

Institutional Learning Analytics Centres: Contexts, Strategies and Insights

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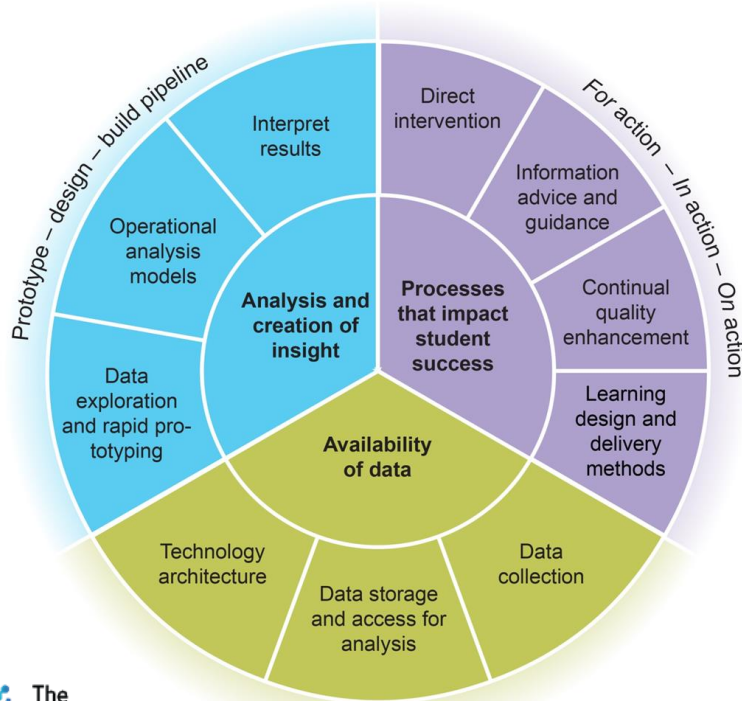
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Kevin Mayles, Head of Analytics, Open University

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Life-changing Learning
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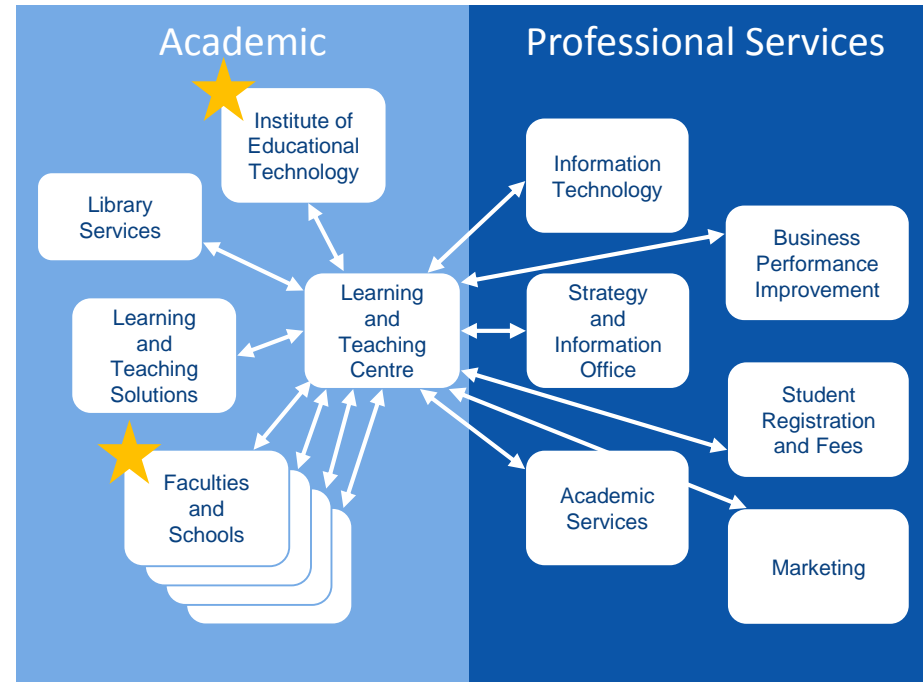
Learning Analytics Strategy



