Exploring Learning Analytics

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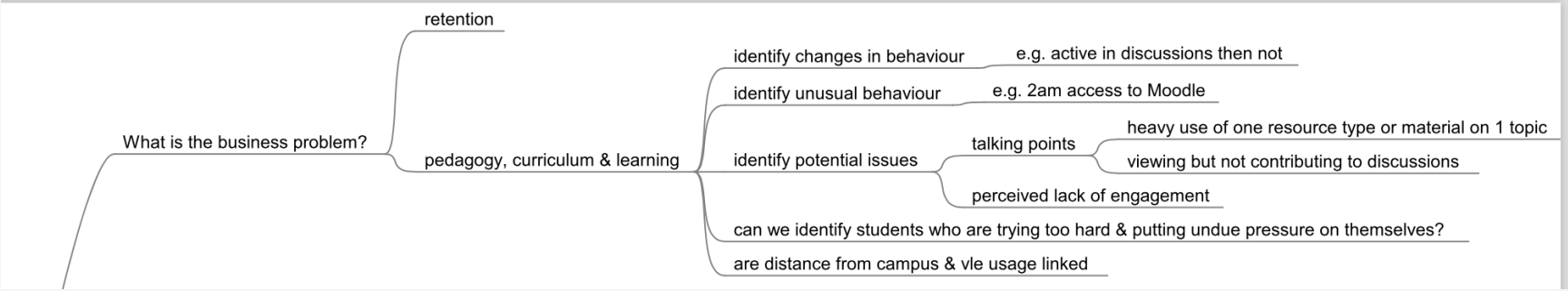
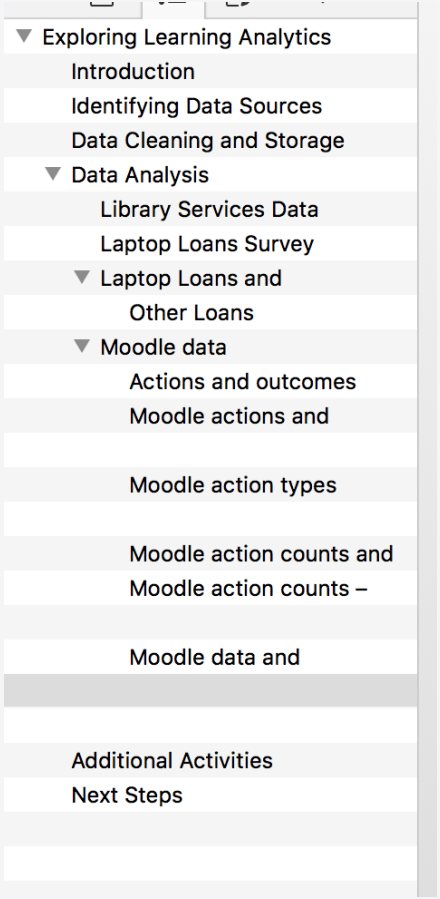
Starting point



Data

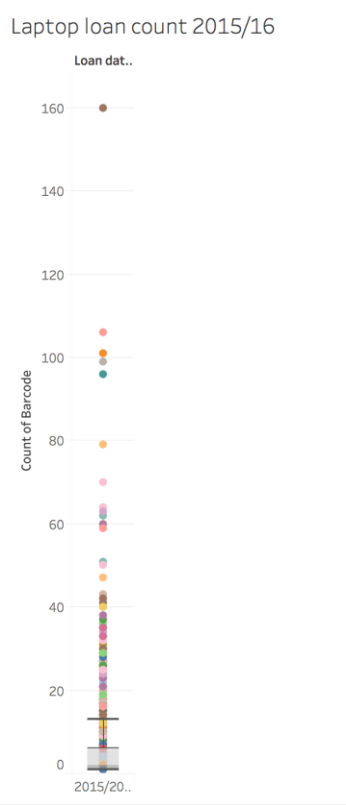
- The data requested for preliminary investigation was:
  - Moodle database (2009-2016)
  - Library loans – books (2012-2016) and laptops (2014 – Easter 2017)
  - SITS: Student code, fee status, gender, postcode, Polar 3 course, modules & module outcomes (2009-2015)
- Additional:
  - Indices of multiple deprivation

