

Assignment #1
EDCI 339

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Here is our learning process. We have included our comments, Zoom conversations and original ideas in this document. Below the chart of our contributions, you will find our final reflection, which we all wrote together during a zoom meeting. If you scroll further down you can see our learning process, including our first attempt at the assignment which was to create a Podcast script.

<u>Contributions:</u>	Jane M., Jason K., Jayne W., Lisa S., Anastasia Y.
#1 Online Content Repository Ted Ed	- Cropping and the ability to change videos are amazing! - Have to have a youtube account as well to do this (More open- learning tools needed which means more skill needed) - Easy to maneuver through/ learner friendly - Prefabricated content that you can remix to your/ your learners' needs - Have to provide personal information (should just make an alias email for these types of tools) - Ages 12 and up can edit - this would make a great scaffolding lesson for learners to become accustomed to making their own educational videos. - Free- makes this accessible to most people (who have WIFI) - Ability to access blogs and potentially collaborate or share your voice and opinions - TedEd student talks - scaffolds learning for online discussions and passion promoting! - I can manage assignments! This is wonderful for being able to see and scaffold the next steps for my learners and meet them where they are at because I can see their learning in real time. - I was initially confused as to whether the 'cheat sheet' provided was the repository we were supposed to consider. But it is actually a list of many repositories that we picked from. - TedEd is an online educational video platform. - Can sign up as an educator, student, or parent. - Video-based lessons that provide video, questions about the video, discussions and additional resources for the topic presented.

- Currently has a 30 day unit about earth, each day includes what was previously mentioned.
- Ability to edit existing lessons
- Can create your own lessons and student talks (for educators only)
- Super easy to create an account, especially by linking through google account
- Optional membership for \$5 a month, gets you exclusives, discussions and connected to a global community
- Appreciated the “TED Recommends” feature under “Watch” that recommends videos based on your taste, also the “TED Series” function as a way to dive deeper into a topic
- Similar to Youtube where you can fall into a endless cycle of finding interesting videos under the “watch next” tab, related to your topic at first but slide further away with each watch
- Not appropriate for children to explore independently
- Lessons split into Watch/Think/Dig Deeper
- Educators can create lessons and there is guidance on how to develop a TED talk
- Host program called TED Ed Student Talks, follow TED Ed’s curriculum at your school with students to develop Ted Talks done by students
- 30 Day Earth School Program designed for kids who might not have access to traditional schooling
- Videos organized by theme is helpful to me as an educator
- Easy to navigate and got me excited about lessons I can use it for in the future
- Took about 30 seconds to create account
- First page was “What can you do with TED-Ed?” -all about finding lessons, how to customize lessons, how to inspire students to share their learning, and how to share our own learning through TED
- You can share directly to Google Classroom
- Couldn't find a place where I could actually add my students even though students can create accounts
- Like the different sections for each video - Watch, Think (multiple choice and open ended questions), Dig Deeper (Additional resources), and Discuss (guided or open discussions)
- Has series of curated videos on different topics, really liked the Math in Real Life series
- The “Earth School” quests (“*30 Quests for students around the world to celebrate, explore and connect with nature*”) are super cool and engaging. Wish I knew about this when we went to remote teaching!
- Access is limited to learners with access to internet and technology
- Even the most boring subjects can be made attractive with TED-Ed's fantastic animations.
- Think critically, explore, and engage students in meaningful discussions about what they see.
- TED-Ed videos can be accessed directly from their website, rather than searching on YouTube — comprehension questions accompany each video. You can use them to assess your understanding of the topic and to connect it to another topic in your class.

