K-12 Blended Teaching: World Languages

Brianne Leia Jackson, Patricia Yu, & Jered Borup

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Preface and About This Book

Charles R. Graham, Jered Borup, Michelle Jensen, Karen T. Arnesen, & Cecil R. Short

Thank you for accessing one of the books in the *K-12 Blended Teaching (Vol. 2): A Guide to Practice Within the Disciplines* series!

The purpose of this preface is to orient you to the focus of this book, the original contributions that this book makes to blended learning, and the resources available to you within this book.

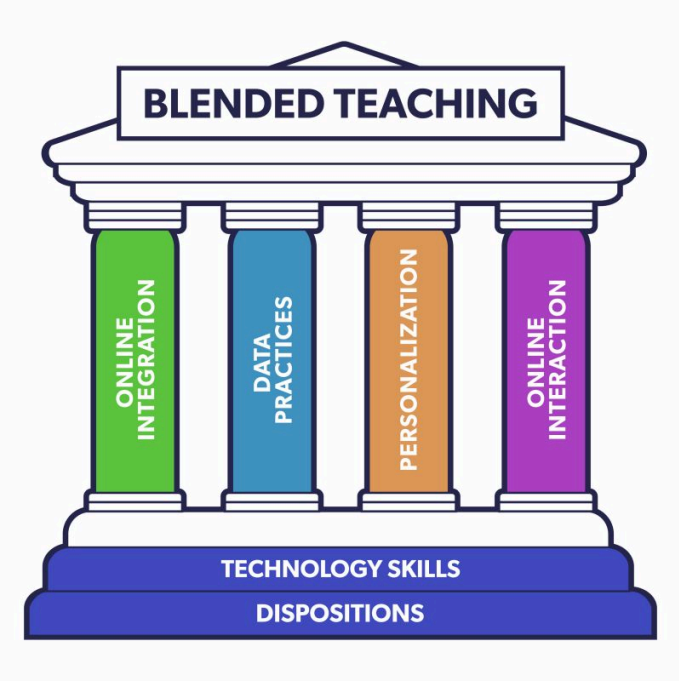
The Purpose of This Book

The purpose of this book is to provide rich examples of the four blended teaching competencies from a disciplinary perspective. The first three chapters of the book provide definitions and an overview of the blended teaching framework. Subsequent chapters are organized into sections that focus on blended teaching in a specific discipline. Each section has the following chapters:

- **Introductions**–Video introductions to the model teachers who will share written and video examples throughout the section.
- **Why Blend?**–Descriptions from the model teachers about why they chose to try blended learning in their classrooms.
- **Online Integration and Management**–Examples of how to effectively combine online instruction with in-person instruction.
- **Online Interaction**–Examples of how to facilitate online interactions with and between students.
- **Data Practices**–Examples of how to use digital tools to monitor student activity and performance in order to guide student growth.
- **Personalizing Instruction**–Examples of how to implement a learning environment that allows for student customization of goals, pace, and/or learning path.

What is This Book?

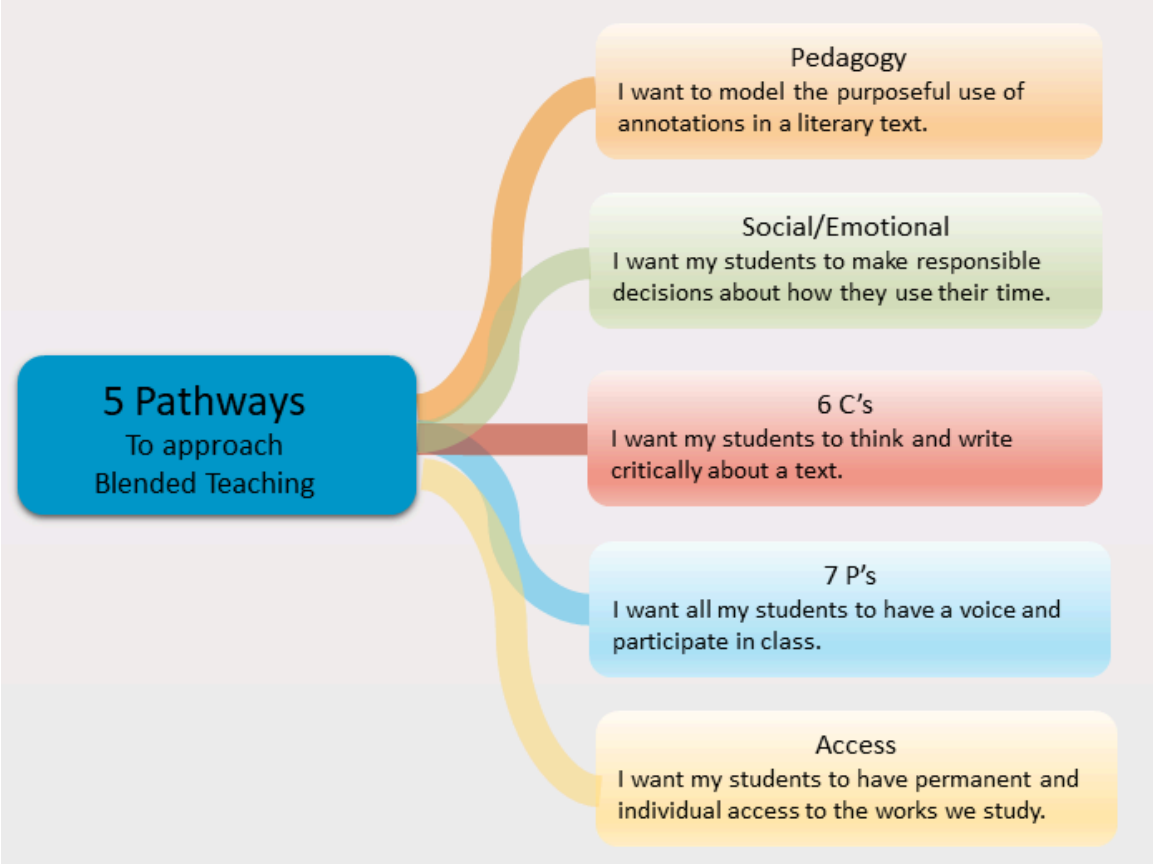
This book is a follow-up to K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration (Volume 1). Volume 1 took a competency-based approach to planning and implementing blended learning. The competencies in Volume 1 were organized into the following areas: Online Integration, Data Practices, Personalization, and Online Interaction, with a final chapter that discussed how all of these areas come together to design blended learning. These competencies are built upon a solid foundation of blended learning dispositions and technology skills.



You can read more about these ideas by following these links to Volume 1:

- Cover - *K-12 Blended Teaching (Vol. 1): A Guide to Online Integration and Personalized Learning*
- Chapter 1 - Blended Teaching Foundations
- Chapter 2 - Online Integration
- Chapter 3 - Data Practices
- Chapter 4 - Personalizing Instruction
- Chapter 5 - Online Interaction
- Chapter 6 - Blended Design in Practice

Instead of using the competency-based approach from Volume 1, Volume 2 explores blended learning within various K-12 contexts through a problems of practice approach. These problems of practice are organized into the areas of Pedagogy, Social/Emotional Learning, the 6 C's of 21st-century learning, the 7 P's of transformational blended learning, and Access. Examples of these problems of practice are illustrated in this volume's Chapter 1: Introduction to K-12 Blended Teaching. Below is an image from the English Language Arts chapter that demonstrates some possible problems of practice.

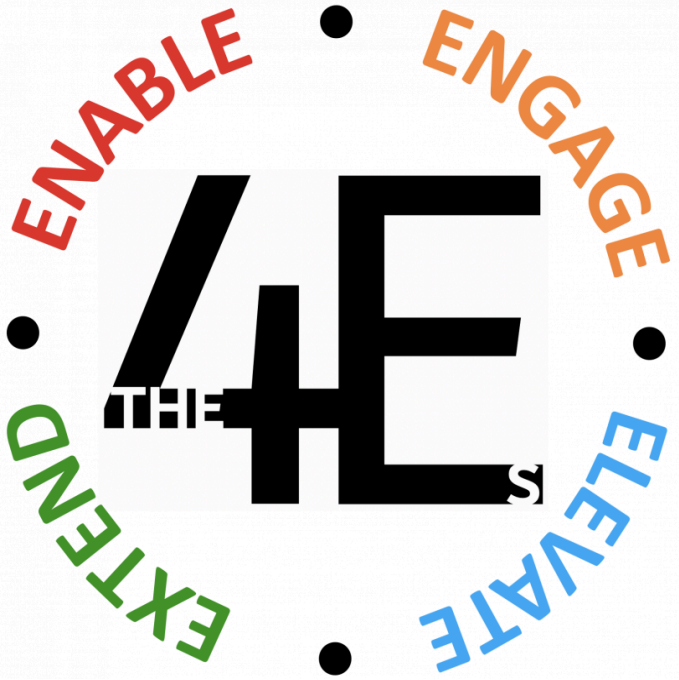


New Content in Volume 2

While Volume 2 understandably builds on the content of Volume 1 and offers new examples of blended teaching across K-12 contexts, it also offers some new insights that are generally applicable to blended teaching.

First, Chapter 2: K-12 Blended Teaching Competencies offers an overview of the competencies from Volume 1, but also provides new understandings of what some of these competencies look like in practice. Worth specific exploration are new understandings of what personalized learning looks like in K-12. Chapter 2 provides a framework for designing personalized learning that examines the relationships between the data used for personalization, who or what is controlling the personalization, what is being personalized, and the extent to which learners are practicing agency and ownership over their own learning. These new understandings of personalized learning come from working alongside the teachers who contributed their practices to this book.

Second, Chapter 3: Evaluating Teaching with the 4Es and PICRAT presents a new framework for evaluating blended teaching practices. Volume 1 used PICRAT to help explain some of the designing that goes into blended teaching. Volume 2 builds on Volume 1 by providing both PICRAT and a new 4E framework for evaluating blended teaching. This new framework focuses on evaluating the ways in which blended teaching Enables, Engages, Elevates, and/or Extends learning in meaningful ways.



New Resources in Volume 2

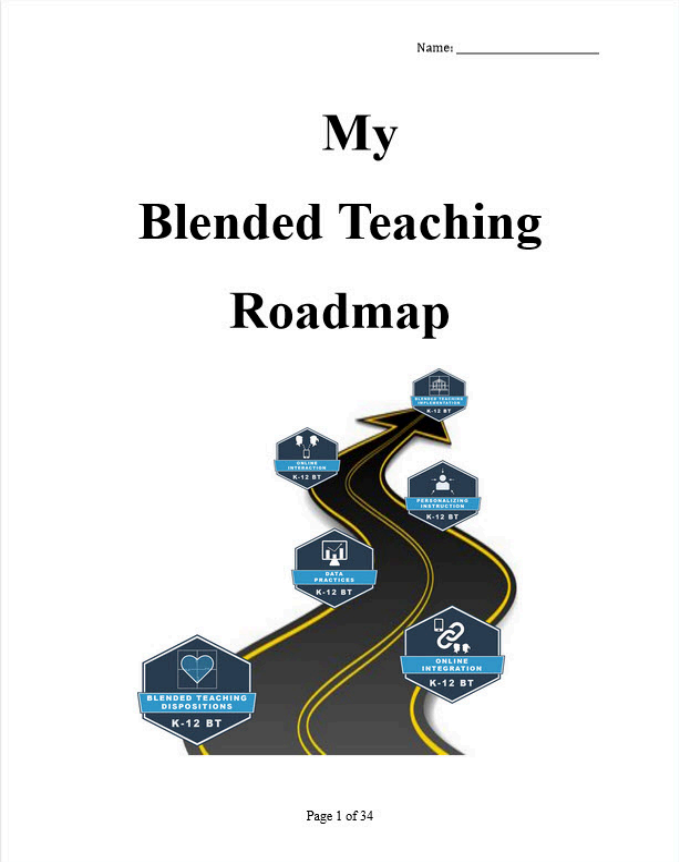
Much like Volume 1 offers resources such as blended teaching videos, artifacts, and reflection questions, the books in Volume 2 have their own resources worth referencing.

Each chapter of this book is filled with **teacher quotes and videos** about teachers' experiences with K-12 blended teaching. Chapter 4 of this book introduces the teachers who contributed practices to the book. Our hope in creating this book is that it can largely be seen as a book created through collaboration with teachers for teachers. The videos and quotes throughout this book should not be seen as optional content, but rather as the core content used to explore examples of blended teaching across content areas and grades.

The other key resources to be aware of in using this book for training, professional learning, or blended teaching implementation are the **Blended Teaching Readiness Survey**, the **Blended Teaching Roadmap**, and the **Blended Teaching Workbook**.

Each chapter of Volume I begins with a link to the **Blended Teaching Readiness Survey**, a brief readiness self-assessment survey. This survey can be helpful as your prepare for blended teaching regardless of whether you are taking a competency-based approach or a problems of practice approach. The survey takes 2-3 minutes per section of

the survey. These sections include questions about your dispositions and abilities to use online integration, data practice, personalized learning, and/or online interactions. It provides users with a sense of their current aptitude for blended teaching specific to each competency. You can learn more about the Blended Teaching Readiness instrument and use it yourself here: **http://bit.ly/K12-BTR**.



The Blended Teaching Roadmap is a resource introduced in Volume 1 for guiding teachers in designing, developing, and implementing blended teaching. Like Volume 1 itself, this resource takes a competency-based approach to help educators implement blended teaching. Appendix C of Volume 1 provides links to examples and Google Docs to reference and use in creating a plan for blended teaching. To use the Google Doc, you should make a copy of the Blended Teaching Roadmap that you can edit and own.

Blended Teaching Workbook

This is an example of what the callout boxes for the Blended Teaching Workbook look like. You will find these scattered throughout the book. You can access the Blended Teaching Workbook here.

The Blended Teaching Workbook is a new resource introduced in Volume 2. Like Volume 2 itself, this resource takes a problems of practice approach to designing, developing, and implementing blended teaching. References to the Blended Teaching Workbook are scattered throughout this book with links to the Google Doc used to create the workbook. To use the Google Doc, you should make a copy of the Blended Teaching Workbook that you can edit and own.

We hope that you enjoy the book we have put together, and encourage you to share it with others! Thank you again for exploring our work!

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Graham, C. R., Borup, J., Jensen, M. A., Arnesen, K. T., & Short, C. R. (in progress). *K-12 Blended Teaching (Vol 2): A Guide to Practice Within the Disciplines, 2*. EdTech Books. https://edtechbooks.org/-QNCX

General Introduction to Blended Teaching

Karen T. Arnesen

Previous Citation(s)

Arnesen, K. T. (2022). *K-12 Blended Teaching: English Language Arts: A Guide to Practice within the Disciplines*. EdTech Books. https://edtechbooks.org/-nEB

1

Introduction to K-12 Blended Teaching

Charles R. Graham, Karen T. Arnesen, Jered Borup, & Michelle Jensen

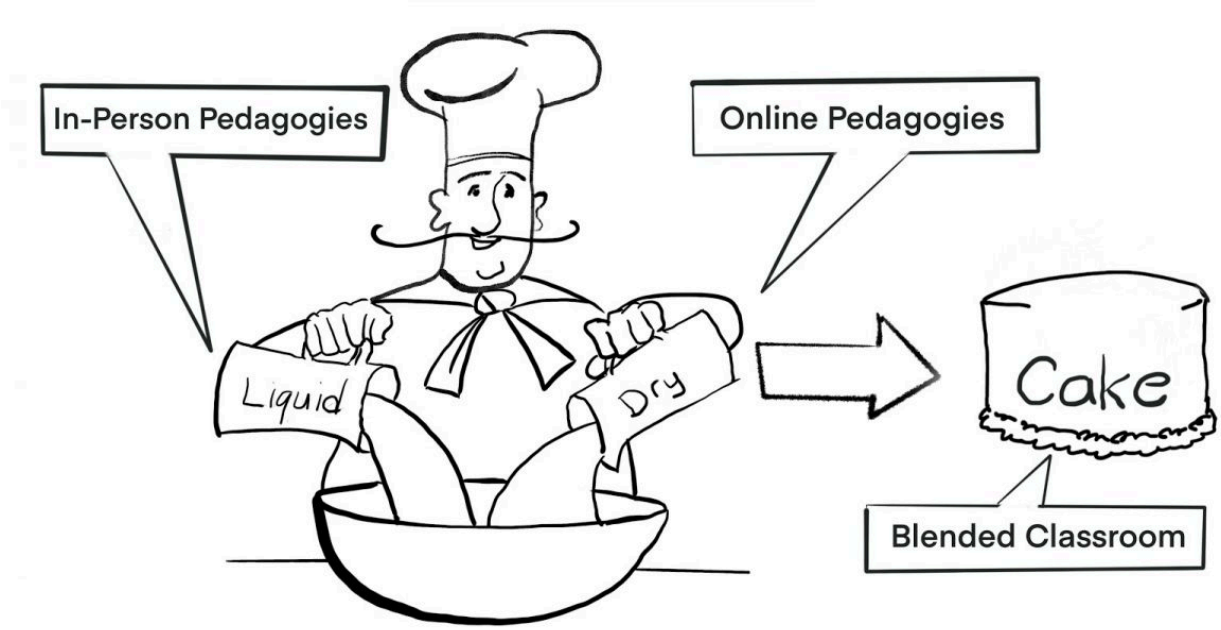
1.1 Blended Teaching

In its simplest form, blended teaching is the *strategic* combination of in-person teaching and online teaching.

Blended teaching is a general term that covers a wide range of different pedagogies, strategies, models, and practices. One teacher's blended classroom might look mostly like a traditional classroom with the addition of an occasional online discussion with students, while another classroom might be mostly online with a few strategically planned in-person activities.

Consider this simple (yet imperfect) analogy. Blended teaching is like baking a cake.

- The cook mixes the dry and liquid ingredients together to create a cake for friends/family to eat. The skill of the cook and the nature of the ingredients can create something uniquely wonderful.
- Likewise, a teacher 'mixes' pedagogies in online and in-person modalities together to create learning experiences/outcomes for students.



Consider possible lessons to take from the blended-cooking analogy:

- More dishes are possible with both dry and liquid ingredients.
- The specific ingredients matter. (You can't just have 2 cups of any dry ingredients and 1 cup of any liquid ingredients.)
- The amounts of specific ingredients also matter.
- When mixed well the outcome is different (often better) than if not mixed at all.
- When different ingredients are used, a different cake is made.
- Different cakes may have different purposes.
- There are thousands of ways to combine the dry and liquid ingredients.
- Good cooks do not follow a recipe. They make the cake to fit a specific purpose.

Like a good baker makes a cake, a skilled teacher can create a blend that promotes learning in a way that is most helpful for her own students.

1.2 Reasons for Blended Teaching

There are three primary reasons that teachers are motivated to try blended teaching: (1) Improved student learning, (2) Increased access and flexibility, and (3) Increased cost efficiency. Table 1 shares a few simple examples of each of these reasons for blending.

Table 1

Reasons for Blending

Reasons for Blending	
Improved Student Learning	A teacher:

Reasons for Blending	
	• uses the blend to give students small group instruction or one-on-one time with students in order to address specific learning needs. • uses data obtained from online tracking systems to constantly monitor learning and to make adjustments to instruction. • uses self-made videos to give instructions that students can slow down, speed up, pause, or repeat in order to understand the material or an assignment. • offers choice in assignments to increase student engagement and ownership in their learning.
Increased Access and Flexibility	A teacher: • uses the online space to incorporate into the classroom materials and information, targeted instruction, and activities that are not otherwise available. • A teacher uses technology to give students choices in learning activities. • A teacher consults with students to make learning goals.
Increased Efficiency	A teacher: • moves some science labs online, creating less need for expensive equipment in the classroom. • uses books that are online to lower the cost of books (and to have more than a classroom set for students). • uses the online space to publish assignments, teacher and student examples, writings, explanations, and questions, reducing the need for copies. • Creates videos to expand teacher presence in the class, thus multiplying her effectiveness and productivity.

In this book we will primarily focus on providing examples of blended instruction that are designed to improve student learning and/or increase access and flexibility for the learner. It is worth noting that while one of these purposes may be the primary reason that you implement a blended approach, you may also see added benefits in other areas as well, such as in ease of lesson planning or improved overall class engagement.

1.3 Identifying Your Reason for Blending

Each teacher needs to decide their own reason for blending. This is important because, like the chef with the cake, determing your purpose provides a vision for how to select appropriate blended models and strategies to achieve the purpose. Blending just because an “administrator told you to” or because “you like technology” are not good reasons for blending.

In working with teachers, we have found that one of the best ways to get started is to identify and focus on a problem of practice. A problem of practice is a current problem or challenge that you believe blended teaching could help you solve.

As you consider problems of practice that are meaningful to your teaching context, these five pathways may help you identify them (Table 2).

Table 2

Problem of Practice Pathways

Problems of Practice Pathways

Signature Pedagogies	Signature pedagogies are the teaching strategies that are commonly used in your discipline. They are often unique to your content discipline and shared within your professional organization. A problem of practice could recognizing and trying to address limitations in your implementation of one or more signature pedagogies in your discipline. Examples: • **Language Arts:** I want to find more effective ways to engage my students in collaborative writing. • **Math:** I want to increase the quality of mathematical discourse in my classroom. • **Science:** I want to create opportunities for my students to use technology to analyze and interpret data and then create a scientific argument from this evidence.
Social Emotional Learning	Students may struggle in areas of social emotional learning, such as self-management, self-awareness, responsible decision making, social awareness, and relationship skills. A problem of practice could be recognizing and addressing areas of growth in students' social and emotional learning. Examples: • I want to create structures to help my students to make rational decisions. • I want my students to engage in activities that help them develop empathy for each other. • I want to introduce self-regulation challenges into my students' assignments.
6 C's of Deep Learning	The 6 Cs of Deep Learning are character, citizenship, collaboration, communication, creativity, and critical thinking. A problem of practice could entail trying to increase one or more of these C's in your instruction. Examples: • I want to increase my students' ability to communicate effectively about their learning. • I want to help my students develop better collaboration skills. • I want to students to think critically about current world events. • i want to allow my students to demonstrate their learning in creative ways. • I want to help my students practice appropreate digital citizenship. • I want my students to develp good character as they prepare to enter the real world.
7 P's of Quality Blended Teaching	The 7 Ps of Quality Blended Teaching are participation, pacing, personalization, place, personal interaction, preparation, and practice with feedback A problem of practice could be recognizing and addressing a challenge in one of these areas. Examples:

	• I want to enable 100% participation in class discussions. • I want my students to pace themselves to learn as quickly as they are able or as slowly as they need to. • I want my students to personalize their learning by selecting learning activities that will help them the most. • I want to open up learning experiences that take place outside of my classroom. • I want to create additional opportunities for students to personally interact with me and with one another. • I want to increase students' out-of-class preparation before classroom activities. • I want my students to recive timely, effective feedback to their practice.
Student Access	Students may have challenges with access to traditional learning opportunities because of disabilities, illness, and/or participation in extracurricular activities like sports or the arts. They may also have limited access to materials that are necessary for improving their understanding of the subject. Such materials may include books, primary resources, lab equipment and resources, art supplies, concert or theatrical performances, etc. A problem of practice could try to address challenges of access for students in your class. Examples: • **Student Absence from Class:** I want to make it easy for students who miss class for illness or extra curricular activities to stay caught up. • **Transient Students:** I want to make it possible for students who move between schools regularly to quickly assess what they know and do what is needed to participate with the class. • **Resources:** I want students to have access to the educational materials used as part of our learning in class.

1.4 Examples of Problems of Practice

Here are some examples of teachers who used blended teaching to solve a problem of practice. As you read through them, see if some resonate with desires you have for your classroom.

Scenario 1

Problem of Practice: A teacher wants students to take more ownership for their educational practices and attitudes.

Blended Approach: Students set weekly and daily goals which are recorded online, where the teacher has immediate access to them. Goals can include completion goals (setting a certain number of assignments and assessments to complete), performance goals (setting a specific standard of how well the assignments are done), or a mindset goal (setting a goal for asking for help or focusing better), for example. Students share their goals with their team and teacher online. At the end of the week, they reflect online about their experience. The teacher can respond online or in-person to areas of concern as needed.

Setting: LPS (Leadership Public Schools) Richmond in Richmond, CA

Site: Daily and Weekly Goal Setting

Scenario 2

Problem of Practice: A chemistry teacher wants his students to "learn for themselves and by themselves."

Blended Approach: The teacher employs a flipped classroom. He creates videos of content the students need to know as well as tutorials on how to do certain chemistry operations. The students watch these videos at home. In class, the students apply what they learn at home in a variety of activities. The teacher walks around the class, answering questions, giving guidance, tutoring as needed, and "putting out fires."

Setting: Woodland Park High, Colorado

Site: Flipped Chemistry Course

Scenario 3

Problem of Practice: A writing teacher wants her students to receive immediate feedback and to value the writing and feedback processes.

