Learning Analytics in Oz: What’s happening now, what’s planned, and where could it (and should it) go?

Preliminary results Project 1: interviews

- Constructions of LA (What is LA?)
- Divers for learning analytics adoption: What was being done, why, and how
- Future aspirations
- Many conceptual models or adoption imply linear and holistic on TBLT outcomes. Yet the reality is that this might really be achieved as institutional LA initiatives are shaped by many interacting factors, and these are often unique to the institution.
- Everyone is talking about LA, but they are not making the same thing. It is desirable learning as a process far more than institutional learnings.
- Yet the LA is considered to shaping how its operationalised (e.g., it’s seen as a retention issue only).

KEY THEMES

Outcomes

Preliminary results Project 1: concept mapping

28 LA experts generated 74 Statements

In response to the question: For learning analytics to have long-term impact on learning and teaching practices, it would need to...

Outcomes

Preliminary results Project 2: survey

Teaching academic interests

Outcomes

Preliminary results Project 2: survey cont.

Outcomes

The choices are dizzying...

and there is the fear of ending up with black boxes that limit our options...

...so where to start?

It could be very expensive if we do something, or a high opportunity cost if we do nothing. How do we calibrate our institutional choices and see where we are at, where we might go, and how we might want to get there?

Outcomes

PROJECT 1 - Lead Institution

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PROJECT 2- Lead Institution

Contact: deborah.west@cdu.edu.au and http://www.letstalklearninganalytics.edu.au/

Partner Institutions

University of South Australia

UTS

University of the Sunshine Coast

MELBOURNE

MACQUARIE University

UNSW Sydney

Charles Darwin University

Murdoch University

Batchelor Institute of Indigenous Tertiary Education

Griffith University

University of Newcastle, Australia

Learning analytics is touted as a ‘game changer’ for higher education...

... enabling universities to access and transform the vast amounts of data in their learning management and student information systems to create actionable intelligence to improve key performance metrics.

But how does a university move forward?

Two investigative projects sponsored by the ________ Australian Office for Learning and Teaching (OLT) ________

Project 1: Student retention and learning analytics: a snapshot of current Australian practices and a framework for advancement

Project 2: Learning analytics: assisting universities with student retention

"The ability to define what may happen in the future and to choose among alternatives lies at the heart of contemporary societies."


Every Australian university was invited to participate. For Project 1 - 23 Senior Managers were interviewed. Additional interviews were conducted with a range of researchers (18), vendors (4) and international institutional leaders (7). A concept mapping process was subsequently undertaken with 26 international experts to identify the key variables for sustainable learning analytics implementation.

For Project 2 - 270 teaching academic staff from a mix of Australian and New Zealand based universities completed an extensive survey.

Research phase from 2014 to early 2015

Final report including guidance for institutional learning analytics adoption due June 2015

Outcomes

Outcomes