**#2 Online
Content
Repository**

[Newsela](#)

- US based site/app-very little Canadian content, privacy and safety concern
- Had to find lower grade level content
- Great tool for UDL, can assign same article but at different levels
- I wonder if the students get to change their level or if its the teacher who assigns the level
- Hide tool was great so that if there were popular news articles that were inappropriate you could hide it from specific classes
- Has reading comprehension activities
- Liked the present mode so that you could do it as a whole class read
- Read a-loud offers makes it more accessible to more learners
- The share option allows you to share it in many ways, really liked that you could share it directly to Google Classroom
- Loved the ability to print the articles off as well. I know a lot of learners, myself included, struggle with reading on technology. The print option again makes the articles accessible to more learners.
- Access is limited to learners with access to internet and technology
- Read aloud function not working properly
- Not as accessible to K as I originally had thought... for news articles
- Videos for multiple modes great for understanding
- Easy to maneuver through
- Love the that there are reading activities
- You can diversify content for learner needs
- Minimal Canadian content
- I signed up for Newsela as a caregiver and it was free to join.
- Newsela is an educational platform that creates learning material from trusted news outlets.
- Allows learners to change the reading level of the content so that it is accessible to a wider range of learners.
- Content is primarily about Science, Social Studies and English Language Arts
- Hosts a small number of short educational videos from educational channels such as PBS, TED-Ed, New York times, Makematic
- Based in the USA, so most content is pertinent to that area (i.e. a lot of American social studies content).
- I had an educator account from previous use so sign in was easy
- Similar to Google classroom where you can add your class and assign different articles and tasks
- Can see students progress over time
- Based in the USA so privacy is an issue
- Allows educators to create their own content
- ELA, Science and Socials content areas
- The first two articles I clicked were only one line and I couldn't figure out why

	- Different ways to interact with the article, present, save, read aloud, share, print, hide. Hide what, I'm not sure, that part wasn't working - I love the concept of changing the reading level but keeping the information the same, however the system was confusing. The article I clicked on had 4 options 1190L, 1070L, 850L, 600L. 1190 was the most complicated and 600L the simplest. Not sure how you could guide kids to use this in a way that doesn't make them feel bad about themselves. - Some articles have writing prompts or quizzes attached - Good news feature is nice as the world can seem so negative - A bit confusing to use, I would have to play around with assigning articles to students and see how they liked that. Could totally see myself using it for printing articles to give to my class. The ability to change reading level is really nice but I was hoping it would be done in a way kids could use independently and it looks like that would require a lot of teaching.
Wikipedia editing	- Easy to set up account - I had minor struggles with citations trying to figure out what I needed to add and how to add it. - I chose to edit the town I grew up in southern Alberta (thanks Dr. R for the idea) - It was a simple edit adding the names of the high schools to the Wikipedia page - The edit went through and the page changed which was surprising to me. I thought it would be more of a process. Maybe the changes will come down in the next few days or weeks or months if someone in Taber doesn't want that information on there, but it was surprisingly easy to make a minor edit to a page about a town. - Picking a topic is difficult- I am not very confident in what I can contribute or where.... I struggled with what to edit forever. I wanted to add a coffee shop named "sequoia" that is here in Colwood, but I was too nervous to make a page. Maybe I will .. I want to talk to someone about it first though. - I ended up choosing Kindergarten as this is my specialty. I thought maybe I had something to contribute there... - Pretty user friendly, although, kind of confusing with all the symbols etc.. - No one had to accept my edit and it just went through ... ??? This was strange to me because what if the edit was incorrect? I guess this shows that Wiki is wonderful, but it is also something to be aware of when it comes to if things are truly correct on it. - I found getting to the create an account part confusing and had to use the links in the assigned article to get me there - The "learn to edit" tutorial was helpful, allowed you to play around making edits on a fake page - Hit a snag by not confirming my email address, the article I wanted to edit "Golden Retrievers" was semi

