BLENDED LEARNING AND ITS EFFECT ON STUDENT ACHIEVEMENT: AN ACTION RESEARCH STUDY

ABSTRACT

This action research study seeks to determine the effects of blended learning on student achievement in a social studies classroom. The research focus is centered on the idea that students are not reaching their full potential on assessments, and a question about how to most effectively assist them in realizing their potential through a new teaching method. This action research study follows Mertler’s (2014) action research framework to find an answer to the research question. The participants of this study were a group of 10th grade students enrolled in an Honors World History course. Students were taught using a blended learning approach with 50% of information in one unit delivered using direct instruction methods and the remaining 50% of the information delivered using blended methods through technology. Qualitative and quantitative research was conducted through student surveys as well as student assessment data. Based on the quantitative data collected through the formative and summative assessments, overall student achievement increased. Based on the qualitative data collected through both the pre- and post-perception surveys as well as notations in the researcher’s journal, student perception of blended learning as a methodology for the classroom showed growth in achievement and a positive perception of the learning method for students.

Keywords: action research, blended learning, critical pedagogy, diversity, essentialism, progressivism, social justice, student achievement.