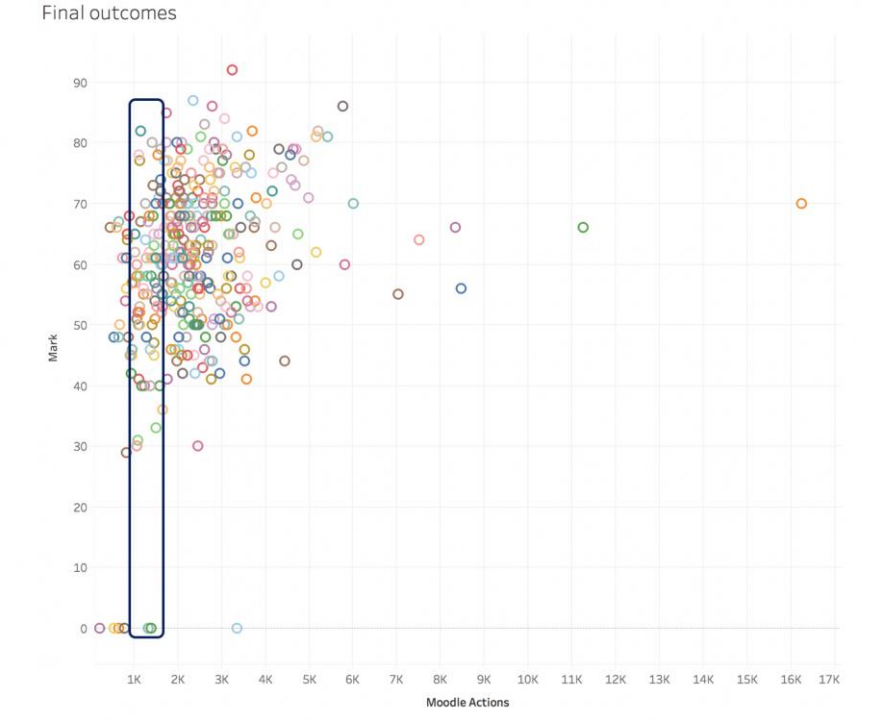
Kicking the tyres


Exploring Learning Analytics
Introduction
Identifying Data Sources
Data Cleaning and Storage
Data Analysis
Library Services Data
Laptop Loans Survey
Laptop Loans and
Other Loans
Moodle data
Actions and outcomes
Moodle actions and
Moodle action types
Moodle action counts and
Moodle action counts –
Moodle data and
Additional Activities
Next Steps

The cart before the horse?

Data -> Qs, Qs and more Qs





The caterpillar

Digging a little deeper

BIOC2001

Wkly actions count, top 6

Week of "Lsl Timec..	"U Idnumber"					
28 September 2015	185	531	301		29	212
5 October 2015	169	387	138		541	234
12 October 2015	333	238	431	226	208	347
19 October 2015	347	281	581	625	370	353
26 October 2015	131	338	394	408	268	151
2 November 2015	240	401	864	315	269	400
9 November 2015	200	325	635	248	133	370
16 November 2015	358	418	265	488	90	215
23 November 2015	255	172	338	228	130	55
30 November 2015	153	230	469	291	266	51
7 December 2015	259	90	319	138	113	69
14 December 2015	310	304	854	426	254	361
21 December 2015	4	4	81		60	6
28 December 2015	4	6	26	9		
4 January 2016	12					42

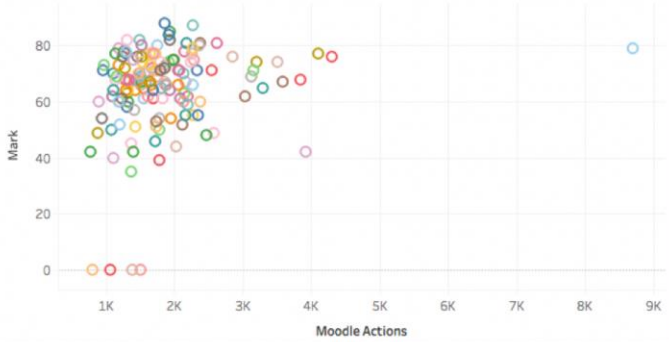
Avg weekly actions count

Week of "Lsl Timec..	"U Idnum.. Grand T..
28 September 2015	105.4
5 October 2015	123.7
12 October 2015	123.0
19 October 2015	165.9
26 October 2015	135.5
2 November 2015	232.9
9 November 2015	89.9
16 November 2015	127.0
23 November 2015	74.3
30 November 2015	82.4
7 December 2015	79.4
14 December 2015	201.0
21 December 2015	15.8
28 December 2015	14.5
4 January 2016	10.2

