WHAT CAN LEARNING/ACADEMIC ANALYTICS CONTRIBUTE TO DISABLED STUDENTS' LEARNING; AND TO ACCESSIBILITY IN E-LEARNING SYSTEMS?

Martyn Cooper (OU - IET)

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Learning Analytics symposium
A SoLAR Storm event hosted
by The Open University
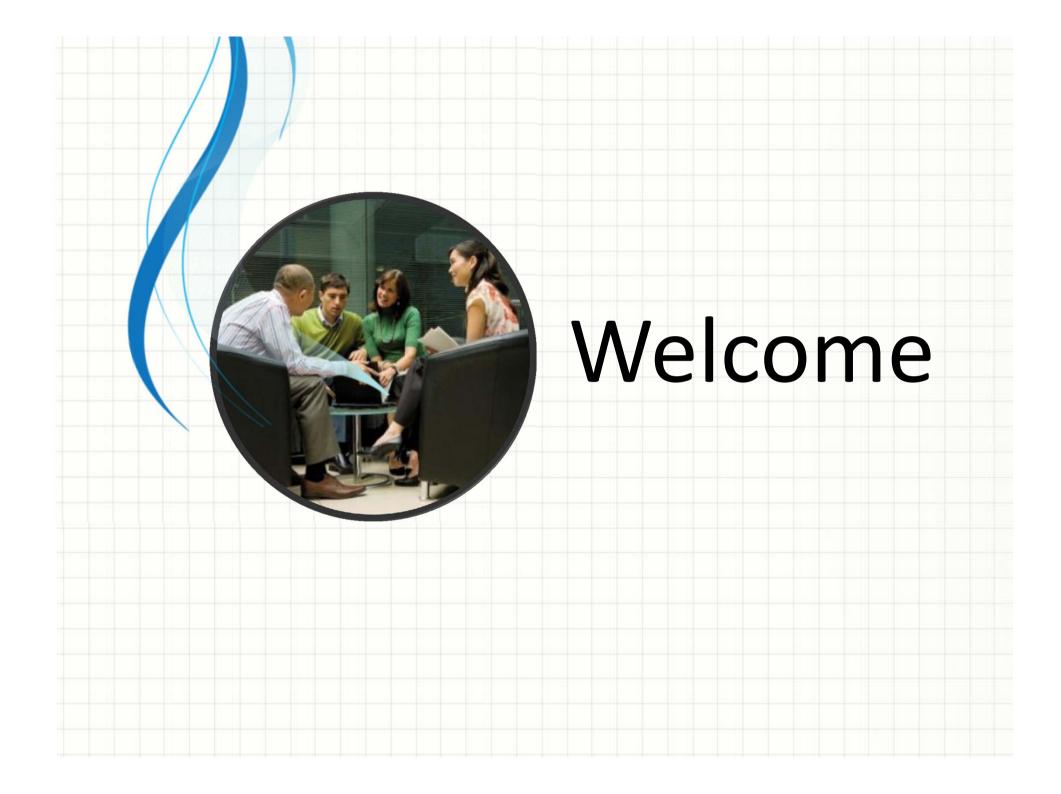1.25-4.30pm BST, Thursday 25
October 2012

The Open University

Programme

- 1.25pm BST Welcome from Simon Buckingham Shum
- 1.30 pm BST Bieke Schreurs from OU NL will talk about her work in progress as an intern developing social network analytics for the SocialLearn project, together with Maarten de Laat and Chris Teplovs
- **2.00pm BST Martyn Cooper: What Can Learning/Academic Analytics Contribute to Disabled Students' Learning and to Accessibility in e-Learning Systems?**
- 2.30pm BST Gill Kirkup: Data Wrangling – Bridging the Gap between Analytics and Users
- 3.00pm BST Denise Whitelock: Good Pedagogical Practice Driving Learning Analytics: OpenMentor, Open Comment and SAFeSEA
- 3.30pm BST Discussion

LA/AA for Disabled Students/Accessibility

A New Area of Work – since Dec 2011

We are all
learners here!

