



OFLA
Onwards from Learning
Analytics



MAKING DATA EFFECTIVE

Webinar – June 26th - 12h30 to 13h30 CEST

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@OFLAproject

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Acknowledgements – project team



Pieterjan Bonne, Sofie Heirweg, Beatrijs Vandenkerckhove, Eva Vandemeulebroucke and Veerle Vanoverberghe



Peter Crowson, Ed Foster, Sarah Lawther, Rebecca Siddle



Rianne Bouwmeester, Tim Bezemer, Harold Van Rijen



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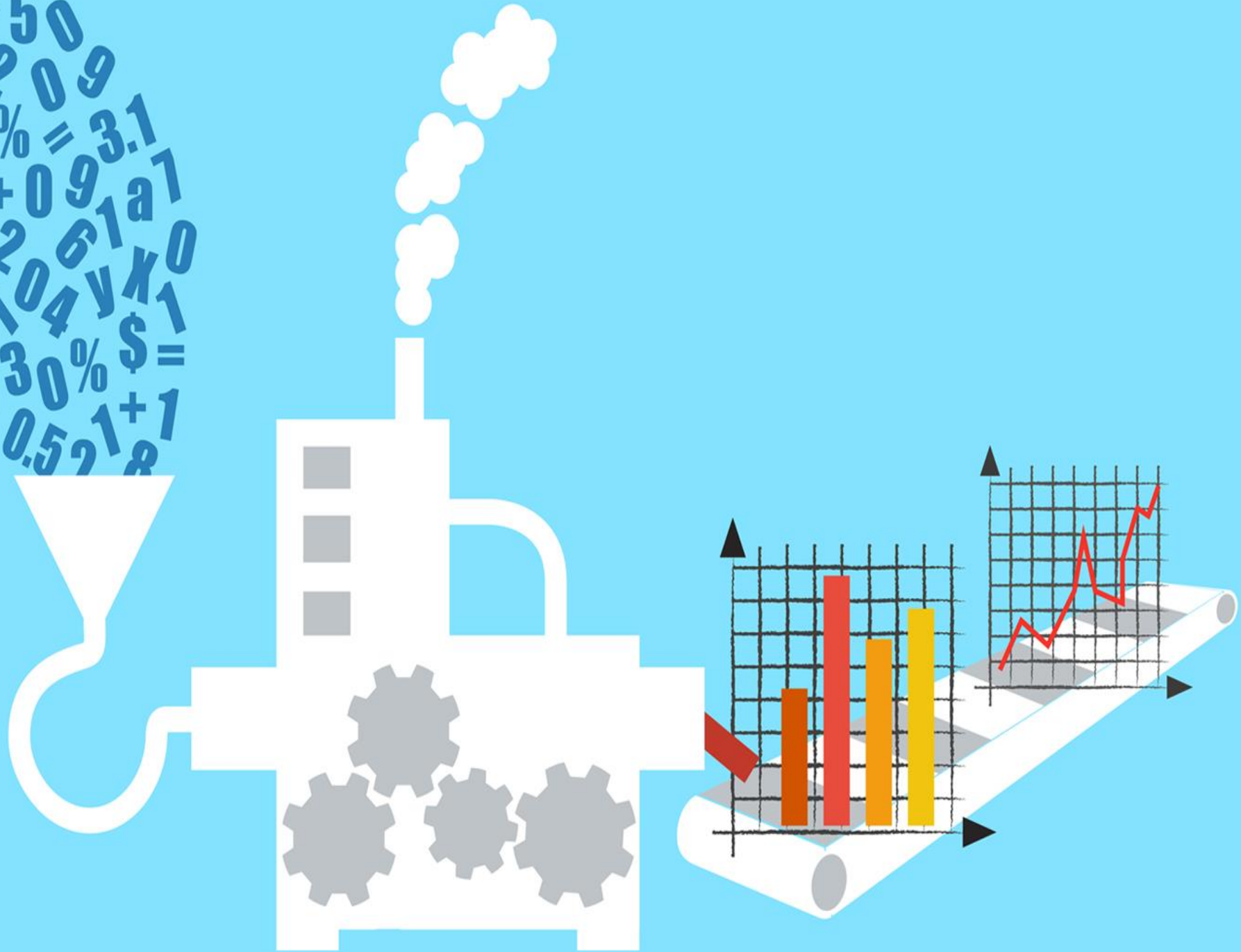
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Analytics

