

## Reflecting on E-Learning for Educators

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During our educational journey in the E-Learning for Educators course we explored mechanical aspects of eLearning including, learning management system intricacies, screencasting techniques and organizational research tools. Other discussions revolved around educational pedagogy of online education. My personal journey and expectation in this course may have been different than others due to my online teaching experience, however we learn new things every day regardless of experience. This philosophy holds true for this course.

During the course the Moodle LMS platform was explored and all students had the opportunity to view the online educational process from the teacher point of view while moderating a discussion forum. Although I have had experience in facilitating online courses, the fore mentioned project deals with online assessments through creating an online quiz. Online assessments are one area that I was not well versed in and the project itself was quite interesting and was an example of my personal continuous learning growth. The overall course fostered a deeper understanding of mastering online teaching.

Moving beyond the mechanics and tools used to facilitate online courses, aspects such as reaching a wider range of learners by adapting course content for disabled students was one particular topic I appreciated. As traditional education adopts more online practices, adapting online content for all learners is paramount. I have been using video to supplement written content in my online courses taught. While this aspect of my courses was well received, one flaw was the audio component not accommodating the hearing-impaired population. Tools such as closed captioning the script for videos components was discussed. The inclusion of such a simple process adds value to the content in ways that address a wider range of learners. Accommodations are always made for students, allowing mastery of course content regardless of ability.

Organizing materials and articles for the overall management of courses is key to facilitating a successful course. Online tools such as ScoopIt allow you to collect online course content and publish these online resources in an online magazine format. Although this is similar to a WebQuest designed to guide students in a research project, this particular tool allows the teacher to collect vetted resources for class or personal access. This process is essentially allowing the teacher to create their own online library of digital content and make it available online.

The web is an ever evolving set of resources that affect our lives in many aspects. The Internet was initiated as an educational tool known as ARPANET (2016) and although it has expanded into numerous components, including the world wide web, the way we teach in today's classrooms is unrecognizable from only a decade ago, due to the vast research tools and components found online. Moving our class structure to an online experience is complicated. This course was the first in a series that bring to light many components that will make the online course a success if facilitated properly. Although I am not new to online education, this course has both supported and enhanced my personal tool set and teaching philosophy through discussions and assigned projects. Peer interaction has proven to be valuable in both supporting learned practices and modeling online community building that is vital in online learning.

### Reference

*Brief History of the Internet*, 2016, <http://www.internetsociety.org/internet/what-internet/history-internet/brief-history-internet#>. Accessed 4 December 2016.