

HEP907: LEARNING ANALYTICS

Student workload:

No. hours student engagement per week	No. personal study hours per week	Total workload hours per week
4	8	12

Delivery Mode:

Online via HELI's Cloud campus. Learners will need to have access to an electronic device (such as a laptop, tablet or smart phone) with internet access to successfully undertake this subject.

Pre-requisites:

There are no pre-requisites for this subject.

Subject requirements:

To successfully complete this subject a learner must attempt all assessment tasks and achieve at least 50% of the total marks.

Subject Aim and Content:

The subject aims to empower practitioners in the comprehension and application of issues around use of data, learning and system analytics in a range of contexts in support of institutions, educators and learners in tertiary education.

- Learners will review available literature and analyse authentic datasets and their own experience to explore personal and institutional opportunities for improved learner engagement, support and success.
- The use of Learning Analytics in Learning Management Systems will be assessed as will other institutional data sources including Student Information / Management System (SIS / SMS) and survey data. National statistics and data will be examined to ascertain possible areas for foci for emergent leaders and managers in tertiary education
- The subject will feature discussion around ethical and legal perspectives in data capture along with the ramifications of emergent technologies and projected future developments in Learning Analytics.

Subject Learning Outcomes (SLO):

On successful completion of this subject students will be able to:	
SLO1	<i>Monitor</i> learning analytics data to support identification and intervention of at-risk learners
SLO2	<i>Design</i> strategies to maximise the effectiveness of learning analytics in organisational contexts
SLO3	<i>Evaluate</i> data sources used in learning analytics report.
SLO4	<i>Critique</i> the opportunities and risks, including legal and ethical ramifications, of emergent sources of data capture and Learning Analytics.
SLO5	<i>Make</i> recommendations for future strategy in the Learning Analytics space.

Delivery and Assessment Plan:

Week	Topic title	Key concepts	Assessment
Week 1	Learning Analytics: An Overview	Definitions and disciplines in LA; (Sources of) 'Data in' and (types of) 'Conclusions out'; Datafication and what the "products" say; and why is LA such a critical aspect of current and future learning and teaching practice?	Assessment 1: Learner Engagement (varied activities throughout the Term 20%)
Week 2	Evolution of Learning Analytics	The birth of LA; Massive Data / the growth and visibility of the field; How the 2019-2020 pivot to online has increased the equity and access focus on LA	
Week 3	Promoting equity and access	How do we define Equity and Access? How does Australia (as a case study) perform against global comparisons? Can Learning Analytics redress inequities or lead to a more level playing-field?	
Week 4	Attrition indicators Part 1	Learning Analytics: Identifying and using key data, demographic indicators, and behavioural flags for attrition	
Week 5	Attrition indicators Part 2		
Week 6	Instructional Design & Implementation	Learning Science and Instructional Design to promote Learning Analytics: Evaluating subject build and materials development to determine build characteristics that support Learning Analytics.	Assessment 2: Design for Learning Analytics (40%)
Week 7	Supporting Learner Part 1	Supporting learners: impacts, resources, ethics and (potential) unintended effects of Learning Analytics: Can we identify learners needing support without stigmatising or stereotyping? Do assumptions or indicators of pending failure equate to a self-fulfilling prophecy?	
Week 8	Supporting Learner Part 2		
Week 9	Future focus	What is possible with bots, A.I. and related emergent technologies?	
Week 10	Assessment only week		Assessment 3: Learning Design Strategy to improve data capture: a Report (50%)