

The Impact of Blended Learning on Student Achievement: An Action Research Plan

Joseline Sanchez

EDLD 5315

Lamar University

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My action research will focus on the impact of blended learning in a 3rd grade bilingual classroom. Blended learning, which integrates both online and traditional instructional methods, has the potential to address the diverse needs of students by providing more personalized learning experiences. This approach is especially effective for reaching students who require different learning strategies, as it offers flexibility and opportunities for differentiation. By combining the flexibility of online resources with the structure of in-person instruction, blended learning supports a variety of learning styles and paces. Through this investigation, I hope to uncover valuable insights into how blended learning can enhance student engagement, improve writing skills, and foster academic success. Ultimately, the findings will inform more effective and inclusive teaching strategies that can better meet the needs of all learners in today's classroom.

Fundamental Research Question and Reason Behind my Study

How does blended learning impact writing achievement in a 3rd grade bilingual classroom?

With this question, I aim to explore how blended learning can impact student achievement, specifically in a 3rd grade bilingual classroom. The reason behind my study is that, as a bilingual teacher, I am always looking for ways to better reach and support all of my students, including those who are new to the country. Many of my students come with unique needs and experiences, which requires me to constantly adapt my teaching strategies. Blended learning offers a flexible and personalized approach that has the potential to meet the diverse learning needs of my students, including those who are still adjusting to a new language and culture. This

study aims to explore how blended learning can help provide the necessary support for these students, fostering greater engagement and improving their academic outcomes.

Summary of the Literature Review

The literature review highlights that blended learning can enhance student achievement by offering a personalized, flexible approach that combines online and in-person instruction. This model allows students to learn at their own pace, increasing engagement and fostering greater self-regulation, with studies indicating improved outcomes when adaptive technologies are used (Horn & Staker, 2015). However, the review also identifies significant barriers to its effectiveness. Key challenges include the technological proficiency required from both students and teachers, as well as the need for reliable internet access. Lack of familiarity with digital tools and connectivity issues can disrupt learning and create disparities in educational opportunities (Celestino & Noronha, 2021; Kömür, Kılınç, & Okur, 2023). Despite these challenges, the literature suggests that, with proper support, blended learning can be a powerful tool for improving student learning and preparing them for future success.

Study Information

The purpose of this study is to explore the impact of blended learning on student achievement in a 3rd grade bilingual classroom. Specifically, the study aims to investigate how combining online and traditional instructional methods can enhance student engagement, improve writing skills, and better support the diverse learning needs of students. In addition to academic outcomes, this research also examines how blended learning can help prepare students with the technology skills they will need to succeed in the 21st century. Ultimately, the goal of this study

is to identify effective strategies that can improve both academic achievement and student engagement.

Research Design

For my research topic on the impact of blended learning, a mixed-method approach is ideal. This allows me to gather both quantitative and qualitative data to provide a comprehensive understanding of the impact of blended learning on student achievement in my 3rd grade bilingual classroom. I will collect quantitative data through assessments and standardized tests to measure writing achievement and overall academic performance. This will help identify trends and correlations in student outcomes related to blended learning. In addition, I will gather qualitative data through observations, student interviews, and teacher reflections. This will provide insights into students' experiences, engagement levels, and perceptions of the blended learning environment.

Data Collection and Analysis

Observations: An observer (including school leaders) will complete an observation form once a month following the introduction of blended learning in the classroom. The form will focus on four key areas: student engagement, technology usage, writing progress, and teacher support. This regular observation will help identify best practices and assess the effectiveness of blended learning implementation.

Interviews: To gain a deeper understanding of student experiences with blended learning, interviews will be conducted with students after they have participated. The purpose of these interviews is to assess how engaged students felt during the independent practice portions of

blended learning, whether they perceive any improvements in their writing skills, and if they would be interested in using blended learning in other subjects. The interviews will provide valuable qualitative data to help determine the effectiveness of blended learning in supporting student engagement and academic growth, particularly in writing.

To gain a deeper understanding of the effectiveness of blended learning, teacher interviews will also be conducted. The feedback gathered from these interviews will be valuable for reflecting on best practices and making improvements to the implementation of blended learning in the classroom.

Student Data Tracker: A student data tracker will be used to score constructed responses on 6-week unit exams. Students will receive a score of up to 5 based on their application of the RACE strategy (Restate, Answer, Cite, Explain) and writing conventions. This scoring system will help track student progress over the course of the school year, allowing us to monitor improvements in writing skills.

