



How do we start?

State and Directions of Learning Analytics Adoption

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Our institution is in
early days of adoption

STATE OF ADOPTION

Current state – Oz and Europe



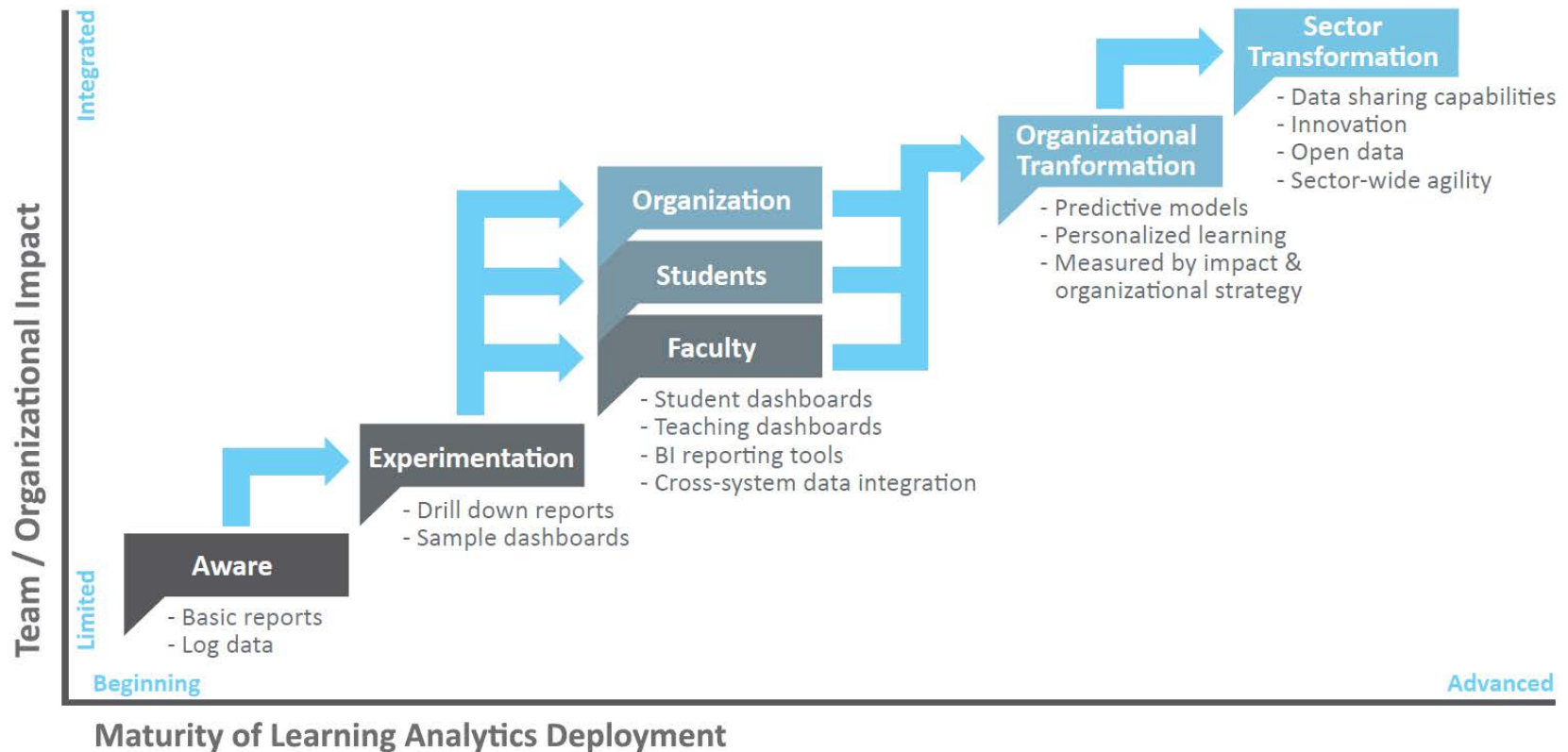
<http://he-analytics.com>



<http://sheilaproject.eu/>

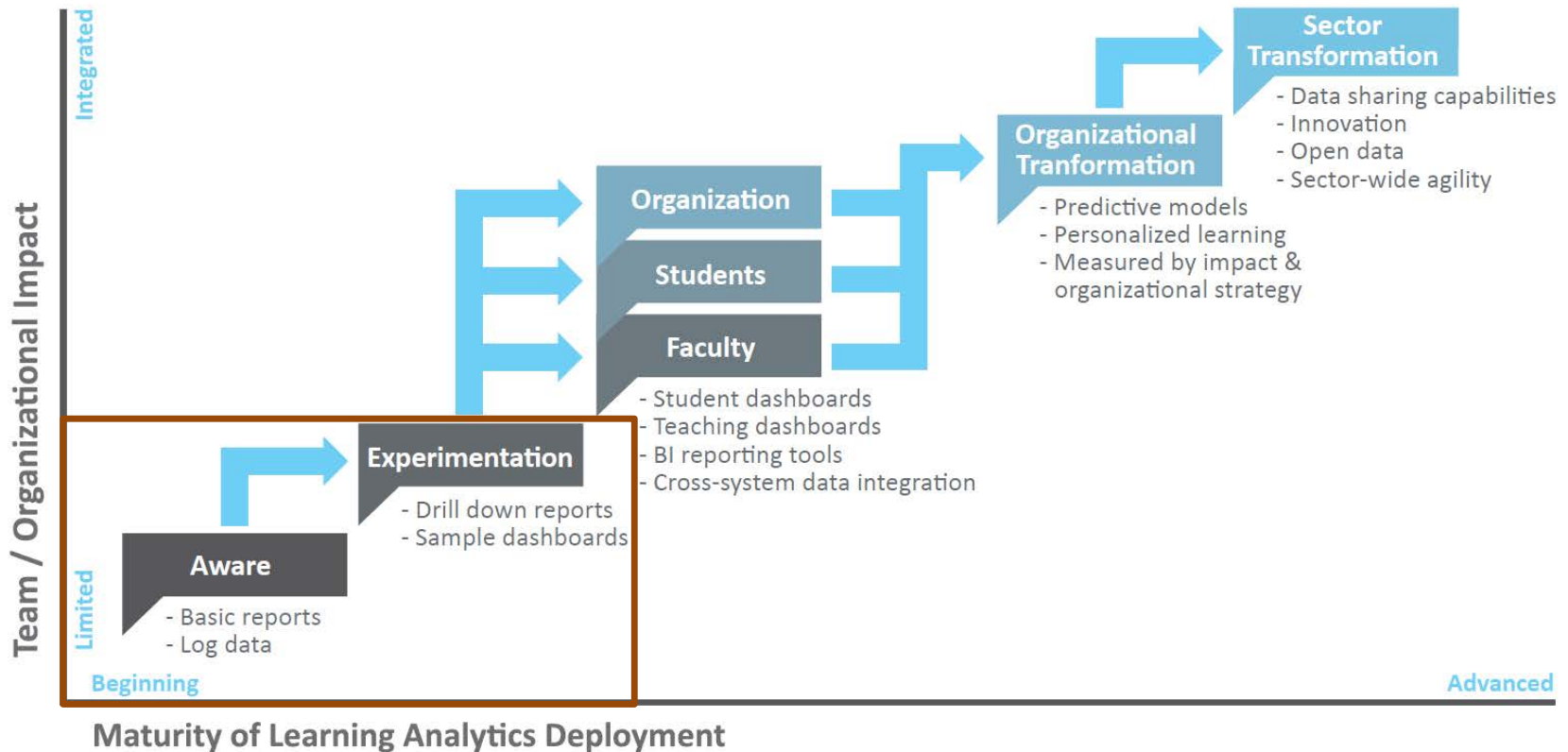
Very few institution-wide
examples of adoption

Sophistication model



Siemens, G., Dawson, S., & Lynch, G. (2014). Improving the Quality and Productivity of the Higher Education Sector - Policy and Strategy for Systems-Level Deployment of Learning Analytics. Canberra, Australia: Office of Learning and Teaching, Australian Government. Retrieved from http://solaresearch.org/Policy_Strategy_Analytics.pdf

