

Content and learner engagement in vUWS

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*Learning Futures

Housekeeping

The session will be recorded

- If you don't wish to be recorded please switch off your video

Bandwidth

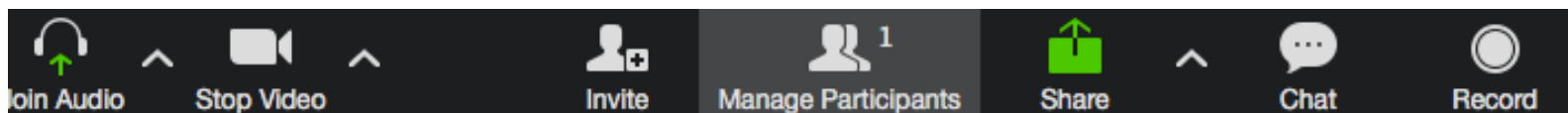
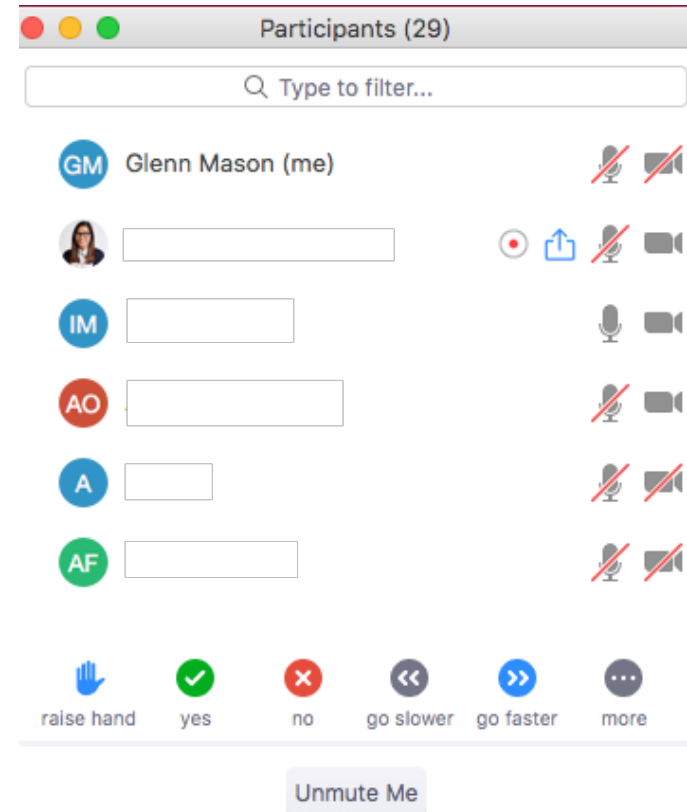
- Consider turning off your video if bandwidth is an issue
- Only turn on microphone when speaking

Dropouts

- If we drop out the session will be recorded and made available
- If you drop out the recording will be available after the session

Interaction management

- Raise your Zoom hand if you have a question
- To maximise your 'social presence' please turn your video on but if bandwidth is an issue please feel free to turn off



Workshops in learning analytics

There are three workshops:

1. **Workshop 1.** Focuses on key reports related to student access and student interaction. Outlines fundamentals of behavioural engagement in your unit.
2. **Workshop 2.** Outlines how the reports in the first workshop can be used to track students' cognitive engagement in your units.
3. **Workshop 3.** Provides a guide in the use of learning analytics data for your teaching practice, learning design and delivery of your unit.

Objectives

At the end of this session you should be able to:

- Identify opportunities for the use of vUWS tools to improve the evaluation of learning in your unit including:
 - Identifying methods for establishing behavioural engagement
 - Identifying methods for establishing cognitive engagement
- Consider affective engagement in the evaluation of your unit

What do we mean by learning analytics?

The ‘**what**’ and the ‘**why**’

*“learning analytics is the **measurement, collection, analysis and reporting** of data about learners and their contexts, for purposes of **understanding and optimising learning** and the environments in which it occurs.”*

(Source: 1st International Conference on Learning Analytics and Knowledge, Banff, Alberta, February 27–March 1, 2011, <https://tekri.athabascau.ca/analytics/>)

vUWS reports not the only data source

- **vUWS reports/data**
- SFUs
- Grade centre
- Anecdotal feedback
- Peer review
- Tutor feedback
- Historical comparison
- Comparison against other units

Take a step back...in a previous workshop on vUWS and learning analytics

The previous workshop mainly looked at **behavioural engagement** in reports:

- Activity in content areas
- Logins
- Dates accessing content
- Student interaction
- Retention centre

Some behavioural engagement questions...

