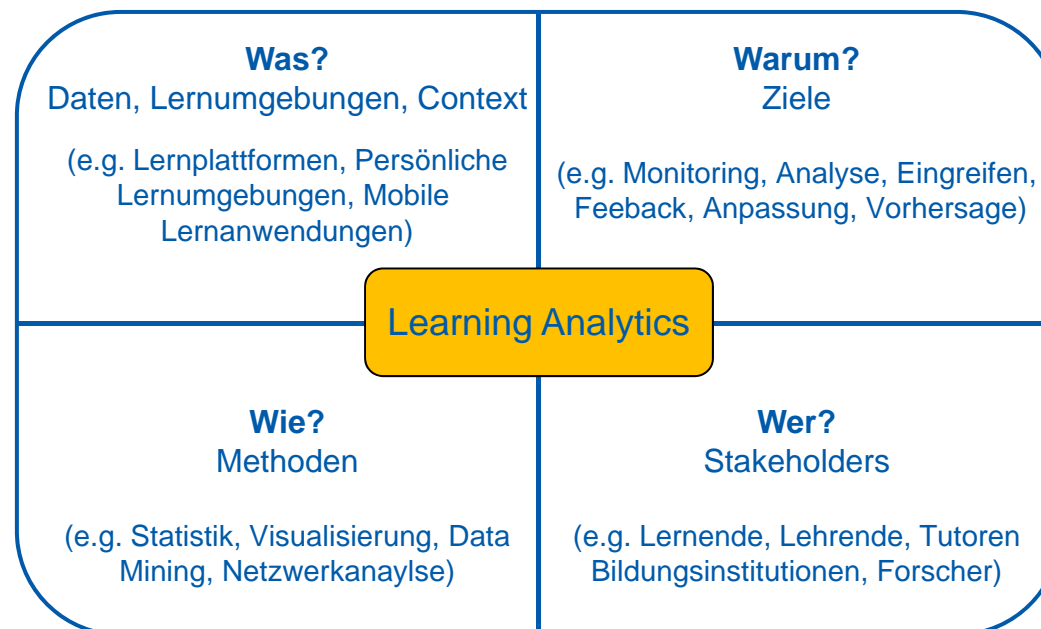


Learning Analytics - ein Impuls -



TECHNISCHE
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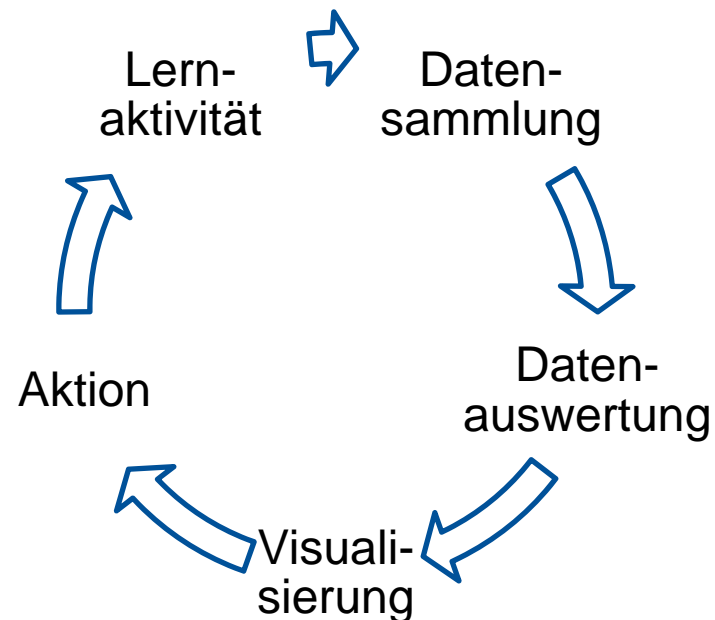
KOM - Multimedia Communications Lab
Technische Universität Darmstadt

