

**Incorporating Technology with Blended Learning using
Station Rotations**

**EDLD 5317
Publish Group Article**

By Lola Gatlin, Stacie Perez, and Leticia Cortez

Incorporating Technology with Blended Learning using Station Rotations

What is the topic of your article?

- The topic of my article is Incorporating Technology with Blended Learning using Station Rotations.
- Using blended learning with station rotation technology will help students become self-directed learners. Students can develop their critical thinking skills when they have the opportunity to use digital applications in meaningful ways. By being self-directed learners, students can have the choice, ownership, voice, and an authentic learning experience.

Where do you plan to submit (consider 2-3 options)

- Academia
- Pearson Educator
- Edutopia

What is the connection to your innovation plan or initiative?

- My innovation plan is to use blended learning through station rotation. I desire to create a significant learning environment where students are engaged and actively participate in their learning. Students will use technology in station rotation to help observe, evaluate and conference with them to set academic goals. I will use data to indicate where students need the most guidance to close the academic learning gap.

How can this information help others?

- This article aims to inspire and challenge other educators to use digital technology to cultivate an environment where students may learn creatively using different modalities.

Incorporating Technology with Blended Learning using Station Rotations

Lessons learned or hoped to learn?

- In the implementation of blended learning, I witnessed how the students' adapted to change and were excited about station rotation and having a choice. I was nervous about the change because many students were accustomed to learning through behaviorism. To my surprise, once students had the guidelines, they were immersed in discovering and collaborating with their peers using various digital platforms. Through the use of technology, students took ownership of their learning as well as how they displayed their understanding using Google Slides, Canva, and Flip.

What digital resources will be included in your article? Briefly describe.

- Flipgrid:** Is a platform where teachers post grids so students can facilitate, create, and record themselves. Students can collaborate with peers through video posts.
- Nearpod:** Provides ways of instruction teachers can conduct lessons through teacher-led or student-paced instruction. Within teacher-led instruction, teachers can navigate through the lesson as a class while students do online practice as the teacher guides the students through the topic. Self Paced instruction students may learn through individual instruction at their own pace.
- MyON:** Students can read books on the reading level of their needs, choice, and interest. Myon provides definitions for words students may not know or understand, which will help students increase their vocabulary as they read.

Incorporating Technology with Blended Learning using Station Rotations

Think of your audience, digital presence, and the message you hope to communicate.

- This article aims to inform and influence Primary and Secondary educators to utilize blended learning through station rotations to increase student engagement and use of technology. Educators will be able to benefit from our experiences in implementing blended learning with station rotations using a variety of technology.

- The message we are setting is that learning can be engaging and creative. Students will learn and teach their peers through collaboration. Most importantly, our objective is to encourage teachers to take advantage of the different technology tools available.

Incorporating Technology with Blended Learning using Station Rotations

References:

Harapnuik, D., Thibodeaux, T., & Cummings, C. (2018). Cova ebook choice, ownership, and voice through authentic learning (Ver. 0.9). Creative Commons License.

Horn, M. B., Staker, H., & Christensen, C. M. (2014). Blended: using disruptive innovation to improve schools (1st ed.). Jossey-Bass.

Mertler, C. A. (2019). Action research: Improving schools and empowering educators (6th ed.). Thousand Oaks, CA: SAGE Publications, Inc.