MACQUARIE University

A case study in the challenges of using temporal analysis at an Australian university

LAK2016

JEAN-CHRISTOPHE FROISSARD

Monday 25 April 2016

Context

INSTITUTION

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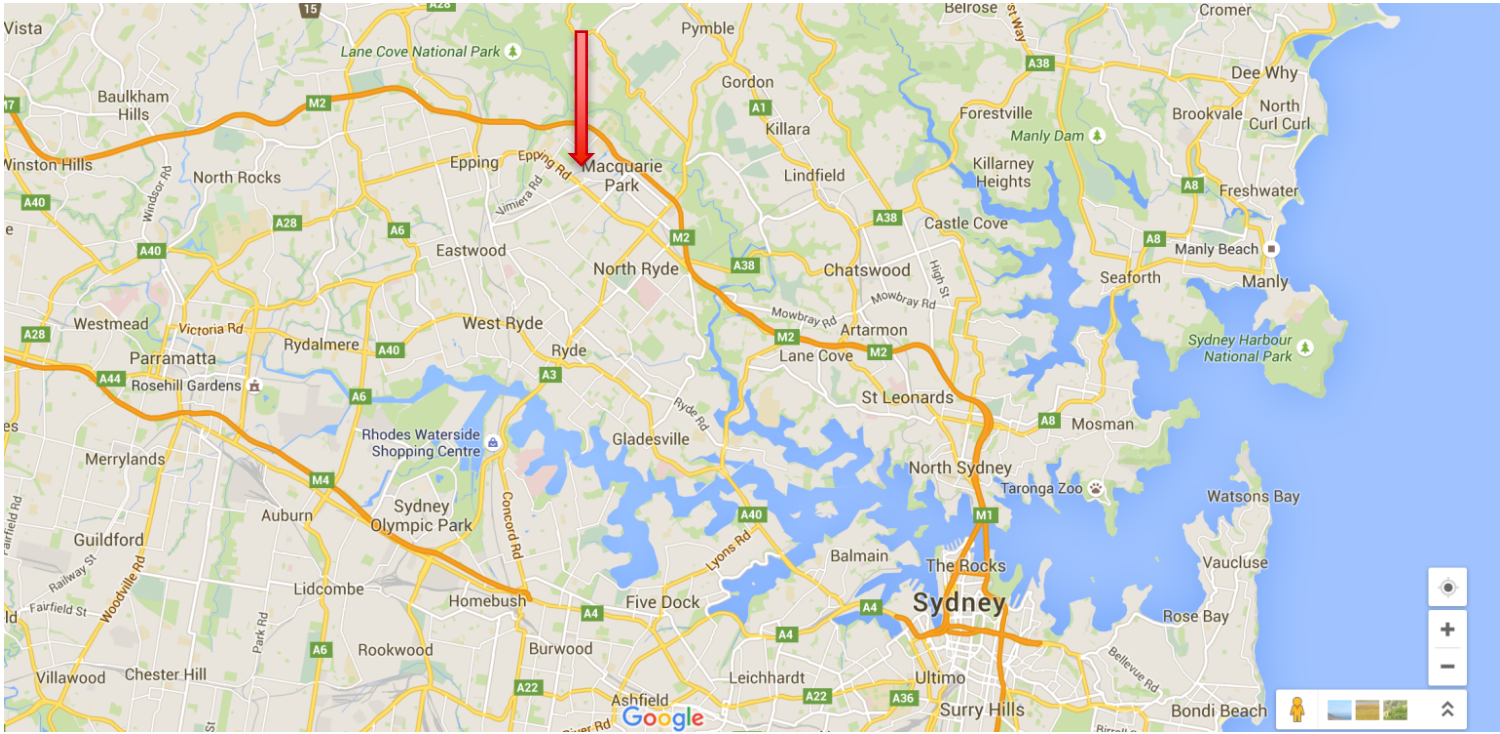