	protected so you have to have some experience making edits before you can change things - A friend of mine is going to the 2020 Olympics and no one has updated her Wikipedia page so I added that she qualified for the 2020 Olympics. Very straightforward to add citations and links to other wikipedia pages. Accepted the edit right away https://en.wikipedia.org/w/index.php?title=Kierra_Smith&editintro=Template%3ABLP_editintro#Career - Mostly user friendly, did have to play around with it quite a bit to get it looking the way I wanted and find a page I could edit - Access is limited to learners with access to internet and technology - Super easy to set up an account - It was also super easy to use and make the edits - Instantly made the changes once published - I found an error with the Saanich, BC page - it only named 3 of the 5 first nation groups that make up the WSÁNEĆ people - Easy to make the changes and cite where the information was found - Helped me to think twice before I take Wiki as facts - The information that was there was correct in a way but the person took the information out of context which made the information only partially true
Visitor & Resident Map	- Easy to understand - Choice in how you want it to look (colour bubbles, squares, etc..) - No function to save your V&R Map- must screenshot- this poses problems because you cannot go back and change your existing V&R if you change how you are using tools. You have to restart from the beginning. - Great way to see where you sit in your sharing and networking and can change depending on what you are going for. For example: If you want to use twitter as a collaboration and conversation you can OR you can just sit back, relax and watch and learn from the show. - Simple concept and design - I used the worldcat.org V and R mapping application that was linked in the tutorial - Great exercise to think about what my digital footprint is - I don't have a large Residential footprint outside of institutional uses. Instagram is my go-to for social media, but I do not post very often (couple of times a year) - As you can see in my map, I am much more of a visitor online, even for social media, I tend to be an observer rather than a contributor - The application failed when I clicked on all done and it lost my whole map (classic), so I had to make the map a second time

	- I really liked the comic strip instructions, it was an engaging way of being given instructions - Took me a bit of fiddling to find the app and get it working - Can't change the font so it doesn't look exactly the way I want it to - Lost my map at the end so I had to redo it - Taught me something about the way I use the internet, software was a bit frustrating to use, would be a very interesting activity to complete with middle schoolers - Super easy to make with the app, although not a lot of options (size, 3 shapes or plain text to pick from, and where to place it on the map) - Really made me think about how I engage with social media - Was kind of surprised when I really thought about the all of the different ways I use the web and social media - So many things could go in the middle until I thought deeper - Access to internet and technology is NOT required, could easily just do this on paper - It also sent me to an error page when I hit done, but as I had read here that that could happen I took a screenshot just in case
Twitter Chat	- Confusing at first - So fast I cannot keep up - Love that we can all respond in our own time at our own pace, then can read afterwards - No organization was hard bc I wanted to respond to others but didn't know how at first and was rushing around figuring out the rest! - Can remain anonymous and silent if I wanted - It was big on hearing ALL VOICES at the table - Diverse bc so many people from many places all in one space - I like how we can go back and re-read the tweets at our own pace. This eliminates the stress. I wasn't sure it would stick around. - Very chaotic but it is nice to see others' response - One advantage is that we get a sense of connectivity, which we will normally get from learning in-person. - Having no idea who to respond to, no organization - I prepared some of my answers beforehand, as they were all posted in advance - I am new to Twitter. I have resisted joining because, like so many others, social media can be a time suck for me. - I found it fairly easy to figure out, although I still have not used many of the available tools (likes, retweets, etc...) - Very chaotic with answers to newer and older questions happening simultaneously - Hard to keep up with how fast everything moves but was great to read everyone's responses to the

questions

- Twitter might be something that I keep around to curate some of the educational and political voices that I align with
- Memorable experience
- Lots of voices talking at once created something for everyone to talk about and get involved
- I liked being able to link ideas and tweets to support my ideas
- A bit stressed about the hashtags and if I was using them right/responding correctly and in a way that would be seen
- Very overwhelming as a learner
- As soon as I was ready to post an answer the next question was already there
- I was only able to focus on answering and not fully engaging with others
- able to go back and look at answers after
- Get lots of voices, thoughts, and information very quickly
- Access is limited to learners with access to internet and technology
- a cool way to engage younger students but maybe with TwitterChat journals or something that students could pass back and forth instead

Reflection of Activities

Through completing these specific tasks online, we realized that we were not as aware of, or as savvy with, many of the tools online that we were asked to use. Twitter Chat was definitely a new experience, and so was Wiki editing. Therefore, we believe one of the reasons we were asked to complete these tasks was to open our eyes to the plethora of OERs (Open educational resources) which exist for our use online and how they can impact our learning either positively, negatively or not at all. It was also a great example of how we can communicate, collaborate, share knowledge and build relationships through open and online learning.