Strategy and capabilities

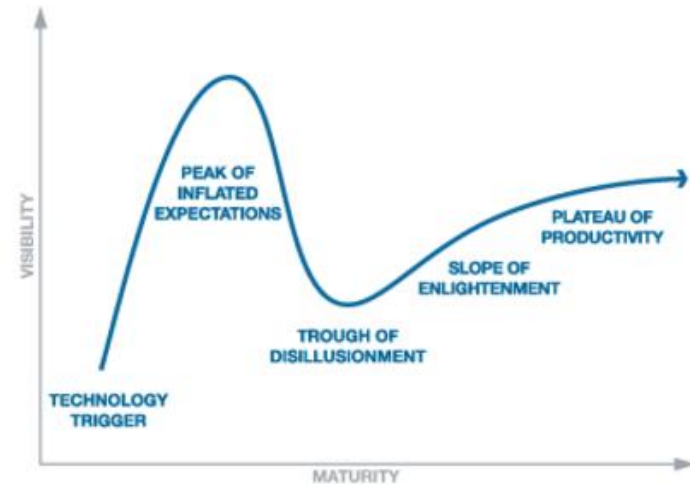


Organisation and structure



Challenges and opportunities

- How can we ensure learning analytics deployment is seen as relevant to institutional strategy beyond the “increased retention = increased income” cost-benefit analysis?
- How can we prepare ourselves for learning analytics entering the “trough of disillusionment”?
- Academic vs Professional Service: Learning and Academic Analytics is a Business Intelligence function that we can bring BI professionals into our institution to do. Discuss.



