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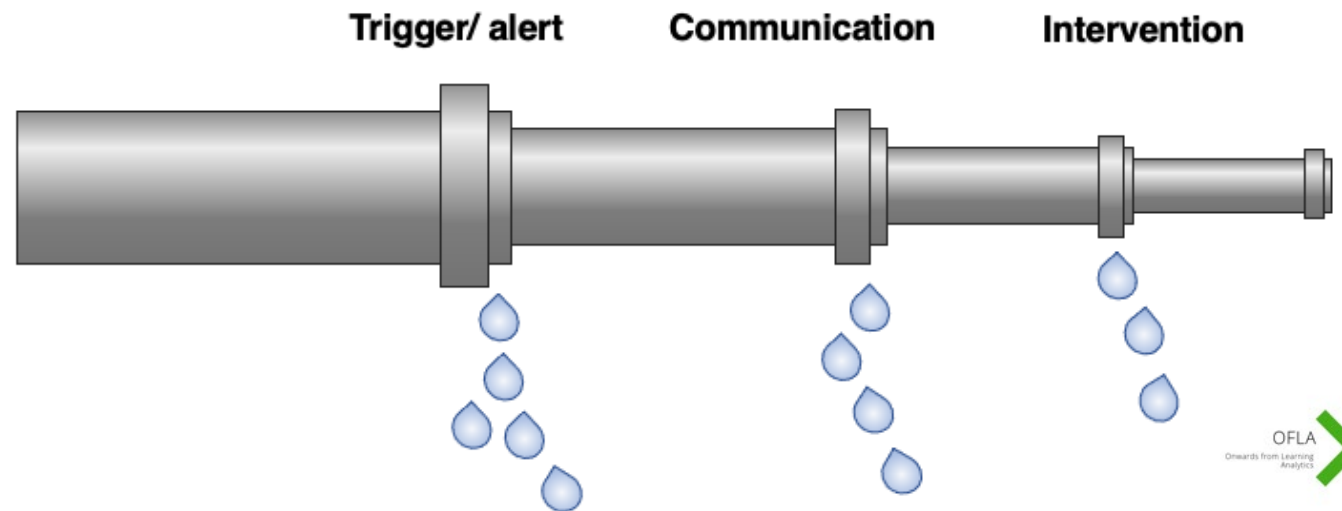
Onwards from Learning Analytics (OfLA) Output 16 – Project Overview – part 2 What have we discovered?

