

5317 EdTech Publication Outline

Topic: Blended Learning in Kindergarten

In this article, I plan to share my blended learning journey in kindergarten. I want to share some of the emotions I went through as well as the procedures in place that made things run smoothly. Lastly, I will share some of the activities and academic achievement results my students attained through this model of learning.

Plan to submit to:

1: Educational Technology Publications

*Looking for real classroom stories of impact. Should be 3,000 words or less. Double spaced.

2: Edutopia

*Submit a detailed outline with 80 word bio (include educational role & twitter handle: @joyfulduplisea)

Connection:

This article about what blended learning looked like in my kindergarten classroom and the benefits of choice, path, pace, and place had on my little learners connects to my

innovation plan because my innovation plan is to ultimately to implement blended learning environments in K-8 classrooms in the Cleveland Metropolitan School District.

Helpful to Others:

This article is helpful to other elementary educators because it is based on a real story, with real kids learning in a blended learning environment. Sharing the journey of ups, downs, fears, and academic achievement with help other educators relate, understand they are not alone, and also see some of the possibilities of changed practice. It will hopefully illuminate “buts” and create a vision of possibilities for young children in our educational system. I hope to share that creating an environment with with choice and personalization through blended learning has benefits for the learners.

Lessons Learned:

Sometimes you just have to take a chance on something new, a risk, to find out the possibilities. I like to say, “You’ll never win the lottery if you don’t buy a ticket.”

Utilizing blended learning, with our youngest scholars, allowed them to strengthen executive functioning skills through choice and self-regulation as well as opened the door for accelerated learning and joy in the process. I learned that intentional peer collaboration was imperative to keep students accountable and on track with learning goals.

Lessons I hope to learn:

I hope to learn how this model can impact learning outcomes in grade 1 and beyond through action research, as I coach a few 1st grade teachers through the implementation process of blended learning in their classrooms next school year. I hope to see the same impact as in kindergarten in all grades, and I hope to learn at what stages of implementation, educators need the most supports.

Digital Resources that will be included in article:

Schoology is the learning management system used in my district, layered with SeeSaw digital portfolios for our youngest learners. The digital device of choice, grades K-3, is iPad along with the apple suite of apps native to the device. Some apps include eSpark Learning, ScratchJr., Waterford Reading Academy, and HeadSprout by LearningA-Z. The Apps vary by teacher, school, and grade, but my hope is that teachers will learn the real power of the mobile tool to create and collect thought process, collaborate, and personalize.

Audience:

I have a digital presence on Twitter and on AppleBooks, as well as being an active member of the Apple Distinguished Educators Community where I connect with K-12

and higher education educators on a regular basis. I will be the keynote speaker at the Let'sGo Ohio Summer Symposium in June 2023, where I also will share my story and parts of my innovation plan and vision for incredible learning opportunities with technology. I hope to grow my audience and impact to share the message that learning with technology, when intentionally used, can have great impact on the learning environment to bring personalization, joy, accessibility, and accelerate the learning process in the K-8 setting. Getting published would help reach a larger audience for greater impact.

I. Introduction:

A. Introduce my story as an early childhood educator, who was hired into a school that received the ConnectEd grant from Apple.

1. Describe ConnectEd initiative
2. Explain how that impacted low income schools.

B. State intentions of inspiring and connecting to K-8 educators to implement blended learning and understand it is a journey, not overnight perfection.

1. Share that after only ever owning an iPhone, I was given 1-1 iPad devices for my students, and a teacher a

MacBook Air, iPad and AppleTV to set up my learning environment. to started to take risks and try new things.

2. Explain discomfort with tools

3. Talk about how mindset played a role in my success at risk taking.

C. Share what learning looked like and how it developed.

1. Started slow with station rotation and students working on personalized learning pathways through eSpark.

2. Evolved to students capturing thought process when working independently.

3. Evolved further into a self-paced menu

II. Research and Development:

A. Share data from the full year of implementation

B. Intentions for action research as blended learning implementation goes district wide. Specifically following a few 1st grade teachers for action research on what impact blended learning has on first grade scholars.

III. Conclusion:

A. Summarize intentions of inspiring K-8 educators to utilize blended learning.

B. Share quantitative data from benchmark assessments in kindergarten.

C. Share how quantitative data will be collected in 1st grade during the implementation of blended learning.

D. Big future goals for blend learning in my large urban district.

References:

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