Blended Approach: The teacher has students write a specific type of paragraph online in a shareable document. While the students write, the teacher opens the students' documents on her computer and gives feedback on them. Later the teacher and students discuss how to give good feedback. The students are then paired with another student to give each other online feedback. The teacher chooses five feedback comments and shares them in an in-person whole class discussion about the strengths and weaknesses of the feedback comments.

Site: Learning to Give Feedback

Scenario 4

Problem of Practice: A middle school teacher wants parents to be better informed and involved in their child's education.

Blended Approach: Students use an app called Seesaw to record their work. Anything recorded on Seesaw is immediately available to parents who are connected to their child's profile. Students can add video and audio components to explain their work.

Setting: Trailblazer Elementary School in Colorado Springs, CO

Site: Seesaw Record

Scenario 5

Problem of Practice: Students hurry through math assignments without really learning how to approach math problems and do them correctly.

Blended Approach: Students have individualized online learning agendas with standards, instructional videos, and text exercises. Students check off each objective within a standard as they complete them and pass an online mastery quiz. Teachers use the agendas to track student progress. When the students have finished each objective, the teacher reviews the progress and assigns them to create a mastery video, in which the students show how they work an easy, medium, and difficult problem within the standard. Teachers review the video to determine if the student is ready for the final mastery assessment.

Setting: ReNEW DTA, a charter school for pre-K through 8th grade in New Orleans, LA.

Site: Thinking Mathematically

Creatively addressing problems of practice with a blended approach can transform your classroom and help you create a strong, effective learning environment.

1.5 Pedagogy Centered, Technology Supported

The power of the blend is that it opens a whole new set of pedagogical possibilities for teachers. Although blends can improve outcomes for students, they can also make things worse for them. As with traditional teaching, the teacher's strategic planning and skill will make all the difference in the quality of the blend.

One way to begin thinking strategically about a blend is to consider the 3 M's—media, modality, and method.

Definitions: Media, Modality, Method

Media: The physical tools or technology used in the classroom. They can be digital media, such as tablets, computers, or cameras, or they can be non-digital, such as whiteboards, books, or science equipment.

Modality: The environment, where learning takes place. Modalities are generally the in-person classroom, the online classroom, and the blended classroom.

Method: The strategies and pedagogies of the teacher. They may be general methods (such as discussions) or discipline specific pedagogies such as experimental labs in chemistry.

See Media, Modality, and Methods video for a more full explanation.

Although all three M's impact learning, they are not equal in importance. No media or modality will be effective if it is not used as part of meaningful and strategic methods or pedagogies. Modality and media have an indirect effect on learning outcomes because they influence the *types* of strategies and methods that a teacher can use. But the teacher's methods directly influence student learning and outcomes. Table 3 shows good and bad examples of blended learning strategies and pedagogies. Evaluate each and see what made the difference: media, modality, or method.

Table 3

Good and Poor Examples of Blended Learning

Good Example of Blended Learning	Poor Example of Blended Learning
A math teacher uses adaptive software. She allows students to progress at their own pace and has one-on-one or small group sessions for students who struggle with a particular concept.	A math teacher has students who finish their math assignment early uses apps on a classroom set of tablets to play math games.
A history teacher sends students links to two different viewpoints of a historical event. Students read/watch the content at home. In class, the teacher puts students in groups of four and has them summarize each viewpoint and discuss why they are different. How does the creator's viewpoint affect the depiction of what happened? How can people really know what happened and why?	A history teacher records a lecture and has students view it before class at home. In class they do a worksheet with questions about the lecture.
A foreign language teacher utilizes station rotations in his classroom. At one station students choose from a list of writing assignments and write using google docs. Another student at that station reads the document online and gives suggestions or asks questions.	A foreign language teacher uses a video streaming service to show his students a weekly video in the target language. This enhances listening skills and allows

Good Example of Blended Learning	Poor Example of Blended Learning
At the next rotation students meet online with a native speaker and have a short conversation, which uses new vocabulary. Finally, at the last station students meet with the teacher to discuss and practice new grammar rules and language structure.	students to hear the language spoken by native speakers.

These examples illustrate that blended teaching is powerful only when the modality and the media are used to support, not replace, pedagogy or method. As in any teaching setting, good blended teaching does not depend on technology but on the teachers' understanding of her students, her knowledge of the content, and her ability to plan strategies that will use technology to meaningfully combine online and in-person spaces, increase the number and quality of student interactions, use data to effectively meet students' needs, and personalize instruction in order to increase student ownership of their education, their engagement, and their ability to develop and use 21st century skills.

The chapters in this book will help you get started.

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Graham, C. R., Arnesen, K. T., Borup, J., & Jensen, M. A. (in progress). Introduction to K-12 Blended Teaching. In C. R. Graham, J. Borup, M. A. Jensen, K. T. Arnesen, & C. R. Short (Eds.), *K-12 Blended Teaching (Vol 2): A Guide to Practice Within the Disciplines , 2*. EdTech Books. https://edtechbooks.org/-Cipt

2

K-12 Blended Teaching Competencies

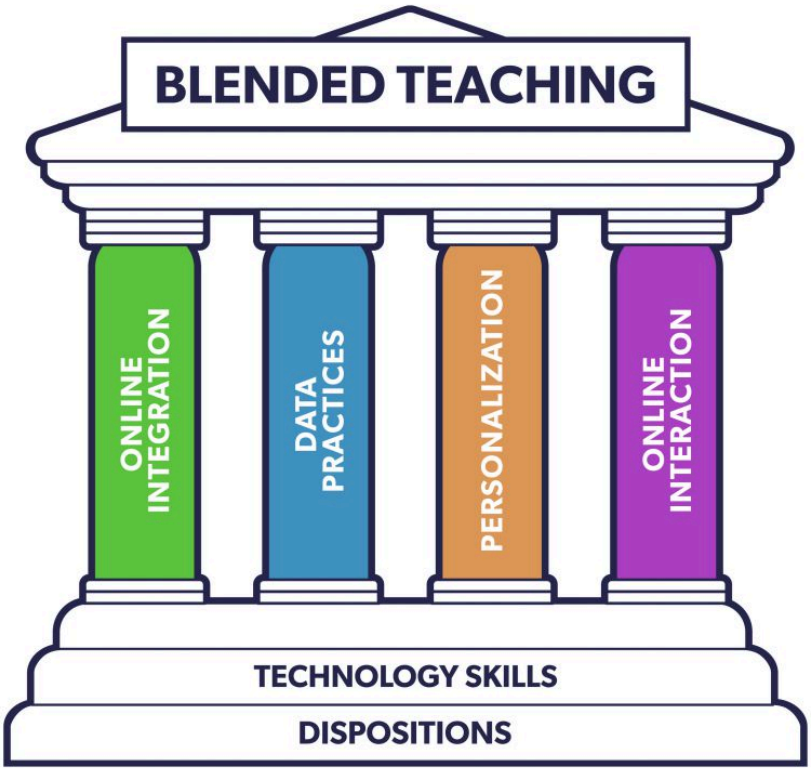
Charles R. Graham, Jered Borup, Michelle Jensen, Karen T. Arnesen, & Cecil R. Short

2.1 Blended Teaching Competencies

In Volume 1 of K-12 Blended Teaching we introduced four competencies shown in Figure 1, with each competency represented by a pillar built on a solid foundation of blended dispositions and technology skills. The four core blended teaching competencies—(1) Online integration, (2) Data practices, (3) Personalization, and (4) Online interaction—can be mastered by any teacher in any subject area. These competencies are built on a foundation of positive dispositions and basic technology skills.

Figure 1

Blended Teaching Foundations and Core Competencies



We will provide a brief introduction to these competencies in this chapter with more in-depth coverage in each of the subject-specific sections. Check out your readiness for blended teaching in each of these areas by taking this Blended Teaching Readiness Self-evaluation.

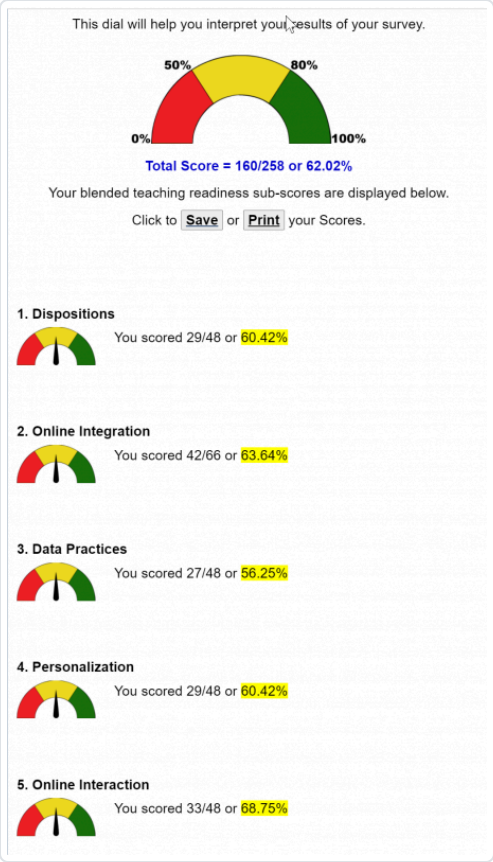
Test Your Blended Teaching Readiness: http://bit.ly/K12-BTR

Check out how ready you are for blended teaching?

As shown in Figure 2, the results of the blended teaching readiness instrument will give you a score in each of the competency areas. The scores will help you to understand which competency areas you might want to start with as you build your personal skillset with blended teaching.

Figure 2

Example results from the Blended Teaching Readiness Survey



This volume differs from Volume 1 of the K-12 Blended Teaching series in that it focuses on examples of blended teaching in a specific content area. The four competencies of online integration, data practices, personalization, and online interaction are still key skills for successful blended teaching. However, those skills may look distinct when practiced in different content areas. We have represented this idea on the cover of this book with the blended teaching tree as shown in Figure 3. The individual branches represent blended teaching in the many distinct educational disciplines all of which are nourished by the common core set of teacher competencies.

Figure 3

Core Competencies in the Content Areas

In the following sections we will briefly outline these four core blended teaching competencies, and in each of the following chapters we will provide specific examples of these competencies. Many of the sections below include questions for you to think about. Think carefully and honestly about your answers, perhaps writing them down. Then notice where you are already strong and where you have room for improvement. These thoughts can guide your process as you begin blending.

2.2 Positive Dispositions and Technology Skills

You will need to develop basic technology skills and positive dispositions in order to be successful in blended teaching.

Dispositions focus on the teacher's attitudes and beliefs towards blended learning and teaching. Positive attitudes, even excitement, in each of these areas will determine how willing you are to experiment with and grow in a blended learning context.

Learn more about dipositions and skills in K-12 Blended Teaching (Volume 1): What Competencies are Needed?

2.2.1 Student Ownership and Agency

Successful blended learning classrooms shift from teacher led pedagogy to student driven pedagogies. Students begin to take more control of and responsibility for their learning, often making decisions for what, how, and when they learn. Teachers become a facilitator in such decisions and in helping students succeed in their new roles.

- How do I feel about students making some of the decisions about their learning?
- Do I feel I could learn to help students become more independent of me and more able to create their own learning agendas?

2.2.2 Mastery Learning Orientation

Blended classrooms lend themselves to mastery-based learning instead of time-based learning. Students advance in their learning as they master skills and content, not as they spend a certain amount of time on them. This approach significantly reduces the amount of whole-class direct instruction. Technology is a helpful tool for managing mastery learning.

- How do I feel about students learning at different paces in my classroom?
- Do I value students having enough time to master a learning objective before they move to the next one?
- Do I think I could develop the flexibility to manage such a classroom?

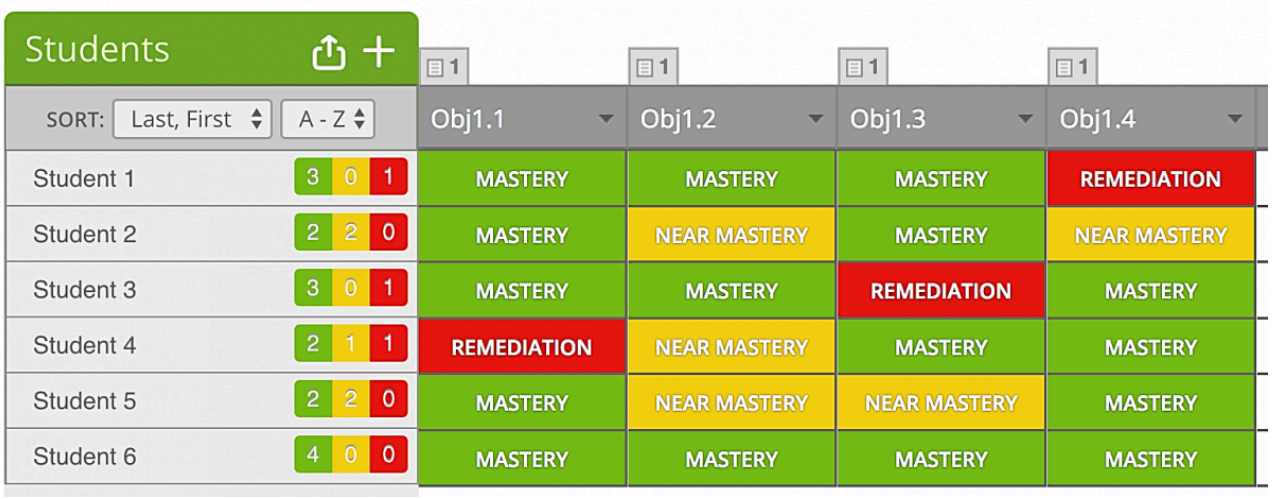
2.2.3 Value of Data-Driven Decisions

A reliance on data (Figure 4) to make decisions about instruction and individual pathways to learning is at the heart of a blended classroom. This data may include formative and summative assessment results, attendance, student goals, demographics, and measures of engagement. It can help teachers recognize strengths and weaknesses, progression, and reasons for students' lack of progress.

- How do you feel about using technology to keep track of various aspects of student learning?
- Do you feel data could help you not only understand your students better but also help them progress and become better learners?

Figure 4

Example of a Mastery Tracker Showing Student Progress



2.2.4. Growth Orientation

Becoming a successful blended teacher will require you to take risks. You may fail at times, but these failures can help you learn and improve.

- How eager are you to learn new things and try innovative ways to do things?
- Are you willing to take risks that may temporarily leave you feeling inadequate? (Are you willing for your cake to fail now and then?)
- Do you enjoy learning and trying new things?

2.2.5 Emphasis on Life Skills

In a blended learning environment, technology can be used to develop real life skills such as communication, collaboration, creativity, and critical thinking.

- Do you currently use pedagogies that help your students develop life skills? If not, how can you start?
- Do you believe these life skills are part of your responsibility as a teacher?
- Are you willing to consider using technology to develop these skills?

2.2.6 Value of Online Learning

Because blended learning is "the strategic combination of in-person with online teaching," valuing online learning is as important as valuing in-person learning.

- Do you believe online activities can enhance the way children learn?
- Do you feel online activities can give students opportunities to learn they can not get in the traditional classroom?
- Can you see ways online learning can help you personalize or individualize curriculum?

It is natural to feel a little uneasy about some of these dispositions. Maybe you are suspicious of online learning, or perhaps giving students more control makes you feel uneasy or out of control. Perhaps you worry that if you emphasize life skills, you won't be able to teach the content you are mandated to teach. Any new venture may feel risky; however, the fact that you are reading this book shows that you are ready to learn! And learning can change dispositions.

You can begin to see yourself as a teacher in new ways and to grow and learn along with your students, adding an excitement to learning that will enhance any methods you learn and choose to use. The key is just to begin. Beginning is the basis for personal growth—you have to start somewhere!

2.3 Basic Technology Skills

If you feel uncomfortable with all the technology tools out there, you are not alone. However, it is important to note that technology is not ultimately the focus of blended learning. *It is about helping students learn.* Once you start applying blended teaching, you will find that technology will become as invaluable and comfortable a tool to use in improving the learning experience of your students as a whiteboard, a book, or a worksheet is.

Here are some of the important knowledge and skills you can develop as a blended teacher.

2.3.1 Basic Literacy

You will need to become familiar with and use technologies on your own, troubleshoot issues that may arise, and find quality online content for use in your classroom.

- What technologies do you currently feel comfortable with? How did you learn to use them?
- Make a list of technologies you know of but that you don't use. Which one would you like to learn? How can you do so?

2.3.2 Digital Citizenship

Digital citizenship consists of modeling and teaching copyright laws and fair use, ensuring privacy and protection (passwords, no bullying, etc.), ensuring honesty, and ensuring access.

- What concerns do you have in any of these areas?

2.3.3 Learning management systems

Many blended teachers use learning management systems (LMS) to organize their classrooms. They keep grades, give announcements, and create content pages, quizzes, assignments, and discussion boards in the LMS.

- Does your school already use an LMS? Which one? How familiar are you with it? How can you learn more? Is there another teacher or a coach in your school who could help you?

2.3.4 Educational Software

Blended teachers have resources for finding content-specific educational software that helps them meet their learning objectives.

- What content specific educational software are you aware of? Does your school already subscribe to any?
- Are there any free sources you can use?

2.3.5 Media Creation Tools

These tools help teachers create or edit online materials to meet specific needs. They are also tools that students can use to create.

- What media creation tools are you familiar with?
- How could you use them to create materials for your classroom?
- How could you let your students use them to learn or to demonstrate learning?

2.3.6 Communication Tools

Blended teachers use a variety of tools for communicating with their students, parents, administrators, and other stakeholders. They also leverage these tools to help students communicate and collaborate with each other.

- How can greater communication with students, parents, administrators, and others help enhance your teaching ability and your students' learning experiences?
- What tools do you already use to interact with others? Could some be adapted to use with students and others?
- What new tools (such as Flipgrid) could you incorporate into your classroom?

2.4 Online Integration

Online Integration focuses on the teacher's ability to make and implement decisions related to selecting when and how to effectively combine online and in-person learning as part of core instruction.

Online integration is the one competency that is truly integral to blended teaching. Why is this so? If you don't have some kind of strategic combination of online and in-person instruction, you don't have blended teaching. However, don't let this overwhelm you. All of the other competencies we will discuss provide specific tools to use in integrating the online and in-person space.

- What part of your instruction could be moved online so that you have more time to spend one-on-one or in small groups with students?
- How could you make this content available to students in the online space?
- What parts of student learning are especially well suited to in-person learning?
- How can using the online space help make learning more interactive and personalized?

Read more about online integration practices in the in K-12 Blended Teaching (Volume 1).

2.5 Online Interaction

Online Interaction focuses on the teacher's ability to facilitate online interactions with and between students. Online interaction in a blended teaching classroom broadens the opportunity for students and teachers to communicate with one another about their learning. Online interaction might include digital instruction, discussions, and feedback.

In 1989, Michael Moore defined three different types of learning interactions: (1) Student–content, (2) Student–instructor, (3) Student–student. Moore explained that each type of interaction contributes to a quality learning experience. Though Moore defined these types of learning interactions in a discussion about distance learning, they also apply to online interactions that occur in blended teaching.

Online student–content interaction occurs when students engage with online learning materials by reading, listening, watching, and/or reflecting. Online student–instructor interaction occurs when students have opportunities to apply what they have learned from their content interactions, demonstrate new knowledge, and receive feedback in an online forum from the teacher as the "expert." Finally, online student–student interaction occurs when students communicate online with one another—sharing their understanding and building on what they have learned.

One of the key elements to being able to leverage the advantages of blended learning is the ability to create a positive, supportive, and safe space—not only in the physical classroom, but in the online space as well. Just as students must develop an understanding of the rules, routines, and procedures for communicating and participating in-person, they must also learn the guidelines for online interaction.

Read more about online interaction in K-12 Blended Teaching (Volume 1).

2.5.1 Online discussions

One of the major interactions that can happen in an online setting is the use of discussions. The advantage of online discussions is that they are one of the few online activities that can combine all three types of interactions. Students usually read or view materials to prepare for the discussion (student–content interaction), then share their thoughts with their peers (student–student interaction) in a forum that is moderated by the instructor (student–instructor interaction). As a result, online discussions can be critical in helping students achieve course outcomes because they provide students with a variety of interactions.

Discussion Variations

Online discussions can happen synchronously (in real time) or asynchronously (not in real time). The advantages of an asynchronous discussion is that it allows additional flexibility in time, place, and depth of reflection. Online discussions can also range from low fidelity (mostly text based with no communication cues) to higher fidelity (video communication with more communication cues). Higher fidelity discussions that utilize video or audio discussion platforms contain many of the communication cues that we are used to having in person.

Learning Objectives

It takes careful thought and preparation to create an effective online discussion. Once you have established guidelines, you must figure out how an online discussion can support and improve student learning. It is helpful to keep in mind what you want students to know and take away from the online discussion. You might want to communicate this rationale with students, highlighting what you hope they will gain from their participation.

Once you have determined your objective(s), consider how you are going to make sure that students meet them. You may want to think about the source material students will need to read or watch prior to participating, how the online discussion will inform in-person discussions, and whether the discussion will be started, continued, or finished in the online setting.

Effective Prompts

All good online discussions begin with well-planned discussion prompts. You may wish to consider a range of question types depending on the specific objectives and what you want students to take away from the discussion. These questions can take a variety of forms, similar to any in-class discussion. As Davis (2009) described, you might consider asking the following types of questions:

- Exploratory questions: probe facts and basic knowledge
- Challenge questions: interrogate assumptions, conclusions, or interpretations
- Relational questions: ask for comparisons of themes, ideas, or issues
- Diagnostic questions: probe motives or causes
- Action questions: call for a conclusion or action
- Cause-and-effect questions: ask for causal relationships between ideas, actions, or events
- Extension questions: expand the discussion
- Hypothetical questions: pose a change in the facts or issues
- Priority questions: seek to identify the most important issue(s)
- Summary questions: elicit synthesis

These question types can be mapped to Bloom's Taxonomy, ranging from those that focus on factual information such as exploratory questions, to others that require more in-depth synthesis and evaluation.

Online discussions are more productive when teachers give participants explicit instructions. You will want to model the nature of the posts you are expecting. Directions may also include a number of factors such as post length, style of writing, specific formatting conventions students are expected to follow, required references, expectations for number of replies, who will respond to whom, and when initial posts and response posts are due. You can group these aspects into categories of structure, content, flow, and timing. Each aspect of these categories is described in Table 1.

Table 1

Characteristics of Online Posts

Category	Factor	Description
Structure	Length	How long should posts be? Can you include a range of the number of words expected? Should the post be a certain number of sentences or paragraphs?
	Style	How formal do you expect the language to be? While it might be more conversational, the tone should still be academic in nature. Helping students strike this balance is important to model in online discussions.
	Formatting	Are there any guidelines you want students to follow when posting , such as a specific title for the subject line? Should students use a greeting and a closing in their responses? Is there specific content you want in each paragraph?
Content	Requirements	Are there sources/references the students need to connect to or cite in their responses? What ideas must students present in their posts?
Flow	Replies	How many posts/responses are required to adequately participate in the discussion? How will students know who to respond to?
Timing	Due Dates	When are initial posts due? Do students have enough time to understand the material or discussion before posting?

Managing Discussions

One of the mistakes that teachers who are new to blended learning often make is using their LMS to create whole class discussion activities. It can be okay to have a class discussion board for sharing general ideas about class or asking general questions, but these are not ideal for creating student-student interactions. If the discussion group consists of more than 10 members, it becomes very difficult for each member of the group to read all the posts and know what has been said and what has not been said. Additionally, large discussion groups make it more difficult to create a sense of community, whereas members of a small group have a better chance of getting to know one another.

For managing discussions, breaking your class into smaller groups can be helpful. You might consider creating groups with between 4 and 6 members (certainly fewer than 10). If you want all students to get a sense of the discussion happening throughout the entire class, groups can have their discussion and then report to the entire class with a synthesis activity. Another strategy is to assign specific roles within the small discussion group to focus students' contributions. Over a series of weeks, these roles can rotate so that each student has an opportunity to fulfill each role. Several possible discussion roles might be facilitator, devil's advocate, connector, explorer, and summarizer (North, 2017).

When facilitating online discussions, it is also important to strike the right balance in terms of teacher interaction. Too little teacher interaction and students can feel like no one is listening. Too much and you run the risk of dominating the discussion which can limit or hamper students' interactions, both in terms of quality and quantity.

You will also want to establish guidelines for giving students credit for discussion board participation, and provide ways to allocate points for posting regularly, responding to classmates' posts, staying on topic, and responding in a thoughtful manner. Assessing the quality as well as the quantity of the students' online posts is important. Using rubrics will allow students to have clear guidelines of your expectations for the quality of their posts.

2.5.2 Feedback

Effective feedback highlights strengths and areas for improvement for student work, is given promptly and respectfully, and motivates students to improve. Feedback should build relationships, offer praise, suggest corrections, and offer support. In a blended classroom online tools can be used to facilitate these goals. Online rubrics within most learning management systems help teachers to quickly assess and communicate expectations to students. Feedback templates may be used to provide feedback about common weaknesses by completing a digital form for each student. Video and audio comments can allow for more complex feedback.

