



Blended Learning 102

Blended Learning Models

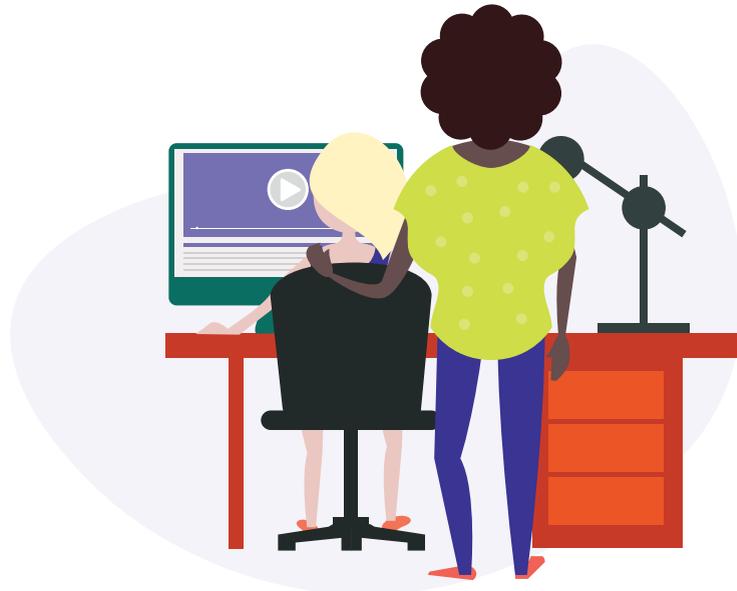


Notes



A blended learning guide would be inadequate without digital resources to enhance the experience.

Access all of the digital resources referenced in this text at <http://go.kiddom.co/BL102>



Content

On your journey to explore Blended Learning models, it's hard to know where to start. Use this visual table of contents to help you choose where to start based on your classroom technology access.

Do your students have limited access to technology at school and home?

P. 03	At School Limited Access to Technology	At Home or Elsewhere
Rotation Station or Lab	 <p>50-75% Teacher Led Instruction or Independent Practice</p> <p>25-50% Online Learning</p> 	<p>Unlike other models, the rotation model does not require access to technology outside of school</p> <p>Homework may be online or is not a necessary part of this model</p>
Featured School(s): Kipp Los Angeles (Station Rotation), Gilroy Prep (Lab Rotation)		

Do your students have 1:1 technology access at school or in your class but not at home?

P. 14	At School	At Home or Elsewhere
Flex Model and Individual Rotation	 <p>Flexible Teacher Intervention and Assessment</p> <p>Most learning occurs online</p> 	<p>Homework can be of any type</p>
Featured School(s): Carpe Diem (Individual Rotation) Summit Public Schools: Sierra (Flex Model) USC Hybrid School , (Flex Model) Acton Academy (Flex Model)		

Do your students have access to technology at home and/or school?

P. 23	At School or Elsewhere	
Enriched Virtual Model- online course with required check-ins with teacher	 10-20%	 80-90%
A La Carte- online class at a traditional school		
Featured School(s): Quakertown Community School District (A La Carte)		

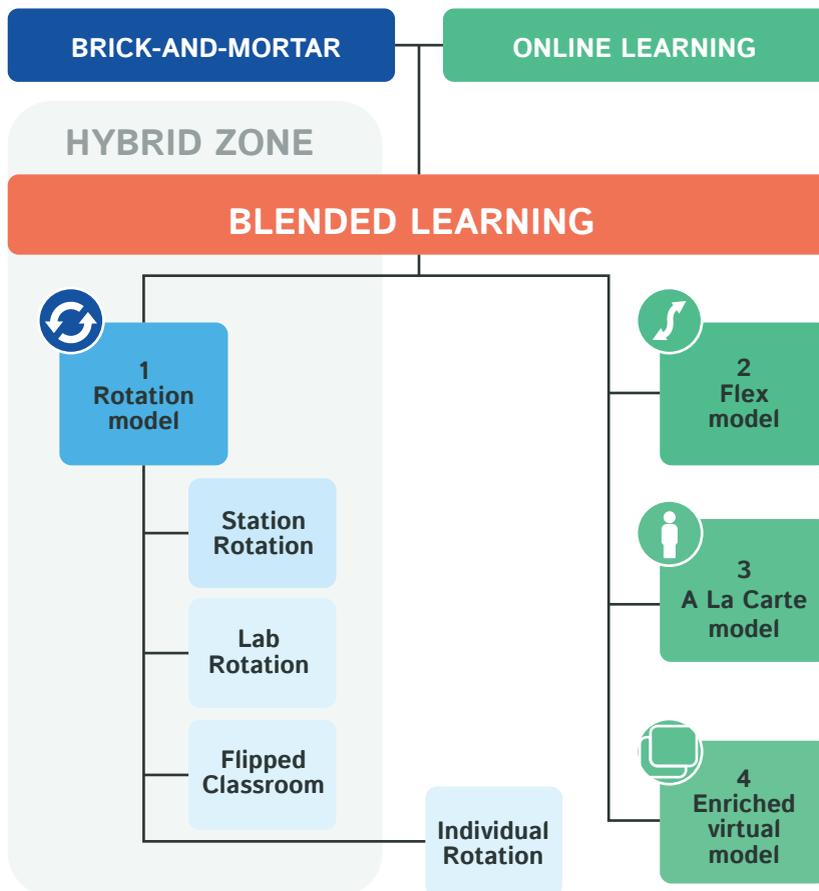
P. 26	At School	At School or Elsewhere
Flipped	 100% Teacher Facilitated Practice/Projects	 100% Online Instruction
Featured School(s): Clintondale High School		

