

Preface

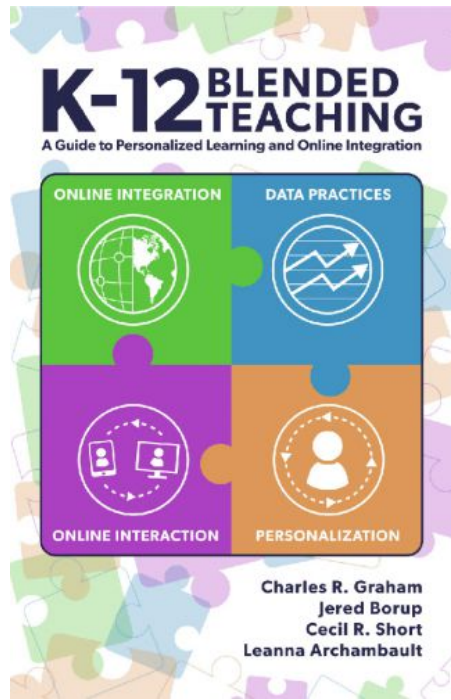
How to Use This Book

Thank you for accessing *K-12 Blended Teaching (Vol. 2): A Guide to Practice Within the Disciplines!*

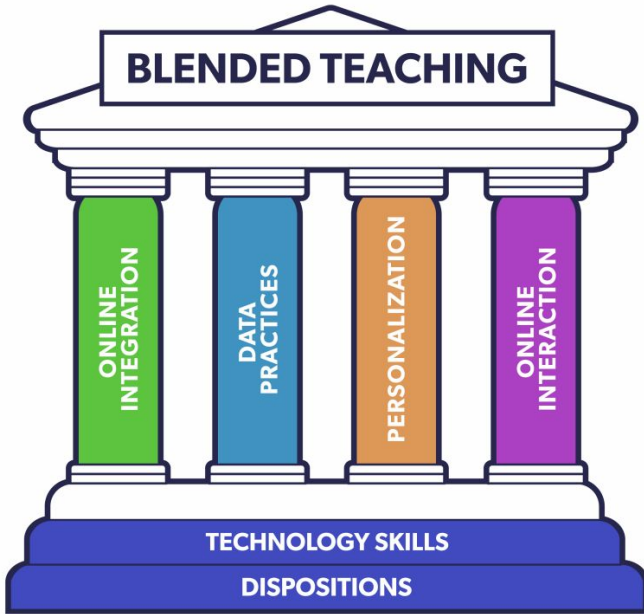
The purpose of this preface is to orient you to the focus of this book, the original contributions that this book makes to blended learning, and the resources available to you within this book.

What is This Book?

This book builds upon the first volume in the series, [*K-12 Blended Teaching: A Guide to Online Integration and Personalized Learning*](#). When we wrote the first volume, it was well-received by many educators and scholars across K-12 education and teacher preparation programs. However, we recognized that the book had some limitations in what it had to offer. After talking to K-12 teachers, we realized that Volume 1 needed more examples of what blended teaching looks like across various K-12 grade levels and content areas; Volume 2 is our attempt to address this limitation.



Volume 1 of *K-12 Blended Teaching* (above) took a competency-based approach to prepare teachers to implement blended learning. As illustrated below, the competencies in Volume 1 were organized into the following areas: Online Integration, Data Practices, Personalization, and Online Interaction, with a final chapter that discussed how all of these areas come together to design blended learning. These competencies are built upon a solid foundation of blended learning dispositions and technology skills.



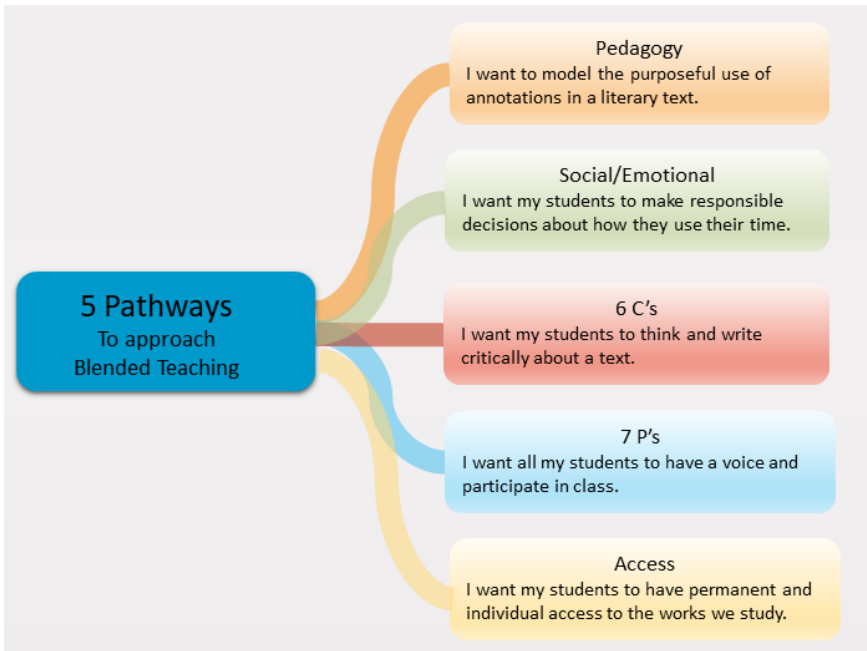
You can read more about these ideas by following these links to Volume 1:

- Cover - [*K-12 Blended Teaching \(Vol. 1\): A Guide to Online Integration and Personalized Learning*](#)
- Chapter 1 - [Blended Teaching Foundations](#)
- Chapter 2 - [Online Integration](#)
- Chapter 3 - [Data Practices](#)
- Chapter 4 - [Personalizing Instruction](#)
- Chapter 5 - [Online Interaction](#)
- Chapter 6 - [Blended Design in Practice](#)

Volume 2 organizes practices into content areas and competency areas, with each grade level or subject area chapter having sub-chapters dedicated to the ideas Why Blend, Online Integration and

Management, Online Interaction, Data Practices, and Personalization. In some cases, it may be helpful to reference the chapters linked above when reading about examples of blended teaching practices in your context. However, this volume does not primarily take a competency-based approach.

Instead of using the competency-based approach from Volume 1, Volume 2 explores blended learning within various K-12 contexts through a problems of practice approach. These problems of practice are organized into the areas of Pedagogy, Social/Emotional Learning, the 6 C's of 21st-century learning, the 7 P's of transformational blended learning, and Access. Examples of these problems of practice are illustrated in this volume's [Chapter 1: Introduction to K-12 Blended Teaching](#). Below is an image from the English Language Arts chapter that demonstrates some possible problems of practice.

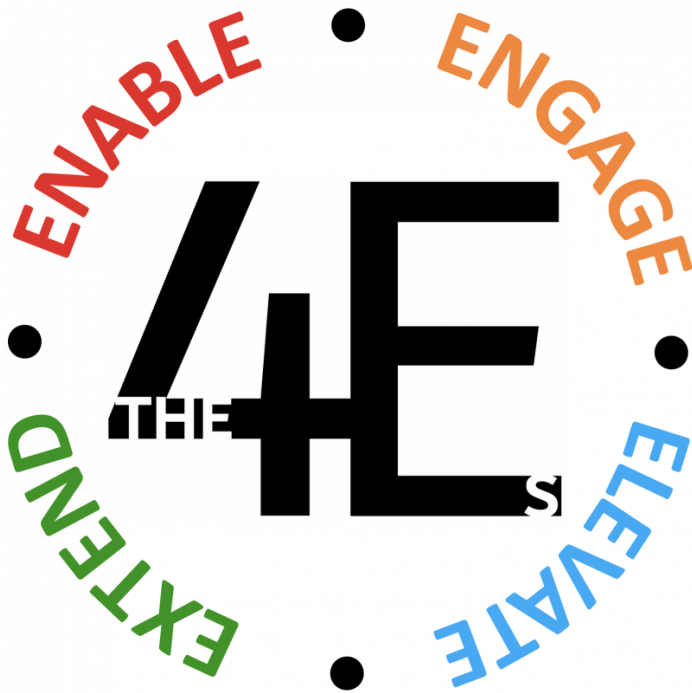


New Content in Volume 2

While Volume 2 understandably builds on the content of Volume 1 and offers new examples of blended teaching across K-12 contexts, it also offers some new insights that are generally applicable to blended teaching.

First, [Chapter 2: K-12 Blended Teaching Competencies](#) offers an overview of the competencies from Volume 1, but also provides new understandings of what some of these competencies look like in practice. Worth specific exploration are new understandings of what personalized learning looks like in K-12. Chapter 2 provides a framework for designing personalized learning that examines the relationships between the data used for personalization, who or what is controlling the personalization, what is being personalized, and the extent to which learners are practicing agency and ownership over their own learning. These new understandings of personalized learning come from working alongside the teachers who contributed their practices to this book.

Second, [Chapter 3: Evaluating Teaching with the 4Es and PICRAT](#) presents a new framework for evaluating blended teaching practices. Volume 1 used PICRAT to help explain some of the designing that goes into blended teaching. Volume 2 builds on Volume 1 by providing both PICRAT and a new 4E framework for evaluating blended teaching. This new framework focuses on evaluating the ways in which blended teaching Enables, Engages, Elevates, and/or Extends learning in meaningful ways.



