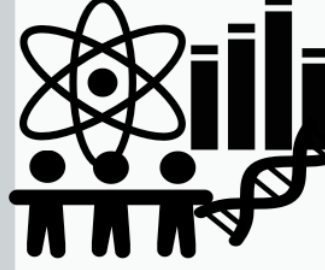


# Learning Analytics in Oz: What's happening now, what's planned, and where could it (and should it) go?

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

What

## Preliminary results Project 1: interviews

Outcomes



- Constructions of (i.e. 'what is') learning analytics
- Drivers for learning analytics adoption
- What was being done, why, and how
- Affordances and constraints
- Future aspirations

The Emerging FINDINGS

- Many conceptual LA models of adoption imply linearity and assume an 'ideal' outcome. Yet the reality is that this might rarely be achieved as institutional LA agendas are shaped by many mediating factors, and these are often unique to the institution
- Everyone is talking about LA, but they are not talking the same thing e.g. researchers describe learning as a process far more than institutional leaders do
- Yet how LA is conceptualised is shaping how it is operationalised e.g. is it seen as a retention issue only?

## The choices are dizzying...

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



...and there are plenty of vendor products and systems to choose from...



...while knowledge and expertise are scattered around the globe...



## ...so where to start?

It could all 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 possibly go, and how we might want to get there?



Why

## Preliminary results Project 1: concept mapping

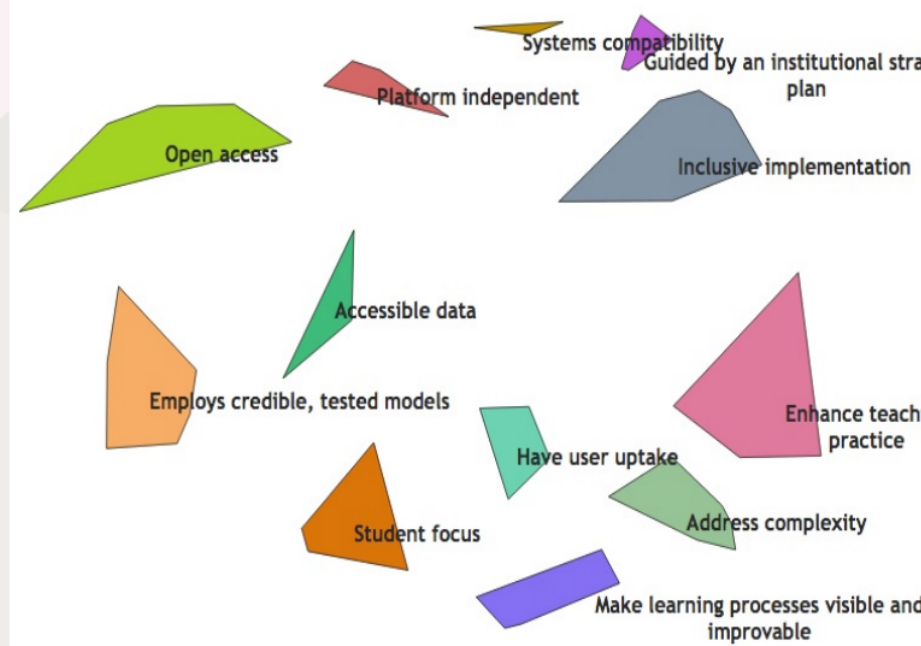
Outcomes

28 LA experts generated 74 statements

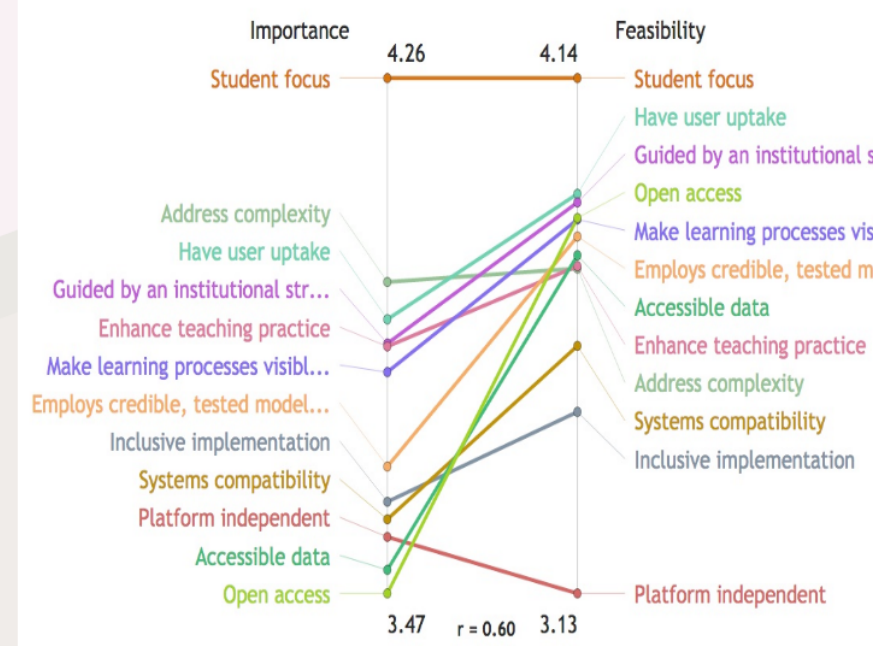
in response to the question:

'For learning analytics to have long term impact on learning and teaching practices it would need to...'

