

#1 – EXPERIMENTER REFLECTION

The three experimenter activities that I chose to complete were:

Videos

Surveys & Polls

Quizzes

VIDEOS

The use of videos allows me to take “static or paper concepts” and bring them to life in a video presentation. The use of words, music, animation and graphics in videos greatly enhance the learner's attention than lectures using static PowerPoint presentations.

I embed my videos into PowerPoint to allow for students to easily view them within the Fanshawe Online platform and they do not require to download any additional software.

SURVEYS & POLLS

I introduce the concept of Polls during the first week of the course. I allow my students to select a time for our Virtual Classroom from a preset list of available times. The date and time that most students select will become the date/time of our weekly virtual class.

During actual virtual classroom sessions, I use a tool called POLL EVERYWHERE, this is an online tool that is accessible via the web, or via messaging on any smartphone. It allows the student to participate in polls in real-time and see the results in real-time. I allow anonymity to the poll so that students feel free to post comments without feeling pressured.

QUIZZES

Fanshawe Online provides an excellent facility to administer mid and final term exams. What it does not do, is present quizzes in a real-time manner, allowing a group of students to select a correct answer in real-time, and to see all the results. There are excellent quiz tools on the web that I have used that allow students to answer quizzes (as a pre-review of an exam) and to see the results in real-time, as well as the results of other students. Again, these results are present anonymously.

Technologies have enabled facilitators to move from the dark ages (blackboard/chalk) into technology-based platforms. Still, too many instructors' idea of technology is reading PowerPoint presentations in front of their class. This method adds very little value to the discussion, and the students feel that they could just read them on their own. By using technologies, you are trying to embrace the learning process, allow the student to become more involved.

One major drawback to technologies is the ability of the student to be able to utilize these. I had one student who worked on an offshore drilling platform off the coast of Africa. Internet was such that the use of tools such as LockDown Browser was unavailable due to low bandwidth.

As facilitators, we must ensure that the technologies we use in our courses are easily obtainable, as well as safe for the students. Excessive downloads put a burden on our student's computers and may also pose a risk of viruses and malware.

For our virtual class, we integrate a tool called BOGO, which allows the student to follow along (similar to ZOOM) without the need to download extra software.