Practical Learning Analytics:

Features I liked:

1. Results of responses haveGrade color coding that distinguishes between options I selected and those that I did not. Interesting!

PLA

Week 4

04.02.3

* Whistling Vivaldi- Steele, C. M

Week 7

07.01

* Impressional Anecdotes & portraits
* Measure what matters, not what is already measured
* Issues with privacy, infrastructure, misuse, etc.- scale of effort not as much as benefits
* Bias, misinterpreted revelations all pose risk- use restricted analyses, sensitive researchers, etc.
* Find out- (dangerous/ disturbing) knowledge better than (useless) ignorance
* Expose unflattering results- hence disallow examination of data
* Unattended data- insights to burning/ important Qs from students, teachers, administrators
* Shift focus from end results- success measured by what? focus on growth
* Pre and post tests- for courses- course effectiveness indicator? student growth measurement?
* Measure diversity of intellectual connections- dual degrees, interdisciplinary academic minors

07.02

* Take responsibility to open data
* Structure data to enable research
* STSS example- Data Releases- DR1-9

07.03

* Behavior related to learning- measure?
* Caring community fosters student success/ growth
* Pre and Post testing

07.04

* [mbrowng@umich.edu](mailto:mbrowng@umich.edu) :TA for PLA MOOC

Week 8:

Concluding Remarks:

* Bootstrap Resampling- uncertainty estimation techniques- 100, take different 50s each time
* Early guidance for groups to access own campus data
* Advance notification for students for forming and joining groups and work out meeting logistics
* Completion and pathways, not a major issue in Michigan as opposed to other colleges. Can and should be worked on
* Initiate conversations, get ‘buy-in’ from stakeholders, build interoperable community to tap into the potential of Learning Analytics
* UNIZEN community- Internet2.0 consortium- LMS ecosystem:

3Axes to classify online footprints of students- uncertainty, frustration, inquisition- sentiment analyses

* Gradecraft- gainful learning- all activities build up to goals as opposed to losing points- similar to gaming
* MWrite- use writing to learn methods in large classes- NLP for assessment and peer evaluation, Real time learning
* Restructuring data and databases- LA architecture with public facing views
* Gendered performance differences, esp. in STEM courses – intervention with tools/ techniques
* Evidence based decision making- as data available
* Time based profiles, personalize education- move from traditional industrial model

02.04

Personal privacy Protection Approaches:

**1. Restricted reporting:**

ART system- no student individual data access

2.0 – large audience access to different Qs; role based analyses, student actual data invisible

Drawback: new Qs or combined Qs unanswered

**2. Anonymization:** Anonymous data- can be combined with other publicly available data

Richer data, more extensive- privacy at stake

Prevalent methods:

-Researchers able to merge data- and then anonymize the combo= more secure dataset

-Campus service – merge identifiable external data and then release

-good for collaboration

**3. Creation of Synthetic Data**: release individual data without anonymity or privacy concerns- not widespread- statistically similar to real data

-creation not accurate: need to know goals

-next generation approach; used in big data

R Package