- **Which of my students students haven't logged in yet?**
- **How much time are my students spending in vUWS or on certain tasks?**
- **Which pieces of content are my students most/least interacting with?**
- **Can I get a list of students who haven't logged in?**

Activity – behavioural engagement

Are there questions that are relevant to your context?

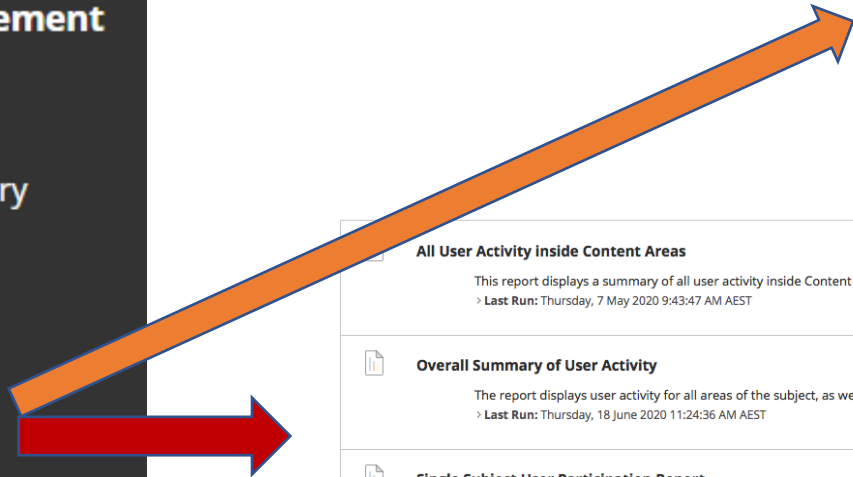
The practice of behavioural analytics

- Use the available reports to provide a holistic view of your unit
 - Familiarise yourself with learning analytics ‘view’ of your unit
- Begin formulating questions
- What do you want to know?
- Which report are you going to use?

Accessing vUWS reports

Course Management

- Control Panel
- Content Repository
- Course Tools
- Evaluation**
- Course Analytics
- Course Reports
- Performance Dashboard
- Retention Centre
- SCORM Reports
- Grade Centre
- Users and Groups
- Customisation
- Packages and Utilities



Course Analytics



Course At-a-Glance

This report compares this course against other courses in the same department.

> **Last Run:** Wednesday, 18 March 2020 12:32:27 PM AEDT



Activity and Grade Scatter Plot

This report plots the distribution of student activity against their grades in this course.

> **Last Run:** Wednesday, 8 April 2020 3:59:26 PM AEST



Activity Matrix

This report shows a visual representation of student activity in the course.

> **Last Run:** Never



Course Submission Summary

or this Course
120 4:15:21 PM AEST

All User Activity inside Content Areas

This report displays a summary of all user activity inside Content Areas for the subject.

> **Last Run:** Thursday, 7 May 2020 9:43:47 AM AEST



Overall Summary of User Activity

The report displays user activity for all areas of the subject, as well as activity dates, times and days of the week.

> **Last Run:** Thursday, 18 June 2020 11:24:36 AM AEST



Single Subject User Participation Report

Displays detailed statistics on assessment and collaboration tool submissions for all users in this subject during a specified timeframe

> **Last Run:**



Student Overview for Single Subject

Student Overview for Single Subject displays an individual student's activity within a subject, sorted by date. Data includes the total overall time the student spent in the subject as well as detailed information about the student's activity, such as which items and Content Areas the student accessed and the time spent on each.

> **Last Run:** Monday, 29 June 2020 10:23:36 AM AEST



Subject Activity Overview

Subject Activity Overview displays overall activity within a single subject, sorted by student and date. Data includes the total and average time spent per active student and the total amount and type of activity each student had in the subject. Optionally, you can filter the report by one or more groups.

> **Last Run:** Monday, 6 July 2020 10:38:48 AM AEST



Subject Performance

This report displays information showing how a single Blackboard Learn Subject performs against a selected set of goals. Performance targets and a range of acceptable performance for the subject can be determined when running the report. Data includes averages for the entire subject as well as break downs for individual students and goals.

> **Last Run:**

Summary of reports

REPORT NAME	DESCRIPTION	WHAT DOES IT ADDRESS	LIMITATIONS
Course (Unit) At A Glance	Summary and drilling down capacity	What is the nature of (behavioural) engagement pattern in my unit? How does my unit compare to the school averages?	Doesn't address what is the expected level of engagement
Activity and Grade Scatter Plot	A correlation between the accesses and the grades	Is there a relationship between activity and outcome?	Only takes final grade to make comparison – what about other forms of assessment? Cannot switch into another activity type.
Activity Matrix	Gives a matrix of activity patterns throughout semester and compares against grade	Which students are consistently active/inactive? Does interaction lead to better outcomes?	Doesn't tell how the matrix is defined. Cannot switch to another activity type or change color scheme

