

Action Research Outline

- I. **Focus:** Impact of modeling and co-teaching blended learning on the use of blended learning by classroom teachers
- II. **Purpose:** To determine if modeling and co-teaching blended learning rotation models affect the use of blended learning by high school classroom teachers
- III. **Research Question:** Does repeated modeling and co-teaching of blended learning rotation models with the Instructional Practices in Education and Training course teacher affect blended learning usage?
- IV. **Research Design:** A mixed methods case study will be used to quantify the number of blended learning exposures through modeling and co-teaching, the number of times blended learning is purposefully planned by the course instructor and the number of times the blended learning plan is carried out. Qualitative data will be collected, to identify themes as the course instructor reflects on the modeling and co-teaching process as well as the implementation of blended learning.
- V. **Data to be Collected:** Technology Instructional Specialists will partner with the Instructional Practices in Education and Training course teacher to provide regular opportunities for modeling and co-teaching blended learning. Both quantitative and qualitative data will be collected
 - A. Quantitative components - I will quantify:
 1. The frequency of blended learning modeling and/or co-teaching by a member of the district instructional technology team during each quarter of 2019-2020 school year.
 2. The frequency of blended learning rotation models designed by the course instructor during each quarter of the 2019-2020 school year.

3. The frequency of blended learning rotation models used the course instructor during each quarter of the 2019-2020 school year.

B. Qualitative components - I will conduct semi-structured interviews to identify themes related to the research question.

VI. Measurement Instrument(s): The instructional technology team will log their modeling and/or co-teaching sessions with a Google Form. Lesson plans will be shared and annotated indicating when/where blended learning is purposefully planned. A teacher self-report Google Form will be filled in to determine if the planned blended activities were implemented. Semi-structured interviews will be scheduled at various intervals to determine if more exposure through modeling and/or co-teaching is needed and to reflect on the process. Interview topics will include:

- A. What during the modeling and co-teaching process was most helpful in planning to blended learning lessons to use in your course?
- B. When did you feel ready to implement blended learning lessons independently in your course?
- C. What else do you feel you need to be successful in blended learning design?
- D. How do you feel your blended learning lessons went?
- E. What evidence can you share to support how you feel it went?
- F. What would you change in future lesson designs with regards to blended learning rotations?

VII. Focus of Literature Review: The literature review will give a brief overview of blended learning with a focus on rotational models as well as the benefits of blended learning for more a more personalized education. The need for deliberate blended learning exposure and training for pre-service teachers will connect to what we know regarding

effective professional learning with a focus on active exposure, modeling, and support. By focusing on a teacher partnership at the high school level, I hope to add to the body of educational literature regarding blended learning implementation with 9-12 grade public school teachers.