



UNIVERSITY OF NORTHERN COLORADO

## Extended Campus

College of Education & Behavioral Sciences  
Department of Technology, Innovation & Pedagogy

In Partnership With:



TIP 508 Workshop  
Introduction to Blended Learning

Instructor of Record:

TBD

Address:

iLearn Collaborative  
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Course Credits:

2.0 graduate credits

Dates & Times:

Online:

TBD

The student must spend a minimum of 10 hours online per unit on the LMS completing course requirements and is expected to spend approximately 5 hours offline per unit compiling and submitting assignments. Three one-hour synchronous sessions will be offered. Dates and times for these sessions will be communicated to students.

### **COURSE DESCRIPTION:**

This course provides students with the opportunity to closely examine various models of blended learning in order to reflect on and refine current teaching practices. Participants will implement a model specific to their content and classroom environment.

### **STUDENT LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

1. Identify elements constituting blended learning based on research findings
2. Select a blended learning model(s) appropriate for their environment

3. Design, develop, and deliver a lesson within a blended model(s) framework
4. Demonstrate criteria for high-quality blended learning
5. Reflect on their learning and instructional experience

**TEXTS, READINGS, INSTRUCTIONAL RESOURCES:**

Supplemental Reading:

Article links for openly sourced, supplemental reading and videos are included in each unit’s topic.

**COURSE REQUIREMENTS:**

In order to receive a Passing grade, the participant must complete the following course requirements:

1. Discussion Board Postings: Two (2) Original Posts and three (3) Responses per post per topic.  
Discussion board postings are typically based upon course readings and videos and require students to analyze, synthesize, reflect, and respond.
2. Assignments: Assignments require students to apply session content to current blended practices, designing and developing learning activities for classroom implementation.
3. Final Project: The final project is a culminating assignment that requires students to design, develop, and deliver a blended lesson and engage in peer observation, gather and analyze data, make observations, and reflect on the learning and instructional experience.
4. Reflective Essay: This assignment requires students to conduct deeper investigations into the subject matter, producing an essay that synthesizes their findings, observations, and reflections.

**GRADE DISTRIBUTION AND SCALE:**

Grade Distribution:

Discussion Participation	20%
Assignment Completion	10%
Final Project	30%
Reflective Essay	40%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

**COURSE SCHEDULE:**

UNIT ONE: Blended Instruction Explained

- Topic 1: What is Blended Instruction?
- Topic 2: Shifting Roles & Grit
- Topic 3: An Introduction to Blended Models

UNIT TWO: Deeper Dive-Blended Models

- Topic 1: Rotation Models
- Topic 2: Flex, A La Carte & Enriched Virtual Models

UNIT THREE: Blended Instruction in Practice

- Topic 1: Setting Up for Success
- Topic 2: Best Practices Exemplars: Station Rotation & Flipped

UNIT FOUR: Reflective Essay

**UNC’s Policies**

UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf](http://www.unco.edu/dean-of-students/pdf/student-code-of-conduct.pdf).

**Disability Resources**

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an

accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

### **Honor Code**

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

### **Special Term/Short Course**

Special Term Courses do not meet during a typical semester (begin or end earlier or later), these courses have different add/drop/withdrawal dates. It is the responsibility of the student to be aware of these dates. Please refer to "special term/short course deadlines" from this link: <http://www.unco.edu/registrar/current-students/course-add-drop.aspx>, to learn the dates for this course.

### **Billing & Requesting Transcripts**

You will receive an email (to the UNC student Bear email account) when your bill has been posted. Bills are sent monthly; if your registration is processed in the middle of the month, you will not receive a billing statement until the following month. If you do not receive a billing statement, please contact UNC's Bursar's Office (part of Bear Central) at 970-351-4862.

There are two options for requesting transcripts. For an unofficial transcript, on your Student tab in URSA, choose "Unofficial transcript" located under the "Grades" heading. For an official transcript, go to: <http://www.unco.edu/registrar/etranscripts.aspx>.

## INTRODUCTION TO BLENDED LEARNING RUBRIC

### FORMATIVE ASSESSMENTS

Formative assessments measure your engagement with and understanding of content delivered in each topic. These assessments provide opportunities to reflect on your assignment as well as deliberate over topic content with your classmates in a discussion forum. Each assessment has a maximum rating of 30 points indicating topic knowledge and reflection.

