# Experimenter Reflection

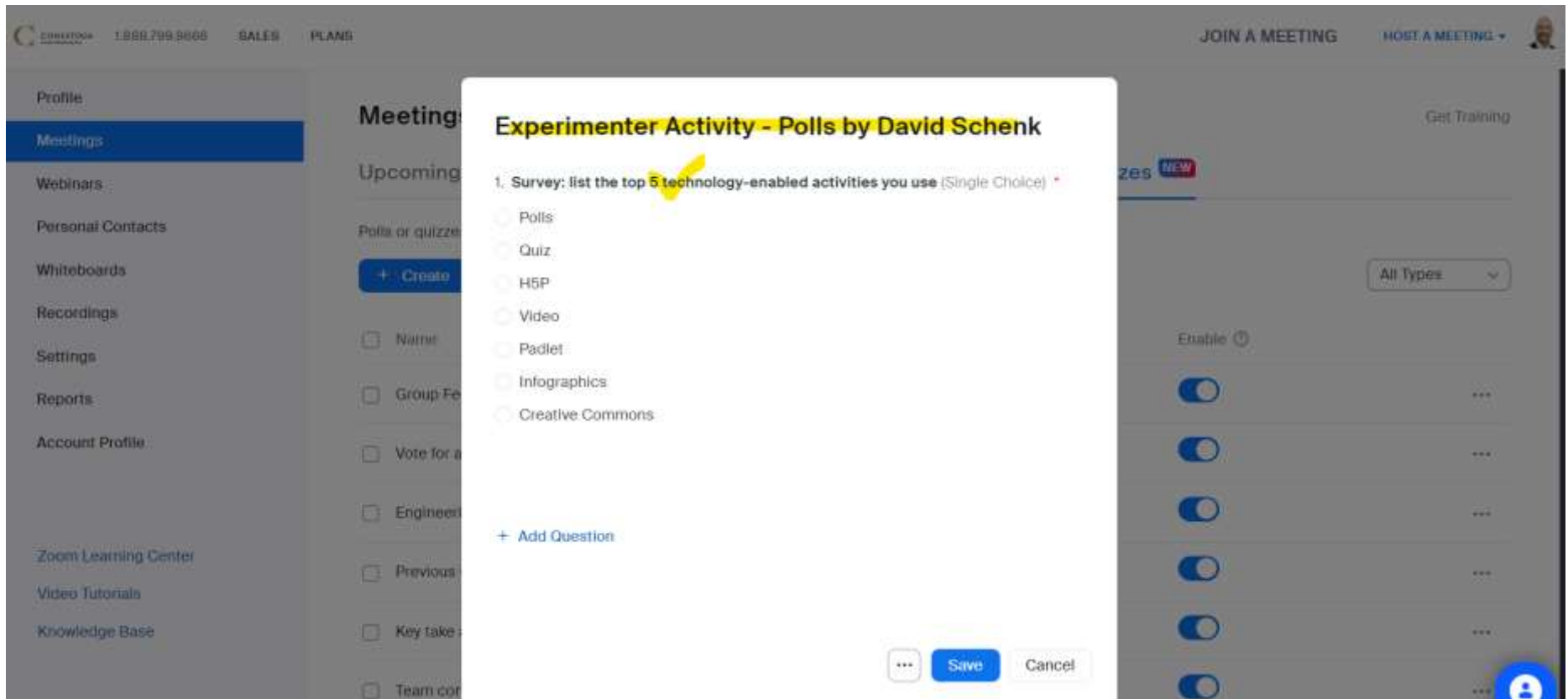**By David Schenk <mark>updated March 7th 2023</mark> with new video YouTube link.**

Prepare a detailed written reflection that includes responses to the questions below.

