

Designing for student facing learning analytics

Kirsty Kitto

Connected Intelligence Centre

@KirstyKitto • kirsty.kitto@uts.edu.au

what is learning analytics? (LA)

Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs

SoLAR definition



example: course signals at Purdue



Arnold, K. E., & Pistilli, M. D. (2012). Course signals at Purdue: Using learning analytics to increase student success. In Proceedings of the 2nd international conference on learning analytics and knowledge (pp. 267-270). ACM.

many systems now offering some form of LA

The EdPlace dashboard for Bobby shows a 'My dashboard' header with a 'Logout' button and the date '10/06/2014 12:01:17 pm'. It displays 'Hi Bobby' and '197 Points'. A 'Worksheets to do' section lists three tasks: 'Use colors to signal a list' (English, 10 points), 'Write a number of quarters in different ways' (Maths, 10 points), and 'Skeleton and Circulation 2' (Science, 10 points). A 'Badges' section shows icons for various subjects. A 'Progress' section shows an 'Overall' progress of 64% with a 'See all progress' button. A 'Next reward' section shows '41 points to go!' and a reward of 'A day out with your friends'.

The Kate Spade customer profile dashboard shows a search bar for 'Search classes or people'. It displays the user's profile 'Kate Spade' with contact information. The 'ACTIVE COURSES' section lists 'Ballet Intro', 'Acrobatics 1', and 'Pilates Intro'. The 'RECENT CLASSES' section lists 'Ballet Intro' (Thu, 29 May), 'Acrobatics 1' (Thu, 29 May), 'Pilates Intro' (Wed, 28 May), and 'Circus Prac' (Sun, 5 May). The 'REVENUE (\$)' section shows a donut chart for 'THIS MONTH' with a value of 486 and a bar chart for 'CLASSES BY MONTH' showing revenue from March to May.

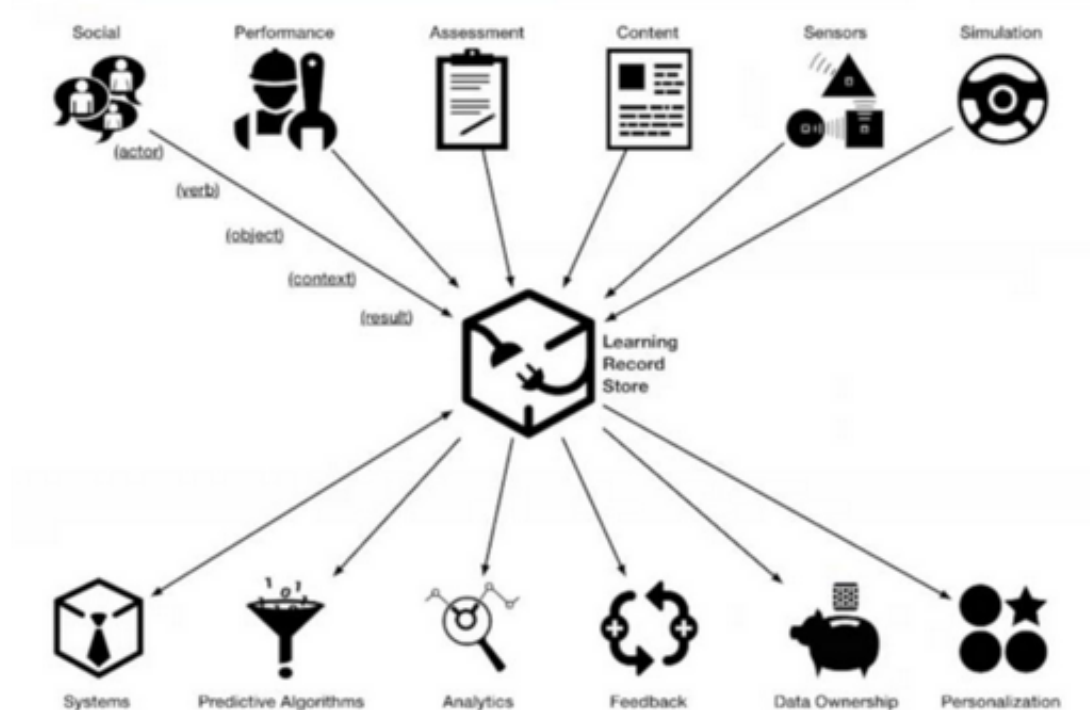
The 'Essentials of Pharmacology for Health Professions' course dashboard shows a 'Current Grade' of B+, 'Assignments Done' of 12, 'Assignments Left' of 17, and 'Days Remaining' of 28. It lists 'UPCOMING COURSE MILESTONES' including 'Unit 7 Practice Quiz - Controlled Narcotics' (due 04), 'Final Essay Rough Draft Due' (due 19), and 'Job Shadow Research Assignment Paper Due' (due 23). A 'COURSE PROGRESS' section shows a '61% Complete' progress bar. A 'RECENT ASSIGNMENT GRADES' section shows a line graph of grades over time.

BUT is it any good?

where does learning happen?



but new data standards are emerging...
new possibilities!





so a lot of data is coming to education!
but how can we use it effectively?



but data must
be cooked with care!

- *are you capturing all of the relevant data?*
- *is what you are collecting even useful?*
- *or are you just collecting it because you can?*
- *and what metrics are you developing from your data?*

Bowker, G. C. (2005). Memory practices in the sciences (Vol. 205). Cambridge, MA: Mit Press.

the clicks to constructs problem

*low level click stream data
rarely yields significant
insights*

*BUT a careful mapping to
educational constructs can
lead to far more useful
outcomes*



Gibson, A., Kitto, K., & Willis, J. (2014). A cognitive processing framework for learning analytics. In Proceedings of the Fourth International Conference on Learning Analytics And Knowledge (pp. 212-216). ACM.



student facing LA

we should give students access to rich LA

In principle this should help to promote things like:

- *learning to learn*
- *metacognition and reflection*
- *interpretation and sensemaking*
- *data literacy*
- *lifelong learning*

And ethically... is it reasonable not to give students access to the data that they themselves generate?



but care is required...

what would a student do if:

- they were a first in family low SES type student and told in their first year maths class that they were failing?
- a dashboard showed them at the bottom of a leader board?
- ... at the top?
- a social network tool showed them as the only student who was not connected to anyone else in class? ... and they were suffering from anxiety and depression?



