



OLTD 505 - Reflection on Learning Journey

For our big project on 505, we were asked to pick something we always wanted to learn and document our learning journey. My first idea was to learn how to make an educational game, but at the time I could not find a proper engine that would enable to produce this game without programming experience. Since I was working as a ceramics teacher, and had access to clay, I chose to try and make a large bust sculpture out of clay, something I had never done before.

This project touches on the following learning outcomes: **Examine current research around best and emerging practices in OER design, development and implementation**, as well as **share course-related learning with members of the course and greater educational community**.

I documented my learning experience through a series of blogs which followed my trials and errors, as well as the search for a solution once the bust exploded in the kiln. This was a turning point for me: documenting the failure as well as the success. Looking back at the site I made for the Sparks mural, I notice how I failed to highlight the issues and problems that happened during the creation of the mural -- from colours not matching to the process of drawing on such a big scale, to even the fact that some pieces got glued upside down and had to be removed by the custodian and his magical hammer. When you look at the site, you see me all happy and clean -- but you fail to see me sanding the pieces myself so the kids won't get splinters, all covered in sawdust.

This time, the documentation shows a real person going through the process, opening the door to conversation. Open education is not a one-sided flow of a perfect resource, but the beginning of a dialogue which allows for my own growth as well as growth for others. As it turns out, proper documenting is about growth, and errors and detours are part of this process. I hope I continue to document my process, but this time with a more informed view of what is valuable.