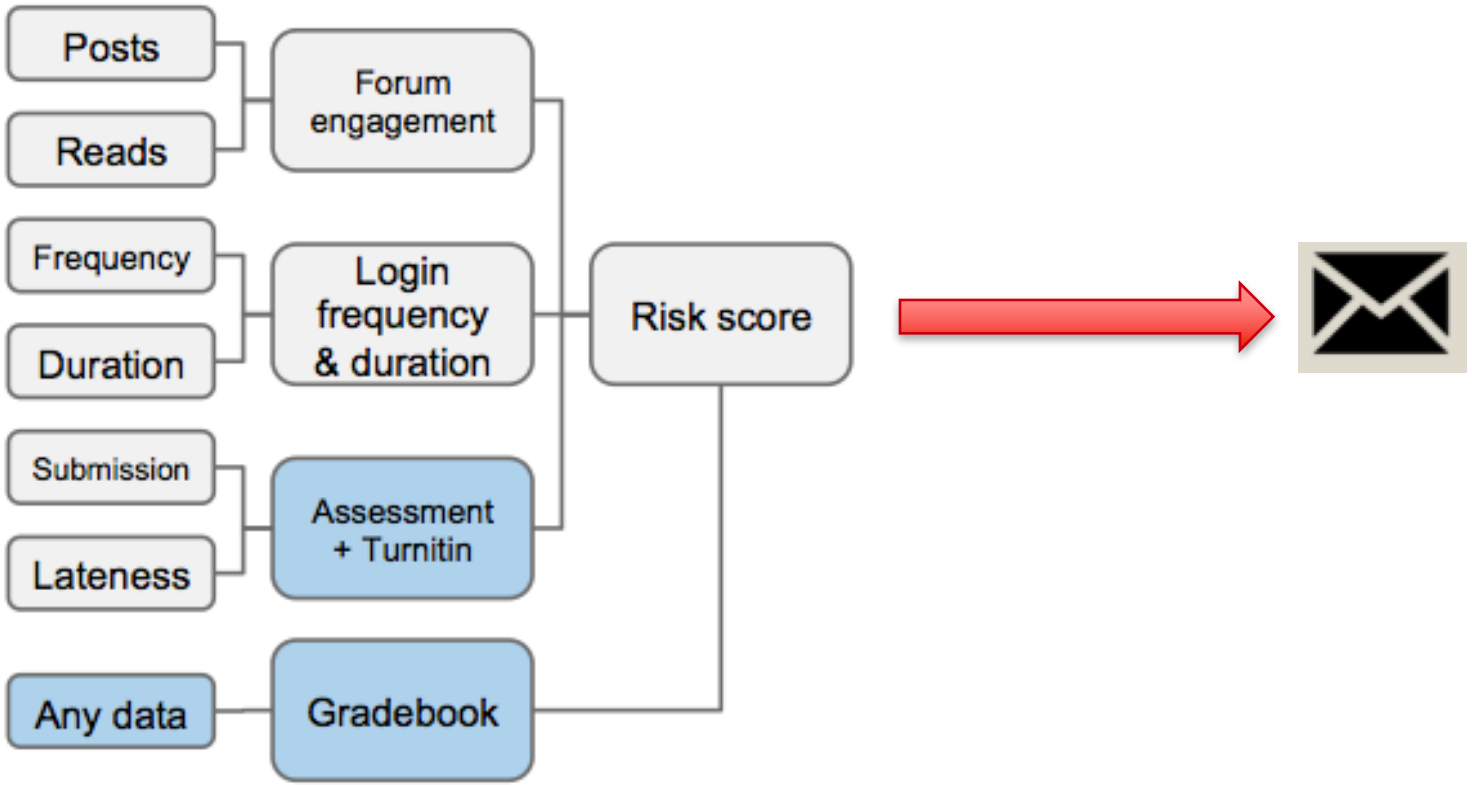
Context

LMS

MACQUARIE University
Navigation
Tools
Chris Froissard
Help Me
iLearn
AHIS170 Egyptian Archaeology: An Introduction INTERNAL
My home / AHIS170_FHFYR_2016_INT_U|INTERNAL
Turn editing on
Your progress
Step Pyramid, Saqqara. Dynasty 3, Old Kingdom
Image: A. Woods
Welcome to AHIS170 - Egyptian Archaeology: An Introduction
This unit explores the development of ancient Egyptian civilisation from the prehistoric period to the end of the New Kingdom as reflected in the archaeological record. Settlements, temples, tombs and associated material culture are analysed to understand the daily life and religious beliefs of the ancient Egyptians over 2500 years of Pharaonic history. The unit also draws on the experience of extensive fieldwork by Macquarie University staff in Egypt. Students gain a solid understanding of the geography, chronology and archaeology of ancient Egypt as a basis for further specialized study in the discipline.
Announcements 9 unread posts
Unit Guide
AHIS170 Unit guide
Click here to visit the Macquarie University Unit Guide website and view the relevant assessment information, policies and general student/staff expectations.
Forums
Student Cafe Forum 1 unread post