[Home](#) > [Announcements](#) > Student focus group: "Learner-facing learner analytics + analysis of student perspectives"

Staff Announcements

Student focus group: "Learner-facing learner analytics + analysis of student perspectives"

14 November, 2017 **(staff)**

Students are invited to participate next week in a student focus group as part of a national project (Learner-facing learner analytics + analysis of student perspectives GU ref no: 2017/1696) that is designed to explore the perceptions of students to learning analytics and the requirements for a potential student facing dashboard.

The aims of the project are too specifically:

- Identify the data / information institutions, can provide to students, to support their university studies.
- To determine how can learning analytics can most appropriately be visualized and presented to students.
- Identify the potential concerns students have about the collection and use of data.

Two focus groups will be conducted on **Tuesday, 21 November** from 1-2.30pm and **Thursday, 23 November** 10.30am-12pm. Other focus groups can be

Search announcements

Enter a keyword or a date to search all announcements.

Search

Other announcements

- ▶ [Vice Chancellor's Messages](#)
- ▶ [Alerts](#)

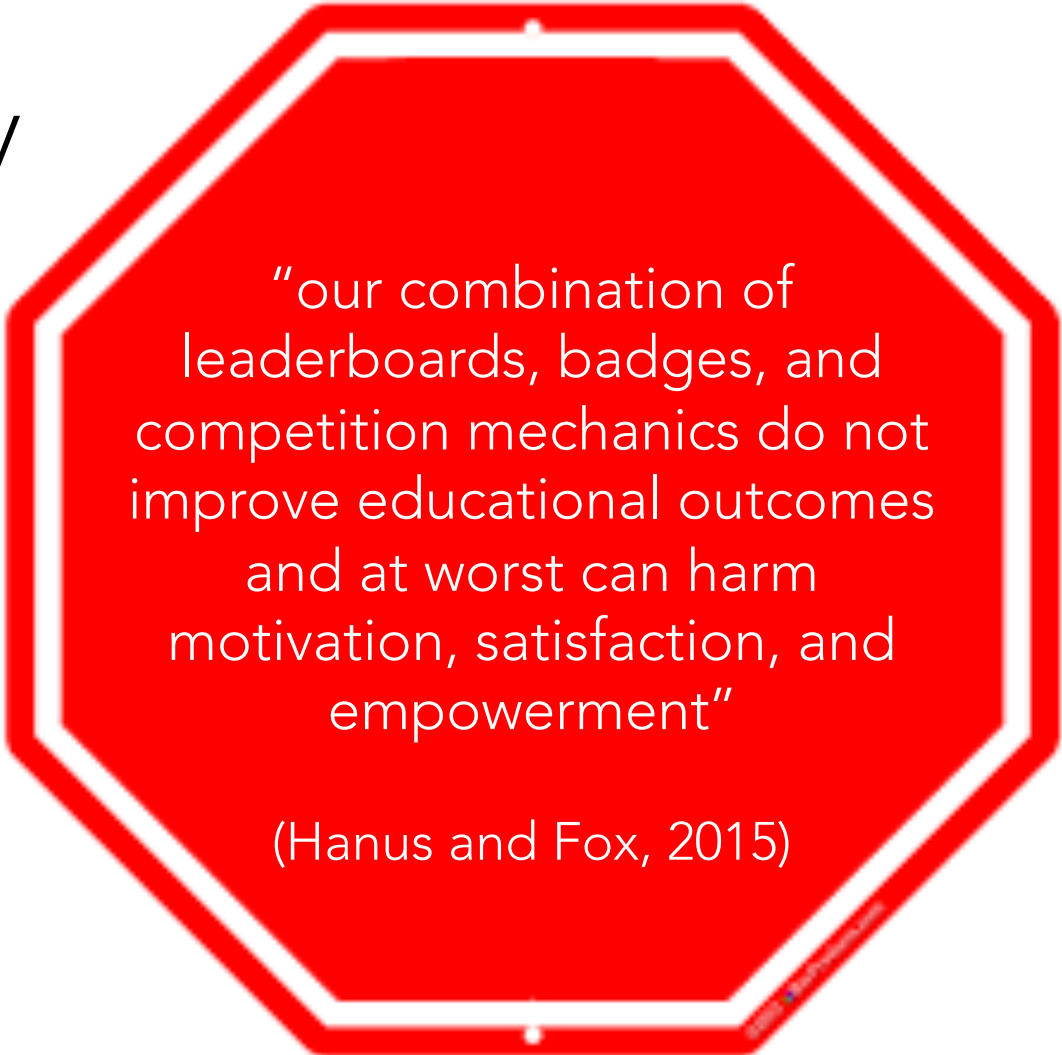
Submit a new announcement or event

Will this communication be for staff or students (or both)?

things can go very wrong with naïve approaches

Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study of intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 8, 152–161.

Khan, I., & Pardo, A. (2016). Data2U: Scalable real time student feedback in active learning environments. In *Proceedings of the international conference on learning analytics and knowledge* (pp. 249–253). Edinburgh, Scotland: ACM.



"our combination of leaderboards, badges, and competition mechanics do not improve educational outcomes and at worst can harm motivation, satisfaction, and empowerment"

(Hanus and Fox, 2015)

ID14-3821: ENABLING CONNECTED LEARNING VIA OPEN SOURCE ANALYTICS IN THE WILD: LEARNING ANALYTICS BEYOND THE LMS

This project is supported by the Australian Government's office for learning and teaching

QUEENSLAND UNIVERSITY OF TECHNOLOGY:

Kirsty Kitto (Lead Investigator), Mandy Lupton, John Banks, Dann Mallet, Peter Bruza

UNIVERSITY OF SOUTH AUSTRALIA

Shane Dawson, Dragan Gašević (Uni of Edinburgh)

UNIVERSITY OF TECHNOLOGY SYDNEY

Simon Buckingham Shum (and now Kirsty Kitto!)

