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EDLD 5315
Outline Assignment

What is the topic of your action research?

The topic of my action research is the implementation of a station rotation blended learning model in correctional education classrooms. Specifically, the study will examine how the implementation of a station rotation model influences teachers' use of differentiated, learner-centered instructional practices when working with adult learners in correctional settings.

What is the purpose of your study?

The purpose of this study is to determine how implementing a station rotation blended learning model influences teachers' use of differentiated, learner-centered instructional practices in correctional education classrooms. The study seeks to identify how the model supports teachers in providing targeted instruction, increasing opportunities for active learning, and meeting the diverse academic needs of adult learners.

What is your research question?

How does implementing a station rotation blended learning model influence teachers' use of differentiated, learner-centered instructional practices in correctional education classrooms?

What is your research design (Qualitative, Quantitative, or Mixed Methods)?

Mixed Methods

1. Why did you choose this design?

A mixed-methods design is particularly appropriate for action research because it allows the researcher to examine both measurable implementation outcomes and participants' experiences within a real-world educational setting (Creswell & Creswell, 2023; Mertler, 2020). Quantitative data will provide measurable evidence of implementation fidelity and instructional practices, while qualitative data will provide insight into teacher experiences, perceptions, and reflections throughout the implementation process. Combining both forms of data will provide a more complete picture of how the innovation influences instructional practices (Creswell & Creswell, 2023).

What data will you collect?

Quantitative Data:

- Teacher implementation fidelity checklist scores
- Classroom walkthrough observation data
- Frequency of station rotation implementation
- Lesson plan evidence of differentiated instruction
- Number and types of learner-centered instructional activities observed

Qualitative Data:

- Teacher reflection journals
- Observation notes
- Teacher interviews or coaching conversations
- Teacher feedback regarding implementation challenges and successes

Student achievement data such as TABE gains, GED progress, and NRS outcomes may be reviewed as secondary contextual information but will not serve as primary measures for this study.

What types of measurement will you use?

- Station Rotation Implementation Fidelity Checklist
- Classroom Walkthrough Observation Rubric
- Lesson Plan Analysis Tool
- Teacher Reflection Journal Protocol
- Observation Field Notes
- Teacher Interview or Coaching Reflection Questions

These instruments will be used to measure the degree to which teachers implement differentiated, learner-centered instructional practices within the station rotation model.

What is the focus of your lit review?

The literature review will focus on four primary areas:

1. Blended Learning
 - Definitions, models, and benefits of blended learning
 - The role of technology in supporting student-centered instruction
2. Station Rotation Models
 - Research related to implementation, effectiveness, and instructional design
 - The impact of station rotation on classroom organization and instructional delivery
3. Differentiated and Learner-Centered Instruction

- Strategies for meeting diverse learner needs
 - Small-group instruction, active learning, and personalized learning approaches
 - Teacher implementation of differentiated instructional practices
4. Correctional Education
- Unique challenges and opportunities within correctional education environments
 - Technology limitations and instructional constraints
 - Research gaps related to blended learning implementation in correctional settings

The literature review will establish the theoretical and practical foundations for the study by examining blended learning, station-rotation models, differentiated instruction, and correctional education. Research by Horn and Staker (2015) will provide a framework for blended learning implementation, while Tomlinson (2017) will support the discussion of differentiated instructional practices. Additionally, literature on action research and correctional education will help identify existing gaps related to teacher implementation of learner-centered instructional practices within restricted technology environments.

References

- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage.
- Horn, M. B., & Staker, H. (2015). *Blended: Using disruptive innovation to improve schools*. Jossey-Bass.
- Mertler, C. A. (2020). *Action research: Improving schools and empowering educators* (6th ed.). Sage.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). ASCD.