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Numerous Learning Management Systems (LMS) exist today as it has become popular with the emergence of technology in education. When choosing the appropriate LMS, one must consider various topics such as features, budget, in addition to the student and faculty population and their level of technology use and comfortability. The best choice LMS is one that is appropriate to the user. As a district technology lead, I have the opportunity to speak in front of my colleagues about technology to present research and other information for the current culture and climate of our district. This presentation was focused on educating people about LMS and how "social media can be embedded to connect [their] interactions with each other about the concepts and skills being studied. Face-to-face time in social media such as Facebook or Class Live Pro can work to flip the classroom where higher levels of online content are discussed in the connected environment" (Brownson, 2014, p.114)

Brownson, S. (2014). Embedding social media tools in online learning classes. *Journal of Research in Innovative Teaching, 7*(1), 112-118.

Educating About Learning Management Systems

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Abstract

As technology in education continues to expand, the options of what technology tool is available

will continue to evolve. Learning Management Systems (LMSs) have greatly evolved and there

are numerous choices in today's market. This paper reflects on a video created to teach about the

different Learning Management Systems that exist today.

Educating about Learning Management Systems

The technology of the 21st century has changed the world and is changing the face of education. The advancement of technology has transformed the way in which the brain processes information and inevitably how students learn. While numerous technology tools exist, it is essential that teachers align the use of technology to curriculum, content, pedagogy, and the needs of the learners. Technology is more than a means to keep students engaged. Technology makes learning possible anywhere and at any time. As technology continues to evolve, the face of technology in education will continue to change. When integrating and implementing technology, educators need to consider the framework to which integration and implementation might occur. Digital age learning environments need to consider the framework to support the purpose behind the integration and implementation.

Learning Management Systems

A presentation about Learning Management Systems was created for a speaking opportunity in front of the district technology team. The video can be accessed at https://www.youtube.com/watch?v=jdyhtNFRdMg. By offering such videos, educators can make the best choice for themselves. "Schools are leveraging the power of LMSs to meet [the challenges of education] because of their potential to facilitate communication among the stakeholders, to foster confidence in the schools, and to improve accountability, transparency and shared responsibility" (Demissie & Rorissa, 2015).

The Dispositions of the American College of Education

The American College of Education (ACE) holds the following six dispositions: equity, scholarship, diversity and unity, lifelong learning, excellence, and ethics. The integration

of new media and information literacy in today's digital age learning environments support

equity and scholarship. New media and information literacy support equity and scholarship, by

providing a supportive means to educate every learner where they are as well as to ensure that all

learners have the knowledge, skills, and values to contribute to a learning community both in and

out of their immediate network.

Crystle Martin (2011) explained new media by saying "[it] generally refers to a range of

applications that merge traditional media such as print, television, film, newspapers and images

with digital technology to create interactive and dynamic publications, tools and uses." Martin's

definition supports the equity new media provides learners as it meet the needs of every learner

where they are. Whether the learner is a student in general education, special education, or in a

unique program to fit their needs, the use of new media adequately and effectively serves their

needs. For instance, Newsela.com is a resource that provides articles in various reading levels.

Educators can differentiate the needs of the different reading abilities by choosing the

appropriate version of the article to each student. All the students are reading about the same

content, but they are being provided an equity of education to support their unique needs. This is

an example of the type of equity that new media has the power to provide both educators and

learners. In addition to offering equity, sites like Newsela can offer students an opportunity for

scholarship by giving learners the knowledge, skills and values to contribute to the class

community by way of information literacy. Information literacy is the intellectual process of

recognizing the need for information to solve a problem or issue regardless of the situation while

working through a process that provides information which fulfills the given need to the

satisfaction of the inquirer (Conway, 2011). Within the education framework, information

literacy is a mark of scholarship and shows the ability to think critically and problem solve. For instance, upon reading the article from Newsela, educators can provide students with an assignment to respond to the text by way of a blog post. The learners can demonstrate their knowledge and understanding by contributing their unique responses. Upon writing their own posts, learners can be invited to respond to the post of their peers to help facilitate a deeper understanding by contributing a comment to their response. New media and information are connected to help promote both equity and scholarship created by allowing contributors to create and share their understanding through the use of new media. The use of new media and creates and promotes information literacy and strengthens an authentic and deeper understanding of the content by the learners.

Conclusion

The traditional learning environment surpasses the boundaries of the classroom walls by way of new media and information literacy. No longer do the learners simply regurgitate information told to them. The integration of new media and information literacy allows learners to learn at their own pace, using various of mediums provided by the instructor, to create learning and to contribute to a community both in and beyond their immediate classroom community. The digital age environment creates a milieu of opportunities, but it is essential that instructors know the needs of the learners as well as the access of the learners. Without the proper considerations and intentions of all that the digital age environment can provide, instructors may fall into the issue of using technology merely as an engagement tool or using technology that is beyond the means understood by the community of learners. It is therefore essential for instructors to be intentional in rolling out and scaffolding the use of new media and

information literacy in the learning environment. There is great potential in its use, but much

planning is necessary for the digital age environment to be effective and efficient for the

community of 21st century learners.

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