Experimenter Module

1. Which three experimenter activities did you choose to complete and why? Include links to your Activity Bank responses.

   The first Experimenter Teaching Tool Activity completed was **Mentimeter**. As a Program Coordinator, Orientation and term launch activities often result in many questions from entry level students especially. During presentations, this 'sidebar' teaching tool can be available with convenient log-in from a smart phone and questions/concerns/points of clarification can be very fluid with the presentation. The teaching tool creates interactive presentations that include surveys or poll questions for participants to respond to via mobile devices. They simply go to **menti.com** and enter a numerical code for your content.

   https://bank.ecampusontario.ca/response/experimenter-teaching-tool-mentimeter/

   The second Experimenter Teaching Tool Activity completed was **Adobe Spark.** I'm eager to move away from or the very least, reduce the volume of PowerPoint lessons and engage the classes with more impactful social graphics, web pages and short videos. The Adobe Spark licence is available directly through our college's D2L resources. With its simple interface and collection of starter templates, I envision creating a good variety of still/video presentations with Adobe Spark.

   https://bank.ecampusontario.ca/response/experimenter-teaching-tool-adobe-spark/

   The third Experimenter Teaching Tool Activity completed was **MindMup.** I used this tool previously in the ***Teacher for Learning*** module. I find the 'summary' or 'syllabus' concept easy to create, but more importantly, easier for the students to follow. The interface for creating mind maps and other diagrams has much built – in convenience and the tool integrates well with Google Drive for saving maps and adding links and media.

   https://bank.ecampusontario.ca/response/experimenter-teaching-tool-mindmup/

2. Identify and explain at least three learning outcomes you acquired from engaging in these activities. How might you use them going forward in your teaching?

   Learning Outcome 1 – engage the student with easy to follow diagraming with use of ***MindMup.***

   The applications for use of this teaching tool are numerous. I foresee using MindMup for setting up Orientation Day overviews, creating pictorial versions of course plans and 'changing up' the start of select classes with a description of what the day's lesson will include creating a path to a learning outcome.

   Learning Outcome 2 – creating powerful still and motion imagery through ***Adobe Spark*** that compliments curriculum offerings.

   The Gen Z's are far more visually stimulated than any prior generation – the visuals need to move at a natural 'consumption' pace – and adding transitions, sound and FX will be very adaptable to lesson summaries, test reviews and term recaps. (an example was presented in my video sample)

   Learning Outcome 3 – stimulating student engagement at the outset of class with use of **Mentimeter.**

   I believe that in order to hit of all of the checkmarks on a given day, one of the keys to success is 'hitting the ground running'. The first few minutes of class are crucial for a) setting a tone b) allowing for a brief (focused) chat on what is on their (student's) minds. Polls, short Q&A's, hot topics that can be very easily accessed at their station via their smart phone or device is fun, interactive and attention-grabbing.

3. You were asked to do at least one experimenter activity on a tablet or a smartphone. Identify the activity you did this on and explain the advantages and challenges of using this tool on a mobile device. Comment on how you might be planning your own assignment that would be done on a tablet or a smartphone.

   I used the Mentimeter application by way of an iPad. Using the device at the front of the class is not a contemporary approach – but demonstrates inclusiveness. If F2F classes are allowed to move forward in September, my plan is to initiate a Q&A session with the incoming first year group, either during Orientation activities or in the class setting. It addresses those reluctant to pose a question in class and the visual on the screen is more engaging for the class at large with a hopeful positive outcome for recall.

4. Using a mobile device, camera, or screen-casting software (see the Extend Toolkit for suggestions) to create a 3-5 minute video of yourself illustrating how, when designing learning experiences in the future, you will use the technologies, ideas, formats, and/or approaches that you experimented with in this module. Include an example of how you would incorporate this new knowledge into a lesson plan. Get as creative as you wish! Upload your video to YouTube, vimeo, or any other video hosting site that can create a public link to your video. Include the link for your video in your reflection document.

   The video, an Orientation Day Introduction video has been created utilizing Zoom Virtual Classroom and Menti.com components.

   Here's the link. (also uploaded to the Experimenter Activities section)

   https://www.fanshaweonline.ca/d2l/le/content/1001243/viewContent/8343234/View

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