Choosing a Blended Learning Model

Blended learning, commonly understood as combining traditional instruction with computer-based learning experiences, can address many common pedagogical challenges. When making the shift to blended learning, remember that any change in instructional practice should enhance your work, rather than complicate it. To ensure that you are planning intentionally, first you must determine why you want to try blended learning or, more specifically, which instructional issue you hope to solve. Are you constantly torn between the range of needs of your students and want a more efficient way to differentiate instruction? Are you hoping to revive student motivation by increasing student choice? Do you feel passionate about embedding tech skills into your assignments to prepare students for college and careers? Maybe you have heard buzz about the benefits of asynchronous learning, small group instruction, and paperless classrooms, and want to pilot something new. In [Blended Learning 101](#) we identified four reasons to consider changing your instruction style:

- 1- Improved Communication
- 2- More Personalized Instruction
- 3- Student-Driven Learning
- 4- Improved Self-Management Skills

Once you have identified your motivation for adopting blended learning, you can use that goal to determine which model of blended learning you should try. Your classroom and student access to technology can also impact your decision. In this guide, we will dig deeper into different blended learning models, their pedagogical implications, examples, and hardware needs. We will also explore how Kiddom's collaborative learning platform can be used to expertly implement a blended learning model in your classroom.



The Basics of Station Rotation and Lab Rotation

Many people think that you must have a 1:1 laptop ratio to do blended learning, but these models help teachers maximize limited classroom technology.

A rotation model is when students move between learning stations on a **fixed schedule** or at the **teacher's discretion**, where at least one station incorporates online learning. While a group of students is engaged in independent online learning, the teacher facilitates activities such as small-group instruction, group projects, individual tutoring, or independent practice. The rotation model allows teachers creative flexibility in that students can rotate between learning modalities. There are two types of rotation models that work when you have limited access to technology at school: station rotation and lab rotation.

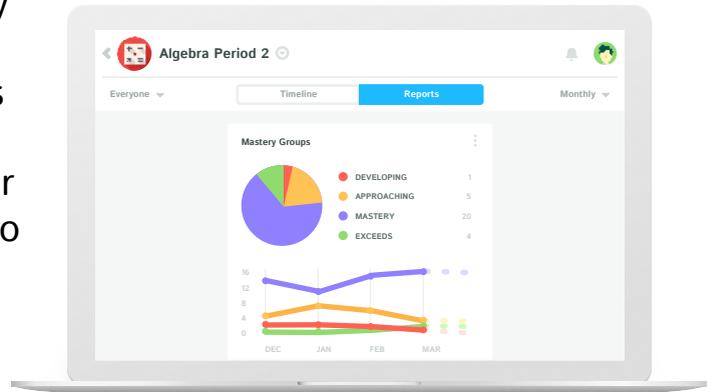
Choosing the Station Rotation Model

In a station rotation model, the teacher organizes students into groups within the classroom and at least one station is a computer based learning experience. These groups can be fixed (remain the same each day e.g. grouped by learning styles) or dynamic (changed depending on student skills/needs). This allows you to differentiate your teacher-led instruction by creating small-groups and support personalized learning experiences on the computers. It can also address many issues caused by large class sizes. A station rotation model is a great option when you have limited classroom technology or limited access to a

school laptop cart. It can be used in classrooms of all ages, even kindergarten. You can also introduce students to the 21st century technology skills they need in small chunks of time. The possibilities are endless which can be a bit overwhelming, so let's get specific.

Why and How: [Catlin Tucker Models Blended Learning](#)

The station rotation model changes the role of a teacher by allowing for greater flexibility through small group instruction. This impacts how you plan your instruction for each day, although, it does not mean you plan completely different lessons for each group. Your lesson plan format may change to include the student groups and how you plan to address their unique needs with varied question types or examples. The beauty of grouping is that the groups can be dynamic, as student achievement levels or needs change. This will inspire more daily data-driven planning as well, rather than waiting until the end of the term to look at student data. Using a platform like Kiddom makes it easy to track student performance in real time and make decisions about student groupings or send individual assignments based on mastery levels.



How you plan to differentiate is also flexible. You can hear a teacher's first hand explanation of these changes by accessing the Khan Academy Case Study of [KIPP Los Angeles School](#). In this case study, you can hear how using stations allows the teacher to support her english language learner students by giving them more opportunities to speak in a small group.