Peer Feedback

Quality peer feedback can allow teachers to spend their time more effectively. For instance, you can implement a three-before-me policy that requires students to receive feedback from three peers before submitting the project to you for feedback. John Hattie's (2008) review of research found that 80% of feedback that students receive comes from their peers. Unfortunately, 80% of that feedback is incorrect! As a result, you should help students learn how to provide quality feedback to their peers. For instance, you can create specific rubrics and then help students understand how to use those rubrics while providing feedback (2008).

Teacher Feedback

Student to teacher feedback can improve learning for all students. Again, John Hattie's seminal synthesis of over 800 meta-analyses relating to student achievement highlights the need for student-provided feedback. Hattie explained, "the most important feature was the creation of situations in classrooms for the teacher to receive more feedback about their teaching" because it created a "ripple effect back to the student" (2008, p. 12). Online communication can help students provide you with meaningful feedback because their comments can be anonymous. It can also give students the opportunity to provide you with feedback at any time. For instance, you could create an anonymous feedback survey using Google Forms linked in the sidebar of a course website that students can access while they are working on assignments.

Supporting Learning with Online Interaction

Sometimes teachers don't see a need to communicate online if students have the opportunity to do so in-person. However, there are advantages and disadvantages to both in-person and online communication. The challenge is leveraging the advantages of both in-person and online interaction. Some of the strengths of online communication include:

- **Flexibility:** Students can contribute to the discussion at the time and place that is most convenient and comfortable to them.
- **Participation:** All students can participate because time and place constraints are removed. The discussion is not limited to the time that class is meeting or to the students that are present or feel most comfortable speaking in front of others.
- **Depth of reflection:** Students have time to carefully consider their claims, provide supporting evidence, and engage in deeper, more thoughtful reflections (Mikulecky, 1998; Benbunan-Fich & Hiltz, 1999).

Notice how the strengths of online communication are some of the weaknesses of in-person communication.

2.5.3 Conclusion

Online interaction facilitates student learning by taking advantage of the strengths of both in-person and online communication. You can begin or improve your blended teaching by considering the advice and guidelines recommended in this chapter.

2.6 Data Practices

Data Practices focus on the teacher's ability to use digital tools to monitor student activity and performance in order to make informed choices about interventions and to help all students progress.

Read more about data practices in K-12 Blended Teaching (Volume 1).

2.6.1 Performance Data

Performance data shows direct measures of how students perform on assessments. It may include measures such as grade books and state and national exams. Performance data can also be found in mastery or performance dashboards in an LMS.

2.6.2 Activity Data

Activity data are indirect measure of student participation and engagement. It includes attendance, participation, LMS log-in times, and engagement. Some of this data can be found in LMS dashboards; other data could come from one-on-one interviews or observations.

2.6.3 Learner Profile Data

Learner profile data are measures of a learner's background, interests, goals, and preferences. These data are just as important to data-driven instruction as performance data and activity data if teachers want to provide data-driven instruction and help students to personalize their learning.

Read more about learner profile data in section 4.1.3 in the Personalization chapter of K-12 Blended Teaching (Volume I).

2.7 Personalization

Personalizing instruction focuses on the teacher's ability to implement a learning environment that allows for student customization of their learning goals, pacing, time, place, and/or path. It is the process by which teachers shift their focus from a classroom in its entirety to individual students. Through personalization, students begin to understand how they learn and how they become life-long learners. Helping students learn how to learn is a goal that almost all teachers have for their students; the question therefore becomes, "How do I empower to students to personalize their learning in my classroom?"

Personalization means allowing a student's needs and desires to motivate what, when, where, and how the student meets the learning outcomes for a course (Patrick et al., 2013). This involves the teacher giving the students more freedom while still guiding and facilitating the learning process in the classroom. It is helpful to think about how learning can be personalized across various instructional elements, dimensions of personalization, and levels of student agency.

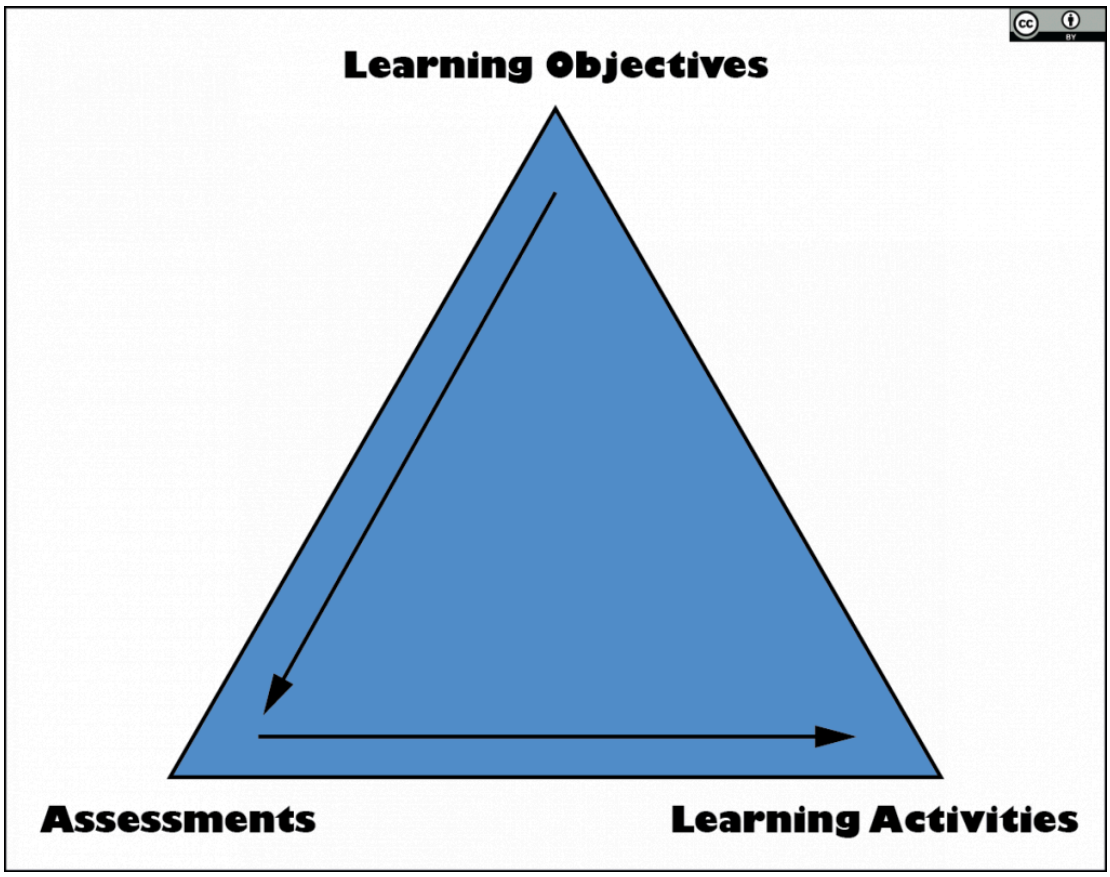
Read more about personalization in K-12 Blended Teaching (Volume 1).

2.7.1 Personalization Across Instructional Elements

Learning can be personalized along any of the three elements that commonly make up instruction: learning objectives, assessments, and learning activities (Figure 5). Describing the personalized learning of these elements helps explain what is being personalized.

Figure 5

Instructional Elements According to Backward Design



While some assessments may have mandated times, places, and formats, other assessments may offer students some flexibility in demonstrating their knowledge or ability. For instance, some assessments can be personalized by allowing students to choose how they show their understanding; the level of mastery they hope to attain on the assessment; how quickly an assessment must be completed; or even when and where the assessment should be completed—such as at home or in an alternate school environment during class, before school, or after school.

Similar to assessments, learning activities can also be personalized by allowing students to choose from various kinds of activities, formats, or media to use in preparing for assessments; how quickly learning should occur; when and where

study or completion of learning activities should occur; with whom the student would like to work; or even the learning habits students aim to develop while completing the learning activities.

We further discuss how these instructional elements can be personalized by describing the various dimensions of personalized learning below (Figure 6).

Figure 6

Dimensions of Personalized Learning

2.7.2 Goals

Teachers often feel pressure to make sure their students meet certain outcomes by the end of their time together. These learning outcomes and requirements are usually designated on the district, state, or even national level. However, students can benefit from being encouraged to set, track, and achieve their own short-term goals throughout their learning. As teachers help their students to make Specific, Measurable, Attainable, Relevant, and Time-Based (SMART) Goals (see Figure 5), they show that students are responsible for their own learning and give students the tools to reach their potential (Graham et al., 2019).

Figure 7

SMART Goals

It is important that both teacher and student work together to set appropriate goals to help the student reach the outcomes for the course and for personal growth. These goals, which can be academic (performance-based) or behavioral (habit-based), will allow the student to feel accomplished as they reach their own milestones throughout the course. The personalization of goals and the individual process of setting them will help motivate struggling students, showing them that they are growing in meaningful ways, and challenge advanced students, allowing them to set goals at their own level. Students and their teachers can also decide on personalized means of assessing if the students are reaching their goals and the learning outcomes for the course.

Not a Personalized Goal	Personalized Goal
The teacher decides that students will work towards 80% mastery of an assessment for a specific state standard.	Students aim for different levels of mastery, based on their previous performance data.

2.7.3 Time

Photo by Ales Krivec on Unsplash

Like most people, students often have a preferred time of the day in which they are mentally more astute and a preferred amount of time they can efficiently spend on a single task. As teachers get to know their students, they may begin to understand what these times are for each student. Personalizing time in a classroom allows students to focus on their more difficult content areas while they are more alert. In a full-day class, this may mean allowing some students to write in the morning, while others may choose to do so after lunch. In a period-based schedule, this may mean working with students to adapt the times and dates assignments are due, motivating students to work on their assignments at a time that cognitively works best for them. Additionally, some students may wish to work at home or

on a project before or after school. Personalizing time means allowing students to have access to the materials they need when they need them. It should also be noted that allowing students to work at a time that is best for them may also mean allowing them to work at a pace that is best for them.

Not a Personalized Time	Personalized Time
The teacher chooses when the whole class will participate in an instructional activity.	Students choose how to spend their time during a class's "flex" time.

2.7.4 Place

The personalization of place consists of both the location in which the students are learning and the people with whom they are learning (Graham et al., 2019). Personalizing place in a classroom allows students to learn the types of environments and interactions that are most conducive to their individual productivity while in a structured, low-stakes setting. This knowledge will benefit them as they graduate and move on to more high-pressured environments, such as college and careers. Teachers can open the space in their classroom to allow students to work in different groups or stations, or they may allow more freedom in what happens in the classroom or at home. The teacher can be in only one place at a time, so technology often plays a role in allowing students to have flexibility in the location of their learning by providing them with access to learning materials.

It is important to note that personalization is not always a separating process. There are many ways to group students in a classroom: in pairs or in small groups, with similarly skilled students working together, or with students on a spectrum of skills helping and tutoring each other (Graham et al., 2019). Teachers must decide how much freedom they give their students in determining both the other students in their groups and their roles within their respective groups.

Not a Personalized Place	Personalized Place
The teacher creates a seating chart and each student is expected to sit in his or her assigned seat.	Students are given a choice of where to sit based on several flexible seating options.

2.7.5 Pace

Personalizing pace allows students to adjust the speed at which they complete learning activities and content. While teachers may need to set a minimum pace at which student are allowed to work, adjusting the flow of material for each student helps to ensure that those who need more time to absorb the material are not left behind, while those who may grasp a particular concept more quickly are able to advance to activities that allow them to further develop their knowledge.

Not a Personalized Pace	Personalized Pace
The teacher determines when the class begins and ends working on a lesson or unit.	Students are able to work through units at the speed that works best for them, working ahead or slowing down as needed.

2.7.6 Path

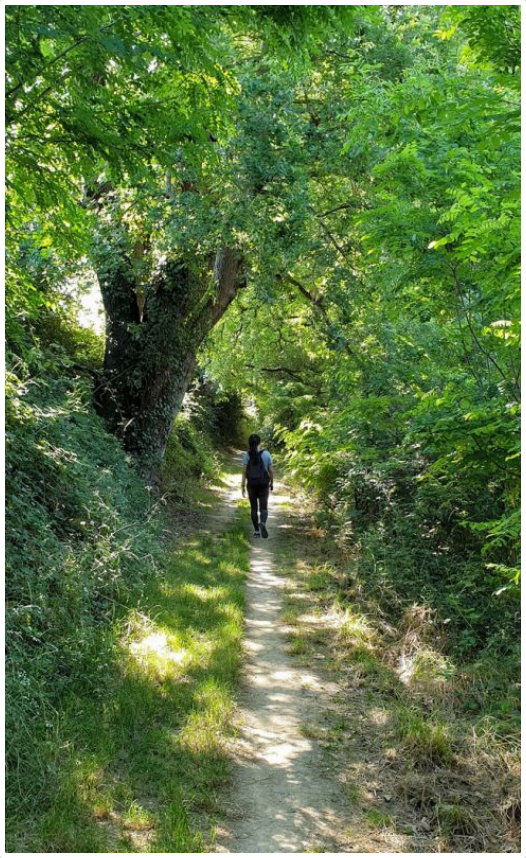
A personalized learning path consists of students choosing how they will achieve a specific learning outcome or personalized goal. While the personalized goal or learning outcome is the end result, with personalized paths the students are able to decide the learning activities they complete as they strive to reach that goal. These options can take a variety of forms: students choosing assignments from a list of different learning activities that all teach the same principle, students deciding whether they would rather listen to instructions through a recording or read them on a page, or students each choosing how they will show mastery at the end of a unit. While these methods help the students to

feel ownership and connection to their learning, it also can prevent the tedium of grading worksheets or multiple-choice exams for every unit.

Not a Personalized Path	Personalized Path
The teacher determines the sequence of activities that everyone in the class will complete.	Students choose from among a list of activities that will help move them towards mastery.

2.7.7 How to Begin Personalizing, Levels of Learner Agency

Photo by Paul Melki on Unsplash



While the task of personalizing a classroom seems daunting, it is important to realize that teachers do not need to start implementing all five dimensions of personalization across learning objectives, assessments, and learning actvities all at once. There are some domains that may already fit within a classroom's structure and others that may follow later. For example, a teacher may begin by helping students set their own goals, which might eventually develop into the personalization of path. The most important criteria are that a teacher starts with a student-centered mentality, builds a support system, and has a personalization plan in mind.

Becoming student-centered

The task of personalizing a classroom requires more than just a structural change in a classroom. It also requires the humility and patience to allow students more autonomy in their learning. The teacher must step away from a lecturing role and into the role of a facilitator and a guide, which often means getting to know the students in a more personal way. While it may be unfeasible to sit down with every student on a regular basis, even simple connections like sending surveys about students' preferences and needs can go a long way. These surveys can contain both multiple-choice sorting questions (Do you prefer reading instructions, watching video instructions, or both?) and open-ended, interest-

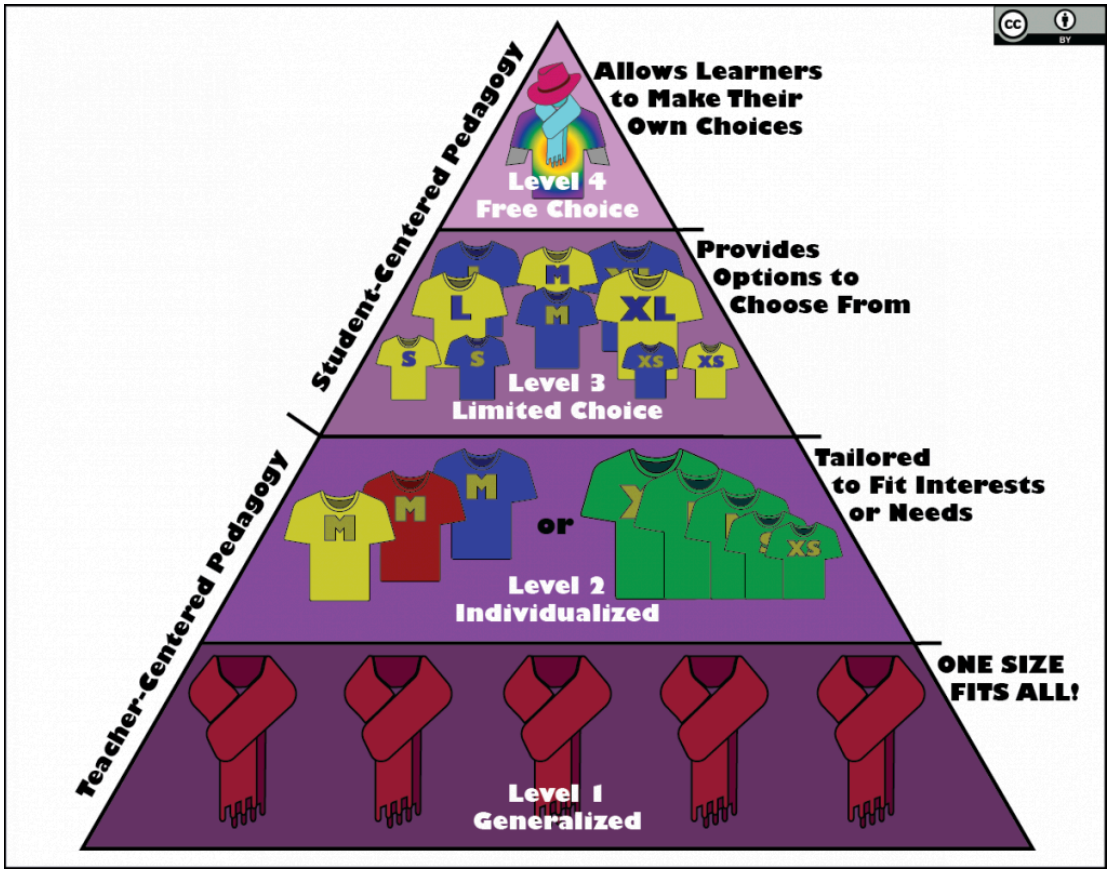
based questions (What do you like to do in your free time?) (Graham et al., 2019). The answers to questions like these can be used to develop a more student-centered classroom.

Short (2022) notes that teaching can incorporate four different levels of learner agency for personalization (See Figure 6). These levels are outlined as follows:

- Level 1 - Generalized Instruction. At this level, the instruction is largely teacher-centered and takes a “one-size-fits-all” approach to learning.
- Level 2 - Individualized Instruction. Instruction includes some differentiation, individualization, or adaptation. These modifications come from the teacher making decisions based on students' needs, interests, and abilities, or from technology that measures student knowledge or abilities and adapts instruction based on such data.
- Level 3 - Limited Choice. Students have some choice over their learning related to the goals, time, place, pace, and/or path of their learning. At this level, teachers provide students with options to choose from such as various levels of mastery to work toward, various forms of assessment to complete, or various videos to watch.
- Level 4 - Free Choice. Students fully direct the goals, time, place, pace, and/or path of their learning. At this level, students have full autonomy in directing their learning. It may be uncommon in K-12 contexts for students to reach this level all the time but there are opportunities for students to practice this level of agency. For example, students may freely choose the topic of an essay or whom to work with for completing a project.

Figure 8

Short's Taxonomy of Learner Agency



“Learner Agency Taxonomy” created by Cecil R. Short is licensed under a Creative Commons Attribution International 4.0 License

These four levels of agency can be applied to any of the five dimensions of personalized learning (goals, time, place, pace, and path) and to any of the three elements of instruction (learning objectives, assessments, and learning

activities).

Developing a support system

Personalized learning is not the same as giving students free reign in the classroom. In order to truly help students, teachers need to find a balance between the overall structure of the classroom and the flexibility of student choice within that structure. As the teacher begins a school year with a plan of what decisions the students will be able to make and which ones the teacher will resolve, the teacher will be more prepared to help students reach their full potential. However, in order to truly be student-minded, teachers must remember to maintain a flexible mindset as they create personalization plans. Once teachers begin to understand the unique individuals in their classrooms, they will be able to fine-tune their plans for personalization in a way that supports those students.

Personalization plan

Personalizing learning is not the same as giving students free reign in the classroom. In order to truly help students, teachers need to find balance between the overall structure of the classroom and the flexibility of student choice within that structure. As the teacher begins a school year with a plan of what decisions the students will be able to make and which ones the teacher will resolve, the teacher will be more prepared to help students reach their full potential. However, in order to truly be student-minded, teachers must remember to maintain a flexible mindset as they create personalization plans. Once teachers begin to understand the unique individuals in their classrooms, they will be able to fine-tune their initial plans for personalization in a way that supports those students.

Teachers Talk: Results of Personalization

Watch on YouTube

Personalization is by no means easy, but it is feasible. As teachers approach their classrooms with the students' needs in the center of their pedagogy, the needs and desires of the students will frame how the learning outcomes are presented, achieved, and demonstrated. Students and teachers will benefit from the preparation and dedication that each will put forward in the learning process.

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3

Evaluating Blended Teaching with the 4Es and PICRAT

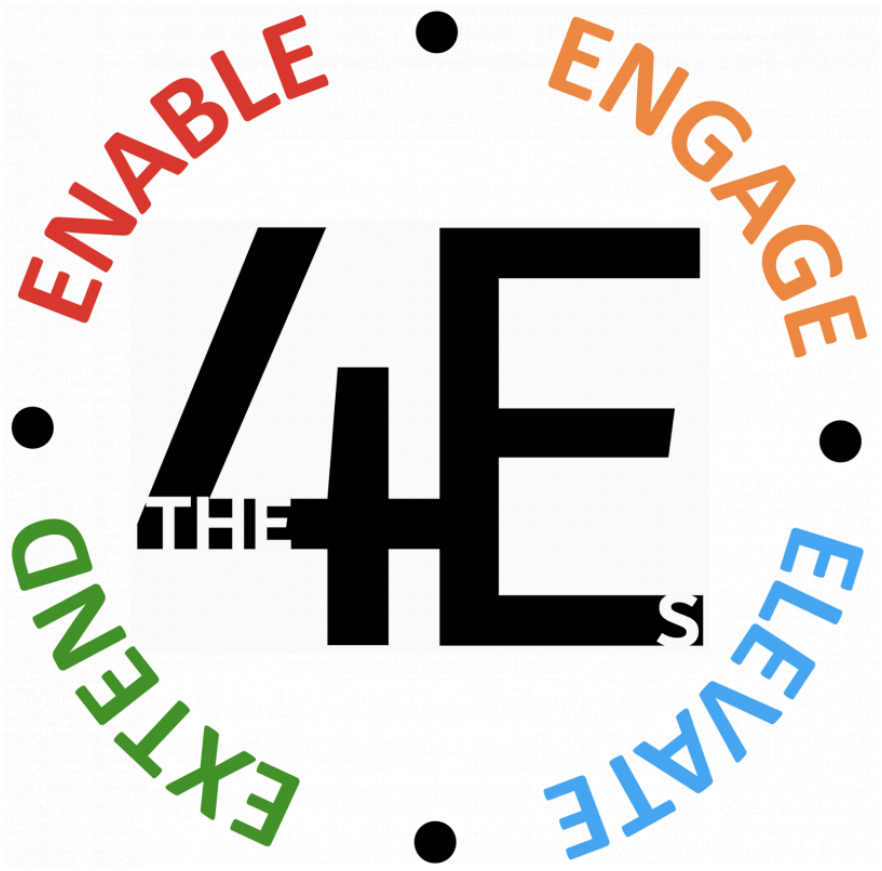
Jered Borup, Charles R. Graham, Cecil R. Short, & Joan Kang Shin

In the first chapter, we explored several scenarios and purposes for blending your students' learning. Regardless of your reasons for blending, it's important to evaluate your teaching and students' learning. Blended learning is the strategic combination of online and in-person instruction. But how will you know if your blended learning strategies are producing the intended results? As you implement your blended learning strategies, it's important that you examine and evaluate their effectiveness and how it has (or hasn't) benefited students' learning. Building on previous research and frameworks such as David Merrill's (2009) e3 and Liz Kolb's (n.d.) TripleE frameworks, we identified four evaluation criteria to determine the effectiveness of your blended learning strategies (see Figure 1). Specifically, our 4Es framework asks if your blended learning strategies:

- ENABLE new types of learning activities.
- ENGAGE students in meaningful interactions with others and the course content.
- ELEVATE the learning activities by including real-world skills that benefit students beyond the classroom.
- EXTEND the time, place, and ways that students can master learning objectives.

