

Workshop:

Learning Analytics and Mindful Mentoring to increase Student Engagement

27-29 September 2022 | Barcelona, Spain

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Timetable



- 16:00 Introduction
- 16:15 Group work time
- 16:35 Group work sharing
- 16:50 Conclusions

Introduction

10 min

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Learning analytics



¿What does it exactly means?

“Software algorithms that are used to predict or detect unknown aspects of the learning process, based on historical data and current behavior”

(Source: Moodle)

“The measurement, collection, analysis and reporting of data about learners and their contexts for purposes of understanding and optimizing learning and the environments in which it occurs”
(Siemens, 2011)

“The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs”
(Source: Wikipedia)

Meaningful mentoring



Improving our training
in a conscious way



Fostering more
independent learners



Applying analyzed data for different purposes:

- Descriptive (what happened?)
- Predictive (What will happen next?)
- Diagnostic (why did it happen?)
- Prescriptive (try to improve)

¿What does it exactly mean?

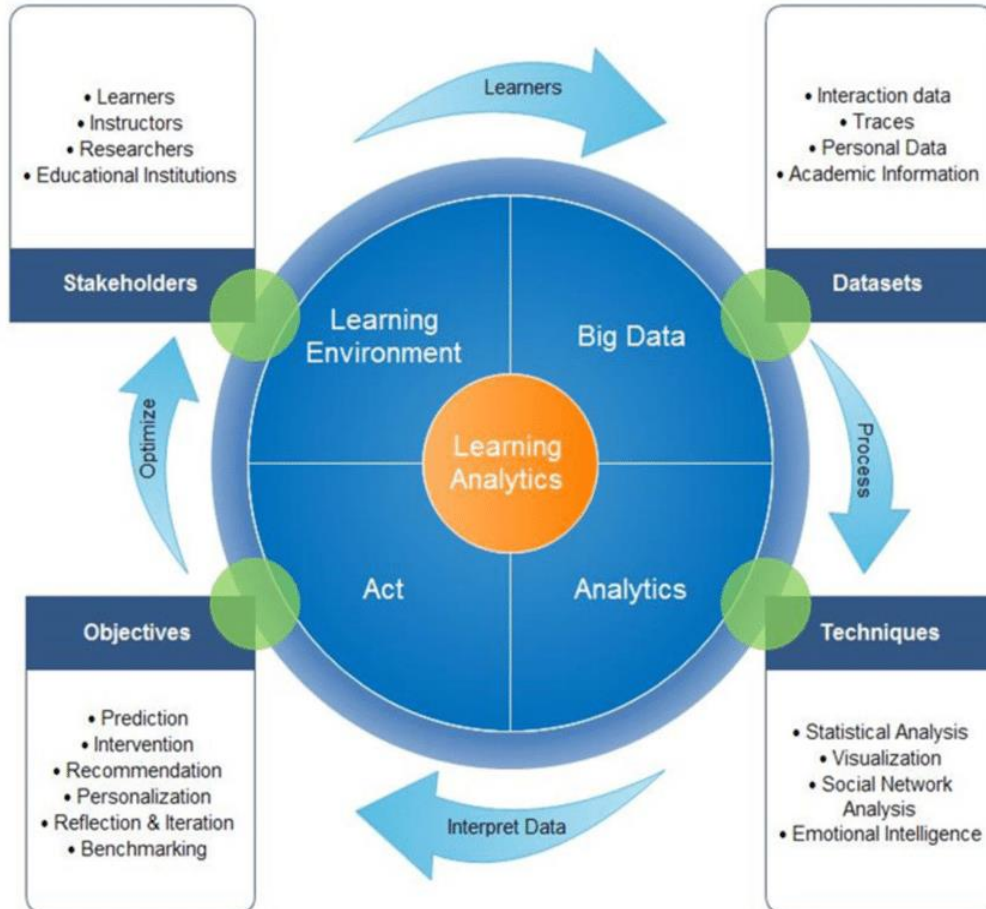


Making sense of Big Data
(From data to story)



Being able to adjust the
instructional design

Learning Analytics Cycle (Khalil & Ebner, 2015)



Learning analytics tools in moodle







On platform

- ▶ Registers
- ▶ Activity report
- ▶ Participating reports
- ▶ Site statistics
- ▶ Activity completion
- ▶ Events monitor
- ▶ Custom reports

Free plugins

- ▶ Analytics graphs
- ▶ Heatmap
- ▶ Forum Graph
- ▶ Progress bar
- ▶ Course dedication
- ▶ Use stats
- ▶ Configurable report
- ▶ Attendance

Payment plugins

- ▶ Intelliboard  INTELLIBOARD
- ▶ Edwiser  edwiser
- ▶ Zoola  Zoola ANALYTICS
- ▶ Learner Script  LearnerScript

Dinamic

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Learning Analytics and Mindful Mentoring to increase Student Engagement



Objective

Identify the different learning analytics tools in moodle in order to personalise contents, activities and interactions (DIGICOMPEdu 3.2) so that students can optimise their learning and carry out conscious and meaningful tutoring.