Learning Analytics

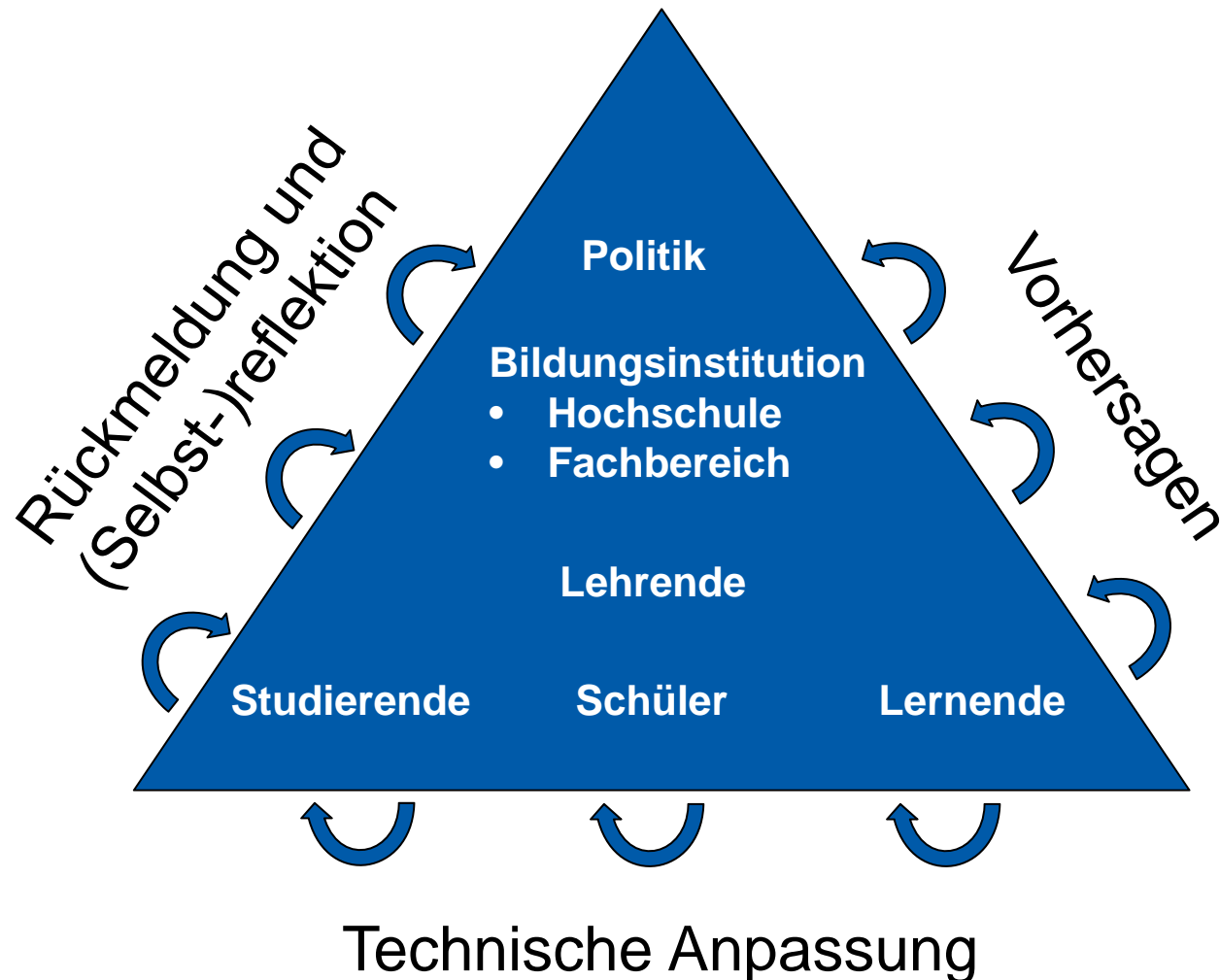
The **measurement, collection, analysis** and **reporting** of **data** about **learners and their contexts**, for purposes of **understanding** and **optimizing** learning and the environments in which it occurs.

(CfP 1st Learning Analytics Conference 2011)