Summary of reports

REPORT NAME	DESCRIPTION	WHAT DOES IT ADDRESS	LIMITATIONS
Student Submissions Summary	A summary of the submission patterns of individual students	Which student hasn't submitted regularly? Which students are 'struggling' to submit?	A mapping of the submitted vs unsubmitted items is not possible
Course Reports	A detailed breakdown for different kinds of items and tools used in the site	Which module is engaging/ less engaging? Comparison among groups (access hits) The discussion board breakdown (hits in discussion boards)	The amount of useful information is relatively low in comparison to the size of the report. The run time could take hours for some report. There is limit of 180 days from the date of run
Performance Dashboard	A single stop for overall performance of students	When did my students last login? Are my students at risk? Are students contributing to the conversations?	Doesn't display grade but redirects to the grade centre Unnecessary fields are not customizable
Retention Centre	Dashboard compiles a view of potential red flags	Who are the "at-risk" students? (parameters can be edited)	Doesn't allow to export the file

Retention centre

Students currently at risk

4

View students not at risk

STUDENT ▲	MISSED DEADLINES	GRADES ALERT	ACTIVITY ALERT	ACCESS ALERT
Blackboard4 Training4	.	.	●	●
Blackboard5 Training5	.	.	●	●
Blackboard2 Training2	.	.	●	.
Blackboard3 Training3	.	.	●	.

Students you are monitoring

Blackboard1 Training1

Last Access

4 days ago

Activity

337% above average

Grade

2.17% above average

Missed Deadlines

0

Monitor students

Other information you are monitoring

GRADES ALERT

Grade for Assignment - Assignment 1[10] is 10 percentage above the class average

2 students meeting rule<

Monitor missed deadlines, grades, activity or access

Your course activity

Last login: 04-Jun-2014 @ 11:50

ASSESSMENT ⓘ

Your grading is all up to date

INTERACTION & COLLABORATION ⓘ

Discussion Board

No activity yet

0

Blogs

No activity yet

0 0

Journals

No activity yet

0 0

Groups

Create a group

2

LEARNER SUPPORT ⓘ

No activity yet

Post an announcement

COURSE DESIGN ⓘ

Last content created on 30-May-2014:

Assignment 2

Your own activity in the site

Results cannot be exported!

Course Management

Control Panel

Content Repository

Course Tools

Evaluation

Course Analytics

Course Reports

Performance Dashboard

Retention Centre

SCORM Reports

Grade Centre

Users and Groups

Customisation

Packages and Utilities

Customising the retention centre

Customise

Retention Centre

The Retention Centre helps you discover which students on your subject are at risk. You can communicate with struggling students and help them take immediate action for improvement. You can also keep track of patterns over time. [More Help](#)

Create Rule ▾

<div>→ Actions ▾ Delete</div>			
<input type="checkbox"/>	INCLUDED IN RISK TABLE	NAME ▲	
<input type="checkbox"/>	Yes	Default Activity Rule	
<input type="checkbox"/>	Yes	Default Course Access	Course Activity
<input type="checkbox"/>	Yes	Default Grade Rule	Course Access
<input type="checkbox"/>	Yes	Default Missed Deadline	Grade
<div>→ Actions ▾ Delete</div>			Missed Deadline:
			20% below course average in the last 1 Week(s)
			Last access greater than 5 day(s) ago
			External Grade is 25% below the class average
			1 deadline(s) have been missed by more than 0 days

Activity – retention centre

Do the rules in the retention centre work for your context?

Why? Why not?

How do you think you might use the retention centre when you next run your unit?

Performance Dashboard

Course Management

▼ Control Panel

▶ Content Repository

▶ Course Tools

▼ Evaluation

Course Analytics

Course Reports

Performance Dashboard

Retention Centre

SCORM Reports

▶ Grade Centre

▶ Users and Groups

▶ Customisation

▶ Packages and Utilities

« < Page 7 of 9 > »

LAST NAME	FIRST NAME	USERNAME	ROLE	LAST SUBJECT ACCESS	DAYS SINCE LAST SUBJECT ACCESS	REVIEW STATUS	ADAPTIVE RELEASE	DISCUSSION BOARD ▲	CUSTOMISE RETENTION CENTRE	VIEW GRADES
			Student	31/10/2020 11:34:38 PM	2	0		1	0/4	
			Student	29/10/2020 8:36:13 PM	4	0		1	0/4	
			Student	31/10/2020 9:39:49 AM	3	0		1	0/4	
			Student	29/10/2020 7:22:14 PM	4	0		1	0/4	
			Student	01/11/2020 7:51:15 PM	1	0		1	0/4	
			Student	31/10/2020 11:10:00 PM	2	0		1	0/4	
			Student	30/10/2020 3:31:28 PM	3	0		1	0/4	

When to run reports

Period in semester	What are you tracking?	Which report should I use?
Start of semester	Students who haven't logged in	Unit At A Glance
Around census date	At risk students (uneven attendance, missed submissions)	Performance Dashboard, Retention Centre
Around submission due	Students who haven't submitted	Course Submission Summary, Unit At A Glance, Retention Centre
Throughout the semester	Behavioural engagement	Unit At A Glance, Retention Centre, Performance Dashboard
End of semester	Correlation between student activity and grade	Unit At A Glance, Activity vs Grade Scatter Plot, Activity Matrix

How do I access vUWS reports?