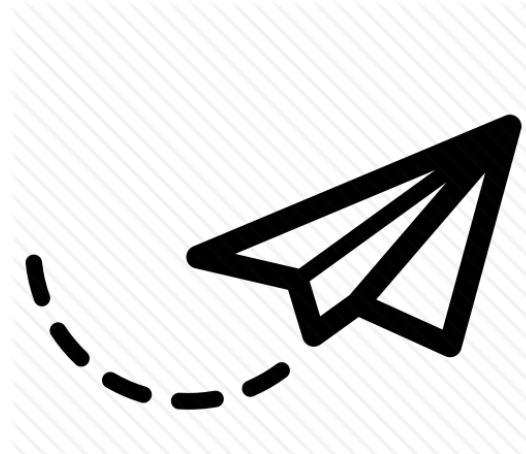
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The OfLA model



Prompts

Tutor observation,
attendance



Communication

Email or message on the
LMS



Intervention

Meeting with the tutor

HOW CAN WE MAKE EFFECTIVE USE OF DATA IN ORDER TO BETTER SUPPORT STUDENTS?

Nuances

- Institutional approach
- Focus on students at risk



Snowballing through the literature

From reviews to cases

2 reviews

- Viberg et al (2018) - The current landscape of learning analytics in higher education.
- Wong (2017) - Learning analytics in higher education: an analysis of case studies.



39 abstracts screened and 23 articles processed



48 case studies where data was used for an intervention of which 36 unique case study



10 pieces of advice in 4 categories

Institutional
context and
pedagogy



Prompts



Communication



Intervention

Institutional context and pedagogy



1. **Frame** your intervention in a pedagogical approach and the institutional context
2. **Involve** and train the **end-users** from the onset to the end

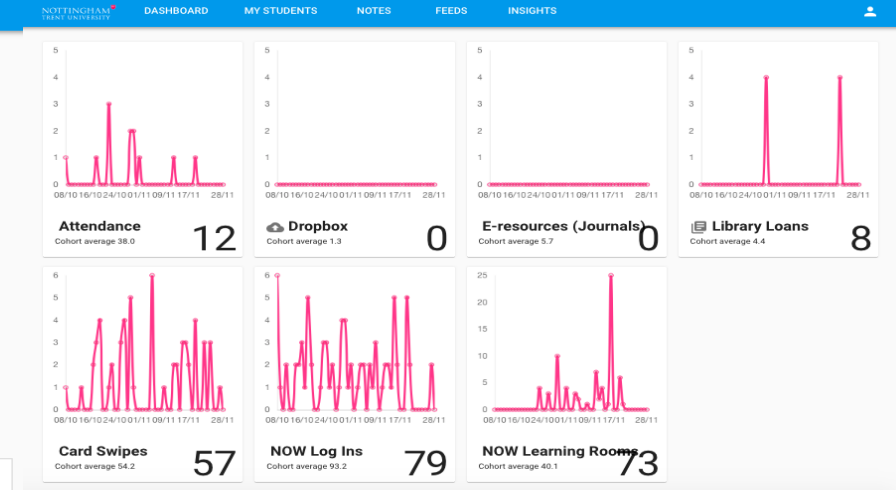
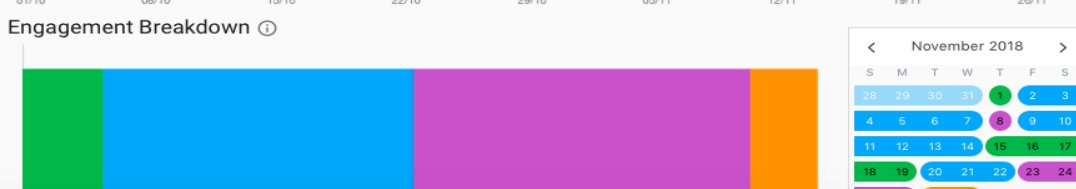
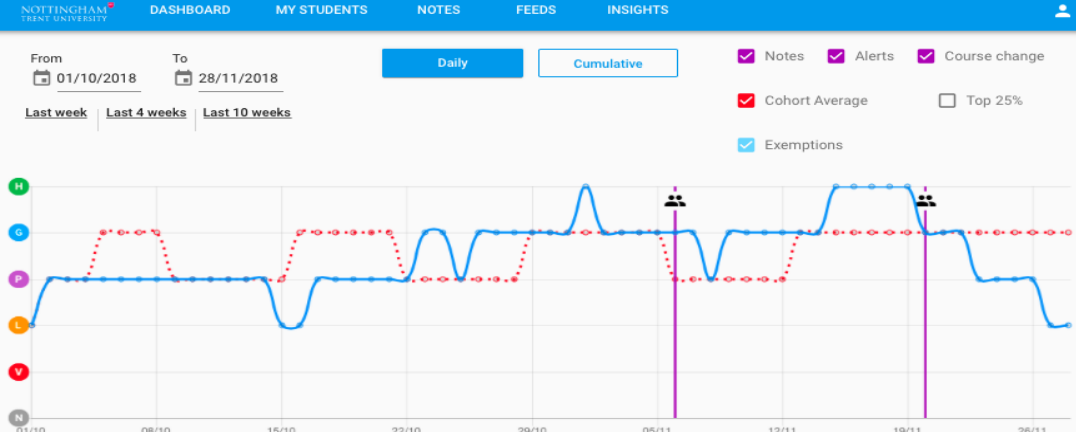
Prompts