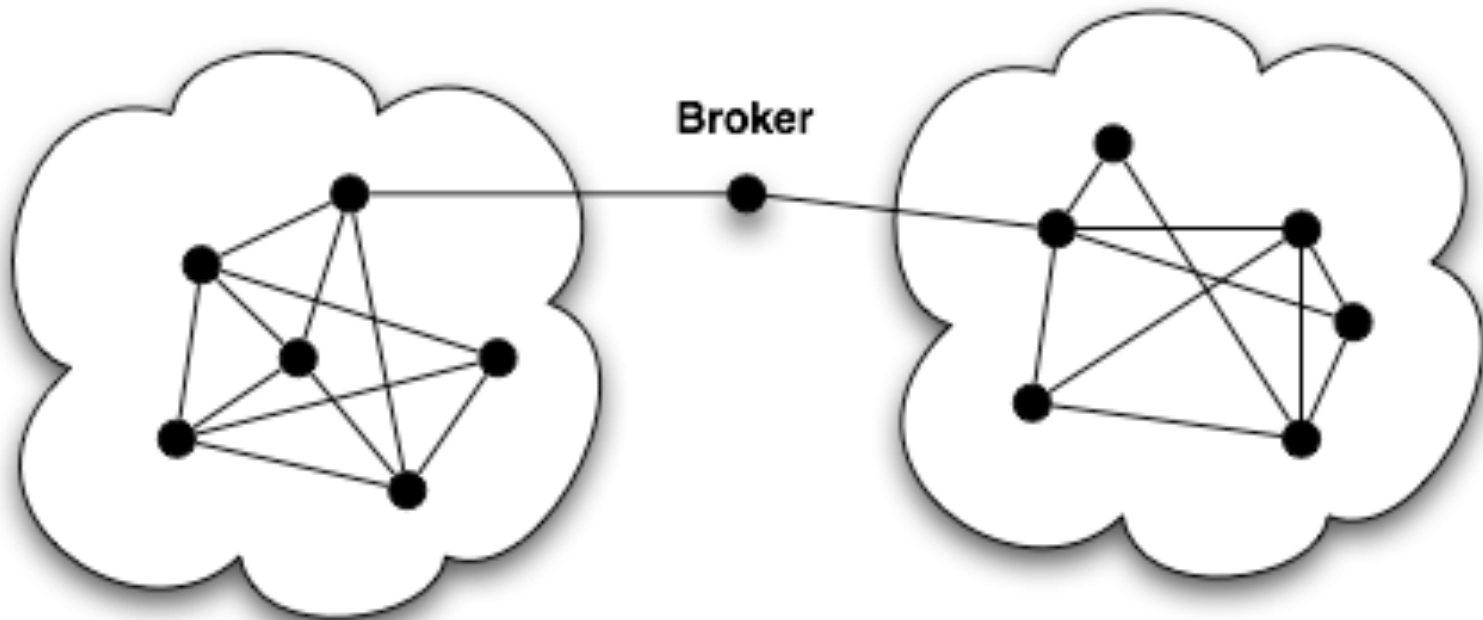
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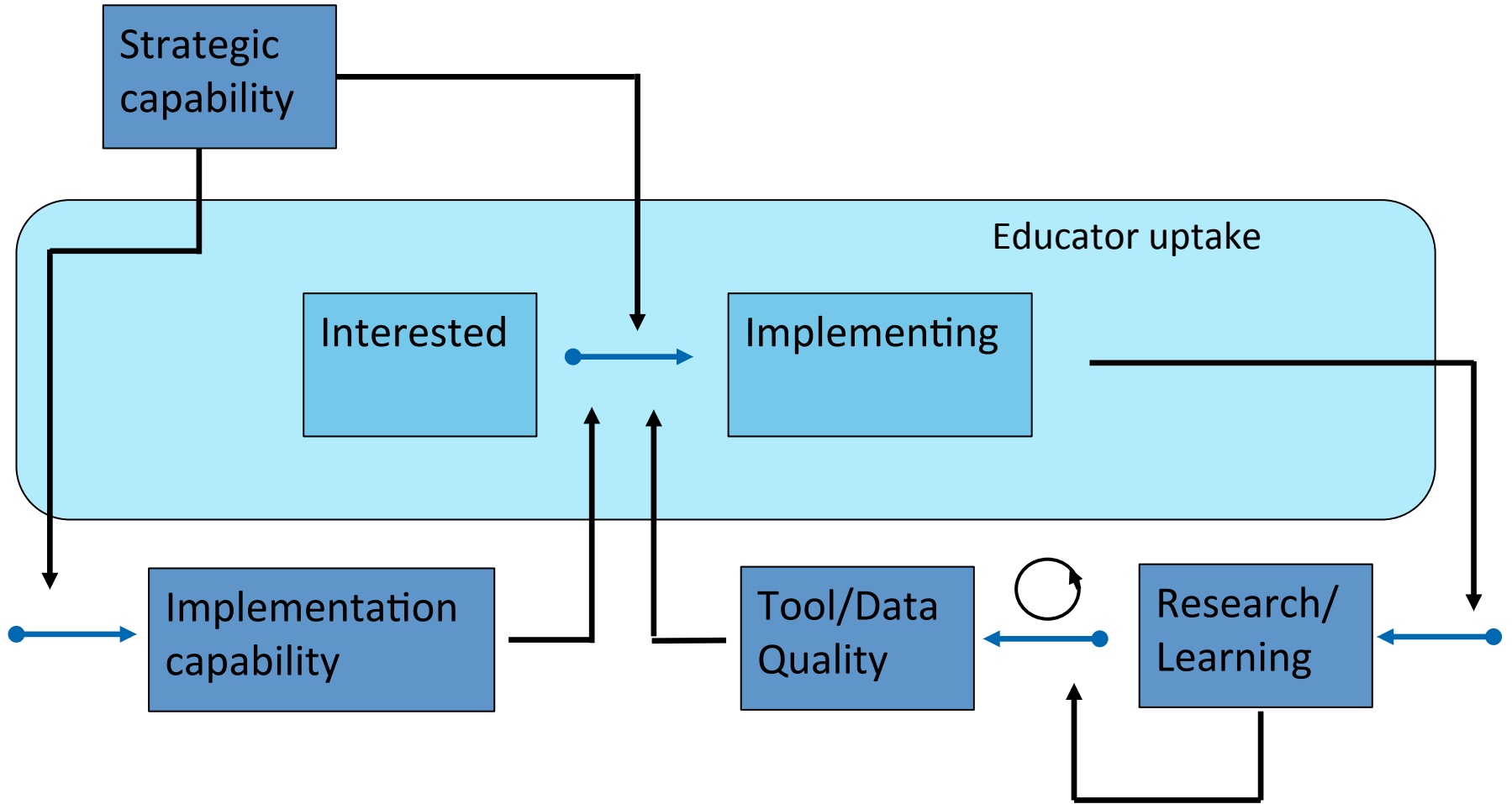
The University of Texas at Arlington



LINK Research Lab
and
University Analytics









The Connected Intelligence Centre University of Technology Sydney

Simon Buckingham Shum
utscic.edu.au

THE BIG QUESTION FOR LEARNING ANALYTICS

= THE BIG QUESTION FOR EDUCATION

WHAT QUALITIES DO
GRADUATES NEED
TO THRIVE IN COMPLEXITY
AND BUILD A JUST SOCIETY?

