

# Blended Learning IMPACT STUDY

BOE Review of Study | 9 April 2018  
Brad Moser, Kelly Ott, Kelly Wessel, Brian Daley





# Leading with Learning

## Blended Learning Timeline



We are here...



**JAN. 2018**

[Phase 1]  
[MS Devices]

**JAN. - APR. 2018**

[Phase 2]  
[Inquiry/Assessment]

**2018-19 SCHOOL YEAR**

[Phase 3]  
[Professional Learning & Implementation]

**2020 +**

# Research Study

THREE QUESTIONS

**Q1**

## Question #1

What are the instructional possibilities that different devices offer?

**Q2**

## Question #2

Does our infrastructure support high levels of access and mobility?

**Q3**

## Question #3

Are we able to keep students safe if devices were allowed to go home?

“Great teachers do great things with great tools.”

instruction

# Q1 UPDATE

## Q: What are the instructional possibilities different devices offer?

**A: The data from our study shows that none of the three devices surpass another in its ability to offer better instructional possibilities.**

However, there is strong data to suggest that having any of the three devices has greatly impacted the learning and teaching experiences of teachers. Simply having the device as part of the everyday learning environment was the game-changer.




## TYPE OF ACTIVITY BY PERCENT

ANALOG  
PRODUCTIVITY  
SUBSTITUTION  
AUGMENTATION  
TRANSFORMATION

instruction

# Q1

UPDATE

		ANA	PROD	SUB	AUG	TRANS
iPad Pro		<b>17</b>	<b>13</b>	<b>25</b>	<b>31</b>	<b>10</b>
Chromebook		<b>12</b>	<b>17</b>	<b>30</b>	<b>29</b>	<b>12</b>
MacBook Air		<b>16</b>	<b>17</b>	<b>31</b>	<b>24</b>	<b>12</b>

# Types of Activities by Percentage | Pre-Study v. Post-Study

Pre to Post		Analog	Productivity	Substitution	Augmentation	Transformational
PRE	iPad Pro	13	35	22	18	12
POST	iPad Pro	13	13	27	37	10
	<b>CHANGE</b>	<b>0</b>	<b>-22</b>	<b>5</b>	<b>18</b>	<b>-2</b>
PRE	MacBook Air	9	24	37	22	6
POST	MacBook Air	6	10	28	35	18
	<b>CHANGE</b>	<b>-3</b>	<b>-14</b>	<b>-9</b>	<b>13</b>	<b>11</b>
PRE	Chromebook	20	25	33	21	7
POST	Chromebook	6	13	30	28	24
	<b>CHANGE</b>	<b>-14</b>	<b>-11</b>	<b>-3</b>	<b>6</b>	<b>17</b>

# TRACKING THE TRENDS

instruction

# Q1 UPDATE

## ORGANIZATION

Students report being more organized; turning assignments in more & not getting lost in lockers, etc. They are using calendar apps for deadlines.

## EFFICIENCY

Teachers and students reported in various ways and numerous times that having high levels of access translated to many efficiencies.

## PERSONALIZATION

This was a common theme. Students worked at their own pace, accessed materials/resources as frequently as they need and report having more choice in how they demonstrate their learning.

## ALL STUDENTS HAVE A VOICE

Each student having a device was a game-changer as far as giving a platform for all students to share their thinking.

## ACCOUNTABILITY

Teachers report that students completed and turned in assignments at higher rates because they were housed in the cloud and in Canvas.

## FEEDBACK

Maybe the biggest impact on learning was the ability for teachers to give quicker, more detailed and specific feedback to students. Teachers report using more formative assessments and increased communication between teacher & students. Additionally, the feedback process moved to a two-way communication between teacher and learner in many cases.

## CREATIVITY

Both teachers and students report an increase in their capabilities to be creative and express their learning in new ways.

# TRACKING THE TRENDS

instruction

# Q1 UPDATE

## DIGITAL WORK

Students still expressed desire for paper/pencil and face-to-face communication. We view this as positive, that they support the blended learning approach.

