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**EDUCATIONAL RESEARCH METHODS**  
**SAGE PUBLICATIONS. POWERED BY ACROBATIOQ**  
**EVIDENCE-BASED DESIGN**

Educational Research Methods is the first of a new generation of data-driven, personalized courseware from Sage and Acrobatiq. The courseware design is based on the highly successful research project, *The Open Learning Initiative* at Carnegie Mellon University.

**Based on the Science of Learning, Supported by Evidence**

Several university studies have demonstrated the impact of OLI/Acrobatiq instructional model. Results at multiple institutions point to accelerated learning, reduced student attrition, and significant correlations between OLI learning activities and learning gains. The following studies highlight a few of the research findings:

**Faster learning in hybrid courses**

*The Open Learning Initiative: Measuring the effectiveness of the OLI statistics course in accelerating student learning. Journal of Interactive Media in Education. Marsha Lovett, Oded Meyer, & Candace Thille, 2008.*

The researchers sought to determine if students using the Statistics course would learn at a different pace than students in a traditional, face-to-face course format. Results exceeded expectations. Students completed the OLI Statistics course in 8 weeks, with 2 class meetings per week. Traditional students completed the course in 15 weeks, with 4 class meetings per week. Although OLI students spent no more time studying statistics outside of class than their traditional peers, they demonstrated learning outcomes that were as good or better than those of their

peers. In addition, they retained the information as well in tests given 1+ semester later.

### **Reduced time to completion and cost savings at multiple institutions**

*Interactive Learning Online at Public Universities: Evidence from Randomized Trials, William G. Bowen, Matthew M. Chingos, Kelly A. Lack, & Thomas I. Nygren, 2012.*

Non-profit research organization Ithaka S+R compared a hybrid version of the Statistics course with a traditional face-to face Statistics course, using randomly assigned students at six public universities. Students in the hybrid format had comparable or better learning gains and took 25% less time to achieve the same outcomes. Managing Director of Ithaka S+R, Deanna Marcum wrote, "The results of this study are remarkable; they show comparable learning outcomes for this basic course, with a promise of cost savings and productivity gains over time."

### **Multiple courses, faster completion, and improved learning outcomes**

*Open Learning Initiative Courses in Community Colleges: Evidence on Use and Effectiveness. Julia Kaufman, Sarah Ryan, Candace Thille & Norman Bier, 2013.*

In a major study involving several OLI courses in community colleges, results showed that students using the courseware covered 33% more content in the same time than their peers in traditional courses *and* achieved a 13% learning gain compared to 2% by peers in traditional, face-to-face courses.