**Publication Outline (Assignment 1 – EDLD 5317)**

**Paula A Correa**

***What is the topic of your article?***

Literacy achievement gaps among bilingual elementary students continue to be a critical challenge. This article addresses that gap by exploring the implementation of a hybrid learning model in second-grade classrooms. This model combines **station rotation**, the use of **adaptive digital platforms**, and **gamification strategies** to strengthen students’ motivation, engagement, and academic performance.

The proposal addresses a recurring challenge in bilingual contexts: how to engage students actively and consistently in literacy processes. Through the intentional integration of digital resources and face-to-face activities, this article demonstrates how hybrid learning can become a **transformative, inclusive, and motivating strategy**, capable of enhancing reading comprehension, writing production, and children’s confidence as readers and writers (Hughes & Roblyer, 2022).

***Where do you plan to submit?***

To ensure that the findings reach diverse audiences, I plan to submit my article to journals and platforms that value educational innovation, bilingual literacy, and the use of digital resources in teaching. The following venues are being considered:

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|  | Journal | Focus | Recognition |
|  | Educational Technology & Society (ET&S) | Educational technology and innovation | Highly recognized, indexed in Scopus & WoS |
|  | Language Learning & Technology (LLT) | Technology applied to language learning and bilingual literacy | Prestigious, widely cited, indexed in Scopus |
|  | Australasian Journal of Educational Technology (AJET) | Digital innovation, e-learning, instructional design | Strong academic reputation, open access |
|  | Journal of Bilingual Education Research & Instruction (JBERI) | Bilingual and dual-language education | Recognized by Texas Association for Bilingual Education (TABE) |

By targeting both academic journals and practitioner-focused platforms, my article will reach a broad spectrum of readers, thereby bridging the gap between scholarly research and classroom practice. In this way, the publication can maximize both its academic impact and its practical applicability (Lowenthal, 2015).

***What is the connection to your innovation plan or initiative?***

This article is directly connected to my innovation plan, **“**Reading and Writing Forest Explorers,” an initiative designed to integrate a hybrid learning model into second-grade reading and writing instruction. The plan combines **station rotation**, the use of **adaptive digital platforms**, and **gamification strategies** to increase student motivation, engagement, and academic achievement.

The connection is essential because the article does not merely describe an isolated practice; it presents the **results, challenges, and lessons learned** from implementing the plan in a real classroom setting. In doing so, it seeks to demonstrate how innovation can be a **practical and transformative resource** that other teachers can replicate or adapt in their own contexts, contributing to the development of inclusive and meaningful literacy learning environments (Hughes & Roblyer, 2022).

***How can this information help others?***

This information can help other educators by providing a **practical, replicable, and evidence-based model** for integrating hybrid learning into reading and writing instruction. Many teachers face the challenge of keeping students motivated while balancing face-to-face teaching with the use of digital tools. The article presents a clear pathway that combines **station rotation, adaptive platforms, and gamification**, showing how these strategies foster more inclusive, engaging, and effective literacy environments (Hughes & Roblyer, 2022).

Additionally, this knowledge can serve **as a valuable resource for school leaders and teacher trainers**, who may utilize the article to design innovative literacy programs and make informed pedagogical decisions grounded in real-world experiences. By disseminating these practices, the goal is not only to inspire but also to **empower the educational community** to adopt transformative approaches that address the current demands of teaching and learning (Edutopia, 2025).

***Lessons learned or hoped to learn?***

From the implementation of hybrid learning in reading and writing instruction, I have learned that when it is intentionally designed, it **increases student motivation and engagement**. **Station rotation** has proven to be an effective strategy for differentiating instruction, allowing each child to progress at their own pace while still receiving targeted support from the teacher. Another lesson learned is that innovation cannot be sustained in isolation: it requires **ongoing professional development and teacher collaboration**, since sharing experiences and reflecting together strengthens the impact of hybrid practices (Hughes & Roblyer, 2022).

As for what I want to learn, I aim to explore how hybrid models can be **scaled across different grade levels** and adapted to diverse contexts, including those with students from diverse linguistic and cultural backgrounds. I also aim to collect evidence on the impact of hybrid learning on the **long-term development of reading comprehension, writing fluency, and students’ self-confidence as readers and writers** (Hansen, 2013). These insights not only inform my classroom practice but also provide evidence for the broader field of educational innovation, reinforcing the role of hybrid learning as a sustainable and transformative model.

***What digital resources will be included in your article?***

The article will include a description of the primary **digital resources** integrated into the hybrid model of reading and writing instruction:

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|  | ***iReady****:* an adaptive platform that adjusts reading and writing activities according to each student’s level, providing personalized practice and detailed progress monitoring. |
|  | ***Amplify Reading****:* interactive, story-based resources that strengthen comprehension, vocabulary, and student motivation through dynamic narrative experiences. |
|  | ***Schoology****:* a learning management system that organizes assignments, fosters online collaboration, and facilitates timely feedback between teachers and students. |
| \ | ***PebbleGo****:* a digital library designed for elementary students, offering leveled texts and audio support that promote both bilingual literacy and independent reading, making it a powerful tool for inclusion in diverse classrooms. |
|  | ***Kahoot!****:* a game-based learning tool that increases motivation and participation through interactive quizzes and collaborative competition |
|  | ***Adobe Express****:* a creative platform that enables students to design visual projects, such as posters and storyboards, fostering creativity in writing and presentation. |
|  | ***Genially****:* an interactive content creation tool that supports the design of gamified activities, presentations, and storytelling experiences, enriching literacy instruction with dynamic and visually engaging resources. |

These resources not only enrich instruction but also enable students to learn in a **differentiated, inclusive, and motivating way**, demonstrating how technology can enhance literacy processes (Taylor & Francis Author Services, 2023).

***Consider your audience, digital presence, and the message you aim to convey.***

***Audience:*** The article is primarily intended for **elementary school teachers, literacy coaches, and school leaders** who seek practical strategies to integrate hybrid learning into reading and writing instruction. A secondary audience includes **researchers and instructional designers** interested in exploring how innovation and technology can strengthen literacy in bilingual and inclusive contexts.

***Digital Presence:*** To extend its reach, the article will be shared through my **e-portfolio**, in **professional learning networks** (such as ISTE, LinkedIn, and Twitter), and on open platforms, including **Edutopia (2025)**. This will allow the work to reach both academic communities and practicing educators. The goal of this digital presence is not only to share knowledge but also to foster **professional dialogue and build collaborative networks**.

***Message:*** The central message is that **hybrid learning in literacy is not only possible but also profoundly transformative**. By combining digital tools with face-to-face instruction, teachers can design experiences that **motivate, include, and empower students** to become confident readers and writers. More than a methodology, hybrid learning represents an opportunity to **reimagine literacy instruction** and meet the demands of 21st-century education (Hughes & Roblyer, 2022).

***References***

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