

The evidence I have chosen is my final paper titled, COTS Games: An examination into the potential effectiveness and barriers to utilization in the K-12 education system. This paper, as the title suggests, delves into the what COTS (Commercial over the Shelf) games are, explains the learning theory behind it, identifies and provides strategies for overcoming the barriers to implementing COTS games into a school classroom. This paper was produced for the course OLTD 508: Mobile Technologies and GBL.

For this evidence piece, I felt that it provided me the opportunity to examine current cognitive learning and brain-based learning theory research. The learning theory in question that I researched was Game Based Learning (GBL). I learned about the potential benefits, identified weaknesses to GBL and reasons for resistance for piloting GBL. Finally, I was able to find research suggesting ways to integrate GBL into the classroom using COTS (Commercial over the Shelf) games. Earlier in the course I experimented with some of the measures used to implement a COTS game and even though my experiment needs serious revision I feel I can use my research to aid me in my further attempts to try this GBL approach. This is why I believe I have demonstrated my fulfilment of the OLTD program outcome, " Integrate current cognitive learning and brain-based learning theory."

The OLTD program outcome, " Integrate current cognitive learning and brain-based learning theory" means that I am staying current with my teaching practice and utilizing current learning theories to create engaging and best practice courses, instruction, and assessments. As a teacher, this means that I am continually learning and staying abreast of the latest research and learning tools in the education field. If I can tell myself that I am teaching students using the latest and hopefully best instructional methods based on sound and current research, then I know that I have put my best educational foot forward. Lastly, this outcome is something that all

teachers, regardless of what they teach and what degree they have, should aspire to do and is a big part of why teachers have professional development days.