### COURSE FINAL PROJECT: Design and Deliver a Blended Learning Lesson

Criteria	Grading Scale		
Implementation and Supporting Documentation	25 The supporting documentation incorporates all elements addressed in the instructions. Details are clearly communicated, and content demonstrates mastery of key concepts of blended implementation.	15 Most criteria of the supporting documentation are included. One or more items are missing and/or lacking details. Content mastery is evident for the most part with only one or two elements excluded.	5 The blended lesson is missing most of the listed criteria.
Reflection	25 Addresses all criteria, providing depth in response to questions.	15 Addresses most of the criteria, though little depth is added to response.	5 Lacks depth and details in response.
Peer Observation	10 Addresses peer observation requirements, provides clear feedback.	5 Attempt at feedback as per observation requirements.	0 Does not provide peer feedback.

### COLLEGE CREDIT ASSIGNMENT: Reflective Essay

Criteria	Grading Scale		
Responsiveness to Topic	15 Demonstrates thoughtful understanding of topic and criteria. Responds effectively to all aspects of assignment.	12 Addresses most of the assignment criteria. May slight some aspects of topic in response.	5 Demonstrates inability to understand assignment criteria and lacks a meaningful response to the topic.
Communication of Ideas	15 Thoroughly explores topics, going beyond scope of subject matter to include insightful comments, ideas, and observations of key concepts	12 Demonstrates some comprehension of topic though treats subject	5 Is unfocused and incoherent.

	and texts.	matter simplistically or repetitively.	
Length and Organization	15 Meets length requirement and is clearly organized with well-supported ideas.	12 Meets length requirement and is somewhat organized with some supported ideas.	5 Does not meet minimum length requirement and is undeveloped with little or no support.
Mechanics, Sentence Structure, Grammar, and Spelling	15 Is free from errors in mechanics, structure, grammar, and spelling.	12 Has some errors but demonstrates control of mechanics, structure, grammar, and spelling.	5 Contains serious issues in mechanics, structure, grammar, and spelling.

## CLASS SCHEDULE:

### UNIT 1: BLENDED INSTRUCTION EXPLAINED

#### Unit 1 - Topic 1: Blended Instruction Explained

- **The Evolution of Education:** Teachers will focus on the evolution of education, reviewing Ken Robinson’s video “How to Change Education”. As they do so, they will reflect on blended learning and how it may meet the demands of the emerging market.
- **Blended Learning Broken Down:** Teachers will begin their exploration of blended learning by examining several resources that provide an overview of the pedagogy: The Learning Accelerator, Christensen Institute, and University of Wisconsin Pressbooks.
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *What is your personal blended definition? What opportunities and challenges will you face as you transition to blended implementation?*
- **The Learning Accelerator’s Blended Learning Framework:** A deeper exploration of the framework will help teachers understand how technology integration supports in-person learning.
- **Blended Learning Misconceptions:** Misconceptions surrounding blended learning will be explored. Teachers will refer to the Getting Smart article “6 Common Misconceptions About Blended Learning” (2016). Additionally, they will review the Christensen Institute article “5 Blended Learning Myths to Bust in 2019” (White, 2019).
- **Blended vs. Tech Integration:** A deeper dive into the differences between blended learning and tech integration will lead teachers to understand that technology utilization does not equate to blended learning. In a blended model, technology is intentionally used to support and advance learning, meeting the individual needs of students according to where they are on their learning paths. Video resource: Video: “Blended Learning and Technology Integration” (Jonson, 2014)

- **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the video resource: *Does the video content align with your personal concept of the pedagogy or provide clarification? Understanding what blended implementation comprises, is your current classroom a blended classroom or one that only integrates technology?*
- **Benefits of Blended Learning:** Teachers will spend time examining myriad resources that outline the benefits of blended learning:
  - Teach Thought: “The Benefits Of Blended Learning” (2018)
  - Christensen Institute: “Proof points: Blended learning success in school districts” (Mackey, 2015)
  - The Learning Accelerator: “Blended Learning Research Clearinghouse 1.0: May 2015”
- **Preparing Students for Their Role in a Global Economy:** As teachers review the Christensen Institute article “Blended isn’t just about online learning—it’s making space for real-world relationships” (Fisher, 2019), they will turn their thoughts to the Ken Robinson video “The Evolution of Education”, making connections between the two schools of thought and blended learning.
- **What Makes Blended Implementation a Success?:** Teachers will understand that blended instruction must be tailored to meet their students’ needs; it cannot be approached with a one-size-fits-all mindset. The Christensen Institute explains this well in its video “Does Blended Learning Work?” (2016) in which Julia Freeland Fisher discusses how the success of blended implementation depends on one’s “why” for integrating it, which is what teachers contemplated in this topic.
- **Blended Challenges:** Teachers will explore various blended challenges as they close out the topic: 1) Teachnology, 2) Facilitation, and 3) Instruction.