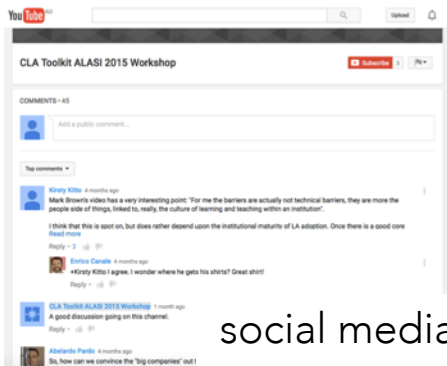
UNIVERSITY OF SYDNEY

Abelardo Pardo

UNIVERSITY OF TEXAS (ARLINGTON)

George Siemens

the connected learning analytics toolkit



social media



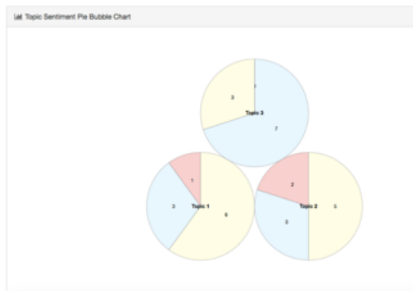
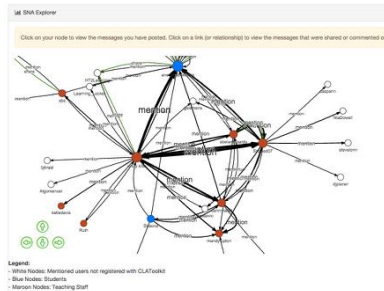
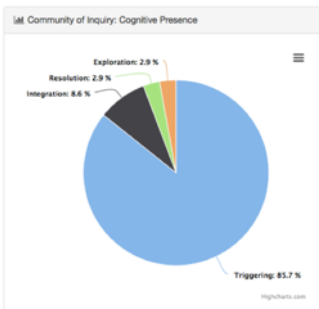
```
330 class TOPICNODEView(DefaultMixin, APView):
331
332     def get(self, request, *args, **kw):
333
334         course_code = request.GET.get('course_code', None)
335         platform = request.GET.get('platform', None)
336         start_date = request.GET.get('start_date', None)
337         end_date = request.GET.get('end_date', None)
338         num_topics = int(request.GET.get('num_topics', None))
339
340         result = json.loads(get_LDAPV3JSON(platform, num_topics, course_code, start_date, end_date, num_topics))
341         response = Response(result, status=status.HTTP_200_OK)
342         return response
343
344 class MCLASSIFY(DefaultMixin, APView):
345
346     def get(self, request, *args, **kw):
347
348         course_code = request.GET.get('course_code', None)
349         platform = request.GET.get('platform', None)
350
351         result = classify(course_code, platform)
352         response = Response(result, status=status.HTTP_200_OK)
353         return response
354
355 class MLTRAIN(DefaultMixin, APView):
356
357     def get(self, request, *args, **kw):
```

learning analytics

students

academics

admin & developers



Title	Description	User #	Created		
Kinley's LRS		1	2019-05-09 11:00:05	✓	✗
Mandy's LRS		1	2019-05-11 23:02:19	✓	✗
Jamie's LRS		1	2019-05-11 23:02:35	✓	✗
Abelardo's LRS		1	2019-05-11 23:03:00	✓	✗
Shawn's LRS		1	2019-05-11 23:03:49	✓	✗
Grace's LRS		1	2019-05-11 23:04:23	✓	✗
Zoe's LRS		1	2019-05-11 23:05:00	✓	✗
Ben's LRS		1	2019-05-11 23:05:00	✓	✗
Simone's LRS		1	2019-05-11 23:05:35	✓	✗
Abelardo's LRS		1	2019-05-11 23:05:10	✓	✗

some details (CLA toolkit)

1. Has a philosophy of going to the students where they are actually learning (rather than expecting them to come to us)
2. Can currently access data from: wordpress blogs, twitter, youtube, facebook, trello, github, slack
3. Stores data in xAPI format (to ensure future interoperability)
4. Only retrieves data for specific learning activities and only if students sign up
5. And gives students access to their own analytics

Question: How can we give students access to rich LA that encourages metacognition and reflection?



CAUTION

- a “go look at it” approach tends to fail
- students don't apply knowledge
 - limited reflection
 - often blindly believe LA instead of questioning it and reinterpreting
 - and it can be **hard to use** without scaffolding

Learning designs for student facing LA

- authentic integration with assessment is necessary
- 3 learning design patterns are being used right now
 - do-analyse-change-reflect
 - active learning squared
 - Groupwork
- More will come in time! (Especially if you come to my workshop)

Kitto, K., Lupton, M., Davis, K., Waters, Z. (2017). Designing for Student Facing Learning Analytics, *Australasian Journal of Educational Technology*, 33(5), 152-168.

Kitto, K., Lupton, M., Davis, K., Waters, Z. (2016). Incorporating student-facing learning analytics into pedagogical practice. In S. Barker, S. Dawson, A. Pardo, & C. Colvin (Eds.), *Show Me The Learning*. Proceedings ASCILITE 2016 Adelaide, pp. 338-347.

do-analyse-change-reflect

Do: Students are instructed to participate in some sort of activity.

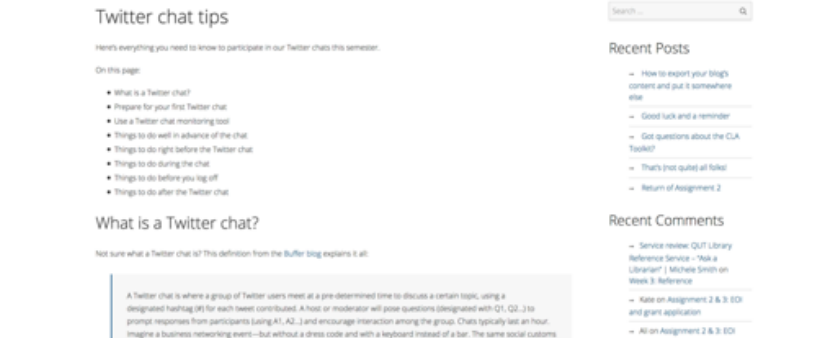
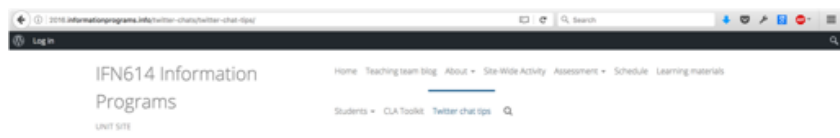
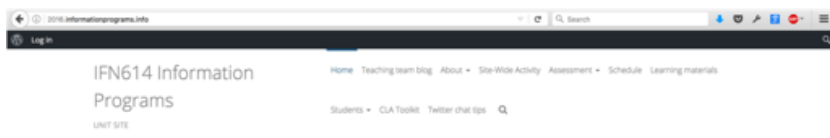
Analyse: Students are encouraged to consider LA dashboards that have data collected during the *do* phase.

