Onwards from Learning Analytics (OfLA)
Output 16 – Project Overview – part 2
What have we discovered?
The OfLA Model still offers a useful framework

There are issues

- Boundaries between ‘Communication’ & ‘Intervention’ often blurred in practice
- Relationship between the process and the staff and students not fully considered
Start with the end in mind

- Design from the perspective of the intervention you want to happen
- In our setting, a face-to-face conversation
  - What processes need to happen for that conversation to take place?
    - Data, Policy, Systems, Staff development, Estates, resourcing
  - Work backwards through the barriers to overcome
    - What can you work around?
Don’t start here
Or here
Institution
- Staff development
- Policy
- Data
- Processes
- Estates
- Rules & Guidance
- Support

Agent of change
- Time
- Data literacy
- Skill
- Clarity

Student
- Understand what needs to change
- Motivation to change
- Confidence to change
- Skills to change
- Capacity to change
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<th>Intervention</th>
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<td>AHS O9 – improving academic/ social integration case studies 1 &amp; 2</td>
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<td>NTU O9 – student-facing alerts</td>
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Most of the outputs covered more than one theme, this is just an indication of areas that were particularly interesting.
Trigger/ alert

- Valuable as a definite point
  - Unambiguous
- Different types possible
  - Self-reflection/ self-referral
  - Binary (non-submission/ academic failure)
  - Threshold (e.g. engagement rating, % attendance)
- Autonomy versus ease of use
  - Each decision point adds time and complexity, but adds ownership
  - Data literacy
- Institutional capacity to act
Communication

• (Most) students appreciated communication
• No perfect system, all we can hope for is to mitigate the flaws in each media
• Student views remain nuanced about communication
  • Overall, want emails to ‘official’ email channels
  • Texts as a preparation for calls
  • Personal social media still private
• Communication is part of the process, not the end step
  • Although may be sufficient for students with capacity to change
• Communication is a record
  • Useful for other colleagues supporting students & as a record

“Despite everything happening in the world, I wasn’t forgotten about or abandoned by Uni.”
Intervention

- Believe that an intervention is essential
  - Not all students possess the skills/confidence to change

- Use of systems to de-personalise the intervention/take the heat out of the contact

- Data as a means to identify the change needed

- Coaching approach need to act ‘softly’
  - Don’t overload the student
  - First steps – act

- Personalisation
  - CRM type approach, network & web of support

The call …

“Motivated me to start getting back into my studies”
Final case study
Student engagement following call centre calls. Term 2 (2020-21) calls in response to 'no engagement' alerts (n=1,619)

- Alert email sent, no phonecall (unknown number) (n=236): 59% very low engagement on alert date, 50% very low engagement 1-7 days after alert, 50% very low engagement 8-14 days after alert.
- Alert email sent, no answer, no voicemail (n=212): 55% very low engagement on alert date, 50% very low engagement 1-7 days after alert, 50% very low engagement 8-14 days after alert.
- Alert email sent, no answer, voicemail left (n=615): 61% very low engagement on alert date, 49% very low engagement 1-7 days after alert, 49% very low engagement 8-14 days after alert.
- Alert email sent, received call (n=556): 44% very low engagement on alert date, 34% very low engagement 1-7 days after alert, 34% very low engagement 8-14 days after alert.
Thanks for listening
National plenaries & what next?, next