Exploring Learning Analytics

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Starting point

What is the business problem?

- Pedagogy, curriculum & learning
  - Retention

identify changes in behaviour
  - e.g. active in discussions then not

identify unusual behaviour
  - e.g. 2am access to Moodle

identify potential issues

- Talking points
  - Viewing but not contributing to discussions

- Perceived lack of engagement

Can we identify students who are trying too hard & putting undue pressure on themselves?

Are distance from campus & VLE usage linked

Heavy use of one resource type or material on 1 topic
• The data requested for preliminary investigation was:
  – Moodle database (2009-2016)
  – SITS: Student code, fee status, gender, postcode, Polar 3 course, modules & module outcomes (2009-2015)
• Additional:
  – Indices of multiple deprivation
Kicking the tyres
<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring Learning Analytics</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Identifying Data Sources</td>
</tr>
<tr>
<td>Data Cleaning and Storage</td>
</tr>
<tr>
<td>Data Analysis</td>
</tr>
<tr>
<td>Library Services Data</td>
</tr>
<tr>
<td>Laptop Loans Survey</td>
</tr>
<tr>
<td>Laptop Loans and Other Loans</td>
</tr>
<tr>
<td>Moodle data</td>
</tr>
<tr>
<td>Actions and outcomes</td>
</tr>
<tr>
<td>Moodle actions and Moodle action types</td>
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<tr>
<td>Moodle action counts and Moodle action counts – Mood</td>
</tr>
</tbody>
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The cart before the horse?
Data -> Qs, Qs and more Qs
The caterpillar
Digging a little deeper
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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