Change: Students encouraged to consider *changing* their behaviour as a result of the analytics that they see in the *analyse* phase.

Reflect: Students participate in a reflective process where they explain how they used the LA to make sense of their behaviour, and whether they decided to change as a result (and how).

does it work? ... maybe

Unit	Semester	Aim/pattern	Linked to assessment	N=
IFN614 Information Programs	S2, 2015	Piquing students curiosity Examine, relabel classifier	No	S:12 AL:6
IAB260 Social Technologies	S1, 2016	Do-analyse-change-reflect	Yes	S:23 B:17
IFN614 Information Programs	S2, 2016	Do-analyse-change-reflect (predict, compare)	Yes	S:21 B:11



for example (Trial 3)

Do: blogging assignment was introduced in the first week of semester

Analyse: In week 2 students were introduced to the Col model (Garrison et al., 2001) and were encouraged to sign up for the CLA toolkit (optional)

- a class provided an overview of the Col model and the CLA toolkit
- 23/40 signed up (eventually)
- Students blogged about role and activity they were aiming for

Change: Students encouraged to think about how they were contributing to the community using data in the CLA toolkit dashboard and to change

Reflect: In week 14 students were required to critically evaluate their engagement with respect to their aims in week 2 (assessed!)

final blog post prompt for Trial 3

- What role did you want to play in the community this semester? Did you achieve that?
- How many comments did you make on your peers' posts
- Why did you comment as much as you did; what factors influenced the volume of your contributions?
- Did you need to modify your instinctive behaviour to engage the way you wanted to, or felt you should, engage?

Score	Level of analysis	N = 11
1	Included some /all graphs with no reference or analysis	1
2	Included some/all graphs, quantitative analysis relating activity to personality &/or interest	2
3	Included some/all graphs, quantitative analysis relating activity to personality &/or interest, basic analysis on activity in relation to week 2 aim	5
4	Included some/all graphs, referred back to week 2 aim, compared & contrasted, mentioned qualitative aspects	3

Out of 21 who
signed up, 40
total!

A very strong reflection from most recent trial

In Week 2 I was very aspirational about the role I wanted to play; ‘I would like my profile to be professional, respectful, organised, connected and visible. I aim to be an active participant within “reflection and critical discourse that is the core dynamic of a community of inquiry”. I achieved my aim of being an active participant as I made over 75 comments on my peers’ posts, averaging over 5 per week. **However I feel I did not participate fully in all 4 phases of the cognitive presence in the Practical [sic] Inquiry Model; triggering event, exploration, integration and resolution – despite having sentence openers taped next to my computer!** Triggering events and some exploration were met by sharing an interesting article relevant to a post I had read and also asking some questions, but I felt a lot of my posts were agreeing with and complimenting upon the erudite musings of my peers. I was definitely wary of confronting differing ideas and promoting a critical discourse. **This participation in all cognitive phases needs improving** so the sentence openers will remain up!
[score=4]

Providing personalised,
timely support actions to
large student cohorts.

LEARN MORE



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**PERSONALISATION
IS NOT ABOUT
FIRST/LAST NAME.
IT'S ABOUT
RELEVANT
CONTENT.**

Dan Jak



CATHERINEMONGINA



catherinemongina

weekly personalised feedback to 800+ students

(Acknowledgement: Jurgen Schulte, UTS Science)



Lecture Response

Attendance
Engagement
Understanding
Workload



Assignments Exams

Participation
Engagement
Solving Skills
Time Management



Laboratory

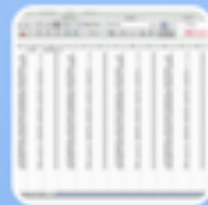
Participation
Time Management
Solving Skills
Reporting Skills



Exams

Selected Material
Comprehension

Solving Skills
Engagement



Dashboard

Engagement
Participation
Working Pattern

rapid, personalised feedback at scale to students

(developed by Jurgen Schulte, UTS Science)

End of **week 3** feedback case 3

cond 1

Dear **Osiri**,

cond 2

Quite a few students had to move lab classes the past two weeks. This is just to confirm that I have you on record that you are now in lab **Group 18** and that your online lab report should be submitted at our **Group 18** pages.

cond 6

You had a good start with Physical Modelling and seem to be well on track.

cond 7

You managed to achieve 9 out of 10 marks in your WileyPLUS assignments.

Your lab reports came back with 7 out of 7 marks.

cond 8

I noticed you are a keen participant of our lecture exercises. Did you know that they can be accessed before as well as after the lecture, not just during lecture?

cond 9

You seem to have had problems with one of the forces questions. Please have a look at HRW Chapter 3.2.2 where this case is discussed in more detail.