- Learning Analytics
- Teaching Analytics
- Academic Analytics



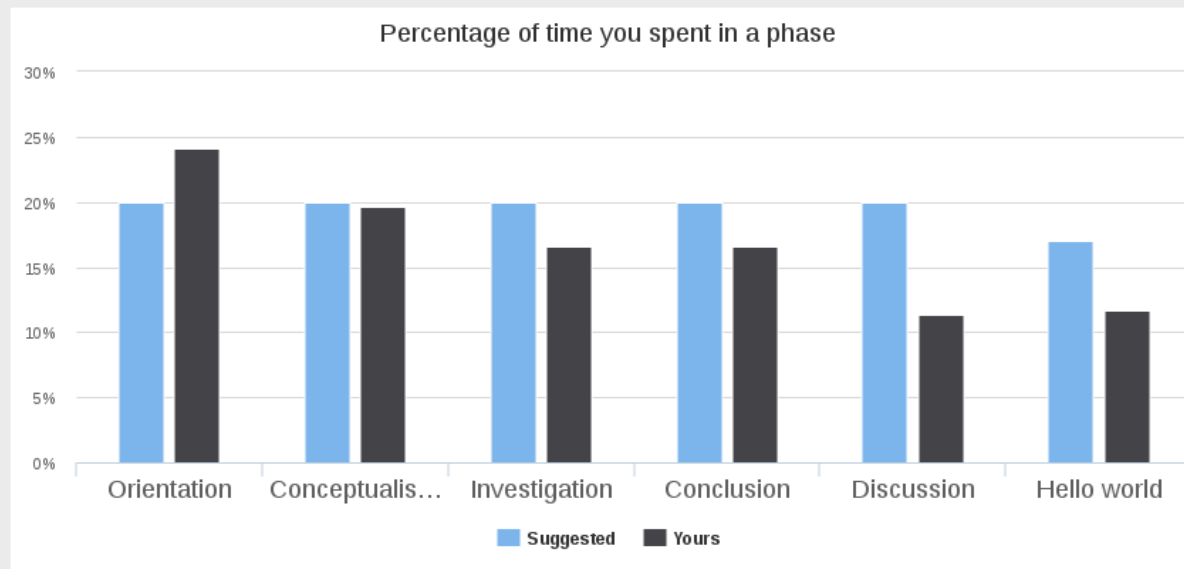
Zielsetzung und Zielgruppen



Beispiel 1: Vergleichende Reflektion durch Studierende

Reflecting on time spent in inquiry phases

Reflection involves thinking back about what you did and the choices you made. Please look at the activity time log below to recall how you spent your time in the inquiry phases. A suggested norm time, provided by the ILS creator, has been added to help you make comparisons.



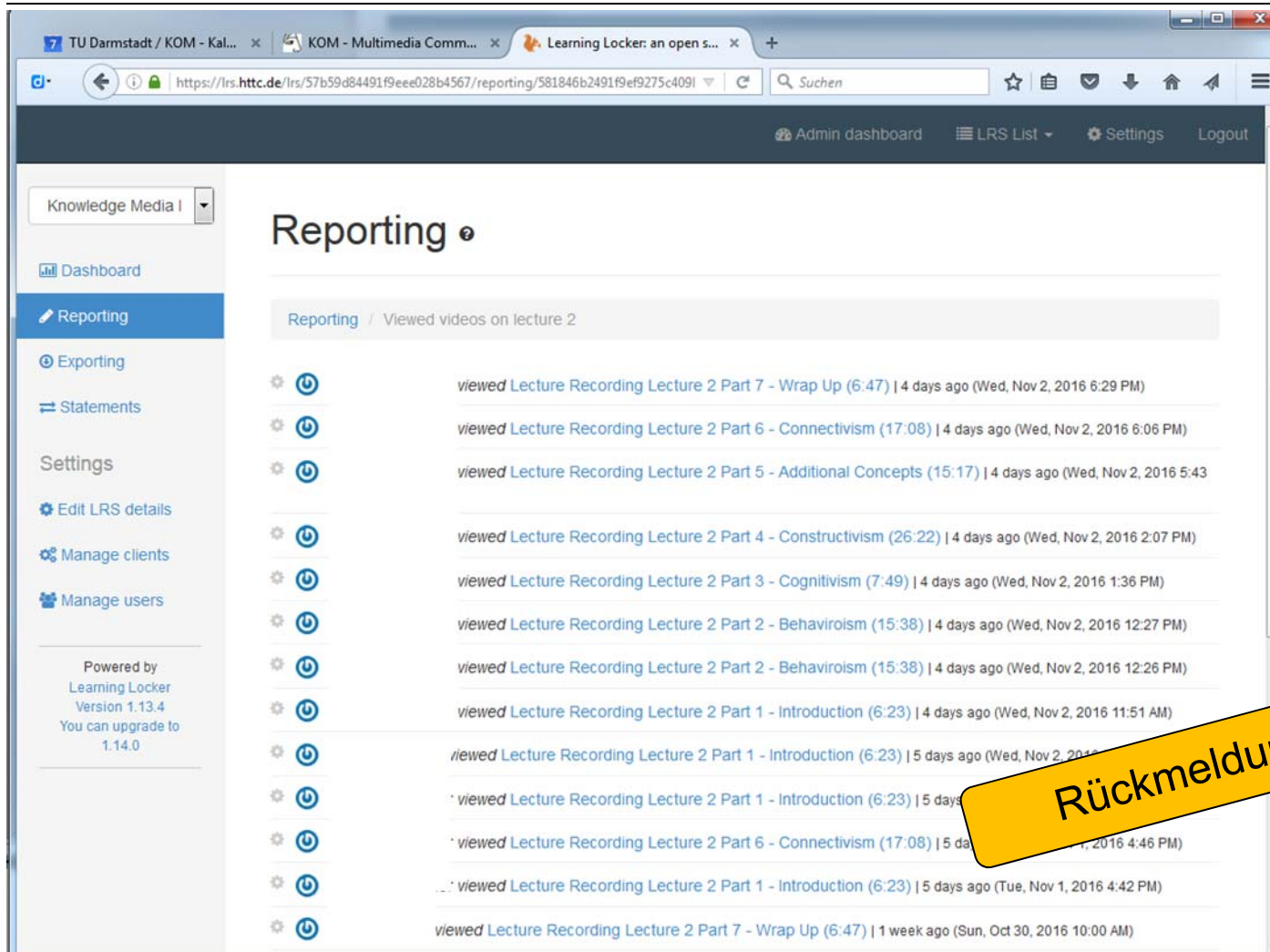
Please answer the following question(s):

