

THETA 2013

The Notion and Development of Academic Analytics

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Presentation Overview

- ✓ Context
- ✓ What we did and why
- ✓ How we did it
- ✓ Results, and conclusions

Context

- Why academic analytics:
 - The student's reported feedback:
 - *Your teachers don't use enough technology in their teaching and when they do, they don't use it well enough!*
 - The reality check:
 - *Finite resources available to support the increased academic uptake and usage of ICTs in teaching delivery*

Context

- Why academic analytics?
 - Key Performance Indicator: *Increase the uptake and usage of the tools and technologies within the LMS*
 - Support *increased uptake and usage of information and communication technologies (ICTs) in student's learning and academic's teaching experiences*

Why academic analytics?

- Use analytics to measure student's performance
- Why not use them to measure academic teacher usage as the key interface with the student!
- Enable academic learning and teaching leaders to be better able to target finite learning and teaching support resources to areas of most need

Context

- Why academic analytics:
 - The reality:
 - professional development of academic teachers best occurs within the context of their teaching practice supported by their line managers and academic learning and teaching leadership

How did we do it?

- Building on previous work
 - UWS & GU 2008 benchmark project

- LMS Audit Project (late 2010)
 - Revised LMS Framework and methodology

LMS Academic Usage Framework

Content

- Course Profile
- Lecture/Tutorial Materials
- Media & Interactives
- Scholarly Resources
- Lecture Capture
- External Link

Communication & Collaboration

- Announcement
- Course Forums
- Course Post
- Group Forums
- Group Posts
- Blogs
- Wikis
- Wimba Classroom
- Groups

Assessment

- Assessment Material
- Assignment drop box and RAP
- Quizzes/Test
- SafeAssign
- Grade Centre

Explicit Learner Support

- Other Resources Materials
- Organisations (Auto-enrolment)

Process

- Data Mining
- Data Validation
 - Improve accuracy and identify limitations

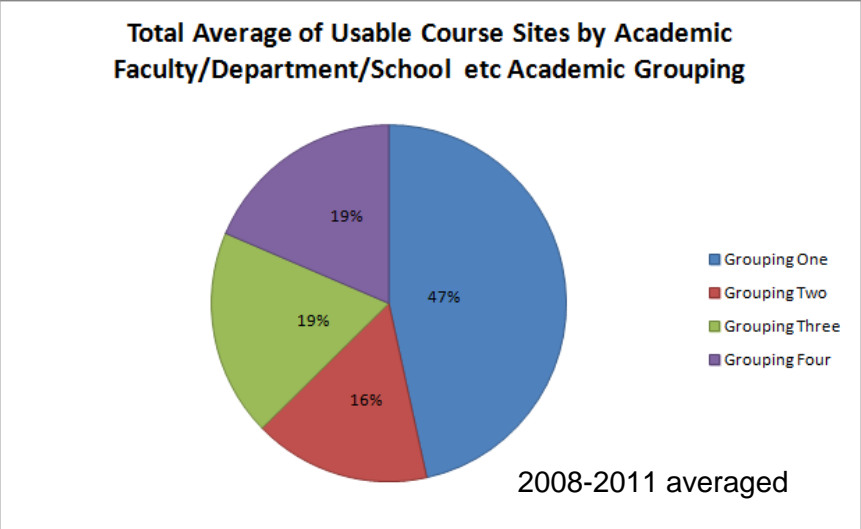


- Methodology
 - Identify “Usable” Course Sites
Populated with instructors and enrolled students

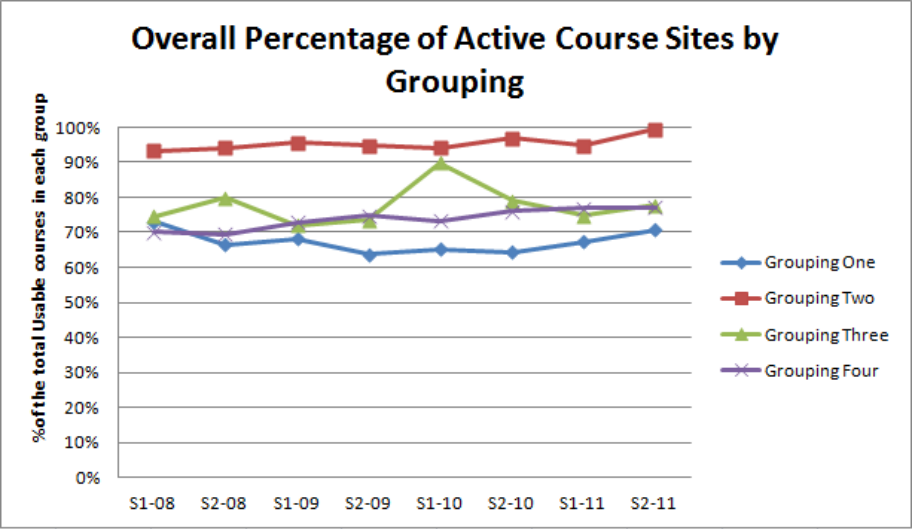
 - Identify “Active Course Sites”
Sites contained more than a course outline/profile indicating effort made by the academic to develop their course site

