Student facing learning analytics

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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
Who is learning analytics for?
who gets LA at your institution?
LA ≠ identification of At Risk students

At least not only!

What does student success look like in the coming age of workforce disruption?
we should give students access to rich LA

In principle this should help to promote:

- learning to learn more effectively
- metacognition and reflection
- interpretation and sensemaking
- data literacy

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

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the connected learning analytics toolkit
some details

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
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
go try it!

A simple learning activity is available on Trello: goo.gl/2hE1JL
Make sure you follow the instructions!
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
what should I do?

- authentic integration with assessment is necessary
- student facing LA great for formative scenarios
- 3 learning design patterns have been created to facilitate
  - do-analyse-change-reflect
  - active learning squared
  - groupwork

groupwork dashboard
reflective writing analytics


The Graduate Employability Dashboard (GED)

New work funded by Graduate Careers Australia, Graduate Research Program (2017-18)

Creativity
1.
2.
3.

Communication
1.
2.
3.

Collaboration
1.
2.
3.

Critical thinking
1.
2.
3.

Students curate increasingly compelling evidence about identified professional competencies. They display them in the GED, which links to fine grained records from both formal and informal learning that are stored in a Personal Learning Record Store (PLRS).
Required Enabling Technology:
Personal Learning Record Stores (PLRSs)

Learning Record Store excerpt
14/6/2017:2202: Learner 133673 clicked http://w..
14/6/2017:2203: Learner 133673 tweeted “just fini..
14/6/2017:2203: Learner 133673 downloaded “fund
14/6/2017:2215: Learner 133673 completed surve
15/6/2017:1134: Learner 133673 completed Data
16/6/2017:1456: Learner 133673 clicked http://w..
16/6/2017:1806: Learner 133673 helped Learner 2
16/6/2017:2202: Learner 133673 clicked http://w..
16/6/2017:2235: Learner 133673 posted “why do ..
16/6/2017:2245: Learner 133673 thanked Learne
16/6/2017:2250: Learner 133673 opened UTS On
16/6/2017:2349: Learner 133673 completed UTS..
17/6/2017:0013: Learner 133673 clicked http://w..
17/6/2017:0033: Learner 133673 clicked http://w..
17/6/2017:1001: Learner 133673 attended clas.
so what have we learned?

1. student facing LA is worthwhile and already a reality
2. data interoperability and access are key
3. thoughtful learning design and integration with assessment structure is essential

thankyou!