Sophistication model



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Adoption challenge

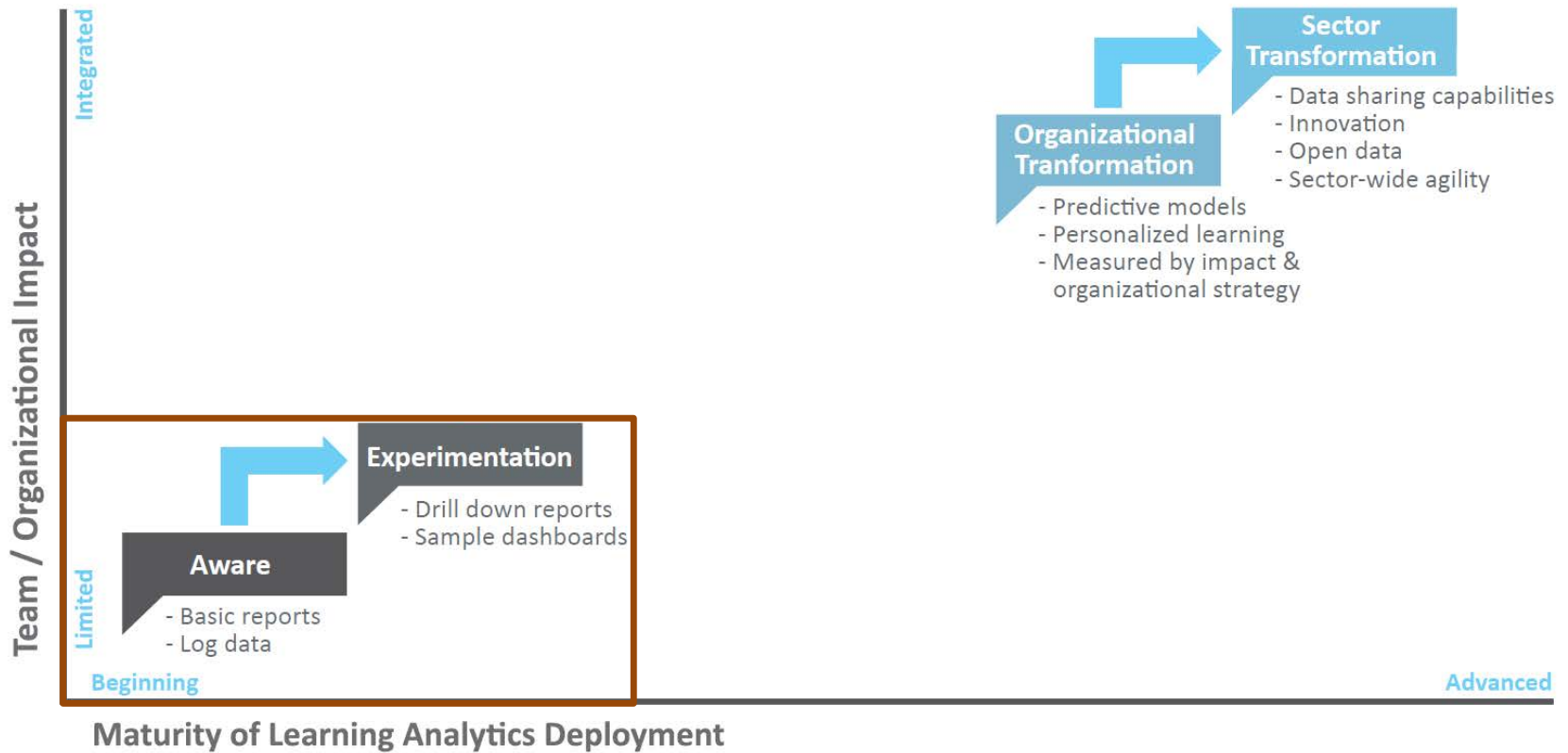
Leadership for strategic
implementation & monitoring