Figure 1

The 4 Es



"The 4Es" created by Jered Borup, CC BY SA

3.1 Enable

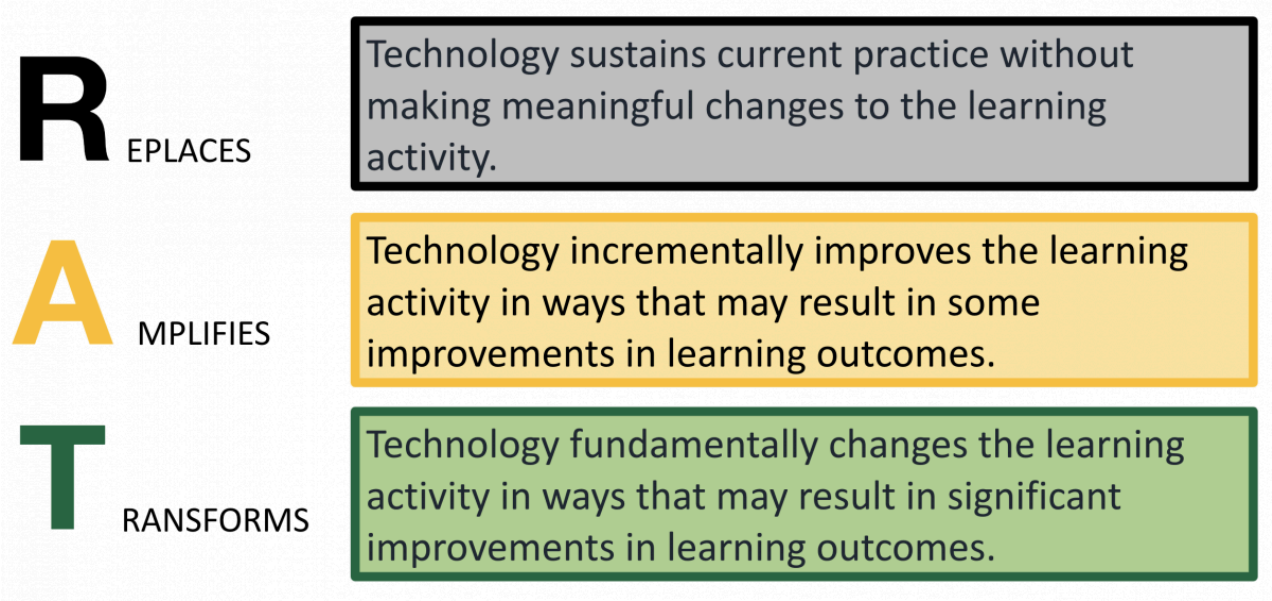
Guiding Question

Do your blended learning strategies ENABLE new types of learning activities?

Kimmons et al. (2020) used the RAT framework to explain that blended learning strategies can use technology in ways that replace, amplify, or transform learning activities (see Figure 2).

Figure 2

The Rat Framework



Education has a long history of using technology to simply replace or digitize learning activities that were previously done without technology. For example:

- handwriting an essay is replaced by typing an essay.
- writing on a chalkboard is replaced by writing on a digital whiteboard. Chalk on a board is replaced by pixels on a screen.
- reading a textbook is replaced by reading an eBook.

These replacements can be a fine use of technology. As long as students have access to the technology, digitizing learning activities can reduce costs following the initial investment to purchase the technology. Additionally, replacing a learning activity using technology can make some learning activities more efficient than they would be without technology. For instance, an essay typed in a word processor can be revised more easily and quickly than a handwritten essay. However, simply replacing an activity will not improve learning outcomes. Best case scenario, students will achieve the same learning outcomes—only more quickly and/or cheaply.

To enable new types of learning that improve learning outcomes, teachers need to use blended learning strategies that move beyond replacing to using strategies that actually amplify or transform learning activities from what could be accomplished without technology.

Amplifying a learning activity requires teachers to introduce technology in ways that enable incremental improvements while the core of the activity remains largely the same. For instance, teachers may find that many of their students have met the target learning outcomes when they are reading students' essays. As a result, the teachers may choose to amplify the essay writing process by having students work in a collaborative document that enables better collaborative opportunities, peer reviews, instructor feedback, and editing. Students can also include multimedia elements to enhance what is written in the essay. Or teachers may use technology in ways that allow students to publish and share their essays in authentic ways. Teachers may also use technology to improve pre-writing activities by engaging students in an online discussion activity to brainstorm and formulate ideas for their essays. What's important to recognize is that the core activity is still the same—writing an essay—but technology enables incremental improvements and enough of these improvements could impact learning outcomes.

Transforming a learning activity is different than amplifying it because the teachers' goal isn't to improve the activity; rather, it's to use blended learning strategies in ways that introduces a new learning activity that they wouldn't be able to do without technology. For instance, rather than making improvements to the essay, teachers may choose to transform

the learning activity by holding a film festival where students write a script, edit a video, and then “premiere” their videos to their classmates and others that are invited to participate.

3.2 Engage

Guiding Question

Do your blended learning strategies ENGAGE students in meaningful interactions with others and the course content?

Engagement is a term with many different meanings. Borup et al.'s (2020) review of research identified three dimensions of engagement:

- Behavioral engagement: the physical behaviors required to complete the learning activity.
- Emotional engagement: the positive emotional energy associated with the learning activity.
- Cognitive engagement: the mental energy that a student exerts toward the completion of the learning activity.

Teachers will often refer to these three dimensions of engagement when they talk about engaging students’ hands, hearts, and heads (see Figure 3).

Figure 3

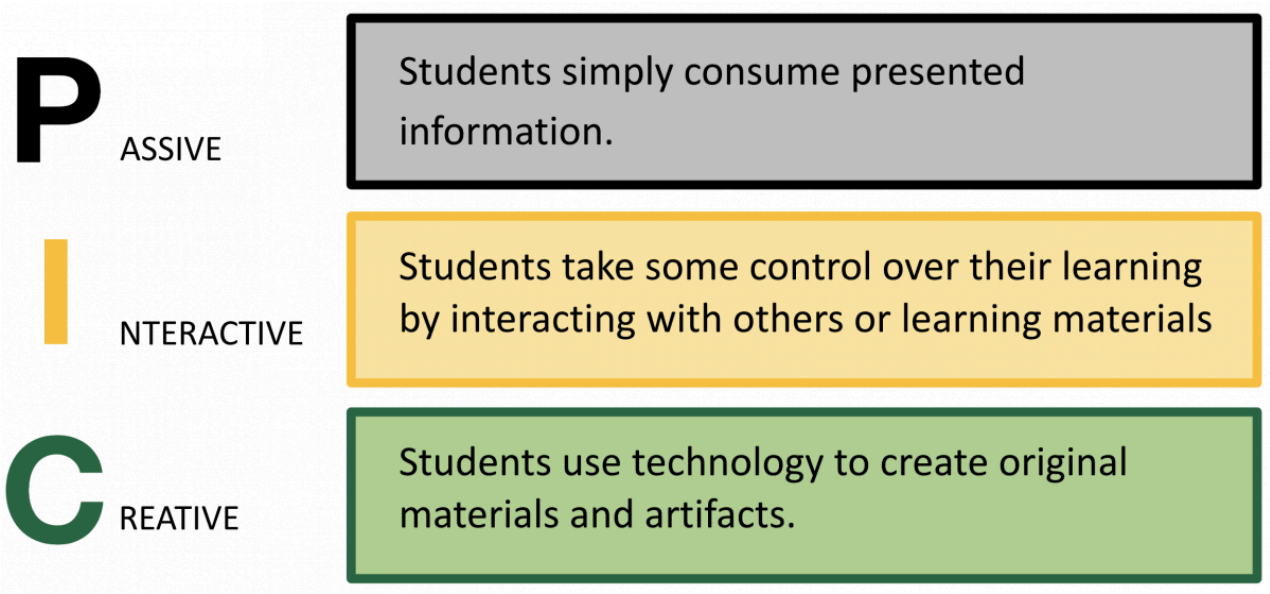
The Three Dimensions of Engagement

"Engagement" created by Jered Borup using images from Pixabay, CC BY SA

Of the three dimensions of engagement, behavioral engagement is the easiest to observe and categorize. Specifically, Kimmons et al. (2020) used the PIC framework to identify three types of behavioral engagement: passive, interactive, and creative (see Figure 4).

Figure 4

The PIC Framework

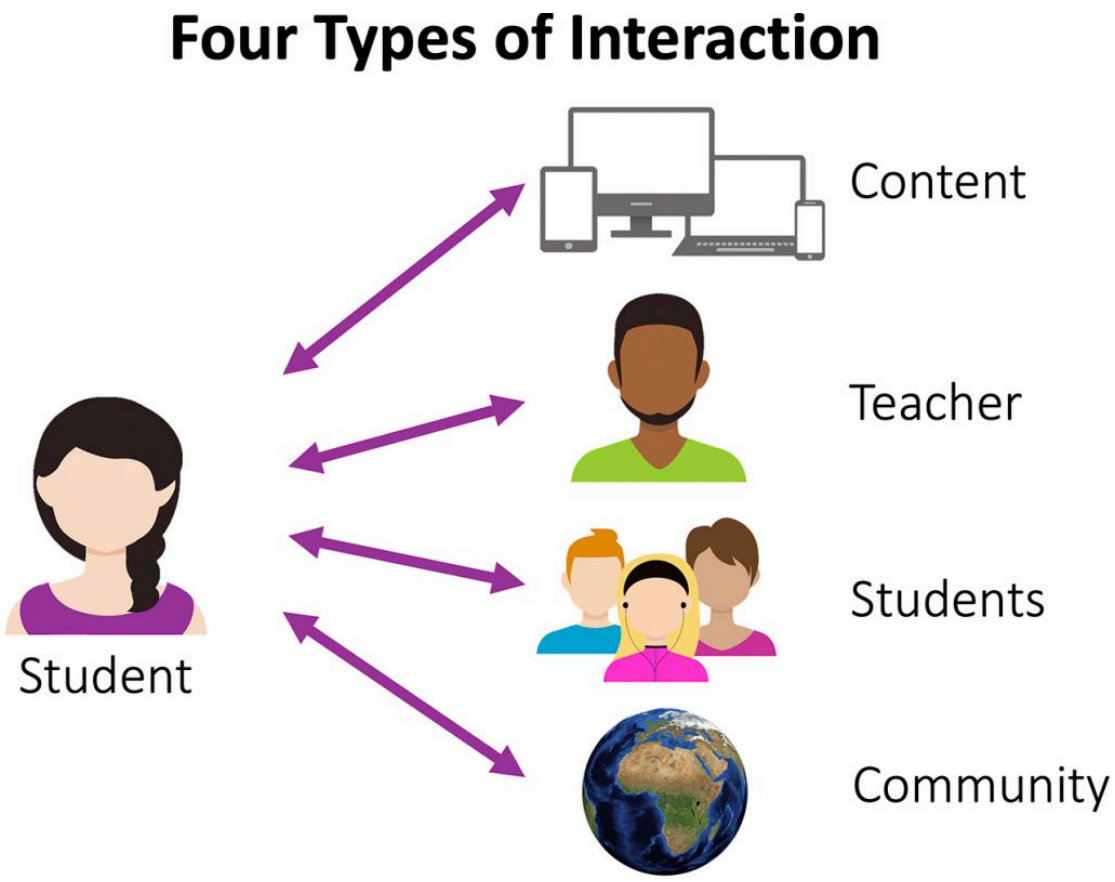


Passive learning examples include students watching a video, listening to a podcast, and attending a lecture. In some ways, these passive learning tasks represent the lack of engagement because they don't require or even allow for students to make meaningful choices or contributions.

Interactive activities are dynamic and require students to actively participate. Interactive activities include tasks where students are interacting with online content and tools. Interactive activities can also include opportunities for students to communicate with others such as the teacher, other students, and those outside of the classroom (see Figure 5).

Figure 5

Four Types of Interaction



Creative activities go beyond participation to actually creating something original like a blog post, edited video, or digital poster. Table 1 shares some additional examples of online passive, interactive, and creative activities.

Table 1

Examples of Passive, Interactive, and Creative Activities.

Passive	Interactive	Creative
• Watching a video. • Listening to a podcast. • Reading an online article.	• Playing educational games. • Participating in an online discussion. • Asking a virtual guest speaker questions.	• Writing an essay. • Editing a video. • Making an infographic. • Creating a website.

It's important to note that each type of behavioral engagement is important at different stages of the learning process. For instance, students may passively listen to a short lecture or watch a video before interacting with their peers regarding their thoughts about what they learned during the passive activity. Similarly, if students are tasked with creating a video essay, they will likely start with passive activities to develop a background understanding of the topic or to learn how to use the video editing program. Students could then interact with their peers to collaboratively create the video. Instructors can also consider when and where passive learning activities occur. For example, sometimes a flipped classroom trades having a passive video watching experience online to make time and space for an interactive/creative learning experience in-person.

When evaluating your blended teaching, it's important to see the value of passive learning activities while also understanding that these types of activities are limited in terms of deepening students' learning. Passive activities like watching a video or reading an article alone do not require students to demonstrate their comprehension of content or encourage higher levels of cognitive engagement, such as applying, evaluating, or creating. Too much time spent in

passive learning activities will limit your students' engagement so be sure to leave ample time for interactive and creative activities.

The following table provides examples of how technology can be used to replace, amplify, and transform activities that don't originally include digital technology (see Figure 6). As you read the table, notice that passive activities can be amplified or transformed by using technology to make the learning less passive and more interactive. Similarly, teachers can amplify and transform activities that are already interactive by using technology to adjust the time and place of the interactions or by allowing students to move beyond interactive activities to creative activities.

Figure 6

Examples Showing the Use of Technology to Replace, Amplify, and Transform No-tech Activities

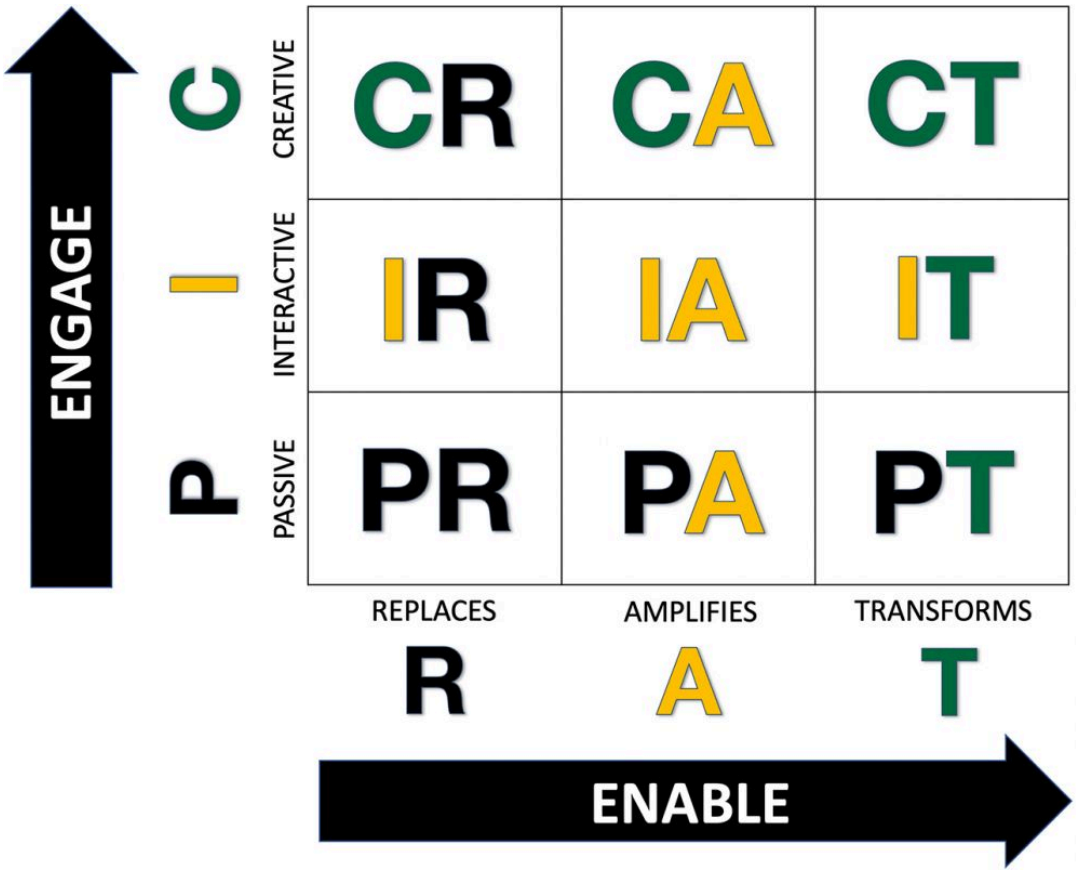
NO-Tech Activity	REPLACES R	AMPLIFIES A	TRANSFORMS T
CREATIVE ACTIVITY Students color and label a paper map of the continents.	Students label an online map and selecting colors for each continent.	Students use a tool like ThingLink to add videos and images that highlight the different attributes of each continent.	Rather than create a map, students collaboratively create a travel website that highlights the different continents for visiting extraterrestrials.
INTERACTIVE ACTIVTY Students engage in a classroom debate to demonstrate persuasive techniques.	During class time, students engage in a "silent debate" where comments are written on a discussion forum rather than spoken aloud.	Students engage in a debate that combines in-person communication with asynchronous online communication to increase student participation and reflection.	Rather than engage in a class debate, students collaboratively work on a school-wide or community campaign that includes digital campaigning using posters and public service announcements.
PASSIVE ACTIVITY Students listen to an in-person lecture to learn new concepts.	Students watch a video or online lecture.	Students watch a recorded lecture using a tool such as EdPuzzle that requires students to periodically answer multiple-choice questions.	Rather than watch a lecture, students learn concepts using adaptive learning software that automatically adapts what is taught based on student performance.

Kimmons et al. (2020) combined the PIC and RAT frameworks to form the PIC-RAT matrix that allows teachers to to chart how technology is being used in their blended learning strategies (see Figure 7). The matrix is a helpful tool for teachers to consider what the technology is adding to the activity. Ask yourself the following questions:

1. Is the technology being used to increase student engagement by making learning activities more interactive and/or creative?
2. Is the technology being used to simply replace activities or to amplify and transform activities?

Figure 7

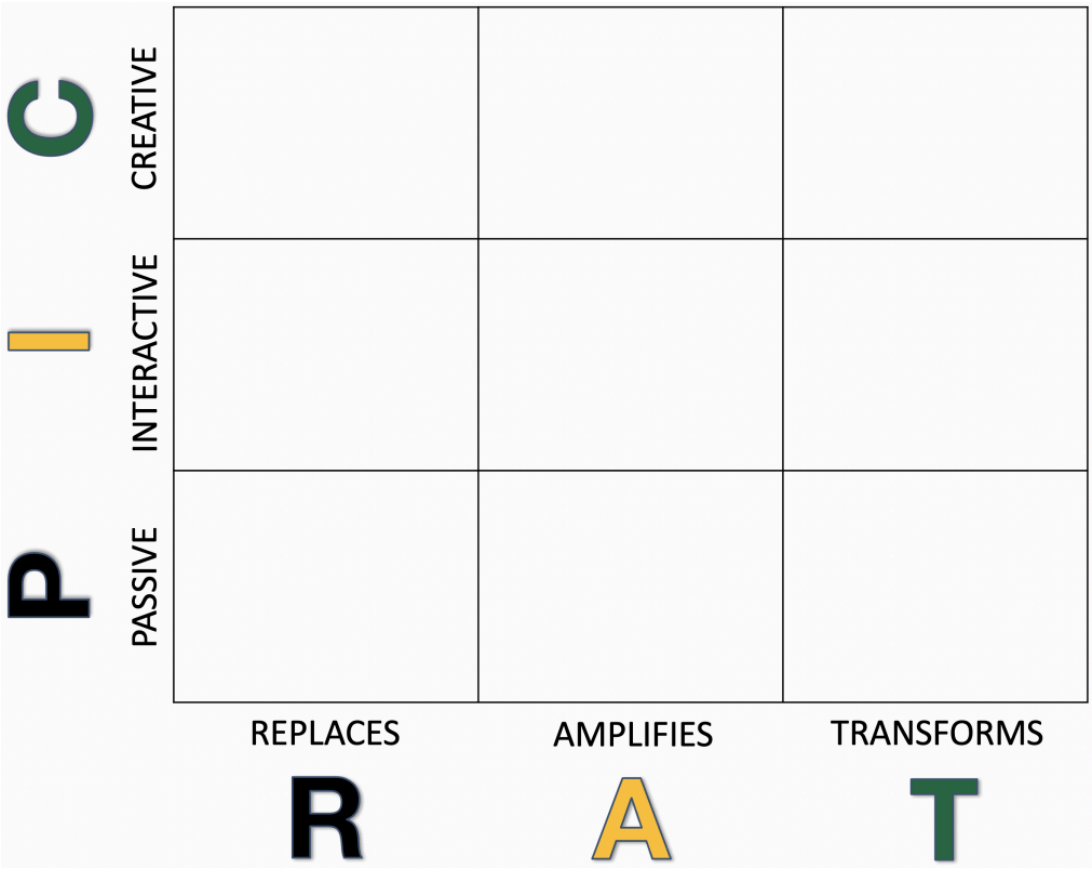
The PIC-RAT Matrix



When planning new blended or online activities, we recommend starting by focusing on the learning objective(s), then pulling out a piece of paper or pulling up a word processing document and filling out the PIC-RAT matrix (see Figure 8) with various ways that technology could be used to teach the learning objective(s).

Figure 8

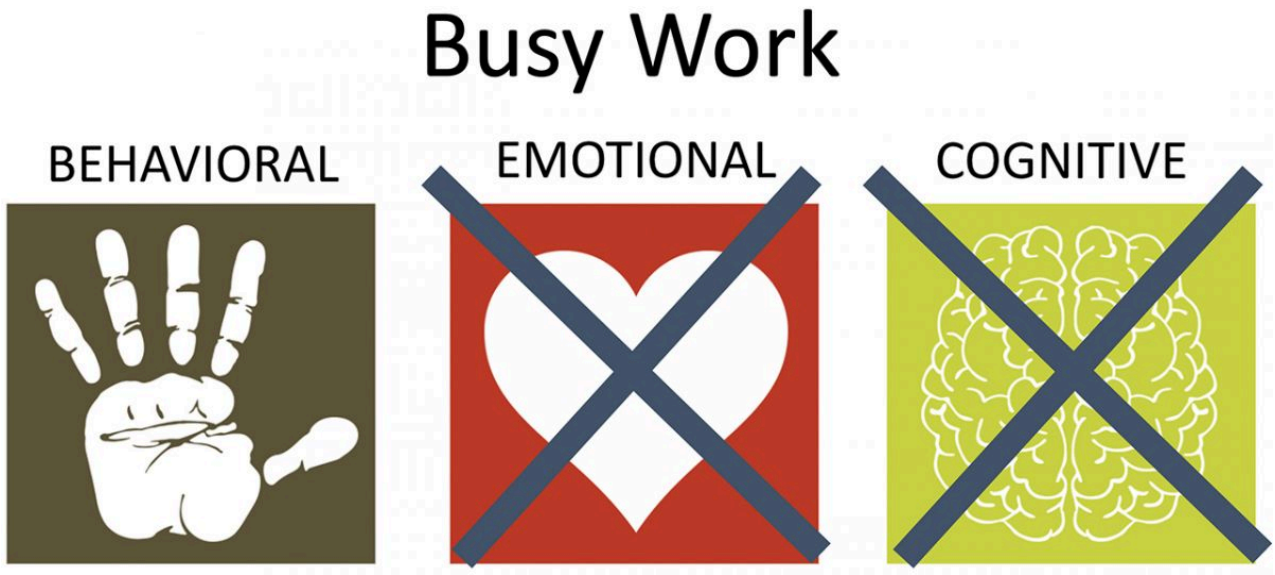
Blank PIC-RAT Framework for Brainstorming Activities Using Technology



Moving up and across the matrix will likely improve the learning activity, but it's also important to note that the PIC-RAT matrix doesn't actually measure the quality of the learning activity. It's possible for teachers to transform a learning activity by having students create something that wouldn't be possible without technology and still not actually improve students' learning or experience. In fact, it is possible to transform students' learning for the worse. For instance, using the example shared above, a teacher may transform an essay writing activity so that students create an edited video instead. While this transformation may be positive for many students, there could be some students who detest making an edited video and refuse to participate. Similarly, a teacher may transform a passive learning activity into a creative learning activity that isn't as aligned to the learning outcomes. As a result, when amplifying or transforming a learning activity to increase students' behavioral engagement it's important to consider the other two dimensions of engagement—emotional engagement and cognitive engagement. Students will perceive the activity as "busy work" if teachers only engage their hands but fail to also engage their hearts and minds (see Figure 9).

Figure 9

Busy Work



As you go through these chapters, you have the opportunity to reflect on what you have learned and to design your own activities in the Blended Teaching Workbook. Click on the link to access your workbook. Make sure you save a copy and keep it available, so you can return to it as you go through the chapters.

Blended Teaching Workbook

In your workbook is a copy of the PIC-RAT grid. Use it to brainstorm activities you could use in your classroom. You can access the workbook here.