These activities furthered our understanding of OERs and not open ERs. We learned that the essential difference between an Open Education Resource (OER) and a non OER is licensing. OERs are free resources that are licensed under Creative Commons or are published in a public domain for anyone to take and use. Creative Commons licenses allow users to obtain, rework, use and improve the resources which they are accessing as long as they follow the Creative Commons license, such as crediting the source of the material being used (Porter, 2020). Non-OERs usually have copyrights, so are not open for users to take and alter, and these resources can often be found behind paywalls.

Another reason behind these activities was to experience the learning tools to see how accessible, diverse and equitable they truly are, from a personal learner lens. Most of these tools seemed to give the learner autonomy over their learning, as well as the choice of how they wanted to participate in a way that best suited them. As a group we discovered a variety of strengths and weaknesses. Some strengths we discussed were that there were no fees which increased accessibility and that these resources are more accessible worldwide and in several languages. As well, these tools allowed us as learners to engage in a larger conversation that we may never have been able to be part of if these tools did not exist, or were not offered. Therefore, using them created diversity and equity in learning, as well as gave space for our voices to be heard. Maha Bali brings up another point in stating that we engaged in “discourses of empowerment,” (Bali, 2017) which allowed us to be part of the conversation and gave us confidence that our voices are important and are valued. These activities showed us how using open learning resources like these can truly make learning much more human-centered by allowing for diversity, choice, voice, and offering relevancy.

Although there are many strengths in using these tools, there are also several weaknesses. We have concerns about the ability for all students to be able to have equitable access to a stable internet connection and/or a personal device in order to access these resources. Students coming from homes where technology is a luxury may have a much steeper learning curve than students who have regular access to these tools, creating an unfair advantage for some students. There is no equity to learning when not everyone has equal opportunity to access said learning. Students may also become discouraged by the sheer amount of choice involved with open learning and become confused and frustrated by the lack of guidance or lack of constructivist style. Finally, another difficulty came from the Pandemic and the online learning which was quickly forced into homes. These tools and technologies, or open learning and online learning, created difficulties when caregivers and learners had no idea how to use the technology and the tools needed to “learn” online. That being said, when we think about the students in our classrooms who struggle with ‘traditional’ learning we see the potential for UDL by using these sorts of OERs.

Overall, these experiences have given us more tools to use in our learning, have shown us how open learning and OERs can diversify, humanize, and connect learners to each other. They have shown us that, ideally, the more we practice open learning the more likely it is that institutions will open up their resources and freely give the information; therefore, breaking down barriers related to ownership and increasing accessibility and connection for all learners. As David Porter puts it, “Practice drives policy” (Porter, 2021).

References

Bali, Maha (2017). WhyOpen. *Give & Take as Participation and Empowerment #BeOpen*. From: <https://blog.mahabali.me/whyopen/give-take-as-participation-and-empowerment-beopen/>

Porter, D. (2020). Open Educational Resources. Dr. David Porter - Open Educational Resources (Technologies for Literacies) (44:36)

NOTES

I was reading the rubric and it says something about using 4 different criteria ... “Outstanding and exemplary evidence of comparing and contrasting two or more digital content repositories and your active online learning experience using at least 4 different criteria.” I wonder if we can somehow chunk these into criteria... or have we? Accessibility, Equitable, Learner friendly & Scaffolded (something like this?)

Keep these in mind:

EDCI339 Course Learning Outcomes:

- 1. Develop an awareness of the potential of Human-Centered Learning in Online and Open Learning Contexts**
- 2. Demonstrate competency in how to build relationships and communicate with students in online and open learning environments.**
- 3. Articulate teaching and learning concepts in relation to the internet and online technologies (e.g. online learning theory, online learning history, privacy laws, social learning communities, etc.)**
- 4. Explore and engage with the open education movement and critically assess its present and potential future impacts on teaching and learning (e.g., open educational resources, Creative Commons Licenses, twitter)**
- 5. Critically examine and reflect upon designing for equitable access for all learners in online & open learning contexts.**

Attempt 1

Script:

Host: Jayne

Hi and welcome to our podcast today. I would like to start by acknowledging with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day. We are committed to redressing those historical and continued barriers.

Today's podcast will discuss our experiences in using certain open online repositories for the purpose of our EDCI 339 learning.

We are here today with Jason, Jane, Anastasia, Lisa and myself, Jayne W. Welcome everyone!

