Final Reflection on TELTA Module

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For my first CA I chose to respond to *What's the use of a VLE?* since my school does not have one. (Kilkenny, 2017a). I plan to install Moodle as the institutional LMS for my school in 2017/18 because it is free and widely used in Europe (64%) and North America (23%). (Kilkenny, 2016a; MindWires LLC, 2016; LISTedTECH, 2015). It will also be an integral component of the Digital Online System (DOS) referred to in my PLO. (Kilkenny, 2016b). I am now aware that file sharing (93%) is how most DIT lecturers use Blackboard and that collaborative learning features such as the mobile app (7%) and webinars (5%) are rarely used. (O'Rourke, Rooney, and Boylan, 2015). DIT's main use of the VLE was replicated in how UK institutions used it ten years earlier. (Britain and Liber, 2004). Using Blackboard has provided me with some important insights into the affordances and limitations of VLEs. A challenge for me will be to assess whether Moodle alone will be good enough to deliver on both personal and collaborative learning experiences. For example, during the TELTA module Blackboard Collaborate (desktop) was probably best for group meetings (audio) while Slack (mobile) was better for group instant messaging and file sharing.

During CA2 group task, I wrote a user guide for copyright, licencing and OER. (Kilkenny, 2017b). This will be useful in ensuring I properly use OERs as part of my objective to develop a digital online system (DOS) for Maths. (HEA, 2015). I now feel more confident in my ability to search for, use and acknowledge copyrighted and OER/Creative Commons materials. (Creative Commons, 2017). For many years, I have reflected on the fragmented way that digital resources for learning are stored. I hope to use 'learning objects' that have interactive learning activities as well as content in the DOS that I plan to develop. (Rehak and Mason, 2003). Learning objects have metadata which help in their identification, storage, and recovery. (Chiappe, 2007). Moodle and Adobe Captivate 9 use the post-SCORM era Tin Can API, to facilitate the reusability, discoverability and interoperability of learning objects. (ADL, 2017; Rustici Software, 2017; Downes, 2017; Adobe, 2017).

For CA3, I enhanced my Adobe Captivate skills (as per my PLO) by developing the first in a series of screencasts to coincide with the introduction of Moodle to my school next year. (Kilkenny, 2017c). I found Adobe Captivate very easy to use for screencasting which was not the case for eAuthoring. (Kilkenny, 2016c).

I think that the experience of creating my first mindmap, for the group CA4 task (motivation), has greater significance than I initially thought. (Coggle, 2017). In the process of creating the final annotated mindmap, I realised that a mindmap may be an important design tool for the DOS I hope to create. Moreover, I'm now aware of the high drop out rate (93%) for MOOCs. (Jordan, 2014). This can be somewhat mitigated by using good instructional design models (such as the MUSIC model) to enhance student motivation. (Jones, 2009).

Currently, there is little or no eAssessment planned for the new Junior Cycle. (JCT, 2017). However, I hope make significant use of it in my future DOS. Since the TELTA module did not provide for student immersion in any eAssessment tools, I didn't get to use WIRIS (summative assessment) as per my PLO. (WIRIS, 2017). I am also interested in digital tools that support formative assessment. (Schlater, Conole, Warburton, and Harvey, 2007).

During the final CA, I reflected on the need for today's schools to be replaced. (Robinson, 2010). I noted that many of the technologies/trends in the Horizon reports were not specifically designed for education, e.g. iPhone (mobile learning), BYOD. (Johnson et al, 2015). Media comparison research over the past sixty years indicates that it's instructional methods and not the delivery medium that results in effective learning. (Clark and Mayer, 2011). Assuming that this is true, in my opinion research and development needs to be focussed where computing, instructional design and neuroscience intersect in the same way that the study of perception, learning, memory and recall are

converging to unite education with neuroscience to give us the emerging field of neuroeducation. (O'Connor, 2010).

Overall, I found that the TELTA module provided me with some very important insights into how online collaborative teaching and learning works via a VLE (Blackboard) and a mobile group communications app (Slack). As well as having had a great immersive experience in Blackboard and Slack, I created my first mindmaps (in Coggle and Mindomo) and screencast (in Adobe Captivate 9).

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Mindmap Link

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