Course Analytics



Course At-a-Glance

This report compares this course against other courses in the same department.

> **Last Run:** Wednesday, 18 March 2020 12:32:27 PM AEST



Activity and Grade Scatter Plot

This report plots the distribution of student activity against their grades in this course.

> **Last Run:** Wednesday, 8 April 2020 3:59:26 PM AEST



Activity Matrix

This report shows a visual representation of student activity in the course.

> **Last Run:** Never



Course Submission Summary

Summary of User Submissions for this Course

> **Last Run:** Wednesday, 8 April 2020 4:15:21 PM AEST



Evaluation

Course Analytics

Performance Dashboard

Retention Centre

SCORM Reports

Subject Reports



All User Activity Inside Content Areas

This report displays a summary of all user activity inside Content Areas for the subject.

> **Last Run:** Friday, 25 September 2020 8:43:56 AM AEST



Overall Summary of User Activity

The report displays user activity for all areas of the subject, as well as activity dates, times and day

> **Last Run:** Friday, 25 September 2020 8:29:35 AM AEST



Single Subject User Participation Report

Displays detailed statistics on assessment and collaboration tool submissions for all users in this :

> **Last Run:**



Student Overview for Single Subject

Student Overview for Single Subject displays an individual student's activity within a subject, sorte information about the student's activity, such as which items and Content Areas the student acce

> **Last Run:** Friday, 30 October 2020 11:31:29 AM AEST



Subject Activity Overview

Subject Activity Overview displays overall activity within a single subject, sorted by student and da activity each student had in the subject. Optionally, you can filter the report by one or more group

> **Last Run:** Tuesday, 27 October 2020 6:09:19 PM AEST



Subject Performance

This report displays information showing how a single Blackboard Learn Subject performs agains determined when running the report. Data includes averages for the entire subject as well as bre

> **Last Run:**



User Activity in Forums

This report displays a summary of user activity in Discussion Board Forums for the subject.

> **Last Run:** Thursday, 2 July 2020 2:19:09 PM AEST



User Activity in Groups

This report displays a summary of user activity in Groups for the subject.

> **Last Run:** Friday, 25 September 2020 8:39:54 AM AEST

Types of student engagement

There are three key dimensions of student engagement:

- **Behavioural**
 - Attendance, accessing units, task completion etc.
- **Cognitive**
 - Comprehension, application, integration etc.
- **Affective** (a much larger piece about development of online learning communities)
 - Interest and enthusiasm
 - Belonging
 - Identity

Step 1. What do you want to evaluate?

Scenario 1

I am concerned with the lack of focus in tutorial sessions. I am interested in seeing how many students have accessed (and viewed) the lecture prior to coming to tutorial sessions. I also want to know if they are having any difficulties with the content.

Design:

- Establish the **behavioural metrics**
 - Number of accesses and interest ‘spikes’ in video material. See previous session on analytics on how to do this.
 - Attendance (logins using ‘unit at a glance’)
 - Activity with content items (‘all user activity inside content area’ report)
- Design for **cognitive engagement**
 - Ensure video material is associated with learning activities – can do this in Panopto
 - Design reflective learning tasks

Need to get the basics right

- Have you ensured that there is alignment between learning activities, learning materials and assessment tasks (constructive alignment)?
- Coherent vUWS navigation
- Clear instructions for all tasks (from basic to complex)

The Western QM Rubric

The Quality Matters (QM) Rubric is an internationally recognised, research-based rubric useful in the design and quality assurance of learning and assessment materials for units delivered in online or blended modes.

The Western QM Rubric highlights 26 out of the 42 QM Specific Review Standards to keep in mind when designing your own units.

