

OLTD 511 Reflection of Evidence #1-Blenderizing my own Teaching Environment

For my first piece of evidence in OLTD 511, I have chosen my third assignment on Blenderizing my own Teaching Environment. This assignment requirements where to implement a blended redesign of a smaller learning/classroom environment using chapters 1 to 4 of the book *Blended* from Horn and Staker (2015). We were to address the following questions: our original learning environment, the problem to be addressed, the elements students were to control (time, place, pace, path), the role of the teacher, the changes to the physical environment, the hardware and software to use, the balance between F2F and online modalities as well as how to provide an integrated learning experience.

The 2 OLTD program outcomes which I feel were addressed in assignment 3 were :
-Create blended structures that fit in your potential or existing teaching environment.
-Engage in reflection of your readings, practice and learnings throughout the course and
The assignment allowed me to realized that I could slowly integrate Blended Learning to my current F2F classroom. By looking at the keys questions, I became aware that there needs to be mindful consideration of many aspects in order to implement Blended Learning. Those involved in implementing Blended Learning need to be educated to properly support educator and students as well as be willing to adjust as needed. As I read through the book *Blended* by Staker and Horn (2015), referred to articles and tools shared by my cohort through our G+ community, it became clear that if we want to address 21st century learning to our students, we need to make sure to provide student-centered learning opportunities by personalizing learning and providing competency based learning.

Reflecting on the course outcomes made me understand the importance of offering choice, personalization and differentiation to meet student needs, if we want to keep them engaged and motivated in learning. In my own classroom, I use the Station Rotation model during math and literacy. The students love having the variety and movement as well as the choice to work independently or cooperatively. It allows me to have more time to work with small groups, to target learning needs and to offer support. My goal this year was to keep everyone “doing” as much as possible. In the words of Benjamin Franklin : “**Tell me** and I forget, **teach me** and I may remember, involve **me** and I learn.”

Horn, M. & Staker, H. (2015). *Blended: Using Disruptive Innovation to Improve Schools*. San Francisco, CA :Jossey-Bass.