3.3 Elevate

Guiding Question

Do your blended learning strategies ELEVATE the learning activities to include real-world skills that benefit students beyond the classroom?

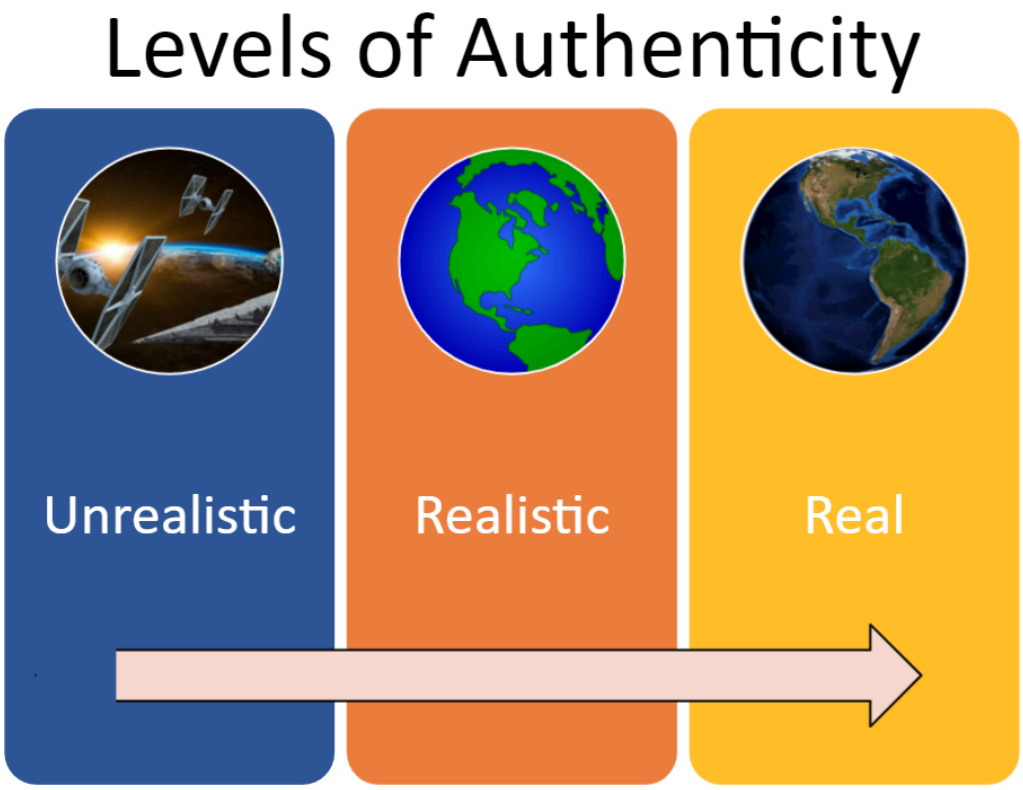
In addition to creating learning activities aligned with the course learning objectives, teachers' blended learning strategies can elevate students' learning to also include real-world skills that benefit students beyond the classroom. For example, the Partnership for 21st Century Learning stresses the need for students to develop the 4Cs—communication, collaboration, critical thinking, and creativity skills (https://www.battelleforkids.org/networks/p21). While widely-referenced and important, the 4Cs also take a somewhat narrow view of the skills that students need to succeed beyond the classroom. For Ontario's education agenda, Michael Fullan (2013) expanded on the 4Cs to include character education and citizenship. Social-emotional learning is also critical for human development. These skills are best developed in a social learning environment. Clearly, students can't develop communication, collaboration, and citizenship skills in isolation. Even critical thinking and creativity skills are best developed when working with others. This provides more support for balancing passive activities with interactive and creative activities while urging teachers to elevate their instruction.

Learning activities are also best elevated when activities are situated in authentic tasks and projects. There are three levels of authenticity when you are considering the problems and stakeholders that students will be working on and with (see Figure 10).

- Unrealistic: These scenarios and problems can be out of this world—literally! Stakeholders and problems can be science fiction and include anything from time traveling to establishing a colony on Mars. They are intended to make the unit more exciting and emotionally engaging while still requiring students to demonstrate important knowledge and real-world skills.
- Realistic: These are scenarios and problems that feel like they are real but aren't. Real people can even serve as stakeholders but they are really just acting. For example, students might simulate creating a new business by coming up with a new product and working in groups to come up with the name of the product, a business plan, and a marketing plan. It is completely realistic, but they won't be really starting a new business!
- Real: This is the gold standard because you have real people who are really interested in and will benefit from students' work. These stakeholders can be of any age and in and out of the school. For example, students could work in groups to discuss some problems in their community, such as littering in their local park or school grounds. They might create memes, GIFs, and short video public service announcements to urge people to keep the park and playground clean that they can post on social media and distribute through local government social media.

Figure 10

Levels of Authenticity



"Levels of Authenticity" created by Jered Borup using images from Pixabay, CC BY SA

Authentic assessments are often renewable rather than disposable. Consider the target audience of most assessments —who it is that students are completing assessments for—themselves, their community, their teacher? Often assessments are completed for an audience of one, the teacher. The teacher then evaluates the assessment, provides

the student with some feedback, returns the assessment to the student, and hopes that the student uses the feedback to enrich their learning before the assessment is discarded in the trash can (or on the floor, or left on a desk) when class ends. These assessments are often seen as "disposable assessments." They are meant to be used and then discarded without retaining any real-world value.

“A ‘renewable assessment’ differs in that the student’s work won’t be discarded at the end of the process, but will instead add value to the world in some way.” (David Wiley, 2016)

A movement toward assessments that can exist in a world that is larger than the four walls of a singular classroom can make learning more authentic and elevate what students learn and do beyond content-based curriculum and contexts. For example, a community college instructor found that having her students write an openly licensed textbook that would be shared with other students instead of traditional essays caused them to "write better than they've shown me in the past" (Short et al., 2024). Students want to know that their work matters and is destined for more than the nearest trashcan.

Table 2 gives some examples of renewable and disposable assessments.

Table 2

Renewable and Disposable Assessments

Renewable Assessments
• Students create a documentary about the life of a war veteran in their community. • Students create tutorial videos to help teach math concepts to peers. • Students create artwork to beautify the walls of city buildings. • Students create a picture dictionary to share with younger students.
Disposable Assessments
• Multiple choice exam • Short essay quiz • 5-page paper to check understanding or ability • Spelling test
Additional Resources
• Renewable assignments: Student work adding value to the world • Non-disposable Assignments in Intro to Philosophy • From Consumer to Creator: Students as Producers of Content • Are your assignments renewable or disposable? • What is Open Pedagogy -> Killing the disposable assessment

3.4 Extend

Guiding Question

Do your blended learning strategies EXTEND the time, place, and ways that students can master learning objectives?

Another way that blended learning strategies can improve learning activities is by extending the time, location, and ways that students complete learning activities. Attempting to extend students' learning time and location is nothing new. For instance, students have long had flexibility in the time and location that they completed homework. However, too often students are tasked with completing homework without adequate support resulting in frustration for both students and parents, as hilariously shown in the following video clip.

Watch on YouTube

Using technology teachers can not only provide students with more sensory-rich learning materials, within a learning management system (LMS) they can also provide them with digital scaffolding and direction to successfully complete learning activities using those materials. For instance, it's relatively easy for teachers to create short instructional videos that can help students to learn new concepts or complete learning tasks. One teacher (Farah, 2019), explained that creating instructional videos allowed him to "clone" himself so students could receive his help in the moment they needed it, not when he was presently available to help them. Once teachers feel comfortable making quick videos, they can use them to provide targeted scaffolding anytime students find something confusing or difficult. This allows the teacher to tailor instruction to specific students or classes.

This use of technology can also provide students with the flexibility in the pace of their learning and allows teachers to implement mastery-based grading. For instance, when learning activities are clearly organized in an LMS, students can complete and submit assignments that the teacher can then review and provide feedback on until students achieve

mastery. Providing quality feedback efficiently is especially important in a mastery-based grading system. Although detailed feedback is always time-consuming, technology can help lighten the load as we will see in the following chapters of this book.

Teachers can also extend the ways in which students complete learning activities. For example, teachers may provide students with multiple learning paths to choose from using a choice board. A choice board is a graphic organizer, usually in a grid of 4, 6, or even 9 spaces, with activities that students can choose to do. Often teachers design them to appeal to their learners' interests, talents, and abilities. Creating multiple activities that all lead toward mastery of your learning objectives allows students choice in their learning path—hopefully with choices that will motivate them and inspire them to do their best work. Once learning has been extended, teachers can also provide students with opportunities to form their own learning path and/or set learning goals.

3.5 Conclusion

Combining in-person and online instruction doesn't mean that the blended learning will be high-quality—or even good. As you begin to blend your students' learning, you will likely find that some lessons or even entire instructional units don't go as well as expected. The opposite will also be true and you will find that other blended lessons and units go incredibly well. As blended teachers it's important to carefully evaluate what works and what needs to be improved or even replaced. The 4Es framework can help you recognize quality blended teaching and learning. Specifically, as you plan new blended instructional units or evaluate previous blended instruction, ask if your instructional unit would or did:

- ENABLE new types of learning activities.
- ENGAGE students in meaningful interactions with others and the course content.
- ELEVATE the learning activities by including real-world skills that benefit students beyond the classroom.
- EXTEND the time, place, and ways that students can master learning objectives.

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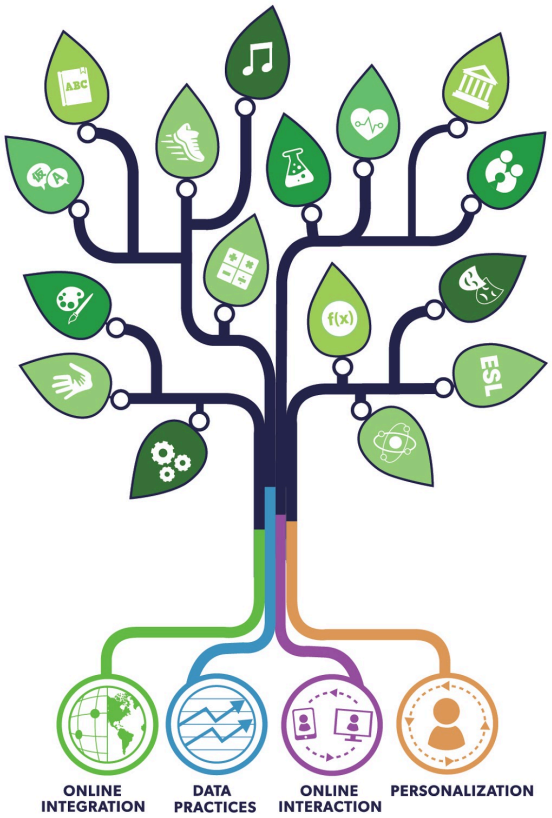
Discipline Specific Blended Teaching

4

World Languages (WL): Intro to Blended Teaching

Brianne Leia Jackson & Patricia Yu

4.1 Purpose



The purpose of this chapter is to help you prepare to design and implement blended learning within the world language classroom. The image on the cover of the book shows a broad range of disciplines, each represented by a leaf on the tree. The four core skills for blended teaching are represented by the common roots of the tree that feed the branches.

While there are some broad commonalities in how blended learning looks across disciplines, there are also many subtle and unique approaches to blended teaching within each discipline. World language teachers can benefit from examples

of blended teaching in world language classrooms. As a result, this set of chapters is geared towards providing examples of blended teaching that are specific to the world language classroom.

In these chapters we also use examples from practicing world language teachers. They will help you see blended teaching in world language courses through the lens of the blended teaching competencies: online integration, online interaction, data practices, and personalization.

4.2 Meeting the World Language Blended Teachers

In these chapters, you will receive instruction and ideas from experienced world language teachers. Learn more about some of these teachers below.

Meet Your Korean Teacher–Patricia Yu (0:51)

Watch on YouTube

Meet Your Spanish Teacher–Stephanie Pryce (1:48)

Watch on YouTube

Meet Your German Teacher–Stephen Van Orden (3:00)

Watch on YouTube

Meet Your Spanish Teacher–Cheri Bradby-Viquez (1:23)

Watch on YouTube

Meet Your Latin Teacher–Daniel McGraw (1:34)

Watch on YouTube

Meet Your Spanish Teacher–Todd Robbins (2:04)

Watch on YouTube

Let's start with learning why we might want to blend a world language classroom. (Link to next chapter.)

5

WL: Why Blend?

Brianne Leia Jackson & Patricia Yu

5.1 Blending in World Language Courses

The first question you should ask yourself before embarking on the journey of blended teaching is “Why blend?” Teachers who are still searching for their answer to this question may end up spending a lot of time and energy implementing changes that do not serve any larger goal or purpose.

Guiding Question: Why Blend?

Teachers must answer the question “Why blend?” It is not sufficient to blend just because it is popular or because others are doing it.

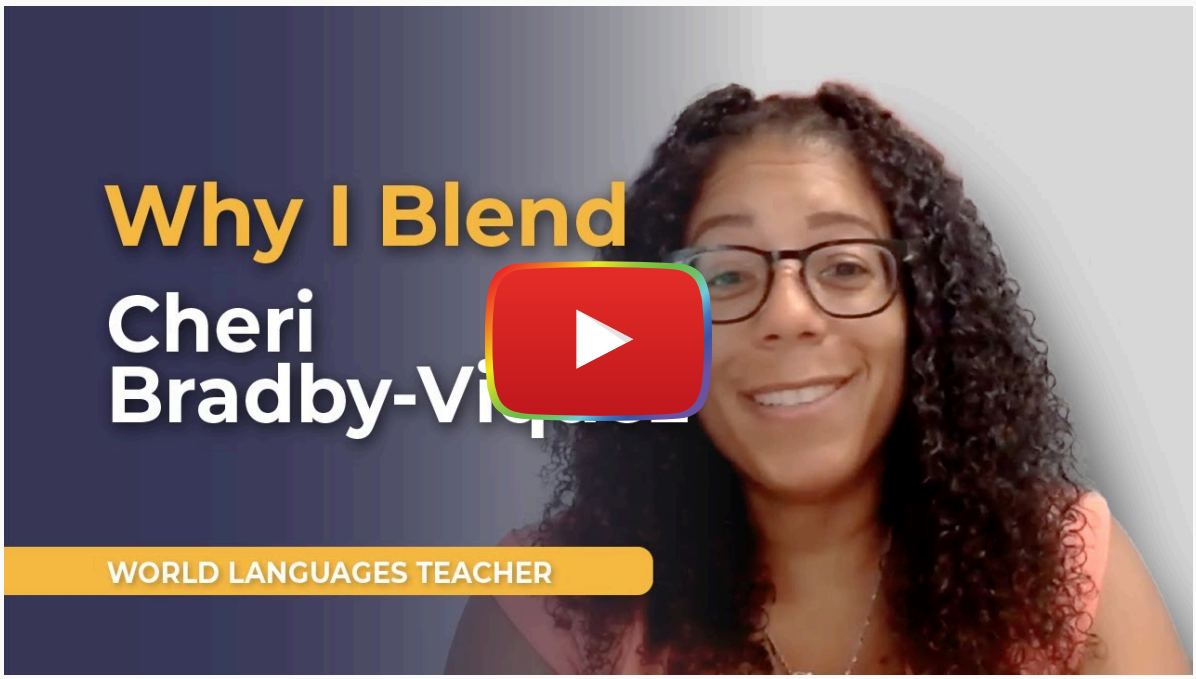
In the two videos below, Stephen Van Orden and Cheri Bradby-Viquez explain how blended teaching has improved their classrooms. What reasons might you have for blending? Do any of their reasons resonate with your own beliefs or practice?

Why I Blend–Stephen Van Orden (3:26)

Watch on YouTube

"I realized that is what is happening with my students every single day all day long"

Why I Blend–Cheri Bradby-Viquez (1:43)



Watch on YouTube

"Blended learning can meet students where they are."

5.2 Reasons for Blending

There are four primary reasons why teachers choose blended teaching:

- **Improved learning outcomes—**Blended classrooms can increase personalization, allow for more individual and small group differentiated instruction, and make better use of classroom time.
- **Increased access and flexibility—**In blended classrooms students have access to materials anywhere and anytime. In addition, they have access to resources and activities that are online available online.
- **Increased efficiency/cost—**Blended classrooms can help students complete learning activities in less time and with less energy**,** reduce printing costs, and help students stay more organized (less likely to lose assignments).
- **Improved interaction—**Blended classrooms put the student at the center of the learning, rather than the teacher, making lessons more engaging and relevant to students' lives. Blended learning can also better prepare them to engage in the types of authentic interactions that are common in the real world.

Daniel McGraw and Stephanie Pryce explain how blended teaching allows them to be both more efficient as a teacher and to make learning a world language more student centered.

Why I Blend–Daniel McGraw (5:32)

Watch on YouTube

"How do we use this digital technology in a way that brings to life what we are doing in the classroom?"

Why I Blend–Stephanie Pryce (2:32)

Watch on YouTube

"The best part of blending is that you can use it for differentiation."

Oftentime teachers have multiple reasons for blending, but almost always one of these four reasons is primary in their minds. Table 1 below shows some simple world language examples and how they might help a teacher to achieve multiple purposes simultaneously.

Table 1

Examples of Multiple Purposes for a Blended SpEd Activity

Blended Example	Blended Purpose
Facilitates student collaboration and feedback during the writing process.	Learning Effectiveness: Sharing online writing eliminates the need for students or teachers to create hard copies of student writing to receive feedback. Because feedback can be easier to provide online using audio or video recordings, students can receive more detailed feedback. Students learn collaboration skills as well as the ability to rethink, rewrite, and revise their writing.
	Access and Flexibility: It is also easier for students to respond to recommendations and revise their papers online.
	Increased Efficiency/Cost: It saves the effort and cost to make physical copies of student papers. Using collaborative online documents can also make the collaborative process and providing feedback more efficient.
Creates a space for discussions that	Learning Effectiveness: Many students struggle to fully participate in class discussions for a variety of reasons, especially in world language classrooms, where students can be extra self-conscious about their pronunciation and grammar. Or, some students may dominate

Blended Example	Blended Purpose
involve all class members.	conversations, allowing their classmates little opportunity to practice conversation in the target language. Online discussions give everyone the opportunity to participate, creating more robust, reflective, and divergent discussions. For online discussions that use voice tools, they also allow the world language teacher to give individualized and targeted feedback on student pronunciation and grammar.
	Access & Flexibility: Online discussions allow all students to voice their ideas and have equal opportunity to practice their pronunciation and to rehearse specific scenarios.
	Increased Efficiency/Cost: Online discussions efficiently give every student a voice. They also free up classroom time for other activities.
Promotes differentiated instruction	Learning Effectiveness: Based on student data, students can be assigned learning activities specific to their weaknesses in the different areas of World Language acquisition. For example, students who don't need to work on conjugations don't have to. Students who don't understand how to form questions in the target language can receive instruction and activities designed to help them learn this concept.
	Access & Flexibility: Students have access to instruction specifically targeted to their needs. They have the flexibility to access the content they need and which they have not already mastered.
	Increased Efficiency/Cost: Students don't waste time where they are already proficient. They don't have to wait for other students to catch up or worry about being behind.

As you go through the world langauge chapters, you will be able to reflect on what you have learned and design your own activities and classroom in a Blended Teaching Workbook. Click on the "Blended Teaching Workbook" button to access your workbook.

Blended Teaching Workbook

Write a brief statement about why you want to blend your classroom. Which purposes and outcomes are you most interested in for your blend? Access your Workbook here. Make sure you save your copy where you can access it as you go through the social studies chapters.

5.3 Common Challenges to Teaching/Learning World Languages: Problems of Practice

All teachers face challenges. It's part of the nature of sharing a learning journey with a large number of young people. For many world language teachers, blended teaching helps them address and overcome some of those challenges. Students need the confidence to communicate with people in the target language, be exposed to authentic texts or media written in the target language, and actively use the language they have learned in a real-world setting. However, how much does integration of these authentic texts and real-world scenarios take place in foreign language classes? If students rarely have the opportunity to communicate in a real setting, how do teachers design lessons and create more opportunities to engage themselves in a real world setting?

Why I Blend–Patricia Yu (2:38)

Watch on YouTube

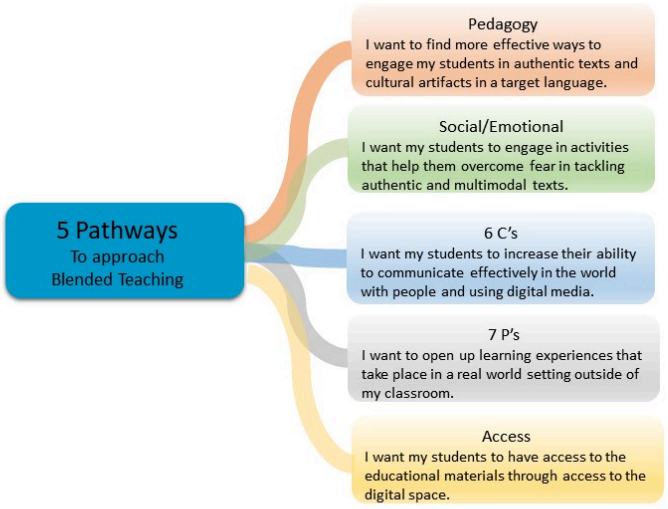
Definition: Problem of Practice

A problem of practice is a current problem or challenge that you believe could be improved through blended teaching.

Problems of practice can fall under any of the three purposes outlined in section 1.1. However, the most meaningful and powerful problems of practice for teachers deal directly with improving learning outcomes for their students.

Figure 1

Problems of Practice in World Languages



These five pathways are a powerful tool to help you think deeply about problems of practice that are relevant to you. Once you identify specific challenges in your current approach to teaching, you will be able to begin to explore what online approaches may be combined with your in-person approaches to make a better experience for your students and you alike. This process engergizes you and your teaching. Teachers who choose to blend often find that they enjoy teaching in new and fulfilling ways.

Finding Your Problems of Practice

Now that you have reviewed the five pathways to identifying problems of practice, it is your turn to look at your own practice and try to identify a couple of challenges that you can consider as you continue throughout these ELA chapters. What student outcomes and teaching practices would you like to improve? What stands in the way of your teaching having the impact you would like it to have?

Blended Teaching Workbook

Identify 2-3 problems of practice (PoP) that you can use as you consider blended options for your classroom.

Note: You should identify several problems of practice (PoP) because not every PoP has a good blended learning solution.

If you haven't already opened and saved your workbook, you can access it here.

Previous Citation(s)

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Guide to Practice Within the Disciplines, 2. EdTech Books. https://edtechbooks.org/-QNCX

6

WL: Online Integration & Management

Brianne Leia Jackson & Patricia Yu

6.1 Online Integration and Management in World Languages

Online integration is at the very heart of blended teaching. It has to do with how you combine your in-person world language classroom with online activities (remember the baker mixing dry and wet ingredients from Chapter 1). Because the main component of blended learning is integrating online and in-person activities, online integration is a good place to begin thinking about blending your classroom.

This is where you as a world language teacher can consider what specific online practices can help you address the problems of practice you identified in Chapter 4.1. The more examples of blended teaching you have personally seen and the more experience you have with online teaching, the easier this process will be for you. But even if you are just starting out, you will probably have a few ideas of your own. This chapter will help you explore more ideas.

Although blended teaching can seem overwhelming, experienced blended teachers say that the best way to go about this process of starting to blend is to think big but start small by seeking how to combine online components into writing, reading, grammar, vocabulary, and cultural exploration activities. Small beginnings allow you to wet your toes in the process, focus on specific pedagogies and activities, see the benefits and drawbacks, and make improvements on a small scale without becoming overwhelmed by the process.

6.2 Planning for Integration

Planning for integration is more within reach than ever before. Access to technology has become less of an issue. School districts often purchase student laptops for students and many teachers are in one-to-one environments where each student has access to a laptop. For many teachers the challenge is no longer access to technology; it's how to best use the technology already in place.

You can take that first small step by doing the following:

1. Identify the problem of practice and the learning objective that you are interested in blending.
2. Think about activities, both in-person and online, that could support the student learning. (A framework for this process is to think about activities that involve students interacting independently with content, activities that involve students interacting primarily with each other, and activities that might involve interaction with an instructor.)
3. Consider how the online activities and the in-person activities can connect.
4. Choose one of the activities you have considered and create a blended lesson.

The following video provides an example of how blended teaching can address a problem of practice. Stephanie Pryce had a wide range of language abilities in her Spanish I course, with about half the class native speakers and half non-native speakers of Spanish. Using blended learning, Stephanie was able to provide differentiated instruction to meet the needs of both student groups.

In another example, Todd Robbins needed to get his Spanish students excited about the course content material and culture. As he explains in the following video, one way that he has done this has been using virtual reality tours of various cultural celebrations and events.