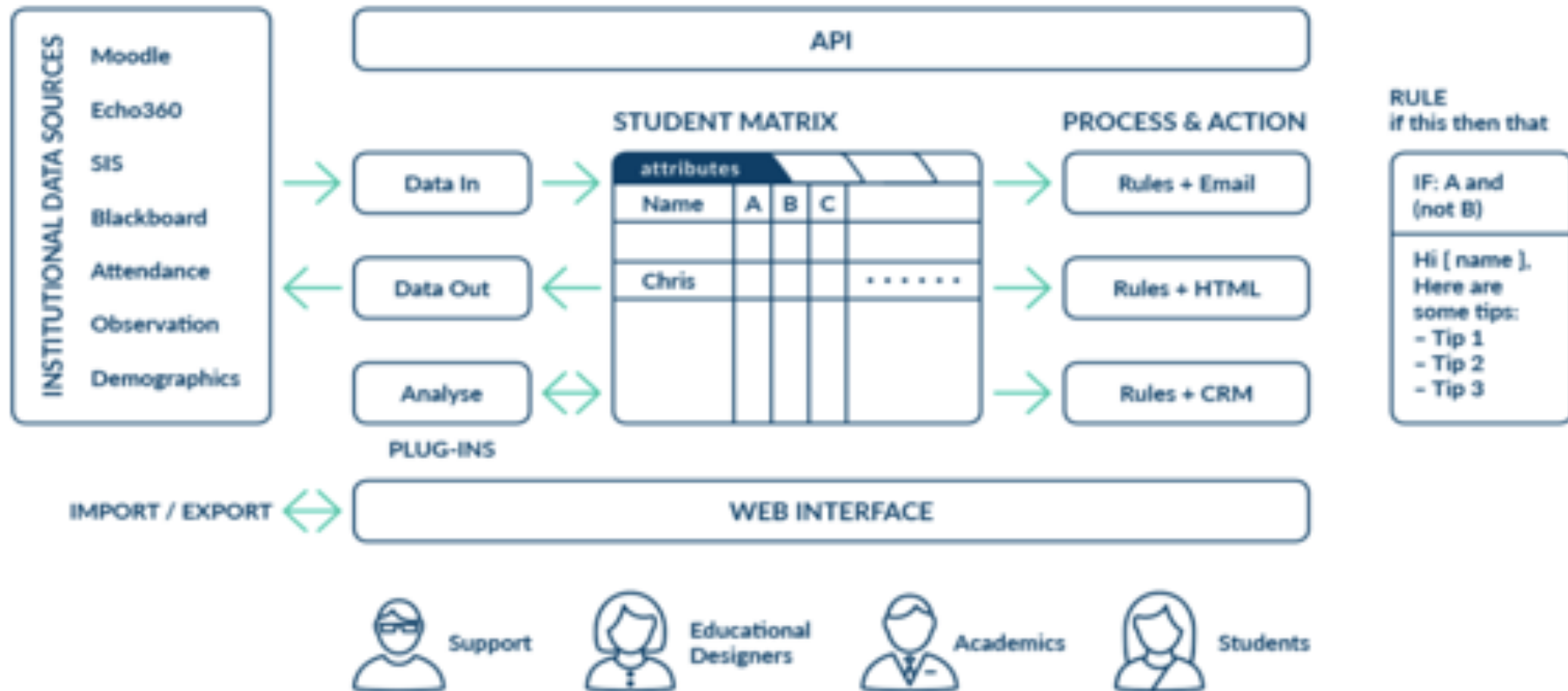
cond 5

Please don't forget that the our **third** homework assignment has been released already. This assignment will be due 11.00 pm Friday next week.

Kind regards,
Jurgen Schulte

to national funding...

Office for Learning & Teaching: <http://OnTaskLearning.org>





The 8th International

Learning Analytics & Knowledge Conference

SMC Conference & Function Centre, Sydney, NSW, Australia

March 5-9, 2018 #LAK18



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REGISTRATION



WELCOME TO LAK'18 - SYDNEY, AUSTRALIA

Welcome to the official web site for the 8th International Learning Analytics and Knowledge (LAK) Conference! This year's conference will be held at the SMC Conference & Function Centre in Sydney, Australia on March 5-9, 2018. The preparations for LAK18 are currently ongoing and we will be releasing information in the coming months.



Tweets by @lak18syd



LAK18 @lak18syd

Notifications for #lak18syd are now out. Register for early bird rates at lak18analytics.sydney.edu.au/conference-reg... before 9th January



Nov 23, 2017



LAK18 Retweeted



Rebecca Ferguson @PBeccaF

If you would like to join the @lak18syd doctoral consortium, today is the deadline for applications



Nov 10, 2017

don't forget!

Panel – solving a common problem

Kirsty Kitto & Andrew Gibson

Connected Intelligence Centre

@KirstyKitto • kirsty.kitto@uts.edu.au

how can we improve discussion forums?

student discussion forums often lapse into naïve arguments or banal commentary...

how can we encourage students to develop their communication skills in this online format?

The screenshot shows the Canvas LMS interface for a group named 'Instructional Designers'. The header includes the Canvas logo and navigation links like Home, Answers, Ideas, Groups, and Browse. Below the header, there's a group banner with the title 'Instructional Designers' and a 'Follow' button. A welcome message states: 'Welcome to the Instructional Designers group! This is a group for teachers and instructional designers to help each other, collaborate, and discuss elements of course design in Canvas. "If learners think it looks bad, you may have lost a good percentage of the battle in getting them to pay attention." - Patti Shank (@pattishank19)'. There are buttons for 'ASK A QUESTION', 'START A DISCUSSION', 'VIEW ALL RESOURCES', and 'VIEW ALL MEMBERS'. A search bar is at the bottom left, and a sidebar on the right lists 'ACTIVE DISCUSSIONS' and 'FEATURED CONTENT'.

The screenshot shows a forum post on ednet.com titled 'Tools: Anyone here interested in learning analytics?'. The post is by 'lastinstructionaldesign' and was submitted 4 months ago. The content of the post is: 'I'm considering a job switch from instructional design to learning analytics. Is learning analytics all that different from standard data analytics?'. There are 17 comments, with the first one from '11 Blueflourite' dated 1 year 4 months ago. The post has a 'WANT TO ADD TO THE DISCUSSION?' section with a 'Post a comment!' button and a 'CREATE AN ACCOUNT' button. The forum also has a sidebar with 'INSTRUCTIONAL DESIGN' and 'NEW TO INSTRUCTIONAL' sections.