Unit Overview and Introduction

Pts

- | | |
|---|---|
| 1.1 Instructions make clear how to get started and where to find various unit components. | 3 |
| 1.2 Students are introduced to the purpose and structure of the unit. | 3 |

Learning Objectives

- | | |
|---|---|
| 2.1 The unit learning objectives describe outcomes that are measurable. | 3 |
| 2.2 The module level learning objectives describe outcomes that are measurable and consistent with the unit-level objectives. | 3 |
| 2.3 All learning objectives are stated clearly, written from the student's perspective and are prominently located. | 3 |
| 2.4 The relationship between learning objectives and learning activities is clearly stated. | 3 |

Assessment and Measurement

- | | |
|---|---|
| 3.1 The assessments measure the achievement of the stated learning objectives. | 3 |
| 3.2 The unit grading policy is stated clearly at the beginning of the unit. | 3 |
| 3.3 Specific and descriptive criteria are provided for the evaluation of students' work, and their connection the unit grading policy is clearly explained. | 3 |
| 3.4 The assessments used are sequenced, varied, and suited to the level of the unit. | 2 |
| 3.5 The unit provides students with multiple opportunities to track their learning progress with timely feedback. | 2 |

Instructional Materials

Pts

- | | |
|--|---|
| 4.1 The instructional materials contribute to the achievement of the stated learning objectives. | 3 |
| 4.2 The relationship between the use of instructional materials in the unit and completing learning activities is clearly explained. | 3 |
| 4.4 The instructional materials represent up-to-date theory and practice in the discipline. | 2 |
| 4.5 A variety of instructional materials is used in the unit. | 2 |

Unit Activities and Student Interaction

- | | |
|---|---|
| 5.1 The learning activities promote the achievement of the stated learning objectives. | 3 |
| 5.2 Learning activities provide opportunities for interaction that support active learning. | 3 |
| 5.4 The requirements for student interaction are clearly stated. | 2 |

Unit Technology

- | | |
|---|---|
| 6.1 The tools used in the unit support the learning objectives. | 3 |
| 6.2 Unit tools promote student engagement and active learning. | 3 |
| 6.3 A variety of technology is used in the unit. | 1 |

Student Support

- | | |
|--|---|
| 7.1 The unit instructions articulate or link to a clear description of the technical support offered and how to obtain it. | 3 |
| 7.2 Unit instructions articulate or link to the institution's accessibility policies and services. | 3 |

Accessibility and Usability

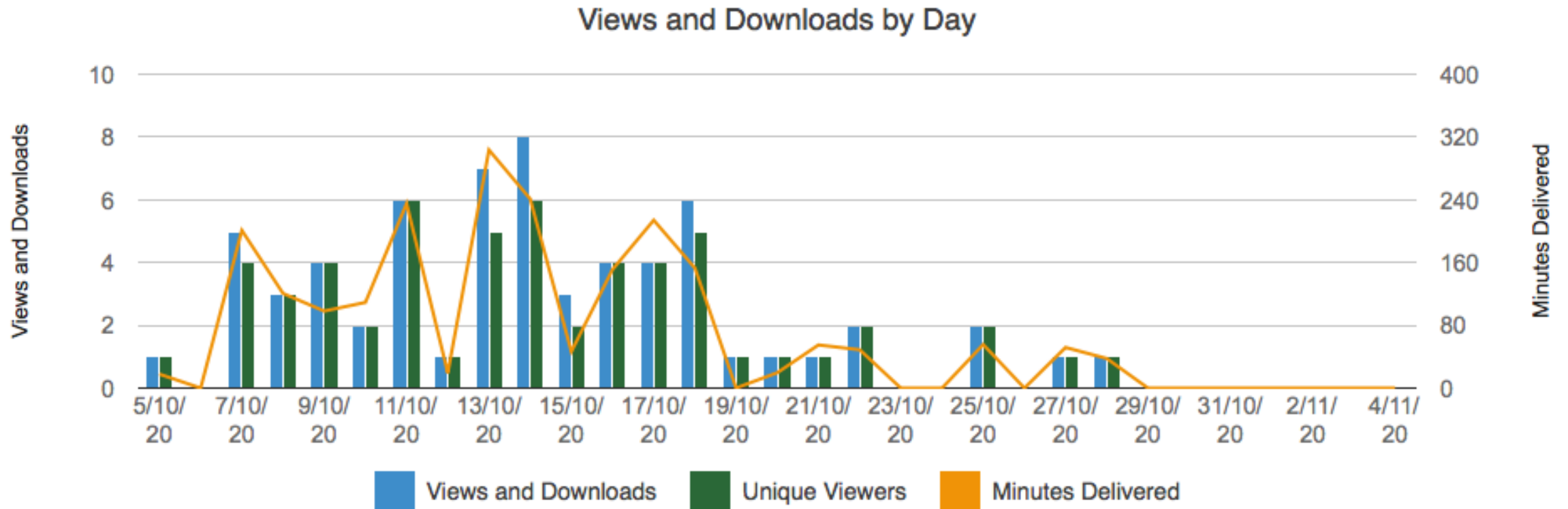
- | | |
|--|---|
| 8.1 Unit navigation facilitates ease of use. | 3 |
| 8.2 The unit design facilitates readability. | 3 |
| 8.3 The unit provides accessible text and images in files, documents, LMS pages and web pages to meet the needs of diverse students. | 3 |