Workshop

27 Sept 2022
16:00 - 17:00



Group work time 20 min

Group work sharing 15 min



Dinamic



First part

20 min

- There are 6 cases to work on
- You can choose the case you want to work on
- All groups will have access to a general classroom, where they will find all the necessary information to work.
- Each group will have to answer a challenge using the checklist (slide 24 and in each course)
- Each group will have access to a working classroom with role of teacher

Second part

15 min

- The second part of the workshop will be reserved to discuss the work done and its suitability for the proposed objective and case.

Access to the platform:

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User: mootglobal(your number)
Password: mootglobal(your number)

See the number you have received



Important

- Choose 1 spokesperson for each group
- Material available in the general classroom
- Each group will have editing access to a moodle working classrooms

Before we get started and set up the groups, here are a few instructions:

- 1) First, **log in** to the platform. As soon as you login you will find one general course and one for each case.
- 2) Enter the general classroom. In this classroom, you will find all the material you need to answer the case.
- 3) The classroom, as you can see, has a grid format, each box corresponds to a case. **Choose yours**
- 4) Then, open the pdf file to **read the case**.
- 5) **Go to the course** that corresponds to your case.
- 6) Please, **use the checklist to solve the challenge** that is posed.
- 7) You will work in groups for 15-20 minutes.
- 8) And finally, we will **share and socialize** the work done.

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Remember: Choose a spokesperson for your group

If you have any question, please ask any of the three of us.

Tools

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Cases

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Cases

- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



CASE 1A

You are worried because you notice that people are becoming less and less motivated and are participating less and less in the course and you want to analyse the data to see how to solve this problem.

CASE 2A

You want to find out which contents have been the most visualized and according to the data modify the instructional design.

CASE 3A

You are interested in finding out which resources have been the most visited: main material, complementary material, activities, forums... to get an overall idea of how the course is going and to be able to manage the instructional design.

CASE 1B

You have the feeling that it is always the same people who participate, and you want to check with data and change this trend.

CASE 2B

You would like to know the times when the most people have been online in order to predict future interactions

CASE 3B

You want to follow up on a specific student to find out how she is making the most of the training

Case 1-A

You are worried because you notice that people are becoming less and less motivated and are participating less and less in the course and you want to analyse the data to see how to solve this problem.

- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Case 1-B

You have the feeling that it is always the same people who participate and you want to check with data and change this trend.

- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Case 2-A

You want to find out which contents have been the most visualised and according to the data modify the instructional design.

- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Case 2-B

You would like to know the times when the most people have been online in order to predict future interactions

- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Case 3-A

You are interested in finding out which resources have been the most visited: main material, complementary material, activities, forums... to get an overall idea of how the course is going and to be able to manage the instructional design.

- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Case 3-B

You want to follow up on a specific student to find out how she is making the most of the training

- Find the most appropriate tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Checklist

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USED TOOLS

- Analytics graphs
- Heatmap
- Forum graph
- Progress bar
- Course dedication
- Use stats
- Configurable report
- Attendance
- Registers
- Activity report
- Participating reports
- Site statistics
- Activity completion
- Events monitor
- Custom reports

DATA

- Interactions: number of interactions in forum, Who interacts with whom, are interactions compulsory or spontaneous
- Participation: in forums, in activities
- Access: to content, to extra content, to forums
- Visual or Numerical data

OVERVIEW

- General overview
- Specific overview
- One by one overview

FROM DATA TO STORY

- What do the tools say?
- How I interpret it

CONCLUSIONS RELATED TO INSTRUCTIONAL DESIGN

- How can I improve: access to contents, interactions, continuity, learning environment
- How can I avoid: boredom, lack of interest in content, attrition, lack of interaction.

CHECKLIST



Group work time

20 min

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In the **general course** you can find:

Cases - each case present a challenge

Checklist - **use it to solve the challenge**

Working classroom

Is a fake classroom

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- Find the right tools
- Extract the data
- Interpret them
- Respond to the challenge
- Propose improvements

Use the checklist
to answer this challenge



Group work sharing

15 min

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Conclusions

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➤ Data interpretation must be related to an specific context



Explore the possibilities of the different tools in relation to your needs



➤ Instructional design can be a powerful tool together with data



Existing learning data tools are huge, choose yours



➤ Data tools can be combined to get different results



Think and apply data tools to improve the learning experience



➤ Sometimes little data goes a long way, use your imagination



..and remember that there is only one step from data to story!!





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