

Blended Learning Measurement Agenda A Path Forward for the Ecosystem

FUNDERS

Authored by TLA Partner Saro Mohammed
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OVERVIEW

This measurement agenda outlines the skills, knowledge, and activities necessary for stakeholders to build our evidence base and advance our collective understanding of blended learning's effectiveness.

As with our [District Guide to Measurement](#) and accompanying [Blended Learning Measurement Framework](#), the objectives contained in this agenda are primarily focused on the teaching and learning happening at the classroom or school level.

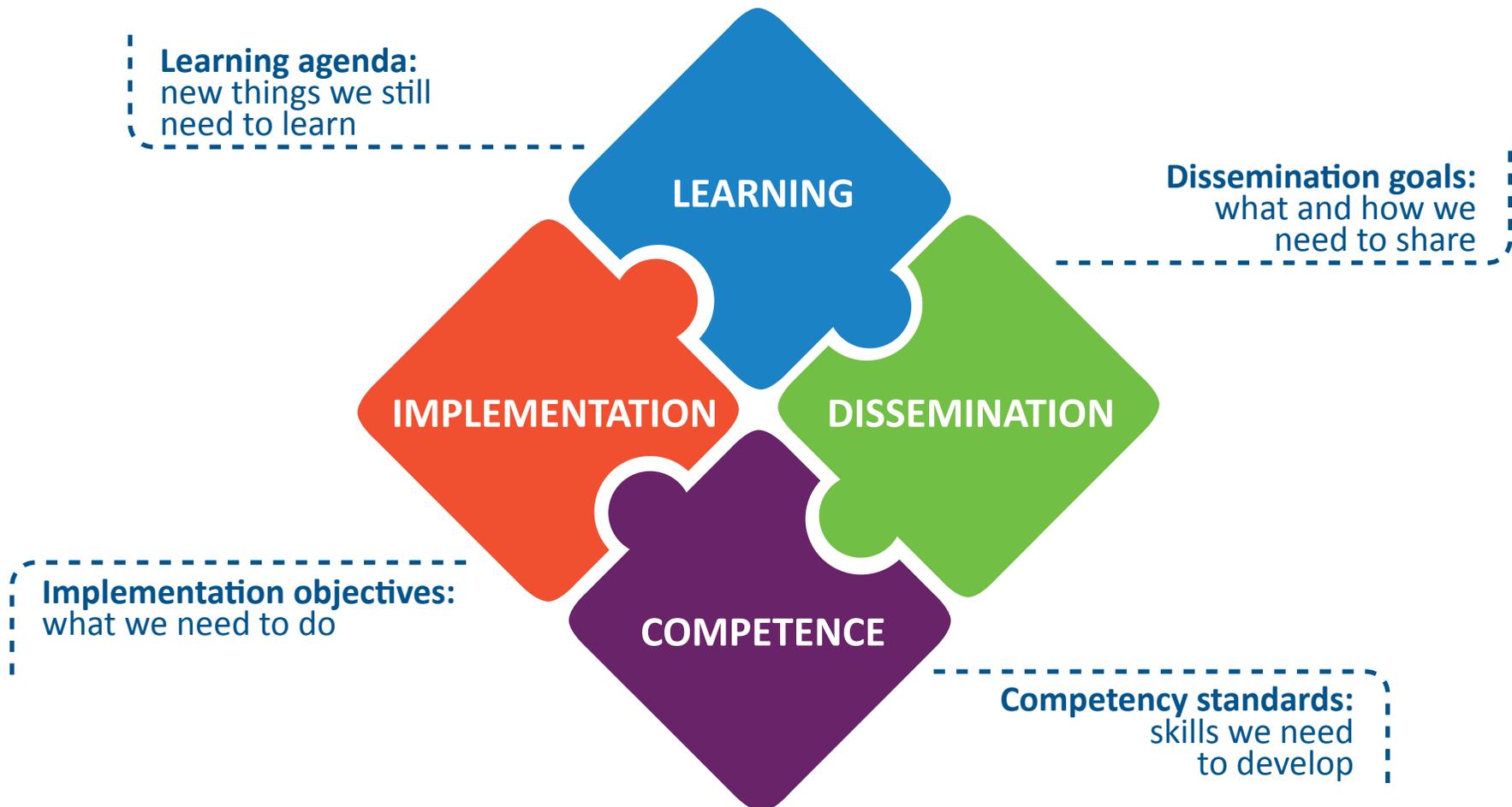
These objectives are organized into four parts:

1. Measurement learning agenda: new things we still need to learn
2. Measurement dissemination goals: what and how we need to share
3. Measurement competency standards: skills we need to develop
4. Measurement implementation objectives: what we need to do

Work in all four parts happens in parallel, and work in all four needs to be put together for us to understand the whole picture.

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The four parts fit together like puzzle pieces to complete the picture of evidence:



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OVERVIEW

STAKEHOLDERS: within the four parts of the measurement agenda, we have identified objectives for stakeholder audiences that can lead the advancement of evidence and implementation:

- researchers
- educators
- administrators and policymakers
- funders
- other community members such as families and students, software developers, media, and others

REQUIRED OBJECTIVES: those that are **necessary to generate and implement the evidence** we must have to know if, when, and how blended learning is effective.

ASPIRATIONAL OBJECTIVES: desired objectives that **would propel us to an ideal state of measurement** of blended learning.

Some stakeholders have only required, or only aspirational, objectives (but not both) in certain parts of the measurement agenda.