Video analytics - refresher

The screenshot shows a video management interface. On the left is a dark sidebar with navigation links: **_Unmigrated_**, **Learning Materials_old**, **Home**, **Learning Zone**, **Learning Modules**, **MyEducationLab**, **Recordings (Panopto)** (highlighted in yellow), **Useful resources**, and **Readings & Resources**. A blue arrow points from the **Recordings (Panopto)** link to the main content area. The main content area has a top navigation bar with **Home**, **My Folder**, **Shared with Me**, and **Everything**. Below this is a **Browse** section. The main area displays a video player with a play button and a duration of **1:05:19**. Below the player is a video thumbnail with a duration of **2:00**. At the top right of the main area are icons for share, analytics, and settings. A blue arrow points from the analytics icon to the word **Analytics** at the bottom right of the slide.

Analytics

Global view of views and downloads



Views and downloads=number of views and downloads across all videos

Unique viewers = number of unique viewers who have accessed folder

Minutes delivered = number of minutes streamed AND downloaded combined

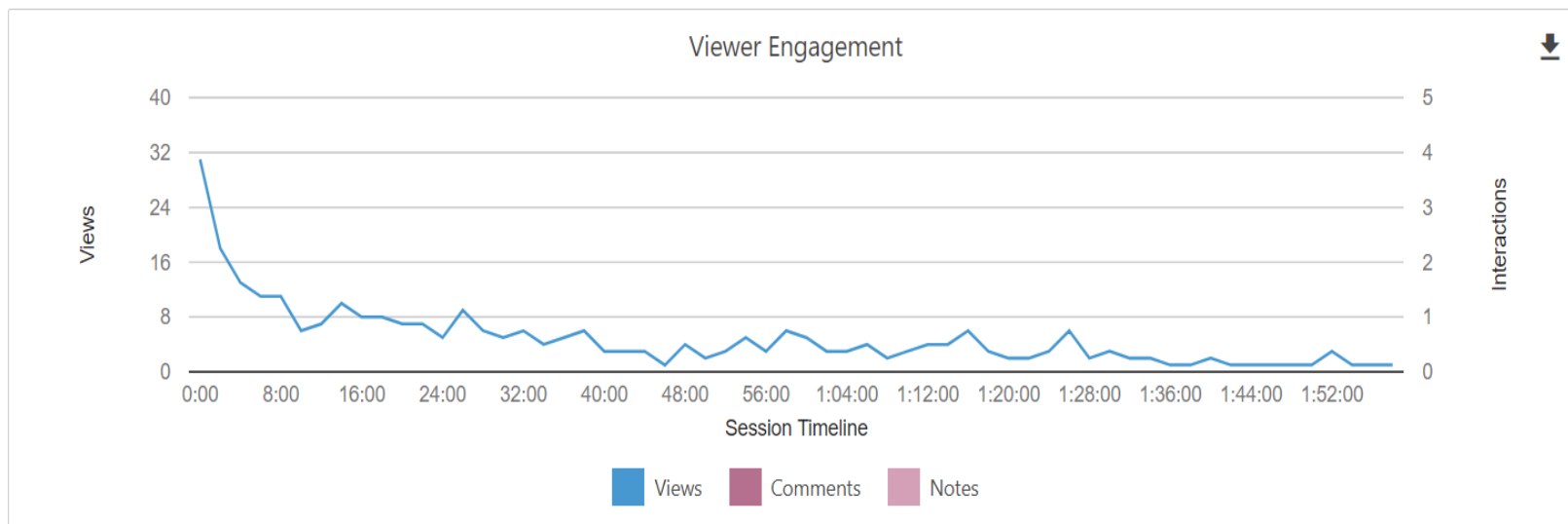
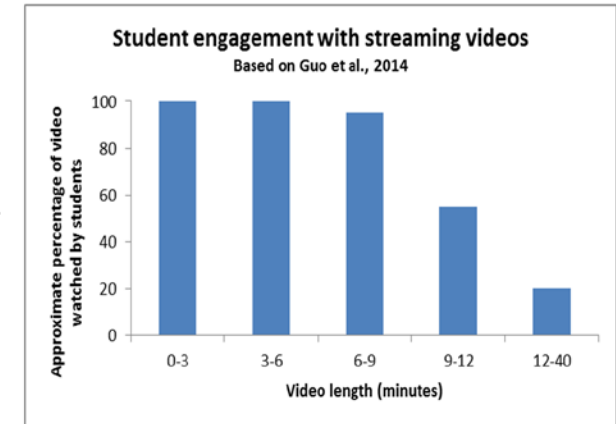
Note: For video downloads, the entire duration of the video will count towards minutes delivered even if the download fails or is cancelled at the last minute.