I will get us started by discussing why we think that we were asked to do this activity in the first place.

(Contrast online and open content)

Jayne:

So, through completing these specific tasks online, I realized that I was not aware of, or savvy with, many of the tools online that I was asked to use. Twitter Chat was definitely a new experience, and so was Wiki editing. Therefore, I believe one of the reasons we were asked to complete this task was to open our eyes to the plethora of OERs (Open educational resources) which exist for our use online and how they can impact our learning either positively, negatively or not at all. It was also a great example of how we can communicate, collaborate, share knowledge and build relationships online through open and online learning.

I think another reason was to experience the learning tools to see how accessible, diverse and equitable they truly are, from a personal learner lens. I know we will discuss this further down, so I won't expand much on it here, other than to say that most of these tools seemed to give the learner autonomy over their learning, as well as the choice of how they wanted to participate - in a way that best suited them.

Using these tools also allowed me as a learner to engage in a larger conversation that I may never have been able to be part of if these tools did not exist, or were not offered. Therefore, using them created diversity and equity in learning, as well as gave me voice and choice. Another way to think about it is that these tools give me, the learner, Power in the conversation, Or as Maha Bali puts it, I engaged in "discourses of empowerment," (Bali, 2017) twitch allowed me to be part of the conversation and gave me confidence that my voice is important & is valued. These activities showed me how using open learning resources like these can truly make learning much more human-centered by allowing for diversity, choice, voice, and offering relevancy.

Does anyone have anything to add to why they think we were asked to do this activity in the first place?

B

Maybe someone wants to jump in and talk about how it helped us -**Critically examine and reflect upon designing for equitable access for all learners in online & open learning contexts. OR can this be added to the final section? Or maybe Jason you can speak to it down below?**

Okay, thanks. Let's move onto our next question which will be directed at Jason.

Jason, **Why is this activity important?**

Jason

Did you find them accessible or not?

Jayne

I found TedEd to be quite accessible since all you needed was an email to sign up. There is no free trial attached to it, which makes it less daunting and time consuming. The same went for the Twitter Chat and for the Wiki Editing.

When it comes to equitable learning, most tools did a good job of meeting learners where they are at by providing read aloud functions, videos or learner friendly platforms.

That being said, I didn't think that twitter was as accessible for people who may have reading or vision barriers. It is all written text and very fast paced. It was also very chaotic. So for learners who are new to using Twitter Chats, it may become daunting and have them give up before they truly begin. I think if there could have been a couple trial Twitter Chats prior to the actual one (you know, a very constructivist standpoint in scaffolding), it would have helped me wrap my brain around how it actually works, then I would have confidence going into the "real" chat.

Speaking of confidence, I also found editing a Wiki really hard without support. I was not confident enough to pick a topic and felt like there were so many to choose from that I couldn't pick. This made me frustrated and left me feeling worse coming out.

One thing I wanted to bring up from my experience working at a rural elementary school with spotty WIFI, as well as my experience working in Africa, with no WIFI, is that NONE of these are accessible without WIFI or the tools to get online. This is frustrating because I continue to support learners in Africa and these challenges burden them daily.

Jane, how do you feel about the accessibility of these tools?

Jane

I felt like a lot of the tools we looked at over the course of this assignment were excellent for teachers but I would be very hesitant to let students access them on their own. Because I teach middle school I was looking at these resources through the lens of "could I let my grade 6 students access these independently" and generally I thought the answer was no. I found a lot of the resources almost too big to be used safely by students independently and like they could get into trouble really fast because of the variety of topics. That being said, having a teacher guide students through these activities would be very beneficial. However, some like NEWSELA have parameters that can be set by a teacher in order to limit what the students can interact with.

When I consider these activities from the point of view of an adult learner I think they all have excellent accessibility. Like Jayne already mentioned most had read aloud functions, transcripts or videos to help with different impairments. Signing up for all but Wikipedia was very straightforward for me and I appreciated the different sections TED ED and NEWSELA were divided into for ease of finding a topic.

Twitter chat may not be accessible for everyone as it is text based and moves at a very fast pace which some learners may find overwhelming. Also the Visitor and Resident map only gave instructions in text and was quite frustrating to use as it kept losing my work but overall it was a very positive experience.

