Reference	Research problem/question	Research methods/approach	Known facts/assumptions/ definitions/gaps at start	Key findings/contribution made
Hilliger, I., Miranda, C., Celis, S. and Pérez-Sanagustín, M., (2023). Curriculum analytics adoption in higher education: A multiple case study engaging stakeholders in different phases of design. British Journal of Educational Technology. 00,1–17	to understand how stakeholders can contribute effectively to the design process and adoption strategies of learning analytical tools	Cross-analysis of quantitative and qualitative evidence from three case studies in the context of multiple Latin American universities. The case studies focussed on the development of analytics tools to support continuous curriculum improvement (both student learning and programme quality)	data researchers/tech developers generally lack awareness of how learning analytics tools can provide meaningful and actionable information for everyday use stakeholder engagement could ensure the successful development and adoption of learning analytics current studies indicate that stakeholders are often only engaged at start, while participatory human-centred design could provide stakeholders with the opportunity to influence the whole of development and increase acceptance and adoption post-deployment barriers to adoption stem from tools not addressing stakeholders' needs or requiring unwelcome changes to processes/tasks	some mechanisms for engaging stakeholders at various CA tool development stages, from requirements to design to deployment some success factors for CA adoption
McEneaney, J., & Morsink, P. (2022). Curriculum Modelling and Learner Simulation as a Tool in Curriculum (Re) Design. Journal of Learning Analytics, 9(2), 161-178	to develop a simulation method to explore the possible causal effects of curriculum design before implementation	Construction and evaluation of Coloured Petri Nets simulations based on curriculum and learners characteristics, in relation to learning outcomes, curriculum sequencing and learning progression	a key risk in curriculum re-design is that effects on learning cannot be empirically tested until after deployment, when significant resources have already been used it is desirable for stakeholders to be able to explore the possible causal effects of curriculum design before implementation Text existing learning analytics focus primarily on historical data and probabilistic prediction, so have limited applicability to the above problem simulations could be used to investigate envisaged interventions, but no research to date achieves this at a programme level	proof-of-concept simulation method to be used alongside other practices intended to support curriculum designer, from scholarship around learning and curriculum design, to applying learning analytics to historic data identified benefits: - high stakeholder engagement in a collaborative programme improvement - stakeholders able to see the (potential) effects of curriculum sequencing and timing on student learning - can support iterative testing of different design choices - is transparent in its rule and algorithmic base, hence open to inspection and adjustments identified limitations: - based on simplified assumptions of human learning - early stages in its development