Use this space to share interesting news, resources, general Egyptology snippets or fun facts about ancient Egypt with the group on this forum!
Questions and Queries Forum 44 unread posts
Ask questions to the group about any challenges or general issues you are facing in AHIS170 - one of your peers may be able to answer the question! For personal matters however please contact the unit convenor via email.
Open all
Close all
KickStart
Teaching Staff
Convenor: Dr Alexandra Woods
alex.woods@mq.edu.au
Office: W6A 532
Consultation: Thursday 11-1pm
My research and teaching:
Department of Ancient History
Ellen Ryan
Tutor
ellen.ryan@mq.edu.au
Emma Magro
Tutor
emma.magro@mq.edu.au
#AHIS170 Class #hashtag
#AHIS170
Hannah @Hermionielehre
#AHIS170 Exciting to realise I can now write about red-slipped pottery from 2nd Intermediate Period & have a clue what I'm talking about!
10 Apr
Gen @GGenae
6 weeks in and I finally bought some gloves for #ahis170 damn
07 Apr
Natasha Sneddon @NJSneddon
In PASS today we'll be revising Module 2. Lot's of activities planned to make discussion fun & interesting. See you @ 4pm/ W5C 312 #AHIS170
07 Apr

Context

TOOL



Context

DESIGN BASED RESEARCH

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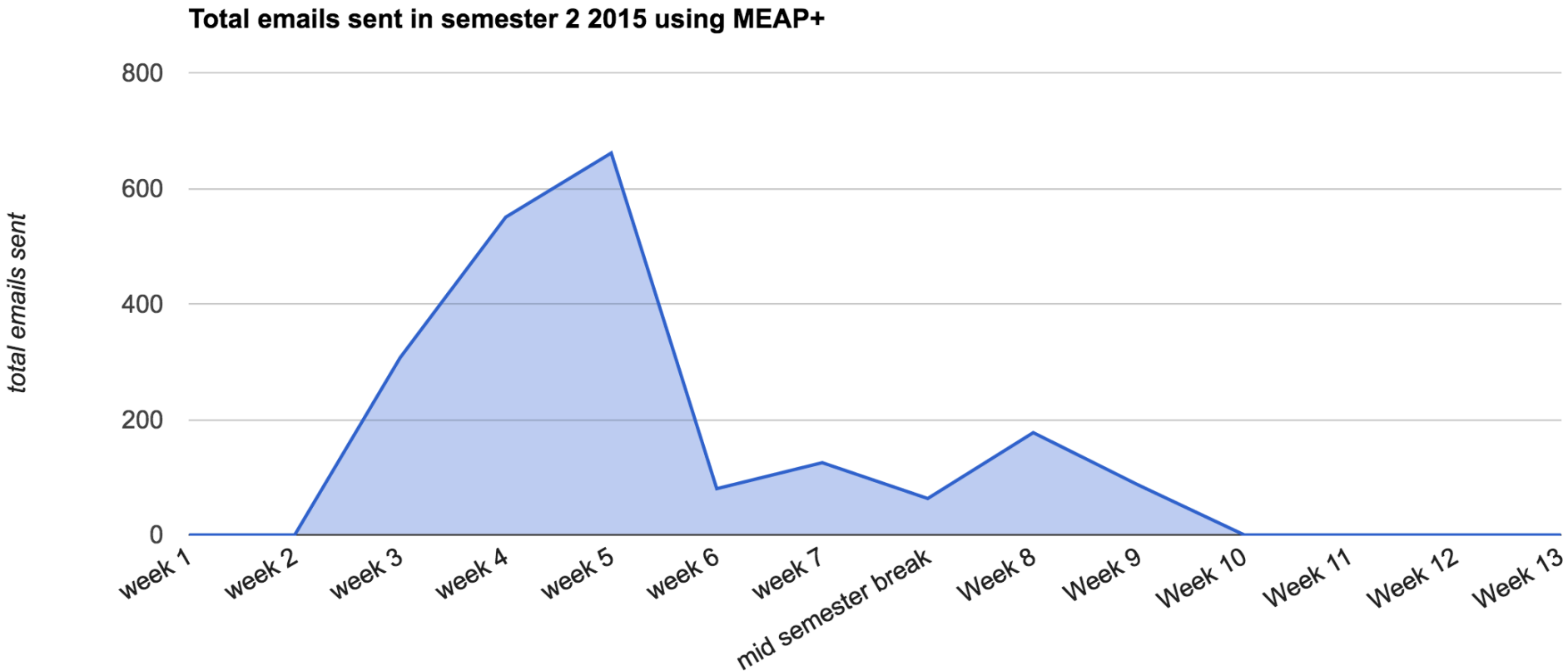

