Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

The number of learners is up to 30 in each cohort. This would be considered a graduate level course, as the learners are certified PreK-8 educators. The meetings will be in-person with the entire group weekly for the first month, and then get more spaced out over time. Learners will also have one-on-one coaching each week for the first two months for one hour. All learners have access to to technology and our district LMS. We will meet in various schools and shouldn't have any issues connecting or with space with our group size.

2. General Context of the Learning Situation

The learning expectations placed on this course is that participants come out able to facilitate blended learning with their scholars utilizing our district LMS. They will need to find the best ways to incorporate district endorsed curricula and online resources and follow the district scope and sequence for their specific grade and subject area.

3. Nature of the Subject

The subject of blended learning is a combination of theoretical and practical. Blended learning is something that people need to learn about, but will only make a difference and will redefine the learning process with practically applied with their students, adjusted to the needs of learners, and evolve over time. Blended learning requires divergent thinking because we want to create choice that provokes creativity and opens the door for innovation and new pathways and possibilities for learning. There are important changes occurring in the field of education that have made blended learning a new norm of expectation, yet many educators are not prepared to facilitate this level of personalization and choice with or without technology. Providing one-to-one technology doesn't immediately turn into blended learning. We must provide learning and supports to our educators so they can embrace this new way of preparing the learning environments for today's scholars.

4. Characteristics of the Learners

The life situation of the learners will be unique to each one. All learners are adult learners that will be expected to juggle this course while upholding all responsibilities of their teaching assignment. All learners identify two growth plan goals at the beginning of the school year, and those in this cohort can select to work on implementing blended learning. Many of our educators are not comfortable with technology use and do not necessarily understand the benefit it has for the learning process. My goal is to get learners to understand the "why" and how we can implement blended learning to personalize and bring joy to the learning process.

5. Characteristics of the Teacher

I will be leading this course, and I believe teaching and learning need to be joyful, personalized, and worthy of the productive struggle. I am passionate about the use of technology to enhance the learning process and I believe the only way to get better at it is to spend time playing, exploring, creating, and taking risks. Luckily, I have been working in a one-to-one school for the past nine years, and have led the charge to get teachers understanding the power of technology in the teaching and learning process. I am comfortable with blended learning and what it looks like in a PreK-8 setting, as I was a teacher and instructional coach in this setting for seventeen years. My strengths are creativity and being a risk taker.