Final Blog Post

Reflections from EDCI 568

**Out of My Comfort Zone**

For this final blog post I have decided to record my voice – since this is something that I am not very comfortable with, my voice that is – listening to the sound of it – but it is something that I use every day (sometimes too much, many would argue). I want to experiment with this because I plan to use voice recordings in my final project, so I think I should get some practice in. I listen to my voice inside my head, teaching students – or my kids – all day, but when I hear a recording of my voice, I always feel self-conscious – It’s time to step out of my comfort zone!

I’m also experimenting with H5P in this final post, because Kati and I will be using H5P to create multimodal lessons and tasks for our final project. H5P is something that I have been wanting to learn for a long time but kept putting on the backburner. Well, now is my chance. H5P here I come, I’m ready to learn as much as I can.

**Reflection Point #1**

And so, I think that the first thing I would like to reflect on is how EDCI 568 has given me the chance to experiment. Our blogs have allowed communication or expression of ideas, thoughts, or information, through written language, but we have also been able to add spoken language, as I am doing now, and as Kati and I did for our presentation. We’ve had the chance to use pictures and other media to express our learning and it has provided a great opportunity to create. Through the learning in this course, I have come to realize just how important being able to create is. It reminds me of Jeff Hopkins when he spoke of inquiry based learning, explaining that finding out what learners are passionate about, and then using it as a vehicle – allowing curiosity to drive the learning, can motivate the learner to ask questions and dig deeper into what interests them.

**Reflection Point #2**

 And with this chance to be creative, EDCI 568 has also given me the opportunity to explore and curate my learning and choose what I really wanted to focus on considering the topics from class and the guest speakers. I have enjoyed the freedom to do this and see how beneficial this kind of self selection and reflection can be. It connects brilliantly to Inclusive Design for Learning – one of the two frameworks that Kati and I have been researching. In particular, inclusive design’s second dimension which emphasizes the inclusive process where learners co-create with diverse peers as well as experts. They consume as well as produce curriculum. We have been doing that. And in reflecting back, I feel that I have reaped the rewards of this kind of learning. It’s one thing to read about it and imagine what it would or could look like, it’s another to practice it in tangible form.

**Reflection Point #3**

The next thing I would like to reflect on is Valerie’s use of recorded interviews. For me, this technique worked amazingly. I was able to benefit from the flexibility of watching the interviews whenever I had the chance and re-watching if I needed. The opportunity to hear from Valerie’s academic contacts at my convenience, put my learning needs – the needs of the learner first. Of course, it does come with the responsibility of making sure to keep up with the interviews and blog posts, to reflect on them, but going back to my prior point #2, what kept me on track was the ability to choose the content I most connected with. The power of choice really encouraged me as a learner. And when was inspired by what I was learning, I was then able to connect it with my current circumstances. A few of my posts centered around pro D, and classroom activities, as well as more personal events like attending a concert and Lunar New Year celebrations. When the learning can permeate into all facets of one’s life, I feel it has become valuable.

**Reflection Point #4**

I am now better positioned, having done it myself, to encourage my students to engage in digital, networked, and open learning, but I have also seen through this course that it does come with great responsibility. Knowing about creative commons and not only how to choose how to licence my work, but how to respect the licenced work of others is imperative. As is knowing how to make materials, resources and content – Perceivable, Operable, Understandable, and Robust. Bonnie Stewart helped me understand that navigating and helping my adult newcomer learners to navigate the digital landscape that is ever-changing will continue to challenge as seasons change and topologies continue to be mapped. I have learned many things about protecting myself and my work as well as respecting the work of others that I can now pass on and share.

**Reflection #5 – Now What?**

I want to go forward with social annotation in mind – Dr. Remi Kalir’s interview, by chance, was the last one I watched and many things he said stuck with me. He reinforced working together, which Kati and I have taken advantage of with our projects this year. He also made me see that social annotation can be a multimodal way of interacting with others and learning together. He said that it creates a valuable sense of community and engagement with diverse perspectives and Valerie said in the same interview that this gives learners voice. This was a fantastic wrap up for me as it brought my thinking back to the photovoice activities I have been doing with my learners – posting pictures and reflections and comments about our LINC field trips as an engaging community building activity. And so, as I take all the knowledge I have gained from EDCI 568 forward into my final project, into my classroom and beyond, I will definitely keep writing in the margins.