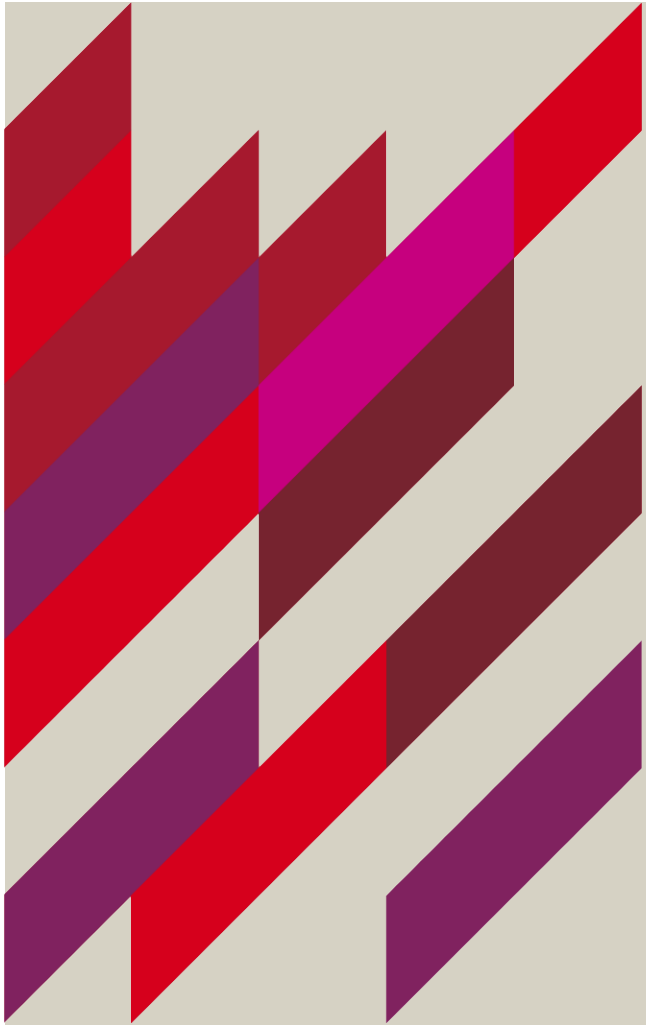

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Temporal analysis

Practice: Optimal time

WHEN SHOULD THE TEACHER INTERVENE?

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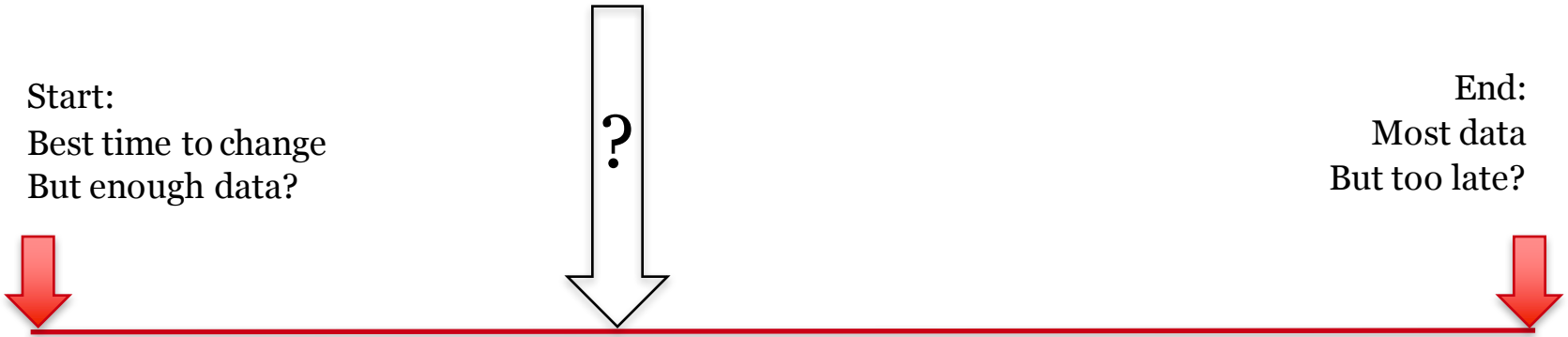
My practice is concerned with answering **when is the best time to contact students?**



