



LEADERSHIP SCHOOL

Preparing Higher Education leaders to become the change makers of the university of tomorrow

Is learning analytics ready now to serve institutional needs?

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Learning analytics is 'the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs'

The Society of Learning Analytics Research (SoLAR).



The main questions

What is your *specific* objective?

- Retention, engagement, achievement, course and activity design

When do you want to intervene?

- Before, during after the course

What data do you already collect?

- You might already have all you need

How effective are the support services you already have?



The 'Rhythms of Teaching' analytics model

AFTER

Attendance
Engagement
Pass rates
Student-generated content
More...

DURING

Interim grades
Learning thresholds
Participation
Resource use
Student feedback
More...

BEFORE

Admissions data
Cohort size
Course content
Demographics
More...





The Open Polytechnic case study

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Analytics at Open Polytechnic: 2012-2016

Open Polytechnic is a distance provider with large class sizes, overlapping cohorts and multiple support services

An 'Engagement Tool' reporting on Student Management System data direct to lecturers and support staff was developed

Student details include a context of enrolment and prior study information

Passive collection of analytics data; no new sources of data

Ethically approved use of data from terms and conditions of enrolment

Aligns interventions across all support staff through contact notes

An accessible and effective solution to analytics, with rapid uptake

Course completion average 2009: 62%; 2012-2014: 80%



Making analytics work

It is too easy to overspend and over-complicate; have a specific objective

Start with the data you already have, and the support functions you already have

Ensure the support functions have usable access to the data, and systematise data use



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