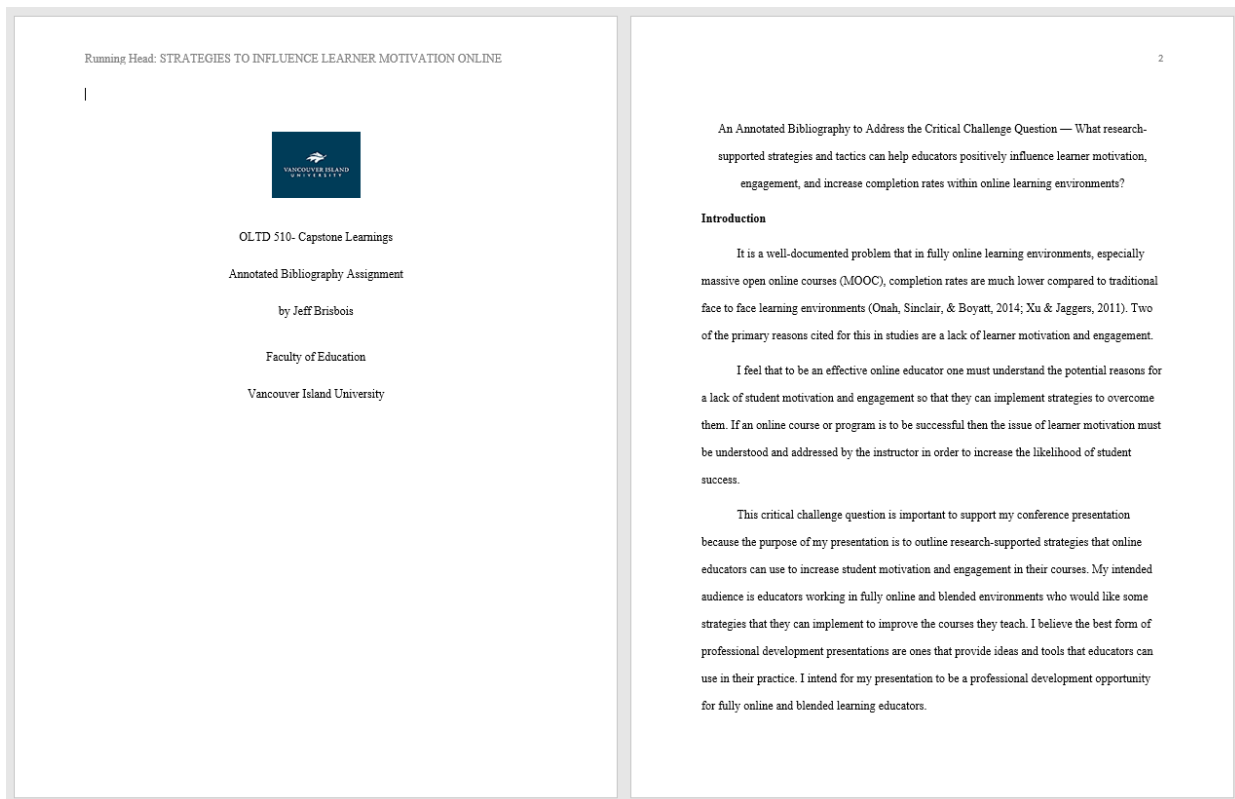## OLTD 510 ePortfolio Reflection #2

OLTD Program Learning Outcome(s):

- Become familiar with common terms, definitions and elements related to online environments
- Critically assess and evaluate resources for best practice in online learning

Evidence:

Annotated Bibliography

Reflection:

The piece of evidence I have chosen to support the above learning outcome is the Annotated

Bibliography that I completed from May 17th to June 7th 2019. My annotated bibliography summarizes

the findings of 10 academic research articles that address my critical challenge question: "What

research-supported strategies and tactics can help educators positively influence learner motivation,

engagement, and increase completion rates within online learning environments?". The assignment also

includes an introduction explaining the importance of my critical challenge question and a conclusion to summarize the key findings and explain how they will inform my conference presentation on the same topic.

In completing this annotated bibliography, I used the VIU Library and Google Scholar databases to find and examine current research articles on the topic of motivation in online learning environments. Through my research I learned the main factors that contribute to a lack of motivation in online learning environments as well as research supported strategies for overcoming these factors. Some of the main factors that contribute to a lack of motivation are a lack of intention to complete the course, lack of time devoted to study, poor time management skills, course difficulty, lack of support, lack of digital skills, lack of learning skills, bad experiences, unrealistic expectations of the course or abilities, starting late, peer grading, a sense of social isolation, and a lack of learner control. Some strategies that that online educators can use to address these issues are: building community environment, communicating effectively through multiple channels, helping learners manage their time and workload, provide more technical and academic support, give students more control over their learning experience, make courses more applicable to the careers and lives of students, provide more blended learning opportunities, and gamification of the learning environment. I believe the strength of this evidence piece is that in creating it I have learned a number of strategies that I can use and share with other educators to make improvements to one of the largest challenges facing online education.

The OLTD learning outcome of examining current research around best practices and emerging practices is important because doing so provides educators such as myself with information they can use to improve their practice. Online education is still a relatively new form of learning which continues to evolve as more is learned about it and advancements in technology and the internet make it more accessible. Examining research around issues that have arisen with online education and suggestions to improve on those issues, such as the topic of my annotated bibliography, allows educators to avoid

making the same mistakes that those who have come before them did. Educators can use the

knowledge gained from educational research to improve their own practice by implementing

suggestions from the findings in their own classes. Being informed about current best practices and

emerging practices can help educators to stay relevant by using the knowledge and experience of their

peers to better their own practice.