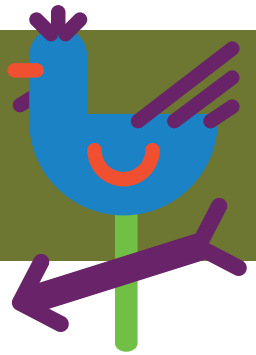
# Blended Learning Measurement Agenda
# A Path Forward for the Ecosystem

## CURRENT CONDITIONS

Authored by TLA Partner Saro Mohammed
May 2016

The Learning Accelerator

# Current Conditions
## OVERVIEW



A high-quality, rigorous path forward in measurement would move us from what we currently know towards a future in which we fully understand if, when, and how blended is effectively implemented in K-12 settings on a national scale.

We currently have **different levels of understanding** (and **varying levels of evidence**) about the aspects of blended learning we are interested in.

The Learning Accelerator has catalogued the existing evidence and projected our contributions to the field.

However, significant gaps remain and the path forward for measuring blended learning is increasingly clear.

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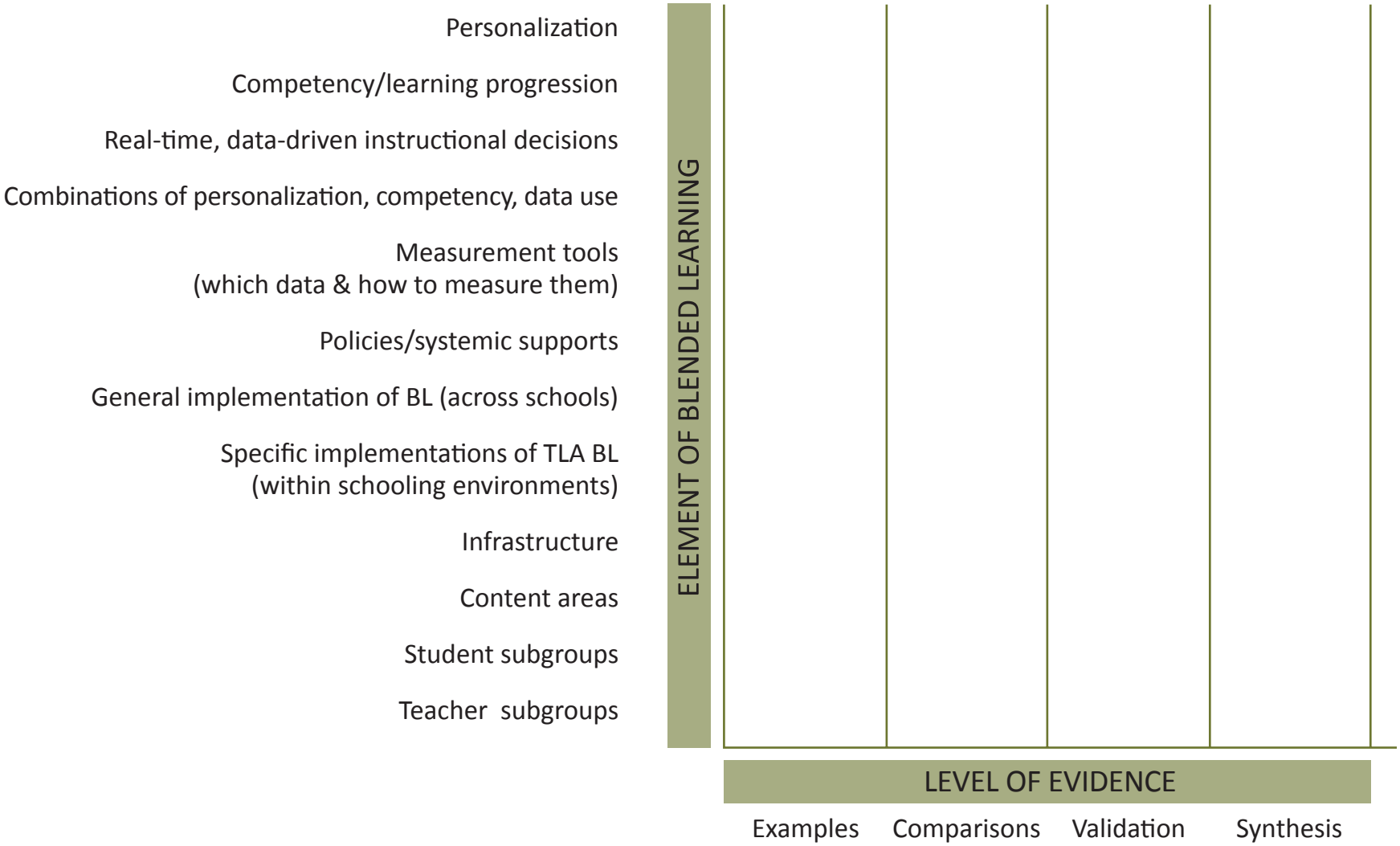
## OVERVIEW