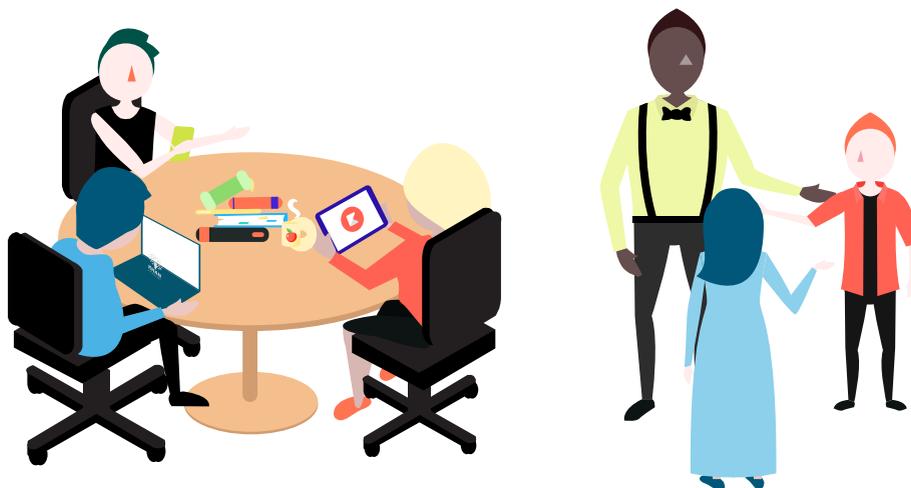
Activities to Maximize the Potential of Each Station



The computer station can be used for many learning goals. Some teachers or schools sign up for an adaptive learning platform, but paying for that type of resources is not necessary. You can be creative with your stations and access free content. One option would be to use Kiddom to send personalized assignments to individual or groups of students. On Kiddom, students can access those assignments, check their scores, ask questions or make comments, and monitor their own progress towards mastery.

Getting Started with the Station Rotation Model

An easy way to explore how a station rotation model might impact your class would be to establish a “stations” day once a week. Depending on how many devices and students you have, you can start with 2-3 small(er) groups. One small group would work independently or in pairs on activities appropriate for their current achievement level, such as practice from the previous days lessons, independent reading, journaling, etc. Another group would be working with the teacher on either a mini-lesson or a teacher-facilitated group discussion. Finally, the students on the computer can develop their [social emotional skill](#) of self-management by doing a progress check and setting a goal for the week. Using the computer station to allow students to check their progress is a way to ease into the benefits of this blended learning model. It would not require much additional software and can help you establish and refine the classroom routines needed to make transitions from station to station.



Working in stations one day a week will allow you to experiment with the classroom management supports you will need for your classroom to help things run smoothly. For example, you will learn how long it takes your students to transition from one station to the next and you can adjust accordingly. Anyone trying out stations knows that routines are very important and it's okay not to get it right the first time. One option for supporting transitions that also develops Social Emotional Learning (SEL) skills is to have students take on leadership roles. If you have used stations or group work in any capacity, then you are likely familiar with assigning roles such as timekeeper or materials manager which can be useful in this situation as well. As you become more comfortable with the idea of a station rotation model in your classroom and have established the expectations, you can increase the number of days you are using stations and explore other ways the technology station can enhance your students learning.

The following is one example of how you can use the station rotation based loosely on an example outlined by a blended learning explorer in their blog article: [The Blended Classroom: A Simple Station Rotation Model](#).



Day 1

Whole Group: Introduce topic, learning goal, and stations. Establish group leaders if necessary.		
Station 1: Teacher Mini Lesson on New Content	Station 2: Computer New Content Exploration	Station 3: Group/Partner New Content Discussion, Prediction, Connections
Formative Assessment 1		

Day 2

Whole Group: Quick review, how to practice skill, station goals. Group leaders.		
Station 1: Teacher Data informed small group instruction, remediation, extension	Station 2: Computer Practice/Reinforcement with Tech.Adaptive or Personalized	Station 3: Group/Partner Group Practice
Formative Assessment 2		

Day 3

Whole Group: Introduce Summative Assessment Expectations and Final Review Stations.		
Station 1: Teacher Teacher led review	Station 2: Computer Review with Technology Eg: interactive game	Station 3: Group/Partner Self-Assessment (Tech optional)
Summative Assessment		

A visual schedule like this can help students know where they should be at the appropriate time and help them take ownership of their schedule.

Groups	9:00 - 9:30	9:30 - 10:00	10:00 - 10:30
Group 1			
Group 2			
Group 3			

Choosing a Lab Rotation Model

The lab rotation model is another option that works when you don't have a full set of computers in your classroom. In this model, students rotate to a separate computer lab for the online-learning station. Many schools that use lab rotation have a co-teaching staffing model or have paraprofessionals in the classroom to facilitate transitions, but that is not a requirement. Students can either rotate to the lab as part of a class or as an online learning class of its own. This model can be used for all grade levels.

A common way the lab rotation model is used is as follows: teacher delivers a mini lesson and does a formal check for understanding. Students who demonstrate proficiency are ready to rotate to the computer lab to complete independent practice or personalized practice. Students who need additional assistance get to work with the teacher in a small group in the moment. This blended learning model allows you to intervene right away when students need additional support. The teacher's role in a lab rotation model can be very similar to a traditional teaching model in that you may still deliver whole class instruction. The main difference is that you can intervene with a small group without having to manage the entire class of students at the same time. If you do not have a co-teacher or paraprofessional, you would rotate with your entire class to the lab and sit with the small group in the lab.



Getting Started with the Lab Rotation Model

Kiddom can help maintain consistency of expectations while in the lab. Establishing a routine and leadership roles for students when they rotate to the lab can alleviate classroom management concerns. Using Kiddom in the lab will enhance the lab rotation model by allowing you to direct student learning in advance so you can focus on teaching, instead of giving instructions. It also opens the line of communication, while you may be working with the small group of students, students can comment/respond to comments on assignments. You can support student interests and learning needs by sharing personalized assessments. Finally, just like in the station rotation model, students can access their progress reports on Kiddom and know how they are performing at a skill based level.

