Factors to consider in the leadership of learning analytics at your institution

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INTRODUCTION

SMALL GROUP DISCUSSIONS

REPORT TO PLENUM

ARTICULATE GOALS AND OUTCOMES:

WHAT ARE THE MAIN ISSUES AT YOUR INSTITUTION THAT YOU THINK COULD BE ADDRESSED WITH LA?

HOW WILL YOU KNOW WHETHER THE INITIATIVE HAS BEEN SUCCESSFUL?

ARTICULATE GOALS AND OUTCOMES:

Reduce withdrawal rates (NZ)

Reduce dropouts & help towards graduation (Korea)

Understand how students learns within different disciplines (Italy)

How to provide tools with this information (survey, observation, examine results,)

- interface to involve with interviews
- engagement (contacting, interviewing)

Retention, progression, completion (India)

after effect, increased graduation means increased enrolment

What to teach? meeting learning goals (, Open U)

- what should they learn? learning resource/model of OERs
- how to teach? not full-time student, when is their effective learning period?
- effectiveness of teaching in OE?

How can we measure data in a traditional University & can LA be used in traditional education?

- throughput (why are they extending their time to degree?) (Hungary)

Integration of data sources/systems (Brazil)

Clear data, exact process data about the learners (Korea)

ANALYSE CAPACITY:

WHAT RESOURCES DO YOU NEED TO GET THIS WORK ACCOMPLISHED (OR AT LEAST, HOW WILL YOU ESTABLISH WHAT RESOURCES YOU'LL NEED)?

CAPACITY

Human resources are one of the most difficult

- e.g. Learning Sciences vs Engineers doing the LA will be different
- at a Central level in the University under Central Admin (faculties might have own opinions (need balance)

Set the goals, what are we trying to achieve, timeframe, matrices of success

Data analysts, management support, advocacy

What can ICDE do? Convince stakeholders; need evidence to convince

- link to sustainable development goals; OER & LA ; Open architectures; open systems

Human resource is the basis

- need support of pedagogs,
- goals (efficient and appropriate education);
- role of University (employment? feeding the brain; social responsibility, inspiring the market)

What do you do with the data outcome? (e.g., teachers are not teaching effectively?)

- how do our analytics results effect change? Outcome side – comparatively, showing
- how investment in faculty results in change (?); show other approaches to teaching

Technical resources, for online data collection, open sources systems to decrease expenses

- convert from data into information (analytics) to create tailored, personalised, adaptive learning;
- transparency of data process

Starting point, board of the university

- data collected is collected across the University units, responsibilities & commitments clear; training

IDENTIFY YOUR KEY STAKEHOLDERS:

WHO ARE THE PEOPLE INVESTED IN THE OUTCOME OF THIS WORK?

WHAT EXPERTISE IS NEEDED?

WHO HOLDS THE DATA & HOW WILL YOU HAVE ACCESS TO IT?

IDENTIFYING AND OVERCOMING THE BARRIERS:

WHAT DO YOU PERCEIVE AS THE MAIN BARRIERS TO SUCCESS OF THE INITIATIVE AND HOW WILL YOU OVERCOME THEM?

BARRIERS

At different stages you will encounter different barriers

- beginning, requirements — what is the goal for the learner / teacher / management
- where is the data
- human resources (variety of expertise, comprehensive)
- finances to run the analytics and follow-up
- adoption

Access data BUT humans (habits of teachers)

- students might be ready, but teachers are not necessarily
- technical skills; new design/pedagogy

Leaders have to demonstrate the impact of using the data

- re-educating the university community

Timing ! Do you fix the plane when the students are on it ?

- Formative? or at End of Semester?
- Sense-making (interpretation of the data analysis)?

Changing mindsets

Clear, straight forward policy for data, data collection, integrity, safe storage, long term storage of data

MORE INFORMATION