I’m an Experimenter

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I actually chose to complete four of the experimenter activities… and here they are in the chronological order…

# Maslow Gif

I’ve always liked gifs. They’re such a simple thing that can quickly communicate a ton of information, including tone, data, emotion, and more. The fact that they infinitely repeat means that you can actually communicate some fairly complex messages, which can be consumed over time with multiple viewings… which is why I’m not afraid to use it to show something as detailed as Maslow’s Hierarchy of Needs. There’s a lot of information on the screen… but you don’t have to gather it all in one viewing. The animations are intended to keep the viewer interested, while also staying static long enough to make sense of a particular portion. Also… they’re just plain fun.

<https://giphy.com/gifs/maslow-hierarchy-TBn5iBtrqI4HVNeaqb>

# Introduction Video for My Course

I created a simple introduction video to include at the beginning of one of my online courses. This is a short and simple video, but I think it conveys a little bit of my personality, my interest in teaching the course, and most importantly puts a face to the name… so students will be able to visualize me while reading my content. I noticed later that the activity description suggested that I avoid doing precisely that… so that’s why I added another activity to the list.

<https://www.youtube.com/watch?v=2JKrxgN6seE&feature=youtu.be>

# Customized Graphic

I had interest in adding the wealth of knowledge that exists in the OER Commons, so was looking for a way I could modify an existing activity that I would both benefit from personally, while also increasing the quality of content available for everyone else. I find that there is a lot of terminology that we use in online learning... much of which we take for granted that students will understand… such as synchronous and asynchronous. With that being said, I came across a good glossary of terms that covered many of those that arise in online learning and explains them well. The attached graphic for the resource was extremely poorly made… and this is a strength of mine, so I recreated it and updated the resource with the new image.

<https://www.oercommons.org/courseware/lesson/76907/overview>

# Padlet Scavenger

Another reason I did a fourth of these activities, is that I forgot to do one on a mobile device… so this time I did. I created a Padlet activity using my phone, which went super smoothly. I was surprised at how easy it was. I’ve used Padlet as a student before but haven’t created an activity on the platform myself. I really like the simplicity of the interface. It’s so easy to use and doesn’t really require any instruction (not for me, anyway). I don’t doubt that there will be the occasional student who will need some direction, but likely even in those cases, the student would quickly become comfortable with it. I definitely plan to use it more in the future. I think the main benefit of the interface on the phone is, again, its simplicity. This is a powerful tool that everyone in the class would be able to do quickly which would increase the accessibility of the lesson. As far as making the devices available to all students… I don’t think that’s an issue. I honestly can’t remember the last time a student came to class without some kind of mobile device or laptop. The Padlet platform is equally accessible on all platforms that I’ve come across, so I don’t imagine it to be a problem. Even in those rare circumstances where someone needs a device, I also have several with me (laptop, tablet, and phone) and wouldn’t have a problem lending a student one of mine for the duration of the class.

As for this specific activity, my plan would be to allow 10 or 15 minutes for students to do some research on the web to find some examples of the topic being discussed in class (in this case, brand shifts). We would then take the time as a class to go through a number of randomly selected options from the list to discuss as a group. They could then choose to explore the others we didn’t cover on their time, if they so chose.

<https://padlet.com/christophercrowe1979/c59os3yag0li5sxb>

# Reflection Video

In my reflection video I reference Clark… here’s the resource to which I’m referring.

Clark, R. E. (1994). Media will never influence learning. *Educational Technology Research and Development*, *42*(2), 21–29. <https://doi.org/10.1007/BF02299088>

<https://youtu.be/squl04Q23fc>