The OfLA Model still offers a useful framework

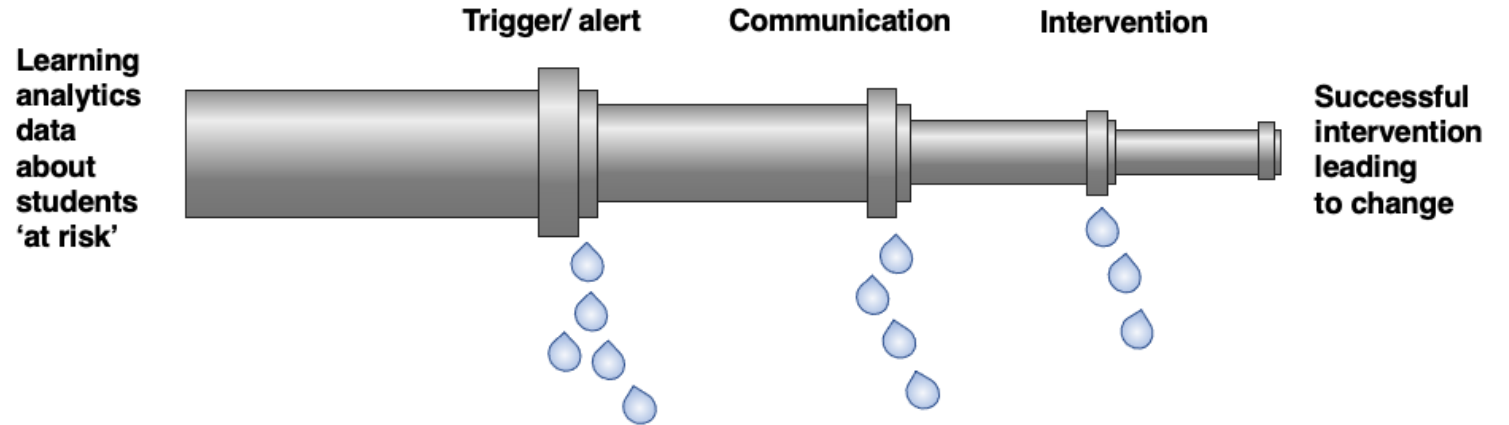


There are issues

- 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



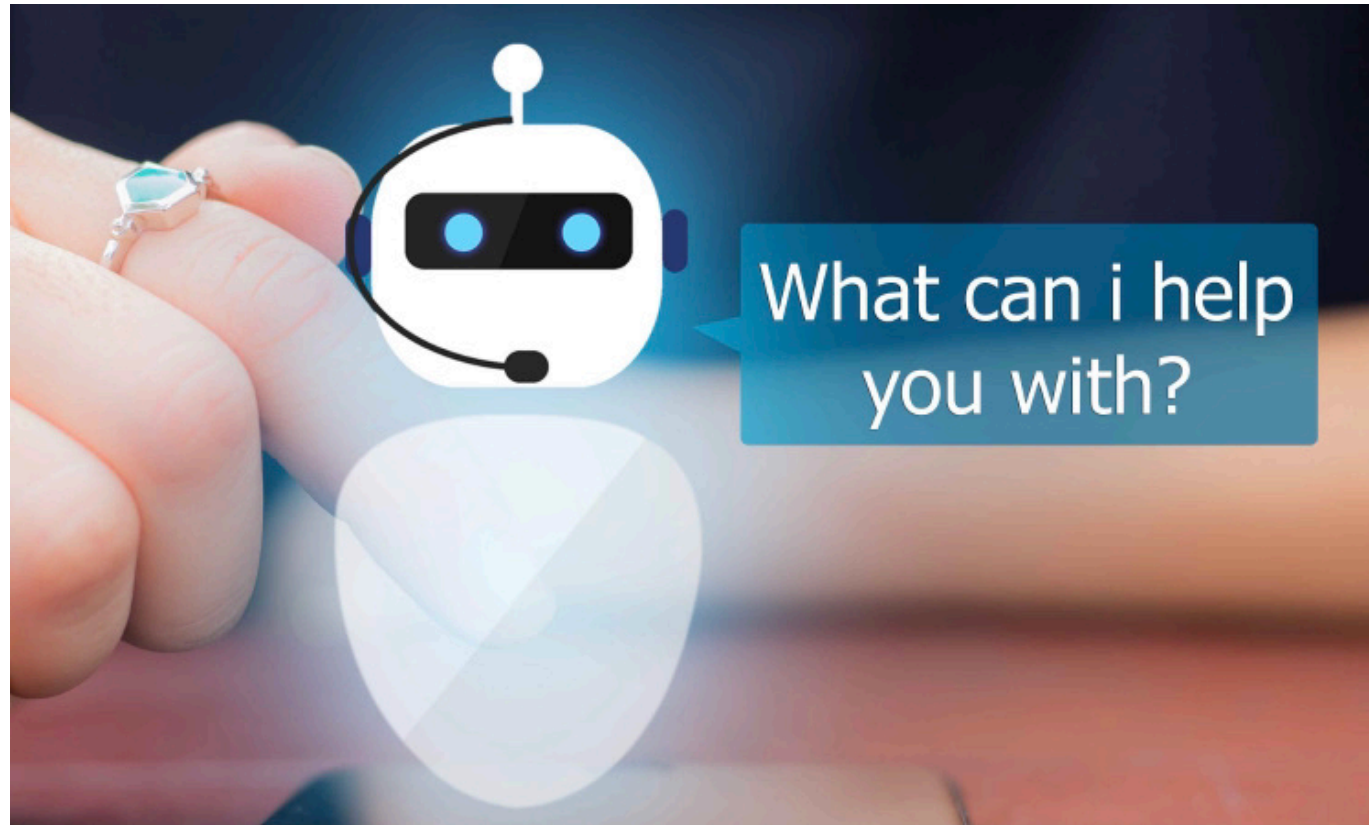
- Design from the perspective of the intervention you want to happen
- In our setting, a face-to-face conversation
 - What processes need to happen for that conversation to take place?
 - Data, Policy, Systems, Staff development, Estates, resourcing
 - Work backwards through the barriers to overcome
 - What can you work around?



Don't start here



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



Trigger/ Alert	Communication	Intervention	Management/ Operations
NTU O9 – Learning analytics alert timeframe UMCU O12 – using a survey tool to reach students	AHS O9 – improving academic/ social integration case studies 1 & 2 NTU O9 – mid-term reviews NTU O9 – student-facing alerts	AHS O6 – staff views on interventions NTU O6 – tutor interviews NTU O12 – Autumn term call centre	AHS O4 – literature UMCU O6 – staff views on challenges NTU O12 – Covid summer call centre

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 ...