New Resources in Volume 2

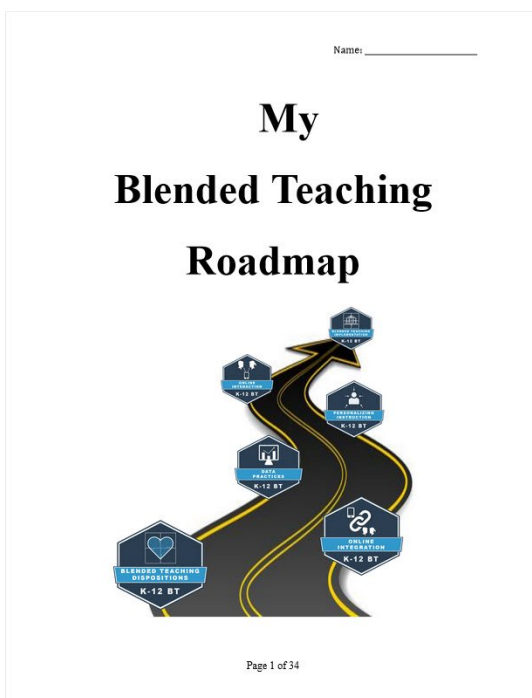
Much like Volume 1 offers resources such as blended teaching videos, artifacts, and reflection questions, Volume 2 has its own resources worth referencing.

Each chapter of this book is filled with **teacher quotes and videos** about teachers' experiences with K-12 blended teaching. At the beginning of each chapter, there is a sub-chapter that introduces the teachers who contributed practices to the book. Our hope in creating this book is that it can largely be seen as a book created through collaboration with teachers for teachers. The videos and quotes throughout this book should not be seen as optional content, but rather as the core content used to explore examples of blended teaching across content areas and grades.

The other key resources to be aware of in using this book for training, professional learning, or blended teaching implementation are the **Blended Teaching Readiness Survey**, the **Blended Teaching Roadmap**, and the **Blended Teaching Workbook**.



Each chapter of Volume I begins with a link to the **Blended Teaching Readiness Survey**, a brief readiness self-assessment survey. This survey can be helpful as you prepare for blended teaching regardless of whether you are taking a competency-based approach or a problems of practice approach. The survey takes 2-3 minutes per section of the survey. These sections include questions about your dispositions and abilities to use online integration, data practice, personalized learning, and/or online interactions. It provides users with a sense of their current aptitude for blended teaching specific to each competency. You can learn more about the Blended Teaching Readiness instrument and use it yourself here: <http://bit.ly/K12-BTR>.



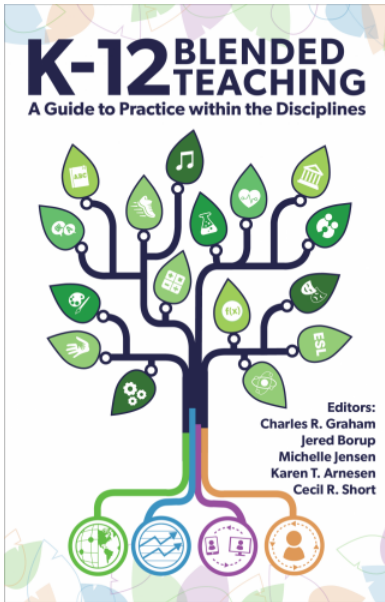
The [Blended Teaching Roadmap](#) is a resource introduced in Volume 1 for guiding teachers in designing, developing, and implementing blended teaching. Like Volume 1 itself, this resource takes a competency-based approach to help educators implement blended teaching. Appendix C of Volume 1 provides links to examples and Google Docs to reference and use in creating a plan for blended teaching. To use the Google Doc, you should make a copy of the Blended Teaching Roadmap that you can edit and own.

[Blended Teaching Workbook](#)

The [Blended Teaching Workbook](#) is a new resource introduced in Volume 2. Like Volume 2 itself, this resource takes a problems of practice approach to designing, developing, and implementing blended teaching. References to the Blended Teaching Workbook are

scattered throughout this book with links to the Google Doc used to create the workbook. To use the Google Doc, you should make a copy of the Blended Teaching Workbook that you can edit and own.

We hope that you enjoy the book we have put together, and encourage you to share it with others! Thank you again for exploring our work!



Graham, C. R., Borup, J., Jensen, M. A., Arnesen, K. T., & Short, C. R. (2021). *K-12 Blended Teaching (Vol 2): A Guide to Practice Within the Disciplines, 2*. EdTech Books. <https://edtechbooks.org/k12blended2>