

## Case Study H: Using Data to Identify Students that have not Accessed the VLE and Incorporating Feedback into Module

### Reasons for using analytics in the module

I do not use reporting data (last logged in, frequently accessed, etc.) and am not comfortable with Blackboard collecting this data (with enforced cookie acceptance) from students, without their understanding of the level of data being tracked to measure “engagement” through the performance dashboard, retention centre, and course reports.

The only essential data for me would be to identify students how have never logged in, or accessed the course, to help me identify students with issues registering and missing communications, or missed assignments.

Blackboard are also collecting this data and using it to benefit:

(e.g. John Whitmer, <https://www.slideshare.net/JohnWhitmer/blackboard-learning-analytics-research-update> and <http://blog.blackboard.com/next-step-learning-analytics-blackboard/?lang=uki>)

Also, <http://er.educause.edu/articles/2017/2/learning-analytics-research-for-lms-course-design-two-studies>

### Data sources/modelling approach

I look at students who have never accessed the course to ensure there is no underlying issue, and also use Qwickly to take attendance at class.

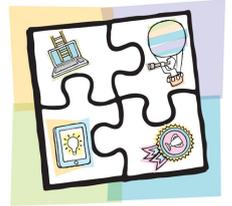
I also use email reminders to notify students of deadlines for assignments or late submissions but don't use any other trigger warnings or tracking on the system.

I also use a survey tool to take an end of module evaluation anonymously.

I also look at summary report of areas of most access on the course on Blackboard itself.

### Impact of using data

The end of module survey and course report is helpful for revising materials for the next year through listening to the student feedback.



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## Case Studies of Data Use in Module Design/Delivery

### Gathering further data

I have modified course materials year on year and received affirmation that the assessments were appropriate.

### Advice for colleagues interested in using a data-enhanced approach

#### *Advice for lecturers*

Communicate to students what tracking information you will be looking at and for what purpose and this should be in line with institutional and course policies on attendance, email, assessment and feedback. I would recommend not availing of the full tracking data available as I feel this oversteps the level of surveillance necessary for the purpose of teaching and learning (e.g. time and frequency of access of individual students on individual content items, and look at more summative data only).

#### *Advice for the institution*

Clarity needs to be provided on the policies and ethical use of this data by staff and more information on the level of tracking should be more clearly flagged with students. An article from 2015 from UCD reveals some student discomfort on the topic: <http://collegetribune.ie/leaked-blackboard-data-reveals-extent-of-information-available-to-staff/>

Some good advice is available in:

- Sclater, N. (2016) 'Developing a Code of Practice for Learning Analytics', *Journal of Learning Analytics*, 3 (1)
  - Sclater, N., Peasgood, A., Mullen, J. (2016) 'Learning Analytics in Higher Education: A review of UK and international practice', Jisc, London.
  - Sclater, N., Bailey, P. (2015) 'Code of Practice for Learning Analytics', Jisc, London.
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