## Unit 1 - Topic 1 Activities:

- **1.1 Discussion: Icebreaker**
  - Teachers will introduce themselves and discuss their experience with blended learning and differentiation
- **1.2 Discussion: What is Your “Why”?**
  - As educators, it is important to both know and be able to articulate not only what you are implementing, but why. Reconnecting to the "why" helps ensure that everything that follows is supporting the primary goal or objective. Connecting with our core values as educators is paramount to ensure our students are successful.
  - As preparation for your discussion reflection, please view the following TED Talk Short by Simon Sinek entitled "Start With Why."
  - Explain what your "why" is as you move forward to transforming your instructional practices for advance student-centered learning in your classroom.
- **1.3 Discussion: Blended Knowledge and Experience**
  - Complete the poll below. After you submit your poll answer, address the following in the discussion:
    - What is your experience with blended instruction (learning)?
    - Have you implemented any form of it?
    - Are you working with colleagues who have implemented a blended model in their classrooms?
    - What is your impetus for learning more about blended instruction and/or transitioning to this pedagogy?
    - Any fears or doubts as you move forward?
    - Are the poll results surprising to you?
  - Click [here](#) to take the poll.

- Click [here](#) to see poll results.
- **Blended Value Sort Activity**
  - There are a number of reasons for schools and districts to investigate the implementation of blended programs, from an increase in student mastery to better preparedness for college and career. Consider the 8 values pictured. Follow the directions on the interactive template to complete a value sort process.
  - Click [HERE](#) to make a copy and complete the interactive.
  - (If you prefer the physical paper copy, print the attached documents to complete the value sort activity.)
  - Get ready to report out in the reflection discussion that follows! You will receive points for this activity when the discussion is completed.
- **1.4 Discussion: Blended Value Sort Reflection**
  - Please share the outcome of your Value Sort Activity by answering the following questions below in the discussion. Then read and comment on the posts of your colleagues.
  - 1) What were your top 3 values around the reasons for blending instruction and why?
  - 2) What was your lowest-held value and why?
  - 3) If you had a "WildCard" and could create another value to add to the list, what would it be and why?
- **Knowledge Check: Tech Integration or Blended Instruction?** (interactive game)

## Unit 1 - Topic 2: Shifting Roles & “Grit”

- **Shifting Roles - What's Changing for Teachers and Students?:** As blended instruction becomes the new normal in classrooms, teachers and students will begin to shift roles. Teachers will learn to take a step back and allow students to take charge of their own learning. Video resource: “Role of Teacher and Student in Blended Learning” from Sophia Learning
- **Ownership Leads to Grit:** Teachers will understand that blended learning will allow students to take charge of their learning, causing a shift in the determination, motivation, and intrinsic drive students put forth. Students may demonstrate more self-direction and dedication as they begin to feel successful in their work. As teachers will learn, grit is a necessary component in blended learning classrooms. They will reflect on their instructional practice and grit-building factors, measuring their students on the “grit scale” to determine implementation strategies that will develop this noncognitive skill. K12 examples will be provided to guide their thought process.
  - Resource exploration:
    - Video: "TEDxBlue - Angela Lee Duckworth, Ph.D" (2009)
    - Article: Talking with Trees - “What is Grit?”
    - Article: Department of Education notes in its publication - “Promoting Grit, Tenacity, and Perseverance: Critical Factors for Success in the 21st Century” (2013)
    - Article: Edutopia - "True Grit: The Best Measure of Success and How to Teach It" (2015)
    - Article: Vicki Davis CoolCatTeacher - “Can You Teach Grit?” (2014)
    - Tool: Angela Duckworth - Grit Scale Test
    - Article: Positive Psychology - "5+ Ways to Develop a Growth Mindset Using Grit and Resilience" (Miller, 2020)
  - **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *How do you define true grit? Do your students have grit? Can perseverance be taught?*
- **Incentivizing vs. Intrinsic Motivation (Scenario):** Teachers will explore a scenario of different students’ level of engagement based on extrinsic and intrinsic motivating factors. Understanding the “one-size-does-not-fit-all” concept, teachers will make the connection between blended learning and

