Case Study 3

Chris is a first year student who is studying Sociology. He enjoys university, and has made good friends on the course. However, on reaching the end of the second term, Chris has realised that he is not doing as well as his peers and would like to do better. Chris's grades are mediocre, so they have not been picked up by a tutor alert. He attends some of his lectures, and has been into the library but doesn't know how to access online books and journals. He doesn't want to ask how to do this for fear of appearing stupid. He sometimes accesses online resources provided by his lecturers, but doesn't do this regularly. Chris would like to know what he can do to improve his grades.

Reflection questions: How can learning analytics be used to support students as an agent of their own change?

What data would be useful to this student?

How could this data be presented in a way that is most useful?

Is there any additional information that would be useful to this student alongside data?

Student Dashboard data available to students

1. Library use
2. Use of university virtual learning environment
3. Card swipes into buildings
4. Submission of coursework
5. Attendance
6. Use of online books and journals
7. Grades (and in some cases feedback)

Provides an average engagement rating (high to low) for the student (calculated using 1-4 above), and displays this against the course average.

There is space for university staff (such as tutors, counsellors, Library staff) to make notes about discussions that they have had with the student.

Students can also view how the engagement rating is calculated, and advice about how to improve their engagement rating.

Reflection questions

Do you think this Dashboard supports all students equally? Does it benefit, for example, students with cultural capital, who are familiar with the 'rules' of the university? If so, how could we mitigate against this?

What are the strengths, weaknesses, opportunities, threats?

How would you evaluate?