Hello, and welcome to my Experimenter Report!

**1)** I selected Get Silly with Animated Gifs, Surveys and Polls, and Videos for my three experimenter activities. The reason I selected Get Silly with Animated Gifs is that I’ve wanted to know how to create gifs for some time now, and the activity provided the opportunity to learn about some user-friendly software to help do so. I selected Surveys and Polls, because I’ve seen them used to great effect in model lessons and at conference presentations. I specifically wanted to learn how to use Mentimeter, and fortunately one of the options for the activity was the creation of a quiz using it. I chose Videos for the third activity, because I want to become more familiar with ScreenPal. I’ve been told about it by a colleague, and it seemed like a great app. The activity provided opportunity to get familiar with Screenpal, and I wasn’t disappointed.

**Here are the links to the three activities**:

i) Get Silly with Animated Gifs: <https://bank.ecampusontario.ca/response/gif-for-the-layers-of-a-neural-network/>

ii) Surveys and Polls: <https://bank.ecampusontario.ca/response/mentimeter-seems-useful/>

iii) Videos: <https://bank.ecampusontario.ca/response/video-hook-for-a-course-on-ai/>

**2)** I would use each of the technologies explored in the three activities in different ways. Gifs would make excellent additions to Powerpoint presentations to illustrate or stress the importance of concepts. I would basically embed them into Powerpoints used during lectures or in online modules in asynchronous modes of delivery. I would use Mentimeters for pre-assessment and priming at the beginning of classes to get a baseline of students’ previous knowledge of a lesson’s topic. I would also use Mentimeter for quick consolidations and comprehension checks at appropriate points of a lesson or at the end of a class. For the third activity, Videos, I already do use them for announcements, for assignment instructions and for alternative modes of content delivery in asynchronous online learning. ScreenPal, however, is especially user-friendly and doesn’t need to be installed on a device to use. It’s very useful for that reason. I will likely begin using the app as my main means of creating videos.

Three lessons I learned from the activities in this module are that it’s worth it to take the time to explore new technologies, that it can be fun exploring new technologies, and that the use of new technologies can enhance student learning. Finding and building familiarity with new technology can be time consuming. However, it is worth it, because new technologies can end up saving time in the long run. It can be frustrating using new technology, but it can also be a lot of fun finding new ways to express creativity. Finally, technologies can be incorporated into lessons to make them that much more effective, and the more effective lessons are, the more effective student learning is.

**3)** I have to admit that I almost forgot to use a tablet or smartphone for an activity in this module; I just got carried away with the technologies. I did, however, remember at the last minute, and I used a tablet to upload the video I created to Youtube. The advantages of using a tablet or smartphone are that such devices are far more mobile than laptops, and learning activities can be created and accessed anywhere using them so long as there’s an internet connection. The problem with tablets and smartphones is that the interface isn’t always that friendly. Writing, for instance, can be done on a tablet or phone, but it’s not as easy as typing on a laptop.

I could see myself assigning a quiz or test using Mentimeter or even the quiz functions available in LMSs and encourage students to use their phones. I could also see myself using video or pictures taken on smartphones as part of an assignment. If I were to incorporate tablets or smartphones in an assignment, I would have to canvas students in advance to ensure they have access to such devices. I would assume everyone nowadays has access to a smartphone, but a quick survey would let me know if anyone needed one. If students did need access to such devices, then I could suggest taking a tablet out from the school’s library, but a better idea would be to make the assignment a group activity and ensure that at least one member of each group has access to a smartphone or tablet.

Here is a quick video I created in which I explain how I would use one of the technologies I learned about during this module: <https://youtu.be/hAz_suKPgJM>

Thanks very much for taking the time to read this report.