**3.3 Online & Blended Learning**

Candidates develop, model and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators.

Reflection

The Online and Blended Learning assignment was completed to showcase my ability to evaluate, a program’s overall effectiveness of a teacher’s knowledge, pedagogical skills, and ability to increase student learning. I chose Skills Assignment 1, WebQuest Evaluation. This program evaluation artifact meets the International Society for Technology in Education’s (ISTE) Essential Condition of Assessment and Evaluation- “Continuous assessment, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson and Redish, 2009, p.13).

Standard 3.3 Online & Blended Learning outlines the criteria for candidates to develop, model and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. This artifact I chose demonstrates my ability to use a rubric to score or evaluate three of my fellow cohort member’s WebQuest. Each of us were tasked with creating an individual WebQuest. At the completion we were charged with providing structed feedback by measuring each candidate’s finished product against a rubric. The three candidates I evaluated were C. Reeves, K. Cooper, and A. Fredrick. K. Cooper’s WebQuest was on Georgi’s Habitats. After measuring her performance against the provided rubric, she scored 37.5 out of 50 possible points. C. Reeves’s WebQuest was on Constructive and Deconstructive Forces of the Earth. Her final score was 43 out of 50 total points. A. Fredrick’s WebQuest was titled Native Americans- Can You Walk In Their Shoes? His final score was 36 out of 50 possible points. Each candidate’s WebQuest was developed by Instructional Technology students and designed to integrate digital learning with academic content standards that were either completed exclusively online or in a blended learning format that included class and online activities implemented to increase student engagement and improve student learning. WebQuests are excellent artifacts for extending the learning beyond the classroom, expanding students’ choice in product development, and they support teachers as they facilitate students’ progression throughout the WebQuest activities.

Completing this artifact was challenging because I had just learned about WebQuests, followed by designing, creating my first WebQuest, and evaluating the products of three of my fellow cohort members. I had to determine the effectiveness of their efforts based on given rubric designed to assess each of our skills, content knowledge, pedagogical skills, and the ability to increase student learning. I struggled a little because although there was a rubric, there were areas where my subjectivity was factored into the scoring. When I use rubrics, scores tend to rank lower than if I had not used a rubric. If I were to redo this assignment, I would probably grade my fellow cohort members more lenient now that I have more experience with WebQuest and technology-related resources in general. Rubric are sometimes “all” or “none” where criteria is present (all) or not present (none). Good rubrics often address when criteria are partially present.

The work that went into evaluating each WebQuest reminded me to make sure and include criteria that ranked high on the rubric like in the area of the cognitive level of the task(s) for example. This artifact demonstrates my ability to determine the effectiveness of each WebQuest. The impact on student learning is measured in how engaged the students are and on how well the students grasp the information. Ultimately, the student’s individual score or grade will illustrate the impact on student achievement. This artifact can also measure the teacher’s effectiveness in the design, content, and rigor based on the scoring rubric. The implications for school use is that teachers who have the skills to design and implement WebQuest may have higher student scores at the conclusion of the project. Ideally, information that students learn will transfer to scoring well- proficient and distinguished, on the Georgia Milestones Assessment System (GMAS).