



OLTD 501 - Reflection on Online Teaching and Learning Model

Before I started the OLTD course, I had a few ideas bouncing around regarding how to transition into an online educator. I knew I wanted to reach out and motivate students somehow through a blended model, and that I wanted to use inquiry-based projects to do so, but had not yet put down the actual mechanics of this idea. After seeing other educators' online teaching models -- in particular, the ADDIE and ASSURE models -- I designed my own model based on what is important to me as an educator. This has not only organized all the ideas in my mind, but also helped me define what inquiry is for me: a way to allow students to take control and produce their own "soup", based on their background, likes and dislikes. Allowing students to become the masters of their own learning increases their chances of success, online as well as offline.

For this reason, this model is a good evidence for the chosen program outcome: **Develop skills to optimize learning experiences through personalization.**

This is an important outcome in my opinion because I believe that if you allow for the student to personalize the content, and if this includes their Spark and passions, then the student will work much harder, be more excited about school and learn the subject matter much easier. I want to continue allowing students to modify the manner in which they display their learning, and finding new ways to encourage sharing of knowledge.

I have added the rationale for my Online Model, which provides a more thorough explanation on the different elements found within the model.