



EXPERIMENTER REFLECTION

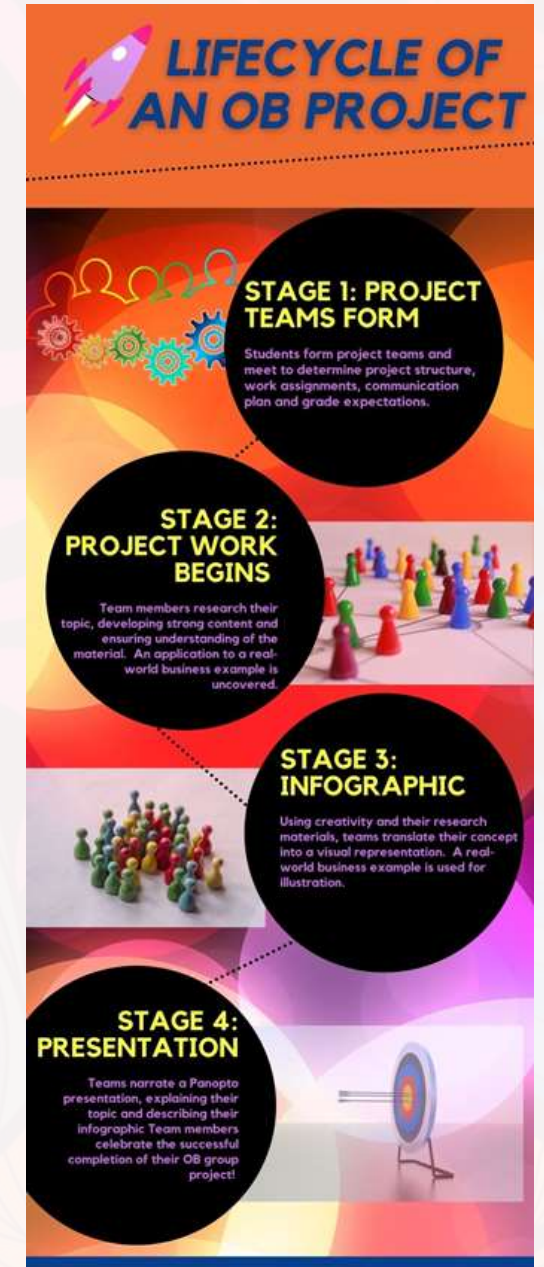
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Infographic

- Canva -

What activity did I include and why?

- Students were asked to use Canva to illustrate a concept in their group project
- Project was introduced with this infographic (made with Canva)
- Canva is a popular tool and important skill-set in many business jobs today
- Completing this project gave students a resume-worthy experience and new skill





Polls & Surveys

- MS Forms -


What activity did I include and why?

- An online poll was created asking colleagues about their experiences using technology-enabled activities in their teaching practice
- 5 questions + 1 optional question were included; utilized text, ranking and multiple-choice type questions
- Polls and surveys:
 - Are one way to engage learners who are not comfortable providing verbal feedback
 - Offer an asynchronous opportunity for learners to contribute
 - Have accessible features such as immersive reader
 - Provide data for analysis and decision making

2. In alternate delivery or online classrooms, I rate the effectiveness of technology-enabled activities as : (5 = very high; 1 = very low * )

3. I have observed the following two **advantages** of technology-enabled activities in my practice. * 

Enter your answer

4. I have observed the following two **difficulties or frustrations** of technology-enabled activities in my practice. * 



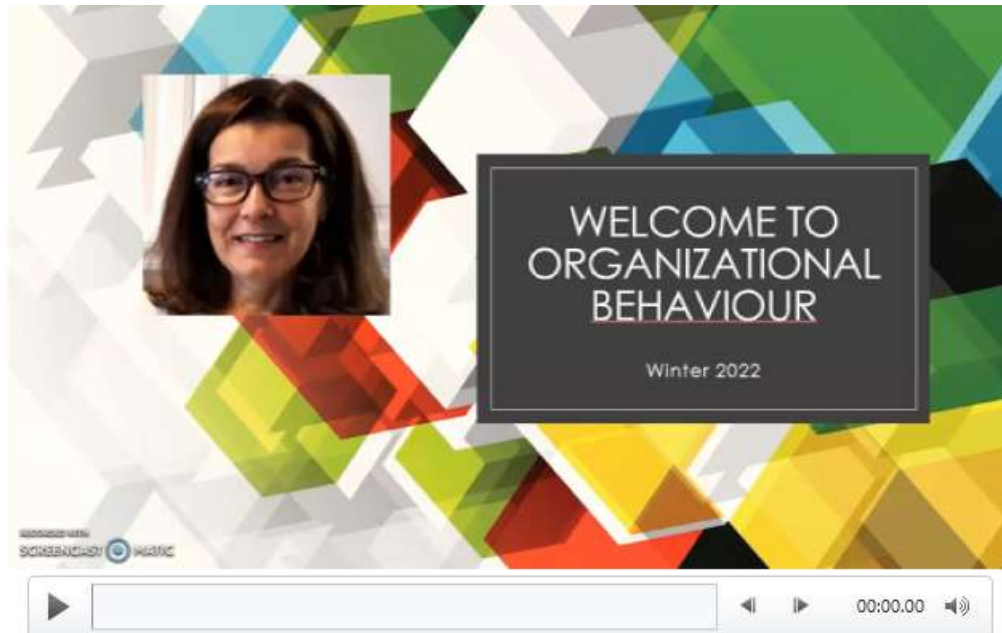
Video - Web - Screencast-o-matic -


What activity did I include and why?

