

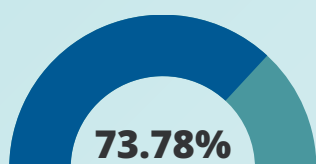


Research Brief: Defined Learning in Connecticut Schools

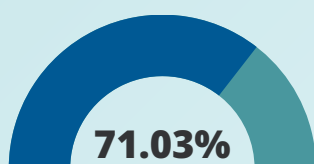
Overview:

This **mixed-methods study** conducted by **MIDA Learning Technologies** examined the implementation and impact of Defined Learning, a project-based learning (PBL) platform, in **Connecticut** schools during the 2023-2024 academic year. The study involved surveys of 86 educators, interviews and focus groups with 56 teachers and administrators, analysis of usage data from over 300 schools, and a case study offshoot of Stafford Public Schools.

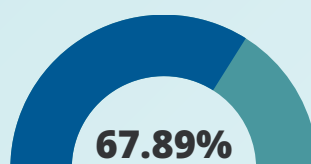
Key Findings:



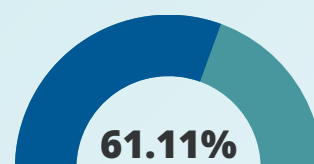
73.78% of teachers saw an increase in **student engagement**



71.03% of teachers reported improvements in students' **teamwork & collaboration skills**

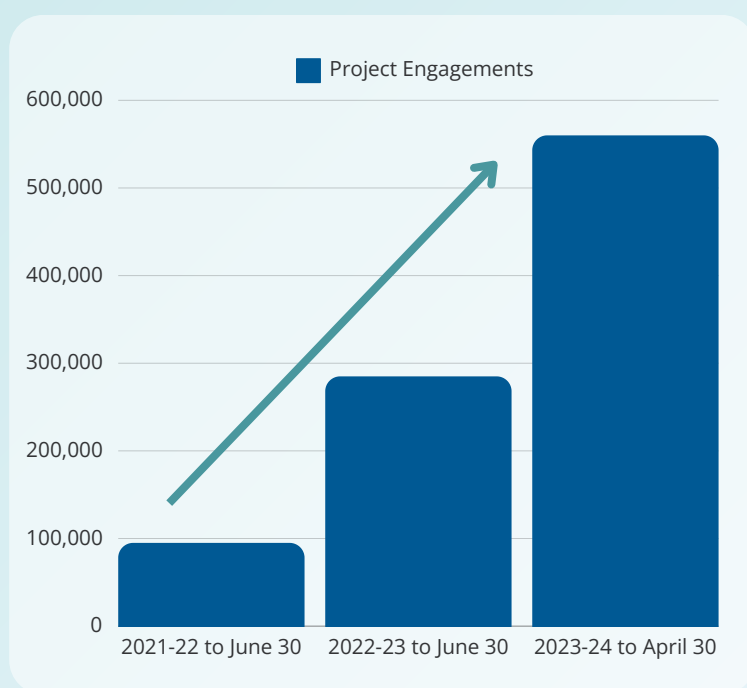


67.89% of teachers saw a significant improvement in **communication skills**



61.11% of teachers observed improvement in **overall academic performance**

Defined Learning is **widely adopted across grade levels & subject areas**, particularly in **middle schools**, showing a **continuous and substantial growth pattern** cresting in 2023-24 at **over a half-million points of engagement, 96% growth YOY** as of 4-30-2024.



- **Diverse Applications:** The platform is primarily used for instruction, enrichment, and assessment, demonstrating its versatility in supporting various pedagogical approaches.
- **Positive Impact:** Defined Learning has significantly increased student engagement, collaboration, communication skills, and academic performance.
- **Real-World Relevance:** The platform's real-world connections and career-oriented projects resonated with students and teachers, enhancing the relevance and meaningfulness of learning experiences.

For more information or to schedule PD, please email Cheryl.Tokarski@ct.gov.

www.definedlearning.com

