Learning analytics informing learning design in action

Associate Professor Shirley Agostinho and David Fulcher (PhD Candidate)
Centre for Higher Education Research, Innovation and Impact (CHERII)
University of Wollongong

ASCILITE Learning Analytics SIG TriCity event, Friday 6 September 2019
Scenario: Postgraduate unit

• ‘Online learning and Teaching’ unit in our Masters of Education program
• Online delivery, 13 week semester
• Cohort:
  • 52 students
  • Geographically dispersed
  • Range of backgrounds
Scenario: Postgraduate unit

Assessment design

**Task 1:** Written piece - develop three evidence-based design principles (individual) (Due: Week 4)

**Task 2:** Design, and implement an online learning activity (group)
(Group runs the class for 1 week during Weeks 7-11)

**Task 3:** Analyse an online interaction (individual) (Due: Week 13)
Scenario: Postgraduate unit
Online activities to support students with Task 1

Task 1: Written piece - develop three evidence-based design principles (individual) (Due: Week 4)
Scenario: Postgraduate unit
Online activities to support students with Task 1

Week 1 – Read unit outline, post introduction in forum, explore online site
(Familiarisation with unit and getting to know each other)

Week 2 – Synchronous online class to explain unit, discuss and answer questions about unit and Task 1
(Familiarisation with unit and getting to know each other)

Week 2 – Post and discuss a design principle about an allocated online collaboration paper in small group discussion forums
(Practice for Task 1 + tips for online collaboration for Task 2)

Weeks 3 & 4 – Post a draft design principle from 1 research article selected in small group google docs
(Formative feedback for Task 1)
Scenario: Postgraduate unit
Online activities to support students with Task 1

Week 1 – Read unit outline, post introduction in forum, explore online site
(Familiarisation with unit and getting to know each other)

Week 2 – Synchronous online class to explain unit, discuss and answer questions about unit and Task 1
(Familiarisation with unit and getting to know each other)

Week 2 – Post and discuss a design principle about an allocated online collaboration paper in small group discussion forums
(Practice for Task 1 + tips for online collaboration for Task 2)

Weeks 3 & 4 – Post a draft design principle from 1 research article selected in small group google docs
(Formative feedback for Task 1)

Who has not read the unit outline and/or accessed the online site?
Who has not accessed the online site so I can contact them to ask why?

21 students attended – how can I find out if the others viewed the recording?
Would be very helpful to have a list of who has not participated.

Overall, a report of student weekly access would give me insight into online participation.
Learning analytics – institutional perspective

- Part of central teaching and learning unit
- Student retention focus
- Designing for scalability
Learning analytics – institutional perspective

Before Session
- LA statement in unit outlines
- Add LA Statement to Moodle Site

Start of Session
- Subject Profile Report

End of Week 3
- Students of Interest Report
- ‘Light touch’ outreach to students

End of Week 5
- Student Utilisation Summary Report

Mid-Session Recess
- Moodle Heatmap Report
- Borderline Pass Student Report

Release of Results
- Subject Reflection Report
Scenario: Postgraduate unit
Online activities to support students with Task 1

Week 1 – Read unit outline, post introduction in forum, explore online site
(Familiarisation with unit and getting to know each other)

Week 2 – Synchronous online class to explain unit, discuss and answer questions about unit and Task 1
(Familiarisation with unit and getting to know each other)

Week 2 – Post and discuss a design principle about an allocated online collaboration paper in small group discussion forums
(Practice for Task 1 + tips for online collaboration for Task 2)

Weeks 3 & 4 – Post a draft design principle from 1 research article selected in small group google docs
(Formative feedback for Task 1)

21 students attended – how can I find out if the others viewed the recording?

Who has not read the unit outline and/or accessed the online site?

Would be very helpful to have a list of who has not participated.

Who has not accessed the online site so I can contact them to ask why?

Overall, a report of student weekly access would give me insight into online participation.
Learning analytics – issues and opportunities

• Replacement for social cues in online environments
• Co-creation of learning analytic needs between institution and subject coordinator
• Sustainability of tailored learning analytics
• Analytics for analytics sake – what purpose does it serve?
Learning analytics informing learning design in action

Associate Professor Shirley Agostinho and David Fulcher (PhD Candidate)
Centre for Higher Education Research, Innovation and Impact (CHERII)
University of Wollongong

ASCILITE Learning Analytics SIG TriCity event, Friday 6 September 2019