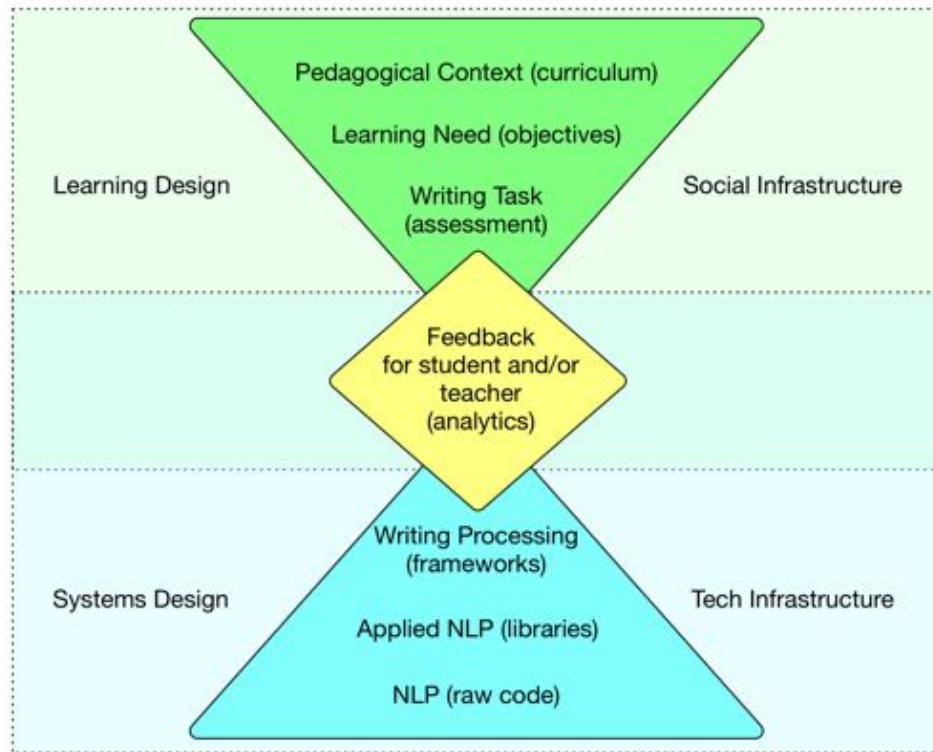
The screenshot shows a Stack Overflow question titled 'Shiny: passing input\$var to aes() in ggplot2'. The question is asked by 'uR' and has 5 answers. The accepted answer is by 'Shiny' and explains how to use 'aes_string()' to pass a variable to 'aes()'. The code snippet shows:

```
outputplot <- renderPlot(ggplot(plotData$var=input$var_select, aes(x=var, y=fill(input$var_select) + geom_density(aes(input$var_select))))
```

 The question also includes a 'SOLUTION: using aes_string()' section and a 'HELP CONTRIBUTE TO THE WIKI' link.

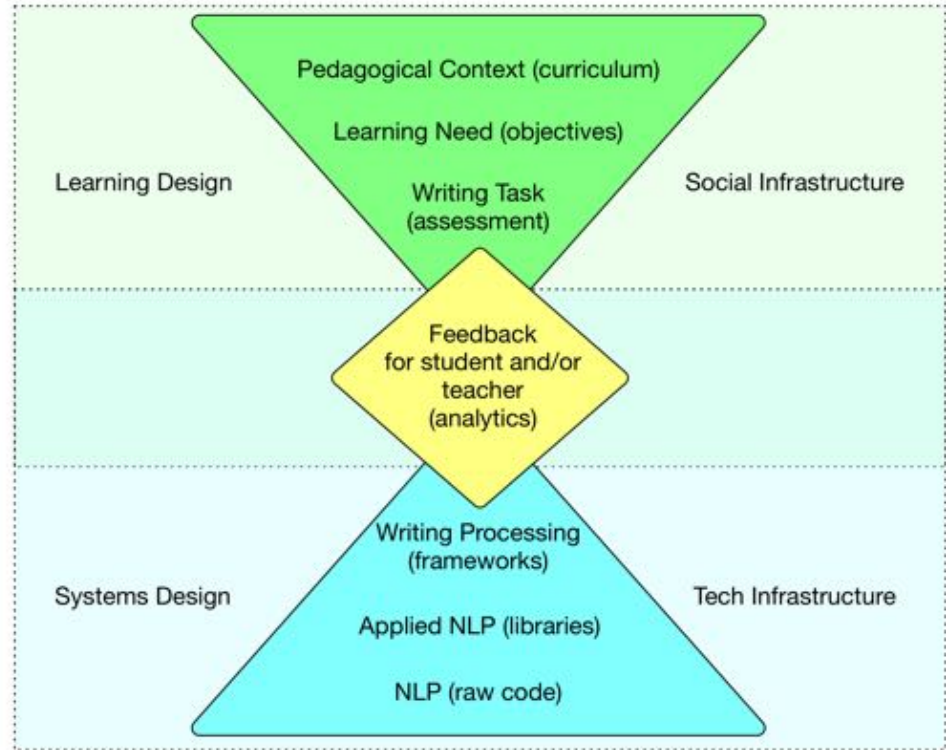
The Writing Analytics Approach

- View the issue not as solely an analytics problem
- Joint pedagogic and computational approach
- Socio-technical solution



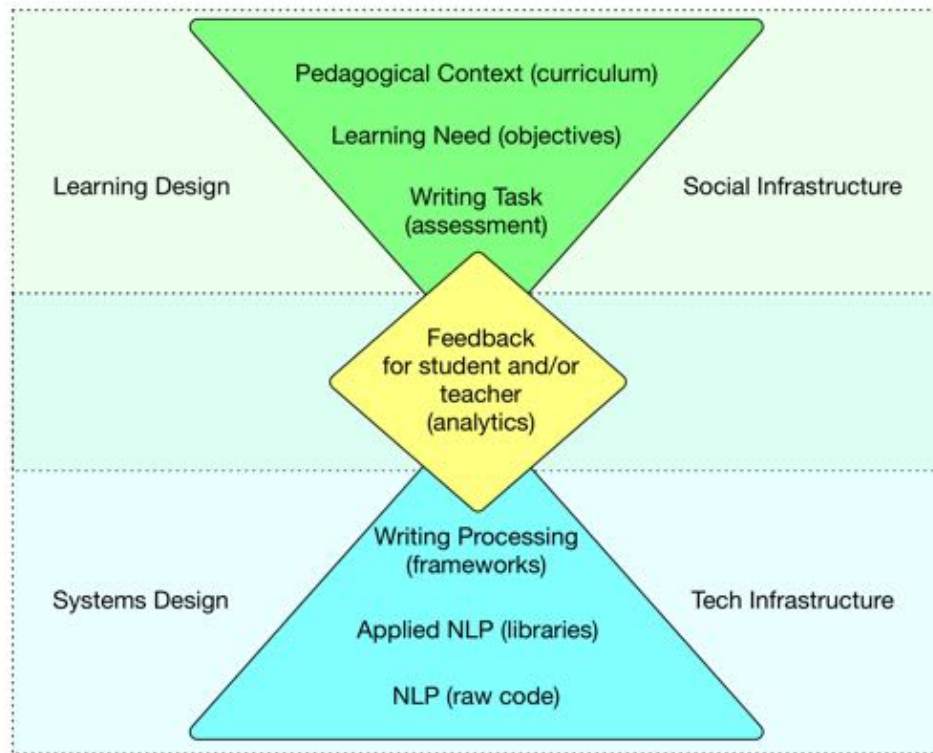
Formative feedback – learning value

- Providing individual feedback to each contributor on their discourse
- The extent to which desirable language is used
- The extent to which undesirable language is not used



What to look for?