KEY #1

STRATEGIC ALIGNMENT

UTS Teaching & Learning Strategy
(learning.futures)

UTS Research Strategy
(data science / key fields)

KEY #2

PARTNERSHIP

academics • academic devpt teams
IT division • other analytics experts
planning division • student support units

KEY #3

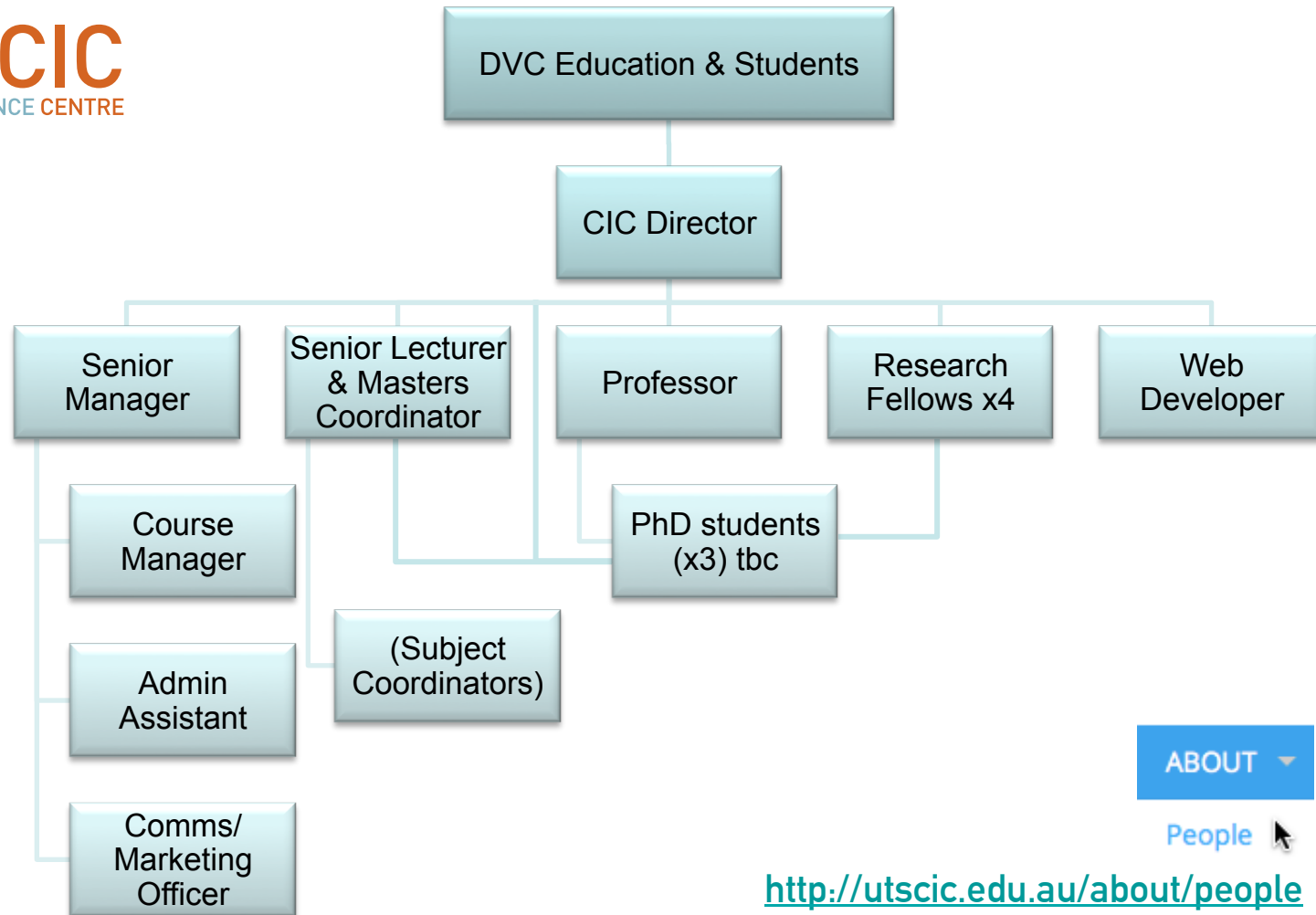
THE TEAM

learning analytics lab culture

technical and administrative expertise

transdisciplinary (Master of Data Science & Innovation)