motivation, understanding that blended learning environments support grit-building and growth mindset in that students are learning along a personalized path that is appropriate for him/her, enabling the individual to meet learning targets and master content without the fear of time running out or failing before having to move on.

- Resource exploration:
  - Article: Christensen Institute (Michael Horn) - "Building Motivation, Instilling Grit: The Necessity of Mastery-Based, Digital Learning" (2013)
  - Article: John Spencer - "Growth Mindset is Great But Children Need Affirmation" (2019)

## Unit 1 - Topic 2 Activity:

### ● 1.5 Assignment: Grit-Building Activity

- For this assignment, you'll develop a grit-building activity to implement in your classroom.
- Instructions:
  - Determine the activity based on what you have learned about building "grit" in your students in this topic.
  - Implement the activity in your classroom.
  - Collect data or observations.
  - Produce a voice recording or a video summary that includes:
    - Classroom size/grade level
      - Content/subject
      - Length of time for activity (20 minutes, 60 minutes, etc.)
      - Brief description of activity that addresses procedure(s)/expected outcome(s)
      - Students interacting/participating in the activity (blur their faces or simply use their voices)
      - Observations: *1) Did the activity go as planned? Why or why not?; 2) What would you change should you implement it again?; 3) Did the activity produce the desired results? Why or why not?; 4) Any additional comments or insights regarding grit-building activities?*
  - Post your voice recording or video summary in the discussion.
  - Be sure to review your classmates' lessons, commenting on their creativity and effectiveness. Share your insights and include probing questions in your posts.

## UNIT 2: DEEPER DIVE - BLENDED MODELS

### Unit 2 - Topic 1: Rotation Models

- Teachers will examine the elements of each of the rotation models: Flipped, Lab, and Station. As they review the pros and cons of each model, they will consider if one or more models will be implemented in their blended environment.
  - Resource exploration:
    - Christensen Institute - Blended Learning Universe
    - Video: Blended Learning Universe - "What a 'Flipped' Classroom Looks Like" (2013)
    - Video: Navigator Schools - "Redesigning the School Day at Navigator Schools Using a Lab Rotation Model" (2014)
    - Video: Higher Quality Blended Learning - "Redesigning the school day at KIPP LA using a Station Rotation Model" (2014)
    - Video: Domaine des langues RÉCIT - "Working in stations in a secondary ESL classroom" (2017)

- Video: WACO Independent School District - Individual Rotation
- Article: The Learning Accelerator - “Blended Model Type: Station Rotation and Individual Rotation”

## Unit 2 - Topic 1 Activities:

- **Knowledge Check: Rotation Models** (interactive multiple choice)
- **2.1 Discussion: Rotation Models - Pros and Cons**
  - Now that you've reviewed various rotation models, discuss some of the pros and cons you see with one or two of the models. Use the video recording function in this forum for your response (click on the microphone in the bottom toolbar to access video). You may also use [Vocaroo](#), a free audio recording tool that provides a link.
  - Be sure to read and respond to your classmates' posts.

## Unit 2 - Topic 2: Flex, A La Carte & Enriched Virtual Models

- **Blended Models Continued:** Teachers will understand that Flex, A La Carte, and Enriched Virtual are other blended models that, unlike Flip, Lab and Station, focus less on “seat time” and more on personalized or mastery-based learning.
  - Resource exploration:
    - Video: Touchstone Education - “Touchstone Education Overview” (2013)
    - Video: NAC Architecture/ Blended Universe - “Technology, Space and Learning at Summit Public Schools: Sierra” (2015)
    - Video: Alliance for Excellent Education - “Digital Learning Day 2013: Quakertown Community School District” (2013)
    - Article: Blended Learning Universe - “Tackling Access to International Baccalaureate Courses with Blended Learning” (Bushko, 2018)
    - Article: Blended Learning Universe - “Tips from the Pros: Making an Enriched Virtual Program Work for Your Students” (White, 2016)

