Onwards from Learning Analytics (OfLA)
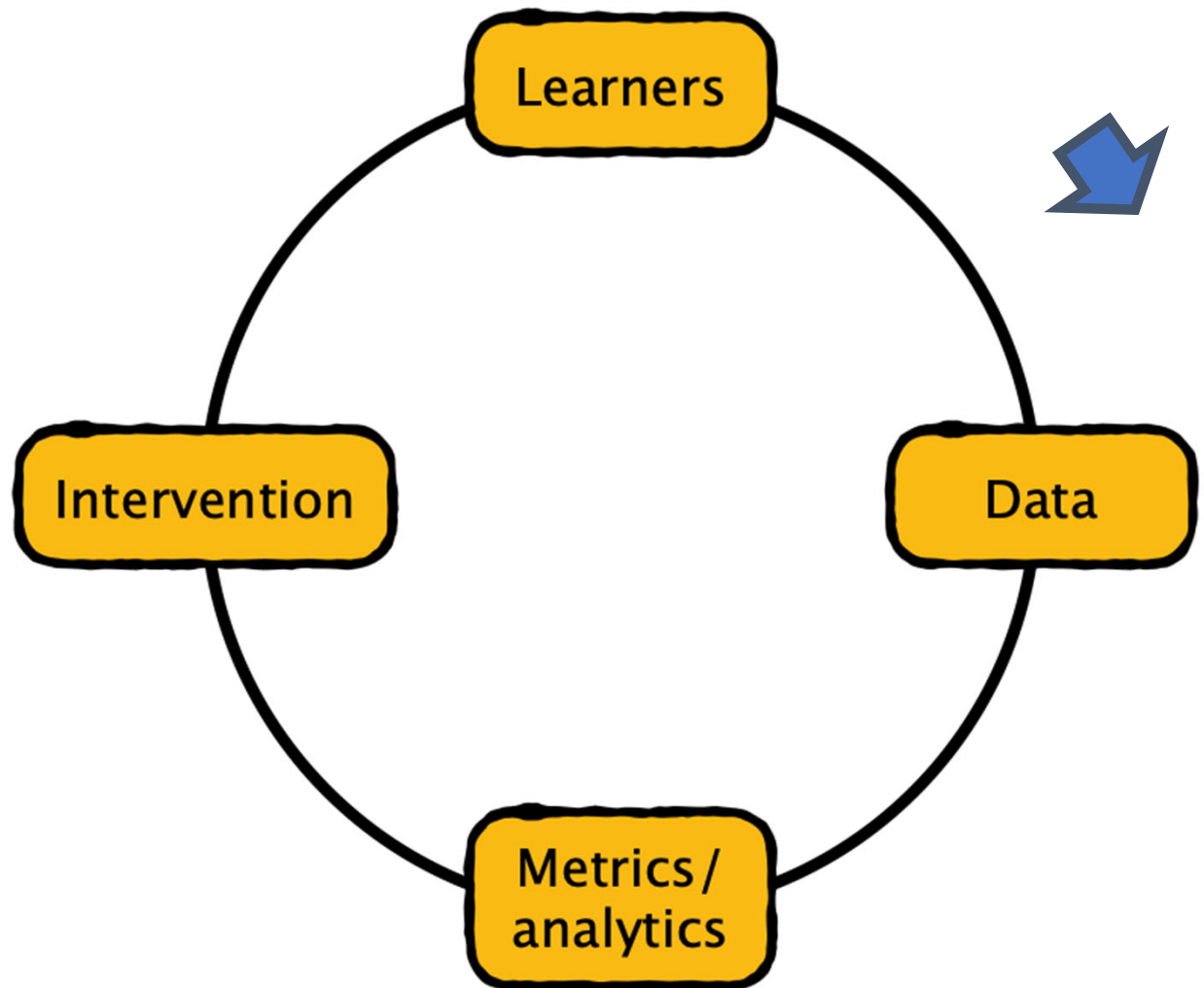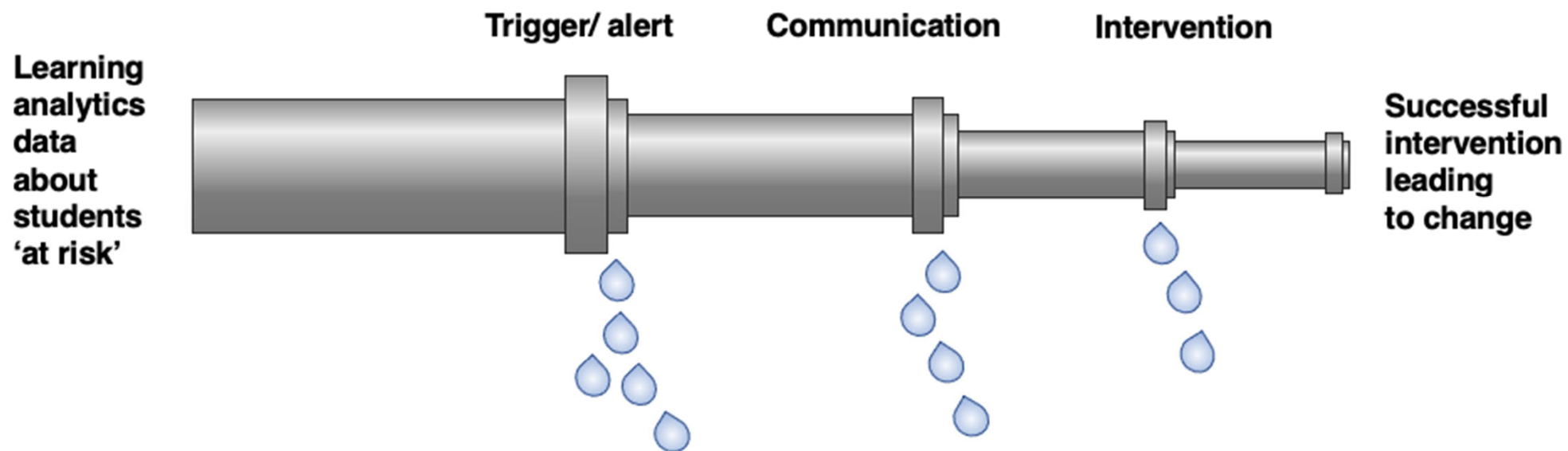**Output 16 – Project Overview – part 1**
Where did we start?