3. Use a **combination of data**

including at least **actionable and recent data**.

5. Data should be easily, **visually and continuously accessible** for all stakeholders



STREAM NTU Student Dashboard Last Update: 03.02.2015

- Dashboard
 - Course Year 1
 - Course Year 2
 - Course Year 3
 - Course Year 4+
 - Student Search
 - Academic Help
 - Student Support
 - Technical Support
 - FAQ
- Click Operational Hours
Monday to Friday
08:00 to 18:00
Some disruptions may occur outside of these hours.



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Pre university tests

	January 1e examenperiode CSE 60% 18/30	June 2e examenperiode CSE 45% 27/60	August 3e examenperiode CSE 68% 41/60	Failed courses tolerance points 7/12	Planning 172/180	bachelor 3j 4j 5j niet
IJkingtoets juli	11	Algemene en technische scheikunde 9 7stp	Algemene natuurkunde 12 6stp	Toegepaste mechanica, deel 1 7 NA 5stp	year 1 46 stp	CSE > 90
IJkingtoets september	#	Analyse, deel 1 12 6stp	Analyse, deel 2 8 5stp	Analyse, deel 2 Getolereerd 5stp Opnieuw afleggen Tolereren	year 2 30 stp	60 ≤ CSE ≤ 90
		Probleemoplossen en ontwerpen, deel 1 12 4stp	Elektrische netwerken 5 3stp	Inleiding tot de materiaalkunde 9 8 3stp Opnieuw afleggen Tolereren	semester 1 15 stp	
		Toegepaste algebra 10 5stp	Inleiding tot de materiaalkunde 9 3stp	Methodiek van de informatica 8 6stp	semester 2 15 stp	CSE < 60
		Toegepaste mechanica, deel 1 7 5stp	Methodiek van de informatica 8 6stp	Thermodynamica 3 4stp	year 3 46 stp	
		Wijsbegeerte 10 3stp	Probleemoplossen en ontwerpen, deel 2 10 3stp	Thermodynamica 12 4stp	year 4 50 stp	
					year 5 0 stp	

Thanks to: Mike Day, Nottingham Trent University

Prompts



3. Use a **combination of data**

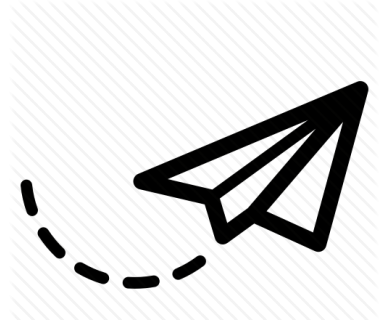
including at least **actionable and recent data.**

5. Data should be easily, **visually and continuously accessible** for all stakeholders

4. Data should lead to **action**

(minimum is making aware and this might be sufficient)

Communication



6. Make the advice (seem) **customized** through **staff-involvement**
(staff should have the final say)
7. Communication should allow or lead to relevant **action**
8. Avoid too **invasive** communication



Intervention

9. **Timing** is important

10. Use the data to **start** a **dialogue**
(and as a **shared** aspect)

Advice to making effective use of data



Institutional context and pedagogy

Advice 1. Frame your intervention in a pedagogical approach/model and the institutional context

Advice 2. Involve and train the end-users from the onset to the end

Advice to making effective use of data



Prompts

Advice 3. Use a combination of data including at least actionable and recent data.