Mark for top 6

"U Idnumb..
68
76
79
77
42
67

Module actions count against mark



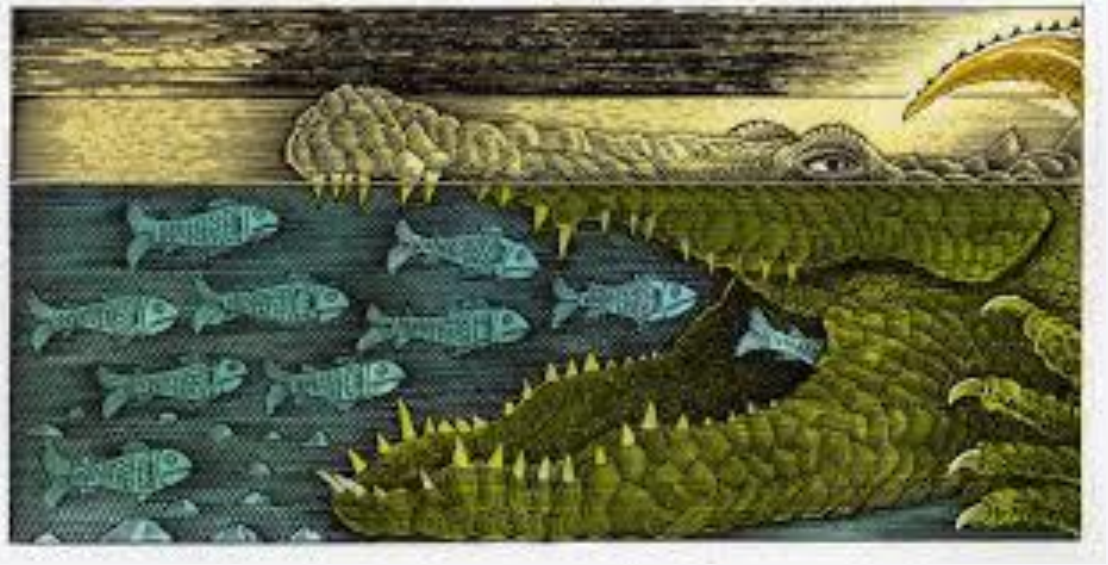
And the crocodile

The Crocodile

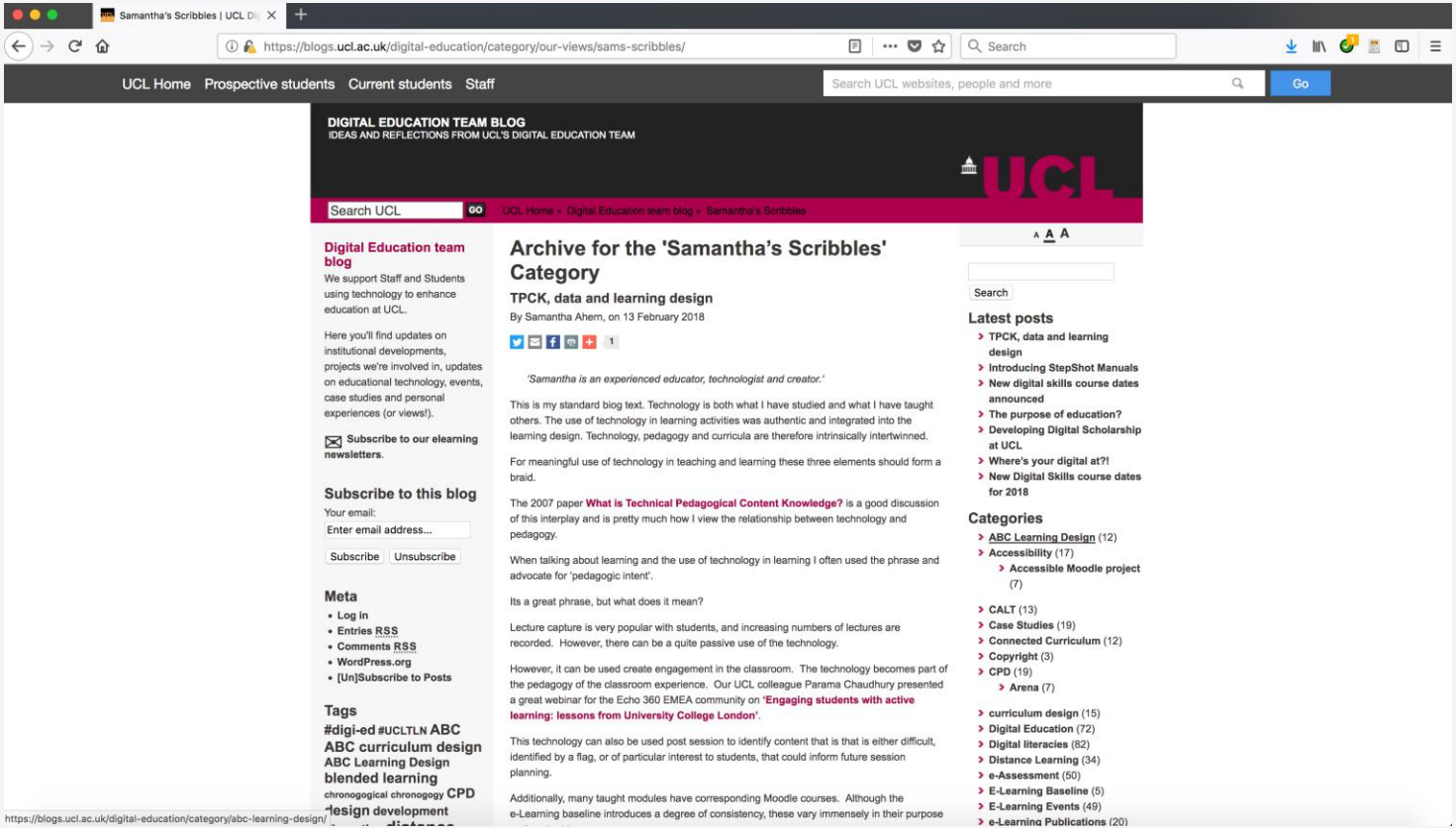
Lewis Carroll, 1832 - 1898

How doth the little crocodile
    Improve his shining tail,
And pour the waters of the Nile
    On every golden scale!

How cheerfully he seems to grin,
    How neatly spreads his claws,
And welcomes little fishes in,
    With gently smiling jaws!



I think, therefore I write



What I would like to look at

- Aligning learning analytics to student wellbeing - research questions
  - What are the current wellbeing / personal tutoring policies?
  - What data is supposed to support this?
  - What are the data flows?

- What is the focus of LA implementations?
  - Business problem
  - Data sources and flows
  - Interventions
-

- What synergies or conflicts are there between these?

- If a misalignment -
  - How could the LA applications be amended to better support student wellbeing?

What's happening?

Blog post: [TPCK, Data and Learning Design]

Finding the hook

Small (data) is beautiful

- Fits existing academic practice
- Answering specific questions not looking for patterns

Key questions

- Are the learners engaging?
- Are the learners making progress?
- Do you need to make changes to the design?