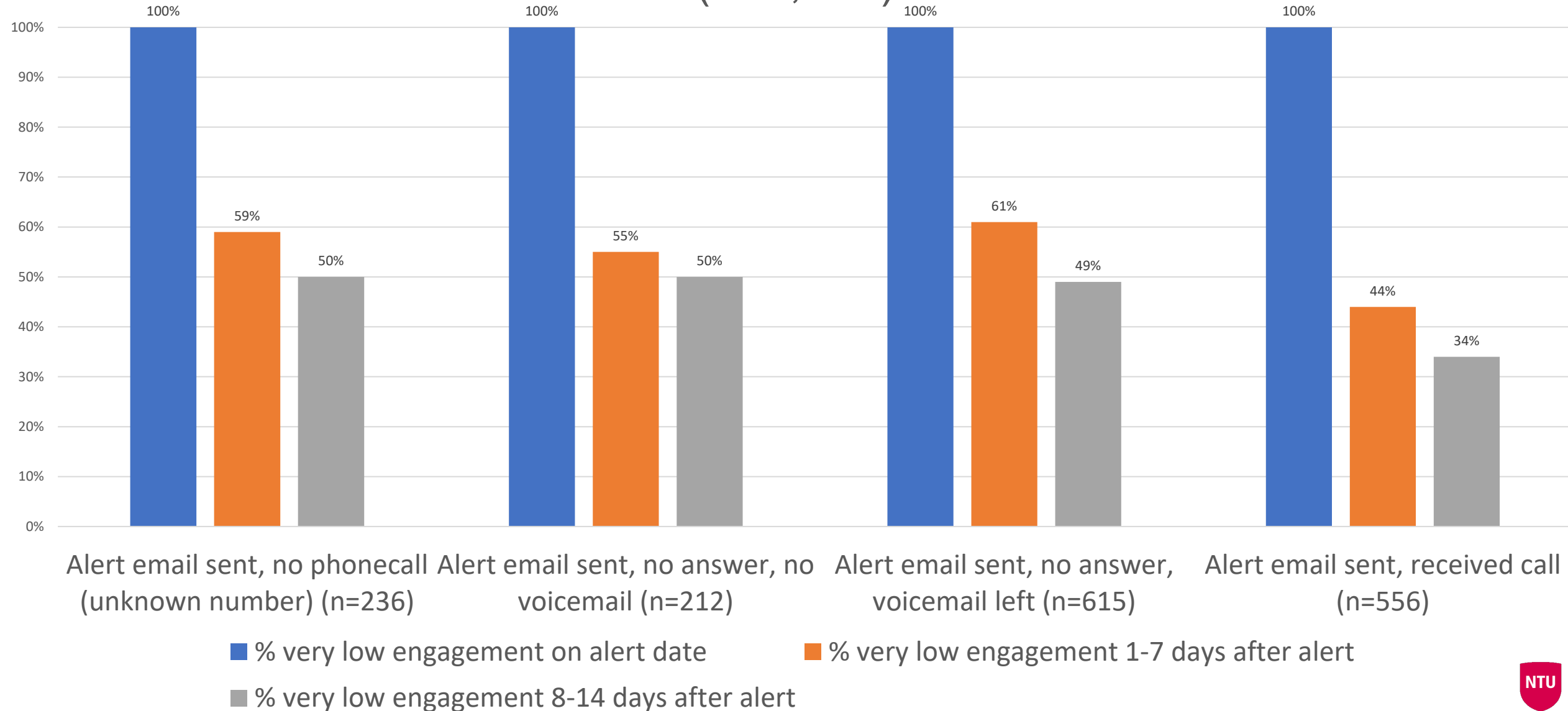
“Motivated me to start getting back into my studies”



Final case study

Student engagement following call centre calls.

Term 2 (2020-21) calls in response to 'no engagement' alerts (n=1,619)



A wide-angle photograph of a field of tall, dry grass or reeds. The field stretches from the foreground to the horizon. In the background, a line of trees is silhouetted against a bright sunset. The sun is low on the horizon, casting a warm, golden glow across the sky and the field. The sky is filled with wispy clouds, some of which are illuminated by the setting sun. The overall mood is peaceful and contemplative.

Thanks for listening
National plenaries & what next?, next