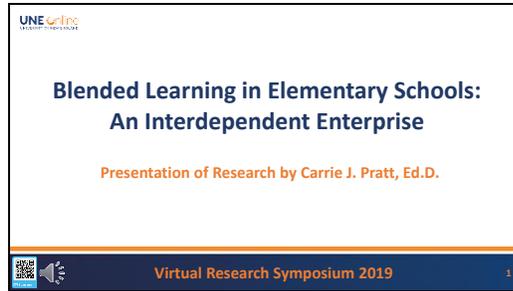
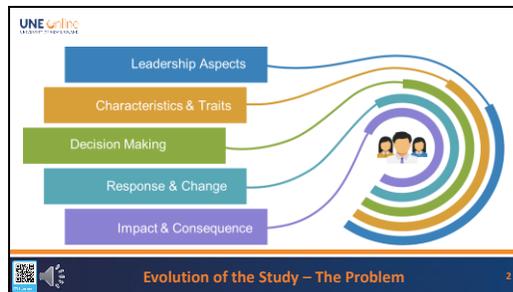


Slide 1



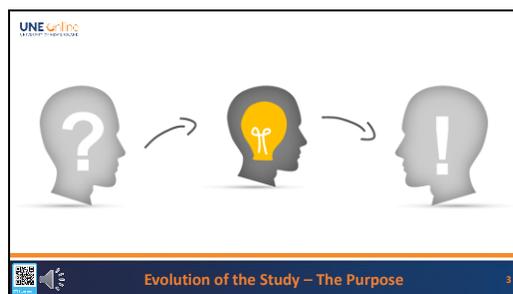
Thank you so much for your interest in my research, titled “Blended Learning in Elementary Schools: An Interdependent Enterprise.”

Slide 2



The shift from traditional to blended learning in education is momentous, and the role of the teacher changes from a knowledge provider to a learning coach. With blended learning, the teacher supports the learning and students strengthen their learner agency. In the research, what I consider Principal leadership aspects, or characteristics and traits, influence the decision making through the shift from traditional to blended learning.

Slide 3



The purpose of this research was one way to analyze how leaders encourage teachers to leverage blended learning in public elementary schools. The perceptions of teachers were important to capture because their “voice” is reflectively influential and influential for their leaders as they dually engage in the transformation of teaching and learning in the innovative school environment.

Slide 4

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RQ - What leadership aspects encourage teachers to leverage blended learning in elementary schools?

SO1 - In what ways, if any, are blended learning leadership supports helpful?  
SO2 - How do helpful blended learning supportive measures engage teachers to become integral stakeholders?

Evolution of the Study - The Wonder 4

The goals of the research were to understand how teachers perceive leadership to impact blended learning in the public elementary school. Therefore, the central phenomenon sought to observe and understand the power of leadership and teacher perceptions as change occurs in schools integrating blended learning.

Slide 5

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Transformation vs. Tradition  
Innovation vs. Substitution  
Intrinsic Motivation vs. Extrinsic Motivation

Evolution of the Study - The Significance 5

Response to change, who is responsible and why “it” matters are consequences of leadership aspects. Leaders may lead, but it is the teachers who must become the trailblazers of this great transformation in the classroom. The motivation of the teacher is influenced by the leader, and if that motivation hinders the process or transformation, I ask, what can a leader do to help the teacher begin to find their part in the change process?

Slide 6

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Blended Learning

- Modernized Teacher
- Student-centered learner
- Global opportunity

Leadership

- Change
- Transformation
- Influence

Interdependence

- Teaching
- Learning
- Innovation

Introduction to the Research - Themes 6

Throughout the investigation of existing research of blended learning, I learned Innovation and technology change the interdependence between instruction and learning (Kumpulainen, Mikkola, & Jaatinen, 2014; Wolf, Bobst, & Mangum, 2017). I learned that leading through the chaos of innovation in a historically traditional environment requires reflection and review of the process, any progress, and possible misgivings made by others (Boone, 2015; Horn, Gu, & Evans, 2015). I also learned that

the connections between developed pedagogy, the modernized teacher, the student-centered learner, and how traditional transformative leadership can become transformational are influential in blended learning (Boone, 2015; Kumpulainen et al., 2014).

Slide 7



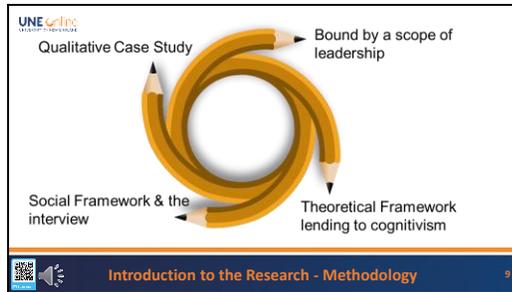
The review framework, as the three pillars of study – Plugged in Pedagogy, Interconnected Learner, Trust & Transformation – illustrates the complexity of education institution mainstays, being stakeholders in education and the response to change.

