Blended Learning for Students with Learning Disabilities: An Action Research Plan

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This study shows educators that utilizing technology benefits students with learning disabilities. Students being able to develop their own ePortfolio allows them to put work on a platform that shows others their capabilities. Often, people try to limit what students with learning disabilities can and can not do, but I feel no stipulations shouldn’t be put on any student. With this study, I hope that more Special educators start to utilize technology in their classrooms to expand their student’s learning.

**Fundamental Research Question**

This study will answer the question; how can creating ePortfolio’s enhance the growth mindset of students with learning disabilities? The research question is important because it will show how the stipulations on special education students are not true. Even if a student has a learning disability it does not mean they can’t learn, they just learn differently. Every educator who works with students with a learning disability should teach the way the student learns. By having students build ePortfolios and work on assignments through blended learning, this study will prove my research question right.

**Summary of the Literature Review**

Students who struggle with learning disabilities should have the same opportunity to expand their knowledge through technology. Having students not only build on an ePortfolio, but also utilize Chromebooks can support the way students learn through incredible resources. Whether it’s text-to-speech, assistive listening tools, FM systems for children who are hearing impaired, Sip-and-Puff systems for children who have mobility challenges, etc (Primack 2020, there are resources for all students.

**Study Information**

**Research Design**

This research design will be a qualitative approach. I have been teaching my students about how having a growth mindset can change their learning prior to introducing the ePortfolio course because I wanted them to feel optimistic about doing work online. Observing their behaviors and responses to them and creating an ePortfolio, will help me track the data of this design.

**Data Collection and Analysis**

To collect data, I have conducted open-ended questions observing, and plan to have students present their ePortfolio at the end of the six weeks. It's appropriate to get students' true feelings on the ePortfolio course so it will provide me with feedback on what I can fix and improve for when I teach this course in the future. Data will be conducted at the end of each week when students post their blog posts, and my findings will be from the student’s presentation of their ePortfolio. At the end of each week, students are required to write a blog post on the questions I provide. These questions are open-ended asking about what they have learned, what they need help with, and how they relate to other students.

Timeline:

* Week 1 (03/20/2023): Beginning of ePortfolio course
* Week 1 (03/24/2023): Class Discussion In person
* Week 2 (03/27/2023): Getting Started on the ePortfolio course
* Week 2 (03/30/2023): Blog Post and Class Discussion Due
* Week 3 (04/3/2023): Blog Post, Mini Lessons
* Week 3 (04/6/2023) Blog Post and Class Discussion Due
* Week 4 (04/10/2023): Getting the Hang of Things
* Week 4 (04/13.2023): Class Discussions and Blog Post Due
* Week 5: (04/17/2023): Pre-Assessment
* Week 5: 04/20/2023): Mini Assessment and Class Discussion
* Week 6: (04/24/ 2023): Assessment & Date
* Week 6: (04/27/2023): Blog Post Due

**Sharing and Communicating Results**

 From this Research Action Plan, I plan to share my results with other educators during all professional development days. During the district professional development days, educators often look for other resources to implement for their students and I feel as if this ePortfolio course can benefit all students. PD’s are often a “sit and get” type of learning, but while sharing this course, it will allow teachers to participate in a “go and show” type of learning. Sharing this course during professional development allows teachers to go through the course as if they were students and ask any questions for clarification.

**Final Reflection**

 Once this study is completed, I will look through all the student responses for the blog post and class discussions and collect data. Data will be about how well they attained the information, how well they presented their ePortfolio, how well they could navigate, and how they communicated with other students on blog posts. I am hoping that this study proves that blended learning benefits students with learning disabilities. Before sharing this course with educators, I want to make sure I list the majority of the pros and cons and solve any technical problems students may have run into.

**References**

*Lit. Review | Jgalbert.com*. (n.d.). Jgalbert. <https://jasmingalbert98.wixsite.com/jgalbert/blank-page>

Primack, D. (2020, April 17). Exclusive: Mary Meeker's coronavirus trends report. Axios. Retrieved November 22, 2021, from https://www.axios.com/mary-meeker-coronavirus-trends-report-0690fc96-294f-47e6-9c5 7-573f829a6d7c.html?utm\_source=morning\_brew.

**Appendices**

[Appendix 1](https://classroom.google.com/w/NTkzNDU3NTAxNDA4/tc/NTk3MDg0MjgwNjE5)

[Appendix 2: Video](https://jasmingalbert98.wixsite.com/jgalbert/blank-page-22)