

Blended Learning Measurement Agenda A Path Forward for the Ecosystem

RESEARCHERS

Authored by TLA Partner Saro Mohammed
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Researchers 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.

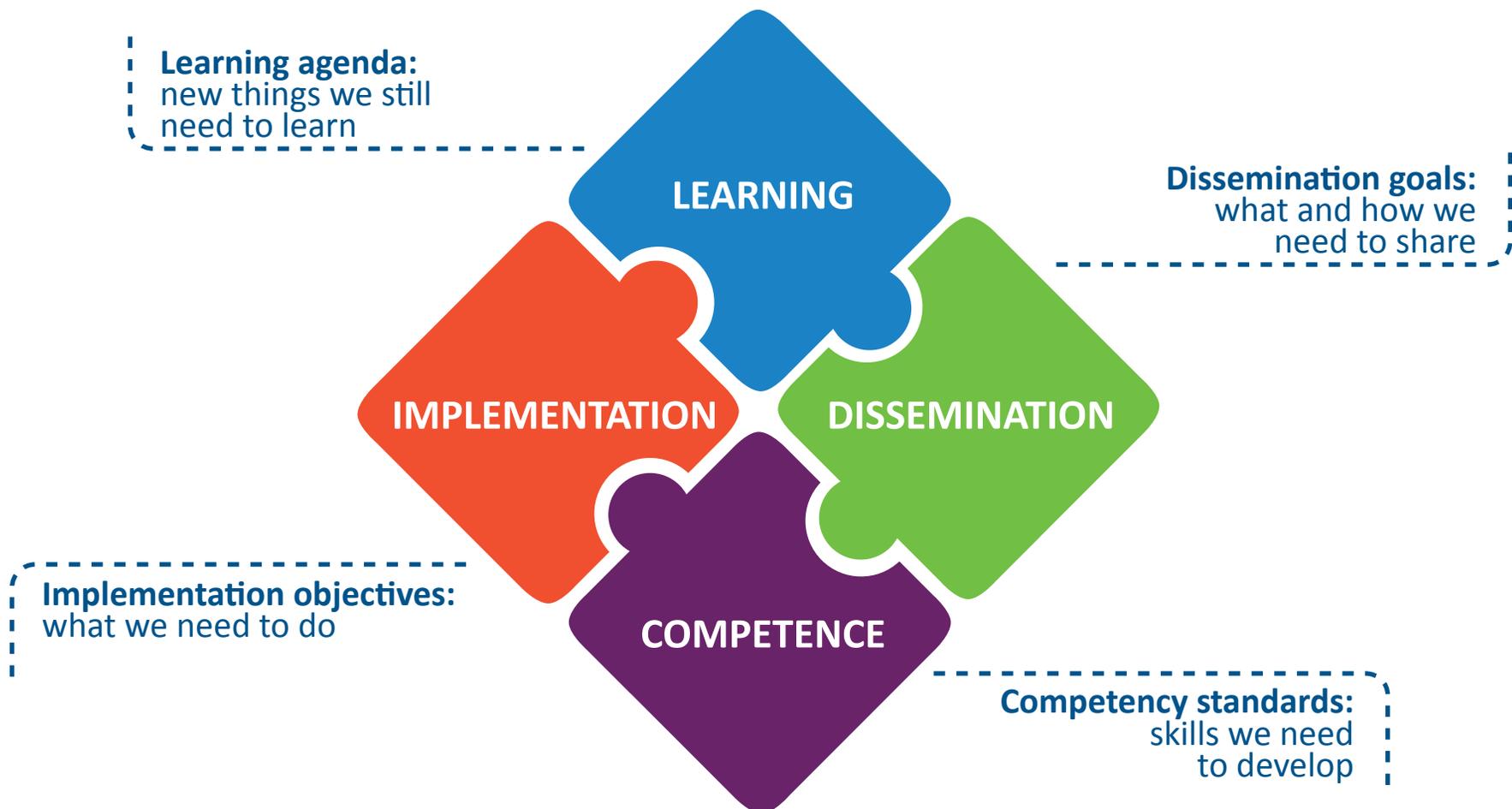
These objectives are organized into four parts:

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.

Researchers OVERVIEW

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



Researchers

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.

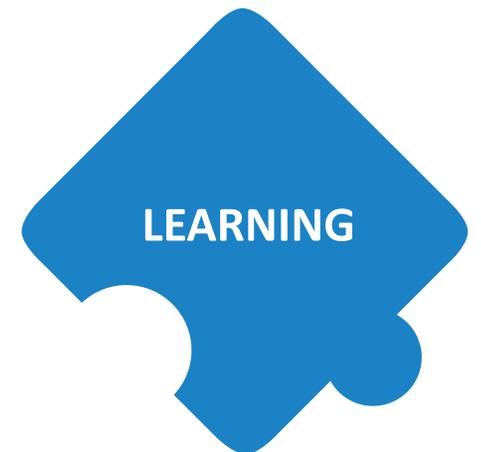
These objectives were developed for Researchers. Objectives organized around other stakeholder groups can be found on our [landing page](#).

Researchers

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.**



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

Researchers

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.**



Disseminate the foundational knowledge required to implement and measure blended learning

REQUIRED OBJECTIVES: Researchers **share** research findings and implications of these findings **in various forms**, and in ways that allow non-researchers to interpret this evidence appropriately as it applies to their own students, teachers, and contexts. Researchers support the use of evidence-based blended practices by sharing:

- 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: Researchers **support the use of evidence-based blended practices** by sharing:

- the difference between, and roles of, research, evaluation, and other types of measurement activities
- how to measure implementation at different stages

Researchers

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.**



Facilitate application of relevant knowledge and resources to implement and measure blended learning

REQUIRED OBJECTIVES: Researchers support the **application** of relevant evidence in the **development, implementation, and measurement** of blended learning to maximize the use of evidence-based blended practices; and also to **facilitate the use of data-based decisions** for improvement. In order to measure blended learning, researchers need to be able to support implementers in:

- aligning measurement questions and activities with implementation objectives
- identifying and using relevant, existing data to measure implementation
- identifying appropriate comparison groups to contextualize their results
- selecting reliable, valid measures that are appropriate for their measurement purposes

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.**



Conduct appropriately rigorous and relevant studies for uncovering new knowledge about blended learning effectiveness

REQUIRED OBJECTIVES: Researchers continue to measure blended learning contexts and practices and make appropriate **recommendations for practice**. In addition, researchers **share their findings broadly** both within and outside the academic community.

Researchers add to the applied evidence base on blended learning by conducting studies that:

- address gaps in existing knowledge
- develop and validate measures of new constructs, or for new uses
- 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

Blended Learning Measurement Agenda

A Path Forward for the Ecosystem

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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