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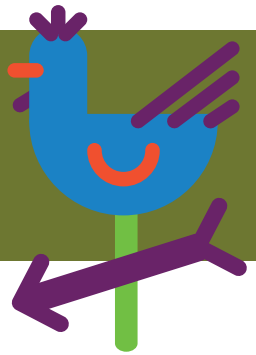
# Current Conditions
## OVERVIEW



We have different levels of understanding about various aspects of blended learning.

**Vertical axis:**

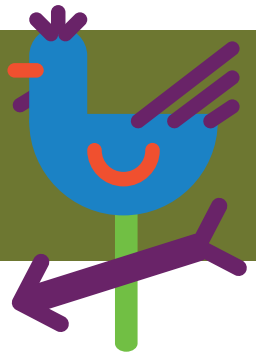
- core elements of blended learning from TLA's vision
- other characteristics of blended learning implementation we need to understand in order to understand its effectiveness

**Horizontal axis:**

- levels of evidence: examples, comparisons, validations, syntheses
- different study designs uncover different levels of evidence
- different study designs support different strengths of claims

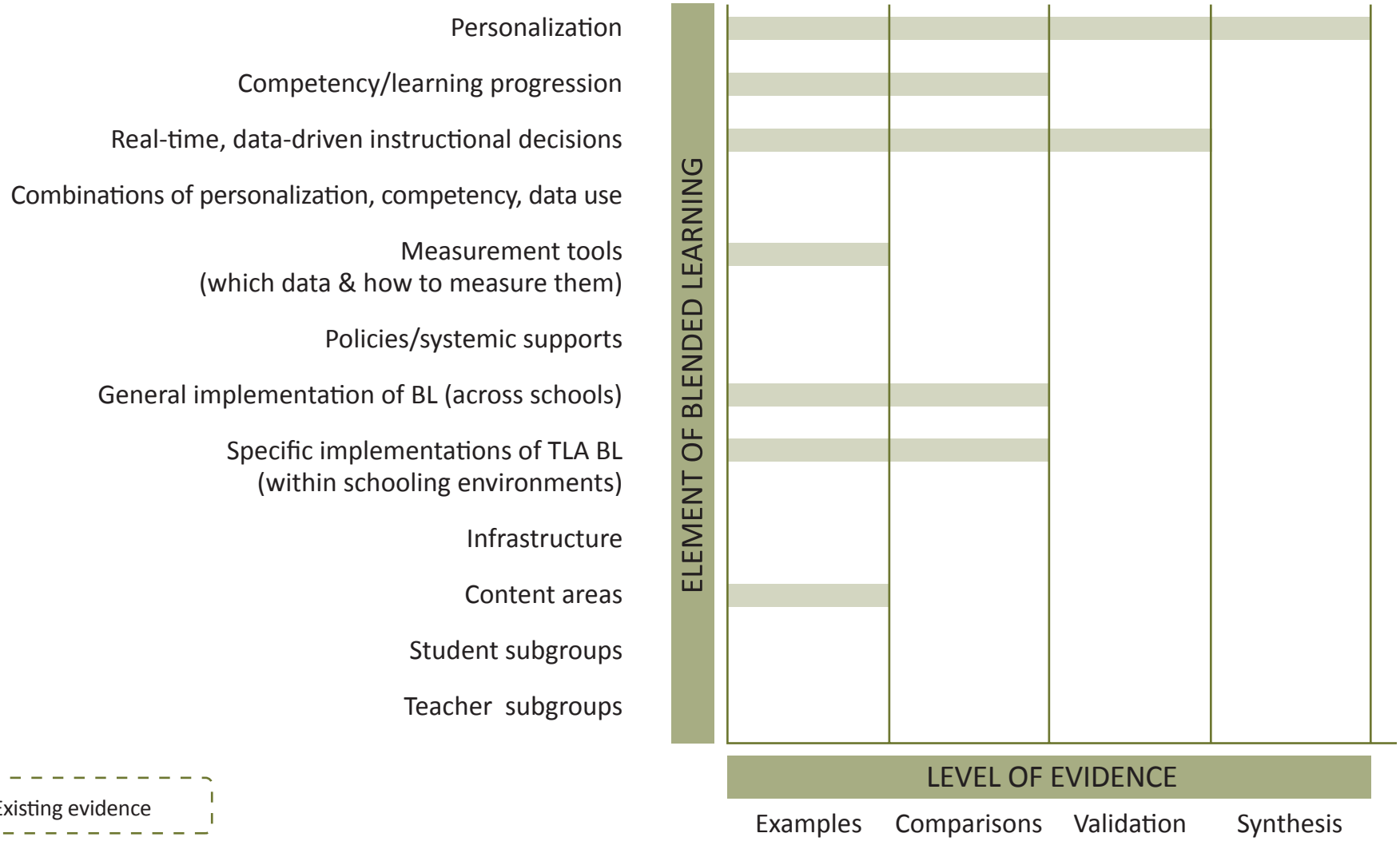
## Current Conditions

# LEVELS OF EVIDENCE



| LEVEL OF EVIDENCE | RELEVANT STUDY DESIGN | SUPPORTED CLAIM |
|---|---|---|
| Examples | Descriptive, single group, no analyses | Our implementation occurred at the same time as outcomes |
| Comparisons | Pre/post, multi-group, correlational/comparative analyses | Our implementation appears related to outcomes |
| Validations | Matched-groups, regression discontinuities, RCTs, comparative/multi-level analyses | Our implementation likely caused/is strongly related to outcomes |
| Syntheses | Meta-analyses preferred | Implementation like these (from multiple studies) causes outcomes like these |