One of the biggest considerations for implementing a lab rotation model is scheduling. Whether you are piloting the model yourself or your entire school is transitioning to a lab rotation model, you will need to be on the same page with your colleagues about how and when the lab can be used by your class. Just like in station rotation, it may be easiest to start with a lab rotation day. In this case, you can reserve the lab for your class on a given day and experiment with rotation options on that given day.

To get a more in-depth look at this model in action, you can check out this case study of [Gilroy Prep](#) provided by Khan Academy.

The Basics of Individual Rotation and the Flex Model

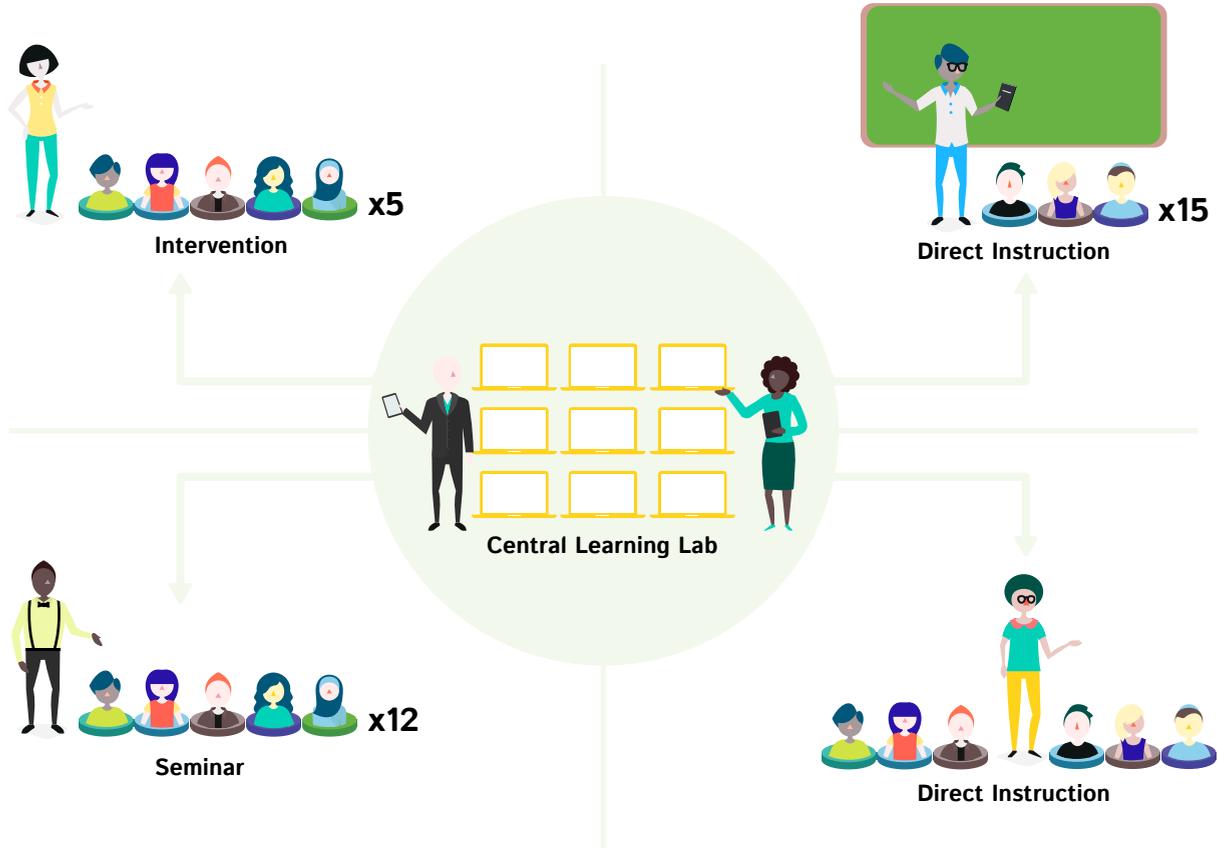
The individual rotation model, included under the rotation model umbrella, has students rotating between different stations and learning opportunities, but is different from other rotation models in that students do not necessarily rotate to every station. Each student has an individualized playlist of activities and only rotates to the stations or modalities identified on their personalized schedule, determined by the teacher or, in some cases, an algorithm.

In the flex model, online instruction is the primary mode of accessing content and materials, with additional support from a teacher face-to-face. Teachers share learning activities with students who access them at their own pace, and then teachers use data to intervene in real-time. This model is dependent on self-directed learning and allows for a fluid schedule that is more flexible than other models as online learning makes up the bulk of a student's direct instruction.

We grouped these two models together because they require the same technology access and they look very similar in classroom practice. In both of these models, the learning space is designed to have a central learning lab or collaborative space. In the flex model, the student has far more autonomy whereas the individual rotation is personalized but dictated by a teacher or a data system.