Lack of leadership

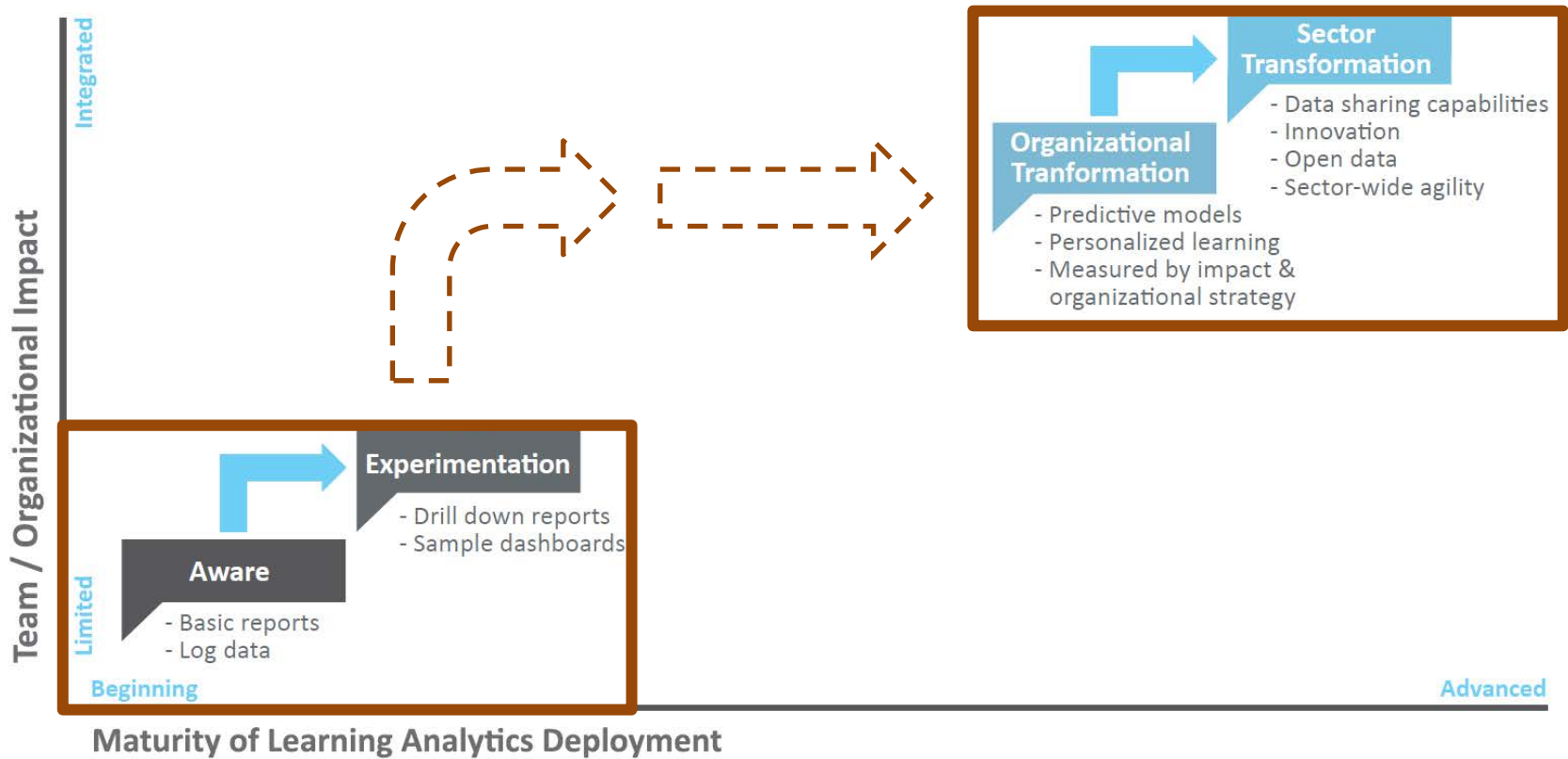
Bought an analytics product.

Analytics box ticked!

Leadership challenge



Leadership challenge



Adoption challenge

Equal engagement with
different stakeholders

Adoption challenge

Training opportunities
to use learning analytics

Adoption challenge

Policies for
learning analytics practice

What's necessary to
move forward?

