

OLTD 511
Reflection on Evidence 2

Program Learning Outcomes:

- Develop practical and technical skills in all phases of concept, development, design, implementation, etc.
- Develop and design intentional learning activities suitable for the appropriate environment and the learner
- Develop skills to optimize learning experiences through personalization
 - Based on characteristics, needs, stages of development, current 21st Century personalized learning mandates, etc

Evidence: Blended Learning Proposal: Intermediate Math Station Rotation

Reflection:

This project represents the culmination of my learning in OLTD 511 and was completed with my fellow OLTD cohort member, Nicole Hamilton. For this project we were asked, How do you create a model blended learning program for your learning environment?, and tasked with developing a blended learning program proposal that could be put forward to our school district.

Nicole and I both currently work with Navigate (NIDES) and I currently teach a blended program. The program I teach now could best be described as an enriched virtual program and serves a population of students who are otherwise non-consumers or under-consumers in our education system. While I have found many ways to incorporate my learnings from OLTD into my current teaching context I have often found myself wondering how the skills I have developed in teaching a blended program and in this OLTD program would translate into a more traditional bricks and mortar school environment. Nicole and I chose to develop this proposal based upon our previous teaching scenarios within bricks and mortar schools in an effort to better grasp the potential for blended learning to address common concerns that we ourselves had experienced, including meeting the diverse range of needs of our students, particularly in math.

Creating this proposal really helped me to synthesize the ideas presented in our Blended text (Horn & Staker, 2015) and the video samples we viewed of other blended learning programs in action. I was able to see ways in which the desired student

experience, the primary role of the teacher, and the resources available in terms of hardware, software, and physical space, all interact and influence the model of blended learning that can be implemented. I was also able to more clearly see how implementing a station rotation model in a bricks and mortar school environment moves beyond implementing technology rich instruction as the technology based station in a blended approach is more personalized for the students and offers them increased flexibility in terms of pace and/or path. I found the process of explicitly considering and stating the elements of the school culture that would influence the success of the blended learning program particularly enlightening. I also found that in thinking about this aspect of the proposal I was taking on more of a leadership perspective and considering how a positive culture of community, collaboration and personal ownership over learning could be developed and maintained across the school as a whole, not just within an individual classroom environment.

The process of walking through each of the eight key questions asked in the proposal is a very valuable and practical process that I can see myself applying again in the future in order to develop and design intentional learning activities that can optimize learning experiences for my students and potentially others in the school or district by enhancing personalization, and that are suitable for the specific environment and learners. Having the practical skills to clearly identify a current problem and develop a clear goal, organize a team that is appropriate for the scope of the challenge and the desired level of change, and to design the solution, whether it be blended learning or otherwise, giving consideration to the elements of student motivation, teacher roles and motivations and the resources available is invaluable for educational leaders. Being able to apply a logical process to problem solving allows us to move forward and implement strategies that have the best chance for leading to increased success for our students.

Reference:

Horn, M. & Staker, H. (2015). *Blended : Using disruptive innovation to improve schools*. San Francisco, CA :Jossey-Bass.