Individual Rotation

Rotation is based on a prescribed schedule



Flex Model

Rotation is based on student motivation and autonomy



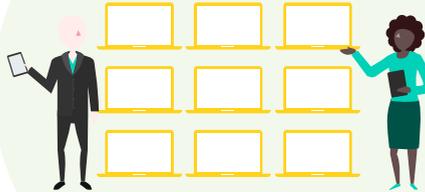
Intervention



Breakout Room



Social Area



Central Learning Lab



Science Lab



Breakout Room



Collaborative Room

Choosing the Individual Rotation Model

The individual rotation model is a good choice when you have enough devices for every student to use and you want to use those devices to plan personalized lessons for each student. Data is the main driver of student schedules and materials in this model. With the right tools, individual teachers can manage these decisions, but many schools use a data manager to help dictate the student's schedule or the stations they rotate to throughout the day.



One example of an individual rotation model is demonstrated through [Teach To One](#), an offshoot of the School of One model that many schools have adopted. It is a personalized math program that uses the individual rotation model to tailor learning experiences to learning styles and rates of progress. The program includes nine different learning modalities that support a variety of learners. As explained in *Teach to One: Inventing the Future of Math Learning* “Only two of the nine modalities are computer driven--there are three teacher-delivered stations, a math advisory station, a collaborative station, a peer to peer station, an independent learning project, a station with paper worksheets, and two computer stations. Teach to One regroups students and reconfigures stations each day.” The video demonstrates how having students identify their learning styles helps students take ownership of their learning and advocate for themselves. If your goal for exploring a blended learning model is to increase student ownership of their learning, you can also create stations based on learning modalities.



At the individual level this may seem daunting, but teachers can use a individual rotation model that does not require a different schedule each day. At the default station, students always have work to complete online at their own pace. When teachers use the data from the self-paced curriculum they can intervene as misconceptions arise or mini-lessons are needed. You may use a messaging system or classroom display that informs students that they should rotate to offline stations: “You are scheduled for a small group discussion today” or “Rotate to group work station at 11.”

One way that teachers or schools do this is by using playlists. A playlist is a group of related learning activities. With a playlist, students are given a clear sense of the path they are going to take but it is also easy to work student choice in along the way. Heather Starks, a blended learning teacher explains how she uses playlists in her blog piece [“Why I am Loving Instead of Hating the Beginning of this School Year”](#)

“Instead of the traditional daily lessons and due dates, we switched to playlists for many of our units. The lessons and assignments that would be done over the course of a unit are put on in a dynamic online document [...] and posted in the classroom.

Students are given an overall due date for all of the assignments, as well as links for the resources necessary (or helpful) for completing them. In many cases, they are often given options of what to complete on the playlist, giving students a sense of ownership in their learning.”

The image shows a screenshot of a Kiddom Timeline interface. On the left, a vertical timeline has a circle with the number '3' at the top. To the right of this is a white box with a plus sign icon and the text 'Remediation Assessments' and 'Playlist 3 Assignments'. Below this are three assignment cards, each with a red document icon. The first card is 'Outcome 4 Healthy Relationships Essay' due 'Fri, May 12 · 18 pts.'. The second card is 'Stop! Before you start outcomes 5-9 Meet with Me to Discuss the YRBS Survey' due 'Fri, Jun 2 · 10 pts.'. The third card is 'Survey Project Part 1: Brainstrom' due 'Thu, Jun 8 · 18 pts.'. The entire interface is set against a blue background.

3

+ **Remediation Assessments**
Playlist 3 Assignments

Outcome 4 Healthy Relationships Essay
Fri, May 12 · 18 pts.

Stop! Before you start outcomes 5-9 Meet with Me to Discuss the YRBS Survey
Fri, Jun 2 · 10 pts.

Survey Project Part 1: Brainstrom
Thu, Jun 8 · 18 pts.

Example of a scheduled check-in on a Kiddom Timeline

By using playlists, you can schedule different checkpoints for students. When students need more frequent check-ins, you can easily differentiate their playlists by including more face-to-face teacher time. Build playlists like the one featured above using Kiddom's Planner feature.