Which were grouped via a hierarchical cluster analysis...



...and rated by the participants on importance and feasibility



How

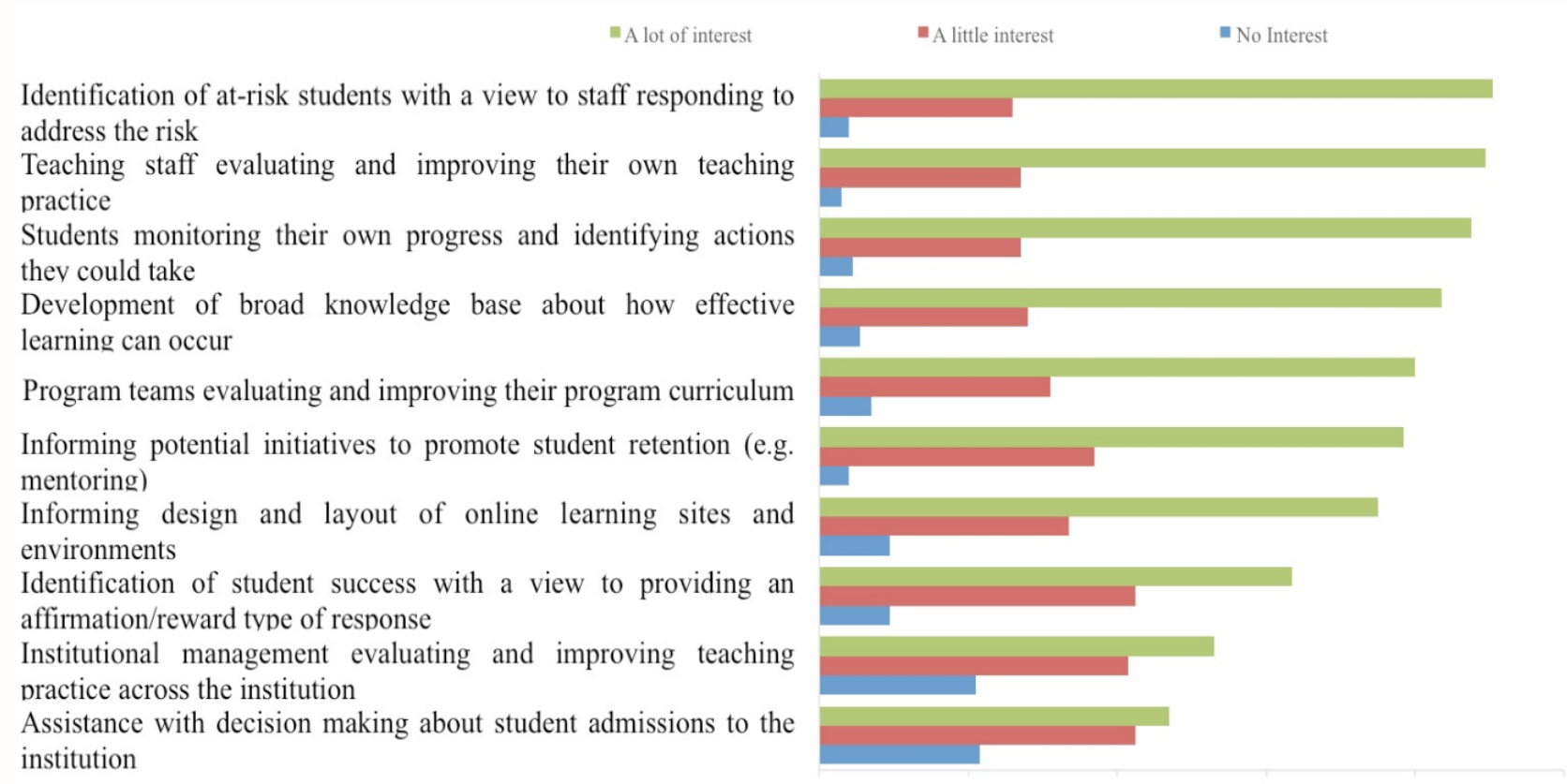
## Preliminary results Project 2: survey

Outcomes

Teaching academics interests



Here we have the participants' level of interest in various potentialities for LA



