

INPUTS

WHAT DO USERS DO WITH LUMIO?

STUDENTS

ACTIVELY ENGAGE IN LEARNING

- Engage in hands-on learning with interactive content
- Connect to lessons synchronously or asynchronously to work at your own pace and take ownership of learning
- Collaborate with peers through interactive workspaces to actively learn together

EDUCATORS

AMPLIFY BEST TEACHING PRACTICES

- Transform static content to create and deliver interactive lessons
- Toggle between student paced and teacher paced to personalize learning
- Check for student understanding with interactive formative assessment tools
- Adjust lessons based on real-time feedback

ACTIVITIES

WHAT MAKES LUMIO SPECIAL?

INCREASES STUDENT ENGAGEMENT & COLLABORATION

- Easy real-world application
- Individual, small group, or whole-class interactive activities
- Game-based learning opportunities
- Create visual connections between concepts and concrete models

MAKES LEARNING MORE ACCESSIBLE

- Flexibility to participate anonymously
- Support scaffolded learning with instructional audio
- Build confidence and support fluency with Immersive Reader
- Opportunity to differentiate with asynchronous learning

PROVIDES INSIGHT INTO LEARNING

- Gauge student progress
- Provide real-time feedback
- Adjust lessons on the go

OUTPUTS

WHAT DOES THE DATA TELL US ABOUT INTEGRATING LUMIO?

COLLECTIVELY, USERS AGREE THAT LUMIO

PROMOTES ACTIVE LEARNING

- Increases student engagement in classrooms
- 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 OF 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 multimodal knowledge
- Share knowledge with peers
- Improve communication and collaboration skills

COMPREHENSION AND PROCESSING**

- Demonstrate understanding
- Construct knowledge
- Think creatively
- Master learning objectives

CHANGE IN ATTITUDE**

- Improve practice
- Student ownership of learning
- Engaged in the learning process

LONG TERM OUTCOMES

- Close achievement gaps¹
- Increase retention - decrease K-12 dropout rates^{1, 2}
- Increase student perception of satisfaction³
- Increase student mastery³

Logic Model

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- golumio.com
- Facebook.com/groups/LumioEducators
- Youtube.com/@LumioSocial
- Instagram.com/LumioSocial
- Twitter.com/LumioSocial



Lumio™

*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. - Glanville, 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.
 4. 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. - Mandemach, B. J., Donnell-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 Mandemach, B. Jean, Emily Donnell-Sallee, and Amber Dailey-Hebert. "Assessing course student engagement." Promoting student engagement 1 (2011): 277-281.