Timeline:

Planning Stage: Fall 2024

- Develop a detailed plan for implementing blended learning in the 3rd grade bilingual classroom, including selecting appropriate digital tools and resources.
- Conduct a literature review on blended learning and its impact on student achievement.
- Prepare an action plan that includes clear goals, student engagement strategies, and methods for assessing progress.

Action Stage: Spring 2025

- Implement the blended learning model in the classroom, incorporating both online and traditional instructional methods for writing instruction.

- Begin collecting data on student engagement, writing progress, and technology use.
- Provide ongoing support and professional development for teachers to effectively integrate blended learning strategies in their instruction.

Developing Stage: Summer 2025

- Analyze the collected data to assess the impact of blended learning on student achievement, focusing on improvements in writing skills.
- Identify areas of strength and areas for improvement based on student feedback and performance.

Reflecting Stage: Fall 2025

- Review the results of the study, reflecting on how blended learning has impacted student achievement and engagement.
- Share findings with colleagues and consider adjustments or improvements for future implementation based on insights gained from the research.
- Plan next steps for continued use of blended learning in the classroom and potential scalability to other grade levels or subjects.

Sharing and Communicating Results

After a full year of implementing blended learning in the classroom, I will analyze the data, including assessment results and feedback from both students and teachers, to assess the effectiveness of the approach. Based on this analysis, I will create a presentation to share with school leaders and 3rd-5th grade teachers during a professional development session. Including teachers from grades 3-5 will allow them to learn more about blended learning and provide insight for those who may want to volunteer for the following year. Additionally, I will post the

results and findings on my ePortfolio to share with others interested in exploring blended learning and its impact on student achievement.

Final Reflection

As I complete this study, my main goal will be to use the findings to make the most of the benefits that blended learning can offer, especially for students who need different approaches to learning. Blended learning has the potential to provide flexibility and support for students who may struggle with traditional methods. The insights from this research will be important for improving my innovation plan and offering practical, evidence-based guidance on how to better implement blended learning. As I continue to refine my approach, the study will help me make informed decisions about teaching strategies, technology use, and student engagement.

Ultimately, it will help create a more effective learning environment, especially for students who need extra support, and will be useful for other educators looking to adopt blended learning in their classrooms.

References

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Appendix A

Blended Learning Observation Form

Teacher Name: _____ Date: _____

Class/Subject: 3rd Grade Bilingual Classroom - Writing Instruction

Observer Name: _____

Section 1: Student Engagement

- How engaged are students during the blended learning activities? Are students working together and discussing their tasks?

Total for Engagement (out of 5): ____

Section 2: Technology Usage

- How comfortable are students using the digital tools for learning? Are students using technology to support their writing tasks?

Total for Technology Usage (out of 3): ____

Section 3: Writing Progress

- Are students focused on completing their writing assignments? How would you rate the quality of the students' writing?

Total for Writing Progress (out of 5): ____

Section 4: Teacher Support

- How effectively does the teacher guide students during the lesson?

Total for Teacher Support (out of 2): ____

Total Score (out of 15 points): ____ / 15

Overall Reflection

- What worked well during this lesson?

- What challenges or issues did you observe?

Appendix B

Student Interview Form: Blended Learning

Name: _____

Date: _____

1. Did you like using the computer/tablet for your work?

Yes

No

2. Did you stay focused and do your work when using blended learning?

Yes, I stayed focused

Sometimes

No, I got distracted

3. Was the blended learning fun?

Yes

It was okay

No

4. Do you think your writing has gotten better?

Yes

No

I'm not sure

5. Can you tell me one thing you've gotten better at with writing?

6. Would you like to use blended learning in other subjects (like math, science, etc.)?

Yes

Maybe

No

7. Is there anything else you want to tell me about using blended learning?

Appendix C

Teacher Interview Form: Blended Learning Feedback

Teacher Name: _____

Date: _____

1. How easy was it to integrate blended learning into your classroom?

- Very easy
- Somewhat easy
- Difficult
- Very difficult

2. How comfortable were you with using technology during blended learning activities?

- Very comfortable
- Somewhat comfortable
- Not comfortable

3. Did you feel that the students were able to use the technology effectively during their independent practice?

- Yes
- Sometimes
- No

4. Do you think students were more engaged in their learning with the use of blended learning?

- Yes

Sometimes

No

5. In your opinion, did blended learning improve students' writing skills?

Yes

No

I'm not sure

6. How did students respond to working both online and in-person?

7. What support did you need to implement blended learning successfully?

8. What challenges did you face while implementing blended learning in your classroom?

9. What could be improved to make blended learning more effective in your classroom?