Onwards from Learning Analytics Erasmus+ project

- Overall aim
  - *"… best understand how we can use Learning Analytics (LA) & other Early Warning Systems (EWS) to improve the quality of support provided to students through staff interventions."* (original bid pg. 59)
  - Recognise institutions are investing in LA & EWS, spending money on harvesting data & presenting it to managers and tutors
  - Primarily one-to-one interventions
  - Originally focussed on personal tutor & study adviser models of support

- Project outputs
  - Case studies
  - End of project reports

  - https://oflaproject.eu

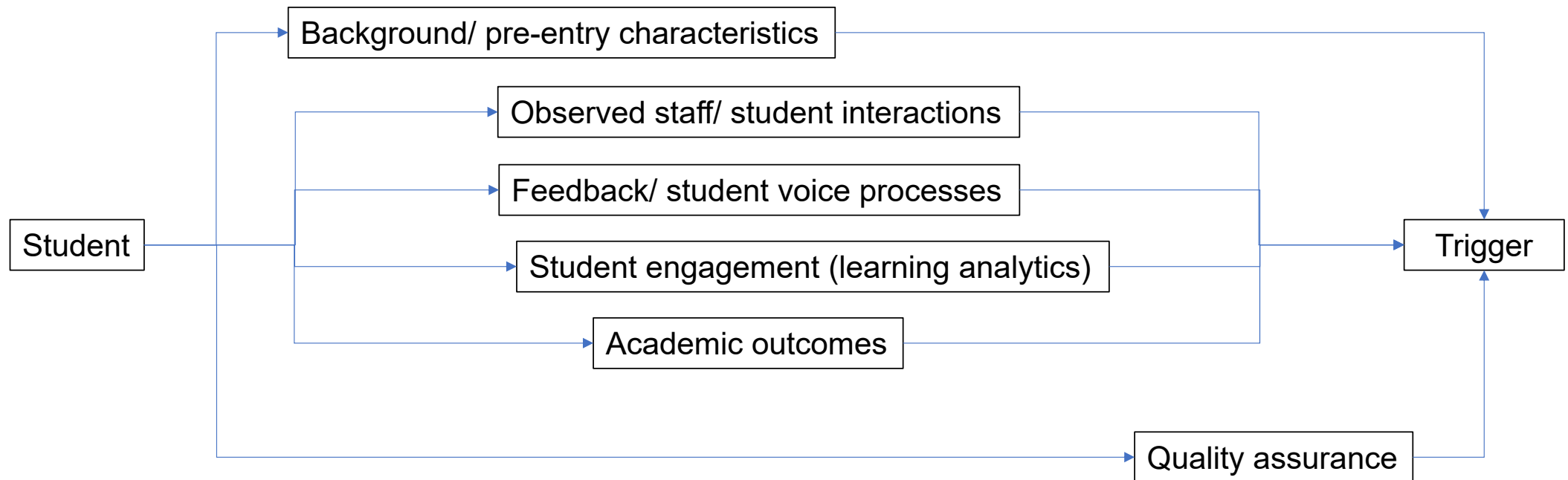# Learning Analytics Cycle

• Clow, 2012

The OfLA Model
(Intervention stage)

