



UKAT

Tutoring Matters Webinar Series

Using Analytics

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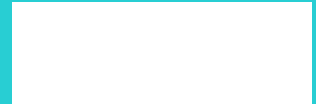
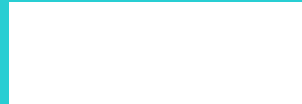
Webinar Presenters



Ben Walker
Host



Samantha Ahern
Presenter



Overview

What is learning analytics

The current research trends in learning analytics

Why align learning analytics and student wellbeing

Project overview: What synergies or conflicts exist between current Higher Education Institution Learning Analytics and student wellbeing polices?

Learning Analytics

- Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs.

- **Siemens & Gašević, 2012**

Research Strands

- LAK Conference
 - 2019: Learning Analytics to Promote Inclusion and Success
 - 2020: Celebrating 10 years of LAK: Shaping the future of the field
 - Capturing Learning & Teaching
 - Understanding Learning & Teaching
 - Impacting Learning & Teaching
 - Implementing change in Learning & Teaching
 - Learning analytics strategies for scalability

Research Strands - UK

- Learning Analytics Research Group – Jisc
- Active areas of interest:
 - Student-facing learning analytics solutions
 - Student well-being and mental health
 - Learning analytics for curriculum enhancement
 - Developing the evidence base to support better understanding of the impact of learning analytics

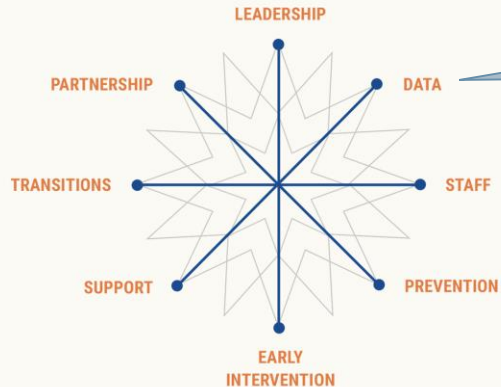


Should we steam ahead?

#StepChange

FRAMEWORK

The Universities UK Framework has been developed to support higher education senior teams to adopt a whole university approach to mental health. Every institution will want to adapt it to context, building on strong engagement with students and staff and a robust evaluation of need.

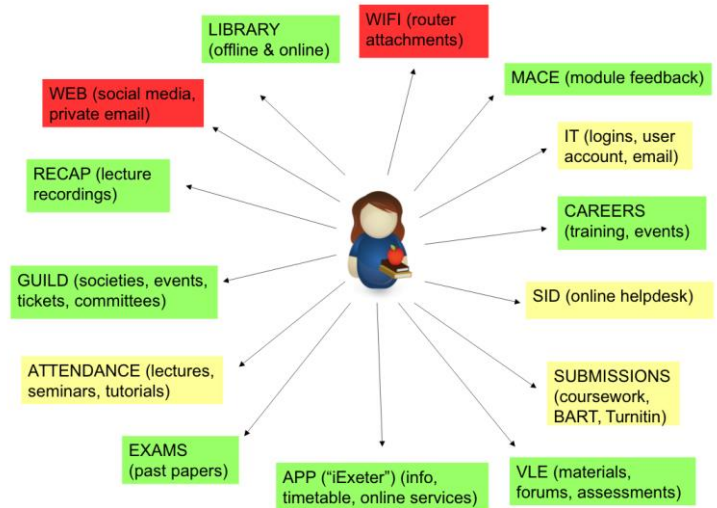


Align learning analytics to student wellbeing

<http://www.universitiesuk.ac.uk/stepchange>

Why?

• <https://analytics.jiscinvo.lve.org/wp/files/2017/02/2017-02-22-Jisc-LAN-Boulton-et-al.pdf>



Role of data?

University leadership
University leadership

Student suicides: the bereaved father who says data could save lives

James Murray, whose son took his own life, wants universities to use patterns of data to identify struggling students

Supported by



About this content

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▲ James Murray is the father of Ben Murray, the Bristol University student who took his own life aged 19 in May, pictured at his home in Falmouth. Photograph: Adrian Sherratt

In May, when James Murray met his son Ben for lunch in Bristol, he had no idea the 19-year-old student had been kicked out of university. He didn't realise that, within four days, Ben would have nowhere to stay.