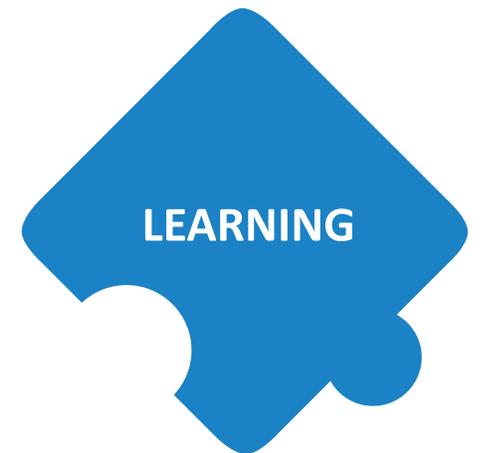
These objectives were developed for Funders. Objectives organized around other stakeholder groups can be found on our [landing page](#).

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MEASUREMENT LEARNING AGENDA

There is much to be learned about if, when, and how blended learning is effective in K-12 settings nationally.

The following objectives outline the **knowledge and skills that enable us to generate evidence for decision-making and implementation, and include data and questions from practice in the generation of new evidence.**



Fund research that uncovers new, relevant knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Funders **enable** researchers and practitioners to contribute to our understanding of what is and isn't working in blended learning and **support a data-driven approach** to implementation. As appropriate, different research designs, measures, and methods are used to increase the level of confidence we have in findings (internal validity); answer more sophisticated questions about cause and effect (rigor); and generate findings that are applicable to broader classrooms and contexts (external validity). Funders **support the investigation of specific questions about:**

- the aspects of implementation that are central to effectiveness, including
 - > the validity of competency-based or learning progressions
- the conditions (e.g., content areas, blended models) under which implementation is most or least likely to be effective
- the students for whom implementation is most or least likely to be effective
- the educators for whom implementation is most or least likely to be effective
- the circumstances (institutional structures/systems/policies) under which implementation is most or least likely to be effective
- the extent to which we mean the same things when we use the same terms and language across disciplines, sites, and areas of expertise
- other questions identified by decision makers and implementers as being crucial for practice

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MEASUREMENT DISSEMINATION GOALS

In order for evidence-based practices to benefit students, evidence needs to be clearly and accurately communicated within and across stakeholder groups. Everyone needs to know what the current evidence is, what the implications of current evidence are for decision-making and implementation, and what new questions are being worked on.

The following objectives outline the **knowledge and skills that enable the flow of data back and forth between research and practice.**



Understand the foundational knowledge required to implement and measure blended learning

REQUIRED OBJECTIVES: Funders take an **evidence-based approach to funding and implementation**, and use evidence when determining which systems and policies best support effective teaching and learning. Funders understand if blended learning will meet their philanthropic objectives by knowing:

- the current state of evidence about blended learning effectiveness
- the various activities (student-focused, teacher-focused, data-focused, and infrastructural) required for implementation
- the potential academic and non-academic student outcomes and impacts of implementation
- the potential teacher outcomes and impacts of implementation

ASPIRATIONAL OBJECTIVES: Funders understand **how to determine** if their blended learning initiatives are **successful**. Funders understand if blended learning is meeting their philanthropic objectives by knowing:

- the difference between, and roles of, research, evaluation, and other types of measurement activities

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MEASUREMENT COMPETENCY STANDARDS

Measurement-specific competencies often fall outside of traditional roles, but are necessary to ensure stakeholders have the capacity to support all students' needs.

The following objectives outline the **knowledge and skills that enable the implementation of evidence-based blended learning practices.**



Apply relevant knowledge and resources to support implementation and measure blended learning

REQUIRED OBJECTIVES: Funders **apply** relevant evidence when **making funding decisions**, and **measuring the success** of funded blended learning implementation to maximize the supports for effective teaching and learning. Funders also **use evidence** to make data-based decisions for improvement. In order to support the implementation of evidence-based blended learning practices, funders need to be able to:

- understand and identify appropriate objectives for implementing blended learning

ASPIRATIONAL OBJECTIVES: In order to **support the measurement** of blended learning, funders need to be able to:

- align measurement activities with implementation objectives
- identify when relevant, existing data are appropriate to measure implementation
- identify when comparison groups are appropriately used to contextualize results
- determine if measures are reliable, valid, and appropriate for their purposes

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MEASUREMENT IMPLEMENTATION OBJECTIVES

Ongoing measurement activities require a shift in what we do at the classroom level in order to continue answering questions and disseminating evidence that can be used in implementation.

The following objectives outline the **actions that enable the responsive implementation of evidence-based blended learning practices in constantly changing contexts.**



Support appropriately rigorous and relevant measurement for uncovering new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Funders support **continued measurement** of blended learning. In addition, they facilitate the **sharing of findings** across many contexts, disciplines, and sites. Funders fund studies that can support causal claims and be more broadly applied to varying teaching and learning contexts. Funders add to the evidence base on blended learning by supporting measurement that:

- addresses current gaps in knowledge
- develops and validates measures of new constructs, or for new uses

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Authored by TLA Partner [Saro Mohammed](#), May 2016.

The Learning Accelerator is a catalyst for transforming American K-12 education through blended learning on a national scale. Part architect and investor: we cultivate solutions to overcome the barriers to blended learning and work directly with districts and states to develop implementation strategies that can be scaled and shared with school districts nationwide.

For more information, please visit www.learningaccelerator.org

