



The Open University

User friendly learning analytics for busy academics

Gill Kirkup



Background to data Wrangling

- IET activity – collect and analyse data about student learning
- IET analyse data collected by others
- Advise on learning design



Issues

- What data is helpful and useful?
- Can we collect reliable data?
- What helps academics- teachers and managers-engage with learning analytics?
- Is this the same data/analysis as senior managers need?



Three parts to the role

- A. Provide data insight to faculties, and others responsible for the quality of the student experience.
- B. Support the Delivery of Learning Design, including Curriculum Business Models
- C. Be the primary IET contact with faculties through which requests for IET work are made



a. Provide data insight

- 3 sources of data at present:
 - Student survey
 - VLE usage
 - Learning delivery data collected from University management systems
- Analysis via SAS downloaded into ‘Tableau’ data presentation software ‘workbooks’
- Focus of analysis led by data and intelligence gathered from faculty meetings, university strategy [bottom up and top down]
- Text reports produced with charts tables, analysis and recommendations

Disseminating and negotiating the analysis/reports



- System of faculty ownership – meeting with Deans ADs
- Faculty able to add comments
- Cascade to the rest of the system- names individuals in LTS Library etc
- Reports put into SharePoint site internal access only
- Wranglers try to cascade the analysis into faculty through presence on committees and delivering learning design
- Summary report – upwards to PVC learning and teaching



Challenges

- Getting analysis into systems – being taken notice of.
- Expanding expectations of wranglers and lack of resource
- The unreliability of the data we are using and who is responsible for data creation **THE BIG ONE**