# **Collaborative Discussion: Recognizing the Misperceptions: Collaborative**

In this discussion, I will reflect on how action research supports my work as both a teacher and an educational designer. Action research allows me to examine a real problem of practice, gather meaningful data, and implement changes that directly impact my students’ learning. Through this process, I can connect my innovation plan, which focuses on implementing blended learning in second grade to strengthen reading and writing, with a structured research design that addresses student motivation, reading comprehension, and writing outcomes. By framing my study in this way, I can ensure that my research is not only aligned with my professional goals but also meaningful and transformative for my students.

***Reflections on the Most Challenging Step in the Action Research Process***

Within the four stages and nine steps of action research (Mertler, 2019), I consider the most difficult parts of my blended learning innovation plan for second grade to be the delimitation of the research question and the collection of data. In a bilingual classroom, there are multiple needs related to motivation, reading comprehension, and writing, which makes it challenging to define a precise and manageable focus. Likewise, measuring the impact of innovation goes beyond administering standardized tests, as it requires combining quantitative data, such as reading and writing assessments, with qualitative evidence, including observations, surveys, and portfolios that capture students’ motivation and confidence. These steps are demanding but also meaningful, as they push me to grow as a reflective educator and to design more intentional, human, and transformative practices in my hybrid classroom.

***Stages to Complete in This Course and Projection Toward the Capstone***

In this course (EDLD 5315), I will focus on the planning stage of action research, which includes identifying and narrowing my problem of practice, reviewing the literature, formulating the research question, and designing a preliminary action plan for my innovation project centered on implementing blended learning in second grade to strengthen reading and writing. These initial steps will provide a strong foundation to guide the next phases of my study. The implementation of the plan in the classroom, the collection and analysis of data, and the reflection on the findings will take place in EDLD 5320, where I will also present my final results in a rigorous and systematic way. The final product will be presented through an ePortfolio, designed as an interactive tool to display reflections, evidence, instruments, and learning outcomes. This digital format will not only demonstrate the academic rigor of the research but also highlight the pedagogical impact on my students’ motivation and literacy outcomes, making the process accessible and meaningful to share with colleagues and other educators interested in action research as a pathway to educational transformation (Mertler, 2019).

***How My Previous Courses Strengthen Data Collection***

My previous courses have significantly strengthened my ability to collect data in action research. In EDLD 5302 and EDLD 5303, I learned to identify reliable digital resources and to document evidence in a portfolio, which now allows me to systematically organize both qualitative and quantitative data. EDLD 5304 and EDLD 5305 helped me understand how to analyze change indicators, distinguish between lead and lag measures, and explore innovative methods for gathering information in hybrid environments. Finally, in EDLD 5313 and EDLD 5318, I deepened my understanding of designing meaningful learning experiences and creating clear metrics to evaluate their effectiveness in both face-to-face and digital spaces. Altogether, these courses have prepared me to collect data that demonstrates not only academic outcomes but also students’ motivation, confidence, and active participation in my blended learning project for second grade, ensuring that the evidence I gather truly supports the transformation of my teaching practice (Mertler, 2019).

***How Professional Reflection Makes Me a Better Educator***

The kind of professional reflection promoted by action research makes me a better educator because it encourages me to examine my practice with a critical, honest, and improvement-oriented mindset. It is not only about evaluating results but also about analyzing my pedagogical decisions, recognizing what works, and identifying the areas that need adjustment to better meet my students’ needs. In my second-grade blended learning project, this reflection prompts me to go beyond immediate academic outcomes and ask whether my students are truly motivated, whether they feel inspired to read and write in a bilingual setting, and what changes in my digital strategies create a lasting impact on their learning. Furthermore, professional reflection helps me grow as an instructional coach, modeling for other teachers the importance of researching one’s own practice, sharing findings, and learning from experience. In short, professional reflection keeps me in a continuous cycle of learning, humility, and improvement, with the goal of providing my students with authentic, meaningful, and transformative experiences (Mertler, 2019).

***Differences and Similarities Between Action Research and Traditional Research***

Action research and traditional research share the qualities of being systematic and rigorous processes based on the scientific method, both aiming to generate valid knowledge through observation, data collection, and analysis (Mertler, 2019). However, they differ in focus and application: traditional research is often conducted by external scholars for theoretical or generalizable purposes, while action research is carried out by teachers themselves with the immediate goal of improving educational practice. This distinction is significant because action research empowers educators as agents of change, enabling them to transform their classrooms and communities. In my role as a second-grade teacher and instructional coach, this approach enables me to bridge the gap between theory and practice, assess the effectiveness of my blended learning innovation for reading and writing, and refine strategies through systematic reflection. The value of action research lies in its ability to generate contextualized evidence, strengthen professional growth through reflection, and promote pedagogical leadership that goes beyond curriculum implementation. For these reasons, action research becomes a driver of continuous improvement, producing results that not only have immediate impact but also sustain a culture of lifelong learning and transformation within my classroom and educational community.