## Unit 2 - Topic 2 Activities:

- **Knowledge Check: Flex, A La Carte & Enriched Virtual Models** (interactive multiple choice)
- **2.2 Discussion: Flex, A La Carte & Enriched Virtual Models - Pros and Cons**
  - Now that you've reviewed the Flex, A La Carte, and Enriched Virtual models, discuss some of the pros and cons you see with one or two of them. Use the audio recording function in this forum for your response (click on the microphone in the bottom toolbar). You may also use [Vocaroo](#), a free audio recording tool that provides a link.
  - Be sure to read and respond to your classmates' posts.
- **Padlet Post: Which Model(s) Will You Choose?**
  - You have spent time learning about the various blended models. For this assignment:
    - Choose the blended model(s) that will work for you based on your learning environment.
    - Produce a quick sketch/visual OR find a video that illustrates what this model or combination of models will look like in your learning environment.
    - Add your sketch/visual or video to the [Padlet](#) wall below by double-clicking on it. If you cannot view the wall, click the pop-up blocker or gray box in your browser or this [link](#) to open it in a new tab.
    - In your post, explain why you chose this model(s).
    - Feel free to comment on your classmates' posts on the wall.

## UNIT 3: BLENDED INSTRUCTION IN PRACTICE

### Unit 3 - Topic 1: Setting Up for Success

- **Reflection Before Implementation:** As teachers prepare to implement blended learning in their classrooms, they'll pause and reflect on these questions:
  - *What parts of your instruction will you move online?*
  - *How about your on-campus instruction? What will that look like?*
  - *How will you engage your students?*
  - *How will help them develop "grit"?*
  - *What about data? What will real-time data look like for you?*
  - *How will you and your students use it?*
- **Getting Ready:** Teachers will begin to put together a blended implementation plan after exploring various resources to prepare them for integration:
  - Article: EdTech - "How K–12 Schools Can Get Started with Blended Learning" (Steinmetz, 2018)
  - Article: Getting Smart - "3 Ways to Implement Blended Learning In The Classroom" (2017)
  - Guide: Commonwealth of Learning - "Guide to Blended Learning" (2018)
  - Guide: The Learning Accelerator - "Implementation Guide"
  - Video: Office of Ed Tech - "Future Ready: Personalized and Blended Learning" (2016)
- **Reflection:** Teachers will be prompted to reflect on the information they gleaned from the resources: *What do you envision for your instructional practice, your classroom culture, and your students' engagement as you transition to blended? What potential do your own blended instructional practices have in transforming your school?*

### Unit 3 - Topic 2: Best Practices Exemplars: Station Rotation & Flipped

- **Station Rotation Exemplars:** Most teachers will start with the station rotation model as they prepare to implement blended learning in their classrooms. They will explore numerous resources and example station rotation lessons.
  - Resource exploration:
    - Video: Catlin Tucker - "How and Why to Integrate Station Rotation" (2016)
    - Article: Blended Learning Universe - "3 Secrets to Successful Station Rotations" (White, 2019)
    - Video: Better Lesson - "Designing Group Stations for Station Rotation Model"
    - Articles: Better Lesson - Library of Blended Resources
    - Tool: Catlin Tucker - Station Rotation Template
- **Flipped Exemplars:** They will explore numerous resources and example flipped lessons.
  - Resource exploration:
    - Video: Catlin Tucker - "Blended Learning in Action—Chapter 11: Flipped Classroom" (2016)
    - Article: Education Drive - "16 flipped learning uses in K-12 and college classrooms" (2012)
    - Article: Creative Educator - "Flipping the Classroom" (2015)
    - Video: Tracy Gilles - "Flipped Classroom-Tracey Gillies" (2012)
    - Video: iLearn Collaborative - "Teachers' Reflections on Station Rotation and Flipped Classroom" (2019)
    - Tool: Barbie Honeycutt - Flipped Lesson Plan Template
    - Tool: New York University - Flipped Lesson Plan Template