[See All](#)

Viewing spikes

What does this tell us?


- Confirms research that tells us about drop in interest after about 10 mins.
- Views start flattening out after about 8 minutes into the video
- **Problems:**
 - What if key concepts are introduced throughout the video?
 - What if understanding of key concepts required for tutorial?
- **Solution:**
 - Create series of key concept videos (promote germane load)
 - To evaluate cognitive engagement ensure learning activities/quizzes attached to videos





Establishing cognitive engagement in your videos

Active learning – get your students to **do** something with knowledge

- Comprehension - Panopto quizzes
- Reflection - encourage students to use notes and bookmark with Panopto

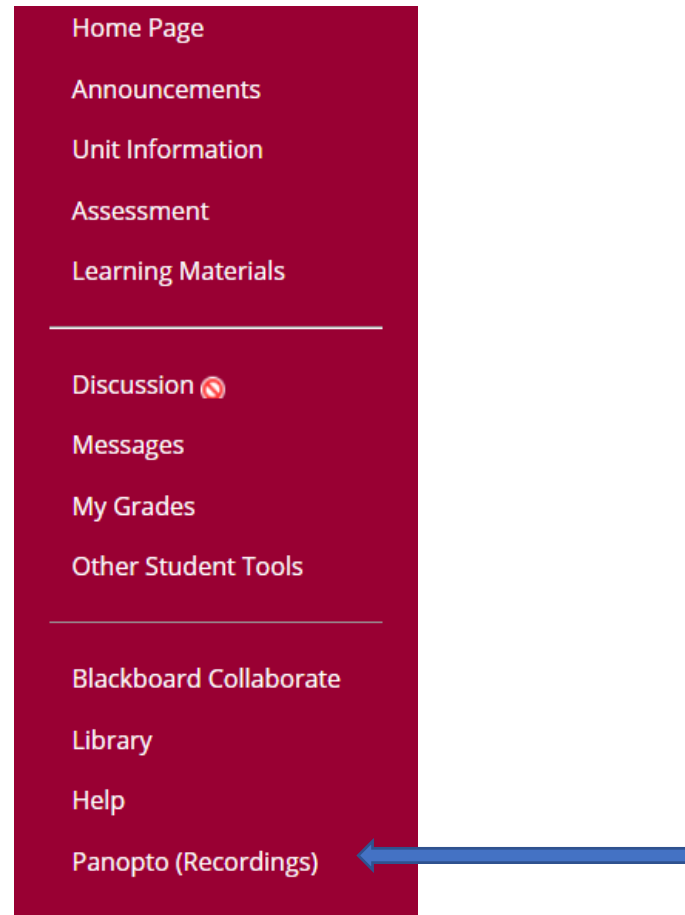
Search this recording 

Contents
Notes
Bookmarks
[Hide](#)

Your notes (unified\30029922)   [Make public](#) [Help](#)

Notes are synchronized to what you're watching when you type them. Type and hit Enter to add one.

Getting started with Panopto quizzes



<https://support.panopto.com/s/article/How-to-Add-a-Quiz-to-a-Video>

Adding quizzes in Panopto

The screenshot displays the Panopto interface. On the left, a sidebar menu contains 'Contents', 'Captions', 'Slides', 'Quizzes', 'Cuts', and 'Streams'. The 'Quizzes' option is highlighted with a red box. A red arrow points from this menu item to the text 'Click on quizzes in menu'. In the center, a large black rectangle represents the video player. Above it, a button labeled '⊕ Add a Quiz' is shown with a red dot and a red arrow pointing down to the text 'Add and design your quiz'. On the right, a blurred video frame is shown. A red arrow points from a point on the video timeline to the text 'Click on point to insert quiz'. At the bottom, a video timeline is visible with a progress bar at 12:04. Below the timeline, a row of video thumbnails is shown, with a red arrow pointing to one of them.

Contents
Captions
Slides
Quizzes
Cuts
Streams

⊕ Add a Quiz

Add and design your quiz

Click on quizzes in menu

Click on point to insert quiz

Panopto quizzes – analytics for cognitive engagement

Draft Video

- Overview
- Share
- Outputs
- Quiz Results**
- Streams
- Clips
- Search
- Captions
- Manage
- Log

Quiz Results Summary

Section	Position	Results
Quiz	00:10	4/4 (100%)

[Download](#)

User Results Summary

User	Quizzes Taken	Results
[Redacted]	1/1 (100%)	4/4 (100%)

[Download](#)

Detailed Results By Section

Section: **Quiz**

Question	Type	Results
1: 1 plus 1 equals	Multiple Choice	1/1 (100%)
2: 1 plus 1 equals 2	True / False	1/1 (100%)
3: One plus one equals	Multiple Select	1/1 (100%)
4: 1 plus 1	Fill In The Blank	1/1 (100%)

User	Results
[Redacted] ✓ 1: 1 plus 1 equals ✓ 2: 1 plus 1 equals 2 ✓ 3: One plus one equals ✓ 4: 1 plus 1	4/4 (100%)

Summaries include:

- where the quiz is positioned in video
- How students are performing overall (number of correct answers/ number of attempts)
- Individual student and question based
- a complete breakdown of how each student performed on each question.