Getting Started with the Individual Rotation Model

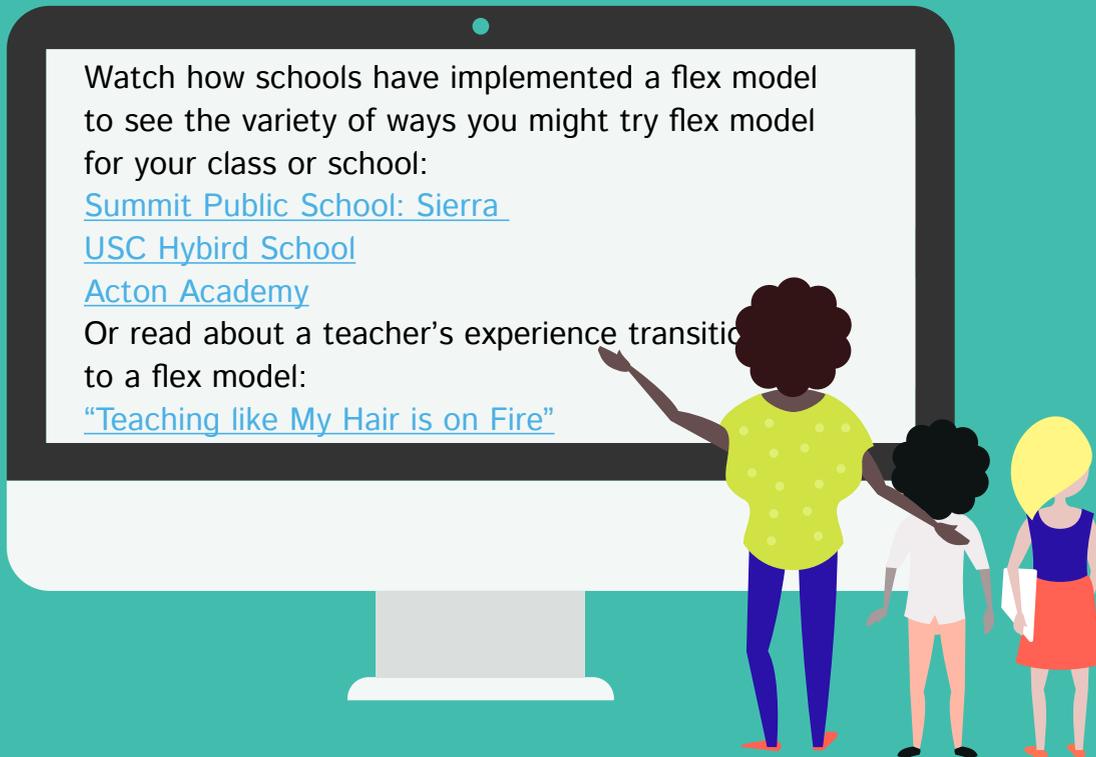
Just like with the other rotation models, you can experiment with individual rotation in your class by choosing a day of the week to introduce the concept to students and practice it to work out the kinks. It would be helpful to decide how you want students to rotate in advance. Will you use a playlist model which tells students to “rotate” when they get to a certain point in the curriculum or when misconceptions arise? Or will you establish learning modality stations and have students rotate based on their learning preferences? Either way, you can use Kiddom to support this practice.

If you are interested in seeing how the individual rotation model might work as a whole school initiative, you can check out this video of [Carpe Diem](#) Middle and High School. Carpe Diem Collegiate High School and Middle School assigns each student a specific schedule that rotates them between online learning in the learning center and offline learning every 35 minutes.

An important thing to consider when adopting the individual rotation model is how to incorporate social emotional development. [Critics](#) of this model argue that it works best for self-motivated individuals. However, putting in the effort to help students develop that type of intrinsic motivation can be a great impetus for future success. If you are interested in trying the individual rotation model, be sure to learn from the efforts of early adopters and pay special attention to organizing opportunities for social interaction and development.

Choosing the Flex Model

One of the biggest advantages of a flex model is that it lets students, not teachers, dictate when they rotate. They rotate between various stations when they need them and they are not constrained by time limits. If you are hoping to increase student motivation and autonomy, this may be the model you choose. This model is often implemented at a school-level, but can be utilized in individual classrooms with careful planning.



The organization Blended Learning Universe explains how this impacts teachers: “Because of the heavy emphasis on student autonomy, the role of a teacher changes in a Flex model. Instead of delivering instruction to whole groups, teachers spend most of their time providing face-to-face tutoring, guidance, and enrichment to supplement online lessons.” The amount of advanced curriculum planning that goes into developing, curating, and creating the online course materials that allow for students to independently progress through the material may be a shift for most teachers. Rather than planning throughout the year, with a Flex model you will plan and prepare most of your materials in advance.

Another example of this new teacher and student dynamic is illustrated by the case study of [Summit Schools](#), produced by Khan Academy. At Summit Schools, students sign up for assessments with the teacher when they feel like they are ready to demonstrate mastery. This shift in responsibility also helps to support many [social emotional learning skills](#). Most implementations of a flex model also incorporate some form of weekly check-in between students and teachers that allows teachers to guide students to develop goal setting skills.

Getting Started with the Flex Model

To get started with a Flex Model, you will first need to choose or create a self-paced online curriculum. There are a growing number of available online curricula but many teachers prefer to organize the online materials to match their style or even to develop their own digital lessons and activities. Kiddom’s Planner is one way to organize and store your curriculum for a self-paced flex

model course. In Planner you can easily organize all of the curricular materials in units and playlists (groups of related assignments). When you assign a playlist to students, they can work through the learning activities independently and check in with you when they have completed the tasks. Students can also communicate with teachers by commenting on the assignment and open the dialogue when a teacher is working with other students. Finally, as mentioned above, the flex model shifts many responsibilities to the students which is a great way to teach social emotional learning competencies.