....some results

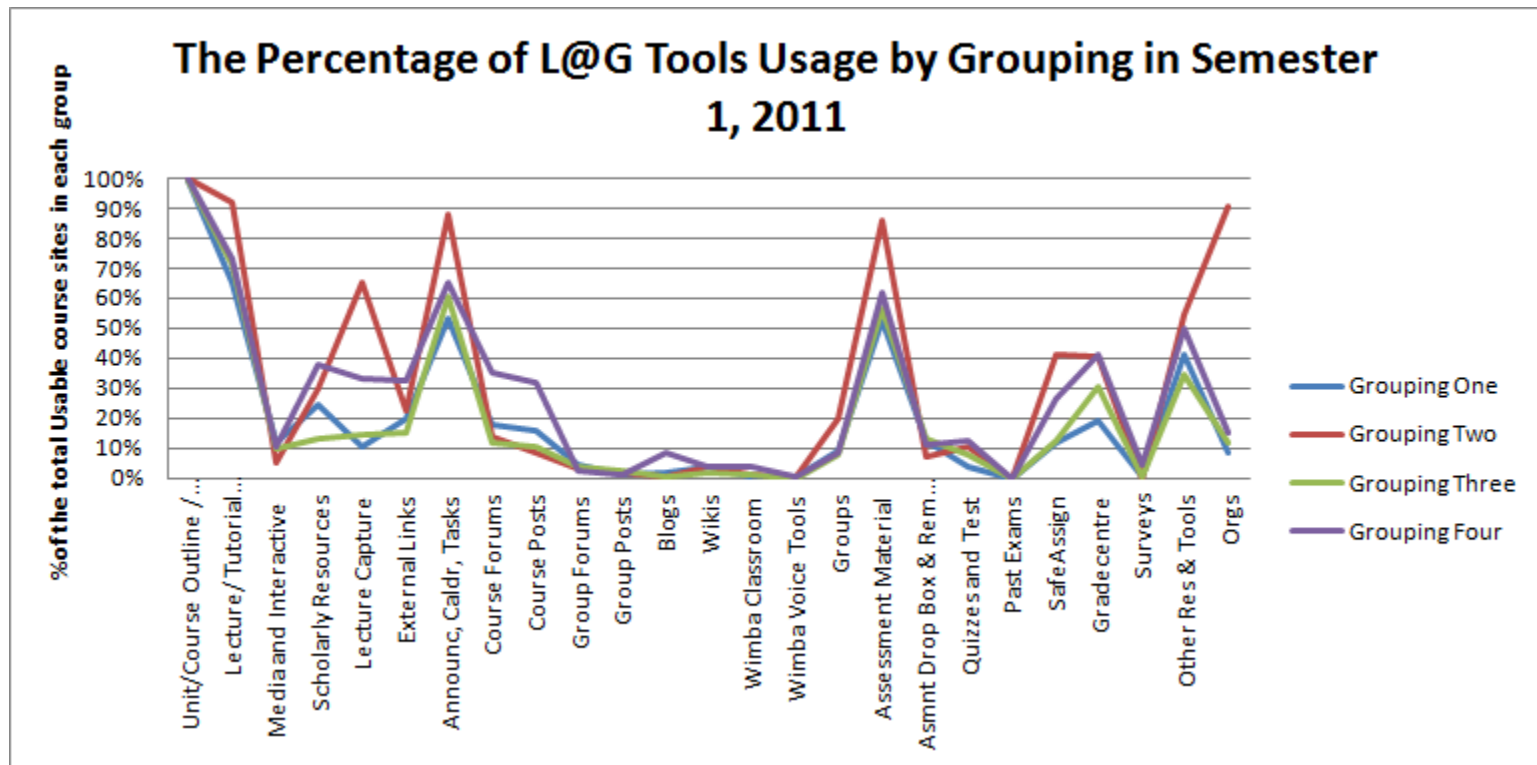
Usable Course Sites



Active Course Sites



....some results



- Conclusion and Questions (?)

THANK YOU

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