

**Title:**                    **Developing all learners through analytics: a collaborative consultative approach to professional development and support**

**Presenter:**        **Pauline Rooney, Geraldine Gray, Lee O'Farrell, Kevin C. O'Rourke**  
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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- explore the potential value of learning analytics for creating a supportive educational experience for students and for increasing students' feelings of ownership, agency and self-regulation.
- examine the role of professional development resources and support in increasing staff and student digital proficiencies in using learning data and in facilitating greater evidence-based decision-making in HE.
- identify how we can collaborate with our institutional colleagues and our students in the design and provision of professional development resources and support in relation to the analysis and interpretation of learning data to support student success.
- consider staff, students and sectoral perspectives on the issues, challenges, potential uses and concerns surrounding the use of learning data to support students in HE.

### **Session Outline**

In 2016 Ireland's National Forum for the Enhancement of Teaching and Learning in Higher Education launched its Learning Analytics and Educational Data Mining for Learning Impact project which aimed to:

- raise awareness of national and international policy and practice relating to Learning Analytics (LA) in the Irish HE sector
- foster intra- and inter-institutional collaboration in the development and implementation of LA initiatives
- collate and disseminate resources for HE staff and students relating to LA.

Phase one of this project created an Online Resource for Learning Analytics (ORLA - <https://bit.ly/2zuVgLg>); in phase two, the Forum is collaborating with HEIs to develop Data-Enabled Student Success Initiatives (DESSI) (O' Farrell, L. 2017).

In partnership with DESSI, and with their institutional merger and redesignation as Ireland's first Technology University having recently taken place, colleagues across the three TU Dublin campuses formed a collaborative partnership focusing on empowering staff and students to access and engage with learning data with the ultimate aim of creating a supportive educational experience for students while increasing their feelings of ownership, agency and self-regulation.

A key barrier to engaging with learning data is lack of professional development and support for staff and students (Colvin et al. 2017). We aim to address this deficit via a collaborative partnership-based approach where, as a first step, we will identify the skills and competency gaps that inhibit staff and students from harnessing the potential of learning data. Reflecting on our findings to date, this session will explore three key perspectives on the use of learning data to support students: the student perspective, the academic perspective, and the national sectoral perspective (via the National Forum).

Conference themes to be addressed include:

- students as partners
- professional development for staff (and students)
- learning and mobile technologies
- digital capability and institutional support.

### **Session Activities and Approximate Timings**

The session will open with introductions to presenters and to the theme and objectives for the workshop (5 minutes). This will be followed by three short presentations which will explore issues, challenges, concerns and potential uses of learning analytics for supporting students in HE from the perspective of three key stakeholders:

- The staff perspective: 8 minutes
- The student perspective: 8 minutes
- The national/sectoral perspective (via the National Forum): 8 minutes

This will be followed by a highly participatory and discursive open forum/Q&A session (15 minutes) where all attendees will be encouraged to pose questions to the presenters and to explore and share their own thoughts, experiences and perspectives on the use of learning data in higher education and related professional development needs and supports that may be required.

## References

Colvin, C., Dawson, S., Wade, A., & Gašević, D. (2017). Addressing the Challenges of Institutional Adoption. In C. Lang, G. Siemens, A. F. Wise, & D. Gašević (Eds.), *The Handbook of Learning Analytics* (1st ed., pp. 281–289). Alberta, Canada: Society for Learning Analytics Research (SoLAR).

O' Farrell, L. (2017). *Using Learning Analytics to Support the Enhancement of Teaching and Learning in Higher Education*. Dublin: National Forum for the Enhancement of Teaching and Learning in Higher Education.

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