OLTD 511 – Reflection of Assignment 3 –Blenderizing my own Learning Environment. I chose this piece of evidence to reflect my understanding of the OLTD Learning Outcome *– Develop blended environments that maximize the positives of both online and face-to-face environments.*

I was tasked to blenderize my current teaching environment and currently, I'm teaching on call so I had to get creative. I decided to revisit a passion project I started with a colleague, back in OLTD 512 Instructional Design. We created a website that would incorporate a blended learning experience throughout our Ocean Science Unit. Originally, it was designed to be used in a station rotation model, but as I continued to learn more about the different BL models, I realized that our website could easily be used in a flipped classroom model as well. This assignment gave me the opportunity to plan out exactly how this unit would look both in a station rotation and flipped classroom model. I created a written document outlining my blended learning approach which addresses 8 key questions.

As I was working away at this assignment and creating an overview and schedule for using the website in a flipped classroom, I found that I was asking myself "Why aren't more elementary schools experimenting with this way of learning?" I was able to reflect and share why these blended learning models are an excellent use of instructional time. There's tremendous value in teaching in a F2F classroom environment, but that doesn't mean it has to look like the traditional setup that we're used to seeing. I can design and implement units that work for ALL of my students. One of the key takeaways for me is that I have found inclusivity in all of the blended learning models. Students have some control over the time, place, path and pace at which they learn, and teachers are there to guide students along and have more time to provide individual support to students. By incorporating blended learning models into my teaching practice, I'm *maximizing the positives of both online and face-to-face environments.*

Preparing students for a digital future is so important, but the thought of introducing new technology into the classroom is a daunting one. Am I choosing the correct software? Will parents push back on my choices? Will this technology be accessible to my students? Concerns like these used to leave me feeling unsure about what online tools and technologies I should integrate into my classroom. However, the OLTD program has introduced me to a wide variety of tools and philosophies on how and when to use those tools. I've come to realize that there is no negative way to implement technology in the classroom. We're all experimenting at this point (to some extent) and teaching with online tools and technologies (and getting it wrong) is better than not teaching with them at all. How else are we supposed to *maximize the positives of both online and face-to-face environments* if we're not pushing the limits, getting outside our comfort zones, and are willing to acknowledge the vast potential that blended learning programs have to offer?