

Blended Learning Measurement Agenda

A Path Forward for the Ecosystem

COMMUNITY MEMBERS AND INDUSTRY

Authored by TLA Partner Saro Mohammed
May 2016

Community Members and Industry

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.

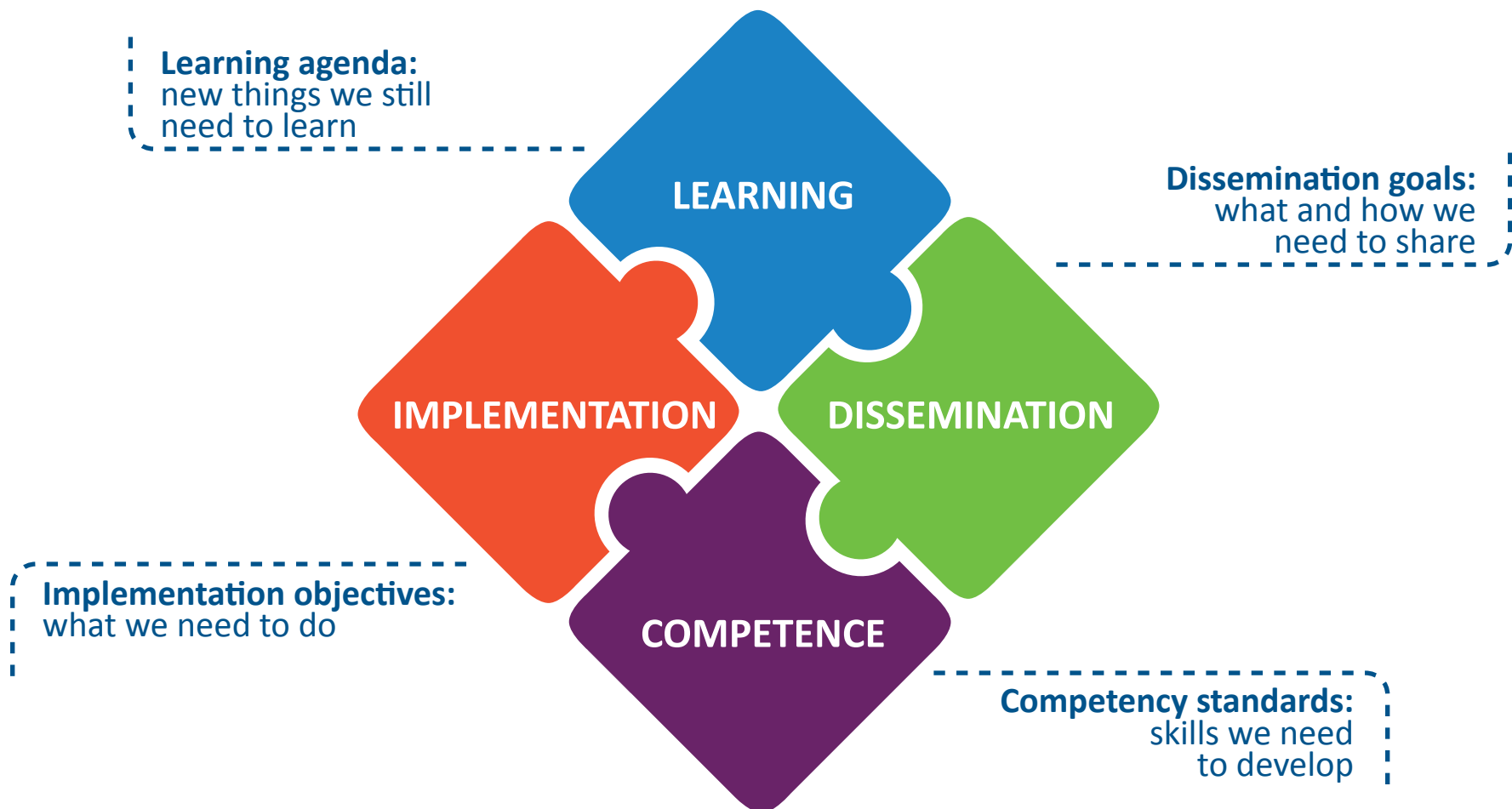
These objectives are organized into four parts:

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 Community Members and Industry. 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.**



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MEASUREMENT LEARNING AGENDA

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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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.**



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MEASUREMENT DISSEMINATION GOALS

Understand the foundational knowledge required for implementing and measuring blended learning

REQUIRED OBJECTIVES: Community members and other stakeholders **demand a data-driven approach to implementation**, and use an evidence-based framework for determining which systems and policies best support effective teaching and learning in their schools. Community members and other stakeholders understand if blended learning **will meet their community's teaching and learning needs** by knowing:

- the current state of evidence about blended learning effectiveness
- the potential academic and non-academic student outcomes and impacts of implementation
- the potential teacher outcomes and impacts of implementation

ASPIRATIONAL OBJECTIVES: Community members and other stakeholders understand if blended learning is **meeting their community's teaching and learning needs** by knowing:

- the various activities (student-focused, teacher-focused, data-focused, and infrastructural) that are required for implementation
- how to measure implementation at different stages

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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.**



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MEASUREMENT COMPETENCY STANDARDS

Support the application of relevant knowledge and resources to implementing and measuring blended learning

REQUIRED OBJECTIVES: Community members and other stakeholders **understand** if the relevant evidence base was **applied in their schools** to maximize the supports for effective teaching and learning. In order to accelerate the **implementation** of blended learning, community members and other stakeholders need to be able to:

- apply others' findings to their own communities
- understand and identify appropriate objectives for implementing blended learning

ASPIRATIONAL OBJECTIVES: Community members and other stakeholders understand if blended learning **is working in their schools**. In order to accelerate the **measurement** of blended learning, community members and other stakeholders need to be able to:

- ensure measurement activities that require data collection and sharing align with implementation objectives
- allow the identification and use of relevant, existing data to measure implementation
- demand that appropriate comparison groups are identified and used to contextualize results
- facilitate the use of reliable, valid measures that are appropriate for their measurement 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.**



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MEASUREMENT IMPLEMENTATION OBJECTIVES

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

ASPIRATIONAL OBJECTIVES: Community members and other stakeholders **demand continued measurement** of blended learning practices, and that **appropriate adjustments** be made as necessary. In addition, community members and other stakeholders seek and foster **sharing of findings** outside of their own communities, and encourage **participation** in measurement activities that can support causal claims and be more **broadly applied** to varying teaching and learning contexts. Community members and other stakeholders add to the evidence base on blended learning by allowing participation in measurement activities that:

- focus on the instructional practices that occur (or are scaled, or sustained) as part of implementation; rather than on technology itself and its mere presence or absence as a focus of study

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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