1. **Which three experimenter activities did you choose** to complete and why? Include the links to your Activity Bank responses.
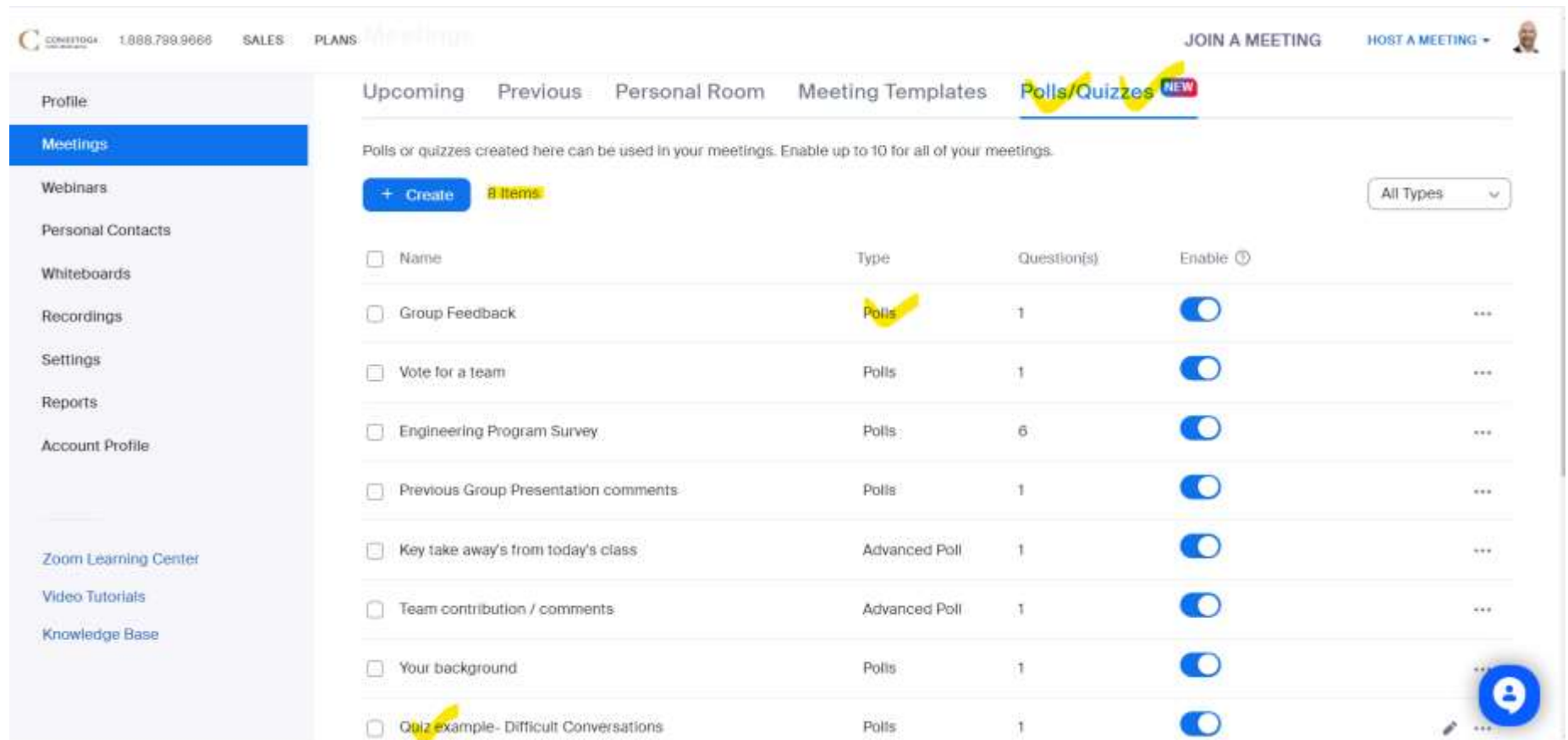
   1) Polls (links below) – easy to use, embedded in zoom (all students are familiar with zoom), instant feedback for the class, keeps class engaged, results can be saved for analysis

   <mark>2)</mark> Video's (links below) – new weblink to my video that was previously not accessible: <mark>https://youtu.be/kpx-j3HBPLI</mark> easy to use, zoom has record feature that can be shared to students who coulnt' attend the zoom.   The Zoom can be transferred to YouTube for 'public' access.  Video keeps class engaged and breaks up 'reading verbiage'.  A variety of video's to add to course content can be vetted by the library / staff to assist.

   3) Quizzes (links below) – easy to use (zoom has quiz feature), immediate feedback, can save the quiz for grades.  Enhances attendance (0 if missed quiz).   D2L – Brightspace offers good 'quiz – test' tools that automatically grade and calculate into the final grade on the system for students to access and review / study from.

1. Surveys /Polls – I always use an online survey via zoom to capture opinions and understanding.

Experiment by creating and conducting a **five-question survey** of your peers about ways to use technology-enabled activities.

I use the following 7 polls and 1 quiz below in my zoom classes:

2. **Video's -** A bridge or hook is an effective teaching approach to gain a learner's attention and build motivation.

