

I'm an Experimenter – Submission -S. Gennidakis

This is my summary of my work within the experimenter module answering the questions below as noted.

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

a) Surveyor activity - I chose the surveyor activity because I'm trying to find ways to engage students on online lecture at present, and I'm only getting high achieving learners responding to questions and participating. In my review of various survey platforms, there are few that require mandatory participation and can spot student outcomes on questions and have different interactive tools to use as ways to engage students as well. I choose Slido as I'm trying to familiarize myself with it and I'm trying to think of ways to incorporate it in my lecture slides or as a way to help close the loop with students at the end of lecture sections to both assess their learning and to give them a way to summarize key points from the material covered. The online platform is great as we can use open text and word clouds as well as quizzes to determine their learning or get them to summarize their thoughts or things they may be confused about. We are moving to a new LMS system soon, and I know there are other survey platforms that work better with that system (i.e. wooclap) but not all of these platforms are free and available for use and we have a slido licence at present.

<https://bank.ecampusontario.ca/response/survey-activity-slido/>

b) Come In Come In activity - I chose the come in come in activity as I've been trying to find ways to tighten up my introductions to courses but still allow an opportunity for students to engage, learn about myself, and be able to learn about the course without taking away time from lecture as the course schedule is quite specific and tight. I recorded an introduction for a course I teach in and am trying to think of ways to use video recordings to help students who are challenged by topics or as an assignment output.

<https://bank.ecampusontario.ca/response/come-in-come-in-introduction-to-ap-course-sg/>

c) Padlet Padlet – I choose padlet as a medium as I have been trying to find a way to accumulate resources for my anatomy course, tools for students to use while in the course as well as interesting journal or news articles in relation to the area to help with student engagement. I enjoyed using it in the other modules and so I started my own padlet page to help me curate these resources and tools and for students to engage with them.

<https://bank.ecampusontario.ca/response/padlet-for-anatomy-and-physiology-course-sg/>

2. 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?

I've learned that I can use these activities in different parts of my course delivery and provide an inclusive environment through my LMS system and my approach to the course that is inviting, resourceful and fun for my students. By exploring the surveying tool, I'm learning how to obtain consistent student feedback throughout the course and find ways to incorporate it actively from lecture to lecture to meet the needs of my students. Lastly, I'm finding myself more open to exploring alternate technologies and approaches in my course delivery and design and not as fearful at looking at alternative technologies and approaches now that I have tools to assess them and their inclusion and effectiveness with direct feedback from students possible.

I've already started the padlet to curate resources for my class next year, I will likely continue to use flipgrid video as an introduction piece in all my courses going forward, especially my running of anatomy and physiology course next year where I'll have up to 80 students online and it would be a great tool for them to introduce themselves and for me to get to know them as well. As previously noted, I'm trying to find ways to include slido questions and quizzes or word clouds or whiteboards during lecture for students to be engaged and participate accordingly and will begin using it more for start/stop/continues and feedback.

3. 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.

I tested my slido out on my mobile phone and an apple tablet to look at the student engagement piece with the questions. Students may have more than one device and as such may keep their laptop for notetaking and use alternate devices for engagement with the slido. It's easy to use by downloading the app and scanning the QR code shown on a slide or going to the slido website and entering the designated alternate code presented on the slides for joining. It's clearly easier to visualize and participate on a tablet but definitely comparable through a phone.

It looks like it would be a great way for students to engage live with integration to try and pull existing knowledge through wordcloud or assessing understanding of concepts through questions live after portions of a lesson. At present, my understanding is that all students have access to their own personal devices for study and can use the app accordingly. If a student did not have access to a device, there is always library access to computers, and the school can loan laptops to students as needed to be able to use the devices.

4. Using a mobile device, camera, or screencasting software highlighted in the Online Learning Toolkit 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, Vimeo, 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.

I used flipgrid to make my video. Please see my comments and the recording here.

Video link: <https://flip.com/s/YGXk3SH6g4W->