

Blended Learning with Station Rotations

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## **Introduction**

Blended learning integrates technology into the classroom to aid teachers when leading instruction. Technology plays a vital role in blended learning because it enables them to gain 21st-century skills. The purpose of this literature review will provide information about blending learning with station rotations and how it impacts the classroom with the technological demands of the future. This review provides resources and the effects of blended learning on student activities, and engagement, in the K-12 grade classrooms. With enough research, results have shown that student achievement in their education increased when manipulating blended learning. Students developed additional skills, such as self-direction, choice, ownership, voice, and an authentic learning experience. When teachers create a significant learning environment, students will take part in their learning and benefit from blended learning models.

The students in this research are all English Language Learners, with Spanish as their first language. Each student is enrolled in a Title 1 school in which students are from low-income families. The students are diverse learners in programs like Gifted and Talented, Special Education Program, Dyslexia, Irlen's, and 504. Some of our students have disabilities or disadvantages when it comes to learning, but we have learned to see beyond their disabilities and see their ability to learn.

The world is revolutionizing technology, but it is not revolutionizing American education. Creating a significant learning environment will make students feel confident and passionate about learning. How does blending learning affect reading achievement scores in my 4th-grade classroom?

## **Review of the Literature**

### **Definition of Blended Learning**

Blended learning is a learning approach integrating technology and using technology led by an instructor that allows students to customize learning. Teachers need to know 21st-century learning skills and help achieve mastery goals.

### **Types of Blended Learning**

According to Staker and Horn, there are four blended learning models Enriched Virtual, A La Carte, Flex, and Rotation Model. The rotation model has four sub-models: Station Rotation, Lab Rotation, Individual Rotation, and Flipped Classroom. This research only focuses on station rotation.

#### ***Enriched Virtual Model***

Enriched Virtual is a course in which students must have face-to-face learning sessions with a teacher and then can do the rest of their coursework remotely. Online learning is where students learn content and instructions alone, with no F2F learning with a teacher.

#### ***A La Carte/ Self-Blended Model:***

A La Carte is where students take all courses online. This model allows students to have help and guidance from their teacher.

#### ***Flex Model,***

The flex model is where content is delivered mainly via online platforms—the student-led model is where the learning material and lessons are independently completed. Flex Model is where students have the freedom of how, what, where, and when they want to learn.

## **Rotation Model**

### ***Flipped Classroom***

Flipped Classroom is where students can access class lectures before attending class. Students can watch, read and be mentally prepared for their actual class. Students' class time is devoted to applied learning activities which lead to high-order thinking skills and receiving ongoing support from the instructor.

### ***Lab Rotation***

Lab rotation is where students are rotated from their classroom into a lab for online learning.

### ***Individual Rotation:***

Students will rotate based on an individual schedule. Students only need to rotate to some stations, just the ones the teacher has implemented for them.

### ***Station Rotation***

Station rotation prioritizes differentiation. Students are divided into four small groups based on academic needs. They begin different activities, but all work on the same objective. Station rotation allows flexibility for teachers to work with students who need more assistance in a particular area. Research shows that with station rotation, students have increased student achievement.

### ***Example of Station Rotation Groups:***

1. small group ( Teacher-Led Station)
2. Collaboration
3. writing
4. technology

## **Advantages of Using Blended Learning**

With blending learning, teachers can work with a small group of students on a specific skill. Whether to answer a question or ask for clarification, teachers can concentrate on four students simultaneously versus an entire class of twenty-seven students. With a smaller number, teachers can hone in on the specific reading strategy or skill, help students develop it, and put it to use. Since students are in a smaller setting, they are motivated and engaged and do not fear responding to the teacher.