DIRECTIONS

Data – Model – Transformation

Data – Model – Transformation

Creative data sourcing

Social networks are everywhere

Gašević, D., Zouaq, A., Jenzen, R. (2013). 'Choose your Classmates, your GPA is at Stake!' The Association of Cross-Class Social Ties and Academic Performance. *American Behavioral Scientist*, 57(10), 1459–1478.

Data – Model – Transformation

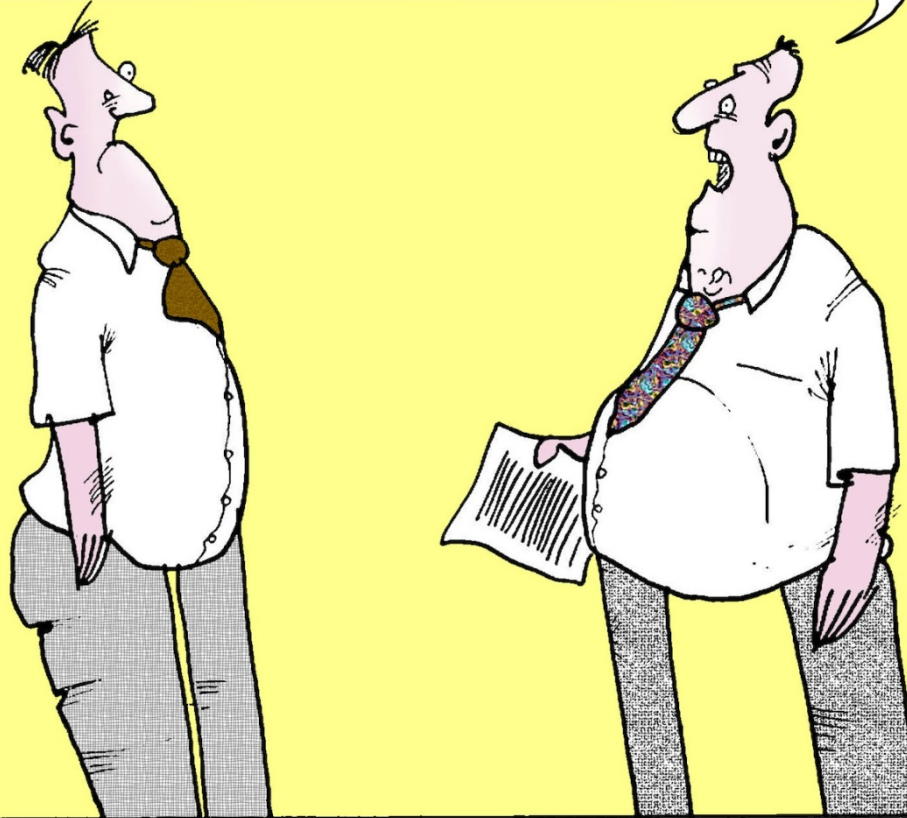
Creative data sourcing

Necessary IT support

Data – Model – Transformation

Question-driven, not data-driven

**HAVING CONDUCTED A COMPREHENSIVE
ANALYSIS OF DOZENS OF SUBSETS OF DATA
FROM A WIDE RANGE OF SOURCES WE'VE CONFIRMED
THAT THE LIKELY ANSWER IS 36...NOW WE JUST
NEED TO IDENTIFY THE QUESTION!**



Learning analytics is about learning

One size fits all does not work in
learning analytics

Learning context

Instructional conditions shape
learning analytics results

Data – Model – Transformation

Analytics tools for non-statistics experts

Visualizations can be harmful

Corrin, L., & de Barba, P. (2014). Exploring students' interpretation of feedback delivered through learning analytics dashboards. *In Proceedings of the ascilite 2014 conference* (pp. 629-633). *ascilite*.

Students don't perceive dashboards as feedback

Data – Model – Transformation

Analytics tools for non-statistics experts

Develop capabilities to exploit (big) data



Forget Data Scientists - Make Everyone Data Savvy

by [Bernard Marr](#)
yesterday

You don't have to be a data scientist to be data savvy. And that's a good thing.

Many companies are putting massive focus on recruiting the rare beasts that are data scientists. But in doing so, they often forget the need for creating a much more data savvy culture overall.