strong collaboration skills



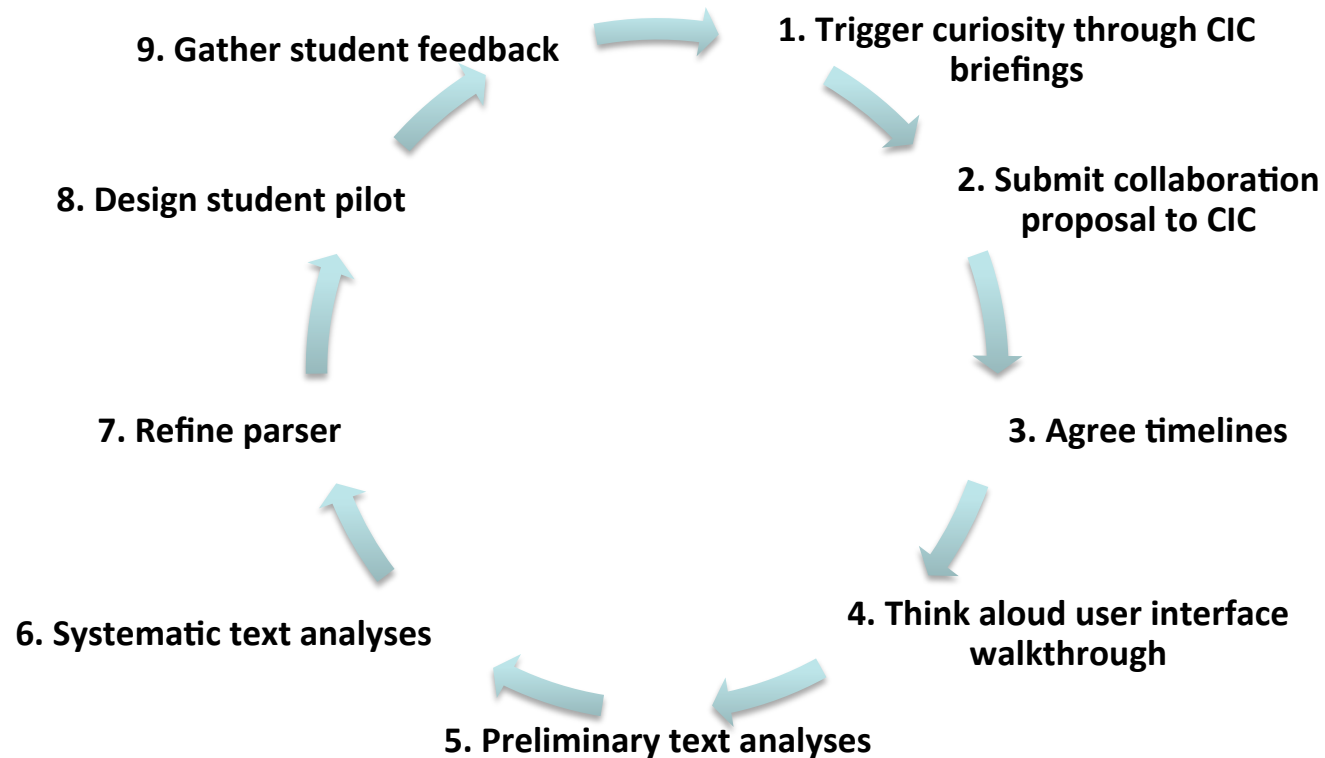
ABOUT ▾

People 

<http://utscic.edu.au/about/people>

EXAMPLE:

Working with UTS academics to design writing analytics



ANALYTICS PROJECTS

utscic.edu.au

PROJECTS

UTS Projects

OLT Projects



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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Arts and Pragmatic Analytics

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<http://isit.arts.ubc.ca/learning-analytics/>



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“social and cultural change (that is, change in habits, practices and behaviours) is not brought about by simply giving people large volumes of logical data (Kotter & Cohen, 2002)... in order to overcome individual and group resistance to innovation and change, planning processes must create conditions that allow participants to both think and feel positively about change—conditions that appeal to both the heart and the head”