## ***Comparative Chart – Traditional Research vs. Action Research***

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| Criterion | Traditional Research | Action Research | Similarities |
| Purpose | To generate generalizable and theoretical knowledge. | To improve immediate educational practice and address local problems. | Both aim to produce reliable knowledge to guide educational improvement. |
| Who conducts it | Researchers external to the school context. | Teachers and members of the educational community within their own setting. | Both require training in the scientific method. |
| Context | Usually conducted outside the classroom, with distance between the researcher and the subject. | Conducted within the classroom or institution, in the real teaching-learning context. | Both use systematic procedures to collect data. |
| Methodology | May be quantitative, qualitative, or mixed, with emphasis on control and objectivity. | May also be quantitative, qualitative, or mixed, but always combined with professional reflection and action. | Both employ methods of data collection and analysis. |
| Expected outcome | Contribution to academic knowledge and publication in scientific settings. | Transformation of practice, teacher empowerment, and improvement of student learning. | Both provide valuable evidence for education. |
| Researcher’s role | External and analytical observer. | Active, reflective, and collaborative participant. | In both cases, objectivity, ethics, and rigor are expected. |
| Mertler, C. A. (2019). *Action research: Improving schools and empowering educators* (6th ed.). SAGE Publications. | | | |

## ***What I Plan to Measure in My Action Research***

In my action research, I plan to measure the impact of implementing a thematic blended learning environment, Explorers of the Forest of Reading and Writing, on the motivation and reading comprehension of my second-grade students. To organize this process, I rely on the 4DX model, which helps me distinguish between **lag measures** and **lead measures**. My lag measures will be represented by visible results in reading and writing assessments, evaluated through rubrics and comprehension tests. On the other hand, my lead measures will include indicators such as active participation in hybrid activities, time devoted to reading, and the quality of interactions in the digital environment. These are immediate behaviors that, when consistently monitored, directly influence final outcomes. In addition, with support from the Influencer Model, I can identify the vital behaviors that drive success: students’ willingness to engage in reading activities and their ability to transfer strategies between English and Spanish. In summary, I do not plan to measure only a final outcome, but rather the complete process, from the behaviors that predict success to the academic achievements. This clarity will allow me to maintain a disciplined focus, build a scoreboard to track progress, and ensure that my action research is aligned with the purpose of improving motivation and learning in a sustainable way (Mertler, 2019).

***Research Questions on the Impact of Blended Learning on Motivation and Literacy in Second Grade***

* **What impact does the implementation of a thematic blended environment (**Explorers of the Forest of Reading and Writing**) have on the motivation, reading comprehension, and written production in Spanish of second-grade students in a bilingual context?**
* **In what ways do blended activities influence students’ motivation toward reading and writing in Spanish?**
* **How does the use of interactive digital resources impact students’ active participation during literacy activities?**
* **To what extent do students transfer reading strategies between English and Spanish during blended activities?**

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## ***Data I Need to Collect to Answer My Research Questions***

***Motivation***

* Student perception surveys (Likert-type) adapted for second grade (pre, mid, and post).
* Structured observations and anecdotal notes on enthusiasm, persistence, and attitudes toward reading and writing.
* Digital portfolios (Schoology and ClassDojo) and physical portfolios (notebooks and written folders) that show voluntary participation, quality of entries, and behavior feedback.

***Reading Comprehension***

* Diagnostic and post-tests of literal and inferential comprehension.
* Reading fluency records (WCPM: words correct per minute).
* Analytics from iReady and Amplify Reading to track reading progress (time on task, lessons completed, level achieved).

**Written Production**

* Spanish writing samples collected at baseline and at the end of the project.
* Evaluation of these samples using analytic rubrics (ideas, organization, vocabulary, conventions).
* Evidence in digital portfolios (Schoology and ClassDojo) and physical portfolios that reflect progress in writing tasks.

**Participation and Bilingual Strategy Transfer**

* Platform analytics (Schoology, iReady, Amplify, and ClassDojo) to measure frequency of access, time on task, participation, and digital achievements.
* Checklists of participation in class and hybrid activities.
* Observation protocols to identify the transfer of reading strategies between English and Spanish (use of cognates, inferences, predictions).

In conclusion, my action research aims to understand, in a holistic manner, how a thematic blended environment can transform the literacy experience of my second-grade students. It is not only about measuring academic outcomes in reading comprehension and written production, but also about recognizing that these results will only be sustainable over time if they are accompanied by strengthened motivation. Motivation directly influences the possibility of turning reading and writing into lifelong habits that transcend the classroom and become an essential part of students’ lives. At the same time, it is necessary to examine active participation in hybrid activities and the transfer of strategies between English and Spanish, since these vital behaviors explain how academic outcomes are achieved. This combination of lag measures (results) and lead measures (motivation, participation, transfer) will allow me to understand not only what students accomplish, but also how they build lasting learning. As Mertler (2019) states, action research should focus on the most significant problems of practice, and in my case this means ensuring that children not only learn to read and write, but also want to do so with enthusiasm, consolidating a permanent disposition toward literacy within a bilingual blended environment.

**References**

Mertler, C. A. (2019). Action research: Improving schools and empowering educators (6th ed.). SAGE Publications.