A La Carte, Enriched Virtual, and Flipped Classroom Models

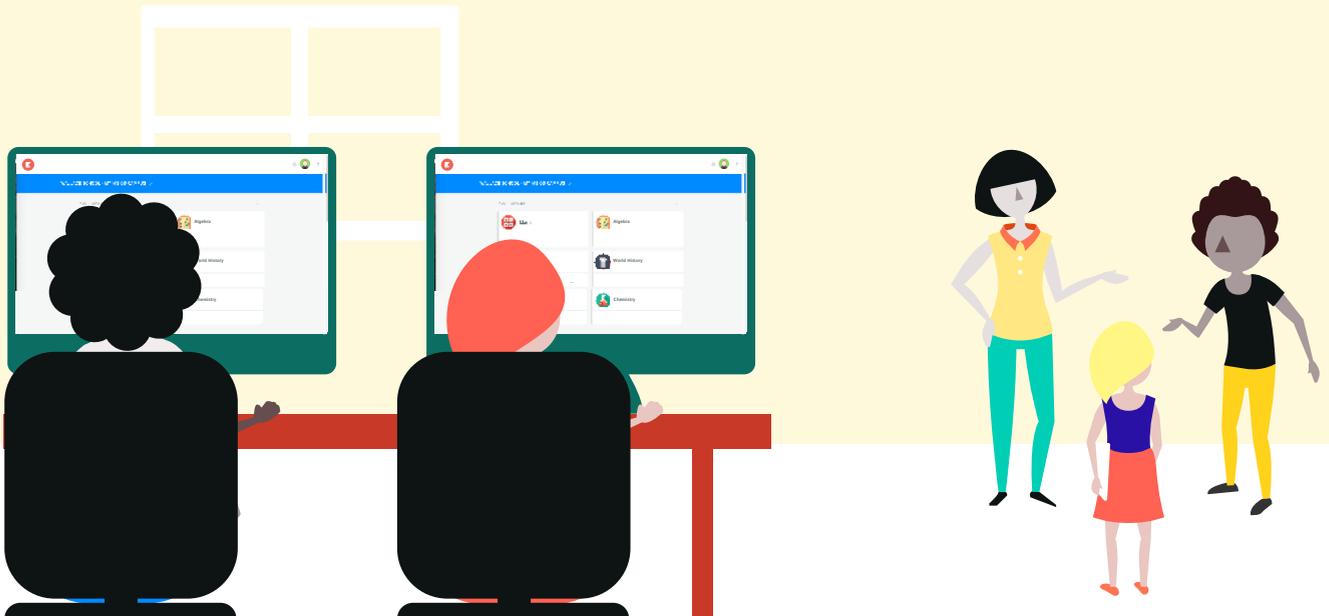
There are three blended learning models appropriate for offering an entire unit or course online so that students access materials wherever and whenever they choose: a la carte, enriched virtual, and flipped classroom. We will address a la carte and enriched virtual first as they are used for similar student populations.

The common definition of the enriched virtual model is a course or subject in which students have required face-to-face learning sessions with a teacher and then are free to complete their remaining work remotely. Online learning is the backbone of student learning when the students are not in school. The same person generally serves as both the online and face-to-face teacher and students seldom meet face-to-face with their teachers every weekday. It differs from a fully online class because face-to-face learning sessions are more than optional office hours or social events; they are required. The face-to-face sessions are often used to introduce the material and expectations or to complete more comprehensive assessments of learning. Often at the end of an enriched virtual model course, the students come together for a final session in which they present what they learned. This is how you might develop speaking and listening skills in a predominantly online learning environment.

An a la carte model, as the name implies, is a class that a student can choose to take entirely online to accompany other experiences they have at a tradition-

al school or learning center. The teacher of record for the a la carte course is primarily an online teacher. Students may complete the learning activities either at school or at home. This differs from full-time online learning because it is not the only learning experience a student will have as they are still enrolled in traditional teacher-led classes as well.

Both the a la carte and enriched virtual models are closer to online learning in the spectrum of blended learning and are more often used in higher grade levels. They are classified as blended learning because they still include limited face-to-face time with a teacher. An a la carte model often has mostly traditional face-to-face classes with an online course supplement whereas the enriched virtual model is mostly online with intermittent face-to-face interactions.



Choosing an Enriched Virtual or A La Carte Model

Many of the reasons for choosing an enriched virtual model or an a la carte model are the same. Both models allow you to support student driven learning, develop self-management skills, and personalize learning through a wider range of course options. They can be used to accelerate credit accumulation, resolve scheduling constraints, or to support foundational learning skills. Often these models are used with “non-traditional” students. For example, over-age under-credited high school students that have had interrupted academic progress, may need courses that don’t fit into their traditional schedule. These models are also be helpful in rural areas, where some students have very long commutes to school.

Getting Started with an Enriched Virtual or A La Carte Model

To get started with the a la carte model or enriched model, you should identify the course needs at your school. Are there gaps in your course offerings? Have students become disengaged in the required courses? What are the interests? Do you have students who are far below grade level and need an additional course to meet their needs? You will also need to determine the teacher on record. Who will monitor student progress? Since the course itself is online, you will need to choose the software or online learning program you want to use. Kiddom supports these models by opening the channels of communication with students via Kiddom’s messaging tools on assignments. You could use Kiddom to schedule the face-to-face meetings and support students self-paced learning

by simultaneously tracking their SEL competencies. As the teacher of record for an online course you can also provide actionable feedback in growth areas on specific skills and standards.

The video from [Quakertown Community School District](#) offers one example of how to implement the a la carte model but also shows that you do not necessarily need to just choose one model. You can also read about a school that added enriched virtual learning courses in the article, [Tips from the Pros: Making an Enriched Virtual Model Work for Your Students](#). Their key advice being, “new blended-learning programs should start small and use information obtained from similar programs to make growth less painful. Talking to or visiting a program that’s similar to what you want to create is very beneficial to get ideas about where problems may pop up that you wouldn’t expect.”