Research: Optimal time

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Used data from MEAP together with historical grades to determine when during a semester MEAP becomes useful to identify students at risk.
Correlated risk scores with grades at different time periods during semester.

Table from Liu Froissard Richards & Atif, 2015b.

Unit	Week 2	Week 4	Week 6	Week 8	Week 10	Week 12
Computing	-0.159	-0.575*	-0.568*	-0.572*	-0.628*	-0.617*
Archaeology	-0.578*	-0.515*	-0.624*	-0.702*	-0.724*	-0.803*
Sociology	-0.397*	-0.396*	-0.521*	-0.576*	-0.532*	-0.614*

Table 2 - Correlation between final grade in each of three undergraduate units and bi-weekly MEAP risk ratings. Pearson correlation coefficients reported; * indicates 2-tailed significance at < 0.01 level.

Practice: Frequency

HOW OFTEN SHOULD STUDENTS BE CONTACTED?

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My practice is also concerned with answering **how frequently should students be contacted?**

- If students are contact too often, will they “value” the contact less and more likely ignore it? Contact fatigue

- If students are contacted too little, is the impact of the contact sub optimal?

Research: Frequency

HOW OFTEN SHOULD STUDENTS BE CONTACTED?

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- We looked at the impact of students' receiving emails using MEAP, results suggested different student profiles and effects.

- Suggests that even if students are contacted once, this could potentially change what they do online. Interestingly may have a greater impact if they are contacted more than once, although unsure.

Research: Frequency

We examined what three different students who received emails from their unit convenors in their online course during semester 2 2015. We also compared this to their responses to a student survey that explored what they said they did when they were contacted.

