Learning Analytics Transcript

[TV HE. Higher Education. This program contains adult education and mild curiosity.
E-Literate TV. Personalized Learning Series - Understanding Learning Analytics]

What are learning analytics? How do you use them and how do you evaluate which features you'll need to help your students succeed?

[Text: Analytics. 1. The part of logic having to do with analyzing 2. Mathematical analysis.]

If you teach you should be able to make sense of learning analytics and decide what's useful to you just need to ask the right questions.

To understand analytics, let's start with the simple report.

[Spiral notebook opens to reveal a bar chart].

Useful summary information that can save you time. For example, a learning management system might have an easy-to-read chart showing which students participate in online class discussions. This visualization allows you to identify the students who may be distracted or afraid to participate.

[Pop-up question embedded in the video. Consider: What does participation mean in your learning context? Does “participation” always reflect engagement? Select Yes or No then select Check. Select Continue]

You might be able to figure this out without the software, but the report saves you time and reduces the chances that you'll miss something.

[Pop-up. Select item Consider. What data might not be included in a report? Select the small x in the top right corner to close the pop-up. Click the play button]

Analytics combines several reports to give you a more sophisticated picture of what's going on.

[Two students stand by a graph representing their grades and achievements]

For example, they might take into account students’ academic history: an honor student who's quiet during class discussions may need a different kind of response than a student who's on academic probation. In this case analytics offer richer information about the individual students providing insights that help you understand what kind of help each student may need.

[Text: How might analytics help you to better understand your students' backgrounds?]

Analytics can also help the students directly.

[Icons: road construction, baby stroller, home, D grade on assignment]

For example, a student who's distracted at home or at work may not have noticed that she hasn't done well on a particular online homework question. An automated reminder from the analytics system may be all she needs to get back on track.

To judge whether a particular analytics feature is useful to you, there are three questions to ask. 1. What information is being used? Sometimes details that the analytics take into account are not relevant to you. For example, if student participation in online discussions isn't important in your class, then analytics that weigh participation and online discussions are not going to be helpful

[Icons: per cent, map, people, pie chart, bar chart, equation, calendar, speech bubble highlighted in red]

[Text: Key Questions. Select plus icon to reveal. What are your goals? What do you want to measure? What data would be helpful? Select the small x icon in the top right corner to close the window. Click the play button for the video to resume]

2. How is the information being gathered? For example, the analytics may be based on grades entered in your online gradebook. But if you don't use an online gradebook or don't keep it up to date then analytics based on that information are irrelevant.

[Gradebook marked with a red line indicating that data is not valuable. Text: What tools tod you already use to track student progress?]

3. How are the various sources of information being combined? This is trickier because the software may be combining the information in complex ways.

[Icons move and overlap]

But the product developers should be able to give you enough of an idea how the information is combined for you to decide if the combination makes sense.

[A red exclamation mark indicates importance]

For example, if the system is designed to warn you when a student is in trouble then you'll want to understand how the software is making this evaluation and judge for yourself whether it's a sensible approach.

[Data icons connect to a student via red lines. Text: Key point. Click the plus icon to reveal. Is the analytic helpful? Is this a sensible approach? Select the small x in the top right corner to close the window. Click the play button for the video to resume]

Analytics are designed to save you time by sorting through lots of information and combining it in ways that help you understand what's going on with your students.

[Text: But remember, it’s not just about information, zeros, and ones. It’s always important to focus on the whole student and take a human approach to teaching and learning.]

As an educator you are in a good position to understand how these tools work and assess whether they'll be helpful. Before you adopt learning analytics always ask those three questions and insist on getting answers that make sense.

[Text. 1. What information? 2. How is it gathered? 3. How is it combined?]

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