

# *Learning analytics informing learning design in action*

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
# 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


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## 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

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

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

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

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

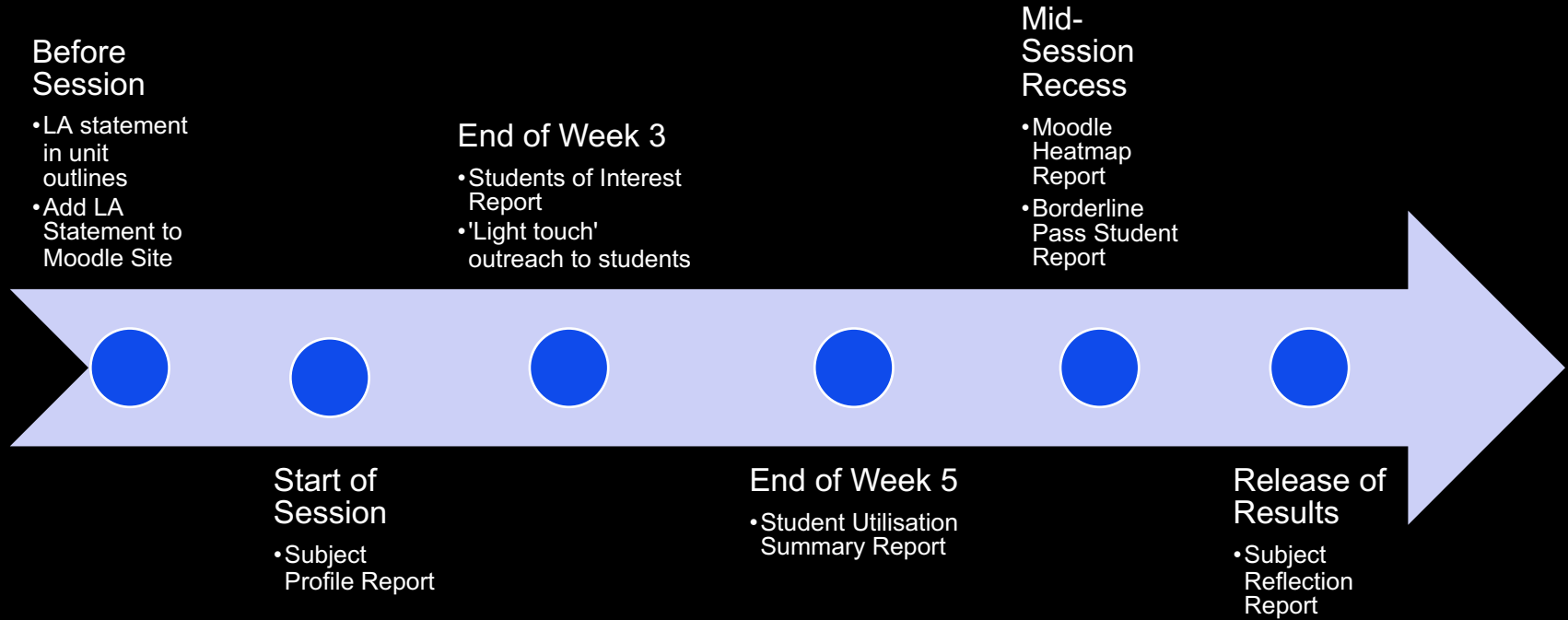
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Overall, a report of student weekly access would give me insight into online participation

# Learning analytics – institutional perspective

- Part of central teaching and learning unit
- Student retention focus
- Designing for scalability

# Learning analytics – institutional perspective





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# 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?

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