

## **Action Research Outline**

### **I. Introduction:**

I have chosen to research a topic that has very significant and relevant meaning in my current position and life. I am currently in a district that believes that kindergarten students are best taught through the use of worksheets. Although most of the teachers on my campus are using the Blended Learning approach, I do not feel that it is done correctly, thus we are not showing significant growth academically or socially/emotionally with our students. Tackling this issue one grade level at a time, I am narrowing my focus for this research to specifically Kindergarten. I believe that correctly implementing blended learning station rotations will provide students with an authentic learning environment where they will be able to have genuine collaboration with their peers, thus enhancing their social and emotional needs. Through the heightened engagement that I foresee happening, it will lead to fewer distractions at the teacher's small group station which will create a more effective classroom and successful, wholesome students.

My hope is that with the data collected from this action research I will be able to have concrete evidence to support what I have begun advocating for.

**A. Action Research Topic:** Blended Learning / Play-Based Learning

**B. Purpose of Study:** This action research will examine if a classroom with student-centered blended learning station rotations will increase overall student achievement greater than a traditional worksheet, teacher-centered classroom. In addition, this action research will also examine student perceptions on a classroom that incorporates play-based learning as opposed to worksheets.

### **C. Fundamental Research Questions**

1. Do blended learning station rotations increase overall student engagement and achievement in Kindergarten in comparison to worksheets?
2. What perceptions do kindergarten students have of a classroom with student-centered blended learning station rotations as opposed to a traditional teacher-centered classroom using worksheets?

## **II. Research Design: Mixed Methods**

A. Quantitative

B. Qualitative

- C. Why? I chose to use quantitative as a design for my first research question because the data that I will get using an observation tally chart will measure how many times I had to redirect students when they are in using a device or student-centered station (dramatic play/stem) versus how many times I had to redirect students when they asked to complete a worksheet. I chose qualitative as a design for my second research question because I can measure data for that question with interviews and polls.

### **III. What is the Most Appropriate Data to Collect**

- A. Types of Measurement Instruments
- a. Observation Tally Chart (Quantitative)
    - i. This chart will be used to count how many times I had to redirect (student off-task) a student who uses a device in blended learning station rotations in comparison to a student completing a worksheet during a specific duration of time (10-15 minutes).
  - b. Student Interviews (Qualitative)
  - c. Student Polls (Qualitative)

### **IV. Focus of Literature Review**

The focus of my literature review will be a look into Blended Learning and play-based learning. Implementing a student-centered classroom falls under the blended learning approach.