Early Warnings Work

Early Warning Systems

Student → Background/ pre-entry characteristics → Trigger

Observed staff/ student interactions

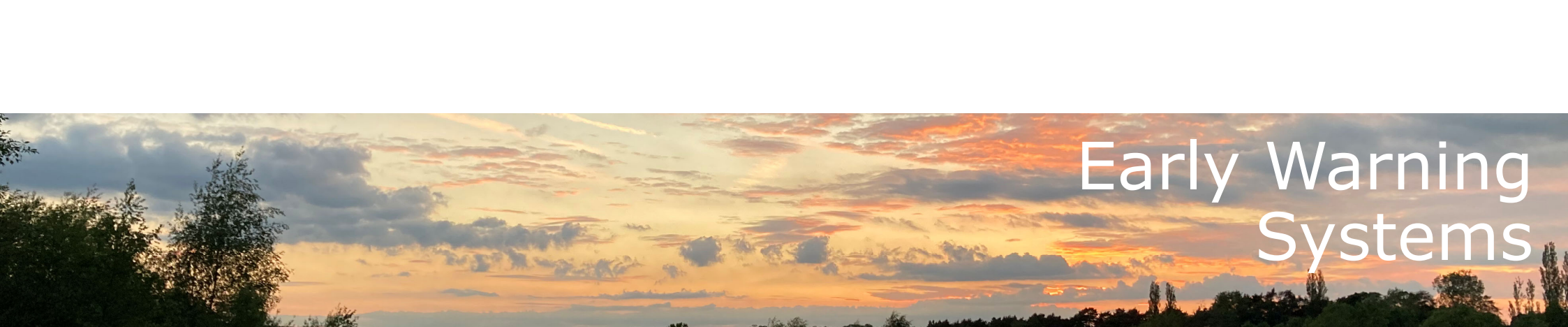Feedback/ student voice processes

Student engagement (learning analytics)

Academic outcomes

Quality assurance

Some data sources harder to use. May work better in combination.
Not including students asking for help, but systems to identify students in need

Early Warning Systems

- Attendance monitoring (Romer, 1993, Woodhouse, Jessop & McMillan, 2006)
- Surveys (Kuh et al., 2008, ABLE, 2018)
- Learning Analytics (Arnold & Pistilli, 2012, Siddle & Foster, 2018)
- Assessments (De Laet et al., 2017)
- Student self-referral, tutor observation

Intervention works

Interventions work

- Tutors and advisers can give us good quality examples of interventions working (ABLE, 2018, STELA, 2018)

- Quality of relationships important (ABLE, 2018)

- Perceived supportiveness/ friendliness/ enthusiasm (Foster & Southwell-Sander, 2014)

- Students' role complicating factor (ABLE, 2018)
  - Students benefitting most from interventions already engaged

- Sharing information with students about risk appeared to have mixed results (Arnold & Pistilli, 2012)

OFLA
Onwards from Learning Analytics

Staff have a complex relationship with interventions

Staff have complicated relationships with interventions

Broadly in support of interventions

- Whose responsibility is student success?
- What are students? – learners/ adults/ customers?
- What's a reasonable amount of time to offer students?
- When do I act/ when do my concerns become serious enough?
- How much autonomy/ time do I have?
- How much do I trust data – particularly predictive data?
- Mental health - too specialised for 'ordinary' staff?

OFLA
Onwards from Learning Analytics

Students have a complicated relationship with interventions

Students have a complicated relationship with interventions

- Students want to be told if they are at risk of failing (NTU Student Transition Survey, 2012)
- But actual behaviour compared to espoused behaviour not always consistent (NTU Student Transition Survey, 2017)
  - Students who had considered leaving University, tended not to ask for help
  - Students who had never considered leaving, thought that they would ask for help from a wide range of staff
- Students want both to be supported and left alone
- Different groups have different perspectives about risk (Foster & Lefever, 2011)

OFLA
Onwards from Learning Analytics

Everything is a balance

Tensions in the system

- Perfect actionability vs perfect accuracy

- Staff autonomy vs staff data literacy

- Need to jolt students into action vs scaring/ offending students

- Perfect moment to intervene vs waiting too long

- Right to treat students as adults vs our knowledge of their risky behaviour

- Cost benefit analysis for each intervention

Thank you for listening