Thanks Jane, Anastasia, would you like to share your thoughts on accessibility?

Anastasia

For me, Ted ED Visitor & Residents maps are all accessible. It requires some effort to sign up on the website, but generally speaking, they are accessible. I bumped into some difficulty when I used Newsela, I had to watch a video explaining how to sign up, therefore, it was not very accessible from my perspective. For me, accessible means more than having wifi so that we can get in or the ease of signing up for the platform, thus, based on this standard I wouldn't say Twitter Chat is accessible.

I never used Twitter before and it took me some time to figure out about the hashtag thing. At first I imagine twitter chat is going to work very much like discord, for example, we know who we respond to and the general timeline of each message, but that was absent from the chat. Therefore, I wouldn't say Twitter is accessible, even for a digital native like me.

Thanks everyone. On to our next question.

Why do you think there are OER and non OERS?

Jason, will you tackle this one please?

Jason

I think that The essential difference between an Open Education Resource (OER) and a non OER is licensing. OERs are free resources that are licensed under creative commons or are published in a public domain for anyone to take and use. Creative Commons licenses allow users to obtain, rework, use and improve the resources which they are accessing as long as they follow the Creative Commons license, such as crediting the source of the material being used (Porter, 2020). Non-OERs usually have copyrights, so are not open for users to take and alter, and these resources can often be found behind paywalls.

The two content repositories we looked at this week are OERs. TedEd is completely free and most videos are licensed under Creative Commons, making them accessible to use and alter as long as the video is attributed properly under the license. Newsela is also an OER because the articles available are free to use and alter for educational purposes. That said, before the pandemic, Newsela, like many other content repositories, did have a paid pro level that adds features for schools and educators. When the content is limited unless you pay, to me this removes the Open from Open Educational Resources.

But this is how many applications operate to be able to stay in business and to build and upgrade their sites and content. Most companies that create content have a bottom line, they license and copyright that content because they need to make money to exist in the way that they do. One could argue that this is one of the ideas around innovation. That when there is demand for resources or content it drives that sector forward. Ideally this can be a good thing because more engaging content gets created. New and changing technologies get formed or altered to be more useful for the users.

(I still get a little lost in contemplating whether some sites are OERs or not, or whether a site or application can have both open resources and non-open resources, especially when some content on some sites is behind a paywall.)

Thank you Jason, I totally hear your last point. This is something I cannot answer, but would be a great point to bring up with Dr.R!

Anastasia, can you speak to

How do the activities we did benefitted you as a learner?

Anastasia

TED-Ed benefits us as a learner as it allows more interactive activities to take place. Having more interactive activities means more opportunities for student-centred learning. We learn from constructivist learning theory that students construct knowledge for themselves, so as learners we must own our learning. Therefore, more interactive activities allow us to construct our own knowledge

for ourselves, through interactions with others and taking ownership for our learning.

Newsela offers great articles for students, but I don't think they are very accessible to K-12 Learners. I skimmed through some of the articles and found them a little bit hard to understand. However, they sometimes aid students' learning by offering videos, which I think are great activities that engage in learning.

Wikipedia editing makes us learners feel more like we are residents of the internet, thus wanting to contribute more and join the discourse that is already out there. When we are using Wikis, we typically view ourselves as visitors, and more than often we are not allowed to use information from the Wiki. But this activity allowed learners to change that perspective.

Visitor and residents maps allow learners to see their daily activities online making them more of a visitor or resident, I find that most activities online do not have a clear line to define them as either visitor, or resident. Most of the activities are in-between those lines.

As for Twitter Chat, I think that learners can engage in a more live conversation with others, creating more engagement.

Thank you for that well thought out and explained answer Anastasia!

I can totally relate to owning our learning and developing understanding through collaboration and attaching new knowledge to old!

Lisa

These activities not only helped me as a learner but also as a teacher. I think oftentimes we hear of these great activities and sign up our classes for them before we have a chance to really interact with them ourselves. For example, going into Newsela with a student account we can see what the student would be looking at and find things that the students might need help with finding or seeing what we need to teach them before they really benefit from it. I also found out things that I probably wouldn't use with my students, as I'm a grade 3 teacher I can't see myself doing a TwitterChat with my student (at least not in the typical sense).