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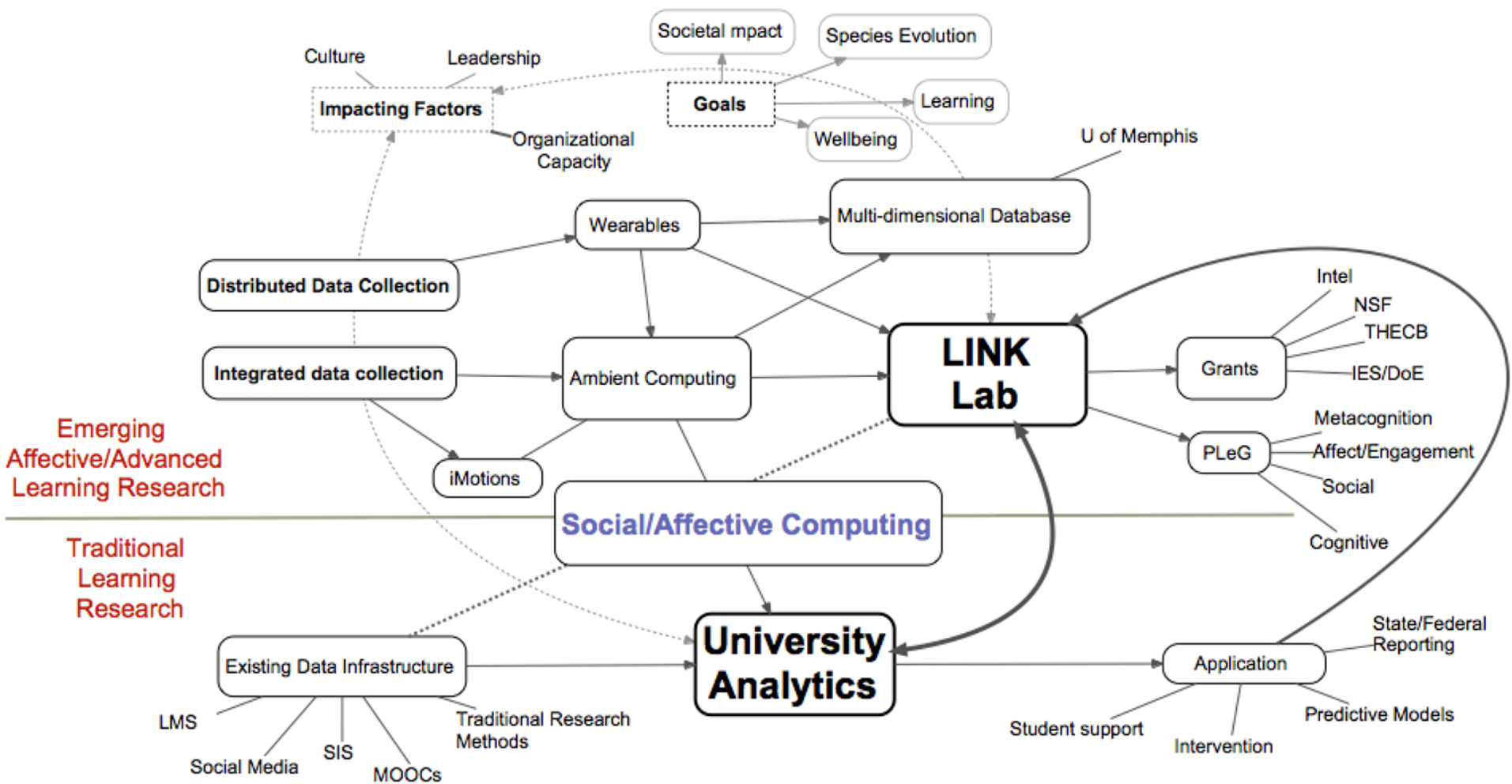
Are we tackling the wrong question?

- A need for “observability” (Rogers, 1995)
 - Better stories, better visuals
 - Better tools and hands-on access
- Pragmatism and the problem of grand universal theories
 - *“a concern with applications - “what works” - and solutions to problems...Instead of methods being important, the problem is most important, and researchers use all approaches to understand the problem”* (Creswell, 2009)
 - The ‘pragmatist maxim’: a rule for clarifying the contents of hypotheses by tracing their ‘practical consequences’

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Next Steps....University Analytics

Facilitate institutional strategic planning, campus-wide decision making, teaching and learning by developing a campus culture of analytics and toolsets for performing research analyses and predictive modeling of internal and external data; to

Warehouse and analyze academic, learning, and operational data for internal use as well as state, federal, and external reporting needs, accreditation, compliance, and risk management;

Bring the university to national and international prominence in the research and use of learning analytics to promote institutional and student success as well as emerging complex models of teaching and learning.

Next Steps...LINK Research Lab

1. Masters Program in Learning Analytics (proposal to be submitted in fall 2016)
2. Creating Research Experience for Undergraduates
3. Doctoral students conducting Teaching-as-Research Projects through our partnership with the CIRTl Network, a consortium of almost 50 institutions in the United States and Canada.
4. Launch aWEAR – social and affective computing lab

aWEAR (Social and Affective Computing Research Lab)

Goals:

Expanding data collection to include broadening scope of data collection

Holistic learning

Individual well-being

Preparing learners for the future of work and life

DISCUSSION!