



OLTD 511 - Reflection on eWarrior Program

OLTD 511 gave us an opportunity to incorporate blended learning into our practice. While I had used blended learning before, I did not know the theory behind it, and did not take full advantage of what can be accomplished with it. Since I was working on the project independently, I wanted to create something that was robust enough to account for the fact that I missed out on the interaction with others during the course. My first piece of evidence, a complete program to be used with my Grade 2/3 classroom, suffered many different reviews and updates. The latest one occurred after spending a week at Camp Suzuki, enveloped in nature; it inspired me to incorporate more outdoor activities, and it also answered the question, "What do I send for homework?"

I tend to dislike homework, and only send things home that students have not finished in class. The reason being, homework tends to be based on repetition or worksheets. I avoid worksheets in my classroom generally, favouring bigger projects; these are hard to transport, and so it is usually easier to leave these large monsters in the classroom so they don't get damaged. But sending outdoor activities as homework seemed like a fun and novel way to get kids outside playing and exploring.

Despite the initial reaction ("Big book little font!"), it turns out I greatly enjoyed the book *Blended*, by Horn and Staker. I ended the book with the feeling that, should I ever create my perfect school, this is the one book I would use as companion and guideline. As I developed the program, I kept in mind the eight meta-experiences mentioned in the book, as defined by Summit Public Schools (page 148): student agency, individual mastery (a big one, as it defined the pace to be individual and not collective), access to actionable data and rapid feedback (which Mathletics provides, but also will be provided during one-on-one time), transparency in learning goals, meaningful work experiences, mentoring experiences and positive group experiences.

Developing the schedule was an interesting task, since I am unsure of what blocks will be separated for

prep; the schedule will probably shift to adapt to these blocks, but that won't break the plan.

This evidence fulfills the following course outcomes:

- **Develop a theoretical understanding of Blended Learning and the models associated with it**
- **Develop blended environments/programs that maximize the positives of both online and face to face environments**

To create the program, I focused on the Station Rotation model as opposed to the other models which seem to be more appropriate to older grade levels. By selecting a station rotation with a sprinkling of flipping the classroom (as the student has access to videos online), and staggering different rotations during the day, I hope to have created a fun and fast-paced environment that will allow students to grow and learn at their own pace, as well as to a certain extent give them the freedom to explore their own passions through inquiry-based projects. The project also accounts for reassessment, feedback and readjustment when needed, an ongoing process which will last throughout the year. I believe the program will be successful and exciting, and can't wait to hear what the students have to say.