Another benefit to blending learning with station rotation, students work at their own pace. While a small group of three to four students works with the teacher, another five to six students work independently on a digital educational application. Digital educational applications can vary per school district. However, they usually measure the time student is on, how many problems they have solved, and the accuracy of the solutions. The application sends the teacher notifications of the students to progress percentages. With the information, the teacher can pull small groups based on skills. Students also have the opportunity to work collaboratively with each other. Students working together will help develop their language and communication skills. Students are to be open to their peers' ideas and suggestions and be able to provide positive feedforward. Learners also learn how to provide effective feedforward to their peers. In collaborative groups, students discuss what they are learning. They realize and analyze new ideas. Students work together to create something unique together. Learners have the opportunity to learn in different modalities.

Research indicates that blended learning increases students' chances of meeting classroom requirements. The model of blended learning emphasizes increasing student engagement and motivation, which leads to an increase in student academic success. Students can be in a situation where they can speak, read, write, and use critical thinking skills, leading to active learning instead of passive learning. The model of blended learning emphasizes increasing student engagement and motivation, which leads to an increase in student academic success. Blended Learning gives the students Choice, Ownership, Voice, and Authentic Learning experience in the classroom.

### **Barriers to Implementing Blended Learning**

#### **Convincing Teachers and Administrators on Blended Learning**

Before implementing blended learning in the classroom, teachers and administrators want to know why there is a need for blended learning in the classroom. Advocates for blending learning need to be able to persuade others about blending learning.

#### **Teacher Professional Development**

Blended learning will enrich and empower students, making them worthy of knowledge. There are many barriers to implementation in the classroom. Teachers need time to plan for blending learning for their students. They may feel they need more time to do blended learning. Blended learning brings ease and flexibility to lessons. Current research shows that it can create interactive, engaging, and learning environments.

Technology is a tool teachers use to facilitate learning. Misinformed teachers or administrators may think that technology can replace teachers, but we must remember that

learning comes first and technology comes second. Schools and districts need to prepare for a supportive technology network.

Once teachers and administrators are convinced to have blended learning, teachers need to set a goal for their students, the Wildly Important Goal, WIG. As we know, teaching comes with many obstacles teachers should not focus on something other than the whirlwind and keep the WIG in mind.

### ***The Use of Blended Learning in a Reading Class***

According to Marsh (2012), blended learning provides opportunities for language learners over traditional classroom methods. The opportunities students receive are more collaborative learning, increased student engagement, interaction, and small group with the teacher to increase reading, speaking, and writing skills. Personalized learning can take place in small groups with students.

In addition, Sharma and Barrett (2007) mentioned that many factors influenced a blended learning approach. One main factor impacting blended learning is teachers' attitudes toward technology, whether positive or negative. Other factors are professional development regarding technology training, students' accessibility to technology, and the learner's proficiency levels. Each factor is vital in implementing a blended learning approach in the classroom.

## **Summary**

### **This Review and the Field of Education**

This Literature Review helps others in the education field be informed about Blended Learning. It provides background knowledge, its benefits, and boundaries on blended learning. The Literature review will also bring more questions into focus, bringing awareness; others will research blended learning. Blended learning transforms classroom settings into a more creative, collaborative, and engaging environment. Teachers will create a significant learning environment for students to achieve mastery proficiency levels in reading.

### **Strengths and Weaknesses of this Body of Literature**

#### **Strengths**

The strengths we found in this literature review were many articles on how to support diverse learners in elementary and middle school. We found a good amount of reading in elementary articles, along with challenges and the implementation of blended learning. We found articles that guided us more on our diverse learners, our students with disabilities, and the different approaches to implementing blended learning.

#### **Weakness**

Limited literature focused on reading and station rotation in our specific grade levels. This literature review's weakness was that many articles on blended learning were mainly in Math and Science compared to Blended Learning in English Language Arts. Many articles were in languages other than Spanish and English, and we could not read them.

## **Focus of the Current Study**

Blended Learning with station rotation is one of the options one can implement in their classroom. So far, I have learned that station rotation has success with student achievement and increased student engagement. With the station rotation model, teachers can spend one-on-one time with students to help them effectively learn. Learn the objective of the skills that need to be mastered. Educators can personalize learning for all students and meet their needs while allowing students to have the choice, ownership, voice, and an authentic learning experience. There are several blended learning models, and the teacher will choose what best fits their students' needs.

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