ABSTRACT

**The RISE Project - Putting Learning Analytics in the service of teaching and learning gains**

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This presentation reports on the Rich Information Set for Educators (RISE) project, which has been funded by the HEFCE Catalyst Fund. It aims to enhance student participation in academic activities by innovative use of learner analytics, leading to improvements in student learning, progression, self-reflection and achievement. It involved tutors and students as partners, to generate transparency: everyone understands where this data comes from and how it should be interpreted.

UK HEIs are increasingly looking to Learning Analytics to provide statistical information about student learning behaviours in order to improve the student learning experience. Student time-on-task in engaging with academic tasks contributes to learning and achievement (Chickering and Gamson 1987; Arum and Roksa 2011). However, the 2015 Student Academic Experience Survey showed that Students also recognise that their own engagement is crucial to their academic success.

Applying learning analytics in teaching contexts, shifting responsibility and agency to students, will enable personal action plans to be a catalyst for more effective student learning. The project takes a non-systems approach by focusing on the pedagogic impact of rich data on teachers practice and students learning.

In addition to reporting on the project and its progress to date, the session will explore how the students participated in workshops with academics to develop pedagogic strategies to make use of learning analytics, provide a unique student perspective and share the student feedback from these sessions with the audience.

**References**

- Arum, R. and Roksa, J., 2011. Academically adrift: Limited learning on college campuses. University of Chicago Press.

- Chickering, A.W. and Gamson, Z.F., 1987. Seven principles for good practice in undergraduate education. AAHE bulletin, 3, p.7. HEFCE 2013, 2014, 2016 `http://www.hefce.ac.uk/`