# Current Conditions
## EXISTING EVIDENCE



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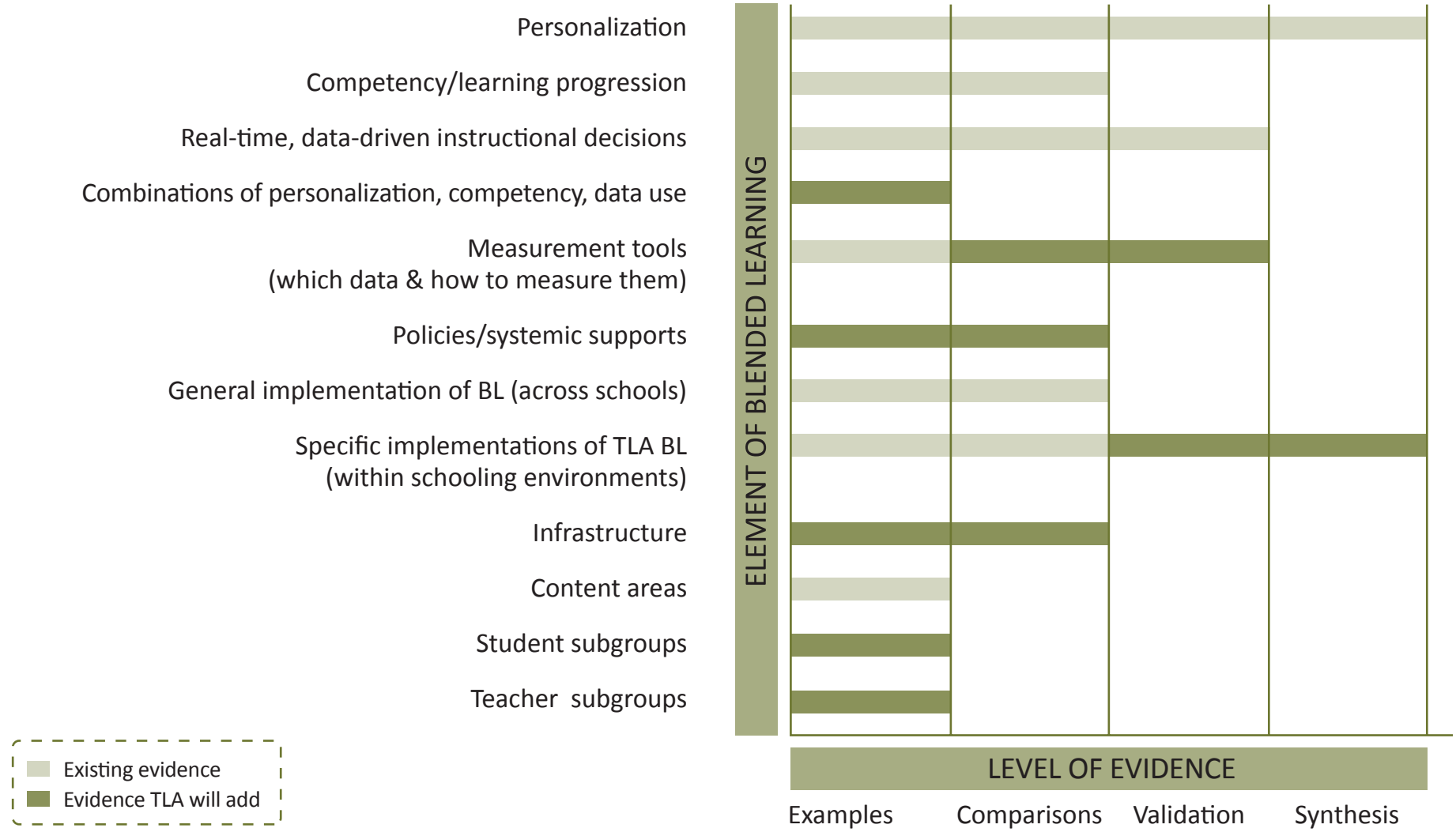
# Current Conditions

