**PAPER NUMBER #404**

**Understanding the “how” of adaptive learning: three practical tools to inform and improve implementation**

**Presenting Authors**

Christina Synowiec1, Melissa Chiapetta2, Cammie Lee1 and Tom Feeny1 (Moderator)

**Affiliation**

1. Results for Development
2. Abt Associates

**Country of residence**

United States of America; England

**Objectives/aims**

While monitoring, evaluation, research, and learning methods have the capacity to inform and improve implementation, they have historically been used for accountability (usually to donors) and academic research. In this panel, we discuss three practical methods for generating evidence that can inform implementation: rigorous monitoring, applied research, and rapid experimentation.

Our goal is to move the discussion beyond the *need* for adaptive learning to the *how* – sharing lessons on which methods are best suited for answering partner questions, what has (and has not) worked in implementing these methods.

**Methods**

We introduce three projects as case studies focusing on why we chose these methods and how they informed implementation:

1. Rigorous monitoring: ongoing feedback generated through an educational mobile app in India – Christina Synowiec
2. Applied research: a clinical study on the rates of misdiagnosis of childhood pneumonia in Tanzania health facilities to define the scope of future activities to reduce pneumonia deaths – Cammie Lee
3. Rapid experimentation: testing approaches to change behavior and improve child protection in Cambodia – Melissa Chiapetta

Then, we hope to generate discussion with attendees, exploring the problem we identified and how tools like these can be applied more widely.

**Main findings**

We expect the following key results:

1. Attendees learn about specific methods that can be used to generate evidence for decision making
2. Attendees have a space to reflect on how those methods could (or couldn’t) be applied in their research, or used to inform their practice
3. Panelists spread awareness and knowledge about the methods and what we have learned in applying them
4. Panelists receive questions and ideas from attendees that can inform how we adapt and improve our approach
5. More practical discussion is generated broadly about the application of methods aimed at informing practice