Very true Lisa. I know as a Kindergarten teacher, Twitter chat may not work with my learners, but it could be an interesting thing to do with their families and them. Like you said, I am sure the idea of a Twitter chat could be adapted into a Padlet or something else even!

Okay, so Jane and Lisa, can you speak to some potential **struggles that these activities could evoke for potential learners in your own class?**

Jane

As I mentioned before I can't see myself letting students have free rein on any of these sites except NEWSELA. The main potential struggle I see is just too much content, kids falling down a rabbit hole of video after video and not accomplishing a task or watching something inappropriate, as on TED-ED some of the material is more mature. I can see student's becoming very frustrated with the visitor resident maps app when it doesn't save their work and requires them to start over. That being said, I can't wait to try out this activity in my grade 6 class, although I will probably look into some different software or just pen and paper. Personally, I really enjoyed the twitter chat but think that it would be very difficult to do in a classroom first due to privacy issues and having all the kids create accounts but also due to the level of chaos involved and kids not knowing how and when to jump in and show what they know. Finally, I have worked in quite a few inner city schools and know that the exposure to and availability of technology just doesn't exist for these kids. They don't have personal devices they can use to access this content or stable internet connections to get online. I wonder about the equity of using these tools for major assignments because of the kids who are not only learning something new but learning how to do it in a completely new way and facing a time crunch because they can't complete it at home. Lisa, what are your thoughts on potential struggles for your students?

Lisa

Thanks Jane. When I think about the struggles that learners might have I think about my students from two years ago. I worked at a school that had a huge financial gap amongst the families. Half of my students had all of the latest tech while the other half of my students had one cell phone to share and a tv. There were no other computers or tablets that they had access to. I think about how much my students missed out on just because their families couldn't afford the technology for them to access the learning. Thankfully our district was able to lend out chromebooks and ipads to the families who didn't have any. As Jane mentioned there is no equity to learning when not everyone has equal opportunity to access said learning.

Lisa and Jane, great points. I wonder how we can start making these fabulously inclusive tools available to all. I wonder if there are programs that help with that? I know I would like to find out for the learners I support in Africa, as well as for those I support here in Canada.

Does anyone have anything else they would like to add to the conversation?

Thank you all for a great discussion. It was a pleasure. Have a great day, Bye.

Lisa- What is a Repository? <https://www.qmul.ac.uk/library/research/open-access/what-is-a-repository/>

Assignment 1: Group Project Table

docs.google.com/document/d/1oCrDGoLORS9CJ_fiPJULL4XjPp9LmKOG4pvtP6UHmQ/edit

Apps EDCI 335 - Learnin... Primary and Puppie... Log In - OpenETC... Home - University... Social Pod Group D...

Assignment 1: Group Project Table

File Edit View Insert Format Tools Add-ons Help See new changes

100% Normal text Roboto 11.5 B I U A

I was reading the rubric and it says something about using 4 different criteria ... "Outstanding and exemplary evidence contrasting two or more digital content repositories and your active online learning experience using at least 4 different we can somehow chunk these into criteria... or have we? Accessibility, Equitable, Learner friendly & Scaffolded (something

Keep these in mind:

EDCI339 Course Learning Outcomes:

1. Develop an awareness of the potential of Human-Centered Learning in Online and Open Learning Contexts.
2. Demonstrate competency in how to build relationships and communicate with students in online and open learning environments.
3. Articulate teaching and learning concepts in relation to the internet and online technologies (e.g. open education, online learning history, privacy laws, social learning communities, etc.)
4. Explore and engage with the open education movement and critically assess its present and potential future impacts on teaching and learning (e.g., open educational resources, Creative Commons Licenses, twitter)
5. Critically examine and reflect upon designing for equitable access for all learners in online & open learning contexts.

Attempt 1

Zoom Meeting

View

Jason Kempe JM Xinyi Ye Jayne Won Lisa S

Mute Stop Video Participants 5 Share Screen Reactions More 3 Leave

19°C Partly sunny 1:23 PM 2021-07-22