Discussion Paper **1**

Title: **Learning Analytics That Matter: the experience of staff, developers, and students**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Develop an appreciation for what can be done to foster the understanding and the use of learning analytics in meaningful ways.
- Reflect on how to design metrics and analyse learning data to enhance teaching practice and promote a dialogue with the student body.
- Appreciate the benefits of establishing student partnerships over the design and the interpretation of learning analytics to enhance the student experience.

Session Outline

Within the British higher education sector, the current debate on the use of learning analytics appears to be intimately linked with Big Data, the Government's political agenda, and the development of the Teaching Excellence Framework. In this presentation, we argue that this debate can be enriched with important insights, once we re-contextualise it within the classroom, and amongst whom we see as the most important stakeholders: teachers and students. In contrast to a blind and pragmatic Big Data approach (Knox, 2017), which relies on black-box platforms taken off-the-shelf, we focus our discourse on learning analytics that can be designed and discussed in the classroom, and in partnership with the students. Thus, transitioning from a macro to a micro approach to the analysis of learning data, we present a case-study based on the three-fold experience of one staff developer, one teacher, and one student, at the University of East Anglia.

Concerning staff development, we will discuss how teachers can be supported in approaching learning analytics, both from a conceptual and from a technical point of view, using tools available to them. The focus will be framing the student experience with the aim of understanding students' needs.

In terms of teaching, the discourse will focus on how to craft meaningful learning analytics that: (i) account for student learning and student feelings, amongst what staff and students truly value, and (ii) facilitate a genuine debate between staff and students.

Finally, we will share the experience of one student involved in the design of learning metrics and in the analysis of learning data. We will discuss how this experience supported staff and students in interpreting data meaningfully, and how it acted as an ethical guarantee that data are used to enhance the student experience, and how they account for specific needs, yet respecting confidentiality.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

04 minutes	introduction to the 'micro' context of learning analytics in the classroom
07 minutes	the staff developer's experience
07 minutes	the teacher's experience
07 minutes	the student's experience
20 minutes	discussion about the three experiences.

Questions on the staff developer experience:

- How can we support learning analytics literacy across different disciplines?
- Should academics transform themselves into technicians?

Questions on the teacher's experience:

- Are learning analytics bridging or widening the gap between the need for accountability and the strive for learning enhancement and good practice?
- How can we use learning analytics to strike a new balance?

Questions on the student's experience:

- How much should we share with our students about what we learn from them?
- Is student partnership a scalable way to guarantee that learning analytics are developed and interpreted ethically, and in the best interest of students?

References

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