- simplistic or throw-away statements
- me-too statements
- Conflict
- Agreement
- statements describing problems
- statements positing solutions
- identifications of self change



An example...

General feedback on your writing:

- Your document does not appear to have a good balance of the key sentence level features that AWA expects to find in reflective writing. These are represented as coloured icons located at the beginning of sentences. In reflective writing, AWA does not expect to have very few of one type of sentence feature together with a large quantity of another. Check this against your assessment rubric or with one of your subject tutors as you may be missing a key element of good reflective writing.
- Your document appears to have a number of words that AWA does not recognise. Try using word processing software to locate the specific mistakes, correct your document, and try submitting it again to AWA.

Depth	Intention						What change is likely to lead to future benefits?
	Integration			What impact on my goals/aspirations?	What other ideas could I use to change myself?	How do others address these challenges?	How can I learn from other perspectives?
	Internalisation		What do these feeling say about me?	How is this a problem that challenges me?	Why do I need to change?	How can I change?	
	Interpretation	What does it mean for me?	Why do I feel this way?				
	Impression	What do I notice about my situation?					
		Thoughts	Feelings	Challenge	Self critique	Potential solution	Learning opportunity
		CONTEXT		CHALLENGE		CHANGE	
		Narrative					

JIM's Business communications reflection

Effective dialogue is essential not only in an organisational environment, but within my day-to-day lives. Communication starts with the self. ● **By becoming aware of my learned cultural viewpoints and limitations, I can ascertain how to overcome them.** ▲ **I must understand my own biases, why I have them, and how this impacts my environment and the way I collectively work.** ● The reflective essay has illustrated disconnects between the communication theories I learned and wrote about in assignment one and the group dynamics, communication culture and my own personal limitations and dialogue flaws within the group essay development. ● **Not only have the theories informed my educational development, but also the issues discovered during the group case study have informed my professional environment.** There are many obstacles to becoming an effective and authentic communicator in the 21st century including time and physical locations, yet through self-reflection & personal knowledge of my limitations & bias, I am able to navigate obstacles in order to pursue authentic dialogue.

The group assignment was an important project to not only collectively formulate a communication case study

active learning squared

cognitive presence

“extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication.”

Triggering



Exploration



Integration



Resolution

Garrison, Anderson, Archer (2001) Critical thinking, cognitive presence, and computer conferencing in distance education. American journal of distance education, 15(1):7–23



<https://plus.google.com/u/0/+StefanPSchmid/posts/4wrUbFzFwpJ>

current state of the art uses machine learning to classify discussion forum text using this construct

Kovanović, Joksimović, Waters, Gašević, Kitto, Hatala, Siemens (2016).
Towards automated content analysis of discussion transcripts: a cognitive
presence case. In Proceedings of the Sixth International Conference on
Learning Analytics & Knowledge (LAK '16). ACM, New York, NY, USA, 15-24.

Towards Automated Content Analysis of Discussion Transcripts: A Cognitive Presence Case

Vilimir Kovanović
Murray House School of
Education
The University of Edinburgh
Edinburgh, UK
v.kovanovic@ed.ac.uk

Dragan Gašević
Murray House School of
Education and School
of Informatics
The University of Edinburgh
Edinburgh, UK
dgasevic@acm.org

Srećko Joksimović
Murray House School of
Education
The University of Edinburgh
Edinburgh, UK
s.joksimovic@ed.ac.uk

Kirsty Kitto
Queensland University of
Technology
Brisbane, Australia
kirsty.kitto@qut.edu.au

George Siemens
LINK Research Lab
University of Texas at Arlington
Arlington, USA
gsiemens@uta.edu

Zak Waters
Queensland University of
Technology
Brisbane, Australia
z.waters@qut.edu.au

Marek Hatala
School of Interactive Arts and
Technology
Simon Fraser University
Burnaby, Canada
mhatala@sfu.ca

ABSTRACT

In this paper, we present the results of an exploratory study that examined the problem of automating content analysis of student online discussion transcripts. We focused on the problem of coding discussion transcripts for the levels of cognitive presence, one of the three main constructs in the Community of Inquiry (CoI) model of distance education. Using Coh-Metrix and LINC features, together with a set of custom features developed to capture discussion content, we developed a random forest classification system that achieved 70.3% classification accuracy and 0.63 Cohen's kappa, which is significantly higher than values reported in the previous studies. Besides improvement in classification accuracy, the developed system is also less sensitive to overfitting as it uses only 205 classification features, which is around 100 times less features than in similar systems based on bag-of-words features. We also provide an overview of the classification features most indicative of the different phases of cognitive presence that gives an additional insight into the nature of cognitive presence learning cycle. Overall, our results show great potential of the proposed approach, with an added benefit of providing further characterization of the cognitive presence coding scheme.

Keywords

Community of Inquiry (CoI) model, content analysis, content analytics, online discussions, text classification

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1. INTRODUCTION

Online discussions are commonly used in modern higher education, both for blended and fully-online learning [42]. In distance education, given the absence of face-to-face interactions, online discussions represent an important component of the whole educational experience. This is especially important for the social-constructivist pedagogies which emphasize the value of social construction of knowledge through interactions and discussions among a group of learners [2]. In this regard, the Community of Inquiry (CoI) model [22, 33] represents perhaps one of the best researched and validated models of online and distance education, focused on explaining important dimensions – also known as presences – that shape students' online learning experience.

The most commonly used approaches to the analysis of online discussion transcripts are based on the quantitative content analysis (QCA) [12, 54, 51, 15]. According to Krippendorff [37] content analysis is "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contents of their use" [p18]. In the case of the study presented in this paper, contents is online learning environments. QCA is a well defined research technique commonly used in social science research, and it makes use of specifically designed coding schemes to analyze text artifacts with respect to the defined research goals and objectives. For instance, the CoI model defines a set of coding schemes which are used by the educational researchers to assess the levels of three CoI presences.