- Surveys to uncover institutional & academic resources, capabilities & views
- Interviews with exemplary international researchers & practitioners
- Interviews with Australian academics about their current use of learning analytics
- Interviews with University senior managers to determine planned & actual implementations
- Group concept mapping with panel of experts to explore possible futures for learning analytics

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

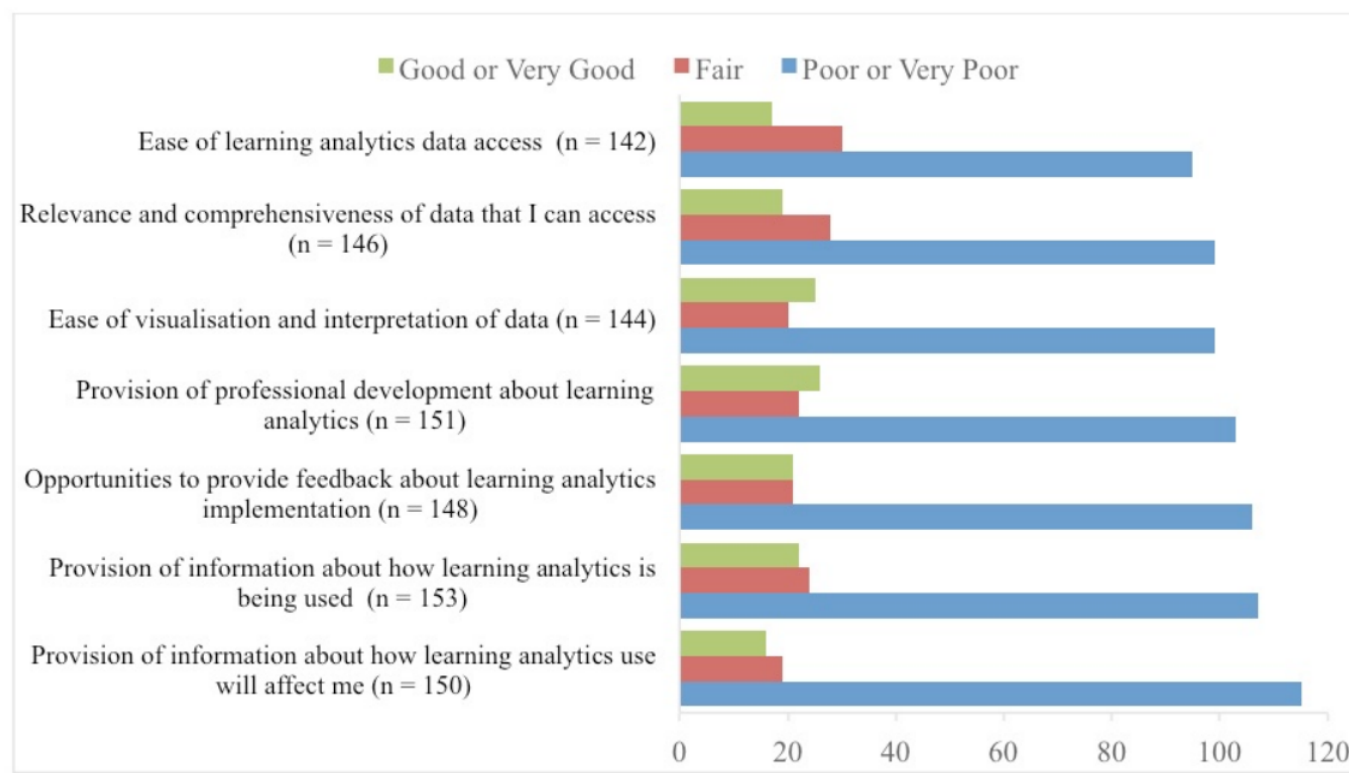
\*Peter L. Bernstein, Against the Gods: The Remarkable Story of Risk (New York: John Wiley & Sons, 1998)

Where/When

## Preliminary results Project 2: survey cont'

Outcomes

Here we have the participants' perception of how well their institution is meeting their LA needs:



Take-aways

1. Clearly there are gaps between the interest levels of the teaching staff surveyed and the level of support provided by their institution.
2. Teaching staff have multi-faceted roles and they indicated that in order for them to use learning analytics they needed to: be shown what is available, be shown how to use it, be given time to use it and receive ongoing support. This means leadership is important as the current conditions are seemingly not conducive to widespread use.
3. The role of teaching staff with learning analytics is uncertain. Whilst there are a variety of potential uses of learning analytics for teachers it remains to be seen which applications institutions are going to invest their time in and what the role and expectations of teaching staff will be as a result.

### PROJECT 1 - Lead Institution



Contact: tim.rogers@unisa.edu.au and <http://he-analytics.com/>

### Partner Institutions



### PROJECT 2- Lead Institution



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

### Partner Institutions



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