

Using Learning Analytics to Empower Your Pedagogy

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Uses Cases for New Analytics:



Low student engagement



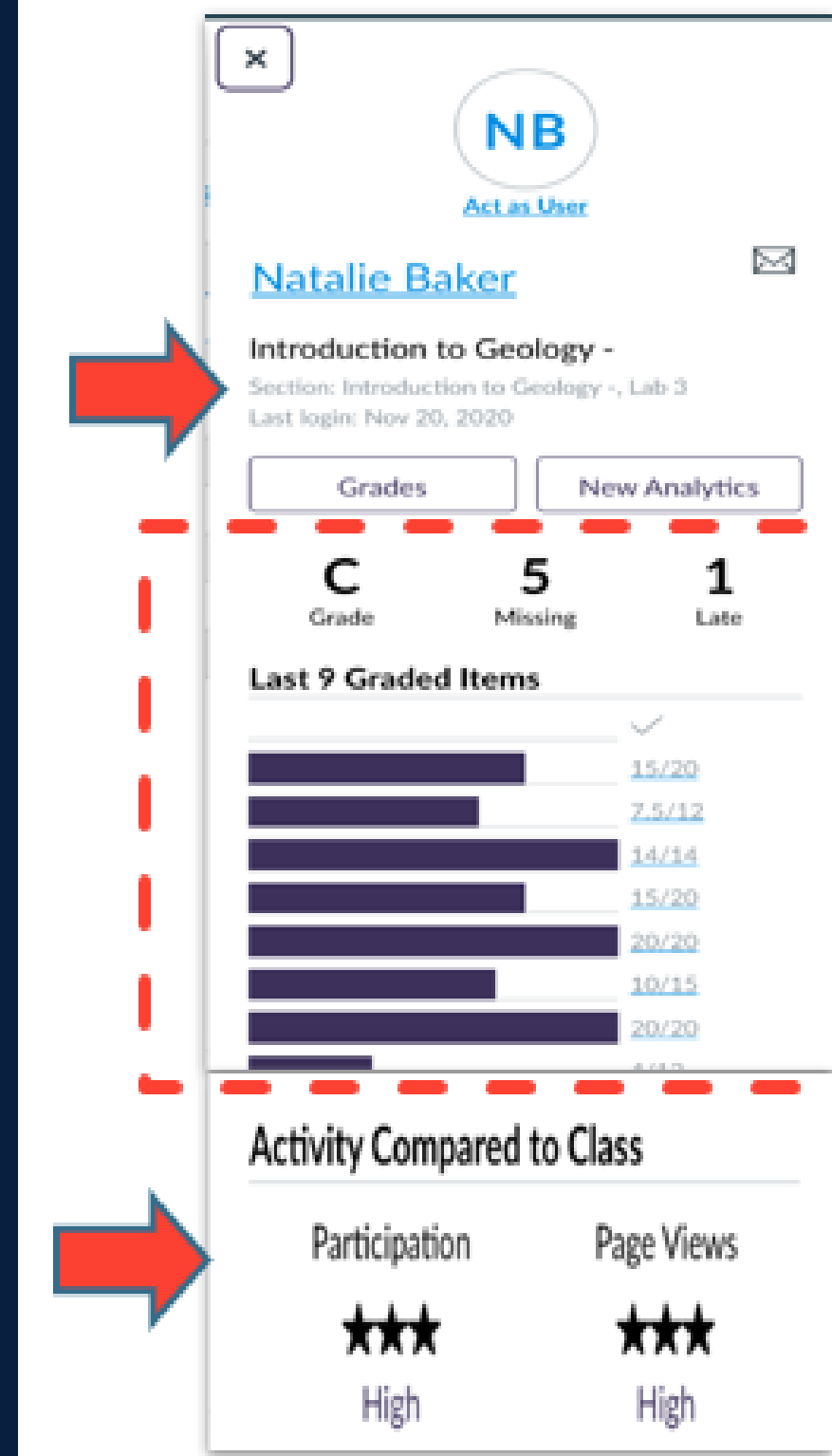
Trying a new quiz or assessment



Positive feedback to students

STUDENT CONTEXT CARDS

What is it? Meant to be a simplified overview of a student's progress



What learning analytics data can I access?

- The last time a student accessed Canvas
- The student's current grade in the course, their last ten graded assignments and the grade the student received on each
- What quartile of the course a student falls into for *Participations* and *Page Views*

QUIZ STATISTICS AND LOGS

Quiz Statistics:

- Mean, high score, low score, standard deviation, and average time to completion
- Filter by section and student
- How the class, section or students answered any specific quiz question
- Visualizations and raw data file downloads

Quiz Logs:

- When they started the quiz
- When they answered questions
- Whether they stopped and resumed the quiz *not recommended* as evidence of academic integrity

OTHER DATA SOURCES

- Administrating student surveys at the beginning
- Weekly periodicals
- Live, anonymous feedback form (24/7)
- Mid-semester evaluations
- Learning activities and/or assessments that sit outside of Canvas



Scan for additional information

Uses Cases for Context Cards:



Patterns between grade and engagement



Email for missing or late assignments



Trends in a student's performance

Uses Cases for Quiz Statistics:



Achievement of learning objectives



Quiz time expectations



Quiz item analysis statistics



Access issues

@ResearchAtJeff

BACKGROUND

Definition: Collection and analysis of data about learners and their environments (Siemens, 2013)

Problem: How to maintain and account for student engagement and persistence in the course

Previous research:

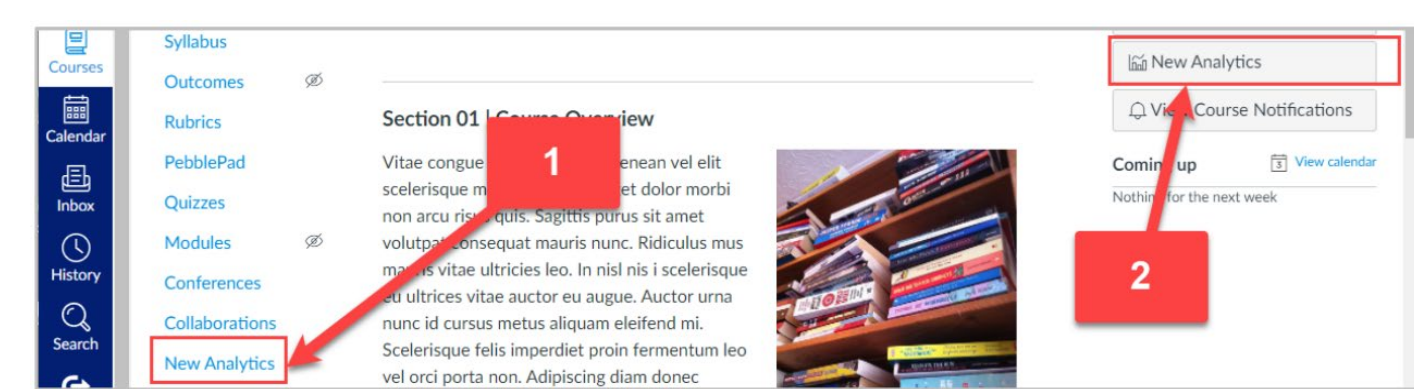
- A direct correlation found between student behavior in an online course and their successful completion of the course (Cerezo et al., 2016)
- The more frequent engagement with the content and assessments in an online course, the better results in achieving learning goals and completing the course (Morris et al., 2005)

The goals:

- Explore the analytics tools, New Analytics, Student Context Cards, Quiz statistics and Logs, in Canvas and make sense of the data
- Discuss various ways that you can use learning analytics tools as a means for observing, analyzing, and reflecting on student progress

NEW ANALYTICS

What is it?



What learning analytics data can I access?

I. VIEW AVERAGE COURSE GRADE ANALYTICS AS AN INTERACTIVE CHART

II. VIEWING WEEKLY ONLINE ACTIVITY FOR A COHORT

III. VIEWING ANALYTICS FOR AN INDIVIDUAL STUDENT

IV. VIEWING AND DOWNLOADING REPORTS

1. Course Grade interactive chart or table
2. Weekly online activity interactive chart or table
3. Weekly communication between student and instructor