In the domains of educational research, QCA of student discussion data have been mainly used for the retrospective and research after the courses are over without an impact on the learners' learning outcomes [53]. In the field of content analytics [36] – which focuses on building analytical models based on the learning content including student produced content such as online discussion messages – there have been some attempts to automate some of these coding schemes. Most notable are the efforts of McKim [44] and Corich et al. [11] on automation of the CoI coding schemes, which served

but contextuality...

- training data sets are rarely shared in education
- and cohorts change – a lot!
- the Col report uses (not very) accurate Machine Learning
- need to be able to rapidly train classifiers for new cohorts
- does this provide a new teachable moment?



Active Learning Squared

the student trains the classifier while it is training the student...

Connected Learning Analytics Toolkit

Community of Inquiry Classification

Get Community of Inquiry Classifications

Want to learn about your participation within your learning community?

When you start this activity, you will see one of your posts. We have used machine learning to categorise your *cognitive presence* according to the *Community of Inquiry* model.

However, our machine learning tool is still learning and it could be wrong. We would like you to:

1. Think about how your post was classified
2. Choose what category you believe your post belongs to
3. If you like, you may highlight text from your post that you used in making your decision, or add remarks to the text-box about what helped you come to your conclusion
4. You can view your history below

What is Cognitive Presence?

Cognitive presence has four phases: Triggering, Exploration, Integration, and Resolution.

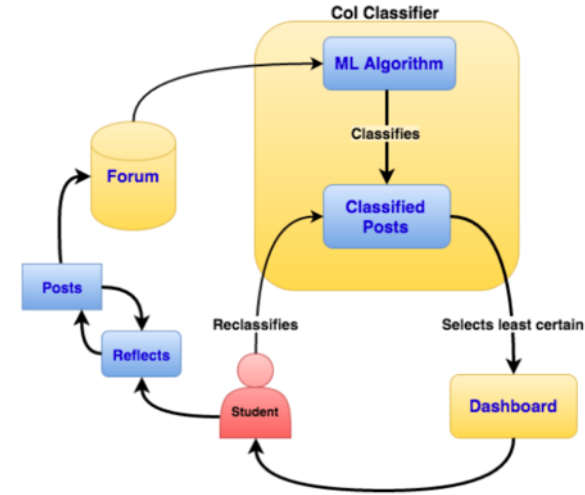
Triggering Phase initiates discussion about a particular issue/topic for inquiry.

Exploration Phase posts explore the issue at hand by exchanging knowledge between members of the community.

Integration Phase interactions build upon the ideas shared and explored in the Exploration phase and begin to construct understanding or a solution about a topic or issue.

Resolution Phase are messages in a discussion that test the solutions or understanding developed in the Integration phase.

[Begin](#)



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Community of Inquiry Classification

Community of Inquiry Classifications What is this?

We classified as: Triggering

Here's a free definition for your buzzword bingo-card

Conspectus: an approach to defining the levels at which an institution collects in a given content area. It's about the depth of collecting and there are standard indicators, which you can read about in this [PLA guide to collection development policies](#). Conspectus is also an approach that can be taken to collection development policy writing, where the policy sets out the target level of depth in particular areas of collecting. It's not used much in Australian libraries any more, and is a bit out of fashion internationally (though used by some research libraries still).

Sharing information/outside links

Triggering Exploration Integration Resolution Other

Preview:

Author	Posts
July 27, 2013 at 9:52 am	#402
 Kate Owen Keymaster	Here's a free definition for your buzzword bingo-card... Conspectus: an approach to defining the levels at which an institution collects in a given content area. It's about the depth of collecting and there are standard indicators, which you can read about in this PLA guide to collection development policies. Conspectus is also an approach that can be taken to collection development policy writing, where the policy sets out the target level of depth in particular areas of collecting. It's not used much in Australian libraries any more, and is a bit out of fashion internationally (though used by some research libraries still).

Does it work?

	posts	class	agree	ToTut	ToClas	%ToM
A	8	8	0.125	1:56	3:18	0:28
B	10	10	0.333	0:58	0:55	0:06
C	7	5	0.200	2:06	2:07	0:32
D	19	19	0.181	1:47	4:06	0:12
E	4	4	0	1:22	0:49	0:16
F	18	18	0.050	5:12	4:42	0:17
Av	11	10.67	0.143	2:13	2:40	0:19

Table 3: Key performance indicators for each IS student attempting the AL^2 task.

	IRR (κ)	IRR (%)	EC-UnSM	EC-SM	NB
IS dataset	0.09	43.0	0.473	0.305	0.302
ALASI15	0.3	47.4	0.342	0.368	0.078

Table 1: Accuracy of the three different classifiers investigated in this work for the IS and ALASI15 datasets. IRR between the two expert coders is also given, both as a kappa value (κ) and as an percentage of agreement (%) for the two datasets.

	class	agree	ToTut	ToClas	%ToM
A	13	0.153	0:20	3:56	0:18
B	10	0.400	2:31	2:10	0:13
C	13	0.428	3:44	8:35	0:40
D	10	0.500	0:45	2:07	0:13
E	8	0.375	3:47	2:04	0:16
F	3	0.333	0:29	0:19	0:17
G	35	0.114	3:04	5:02	0:09
H	2	0	1:26	0:45	0:45
I	12	0.333	5:01	5:43	0:29
J	8	0.250	6:36	3:40	0:28
K	19	0.450	3:08	7:02	0:22
L	6	0.167	0:21	2:17	0:46
M	7	0.142	1:55	4:59	0:43
N	27	0.259	1:31	9:38	0:21
O	35	0.228	1:51	2:58	0:05
P	15	0.400	0:20	5:12	0:21
Q	6	0.333	4:22	5:22	0:54
R	27	0.222	0:35	11:38	0:39
S	1	0	5:10	0:00	0:00
T	7	0	3:47	5:58	0:51
Av	12.61	0.254	2:32s	4:28	0:25

Table 4: Key performance indicators for each ALASI15 participant attempting the AL^2 task.

only Trial 1? why did it not run with Trial 3?

- it did
- no students used it
- no link to assessment
(made the go look at it mistake again)

watch this space ;)



Questions?