Blended Learning Measurement Agenda
A Path Forward for the Ecosystem
PART 1: MEASUREMENT LEARNING AGENDA

Authored by TLA Partner Saro Mohammed
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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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This module focuses on new things we need to learn:

Learning agenda: new things we still need to learn

Dissemination goals: what and how we need to share

LEARNING

IMPLEMENTATION

DISSEMINATION

COMPETENCE

Implementation objectives: what we need to do

Competency standards: skills we need to develop
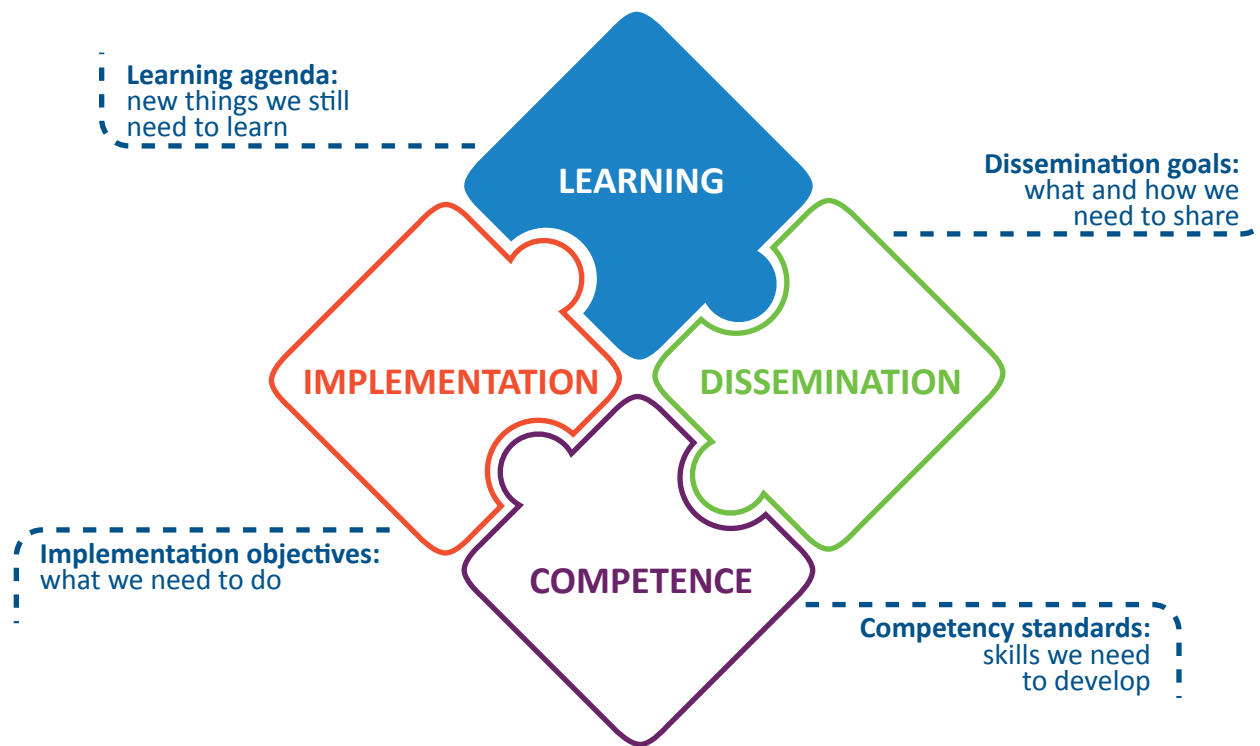
This module outlines the **knowledge and skills that enable us to generate evidence for decision-making and implementation,** and include data and questions from practice in the generation of new evidence.

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STAKEHOLDERS: within the four parts of the measurement agenda, <u>we have identified</u> 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.

Conduct research that uncovers new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Researchers take an **applied view of research**, and use a **research-to-practice framework** for understanding what is and isn't working for teaching and learning in classrooms. Different research designs, measures, and methods are used to **move beyond exploratory and descriptive studies** as much as possible to ensure internal validity, causal rigor, and external validity. Researchers generate evidence that answers these questions:

- which aspects of implementation are central to effectiveness, including
    - > the validity of competency-based or learning progressions
- under which conditions (e.g., content areas, blended models) is implementation most or least likely to be effective
- for which students is implementation most or least likely to be effective
- for which educators is implementation most or least likely to be effective
- under which circumstances (institutional structures/systems/policies) is implementation most or least likely to be effective
- to what extent do 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

ASPIRATIONAL OBJECTIVES: Researchers **generate evidence** that answers the question:
- to what extent is there a single "vision" for effective blended learning

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Curate evidence that adds new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Educators **use data to make instructional decisions**, and contribute data to generate evidence that answers 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 extent to which we mean the same things when we use the same terms and language across disciplines, sites, and areas of expertise

ASPIRATIONAL OBJECTIVES: Educators **contribute to generating evidence by**:
- sharing implementation questions of interest
- as appropriate, using different research designs, measures, and methods to:
    - > increase their level of confidence in their own findings (internal validity)
    - > answer more sophisticated questions about cause and effect (rigor)
    - > generate findings that are applicable to broader classrooms and contexts (external validity)

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Support research that uncovers new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: As appropriate, administrators and policymakers **encourage and support** different research designs, measures, and methods being used to answer questions relevant to their decision-making. Administrators and policymakers support the generation of evidence that answers 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

ASPIRATIONAL OBJECTIVES: Administrators and policymakers **support the generation of evidence** that answers questions about:
• their own questions of interest
• the extent to which we mean the same things when we use the same terms and language across disciplines, sites, and areas of expertise

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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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Support research that uncovers new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Community members and other stakeholders **take a data-driven approach** to understanding what is and isn't working for teaching and learning in their schools.
As appropriate, community members and other stakeholders look to different research designs, measures, and methods to increase their level of confidence in findings (internal validity); understand more sophisticated implications about cause and effect (rigor); and generate findings that are applicable to broader classrooms and contexts (external validity). Community members and other stakeholders **demand evidence** that answers questions about:

• 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

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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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Authored by TLA Partner <u>Saro Mohammed</u>, 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 <u>www.learningaccelerator.org</u>

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