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

Links:

1. H5P link: <https://bank.ecampusontario.ca/response/transfers-from-plinth-to-chair/>
2. Quizlet link: <https://bank.ecampusontario.ca/response/anatomy-quizlet/>
3. Gif link: <https://bank.ecampusontario.ca/response/funny-gif-to-explain-rom-testing/>

The three experimenter activities I choose to do was H5P, Quizlet and Gifs. I choose H5P because this was where my research question in the scholarly module came from. I have started seeing an influx of users on H5P as many educators begin to create more engaging and online review/activities for their students and so I wanted to learn more about how I can use the different features and activities to improve the learning experience that students could have.

Quizlet was always interesting to me because as a student myself, I have had some use in the platform. However, I have never thought about using it as a teaching tool or platform as an educator. This lead me to dive into the platform again to learn about its additional uses and how I can promote my students to use Quizlet as a studying tool as I did in undergrad.

Lastly, I have always been interested in gifs as this has become widely popular on social media websites (ie. facebook, Instagram, etc.) I would love to be able to engage students by providing jokes, comedy through gifs and other popular shows that they can relate to. I believe this engagement can allow students to make unique connections with the content they are learning and realize it’s potential application to their lives (ie. what muscles are being used in a gif of their favorite tv character)

1. **Identify and explain three overall lessons learned from experimenting with these three activities. How might you use these activities going forward in your teaching practice?**

One thing I’ve learned when experimenting with these platforms is the amount of time you need to fully learn what’s available out there and to start brainstorming different ideas on how you can implement this technology into your course. I love how the 10 activities provided are all so different and can provide a different aspect to a variety of courses. There’s a lot of technology out there and educators just need the time to dive into this technology one platform at a time.

Another lesson I learned was that you can use technology in a variety of ways online to help engage students. It’s not just activities, it’s not just studying resources, and it’s not just for comedic purposes to help engage students. You can use a variety of different platforms to help get your content across and to help promote learning in your students. Additionally, by combining multiple platforms into your course, you can hit all of these areas to help ensure you are setting up your students for success especially on an online environment.

Lastly, something I learned through exploring and sharing these resources with my family members includes the need to provide clear and specific instructions to your students. Students are always excited to try new technology and see how it can be used to teach classes and concepts. However, if no clear direction is provided, it can be easy for students to get distracted, side-tracked or confused with the task at hand. Students could get sidetracked exploring the platform rather than focusing on the activity assigned, or depending on the platform or the student, the user experience and interface can be tricky to navigate without clear instructions. Ultimately, I think it’s important to consider and remember our goals and learning objectives so that we can provide clear and concise instructions to guide our students through new and creative platforms.

1. **You were asked to complete at least one experimenter activity on a tablet or a smartphone. Identify the activity completed and on what type of mobile device? Then, identify and explain the advantages and challenges of using this technology tool on a mobile device. Comment on how you might plan for an upcoming assignment to be completed on a tablet or a smartphone. Explain the steps you might take in making access to these devices available to all students.**

Originally I considered using my phone to create an activity on H5P, but I honestly felt this was too difficult on the phone and it would be much more efficient if I did it on my laptop. So instead, I choose to create a gif using giffy on my phone (pixel 4a).

I think the clear challenges is that some websites are not necessarily built well for your phone and can be really challenging and frustrating when you are trying to edit and change small details. H5P was very condensed on my phone and I just found that my fingers were just too big to do it efficiently. Building a gif using gify on my phone was a bit easier because of the improved user interface and quick settings you can enable and choose from on the app.

The advantages of building these activities on the phone I believe comes from the convenience of a phone. What I mean by this is that if I suddenly find a video I was interested in making into a gif, it’s very easy for me to just pull out my phone, use data to access a video and create a gif immediately on the spot. Additionally, some of these platforms like quizlet has their own app so can help make development and viewing a lot easier for both authors/educators and students.

What was interesting was that I found viewing certain gifs, quizlets and even some h5p activities to be relatively easier compared to authoring on the phone. This could be beneficial as students may use their phones to access certain activities that we create and put on to our LMS pages. This definitely promotes the use of devices in class. One way I could use devices for an upcoming assignment is to link these activities through a QR code (similar to what restaurants do now in the pandemic). This will help students view the activity quickly and complete it right on the spot. This could also be helpful when completing in-person labs as we can promote social distancing and prevent sharing of devices. One way to ensure all students can have equal access to these devices is to reach out to my manager and also school library to see if there are ways to rent out or obtain a certain number of devices that could be shared among students in the class if needed.

1. Using a mobile device, camera, or screencasting software highlighted in the [**Online Learning Toolkit**](https://www.onlinelearningtoolkit.com/blog/categories/video)  to create a short 2-3 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**](https://youtube.com/) , [**Vimeo**](http://vimeo.com/) , or any other video hosting site that can create a public link to your video (or keep it private/unlisted if you like). Include the link for your video in your reflection document.

<https://mohawkcollege.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=a062053d-1b4c-468c-b768-ade4002b538e>