Data is already becoming ubiquitous in business as well as in daily life. It used to be that the IT department could be contained to its own office or floor, but today, it's becoming harder and harder to segregate the realm of data from any other aspect of business.

That means that data — and the application and analysis of said data — is going to become more and more important in every department, from sales to HR and from R&D to marketing.

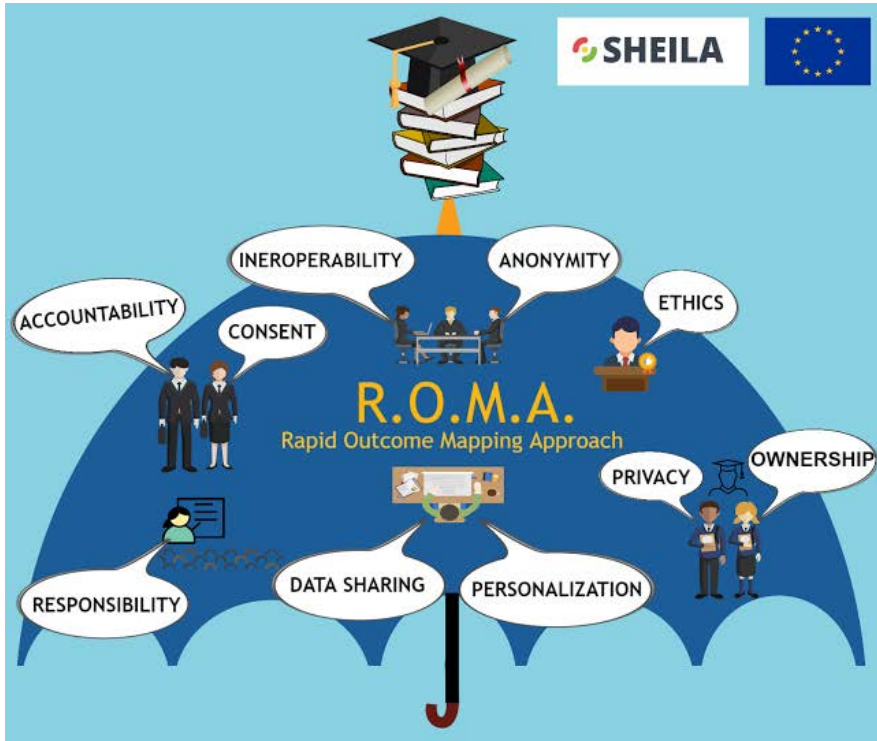
The good news is that you don't have to know how to code or do advanced maths to become data-savvy. In fact, you don't have to be particularly tech savvy at all. What you do have to do is adopt a data-friendly mindset.

Whether you are looking to lead the way as a data-savvy employee, or lead the charge for culture change as a manager or C-level executive, here are