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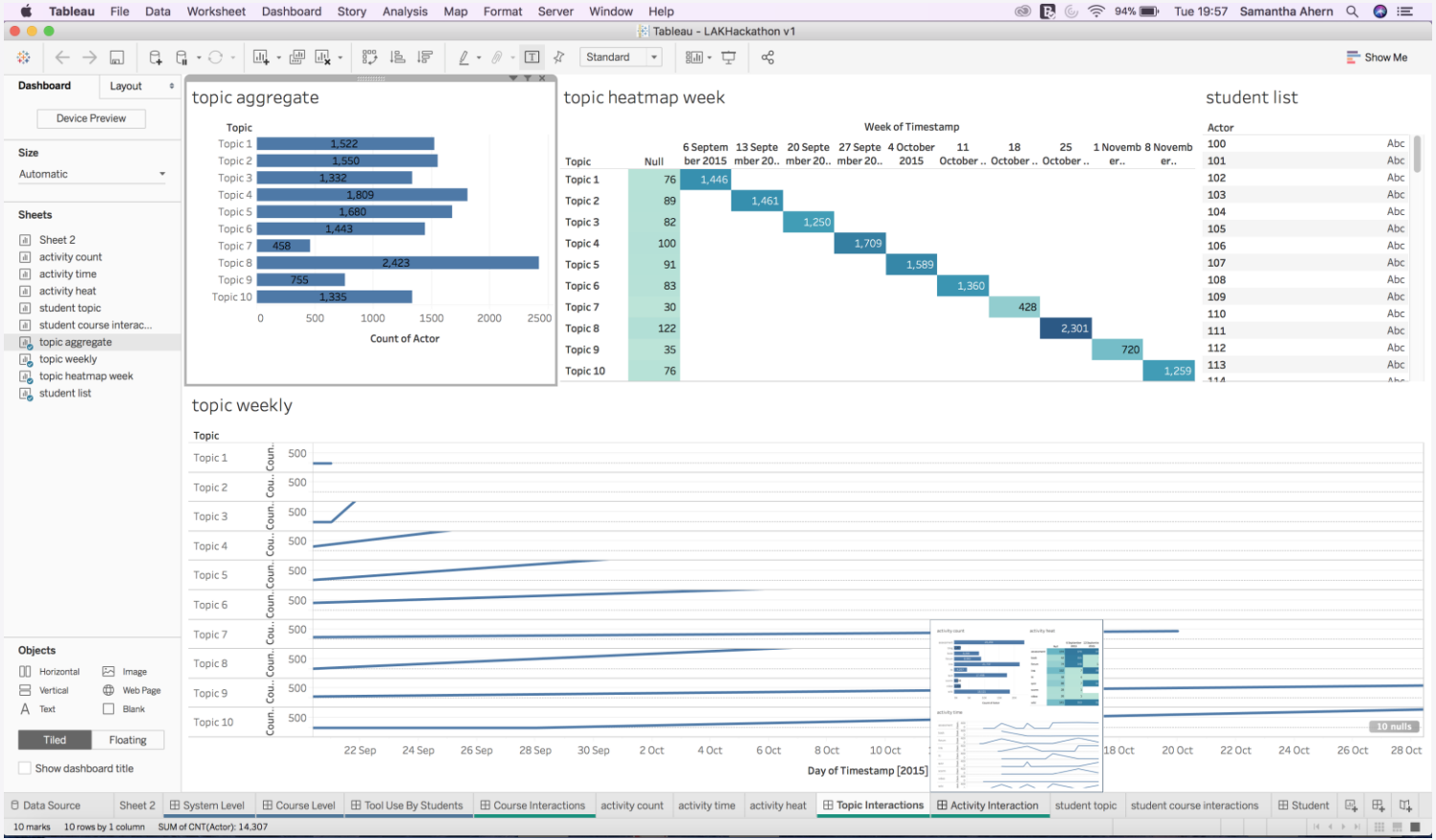
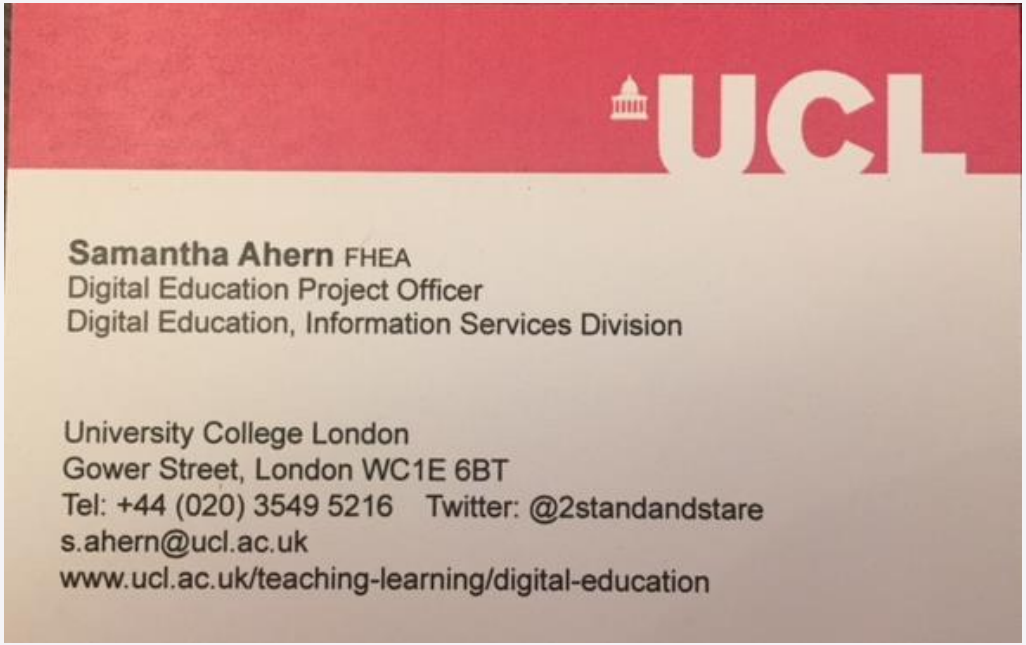
What might this be?



Contact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