<mark>New weblink to my video that was previously not accessible:</mark> https://youtu.be/kpx-j3HBPLI

In this activity you will Create a video, that serves the **bridge or hook purpose to welcome students to your course** : I have used zoom recordings for all my classes to introduce myself and use this picture as a 'hook' since many don't expect me to be familiar with turbans.   Most of my students are graduate students from India so many comment on my picture and feedback has been … *'when I saw that picture of you in a turban, it increased my comfort and respect for you as in instructor'*

I also have Conestoga's library select short video's to enhance material and help engage the class. Linkedin Learning provides many good options:



https://www.linkedin.com/learning/creating-a-culture-of-continuous-improvement/determining-levels-of-leadership-commitment?autoplay=true&u=2212217

# Extra, Extra!

Identify a new experimenter activity using a technology tool not listed above. You're welcome to use the eCampusOntario Extend Toolkit to choose a tool for your activity or you can use something else you've tried. Be sure to provide a title and detailed description.

**Start a New Thread**

Filter by: **All Threads** ⌄

Sort by:

Most Recent Activity ⌄

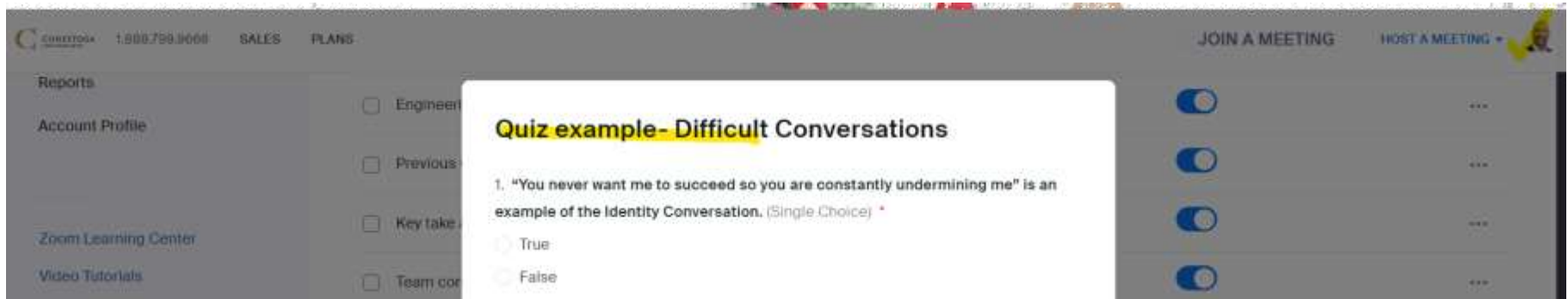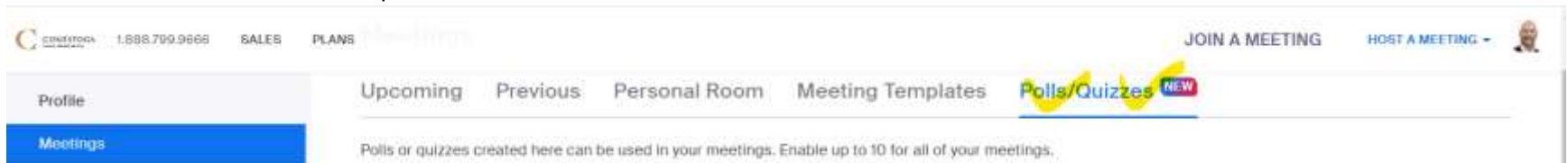## Video's from Linkedin Learning - curated from the ⌄

Ratings: 0 ★★★★★

David Schenk posted Mar 5, 2023 2:29 PM • **64** Words ★ Subscribed

To keep my course material current, and to engage students, I add video's to my course. I work with Conestoga's library to curate and select short video's supporting my course PLO's. Linkedin Learning provides many good options and short engaging video's. They also have embedded quizzes if you wish to utilize.

https://ontarioextend.brightspace.com/d2l/le/enhancedSequenceViewer/6713?url=https%3A%2F%2F264e5467-a418-43df-af3f-d8df917f0ac5.sequences.api.brightspace.com%2F6713%2Factivity%2F3329%3FfilterOnDatesAndDepth%3D1

3. **Quizzes -** learner's method to improve their learning by creating online vocabulary quizzes and has grown to be a platform for creating sets of practice exercises for any discipline

I use zoom as well to create short quizzes:

I also use quizzes on D2L – Brightspace for all my classes: