LEARNING ANALYTICS CHALLENGES

Here is what makes it difficult to get started with learning analytics according to participants of the LDECEL Innovation Room 15 on Learning Analytics.

EXTRACT MEANINGFUL INFORMATION FROM DATA

- · choosing the most informative data to use
- · effective use of easily attainable LA (e.g.,
- statistics in Brightspace) answering the question "What would you like to know?", selecting and interpreting data
- deciding what is important to measure measuring higher level
- thinking skills or teamwork

PROVIDING ACTIONABLE INSIGHTS

- providing meaningful information to lecturers providing meaningful
- and useful feedback to learners





PURPOSE FOR LA using LA for curriculum

- improvement using LA for workplacebased training and profe-
- ssional development using LA to support learning of horizontal skills (critical
- thinking, creativity, reflection etc) using MMLA to understand learning behaviour and to
- promote SRL strategies in real-time cognitive LA

DESIGNING LA

phases of self-regulated learning designing dashboards that will be used

designing LA to target

- designing simple, effective, efficient,
- useful and understandable tools for teachers and learners designing for humans and sense-making

SUPPORT how to support teachers in

INSTITUTIONAL CAPACITY AND

- translating analysis results to actionable information balancing faculty workload teacher professionlisation
- with regards to working with LA creating a data literate
- community (build basic and general LA competencies in educators and practitioners) getting teachers buy-in demonstrating usefulness,
- necessity and impact of LA

· how to address privacy and

PRIVACY AND ETHICS

- implementing GDPR regulations without
- hindering the (speed of) development and implementation balancing students' privacy with the benefits of LA

ethics

- · data ownership for students
- · making LA transparent towards the stakeholders ethical considerations
 - equally?

does everyone benefit

data wrangling (transforming data from one "raw" data form into

LIMITATIONS OF DATA AND ITS COLLECTION

- another format to make it more valuable for analytics) · combining data from different modules using exiting data in
- combination with own data collection
- curating study programwide datasets · other limitations of data

MISCONCEPTIONS gathering data without

having good research

PITFALLS AND

- questions · assuming data can paint the whole picture
- risk of bias, adverse effects
- providing users very limited information on the meaning of measures, easy to over-
- interpret lack of evaluation or measuring the wrong thing to evaluate success (Overall

effects on graduation rates

('studiesucces') are very limited. Why is that?)

overcoming resistance from students demonstrate the

STUDENT BUY-IN

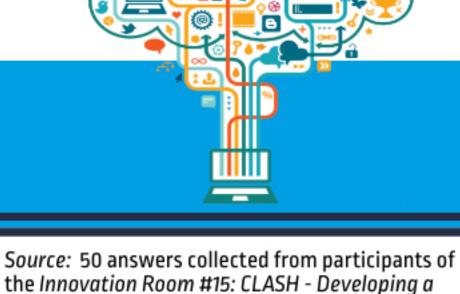
- usefulness, necessity and impact of LA limited adoption of LA
- among students data ownership transparency

· balance LA benefits with

- the privacy rights



- responsibility · deciding between centraliz ed LA for efficacy, or
- decentralized LA for tailored analysis per course/program/departme
- nt transparency and communication · evaluating the success of LA interventions



Culture of Learning Analytics participants via the

registration form under the question "What challenges (name 1 or 2) do you see in LA?".

The Netherlands





Ezafus