Using Virtual Reality–Todd Robbins (3:12)

Watch on YouTube

In you are having a difficult time knowing how to address your problem of practice, a good place to start is often brainstorming ideas with another teacher or an instructional coach. For instance, in the following video Daniel McGraw shares how he applied blended learning in his classroom by collaborating with an instructional coach to design a blended project.

Applying Blended Learning–Daniel McGraw (2:10)

Watch on YouTube

Good ideas for online integration can also come from your students. In the following video, Daniel McGraw shares how he began using emoji riddles based on a student's suggestion.

Integration is Where the Students Take it Next–Daniel McGraw (1:46)

Watch on YouTube

In Daniel McGraw's examples above, notice how he used blended learning to overcome the limited authenticity in his Latin language classes by applying blended learning projects/activities to real life. He wanted his students to learn and explore culture using an interactive learning object to make it like a kiosk in the museum. Then students took a virtual tour to the local heritage and cultural places the students created in their cultural experience.

One way to look at Daniel McGraw's project example is how he blended students' interactions with the content, peers, and teacher (see Tables 1–3, you have similar tables in your Blended Teaching Notebook).

Table 1

Planning for Online Integration: Student-Content Interactions

Student–Content Interactions
Online Activities: 1. Students research the city of Rome online, explore and search for useful information (e.g., Google Maps, Google Earth, Websites). 2. Students make a Google Slide. On the google slide, students combine relevant content and create interactive buttons to display useful links or relevant informational pages.
In-person Activities: 1. Students read and organize various texts and photos. 2. Students write titles and texts that explain each topic.

Student–Content Interactions

Connection: The students will explore both paper-based and digital materials about the place and history. As they do online activities, students organize valuable and easy-to-understand information for the potential audience and write titles and relevant texts to explain the online materials. Students then work on Google Slides to create interactive learning objects.

Table 2

Planning for Online Integration: Student-Student Interactions

Student–Student Interactions

Online Activities:

1. Students who work on the same Google Slides will interact as they design them both in class and from home. Students will make comments and discuss how to make revisions and naturally involve problem-solving processes to refine their project.

In-person Activities:

1. Students will meet in person with other people who do not know about Latin culture and history and explain them to the audience using Google Slides, the completed interactive learning object.
2. The students will answer any questions from the invited audience.

Connection: Students will present to a group of invited people and interact with them. They act as a tour guide to help them explore their Google Slides and answer people's questions.

Table 3

Planning for Online Integration: Student-Instructor Interactions

Student–Teacher Interactions

Online Activities:

1. The teacher will leave feedback on the students' Google Slide to guide their revision.

In-person Activities:

1. The teacher introduces an interactive learning object and encourages students to take an agentive role to explore and design it.
2. The teacher will meet periodically in person with each student team to help them throughout the creating process.

Connection: Teachers give enough background information on history and culture for students to start the project. Then, the teacher will provide feedback online by leaving a comment box on the Google Slides and in-person during team check ins, which can lead students to think more deeply about their content and design.

Blended Teaching Workbook

In your workbook, using one of your problems of practice, fill out the Planning for Online Integration table.

If you haven't already opened and saved your workbook, you can access it here.

See another example below for how this process might work for Korean classes. Yu explains that online integration allows her students to have more proactive ways of production and comprehension in the Korean language. In this example, Yu explores examples of world language functional skills and components, writing, vocabulary, reading, and vocabulary that could be better supported in blended learning environments.

She has her students use Google Slides or Docs to write multimodal essays using images, video clips, and/or sound in addition to written language. Using multimedia, students can express their artistic values and ideas in more diverse modes of communication than in text alone. She then gives digital feedback on the writing process by clarifying the ideas expressed in the sentences and giving instruction and feedback about the sentence structures on the interactive Google Slides.

Multimodal Writing–Patricia Yu (2:16)

Watch on YouTube

Yu's students also learn a set of vocabulary by searching an online dictionary (Korean—English) and benefit from hearing the sounds of words and studying sentences with those words in context. Students are responsible for searching for one word and its definition, recording its sound, and making sentences using the word on the template of each Google Slide. Each student's or each group's slide will make online word lists as references to refer to as they study each thematic unit.

Building Vocabulary–Patricia Yu (2:38)

Watch on YouTube

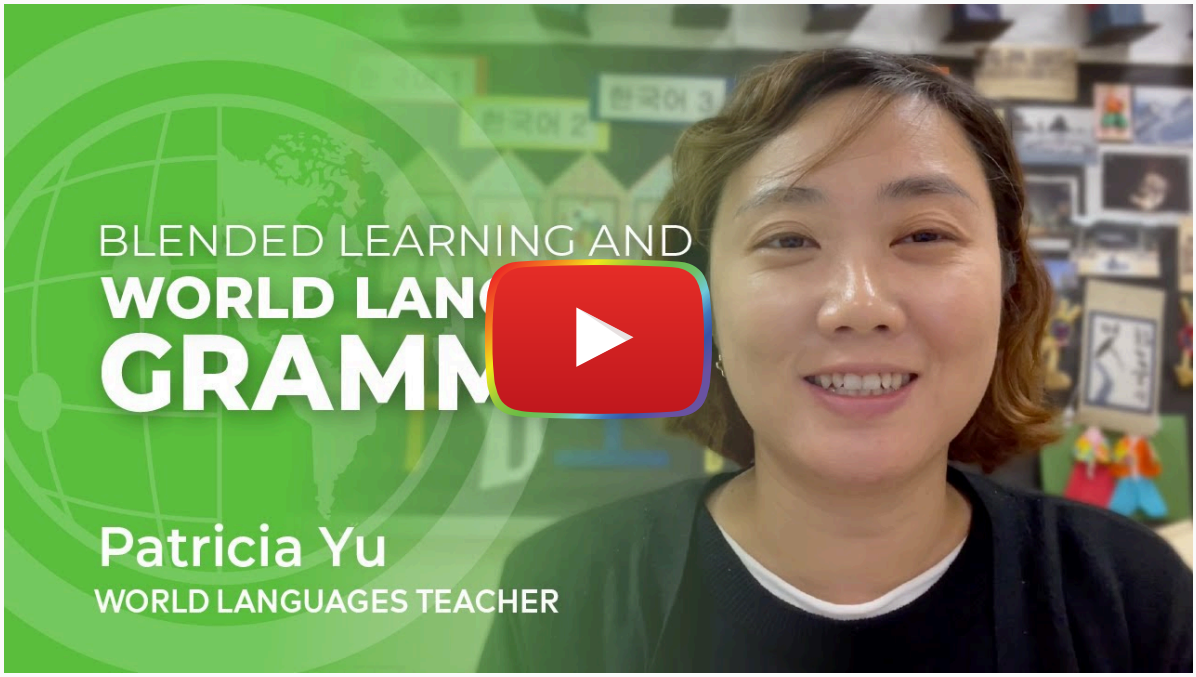
Yu can also check her students' reading process. Students read and annotate texts in a Google Doc or other interactive document by highlighting and making a comment. Students and the teacher can interact by asking and answering questions about the text.

Improving Reading–Patricia Yu (2:15)

Watch on YouTube

Yu also prerecords her lecture videos or finds an existing video on YouTube about grammar points. The videos allow students to replay or pause/play at their own pace. Using EdPuzzle, she can also insert a video and add questions throughout the video to make an interactive check for understanding while students watch the video.

Grammar–Patricia Yu (1:41)



Watch on YouTube

6.3 Selecting a Blended Teaching Model

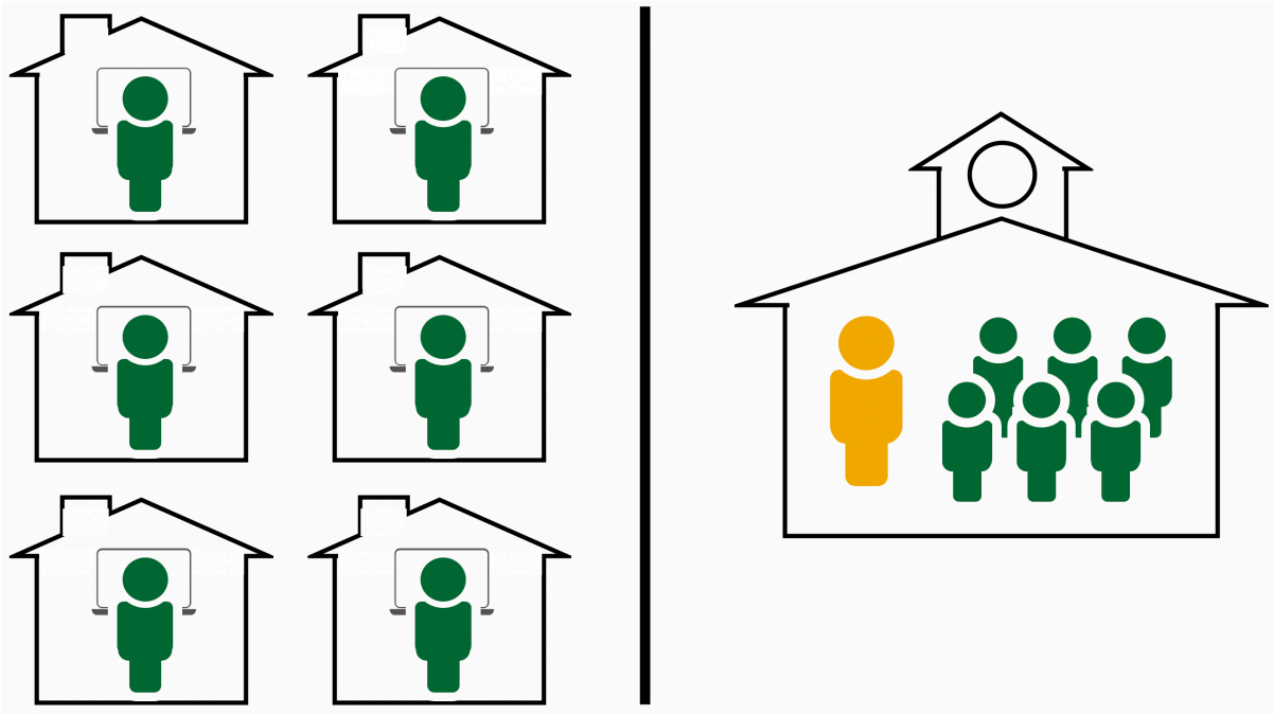
Once you have chosen an activity or activities to blend, consider which blended teaching model best fits the activity. (For a review of blended teaching models, see Chapter 2: Online Integration in *K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration*.)

World language teachers can plan interpretive, interpersonal, and presentational modes to help students hone their four functional skills: speaking, reading, listening, and writing. There are several blended learning models that help teachers leverage the power of technology to provide students with a more personalized and supportive learning experience.

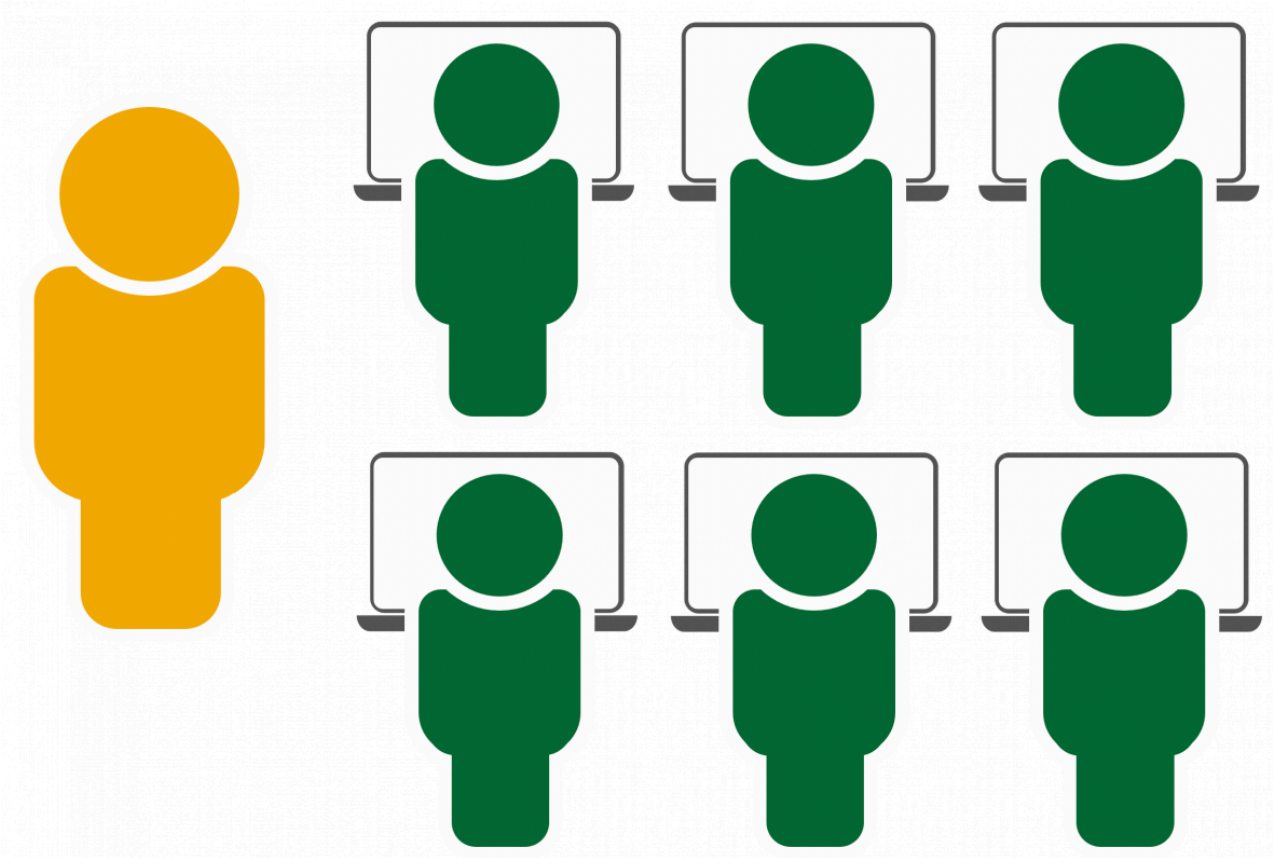
Flipped Learning

The flipped model is one of the most often used models in blended teaching. It was designed to help teachers make better use of their class time. Rather than spending class time lecturing and then sending students home to apply their learning in homework, in the flipped model, students learn new content at home—typically in a video—then apply that learning in class through interactive and collaborative activities.

The Flipped Model can create an active and supportive classroom but it relies on students doing work from home. The other models of blended learning can be done entirely at school with the option of doing some activities at home when needed.



Flex Model



The Flex Model focuses on providing students with flexibility in their pace of learning by placing all or most of the learning activities online. This allows students to go at their own pace and for the teacher to focus on individual student needs. The teacher can also strategically use targeted small- and whole-group instruction when needed. The Flex Model allows students to work through learning activities at their own pace, but when students are learning at their own pace learner-learner interaction and collaboration can be limited. These two components are built into the following rotation models.

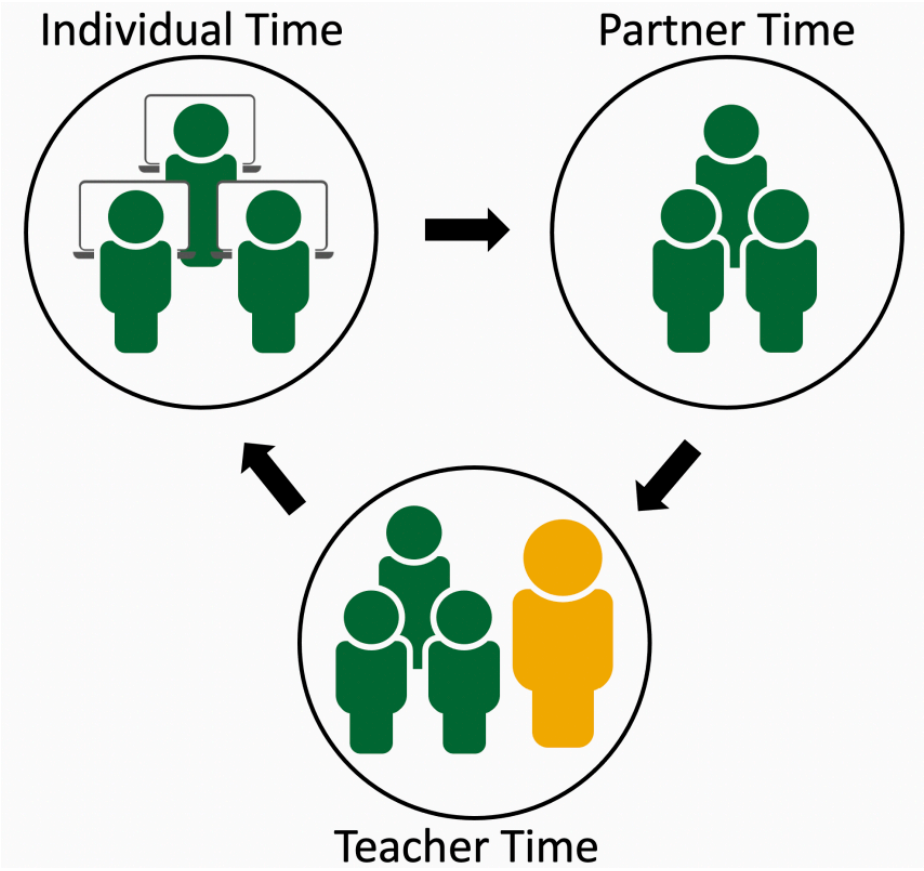
Rotation Models

The station rotation model works to strategically combine small group time with the teacher, individual learning time using technology, and collaboration time with peers. For instance, for their individual technology center, students may do more self-paced learning with video lessons or a Pear Deck presentation that includes interpretive texts to check their learning pace with the grammar lecture video. At the collaborative station, students can work together to write paragraphs and post videos on Flip to practice a presentational mode. At the teacher-lead center, the teacher can lead an interactive lesson with breaks for question-and-answer and turn-and-talk techniques to encourage them to engage in interpersonal modes.

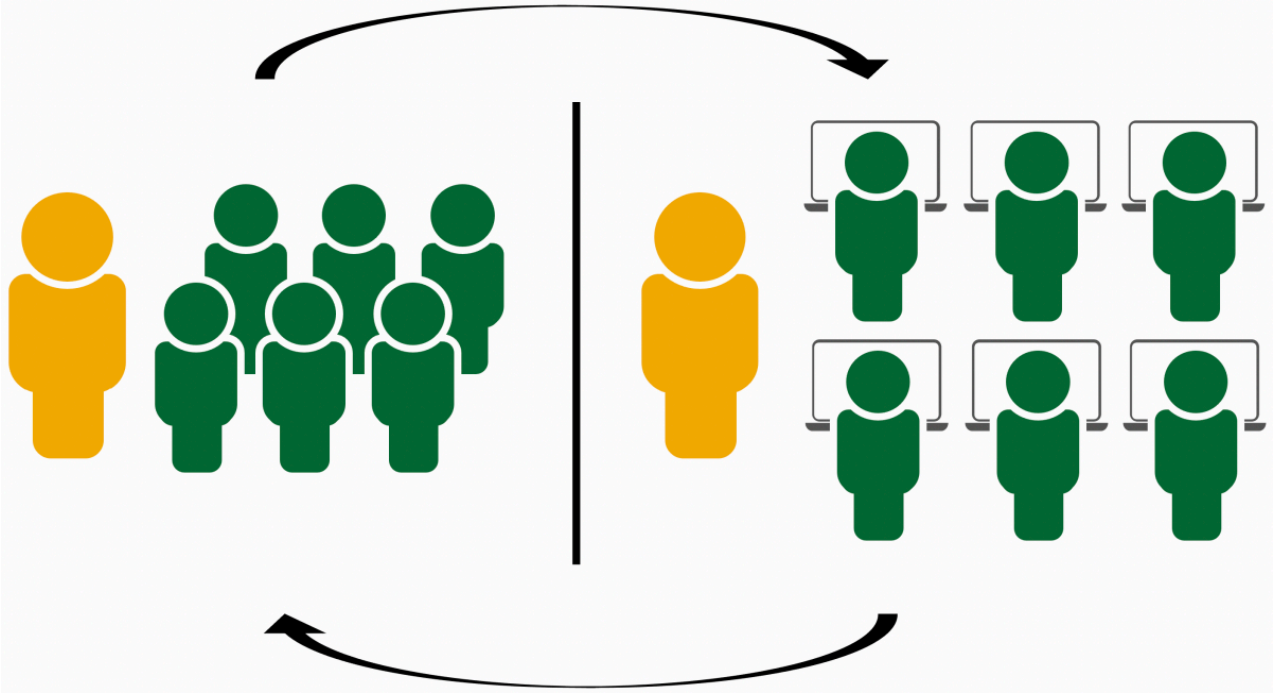
The station rotation model can also include additional stations. For instance, on her blog and in the video below Spanish with Stephanie, Stephanie shares how she integrates six different stations into her Spanish course.

Organizing and Facilitating Stations–Stephanie Pryce (3:25)

Watch on YouTube



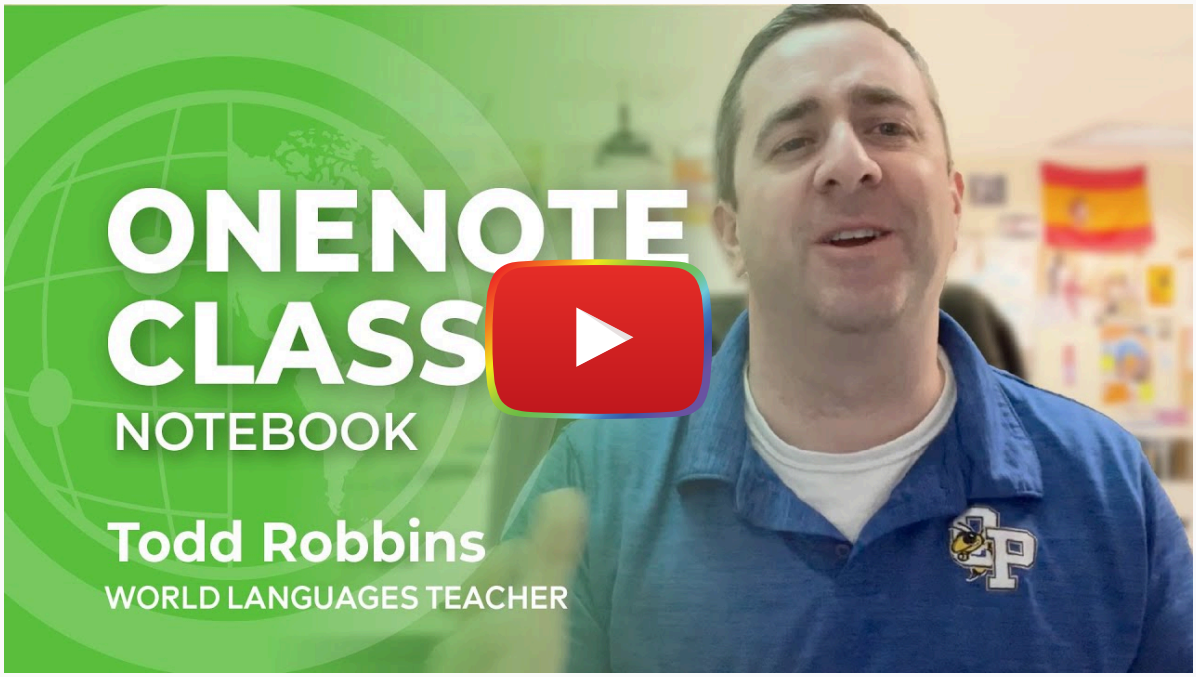
If you are in a classroom where every student has a laptop or other device, you can use the Whole Group Rotation model where the teacher rotates the entire class from an activity that doesn't use technology to one that does.



Once you have chosen an activity or activities to blend, consider which blended teaching model best fits the activity. (For a more detailed review of blended teaching models, see Chapter 2: Online Integration in K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration.)

You will also need to create an online space or classroom where you can facilitate online learning activities. Most of you will use the learning mangagement system (LMS) provided by your school. For instance, in the following video see how Todd Robbins uses OneNote Class Notebook to clearly provide students with actvity directions and expectations. Students can then submit their work to him via the LMS and he then can then provide them online feedback.

OneNote Class Notebook–Todd Robbins (2:46)



Watch on YouTube

6.4 Deciding What To Do In-person and Online in a World Language Classroom

Blended learning is the *strategic* combination of online and in-person modalities. But how do teachers decide which activities to do online and which to do in person?

One way to begin answering the question of what can be done most effectively in person is to look at your strengths as a teacher, the needs of your students, and the types of activities that lend themselves to the best use of the in-person space. Know yourself, your students, and your subject matter well enough to determine what you want to preserve for the in-person space.

Consider the following example for building background for a thematic unit in your world language class. You want students to get excited about the topic by sharing their personal experiences in person. Students can individually share their personal experiences. Furthermore, you, as a teacher, may introduce and ask students to think about cultural similarities and differences between their own culture and the other culture they are learning.