Marr, B. (Oct 2015). Forget Data Scientists - Make Everyone Data Savvy,

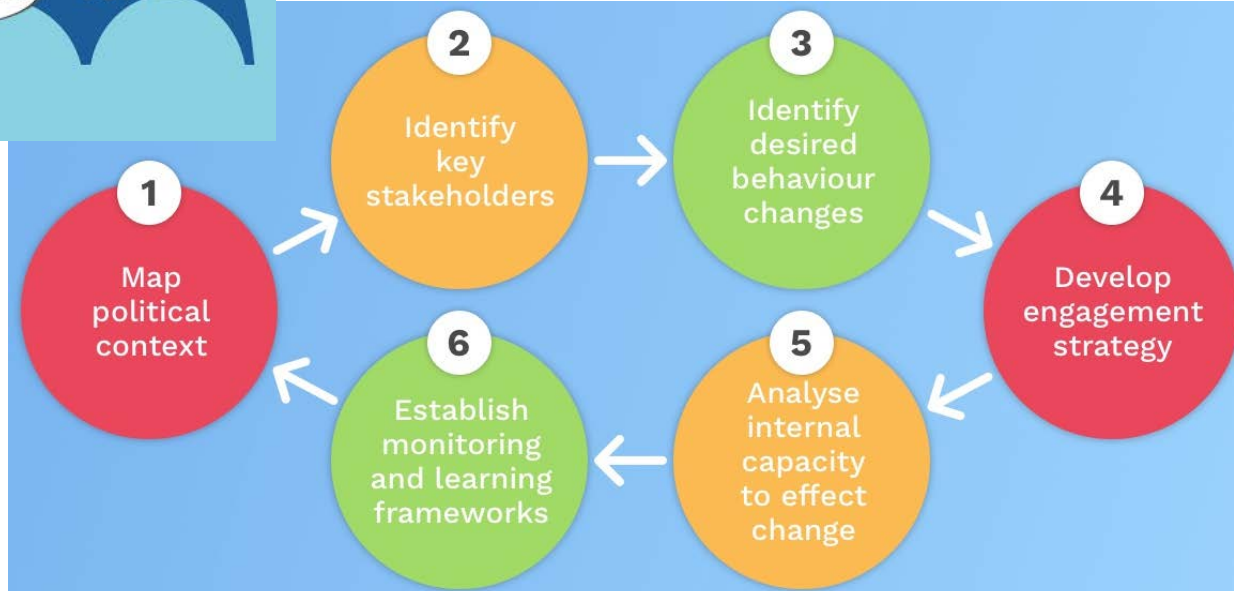
<http://www.datasciencecentral.com/m/blogpost?id=6448529%3ABlogPost%3A337288>