Slide 8



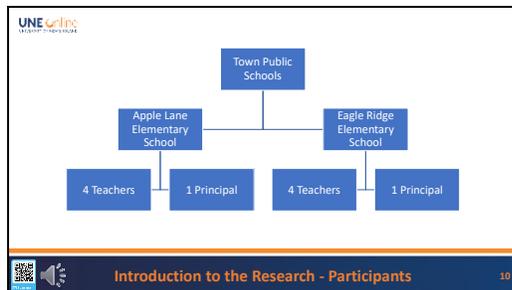
Sociocultural cognition and contingency theory at large identify goals and exemplify processes for personal or organizational productivity and growth (Foot, 2014; Ronald 2014; Tenenberg & Knobelsdorf, 2014). This social framework identifies similar artifact collection methods such as the interview, to create what Wang, Bruce, & Hughes (2011) call “mental constructions of reality [that] are based on people’s experiences and views” (p. 300). Integrating the theoretical frameworks combined broad social and behavioral theory.

Slide 9



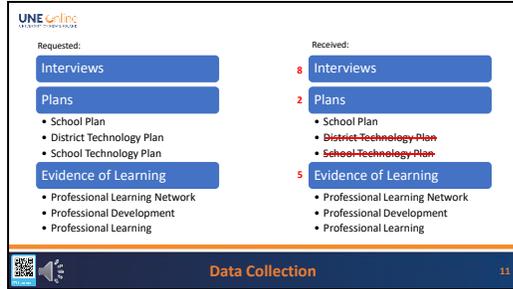
Therefore, the research was a qualitative case study bounded by a scope of leadership.

Slide 10



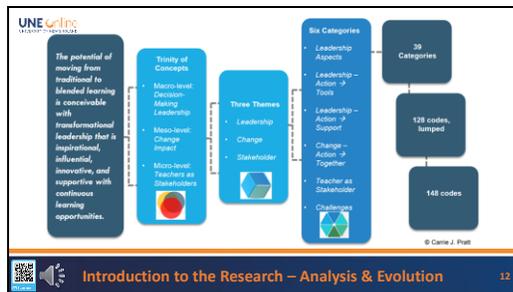
Licensed K-6 teachers with at least two years of retention at one of two public elementary schools were invited to participate in the study. Four teachers at each school, totaling eight overall, participated in the research. Each teacher participant was a grade level/general education teacher, and their years of teaching ranged from four to 24 years.

Slide 11



Within four months, the eight teacher participants were interviewed. Principal leaders also provided a school plan and PD/PLN documents. The transcribed interviews and the documents were uploaded into the ATLAS.ti coding software. Once the coding process concluded, the participants, volunteer teachers, and principal leaders, confirmed data. The coding process included In Vivo coding which was directly extracted from the transcript, Descriptive coding in which topics then emerged, and memos.

Slide 12



The continuous deductive (on the right) to inductive (on the left) research analysis process of the data transformed from 148 codes to a lumped 128 codes, and then 39 categories to just six categories. The six categories were further analyzed, and the themes of *leadership*, *change*, and *stakeholder* emerged.

Slide 13

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**The potential of moving from traditional to blended learning is conceivable with transformational leadership that is *inspirational, influential, innovative, and supportive* with continuous learning opportunities.**

Interpretation of Findings 13

The critical perceptions of teachers were sorted and found to align with the four transformational leadership factors (Northouse, 2016). Sorted: *Learning* aligned with Intellectual Stimulation, *Inspiration* with Inspirational Motivation, *Influence* with Idealized Influence, and *Support and Innovation* aligned with Individualized Consideration. Therefore, ***the potential of moving from traditional to blended learning is conceivable with transformational leadership that is inspirational, influential, innovative, and supportive with continuous learning opportunities.***

Slide 14

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The Influential Leader

**Tells me**

- Being in support
- Be willing to risk
- Change Make time

**Makes me feel**

- motivated
- empowered
- trusted

**Does not**

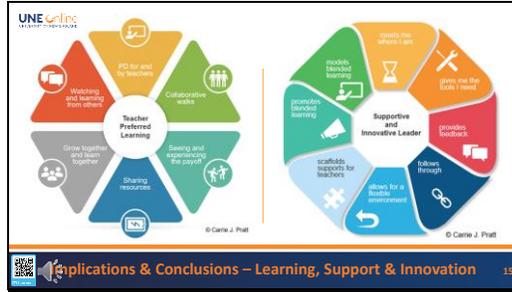
- Heed top-down decisions

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Implications & Conclusions - Inspiration & Influence 14

Decision-making school leaders may directly influence how teachers perceive and respond to blended learning at the elementary school level. Therefore, it is recommended that leaders may be more mindful that it is essential to inspire and support stakeholders, model transparency, and take risks by questioning, observing, networking, and experimenting.

Slide 15



Elementary school teachers desire opportunities to witness blended learning in the elementary classroom with students and share resources with colleagues as they grow and learn together. Therefore, leaders may wish to consider creating adult learning opportunities for authentic observation of blended learning elementary classrooms to build a culture of learning with and from each other. Additionally, teachers recognize the broad and varied social, behavioral, and academic scale of K-6 students and want professional learning that applies to the grade and age level that they teach by teachers in the field. Leaders should carefully plan for and provide PD that directly relates to the learners' everyday experience, the teacher's wants and desires while making strategic decisions impacting teacher time.

Slide 16

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Slide 17



**Thank you for your interest  
in blended learning  
research!**

Find me at:  
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