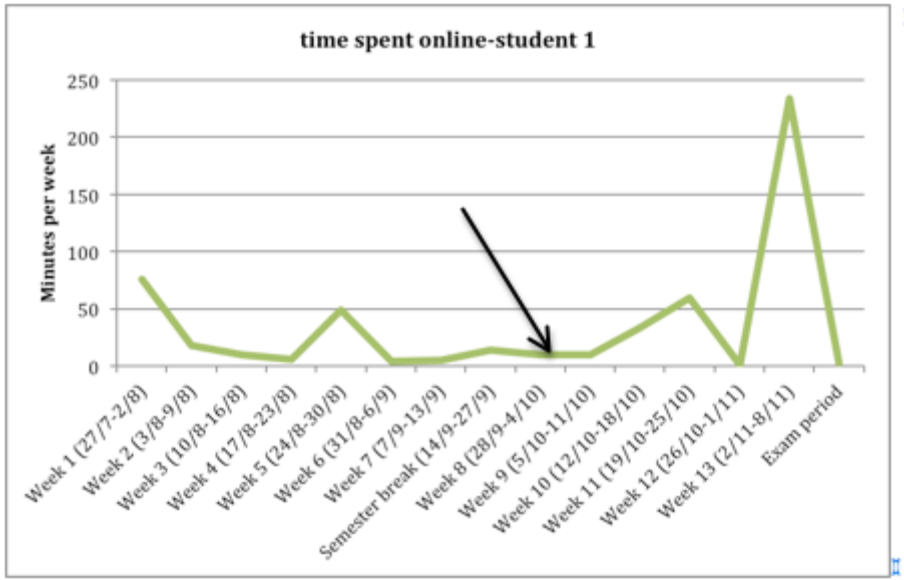

Figure 1: Time student 1 spent online in LMS by week

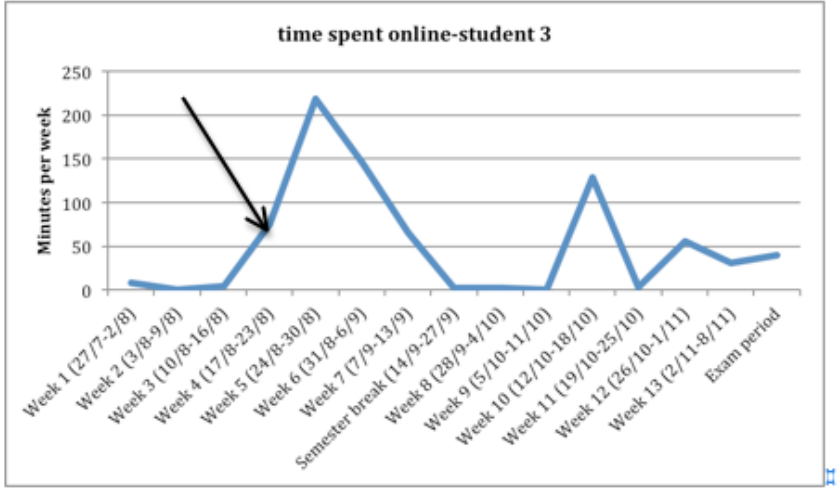

Figure 5: Time student 3 spent online in LMS by week

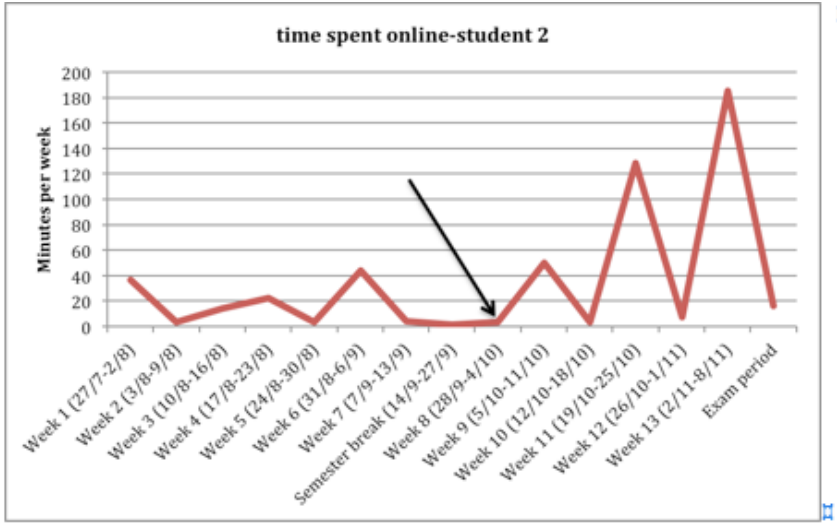

Figure 3: Time student 2 spent online in LMS by week

Challenges: Optimal time

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Optimal time, suggests that from about week 4, but by then it might be too late to establish a pattern of online behaviour for the student.

If we want to help a student establish “virtuous behaviour” they should receive information at the beginning of the course or in the first week or so. However we might not have sufficient data at this stage.

Challenges: Optimal frequency

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Frequency, whilst one email can be effective, after how many do they start to become ineffective?

We are looking at the impact on students of receiving more than one email.

However this is proving difficult given a number of practical issues:

1) teachers are time poor, more likely to send only one email rather than many. Need to work within limitations of practice.
2) To measure impact on student motivation and influence rely on student surveys. Leads to incomplete data sets.

References

Liu, D. Y. T., Froissard, J.-C., Richards, D., & Atif, A. (2015a). Validating the Effectiveness of the Moodle Engagement Analytics Plugin to Predict Student Academic Performance. In Proceedings of the *2015 Americas Conference on Information Systems*, August 13-15. Puerto Rico.

Liu, D. Y. T., Froissard, J.-C., Richards, D., & Atif, A. (2015b). An enhanced learning analytics plugin for Moodle - student engagement and personalised intervention. In Proceedings of the 2015 ASCILITE Conference, 29 November - 2 December, Perth, Australia.

Team: Left to right, Amara Atif, Deborah Richards, Jean-Christophe Froissard, Danny Liu

Get in touch

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