SHEILA project



 Erasmus+
<http://sheilaproject.eu/>

Policy development



FINAL REMARKS

Rhetoric of
simplistic technological fixes
is unproductive

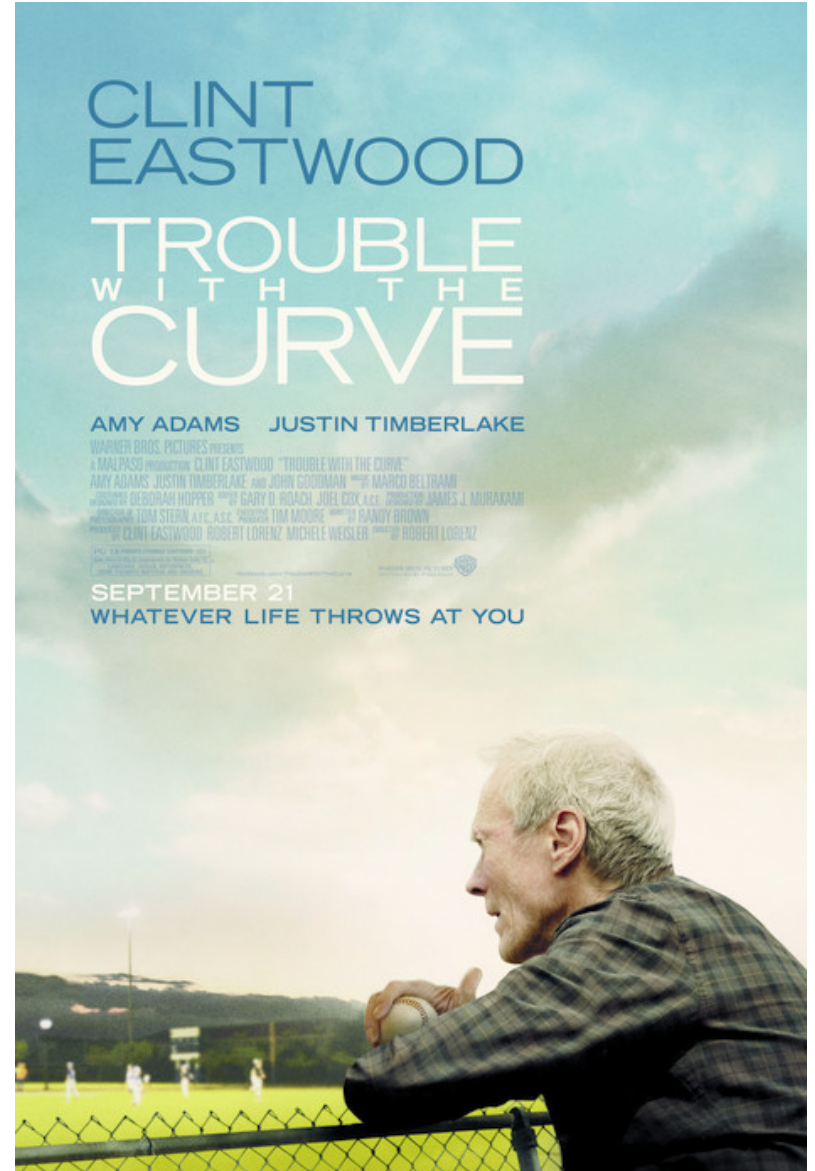
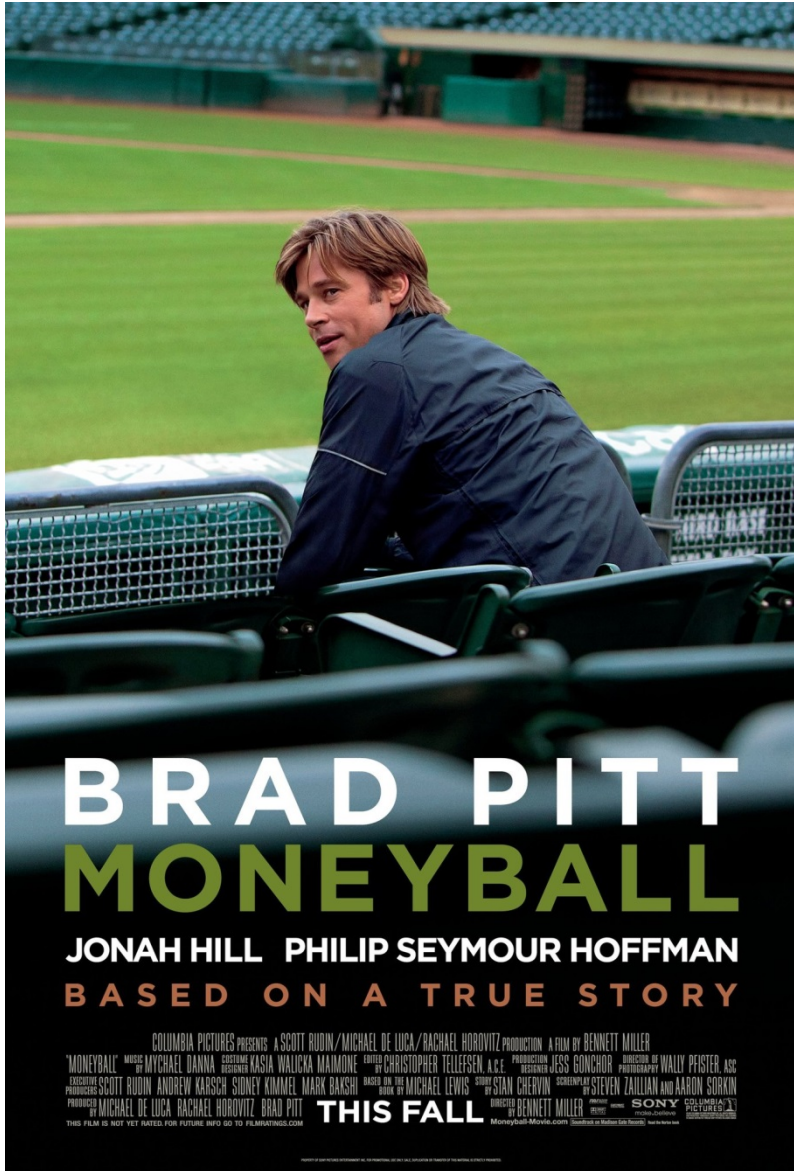
Embracing complexity of
educational systems

Capacity development

Multidisciplinary teams in
institutions critical

Development of analytics culture

Manyika, J. et al. (2011). *Big Data: The Next Frontier for Innovation, Competition, and Productivity*. McKinsey Global Institute, <http://goo.gl/Lue3qs>



Thank you!

<http://lak17.solaresearch.org/>

The 7th International

Learning Analytics & Knowledge Conference

Simon Fraser University, Vancouver, BC, Canada

March 13 - 17, 2017

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