

Case Study J: Collating Data from Multiple Sources to Identify At-Risk Students

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Module discipline: Psychology

Approximate module size: 13 students

Level of module: NFQ Level 6/1st year Undergraduate

Reasons for using analytics in the module

I am employed primarily as Data Analytics & Reporting Manager. I have a vested interest in using learning analytics to predict performance and identify students at risk of dropping out / failing.

Trying to find out – students at risk in order to put in interventions.

Data sources/modelling approach

We collate data from a number of sources:

MOODLE – date of last log-in

Attendance Data – Attendance is not compulsory but we request all students to scan into classes (students use their ID cards and we have scanners in each classroom). We use CELCAT to collect the data and can run attendance reports by student or by module.

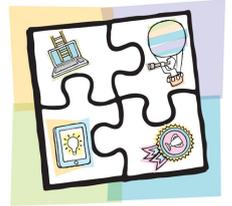
CA marks – Marks are entered into our SMS via MOODLE.

Examining all 3 pieces of data by students we can determine if a student is engaging or not – low attendance does not necessarily mean low engagement, for example the student may not be attending classes but is logging into MOODLE and is submitting CA's and passing the CA(s).

Impact of using data

We have been able to identify at risk students much earlier and put in place appropriate interventions as required. This may simply be telling the student they're missing a lot of classes and need to 'get back into class' otherwise they're at risk of failing. Other students may require more significant intervention, e.g., help with finding alternative accommodation.

Yes, it is successful, even if it's just identifying 'withdrawals' much earlier so it's not a surprise come exam' board that a number of students did not engage.



Case Studies of Data Use in Module Design/Delivery

Gathering further data

We have introduced an early piece of low stakes assessment to allow us to identify engagement, and introduced another touch point prior to the Christmas break. We'll see if it's successful at the upcoming exam' board.

Advice for colleagues interested in using a data-enhanced approach

Learning analytics does not necessarily mean expensive and complicated dash boards. Use what you've got and take it from there.