The idea of a course “trailer” was intriguing and a course I teach each year, Organizational Behaviour, was chosen.

Past students have expressed little understanding of OB ahead of taking the course, and only a vague idea of how it would connect with their future career in the field of business.

The video intro or “trailer” was designed to create more connections with everyday business issues that can be explored by using techniques and concepts found in the study of OB.





[View the Personal Stress Management course "trailer" here](#)

Advantages - Mobile

- Able to create anywhere with internet connection
- Quickly take and incorporate photos
- Vast majority of students have mobile phones, including international students

Challenges - Mobile

- Small screen & keyboard for editing
- Connectivity lag
- Limited app features

Video #2 - Mobile - Canva -

What activity did I include and why?

I created a second "video trailer" for another course, Personal Stress Management.

This course is an elective, and many students register who are wishing to develop their own stress management plan.

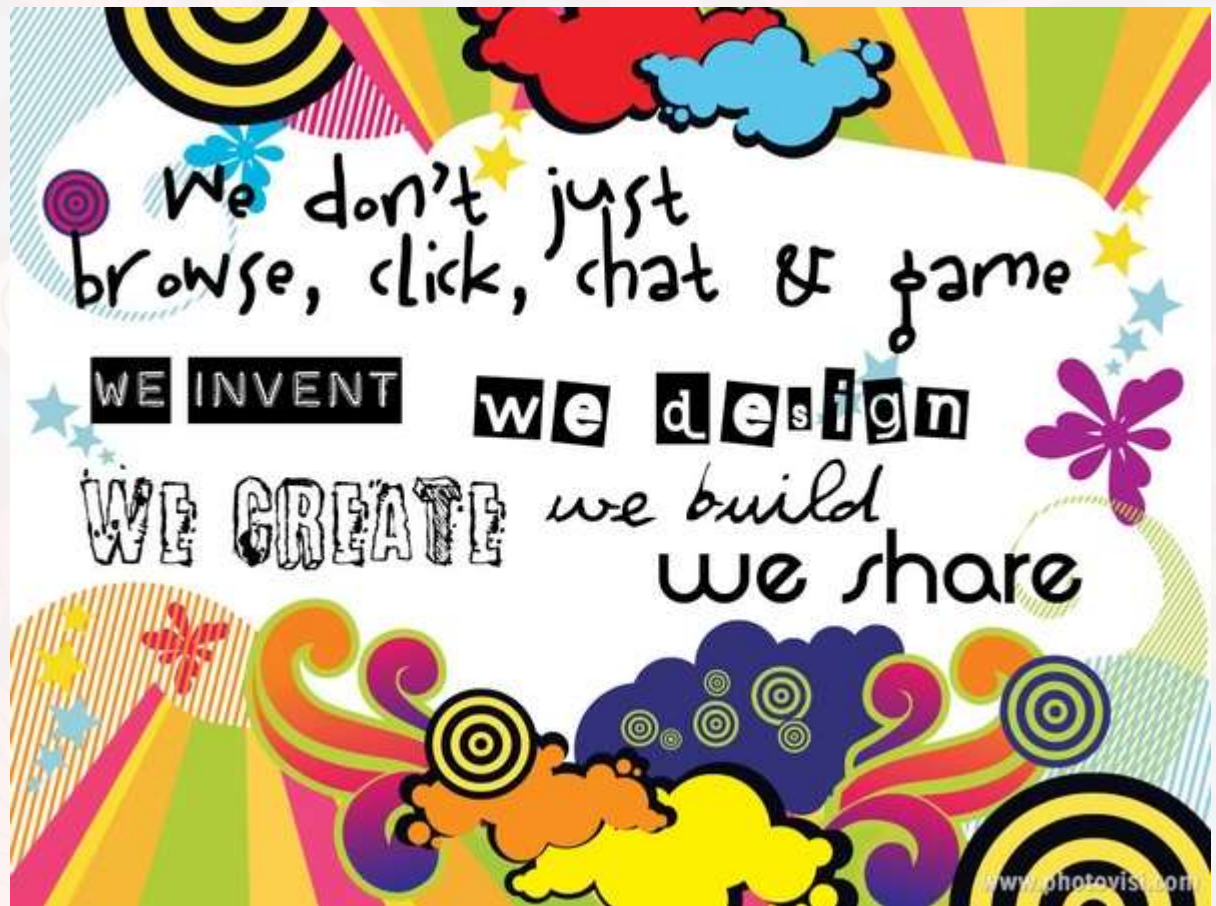
The video intro or "trailer" was created in the mobile Canva app on my android phone.

Upcoming Assignment

One feature of a group project could include use of an app to create a short "mobile friendly" project reflection. The reflection could be recorded using Canva or another app and then the URL shared on LMS. Students who do not have a mobile phone may be able to access mobile or equivalent technology from the college IT department.

Lessons Learned

1. Video adds graphical interest and the opportunity to add more emotional content. By “speaking” more directly to learners, I plan to incorporate more course trailers as a way to build engagement before the course begins.
2. Polls and surveys can provide opportunities for learners to contribute to a discussion asynchronously, with added accessible features and may have a higher chance of success with the shy or reluctant in-person learner. I will continue to use polls actively in my alternate delivery classes, but also in face-to-face using tech-enabled tools such as MS Forms, Kahoot, Google Form, etc.
3. Incorporating technology into learning activities takes time and persistence! It is a good lesson to experience not only having to produce something of quality but having to learn how to use the tool/platform at the same time. This is something we regularly ask of our students, so it is a good reminder to experience it personally and appreciate the effort it requires.



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