By that evening, Ben had become the 10th student to take their own life at the university in an 18-month period.

National response



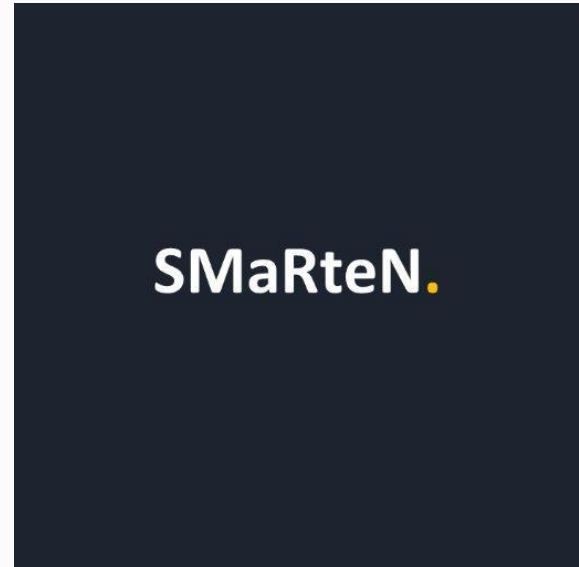
student
minds



Take part in our
University Mental Health
Charter survey...

your voice,
your charter!

This is a promotional banner for a survey. It features an orange background. In the top right corner, the text 'student minds' is written in white. On the left side, there is a white icon of a checkmark inside a square. Below the icon, the text 'Take part in our University Mental Health Charter survey...' is written in white. In the bottom right corner, there is a yellow rounded rectangle containing the text 'your voice, your charter!' in white.



SMaRteN.

The image shows a dark blue square with the text 'SMaRteN.' in white. The 'a' is lowercase and has a yellow dot above it. The 'e' is lowercase and has a yellow dot to its right. The 'N' is uppercase and has a yellow dot to its right.

Where are we now?



The study

- 7 HEIs recruited
- Combination of providers
- 4 had learning analytics policies

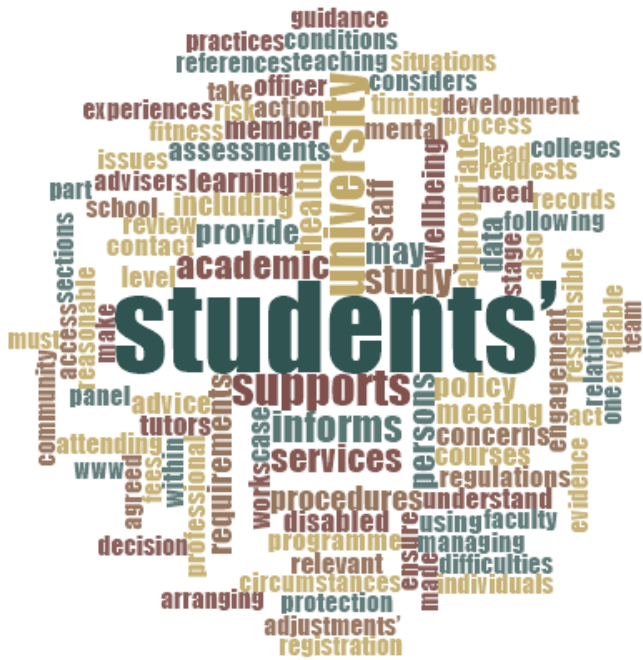
Institution Type and Focus	Pre 92	Post 92	Alternative Provider
Teaching Intensive	0	4	1
Research Intensive	1	0	0
Neither	0	1	0

Status

- Student support & wellbeing policies analysed
- Identification of purpose of learning analytics program – in progress
- Survey to identify data usage and sharing – in progress



Word Cloud



QUESTIONS



Further Information

- [Project Blog](#)
- References – see notes
- [What the Edtech?! Episode four: student data – how far is too far?](#)
- [University Mental Health Charter](#)
- [The potential and pitfalls of learning analytics as a tool for supporting student wellbeing – previous work](#)

Thank
you

