PROBLEM STATEMENT: Educators strive to create personalized learning experiences that engage students, enhance collaboration, and increase student outcomes.

INPUTS

What do users do with Lumio?

STUDENTS

ACTIVELY ENGAGE IN LEARNING

- Explore content through multimodal, hands-on activities
- Choose their own path with student-paced lessons/activities
- Create and collaborate in shared workspaces
- Express ideas confidently with anonymous input and live feedback
- Use accessibility tools to support their learning needs

EDUCATORS

AMPLIFY BEST TEACHING PRACTICES

- Transform static content into interactive lessons
- Personalize learning with flexible pacing options
- Check understanding with real-time feedback tools
- Promote student voice and collaboration
- Support multimodal learning with diverse activity types
- Gradually release responsibility through scaffolded instruction

ACTIVITIES

What makes Lumio special?

INCREASES STUDENT ENGAGEMENT & COLLABORATION

- Encourages autonomy and elevates all student voices
- Engages students with game-based learning
- Builds visual connections between concepts
- Fosters collaboration

MAKES LEARNING MORE ACCESSIBLE

- Enables anonymous participation
- Supports diverse learners with Immersive Reader and audio
- Offers multiple ways to show understanding
- Allows student-paced learning

PROVIDES INSIGHT INTO LEARNING

- Monitor progress and encourage self-reflection
- Identify misconceptions with real-time feedback
- Adapt instruction using live formative data

OUTPUTS

What does the data tell us about integrating Lumio?

COLLECTIVELY, USERS AGREE THAT LUMIO

PROMOTES ACTIVE LEARNING

- Increases student engagement
- Increases student collaboration
- Makes their lessons interactive

SUPPORTS BEST TEACHING PRACTICES

- 87% use Lumio to create lessons connected to real life
- 87% use Lumio to provide feedback to students in real time
- 93% adjust Lumio lessons on-the-go based on student progress
- 96% provide more practice opportunities using Lumio

INCREASES ACCESSIBILITY

- 87% use Lumio to gather student voice and provide autonomy
- 80% use asynchronous learning opportunities through Lumio
- 84% regularly use the student pacing feature for lesson delivery

*Survey respondents comprise educators distributed evenly across K-12 grades and all subject areas**

OUTCOMES

Potential benefits to using Lumio

SHORT-TERM OUTCOMES

STUDENT APPLICATION

- Solve problems *
- Practice skills in multiple formats *
- Improve communication and collaboration skills *
- Enhanced student autonomy [4]
- More inclusive participation [4]

COMPREHENSION AND PROCESSING

- Demonstrate understanding *
- Construct knowledge *
- Think creatively *
- Master learning objectives *
- Improved executive functioning skills [4]

CHANGE IN ATTITUDE

- Improve self-reflection *
- Student ownership of learning *
- Engaged in the learning process *
- Greater social engagement [4]

LONG TERM OUTCOMES

- Close achievement gaps [1]
- Increase retention [1, 4]
- Decrease K-12 dropout rates [1, 2]
- Increase student perception of satisfaction [3, 4, 5]
- Increase student mastery [3]
- Stronger self-advocacy skills [4]

Lumio™ Logic Model

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Facebook.com/groups/LumioEducators

*Lumio Efficacy Survey- Conducted internally

1. Eshom, R., Passey, D. (2023) Identifying 'best practices' in education: Findings from a literature review. Published internally
2. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. PNAS Proceedings of the National Academy of Sciences of the United States of America, 111(23), 8410–8415.
3. Educators and researchers acknowledge increased levels of student engagement have a significant positive influence on student learning and outcomes. Glanville and Wildhagen's (2007) findings suggest student engagement decreases K-12 student dropout rates. - Glanvill, J.L., & Wildhagen, T. (2007). The measurement of school engagement: Assessing dimensionality and measurement invariance across race and ethnicity. Educational and Psychological Measurement, 67(6), 1019-1041.
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5. Measuring levels of student engagement allows instructors to adapt their instructional practices in response to changes in students' motivation, involvement, and attitude about their course and educational pursuits.-.Mandernach, B. J., Donnelli-Sallee, E., & Dailey-Hebert, A. (2011). Assessing course student engagement. In R. Miller, E. Amsel, B. M. Kowalewski, B.B. Beins, K. D. Keith, & B. F. Peden (Eds.), Promoting Student Engagement: Techniques and Opportunities (pp. 277– 281). Society for the Teaching of Psychology, Division 2, American Psychological Association Mandernach, B. Jean, Emily Donnelli-Sallee, and Amber Dailey-Hebert. "Assessing course student engagement." Promoting student engagement 1 (2011): 277–281.