Students work on a project as a group or alone. While working on the project, students may have relevant specific questions in the process. Answering those questions in person may help them move through the activities. In the process, students may work on their project using an interactive slide deck or documents (e.g., Google Slide or Google Doc). You can respond to their specific questions as you check their documents online simultaneously in the classroom.

You may want students to interact with one another when they practice conversations and hear each others' reading. Students can participate in the role play and demonstrate their conversation in front of the class. Those activities may

work best in the in-person space. Beginner students may benefit from observing your lip movement and hearing your articulation. You may also correct their pronunciation in the moment.

Once you know how you can best use the in-person space, you can begin to explore ways to use the online space to allow the kinds of activities you want in the in-person space, to best use the affordances of the online space, and to make meaningful connections between the two modalities. Answers to the following questions may help you decide.

- Can I put some instruction online so I have more class time to work with students individually or in small groups?
- Can putting an activity online increase student participation?
- Can I use the online space to allow my students to personalize the pace, path, time, place, or goals of their learning?
- How can I use the online space to target individual learning needs?
- Can I use the online space to help students increase ownership of their learning?
- Can I use the online space to give my students access to materials they wouldn't otherwise be able to have?
- Can I use the online space to teach the same concept in different ways, so learners will have more than one option in their learning?
- Can I use the online space to allow for greater learner-learner interaction and collaboration?
- Can I use the online space to adapt or differentiate materials to meet different students' needs?
- Are there new ways I can use the in-person space when I put some of the instruction and activities online?

In the following video Stephen Van Orden shares how he strategically uses video to improve and increase language input and output. In the video, notice how the online language activities help to inform the in-person activities.

Online Language Output–Stephen Van Orden (3:34)

Watch on YouTube

6.5 Evaluating Blended Activities

Blended learning is not just about using technology in the classroom. It is about strategically combining technology with in person activities to improve pedagogy and student outcomes.

The teacher may evaluate students' learning process through their portfolio, including the artifacts and journals they have made throughout years of learning a world language. For example, in the following video see the holistic project, Grand Review Book, that the Latin teacher used through a Google Site.

A Holistic Blended Project–Daniel McGraw (2:10)

Watch on YouTube

The PIC-RAT framework provides a means of evaluating your use of technology to see if it is adding value to your classroom. It helps you evaluate students' relationship to technology as well as its impact on traditional practices.

For a complete explanation of the PIC-RAT framework, See 2.3.1 "The RAT Framework," 2.3.2 "Blended Activities that Engage (The PIC Framework)," and 2.3.3 "An Evaluative Framework for Blended Teaching" in Chapter 2 "Online Integration" of *K-12 Blended Teaching: A Guide to Personalized Learning and Online Integration.*

6.6 Planning Blended Routines and Behaviors

Managing a world language classroom can be challenging. This is especially true when there is a large range in students' language abilities but blended learning can help as seen in the following video.

Managing a Diverse Classroom–Stephanie Pryce (4:13)

Watch on YouTube

Establishing routines in a blended classroom is crucial. Helping students understand when and how to move around the classroom, how to access an LMS or other online programs, how to log in and out, where and how to store hardware, how to communicate civilly and respectfully, and how to turn in assignments is essential to creating a usable blend. In addition, making plans for how to manage off task behavior can prepare you for situations that are sure to arise.

Process for Implementing Routines in a Blended Classroom:

1. Decide specifically the kinds of behavior and routines you want to put in place.
2. Spend the first two or three weeks really drilling and practicing those routines.
3. Set clear expectations.
4. Decide what you will do to help students who have a difficult time meeting the expectations. How will you respond to them?
5. Evaluate your plan and make adjustments as needed.

In Table 4 below your mentor teachers share tips they have learned and implemented that have helped them establish routines to manage their classrooms. As you read through them, think of your classroom. Are any of these tips appropriate for your setting? What ideas come to mind of ways you can effectively manage your own classroom?

Table 4

Blended Learning Routines

Blended Learning Routines—Teacher Tips

Student Movement	• Will you have activities that require the movement of students (such as in a station or lab rotation)?
	  ◦ Will students be moving all at the same time?
	  ◦ At different times?
	  ◦ Plan an efficient way to facilitate these movements.
	• At the start of class, you can develop routines that help students get ready to learn.
	  ◦ Open the class LMS (to see if there are any new posts).
	  ◦ Get ready to participate in any check-in activities.
	• Be very clear. Make a few rules but enforce them well.

Hardware Management	• Remind the students to charge their laptops or tablets at home before they come to school
	• Decide how cell phones will or will not be used in your classroom and establish guidelines based on your decisions. (For example, some teachers restrict their use during class; others let students use them for assignments or for efficient access to apps, such as Kahoot or Booklet, or taking a picture of a project. Your school may also have guidelines.)
	• Create checklists.
	• Teach students how to hold and carry devices. Practice.
	
	Ideas for managing hardware that is kept at school.
	
	• Make assignments to
	  ◦ Sanitize computers.
	  ◦ Keep a log of damages or problems.
	• Establish a routine to make sure devices are plugged in and charging into the correct charging station at the end of the day.
	• Assign specific computers to specific desks or specific students to increase accountability.

Software Management	• Teach students how to turn on the computer, log in, and access the internet. • Practice using the LMS, opening it, finding assignments, finding resources (e.g., online dictionary), checking grades, submitting assignments, etc. • If you have specific formats you want students to use to turn in assignments, teach them the formats. • Create checklists. • Teach students how to download, upload, and organize files. • Have students practice all routines.
Student Questions	• Teach students how to find answers before they ask you. • Teach students where to find feedback for their assignments. • Establish specific ways for students to contact you outside of class and how to address you respectfully. • Teach students how to use email. • Establish "expert" students that other students can turn to for help. • Create insructional videos or review pages students can access to find answers to common problems.

Blended Learning Routines—Teacher Tips

Classroom Configuration	• Decide what kinds of activities you do in your classroom. Are there classroom configurations that will support those activties? For example
	  ◦ Create a comfortable reading space.
	  ◦ Create a space for collaboration, where students can talk and have group activities together.
	  ◦ Create a quiet spot for writing or other quiet actvities.
	  ◦ Do you have fewer than 1-to-1 devices? If so, create a space for working on computers.

Off-task Behavior	• Use software that allows you to monitor what is on the screen of each student. • Teach them to monitor themselves. • Walk around the classroom, both to be available to help and to give quiet reminders to stay on task. • Utilize your LMS or other software to keep track of online behavior.
Other	• Help students develop time management skills, so that they use their time as efficiently as possible. • Teach and help students develop other self-regulation skills. • Give brain break activities for those students who finish early, such as online games, short online book reading, and cultural videos.

World language teachers say that it takes time and effort to establish routines and expectations to teach students how to use the technology. But, they say, it pays off in the long run with a smooth running class and increased opportunities for interaction and personalization—all of which they see as positives in their blended classroom.

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7

WL: Online Interaction

Brianne Leia Jackson & Patricia Yu

7.1 Online Interaction in World Languages

Review foundational knowledge about Online Interactions in K-12 Blended Teaching (Volume 1).

World language classrooms thrive on interactions with and between students. Both in-person and online interactions and feedback provide students with ways to develop four functional skills (i.e., listening, reading, speaking, and writing), give and receive feedback, and lower their affective filters to express their needs and ask questions.

7.2 Student-to-Student Interactions

Communicating in a world language through reading, listening, writing, and speaking and understanding relevant cultures are at the heart of world language classes. Technology can enhance these activities, increasing student confidence, collaboration, engagement, and exposure to various media and cultural opportunities. In the following video, Stephanie Pryce shares how she uses tools such as Padlet, Flip, and Google Suite to improve online interaction and collaboration.

Using Technology to Foster Online Communication–Stephanie Pryce (3:27)

Watch on YouTube

There are many technologies that support active use of the four language skills, beyond the limit of space and time, and foster collaboration and interaction among students and teachers. Here are a few of them and how they can be used in teaching world languages. (You might want to become proficient with one technology then branch out to another one. Don't try too many at once.)

- Flip a video discussion board. Instead of using a text-based discussion, flip allows students to post and respond with video to practice their speaking and listening skills, which can increase the sense of nearness and community in the discussion, as well as give important practice in speaking and listening. Flip allows students to interact with other students outside of the classroom, allows students and teachers to create and share screencast videos and slides, and gives stuent the opportunity to ask questions or voice their language product, even though they may have difficulty in sharing their ideas in person in front of the whole class, because they are shy speaking up becuase other people in the class are talking.
- Google Docs: A collaboration tool, where students can write and receive feedback and suggested edits on their writing and where students can collaborate on projects and all forms of writing.
- Google Slides: Similar to Google Docs, Google Slides allows students to individually or collaboratively create presentation slides. Google Slides is also increasingly used to generate quick ideas and brainstorming, with each student or group of students having one slide.
- Discussion Boards: Usually part of a learning management system (LMS), they allow threaded discussions that enable students to respond on varying spaces and times, greatly expanding the opportunities for students to communicate in the target language. It also allows students to share visual and audio materials.
- Padlet: An online bulletin board where students can post and reply to comments using text, images, audio, and video. Students can also create timelines, storyboards, and collages individually or collaboratively. .
- VoiceThread: A video/audio tool that allows students to add pictures or text on a project, give feedback on writing, and explain their work. It can also be used to make instructional videos with interactive abilities (that can also be turned into quizzes), and create situations where students think aloud about their writing process and share their videos with each other.
- Blooket: Review games with a variety of selections, where students can review vocabulary by competing with other students.
- Quizlet: Review games where students can review a set of words individually or they can compete with another in groups.

Here is a teacher's example of how students personalized time and pace to reflect on a question interactivly on an asynchronous discussion board.

Student Reflection–Patricia Yu (0:53)

Watch on YouTube

Here is another teacher's example of how students actively lead online interaction in various ways.

Student-Led Online Interaction–Daniel McGraw (2:16)

Watch on YouTube

Although online interaction can support reflective and interaction, it can become stale if the interactions do not include collaboration and creative work. Here are some ideas that are relevant to a world language classroom.

Table 1

Collaborative Story Reading through Media

	In-person	**Online**
Cultural Background (for a traditional folktale story that requires some cultural and historical understanding and has different personified items.)	2. Put students who have reviewed different media sources into a group. Have them share their pictures, video clips, vocabulary, and knowledge. Students in the group complete the cultural items and information sheet by sharing what they have learned with each other. 3. Teacher and students check for understanding of what they learned together about culture before they read a traditional folktale that is enhanced by their new understanding of culture.	1. Students are given different media sources to learn and build up cultural knowledge online. Using what they learn through the online exploration, information, pictures, and short video clips, students answer questions regarding their assigned culture.
Reading for Understanding	1. Give students the information sheet that includes the captured image from the story video of the characters that are personified items. Teacher says the name of each	2. Students watch a video of a story presented in Edpuzzle with embedded questions to help student understand the storyline.

	In-person	Online
	character of the story, and students write down their name.	3. Students answer questions related what characters do to help the main character save people from or be saved from the villain.
Jumbled Readers Theater	1. Students are placed in groups and each receives an excerpt of text that is part of a larger story. Students read their own excerpt and discuss what order their pieces should go in to create a story. They identify any transitional expressions or conjunctions that are clues to arranging the order of the texts. 3. Students discuss what roles they will perform for the readers theater. 6. Each group of students practice performing their script.	2. Students compare how they ordered their excerpts to an online video of the full story. 4. On a Google Doc template, students create a series of scenes using the script lines for their character. Then, each group completes the play script, the narrator's lines, and the main characters' lines. 5. The teacher gives formative feedback by commenting on the Google Doc. 7. Students record their theater using Flip or another recording tool.

Blended Teaching Workbook

In your Blended Teaching Notebook create an online discussion for the lesson/content area that you are addressing with your problem of practice. How will you make it engaging for the students? How will you target your problem of practice?

If you haven't already opened and saved your workbook, you can access it here.

Not all online interaction has to take place in a discussion. It can take place in a shared Google Doc, in a real-time Zoom meeting, through blogs or social media, through visits to each other's websites, etc. Here are a few ideas.

- Students could share their past experiences in a class by writing a story in the target language using their childhood pictures. When writing a story about their memorable past experience, students use grammar and sentence structures they learned in class. Students may have created their story books using BookCreator or screencast their Google Slides to share their childhood stories.
- Have students read others' e-story books, like an online gallery walk, and make comments in the target language on parts they like.
- Have students find grammar sentence structures that other people use and write down sentences. If there are some errors, they can underline and fix them.

Use your creativity to modify these activities for use in both the online and in-person space to encourage students' collaboration, creativity, and cultural understanding.

An online discussion is most effective when the instructions are clear. For a review of how to create an effective discussion board post, see 5.2.2 Building Community and Setting Expectations in K-12 Blended Teaching (Volume 1). Student-to-student, or peer interactions, can be powerful. Students can help each other, answer questions, give feedback, take feedback, explain concepts, and counsel with each other.

Blended teachers can also help to facilitate student-to-student interactions accross classroom and even countries. For instance, GridPals is a modern take on penpals, where students send video recordings on Flipgrid rather than writing letters using pen and paper. Flipgrid has made it fairly easy to connect with other classrooms around the globe. Once you register your class (https://info.flipgrid.com/blog/tips/gridpals.html), you are provided with an interactive map of other elementary classrooms who are also seeking to connect with others. However, similar activities can be organized and done on lots of different tools. Teachers also commonly connect with classrooms using their personal connections. Other teachers connect with international classroom through organizations such as the Peace Corps' World Wise Schools.

World Wise School Programs–Todd Robbins (0:52)

Watch on YouTube

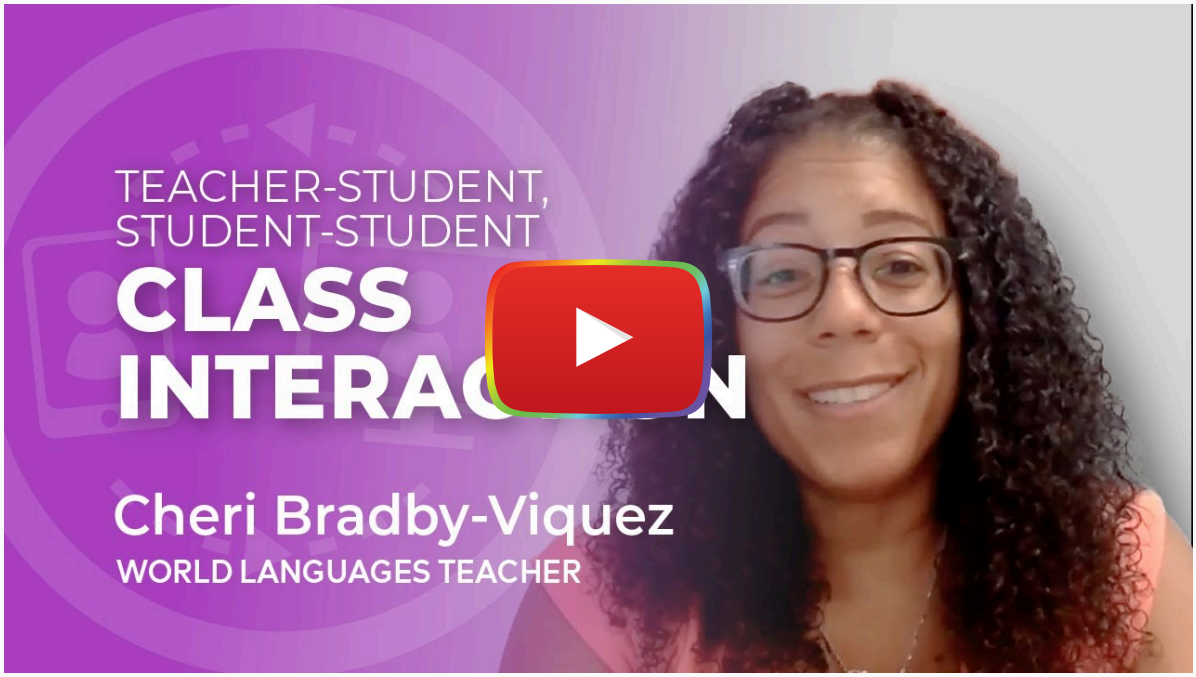
7.3 Teacher-to-Student Interactions

Interactions between students and the teacher are also important in a world language course. Experienced blended teachers often report that their interactions with students online have strengthened relationships and contributed to student growth. What are some ways teachers can foster these interactions?

- Participate in online discussions. You don't have to chime in and respond to everyone's posts. Instead your role in a discussion board is to guide by modeling and facilitate the discussion. You can monitor what is said for civility as well as content. If a discussion is going in a nonproductive direction, you can gently guide it back. You can respond honestly to good ideas and interesting insights. You can suggest further resources.
- Provide feedback. Students appreciate and need feedback. Teachers find that giving some types of feedback online is much easier than feedback with traditional paper and pen.
    - Give feedback on assignments through the LMS you use. Check out the ways your LMS allows you to communicate with students about their assignments. If you are using rubrics for grading, you can give very specific feedback then allow your students to improve the assignment. Your LMS may have additional ways to contact students.
    - Use written, audio, or video feedback. Some students prefer written feedback because they can access it easily; others prefer audio or visual because it's easier for them to understand and feels more personable. There are also times when it's easier to provide audio or video feedback compared to typing out feedback comments. For instance, Mote is a Chrome extension that allows teachers to quickly add audio recordings to Google Document and Google Classroom gradebook. There are also several free screen-recording tools that allow you to create quick video recordings and then share them with students using an unlisted link. There are times when text, audio, and video feedback are the most effective, and you can use all three during the year. Give feedback to students' video recording on Flip.
    - When students are online working during class, walk around the classroom, answering questions and giving verbal feedback as needed.
    - Schedule one-on-one meetings with students to discuss their progress and provide feedback.
    - Alternatively, if students are writing online on a Google Doc, for example, you can pull up as many documents as your computer will allow and give real-time feedback as they are writing. Students are more likely to rewrite when they receive feedback during the process of composing writing.
- Email students who are not in class, letting them know that they were missed.
- Explain to students your process for receiving emails from class members. Encourage them to email you with questions. Explain when you will be available to look at emails, and answer them as promptly as possible.

Here are some examples of how World language teachers utilize online learning to effectively check for students' understanding and give feedback to students.

Teacher-student, Student-student Interaction–Cheri Bradby-Viquez (1:28)



Watch on YouTube

Teacher-student, Student-student Interaction–Patricia Yu (1:40)

Watch on YouTube

The online space significantly increases opportunities for interaction between students and content, students and other students, and students and teachers. Students who never or rarely speak in class may find themselves suddenly communicating on a regular basis. The results of learning through a combination of content, interactions, instruction, and feedback can improve student outcomes, investment, and engagement with the subject matter. You don't have to start all at once. Just choose one interaction that looks promising to you—and begin.

Previous Citation(s)

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8

WL: Data Practices

Brianne Leia Jackson & Patricia Yu

8.1 Collecting Data in World Language Courses

Data can inform all parts of your teaching. It can help students see their own progress and areas that need improvement but it can also help you, as a teacher, understand what specific students need and where knowledge gaps can exist. It can provide information both students and teachers can use in setting and evaluating goals. Technology has greatly expanded the way data can be recorded, collected, organized, and used in a timely and efficient way. Because of technology, teachers can easily and quickly collect and use data to change and enhance their pedagogy, group students, plan remedial and extended activities for students who need it, and target specific needs of individuals, groups, and the whole class. In the following video Stephanie Pryce shares how she uses data to inform her blended practices.

Using Data to Inform Practice–Stephanie Pryce (3:54)

Watch on YouTube

In order for data to be helpful, you have to organize it in a meaningful way. You may want to use subjective and objective data, observations, performance criteria, and areas of a rubric aligned with a certain learning objective.

In the video below, German teacher Herr Van Orden offers a few ways in which he collects data to better guide the instruction of his students. As you watch, ask yourself if any of these methods sound familiar and are something you might have tried or be willing to try in your own classroom.

How I Collect Data–Stephen Van Orden (1:53)

Watch on YouTube

Did these suggestions spark any new ideas? Or, were you least able to begin considering how simple it is to collect data on your students that can enrich your blended World Language teaching?

As you continue to consider these points, here are some additional examples of how we can collect data in the World Language classroom:

Table 1

Collecting Data—Some Ideas

Desired Data	Ways to Gather the Data Using Technology
Students' personal characteristics	These are teacher-made resources that help you get to know your students. You might use a Google Form survey to have students answer questions about their learning preferences (alone, in groups, reading, watching, writing), their best times of day for studying, hobbies, pastimes, their perceptions of their strengths and weakness in the subject area, what they want from the class, what they are nervous about in the class, types of assessments and activities they prefer, etc. It is also important to ask about the students themselves, to get a better understanding of who they are as a person. Notice and take notes on students' participation, interest in reading materials, friends, attention, outside interests, interaction with others, clues about home life, etc. In a world language setting, in particular, this information can be used to make cultural connections between what students are familiar with and the new cultures they are studying. Training/resources needed to obtain/access data: How to create a Google Form and find the results. A system for compiling observations.

Desired Data	Ways to Gather the Data Using Technology
Mastery data	This data may be in your LMS or an outside mastery tracker that you create. It may include data from activities and assessments. This data can include a student's overall comprehension of the target language, fluency, vocabulary, decoding, sentence construction, reasoning skills, application of grammar, punctuation, spelling conventions, writing composition abilities, etc. Training/resources needed to obtain/access data: Training in using the grade book or other grade tracker.
Goals and progress towards goals	You can keep track of goals and the progress students are making in spreadsheet or goal sheet you create. Training/resources needed to obtain/access data: Training in excel or google sheets.
Collaboration skills	You can collect data on how well students are developing the ability to collaborate through student self-reflections on the process of collaboration and their contributions, your own observations, working with students on a shared document so you can see the contributions of each student, and reports from the team members. Training/resources needed to obtain/access data: A system for compiling observations.
Help-seeking strategies	Observe how your students seek help and record what you see. Do individual students seek help online, from other students, from you? Are they afraid to ask for help? Do they seek help when they might figure it out on their own? Training/resources needed to obtain/access data: A system for compiling observations.

Blended Teaching Workbook

In your blended teaching workbook, you have a blank table like the one above. Decide what sources of data you would like to use in your classroom. Fill out the chart based on what data you want to collect. You may have to ask others for ideas on types of technology and what you need to learn to use the technology.

8.2 Utilizing Data in World Language Courses

Tracking data can help WL teachers both improve student learning and their own teaching. Because data can help you know your students' skill levels in a large number of WL objectives, it can help you in creating curriculum, differentiating and personalizing activities and assessments, helping students set goals, and tracking progress. It can also help you see strengths and weaknesses in your curriculum and approach to teaching, allowing you to improve your teaching. As you continue to read through this chapter and watch the accompanying videos, notice how these teachers are using data. Think of ways you could improve your class by collecting and analyzing data.

Confirming Practice with Data–Daniel McGraw (3:12)

Watch on YouTube

"How do you know students are learning? Funny you should ask!"

Magister McGraw does make an excellent point here as well, that data can not only inform your teaching, but can, as well, assist administration in understanding student achievement in the world language classroom.

8.2.1 Mastery levels in a World Language class

World Language mastery can be difficult to judge, because there are a number of factors to consider when taking into account the mastery of a world language. The most basic factor is usually thought to be the student's ability to communicate successfully in the target language, preferably in an area where they do not have the ability to find another English speaker. However, true World Language mastery goes beyond this; we as World Language teachers want students to not only be able to function at a basic level in the target language, but also to have a deep understanding and appreciation of the cultures from which these languages originate.

This is where both data practices and personalization can help. A close analysis of such things as student writing samples or speaking practice can let you know where students are struggling in terms of their fluency in the target language and how to hone in on these errors to personalize an intervention. For example, a student may be able to effectively communicate in the present tense, but struggles in expressing what happened in the past. Another may be strong in grammar, but they revert to English instead of trying to talk their way around an unknown vocabulary word in the target language. Maybe you notice that the student's replies to questions or writing prompts demonstrate confusion about what is being asked, concluding that the student needs to improve in reading or listening comprehension. Maybe they need help with subject/verb agreement. Using this type of information to help students set measurable goals and create mastery paths can help both you and the student decide what mastery looks like and how to measure it for that student.

Consider the video from Magister McGraw above. He used the data, collected from his district LMS Schoology, to not only demonstrate the alignment of his lessons and student performance with learning objectives, but also to guide the

development of his assignments, including altering due dates to alleviate student anxiety.