Advice 4. Data should lead to action

Advice 5. Data should be easily, visually and continuously accessible for all stakeholders

Advice to making effective use of data



Communication

Advice 6. Make the advice (seem) customized through staff-involvement

Advice 7. Communication should allow or lead to relevant action

Advice 8. Avoid too invasive communication

Advice to making effective use of data



Intervention

Advice 9. Timing is important

Advice 10. Use the data to start a dialogue

Advice to making effective use of data



Institutional context and pedagogy

Advice 1. Frame your intervention in a pedagogical approach/model and the institutional context

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Prompts

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Communication

Advice 6. Make the advice (seem) customized through staff-involvement

Advice 7. Communication should allow or lead to relevant action

Advice 8. Avoid too invasive communication



Intervention

Advice 9. Timing is important

Advice 10. Use the data to start a dialogue

Work with what you have got, but use it effectively



Prompts

Select within available data (recent, actionable)



Communication

Communicate concerns and existing (adapted) support



Intervention

Improve time between student and mentor/advisor

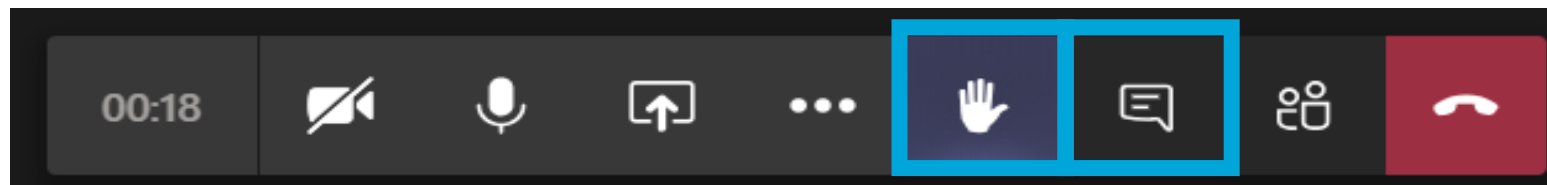
Future work

- Finished
 - Interviews with stakeholders to collect the *grey literature*
- Nearly finished
 - Practical studies AY19-20
- In design
 - Practical studies AY20-21
 - Training resources for staff
 - Policy recommendations
 - Guidance on using institutional data



Raise hands to ask a question (click icon 5) → order of questions

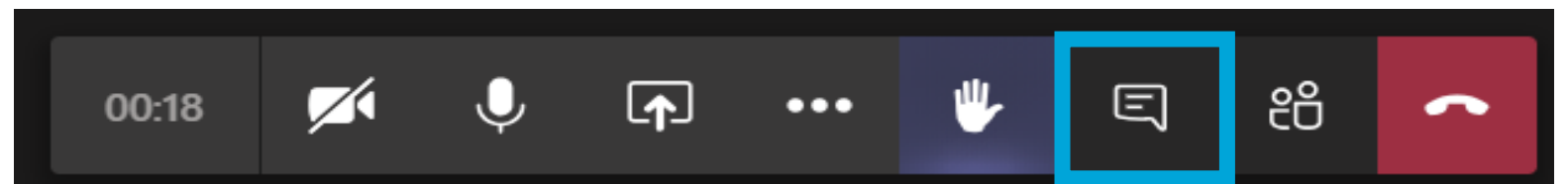
Turn on microphone (and camera) when speaking or use the chat (click icon 6)



Our final questions for you

1. According to you, what are **key themes** for staff and students seeking to make best use of learning analytics?
2. What **staff resources** on using data to support students would be useful for you/your institution?
3. Would you be interested to stay informed about future outputs? Y/N

Please answer in the chat



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