New
Ideas/new
possibilities

Welcome

Overview

Explore the potential for improving accessibility

Enhanced support for disabled students

Issues

Accessibility Case Study

- Accessibility refers here to properties of VLEs and Learning Recourses that make them useable by disabled students

- The OU currently (Sep 2012) has 17,000+ students declaring a disability
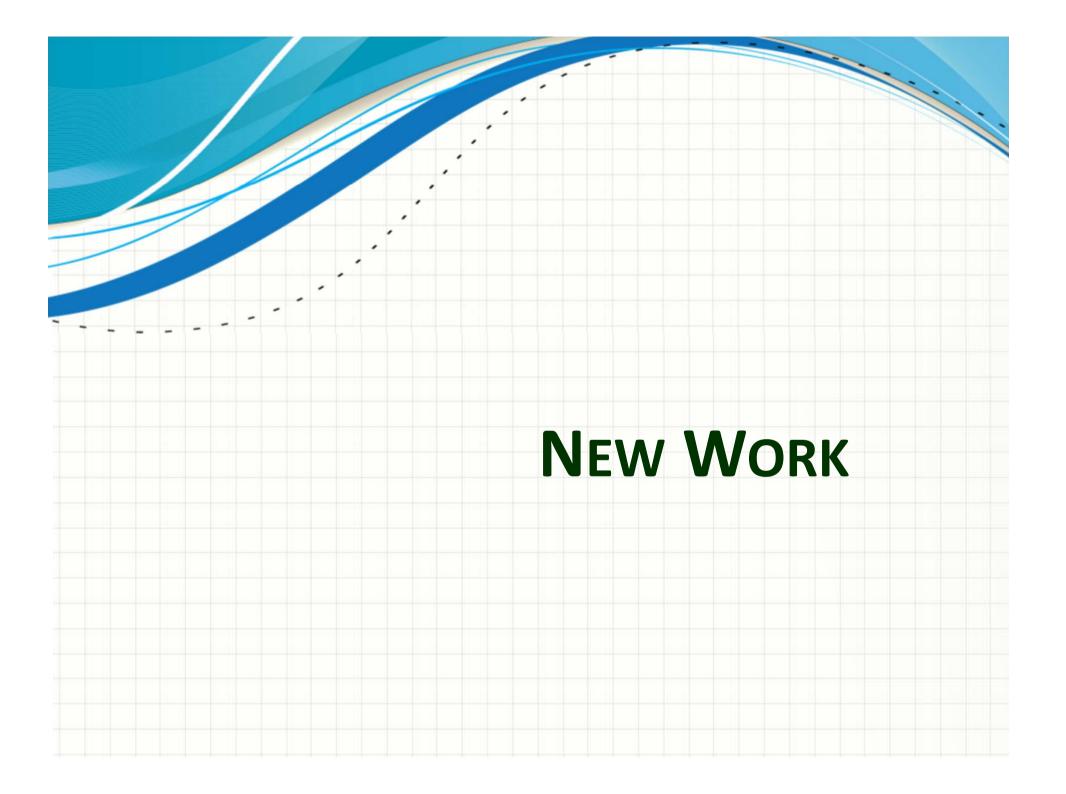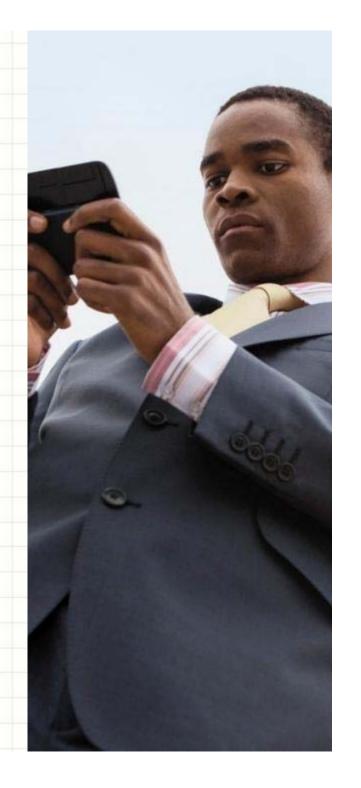
NEW WORK

In last week:

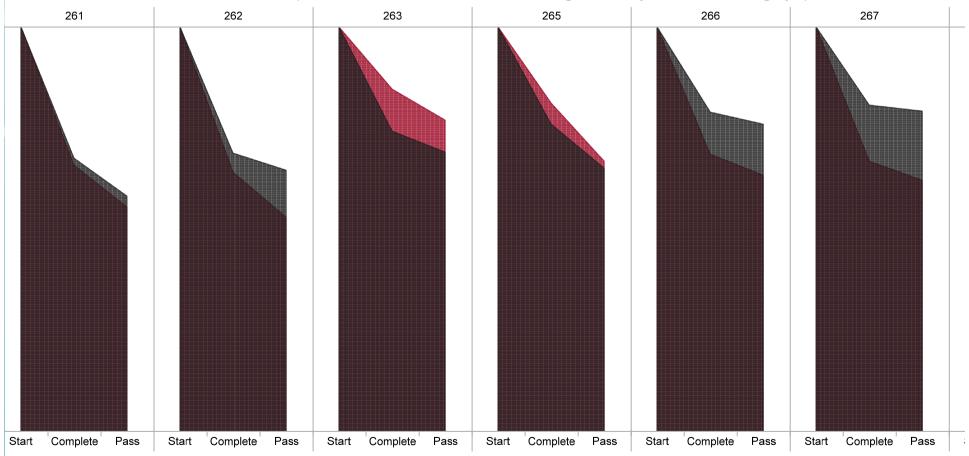Analysis of completion and pass rates

- Disabled students vs. those not declaring a disability
- Data visualization (shard diagrams)
- % of students on all modules with 10+ disabled students completing / passing (2010/11)
- Supported by IET's Student Statistics Team – thanks to Naomi Jeffery

Shard Diagrams

Module level completion and pass rates for all 2010/11 presentations with at least 10 disabled students.
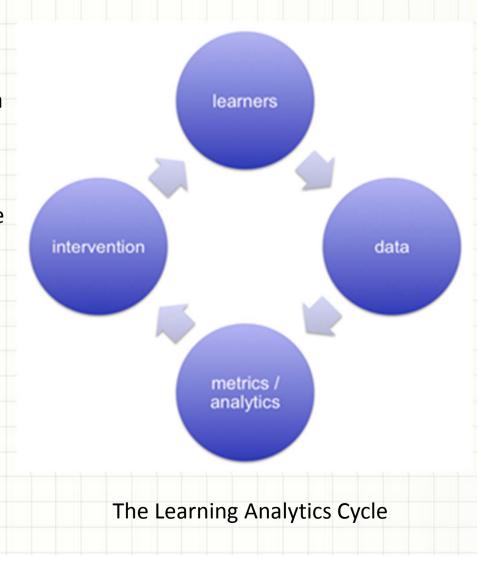Where the completion and pass rates are higher for disabled students the shard has a pink tip.
Where disabled students perform less well than those not declaring a disability, the shard has a grey tip.

Case Study: Support for disabled students (dashboards)

Scenario

Kris is a disabled student who has access to a dashboard of analytics that provide him with feedback when he is at his computer or using a mobile device. He has set the dashboard to send him a weekly summary of his activity on university sites and on a set of external sites where he has chosen to share his data with the analytics system. He receives basic statistics on attendance, participation and marks on his formal assignments and exams. He receives personalised recommendations suggesting resources and contacts available at his location and relevant to his range of learning interests. However, what he finds most useful for reflection are the visual 'mirrors' that the system presents to him, plus suggestions of ways in which he might become a more effective, strategic learner.

The Learning Analytics Cycle

Discussion

- What we can learn from LA about disabled students?

- How else might approaches enhance accessibility

- Issues?

Who's Who

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Summary

- Academic analytics has potential to identify where remedial action on accessibility might be needed – promotes continued improvement!

- Any learning analytics advantage for students should be extended to disabled students

- Specialist disability support can be brought to bear in a timely fashion for disabled students

Resources

- Martyn's Blog: http://martyncooper.wordpress.com/

- LinkedIn Group: "Learning Analytics for Accessibility" http://tinyurl.com/csyklmd

- This slide deck and related resources: Slide Share (tbc)

QUESTIONS?

Appendix – White paper to be published soon

URL tbc