Choosing a Flipped Classroom Model

One final blended learning model is the flipped classroom. In some ways, a flipped classroom is like a rotation model if you replace the “stations” with student homes, the library, or really, anywhere with an internet connection. In place of traditional homework in which students are practicing what they learned in school, the homework is to prepare for projects, group work and discussions about what you learned at school. The delivery of content and instruction is all online, which differentiates a flipped classroom from students who are merely doing homework practice online after school.

A flipped classroom model is typically dependent on students having access to technology at home, which means it is not feasible for everyone. However, many schools, including [Clintondale High School](#) in Detroit, have found ways to get around this barrier to a flipped classroom model with open computer lab hours after school and choosing resources that are viewable on a cell phone or tablet. Teachers who choose to implement a flipped classroom model often do so to free up more class time for in-depth projects and group work for the application of concepts learned. The amount of time needed for projects often deters traditional teachers from assigning them because of the limitations of the school day. The advantages of students accessing learning materials (usually videos) at home are the ability to pause, rewind, and rewatch material in the privacy of your own home. Initially students may not be adept at self-assessing their understanding and knowing when to review the materials. With the follow up in class, teachers can use the time to help students explore their own self awareness and alternative learning strategies.

Flipped Classroom for Vocabulary Instruction:

[*Catlin Trucker Explains Flipped Classroom Options*](#)

Making sure students have done their homework is an age old battle that teachers continue to fight, even with new technology. Many teachers have expressed concerns about how to hold students accountable for completing digital work at home, which is an understandable fear. One strategy for holding students accountable is making space for them to watch the video or screen-cast in class when it is evident that they did not do it at home. For example, when a student asks a question on something that was explicitly covered in the

instructional video, you may say something like, “Did you ask your digital teacher?” prompting them to find the answer in the instructional video in that moment. By not answering questions that you already answered in the video, students will begin to understand that the time in class is reserved for taking learning to the next level. The result is more students accessing the lessons in advance so they do not have to be redirected in class.

A teacher’s role in a flipped classroom is less about direct instruction and more about facilitating student opportunities to demonstrate their learnings. Some teachers implementing flipped classrooms choose to record their own lessons to share with students. This may seem like a large time commitment, but if you consider the traditional middle or high school model where you teach the same lesson multiple times throughout the day, you are actually saving yourself time by only having to ‘deliver’ the lesson once. You may also choose to explore the plethora of existing lessons from open educational resources like the ones found in the Kiddom Library. Taking the time to find a reliable content provider can eliminate your need to record lessons yourself.

Getting Started with a Flipped Classroom Model

If you are interested in trying out a flipped model, the first step is to determine what and how students will access the learning materials. This clip from the video [*Blended Learning: Making it Work in Your Classroom*](#) shows how one teacher decided to record podcasts of her lessons for students to access at home. There are many options for recording lessons including;

[Screencast-o-matic](#), which allows you to record your voice and what is showing on your screen, [PowToon](#), a tool for creating animated videos, or even using the voice narration options with [Powerpoint](#). You do not have to recreate the wheel, though, so your first step may be finding the right lessons from the plethora of online resources already available.

Kiddom can support a flipped classroom model as a platform to share the self-recorded lessons with students or the tool to find great instructional videos. Students could access each night's lessons on their Kiddom timeline. They also have the option to reach out to the teacher with any questions they may have prior to class. This would help guide teacher's follow up in class the next day. Students are also able to access feedback from home and can view how they did on the in-class assignments and their overall progress.



Blended Learning with Kiddom

Kiddom's free collaborative learning platform is ideal to introduce a blended learning model in your classroom. For teachers looking to enhance instruction by integrating digital content, Kiddom's flexible tools adapt well for educators that utilize technology in a variety of different ways. And in true blended learning fashion, the Kiddom platform empowers students to take ownership of their education, build on 21st century skills, and engage in assignments tailored by their teachers to meet individual needs.

Kiddom's platform is adaptable for teachers incorporating blended learning models for all learners, especially as teachers and students can engage in learning from anywhere with Kiddom's mobile apps for iOS and Android.



The Kiddom team is also here to support you in your exploration of Blended Learning. We offer immediate assistance to teachers via our support chat feature. If your school or district uses Kiddom, consider inquiring about our professional development workshops.

As you make a decision about which blended learning model to implement in your classroom, it is important to note that you do not have to choose just one option. Many schools and teachers choose the best elements of a variety of models. Fundamentally, blended learning is about figuring out how to support more personalized options for students and it is important to take a personalized approach to your decision. We are here if you have more questions. Happy Teaching and Learning.



Resources

- <http://www.blendedlearning.org/models/>
- <http://www.blendedlearning.org/directory/>
- <https://www.advancementcourses.com/blog/blended-learning-model-is-best-for-your-classroom/>
- <http://files.eric.ed.gov/fulltext/ED535181.pdf>
- <https://www.advancementcourses.com/blog/blended-learning-model-is-best-for-your-classroom/>
- http://learningaccelerator.org/media/3d90f736/Blended_Learning_Handbook_6713_Final.pdf
- <https://medium.com/@EdElements/why-i-am-loving-instead-of-hating-the-beginning-of-this-school-year-4a453db1e054>
- http://blogs.edweek.org/edweek/on_innovation/2017/01/getting_smart_podcast_teach_to_one_inventing_the_future_of_math_learning.html
- <http://www.blendedlearning.org/a-deeper-look-at-the-flex-model/>
- <https://www.youtube.com/watch?v=auzwH1mK2TY>
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