Did you spend relatively more time than could be expected in one or more of the phases? If so, please consider why this case (e.g., a phase particularly difficult or a phase engaged your attention). Explain why you think your time in this phase differed from the suggested norm time. If your time was the same then explain if you think all inquiry project phases have a similar distribution.

Enter your response

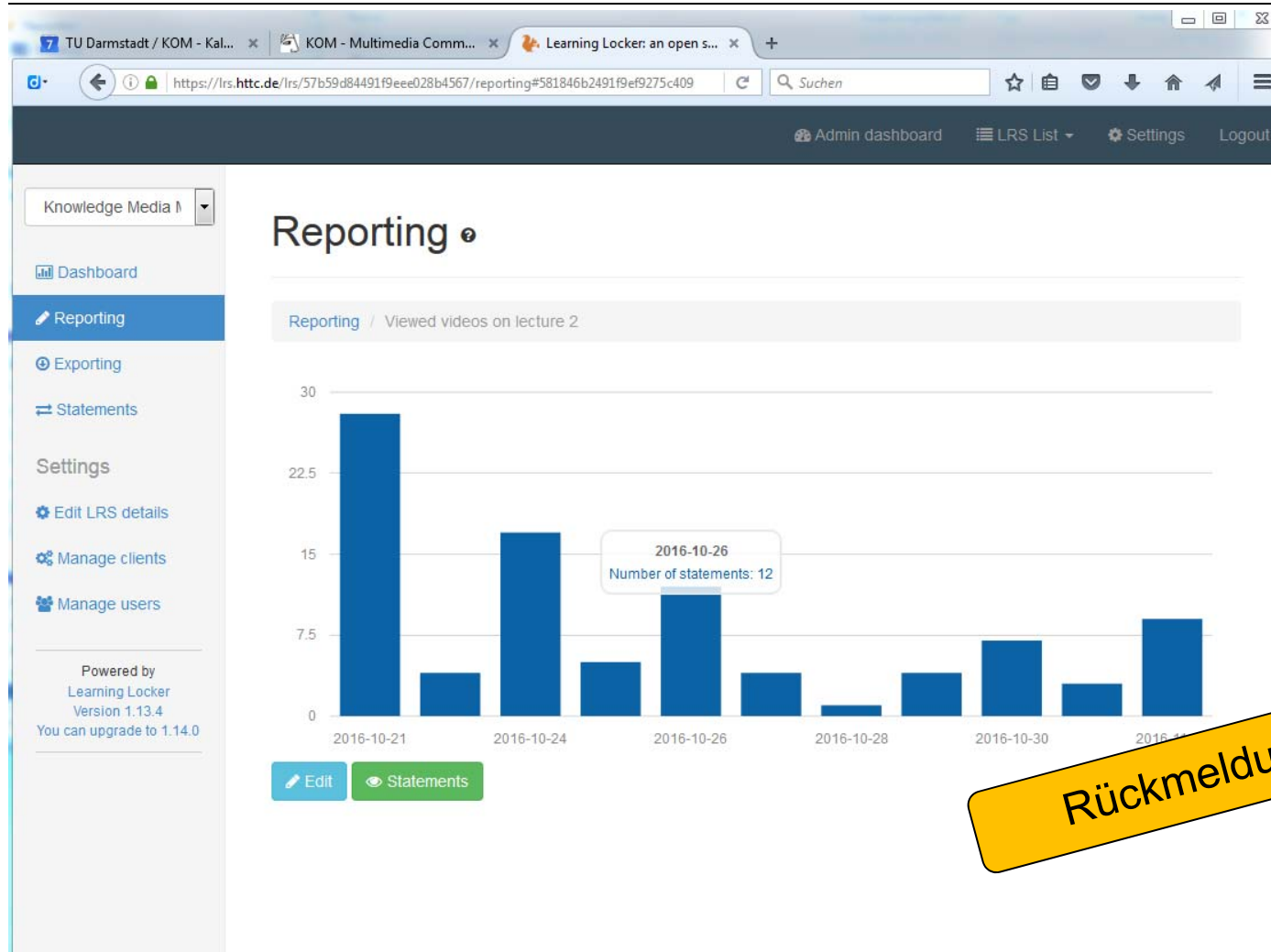
Reflektion - Studierende

Beispiel 2: Nutzung des Einsatzes von digitalen Angeboten durch Studierende



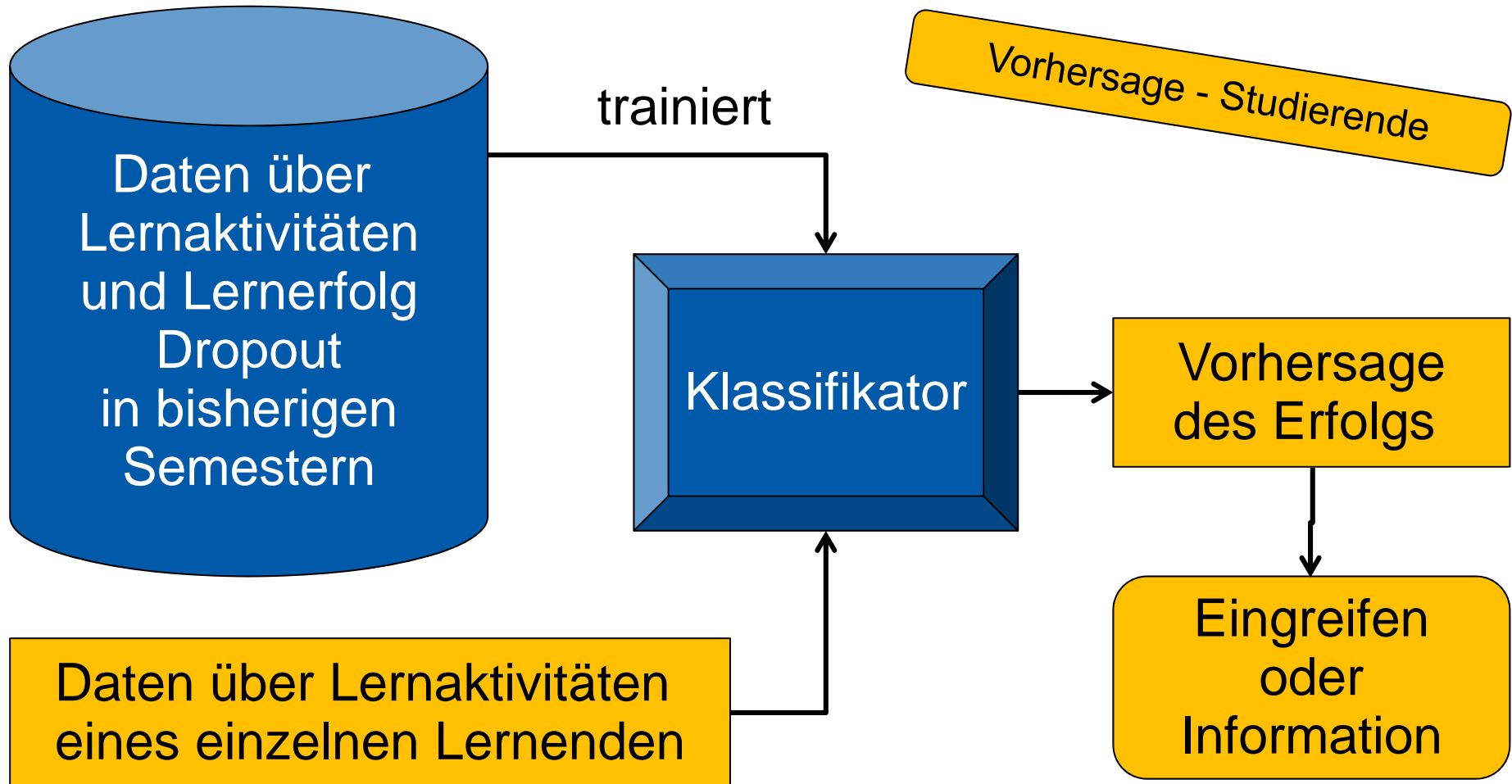
The screenshot shows a web browser window displaying the Learning Locker Reporting interface. The browser tabs include 'TU Darmstadt / KOM - Kal...', 'KOM - Multimedia Comm...', and 'Learning Locker: an open s...'. The address bar shows the URL 'https://lrs.httc.de/lrs/57b59d84491f9eee028b4567/reporting/581846b2491f9e9275c4091'. The page title is 'Reporting' and the breadcrumb is 'Reporting / Viewed videos on lecture 2'. The main content area lists several video viewing events, each with a play button icon, the video title, duration, and time viewed. The videos are: 'Lecture Recording Lecture 2 Part 7 - Wrap Up (6:47)', 'Lecture Recording Lecture 2 Part 6 - Connectivism (17:08)', 'Lecture Recording Lecture 2 Part 5 - Additional Concepts (15:17)', 'Lecture Recording Lecture 2 Part 4 - Constructivism (26:22)', 'Lecture Recording Lecture 2 Part 3 - Cognitivism (7:49)', 'Lecture Recording Lecture 2 Part 2 - Behavioirsm (15:38)', 'Lecture Recording Lecture 2 Part 2 - Behavioirsm (15:38)', 'Lecture Recording Lecture 2 Part 1 - Introduction (6:23)', 'Lecture Recording Lecture 2 Part 1 - Introduction (6:23)', 'Lecture Recording Lecture 2 Part 6 - Connectivism (17:08)', and 'Lecture Recording Lecture 2 Part 1 - Introduction (6:23)'. A yellow banner with the text 'Rückmeldung - Lehrende' is overlaid on the bottom right of the screenshot.

Beispiel 2: Nutzung des Einsatzes von digitalen Angeboten durch Studierende



Rückmeldung - Lehrende

Beispiel 3: Aktivitäten-abhängige Vorhersage des Lernerfolgs oder von Drop-Outs



Learning Analytics

Horizon Report Higher Education:

2011: Learning Analytics Time-to-Adoption:
Four to Five Years

2012: Learning Analytics Time-to-Adoption:
Two to Three Years

...

2014: Learning Analytics Time-to-Adoption:
One Year or Less

2015: Growing Focus on Measuring Learning
Mid-Term Trend: for three to five years

2016: Learning Analytics and Adaptive Learning Time-to-Adoption: One Year or Less

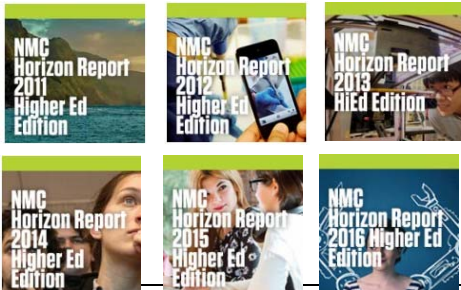


Image sources: NMC (2011-2016): <http://www.nmc.org/nmc-horizon/>

Potenziale

Kritische Aspekte

- **Privatheit**
- **Ethische Fragen**
- **Eigentümer der Daten**
- ...

Forschungsgegenstand

- **Datensammlung in verteilten Systemen**
- **Welche Daten sind hilfreich?**
- **Visualisierung**
- **Anpassungsmechanismen**
- ...

Fragen & Kontakt



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