


Kym Toporowski's Learning Analytics Quest

 <p>Technology / Challenge / Pedagogy</p> <p>Describe, add links, notate...</p>	<p>What are the possibilities? What works? What are the benefits?</p>	<p>What could go wrong? What doesn't work? What are the barriers?</p>	<p>Conclusions</p> <p>based on</p> <ul style="list-style-type: none"> ● Credo ● Sustainability ● Experience ● Psychology ● Research ● Gut feelings....
<p>For the quest, I read an article on Learning Analytics from NMC Horizon Report. Learning analytics is a way of collecting and analyzing consumer data. It's been used by businesses to observe, predict and target desired consumers on the Internet. Education is now trying similar analysis of students digital data to monitor progress, track visited sites while doing research and to monitor how students are interacting with courseware and information on the web. The goal is to analyse the data and then target interventions where needed. Hopefully, learning analytics will provide instructors with a picture of student progress and help formatively assess progress while they are using a computer.</p> <p>Although learning analytics is mostly used in post secondary institutions, it's slowly finding its way into elementary and high school. Learning analytics can assist teachers by understanding how individuals are progressing in a hybrid class. If students are using a Math program for independent study, the data can be used to target students who are struggling with a single concept. At a school level, the information can be applied to a group of students that then can assist in ways to spend the school budget and at the highest level, it can change district policy by having concrete data on challenging issues within the district.</p>	<p>The upside of Learning Analytics:</p> <ul style="list-style-type: none"> ● concrete, objective information ● can be used to target students in a class ● can be used to design school/district wide programs ● quick and easily obtained by using a printout from courseware ● snapshot of progress ● can indicate readiness to move on to the next topic ● students working autonomously on computer frees teacher for small group instructions ● students can control pace of material ● less marking for teachers 	<p>The downside of Learning Analytics:</p> <ul style="list-style-type: none"> ● need to be careful when analysing data ● sometimes there are outliers ● students aren't just a number ● full picture needs to be understood/investigated before judgement/programs put into place ● computers don't replace the knowledge and expertise of a teacher ● items marked wrong by computer might just be format or mistakenly miss entered by student 	<p>I have some experience with computers providing feedback on student progress in a course/task but didn't know that it was called 'learning analytic' data. In fact, my gradebook will tell the class average of a test and this in itself is a form of learning analytics.</p> <p>In most cases, we need to be cautionary with what we do with the 'numbers'. At times, people jump to conclusions at what that number might mean. The data only gives a snapshot of student progress at that moment in time. The results need to be further investigated before major interventions or programs are implemented.</p> <p>Data can be very useful if interpreted in the right way so as to increase student achievement. As courseware becomes more readily available, learning analytics will become a bigger part of a teacher's practice. It can be a helpful tool that can provide quick feedback of student progress. Using computers to assess student learning also lessens the marking workload for the instructor thereby, potentially increasing contact time with students in a blended classroom.</p>