## TLA's PROJECTED CONTRIBUTION



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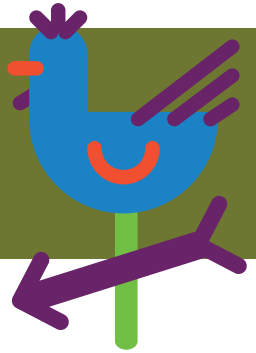
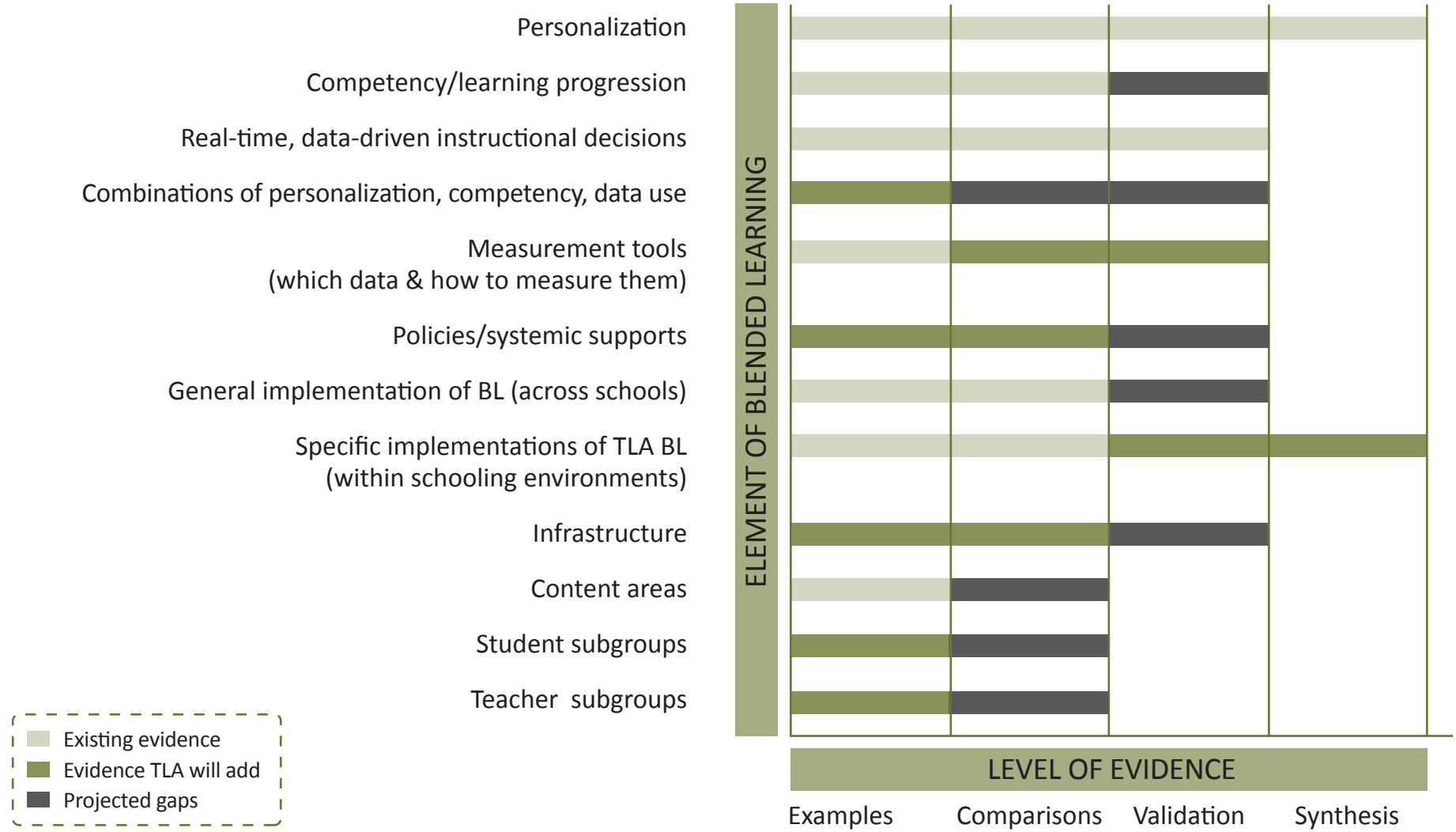
## Current Conditions
# TLA's PROJECTED CONTRIBUTION



TLA expects to contribute evidence through:

1. ongoing work on our vision for blended learning,
2. continuing to synthesize and disseminate research published by others,
3. supporting measurement of blended learning at the state level, and
4. supporting the development of the necessary tools for measurement.

# Current Conditions
## PROJECTED GAPS



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# Blended Learning Measurement Agenda
## WHERE DO I GO NEXT?

CURRENT CONDITIONS
Current Conditions of the blended learning measurement ecosystem

**THE CHALLENGE**
Understand the specific challenges we face when measuring blended learning

PART 1: MEASUREMENT LEARNING AGENDA
Outline of the knowledge and skills that enable us to generate evidence for decision-making and implementation

PART 2: MEASUREMENT DISSEMINATION GOALS
Outline of the knowledge and skills that enable the flow of data back and forth between research and practice

PART 3: MEASUREMENT COMPETENCY STANDARDS
Outline of the knowledge and skills that enable the implementation of evidence-based blended learning practices

PART 4: MEASUREMENT IMPLEMENTATION OBJECTIVES
Outline of the actions that enable the responsive implementation of evidence-based blended learning practices in constantly changing contexts

Return to the **Blended Learning Measurement Agenda landing page**.

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# A Path Forward for the Ecosystem

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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



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