## ENGAGEMENT

Students report that this increased for them, especially because they have ownership over their learning and were able to learn alongside of teacher.

## ABSENCE MANAGEMENT

Canvas has made providing information for student who are absent much easier for both teachers and students.

## STUDENT TECH SKILLS

Student shared that learning how to use multiple tools on platforms is a life skill that they will need in the future.

## CANVAS

Teachers and students shared the value of having Canvas as a learning management system. Multiple participants remarked on how students all having devices allowed for them to use Canvas as intended.

## INSTRUCTIONAL SHIFTS

Teachers report planning around "Un-Googleable questions," deeper learning for all and moving from to more facilitation of learning rather than direct instruction.

## COLLABORATION

All participants consider having devices game changer for collaboration between students; students and teachers, and teacher and teachers.



# Q1

## UPDATE



**Ryan Copp**

**Blue Valley West High School**  
Social Studies



**Reese Sperflage**

**Overland Trail Middle School**  
Math

# Q2 UPDATE

**Q: Does our infrastructure support high levels of access and mobility?**

**A: Absolutely.** We feel confident that the infrastructure will allow students, using our devices, to connect and access their school resources while being very mobile throughout the building.

# BY THE NUMBERS

infrastructure

# Q2 UPDATE

## BY THE NUMBERS



263

Number of Aubry Bend **Middle Schools** that the infrastructure can support based on average daily internet usage



203,105

Number of 6-12th, grade **devices/students** that the infrastructure can support based on average daily internet use

Average number of **devices connected** per day during study.

439

15  
mins

Average amount of time per class logged in on **Chromebooks** by students during the study.

26% → 0%  
PRE POST

Percent of respondents marking **disagree or strongly disagree** to the statement "**Students can easily and quickly log in devices.**"

# TRACKING THE TRENDS

infrastructure

# Q2 UPDATE

## TRACKING THE TRENDS

### Network

The teachers' perception is that the network is more reliable using Chromebooks than previously using PCs.

### Filtering

Filtering ability while at school was comparable to pre-deployment.

### Hardware Support

6 Tickets per week. 5.7% related to hardware across 890+ devices

### Instructional Materials

Teachers report that students encounter very few issues accessing instructional resources, including Canvas.

### Instructional Time

In multiple ways, teachers report that the efficiency of the log-in process recouped significant instructional time.

# Q2

UPDATE



**Diana Tate**  
Aubry Bend Middle School  
Principal

# Q3

## UPDATE

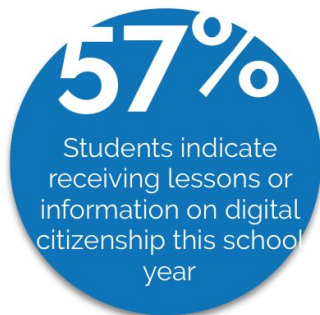
**Q: Are we able to keep students safe if devices go home?**

A: **Yes.** Our filtering during the study was very successful. However, with the ever changing landscape our strategies to keep students safe must continually evolve.

# BY THE NUMBERS

safety

# Q3 UPDATE



## Blocked Content

- o Drugs
- o Gambling
- o Network Misuse
- o Other Adult
- o Other Search
- o Pornography
- o Social Media
- o Web Ads

**12,545**  
pages were blocked from Jan 29 - Mar 30th

## BY THE NUMBERS



**141**  
harmful extensions currently being blocked by ITS

All student apps provided by a curated and vetted BV app store.

**110+**

# TRACKING THE TRENDS

safety

# Q3

UPDATE

## TRACKING THE TRENDS

### **Adult Supervision is Still Important**

While our web filtering is good, there will always be a need for adult supervision of device use—both at school and at home.

### **Instant Notifications**

Advanced analytics offer instant notifications to administrators for further review.

### **Top Ten Blocked Sites**

Filtering solution provides trending analysis on sites/searches and videos frequently accessed by students.

### **On-going Filtering**

Filtering is ever dynamic and always changing. Part of the responsibility is shared classroom management, parent/family,





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