

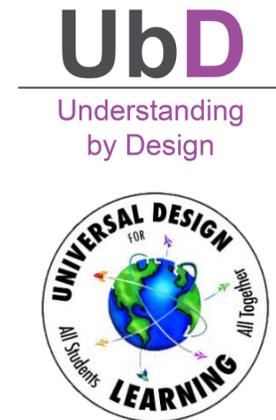
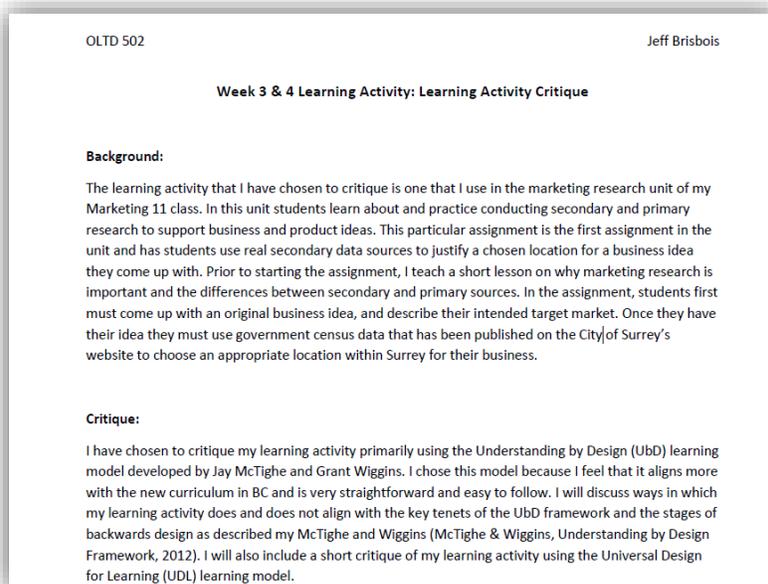
OLTD 502 ePortfolio Reflection #1

OLTD Program Learning Outcomes:

- Critically assess and evaluate resources for best practice in online learning
- Develop and design intentional learning activities suitable for the appropriate environment and the learner
 - Incorporate Universal Design for Learning (UDL) principles

Evidence:

- Learning Activity Critique



Reflection:

The piece of evidence I have chosen to support these learning outcomes is a critique of an existing learning activity using the Understanding by Design (UbD) and Universal Design for Learning (UDL) models. This critique was created during weeks three and four of OLTD 502 from Nov. 20th to Dec. 1st 2017. In this learning activity we were asked to choose a learning activity that we had previously created and used in our teaching career and explain how the activity aligned or did not align with the UbD and/or UDL principals. I choose to use both the UbD and UDL models to critique an activity that I use in my Marketing 11 class to teach them about secondary data sources when conducting marketing research.

In order to complete this learning activity, I had to learn the key tenets of both the UbD and UDL learning models and apply what I had learned to discuss how I could improve my existing learning activity. In this assignment I critically assessed and evaluated a learning resource using best practice for models for teaching online. In researching the UbD model I learned about the principals of backwards design in which curriculum and learning activities are planned through a three-stage process: (1) desired results, (2) evidence, and (3) learning plan. Designing learning activities using this model makes educators think about the big curricular concepts they want students to learn and what evidence would show that students have learned those concepts and can transfer their learning to new situations first. After this has been decided the educator can begin planning a learning activity that aligned with those goals. This avoids the common mistake of activity based teaching with no greater vision of the big picture of the course. In researching the UDL model I learned that curriculum and learning activities should allow multiple means for learners to acquire information, demonstrate what they know, and engage with the content. I was able to use what I learned about UbD and UDL to identify areas of my existing learning activity that I could change in order to make it more suitable for all learners and more focused on the bigger picture of the course.

The OLTD program outcomes of critically assessing and evaluating resources for best practice using UDL principals are very important to ensuring that I do not become complacent as an educator and am always looking out for the best interest of my students. I feel that an effective educator should always be mindful of ways to improve their practice, and a large part of this is the ability to critique your own work and realize where there is room for improvement. In order to do this, educators need to make an effort to be aware of the key tenets of as many different learning design models as possible so that they can incorporate aspects from multiple models into their teaching. I will implement this outcome into my own teaching practice by being able to integrate the principals of UbD and UDL into future learning activities I plan and improve on ones that I currently use. Having a greater knowledge of these two learning models and the ability to critique my own work will make me a more well-rounded educator and create a better learning environment for my students.