

Chapter 26

The Vignette TaBLE: Team-Based Blended Learning Experiences With Classroom Mentors and Teacher Candidates

Susan Elwood

Texas A&M University – Corpus Christi, USA

Robin D. Johnson

Texas A&M University – Corpus Christi, USA

Cary Perales

Corpus Christi Independent School District, USA

ABSTRACT

This chapter investigates the research and recommendations regarding the collaborative design of the joint, flipped-instruction micro-learning vignettes for classroom mentors and teacher candidates regarding promising practices of flipped instruction within a mobile learning environment. The focus of the chapter relates to pedagogies that incorporate active learning within mobile technologies that are most likely to enhance meaningful learning. The Vignette Team-based, Blended Learning Experience (TaBLE) will be presented, based upon its research-based rationale, design, preliminary results, and future implications.

INTRODUCTION

Setting the Vignette TaBLE

Travelling through Metrocity provides a view of a city with a growing population (approximately 324,000 in 2015) in a diverse industrial city with two military installations and large economic activity in health services and oil development. Its claim of being the second largest growing city in the state's region is evidenced by the continuous growth seen throughout the city in terms of economic and housing developments.

DOI: 10.4018/978-1-5225-7918-2.ch026

The Vignette TaBLE

This predominantly Hispanic region of the U.S. serves over 38,000 K-12 students at 60 campuses, including 38 elementary schools, 12 middle schools, and 5 high schools structured as five vertical learning communities with coordinated curricula. Generally speaking, classrooms still have three to five desktop stations in each classroom, a smart board, and some type of access to Google Chromebooks or iPads as of this writing. Other technologies do exist within the district, but technology equipment accessible to all classrooms is the focus for Vignette TaBLEs.

Metrocity's local university is a federally designated Minority-Serving Institution (MSI) and Hispanic Serving Institution (HSI). It is a four-year university with enrollment of more than 12,000 students (95% from the state, 48% from the local region). More than 70% of students receive financial assistance, 75% work full or part-time, and 63% graduate in six or fewer years. One of the colleges within the local university is the College of Education and Human Development (COEHD).

Building Relationships Around the Vignette TaBLE

Strategic partnerships between the COEHD and primary local school district have been formed and nurtured for several decades, as evidenced by the fact that most of the teachers in the local and surrounding school districts graduated from the local university. The school-university partnership has a rich history of relationship building based upon shared needs in developing greater learning experiences for their respective K-12 students and teacher candidates as students. Shared promising practices for technology integration have been part of that relationship building process.

Relationship building in the past for the partnership was primarily based upon 1-1 interactions between the site professor and professionals at each school site. Therefore, each partnership's level of technology integration was highly dependent upon the immediate student leadership and modeling. Lack of district technology funding at the time led to variances in technology integration approaches and practices, which created quite the variety in possible technology integration scenarios at each of those sites.

Due to the volume of teacher candidates at the sites and personal workload, the need for a mostly online hybrid course design for the one-credit course emerged. These culminating observations and needs created many challenges for the lead author's quest in integrating current technology practices within a cohesive, one-credit course experience for all her teacher candidates among the various site professors' partnership sites. Doing so through flipped instruction regarding key concepts was imperative to the teacher candidates' success in visioning technology-integrated activities through research-based frameworks. These frameworks were also adopted by the major local school district.

Recently, the main local school district committed more district technology office and staff funding to once again support teachers and students. Educators within the district have therefore seen greater training integrating the frameworks through the district's instructional technology office. Supporting both preservice and inservice educators with training and guidance while using these frameworks in field experiences is vital to the partnership. The Vignette TaBLE is a product of collaborative efforts in determining the best research-based framework to provide both teacher candidates and their inservice mentors.

BACKGROUND

Mishra and Koehler's (2009) Technology and Pedagogical Content Knowledge (TPACK), Tool Features and Affordances, and Puentedura's (2010) Substitution, Augmentation, Modification, and Redefinition

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/the-vignette-table/220863

Related Content

Relationships Between Teacher Presence and Learning Outcomes, Learning Perceptions, and Visual Attention Distribution in Videotaped Lectures

Qinghong Zhang, Xianglan Chen, Yachao Duan and Xiaoying Yan (2022). *International Journal of Technology-Enhanced Education* (pp. 1-15).

www.irma-international.org/article/relationships-between-teacher-presence-and-learning-outcomes-learning-perceptions-and-visual-attention-distribution-in-videotaped-lectures/304079

Mobile Game-Based Learning

Boaventura DaCosta, Soonhwa Seok and Carolyn Kinsell (2019). *Advanced Methodologies and Technologies in Modern Education Delivery* (pp. 809-824).

www.irma-international.org/chapter/mobile-game-based-learning/212862

Strategies for Online Course Development to Promote Student Success

Kaye Shelton, Diane Mason and Cindy Cummings (2014). *Handbook of Research on Education and Technology in a Changing Society* (pp. 152-164).

www.irma-international.org/chapter/strategies-for-online-course-development-to-promote-student-success/111834

The Importance of the Use of Technology in the Education of Refugee Populations in Sub-Saharan Africa in the Digital Age: Case of Central African Refugees at Gado Badzere Refugee Camp and Possible Solutions to Education

Sedar F. Pougaza (2023). *Handbook of Research on Current Trends in Cybersecurity and Educational Technology* (pp. 156-165).

www.irma-international.org/chapter/the-importance-of-the-use-of-technology-in-the-education-of-refugee-populations-in-sub-saharan-africa-in-the-digital-age/318726

Towards a Theory of Formative Assessment in Online Higher Education

Joyce W. Gikandi (2015). *Handbook of Research on Educational Technology Integration and Active Learning* (pp. 292-316).

www.irma-international.org/chapter/towards-a-theory-of-formative-assessment-in-online-higher-education/128051