other issues such as student collaboration, meeting synchronously as a class and ways to form community seemed to be lacking from Moodle. To solve this issue, I would move to tools outside of the LMS to help supplement these missing tools. In summary, I find a LMS central for a landing pad and a place to archive course materials, but just as modeled in this class, other web tools need to be brought in to meet the needs of the instructor and those of the students.

While creating lessons, I found Moodle to be not intuitive, clunky and a bit cumbersome to work with. I did find a way to build a lesson that allowed the student to jump from page to page while viewing different types of media and checking for understanding along the way. Although it was tempting to just cut and paste my existing notes into Moodle, I felt this would not create an engaging lesson for students to follow. In the end, the materials were chunked into sizeable pieces that moved the student forward but the process of creating and inserting material in Moodle was very time consuming. Another issue arose when it came to designing the materials and the look of Moodle itself. There weren't many options to change the formatting or appearance which could have enhanced the learning experience. In this area, I felt the LMS was adequate for organizing and housing the course materials for online classes, yet the appearance of the course and time that it takes to create and post the materials were disappointing.

A component, in my opinion, that was missing inside of Moodle was tools that would promote community and collaboration. The LMS that I experimented with did have a discussion forum but it was not as engaging or as dynamic as a Google+ Community. As an instructor, I would move this component of the class outside of the LMS and promote peer help and communication to a separate space. For creating a sense of community, I would most likely chose a Google+ Community as mentioned in my non LMS build. I also found that Moodle lacked the ability for students to collaborate inside of a single document like a wiki or a shared document inside of Google Docs. This is another aspect that would be moved to a web tool such as Wikispaces or Google Drive. I found that Moodle has good nuts and bolts for creating a course yet there wasn't an opportunity to explore other types of interactions besides student-teacher and student-content. Creating community and allowing peer collaboration is important to the learning process. It can also allow students to create connections so that the online learner doesn't feel isolated. To insure that these

components would not be absent from a course that I designed, they would be integrated by using the appropriate web tools.

Using a LMS as a dashboard or a jumping off point for a class makes sense. Documents are easily posted here, quizzes can be taken and a calendar of upcoming events helps keep students on track. Moodle worked well as repository for the rudimentary basics of an online course. I did like features such as the calendar that generating itself as the information was placed into the correct fields while creating assignments and quizzes. I also liked how the grade book imported the names of tasks and could also place marks of quizzes directly into the correct location. Like most new tools, it takes a while to learn the ins and outs of what can be accomplished and then work around the limitations. For myself, I would use a LMS for most components of an online course but then would supplement it with web tools in the areas that were lacking. We have seen this modeled for us while taking different courses in the OLT program and now, given the opportunity to create materials myself inside a LMS, I find it to be the model that results in best practices for facilitating online

## Reflection on the Critical Challenge Question

At the beginning of this course, I had little to no knowledge of any LMS. From this course, I have learned how to start creating course materials and then placing them inside of Moodle.

From this process, I experienced the advantages and the shortcomings of working with Moodle. I also had the opportunity of comparing and contrasting using a LMS versus Web 2.0 tools that replicated the same applications that you could find inside of a traditional LMS.

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# My LMS Journey in OLTD 504 by Kym Toporowski

## Educational Philosophy Week 1

- In the synchronous session, we were asked our thoughts on our teaching practices and philosophy of education.
- We worked collaboratively in a Google Doc creating a journal our thoughts.
- I've attached an excerpt from that Google document explaining my philosophy of education.

## Using Moodle for the LMS jigsaw and the LMS build Weeks 2 and 3

- We worked collaboratively creating screen casts of different tools inside of Moodle.
- I created a screencast for making a Glossary and for maintaining a Calendar.
- The second task was creating a lesson inside of Moodle using a variety of different
- I've attached reflections of the process from my working document on the jigsaw and the LMS build.

## Non LMS Wiki and Build Weeks 4 and 5

- Our initial task was to find 2 new Web 2.0 tools to be added into OLTD 504 Wiki.
- I chose to add the Grade-book tool, JumpRope and the specific tool, DoYouBuz.
- The next step was to find and assess online tools that could provide all the necessary functionality that you would use inside of a traditional LMS.
- As evidence, I've attached my WHI post of tools and my reflection on creating a non LMS build.

## 500 Tracker Weeks 1-6

- Throughout the entire course, as a cohort, we were all members of a Google+ Community.
- We had many options (Twitter, Google+, Facebook, Edg, helping others, etc.) as to how to accumulate points for a portion of our overall grade.
- I found many of the discussion helpful as a way to access the great depth of knowledge from colleagues (or someone I could connect with) and many body details shared (the Liberate on the communities).
- I've attached a couple of examples from the Google+.

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