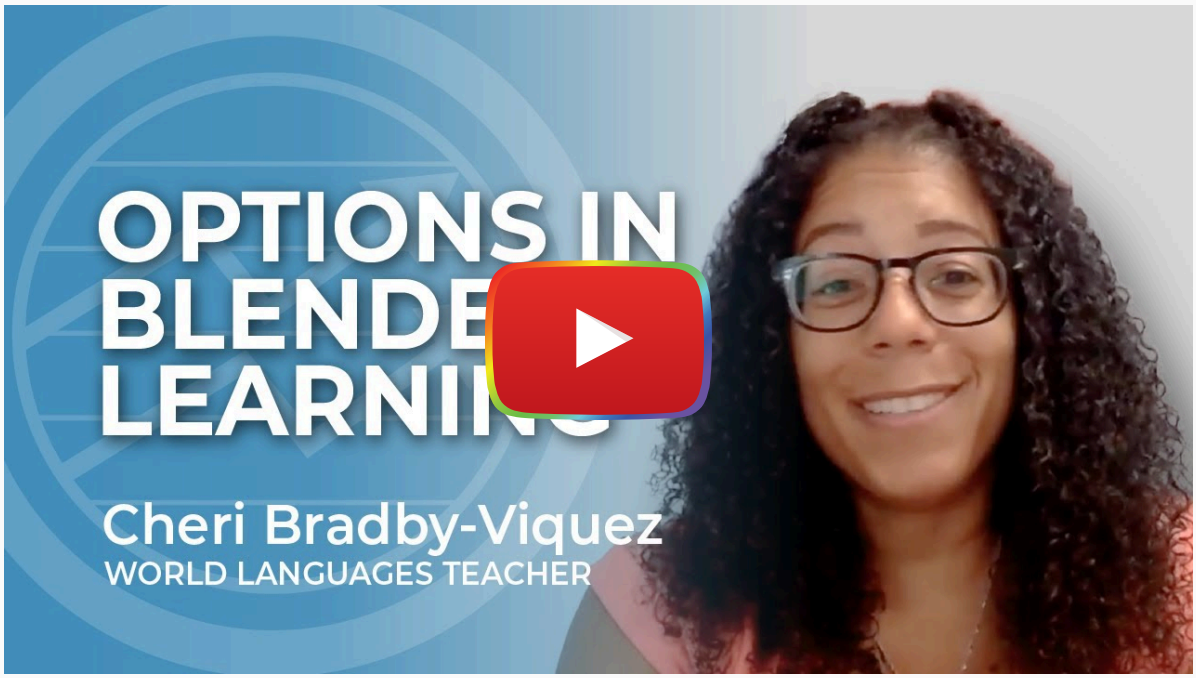
Additionally, some students have similar problems and can be grouped together to learn and offer support. Students who excel can become mentors for those who need help and in turn can have students strong in areas in which they are weak become mentors for them. Such groupwork is especially valuable in the World Language setting as communication is the primary goal, and groupwork can be a first step in creating learning communities and encouraging students to take risks in working with their second, third, or fourth language.

8.2.2 Using data to help improve pedagogy

Because data often comes from student performance and student activity, paying careful attention to student data, can help you learn about how to best teach your students and what pedagogies to use. What activities lead to the best results for different learning outcomes? What confuses your students? When are they most engaged? Does their engagement also lead to understanding and mastering learning outcomes?

The video below, from Spanish teacher Señora Bradby-Viquez, outlines questions that she asks herself when exploring student data and shows how this informs her instruction.

Options for Blended Learning–Cheri Bradby (0:59)



Watch on YouTube

Reflecting on questions like these can help you evaluate yourself as a teacher and your students as learners. They can lead to insights that can strengthen your pedagogy and help students achieve mastery as well as their goals.

Quizzes are a common source of data. How can you best use quiz data to improve your teaching and student learning? Here are some ideas:

1. Check to see if your LMS lets you align questions to specific learning outcomes. If it does, you can determine in which outcomes students need more help.
2. If many students miss the question, check to see if there is a problem with the question (miskeyed, difficult wording, unclear answers or expectations). If there are no problems with the question, check the standard to which the question is aligned. Pinpoint specific areas of confusion, analyze your instruction, and modify where needed.
3. If most students answer correctly, check to see if the quesion is too easy. If it isn't, review your teaching strategies for strengths that you might be able to use for similar learning objectives.
4. If just a few students miss the question, you may want to pull those students out in a small group and reteach, remediate, give extra practice, etc.

Teachers use data in all sorts of ways. Here are some examples of ways teachers have used data in a WL classroom. What ideas do their experiences give you?

Example 1: Using Data to Help Students Get Extra Help

In a world language classroom, especially in more intermediate levels, it can be difficult to determine how much students have retained from previous lessons, as well as their current level of proficiency. Using blended learning practices can help teachers evaluate where their students are and how to best get them additional support, such as tutoring or 1:1 support from their teacher.

For example, there are a number of online language learning sites where teachers can create classroom accounts for students, such as the popular website Conjuguemos. Using online tools such as this, a world language teacher can create a classroom account and an account for each student, that, on the teacher's end, allows them to hone in on student problem areas, looking for trends in groups of students as well as in students. This may allow for a French 3 teacher to notice that a few students are struggling with French 2 level verb conjugations, and those students can be identified for additional intervention such as 1:1 classroom help, peer mentoring, or even after school tutoring. Such tools can also be developed by the world language teacher in the district learning management system (LMS), and though this may be a more time intensive option for the teacher, would allow for even more personalization in both the identification of needs as well as interventions to help meet the need.

Example 2: Using Data to Determine How to Make Questions Better

As noted above, the tools in the LMS can provide a world language teacher with an abundance of data not only in identifying where students need assistance, but also in how assessments can be improved. For example, on a unit test a teacher may discover that a large majority of the students have gotten question #10 incorrect. Examining that question can help you discern if the students don't understand the concept or if the question is confusing. Using the data in the LMS can help you make these determinations quickly and accurately.

Example 3: Using Data to Answer Questions

Using data, a World Language teacher can ask and find answers to a number of different questions:

- Q: Why did every single student miss this question?
- A: The question included two blanks to be filled instead of one. The students were confused as to how they needed to enter these answers since it used a comma instead of two empty boxes.
- Q: Why did this class understand some concept and another class didn’t?
- A: We didn’t have time for the online activity in one class. When I went back and did it with that class, their scores improved.

- Q: The data shows that my afternoon class struggles to understand concepts. Why?
- A: This answer can go beyond the data, but research does show that the 'afternoon slump' is a very real phenomenon that has been researched by health professionals for decades. If the data is showing this in your World Language students, the likelihood of their being able to understanding complex grammatical concepts during such a slump is low. Take this time to incorporate movement, and, if possible, use movement that can be culturally relevant. An impromptu dance lesson can go a long way to waking up student brains and teaches them about the culture of the target language.

Example 4: Using Data to Group Students

LMS and other online data can also be used to group students. As noted in Example 1, an analysis of an activity might demonstrate trends in student performance. You may discover that a small group of students in your German class is struggling with sentence structure. Or, you might find that some of your Latin students are having difficulty with cases. This data might be utilized to group these students to give them extra interventions and/or personalized practice to help them improve in these areas. You also may discover that some students excel in a certain area, and you might be able to pair these students with students that are struggling to help both students better understand the target language.

Blended Teaching Workbook

Think of one source of data that you are not using but that you could use in your classroom. In your workbook, outline a way to collect that data and ways you can use it.

If you haven't already opened and saved your workbook, you can access it here.

Collecting and using data may feel uncomfortable. You may think you can't do it. But if you think about it, you are collecting data all the time. You are watching your students, reading their papers, interacting with them, listening to them. You are ready to take the next step and find more formal ways to include data in your understanding of your students, their learning patterns and needs, and your strengths and weaknesses as a teacher. Data collection can open new ways of seeing.

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9

WL: Personalization

Brianne Leia Jackson & Patricia Yu

9.1 The Importance of Personalization in a World Language Classroom

When we personalize our world language classes, we are able to tailor language acquisition to best meet students where they are.

As mentioned in the earlier chapters, world language students vary widely in their abilities not only in their native language, which may or may not be English, but also in their ability to memorize new vocabulary and verb tenses, in their comprehension of sentence structure, or just their overall exposure to a culture outside their own. These students may be on different reading levels or may even have differing levels of speech production, both of which are valuable components of language acquisition. Some have strong skills in writing; others do not. Others might have strong translation or vocabulary identification skills but not know how to communicate their ideas in either writing or speaking.

Because students vary in essential world language acquisition skills, personalization becomes a way to help students develop their strengths and overcome their weaknesses. It allows students to focus their attention on areas where they can really grow and not spend time doing exercises in areas they have already mastered. It allows students to use their time efficiently for their own growth. It can also help students gain confidence in their ability to communicate in a variety of different media and in their ability to have something to contribute.

World language learning is unique in that the goals are the same regardless of language or level students are in, there are many ways they can achieve various language goals. Depending on the language, there are a number of nuances that can cause students to falter; however, by utilizing data from blended learning, you can personalize the student experience, so that each student experiences growth.

For example, the data might indicate that a student is struggling with the formation of verbs in various tenses. In a blended setting, those students may be able to engage with various conjugation applications to further their practice. You may discover that students are struggling with certain vocabulary with similar meanings. The technologies available in a blended setting can help students by presenting visual cues, such as images or videos, to help with the comprehension and retention of the language. Given the number of common mistakes associated with world language acquisition, especially for English-speaking American students that begin this journey much later than their international counterparts, personalization through blended learning can lead to greater fluency in the target language.

It is helpful to approach personalization and the idea of student control in two different ways: through allowing students to personalize along the dimensions of personalization and through allowing students to personalize learning

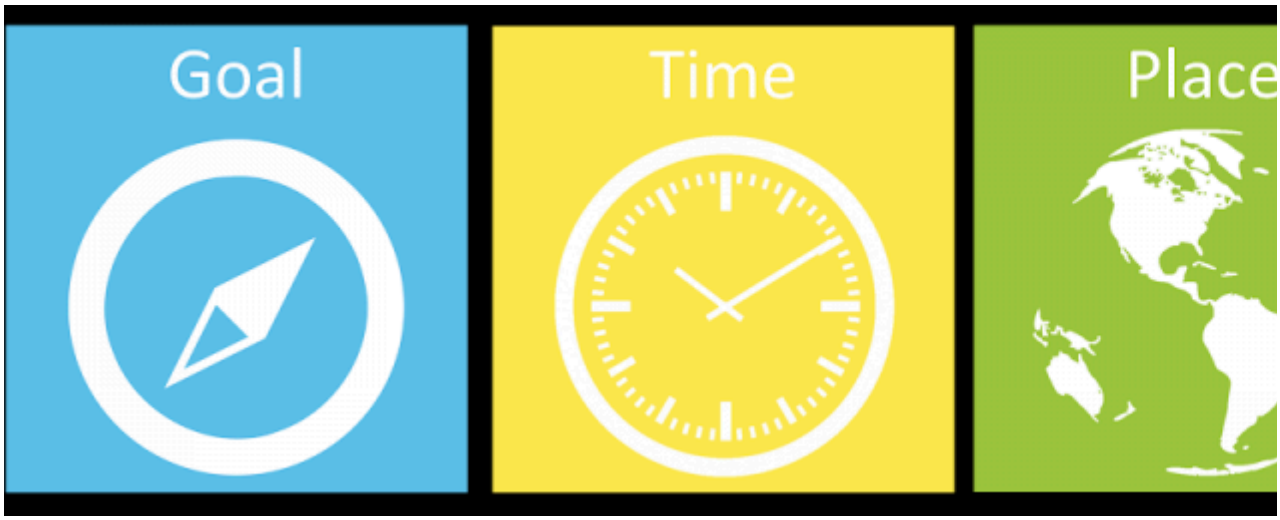
objectives, assessments, and activities we use in our teaching.

9.2 Personalization Dimensions in a World Language Classroom

One way to think about personalization is to examine the ways students can personalize. The five dimensions of personalized learning are guidelines for ways or methods we can apply to allow our students to personalize their learning. These dimensions are goals, time, place, pace, and/or path.

Figure 1

Five Dimensions of Personalized Learning



In the sections below we will explore each of these dimensions.

7.2.1 Personalizing Goals

Goals are a means of making choices specific and purposeful. Facilitating goal setting increases student ownership of their learning, encourages lifelong learning skills and attitudes, and increases motivation and self-regulation abilities.

In order for students to personalize their goals, you and they need to understand something of their needs and proficiencies as world language learners. This is where you can use the data you have gathered from the activities mentioned in the Data Practices chapter.

Information from such sources helps you understand where students are in their world language abilities, skills, and aptitudes. Learning outcomes and standards give focus for where students are expected to be. The difference between where students are and the course outcomes is the place for growth—and goals.

In 2017 the the National Council of State Supervisors for Languages (NCSSFL) and the The American Council on the Teaching of Foreign Languages (ACTFL) adopted a means of goal setting for World Languages students, called the “Can Do” statements. These statements were designed to guide students, world language educators and other stakeholders to align with the Interpretive, Interpersonal, and Presentational Modes of Communication as described in the World-Readiness Standards for Learning Languages. For more information on these standards and how to incorporate them into your goal-setting in your blended learning, please visit: https://www.actfl.org/resources/ncssfl-actfl-can-do-statements

Goals are not goals if they are just aspirations. Writing goals down and tracking them are important processes for achieving them. Here are a few ideas about goal setting conferences and how they might be used in a world languages classroom.

In Class

- Teach and discuss the purpose for setting goals.
- Help students develop a growth mindset; create a culture of growth.
- Introduce a goal setting process such as SMART (specific, measurable, attainable, relevant, and time-bound)

Conferencing (regular goal setting meetings)

- Some teachers meet with a few students a day or a week, taking several weeks to meet with every student.
- Others plan a station or lab rotation, where students are working independently, then pull students out individually for a short consultation.
- Use these conferences to review current data and areas of growth.
    - Discuss growth in content areas.
    - You may also want to allow students to practice making goals outside the scope of your learning outcomes, such as personal health; interpersonal goals; self-regulation goals.
- Invite the student to evaluate where new growth can take place in your content area and make goals for that growth.
- Record progress toward previous goals and new goals. Include a chart to help students visualize progress. This may be developed in either the native or target language.

Monitoring (tracking progress between conferences)

- Pair and share—place students in pairs (which either you or the students choose). The students share their goals with each other weekly and help their partner revise the goals if necessary. They also report their progress in either the native or target language.
- Students can keep an online daily or weekly journal in which they reflect on and record their progress toward their goals or struggles they are having. Teachers check in weekly and address individual student needs in either the native or target language.
- Students turn in an online exit ticket daily in either the native or target language, reporting that day's progress, struggles, or need for help.
- Create charts, again in either the native or target language, to record student progress during the year.

7.2.2 Personalizing Path

When you allow student to personalize their learning path in your classroom, your students are not all doing the same assessments and activities. You may find that you have become a curator of resources and activities that will best help your students. These resources/activities can be compiled in playlists or choiceboards, which give the students choice about the order in which they complete the activities or about which activities they choose to do.

The development of the choiceboards themselves can also allow for students to have even more exposure to not only the target language but also to the grammar terminology that often eludes world language students. By creating choiceboards in the target language, you are allowing students to use the target language in order to learn the target language, which can be a powerful tool in overall language retention.

In the video below, Stephen Van Orden shares how providing students with choice in their learning path can have a powerful effect on their motivation to produce langauge. Specifically, within his learning mangagement system Stephen organized multiple learning activities based on proficiency levels. His students can then choose both their proficiency level and their activity within that level.

Personalizing the Learning Path–Stephen Van Orden (3:31)

Watch on YouTube

7.2.3 Personalizing Pace

Personalizing pace means allowing students to take more or less time based on their own ways and pace of learning as well as their personal and family life circumstances. It often includes giving students a window of time on due dates for completing activities, assignments, and assessments. Personalizing pace encourages students to manage their time. They know what they need to do and when it needs to be completed, but they also know the other demands on their time (sports, school, play, family and work obligations) and learn to plan for these situations.

By placing learning materials with clear directions and expectations online, teachers allow students to learn at a pace that works best for them. For instance, one student may be able to grasp a concept after watching a video once whereas other students may need to watch it multiple times.

7.2.4 Personalizing Time

In a traditional classroom, students may have a class period to finish an assignment. In a blended classroom this time can be expanded to include time outside the class. Because activities can be accessible outside of the classroom, students can choose times that work well for them. For example, a student may have a difficult time learning in the morning, when he has class. But because he can access his assignment later in the day, he is able to complete it and do a good job. Time is closely related to pace. Because students are not bound to a specific time to do an assignment, they can increase or decrease their pace according to their own preferences, needs, and abilities.

Additionally, remember that research in world language acquisition has for decades indicated that students should be studying their new language for at least 30 minutes a day. In a traditional classroom setting, students work with the world language teacher for a set amount of class time and then are expected to complete an additional 30 minutes at home, with what is often textbook-based written homework that is associated with the lesson taught in class. In a blended setting, students can personalize their progress. What they are work on at home can be a more organic

extension of their classroom learning, allowing them to focus more on weaker world language concepts and work more closely on goals they have set.

7.2.5 Personalizing Place

Personalizing place revisits traditional practices about place. Because blended courses often include online instruction, students can choose to do activities at home or at school. In addition, they can access instruction when they have to miss activities because of illness, travel, or extra-curricular activities. However, another aspect of place is the configuration of the classroom. Classrooms are often viewed as rows of desks or sometimes desks grouped into tables. But classrooms don't have to look this way. They can be made more comfortable, inviting, and conducive to the kinds of activities that take place in a blended classroom.

Also, world language instruction is as much about culture as it is about language. By allowing more flexibility in place, students can experience the language outside of the classroom, thereby creating and allowing a more authentic language experience.

In the following video Stephanie Pryce shares how she uses technology to allow students to personalize their learning.

Using Technology to Personalize Learning–Stephanie Pryce (3:06)

Watch on YouTube

7.3 Personalizing Activities and Assessments

Approaching personalization through the five dimensions is one way of planning to personalize. Another way is to look directly at what you do in your classroom. Typically teachers plan assessments and activities around learning objectives to make sure they cover the material they are mandated to cover. Finding ways for students to exercise choice in some or all aspects of these activities and assessments is another way to foster personalization in your classroom.

7.3.1 Personalized Assessments

What do assessments look like in your classroom: an essay exam? A final paper? Short answer questions about a text? A presentation? Do all your students do the same thing?

Personalizing assessments means giving students choices in the ways they demonstrate mastery of a learning outcome. Often this means creating a list of ideas that students can choose from, while also allowing them to suggest their own ideas.

It can be hard for students and teachers to participate in this level of personalization, but the rewards are clear. Magister McGraw remembers in the video below his students' initial reactions to personalized assessment, but discusses the amazing outcomes of this change in his instruction.

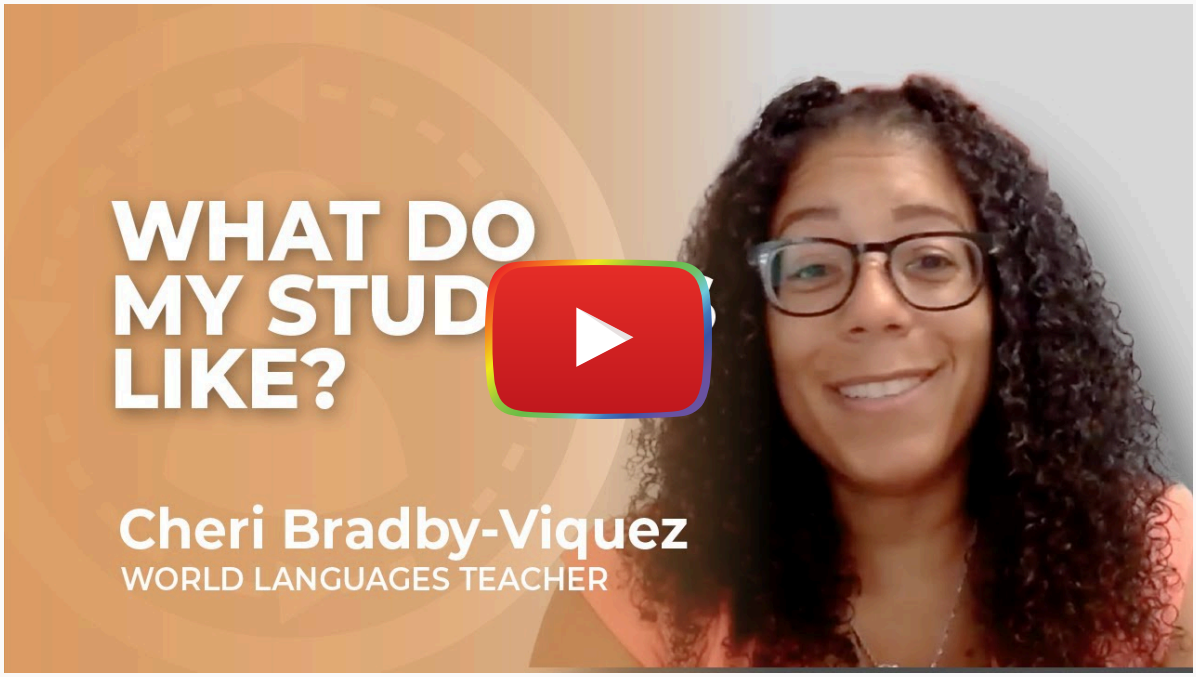
Personalized Learning–Daniel McGraw (2:06)

Watch on YouTube

"I can do what?"

Spanish teacher Señora Bradby-Viquez also ensures that student choice is a part of her assessment practice. Listen to how she thinks about personalization in her blended classroom.

What Do My Students Like?–Cheri Bradby-Viquez (1:08)



Watch on YouTube

"Don't be afraid. You Would be amazed how easy it is."

As you consider what you have seen, ask yourself the following questions:

- How were these assessments personalized?
- How are these assessments different from traditional assessments?
- What kinds of growth do these assessments encourage in the students?

How might you incorporate these personalization practices into your own blended learning classroom? Tables 1 and 2 below offer a few general ideas to serve as starting points for personalizing learning.

Table 1

Personalized Assessments

Personalized Assessments
Students choose the media they use for the assessment: powerpoint, google docs, video, podcasting, etc.
Students choose the form of the assessment: mindmap, essay, documentary, brochure, story, art, performance, exam, etc.
Students choose the topic of the assessment from a pool of topics. For example, a semester project might allow students to select from one of five or six possible topics that align with cultures or vocabulary studied.
Students choose to do the assessment in groups or on their own.

Blended Teaching Workbook

Personalized activities are based on data and goals. Students can choose activities that help them accomplish their goals from playlists and/or choice boards that give them choice in path, pace, time, and place. They may include online interaction as well as online integration of activities that are personalized or differentiated for individual students.

7.3.1 Personalized Activities

Personalized activities are based on data and goals. Students can choose activities that help them accomplish their goals from playlists and/or choice boards that give them choice in path, pace, time, and place. They may include online interaction as well as online integration of activities that are personalized or differentiated for individual students.

German teacher Herr Van Orden discusses how the personalization of activities allows students to align their learning with the ACFTL Proficiency Pathways.

Choice and the Proficiency Pathway–Stephen Van Orden (3:53)

Watch on YouTube

As you consider his techniques, explore the table below, that offers additional suggestions for personalization of blended learning.

Table 2

Personalized Activities

Personalized Activities
Create a choice board of activities for exploring themes covered over the course of a unit or an academic year.

Personalized Activities
Introduce comparing and contrasting activities by providing links to several different authentic cultural experiences, such as art, poetry, music, cuisine and native peoples. Students choose two and fill out a compare/contrast chart, which can then lead to discussions of similarities and differences between various cultural groups, or, between students' home culture and the culture of the target language.
Have students choose an important figure from the country (or from one of the countries) where the target language is spoken and complete research on the person and their impact on the culture. Share the information (write-up,video, etc.) in a discussion board and have the other students guess who the figure is and give evidence for why they think it is the figure they chose.
Have students practice grammar and sentence constructions by developing various "what if" scenarios and using them as starting points for discussion that could occur on or offline. These scenarios can be things like "If I was trapped on a deserted island" or "If I won the lottery" or other hypothetical situations that allow for a number of grammar and vocabulary topics to be covered while engaging students in authentic conversation.

Blended Teaching Workbook

pencil icon) Blended Teaching Workbook In your Blended Teaching Notebook create a few ideas of personalized *activities* that students can choose from in order to show mastery of the content area you chose earlier.

If you haven't already opened and saved your workbook, you can access it here.

Personalization is a powerful pedagogical tool. It allows students to grow where they need to grow and in a way that is meaningful to them. It combines all the other competencies of blended learning: online integration, online interaction, and data practices to create a unique learning experience for each student. Throughout these chapters you have learned how to use these competencies in a language arts context. Now it is up to you! You are ready for that first small step!

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Appendices

Appendix B: Research

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Appendix B: Research

This book was written for practitioners and so does not reference research throughout, as you might see in an academic publication. However, the editors are researchers in the area of K–12 blended and online teaching.

If you are interested in the research related to the K–12 Blended Teaching Readiness model that is used to organize this book, below are some references that you can look up. Also, please feel free to reach out via email to charles.graham@byu.edu or any of the other editors.

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