## Unit 3 - Topic 3: Theory Into Practice

- **Blended Lesson Design, Development & Delivery:** Applying the content teachers have learned in the course, they will prepare and implement a lesson that integrates one or blended models.
  - Step 1: Take an existing unit of study that your students are currently working on and design and develop a blended lesson using Catlin Tucker's [Station Rotation template](#) or New York University's [Flipped template](#). *Please make a copy of the template before continuing.*
  - Step 2: Produce a 3-5-minute video of you delivering a portion of the blended lesson OR produce a photo journal documenting the learning experience. Please note that due to FERPA, your video should only capture teacher facilitation; students should not be in the video unless you can blur their images. If you walk around the classroom, engaging with your students during the lesson, the video should capture audio. For the photo journal, please obscure students' faces.
  - Step 3: Reflect on the instructional and student learning experience by responding to these questions in a written, video, or audio format:
    - Describe your experience in designing and developing a blended lesson.
    - What specific elements of the lesson engaged your students?
    - What went well with the blended lesson you implemented? What were relevant challenges and how did you address those challenges?
    - How did you measure student achievement?
    - What did your student feedback reveal about this learning experience? Provide specific details about the information you gathered from students in terms of 2-3 work samples, data, and observations and how they will be used moving forward.
    - How did the overall learning experience inform your current instructional practice?
    - What are your next steps moving forward as a blended practitioner?
  - Step 4: Please add your video/photo journal link to this [form](#). In it, you will be asked if you'd like to share your video lesson with other practitioners taking this course. We hope you'll consider allowing educators to learn from your experience and expertise. Just like our students, we learn best from one another!
  - Step 5: Post the link to the template, video/photo journal, and reflection responses in the next section. Before you do, go back through the lesson and in the discussion forum where you post the video/photo journal, ask for specific feedback on sections where you need recommendations, ideas, or solutions to problems you see in your lesson design. For example, if there's a part of your lesson where you feel students were confused, not knowing what to do next, you might ask for scaffolding ideas for that portion of the lesson.
  - Step 6: Peer Observation: Choose one participant in the course, view his/her video, and provide feedback regarding the lesson (or portion of the lesson) that was captured in the video. Feedback may include asking questions for clarity, commenting on lesson design or delivery, sharing thoughts and insights about student engagement, or anything else you deem helpful in your peer observation.

## Unit 3 - Topic 3 Activities:

- **3.1 Assignment: Blended Lesson Submission and Peer Observation**
  - Use this thread to post your final course project and complete your peer observation. Include the link to your video as well as all supporting documents, including the lesson plan template, student work samples (with names removed, please), observations, and reflection responses.
  - Once you post, choose one participant in the course for your peer observation.
- **3.2 Discussion: Your Blended Instruction Integration Experience**
  - Now that you have completed this course, please create a video sharing your experience integrating blended models/strategies into your instructional practice. You may use [Screencast-o-Matic](#), [Jing](#), [Quicktime](#), or any other video making software/digital tool that you prefer.
  - Provide details regarding one or all of these elements:

- student engagement/ownership of learning
  - your role as a facilitator
  - personalization or competency-based elements of blended instruction
  - student achievement
  - successes of blended instruction integration and implementation
  - relevant challenges (and how you overcame them)
  - anything else you'd like to discuss regarding your blended instructional practice
- Once you post your video, review and respond to your classmates' submissions and complete this [form](#).
- **3.3 Discussion: Final Reflection - Is Blended Instruction Part of the Solution?**
  - You viewed Sir Ken Robinson's video, "How to Change Education-Ken Robinson" (2013), at the beginning of this course. After learning about and implementing various blended elements in your classroom, what do you think?
    - *Can blended instruction address the issue of preparing students to meet the demands of a global economy? Is it part of the solution we need in education? And, perhaps most importantly, are you on the right path towards this goal?*

#### UNIT 4: REFLECTIVE ESSAY

##### Instructions:

- For this assignment, write a four-page, single-spaced reflective essay in APA format that addresses the following components:
  1. Highlights and Insights: What did you glean from the course content? Share your insights and "aha" moments as you progressed through the content. What did you learn from your classmates?
  2. Related Independent Research: Conduct an additional search for resources related to the course content. How will you apply this knowledge? Did you investigate anything that posed questions or concerns in your transition to blended learning? What reinforced your ideas, observations, or insights?
  3. Instructional Focus: As you continue to move forward and grow as a blended educator, what goals have you set for yourself? What is your plan of action for developing your practices and skill sets?