The results are also downloadable

Students who have retaken a quiz only the **last** attempt is recorded and previous attempts are erased.

Review of steps

Establish behavioural engagement metrics

- **What is the level of engagement with other content areas?**
 - Run the 'all user activity inside content area' report
- **Know your students through data**
 - Run the retention centre report
 - Run the performance dashboard
 - Run the 'unit learning at a glance' report

Logins and attendance – unit at a glance report

Student Activity Summary (529 Students)

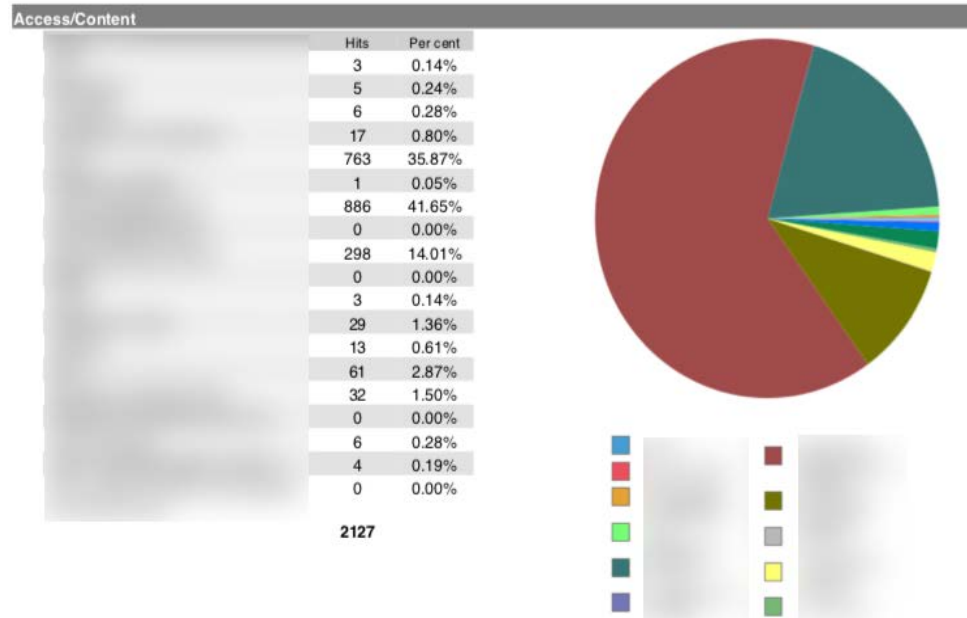
↑ > Avg. + 10%		↓ < Avg. - 10%		→ Within Avg. +/- 10%		● NA											
				UNIT ACCESSES		MINUTES		INTERACTIONS		SUBMISSIONS		GRADE CENTRE SCORE					
STUDENT NAME	↕	DATE OF LAST ACCESS	↕	DATE OF LAST SUBMISSION	STUDENT	↕	AVG	STUDENT	↕	AVG	STUDENT	↕	AVG	STUDENT	↕	AVG	
		17/07/2020	↕	07/06/2020	62	↑	48	2259	↑	1616	850	↑	366	16	↑	9	66% → 66%
		17/07/2020	↕	04/06/2020	40	↓	48	978	↓	1616	436	↑	366	11	↑	9	71% → 66%
		09/07/2020	↕	14/06/2020	34	↓	48	556	↓	1616	188	↓	366	9	→	9	61% → 66%
		17/08/2020	↕	07/06/2020	54	↑	48	808	↓	1616	324	↓	366	11	↑	9	71% → 66%
		09/07/2020	↕	07/06/2020	66	↑	48	1957	↑	1616	507	↑	366	11	↑	9	58% ↓ 66%
		22/08/2020	↕	10/06/2020	34	↓	48	1074	↓	1616	176	↓	366	8	↓	9	61% → 66%
		11/07/2020	↕	08/06/2020	54	↑	48	1123	↓	1616	300	↓	366	11	↑	9	64% → 66%
		25/07/2020	↕	06/06/2020	39	↓	48	1194	↓	1616	224	↓	366	11	↑	9	75% ↑ 66%
		14/07/2020	↕	23/05/2020	34	↓	48	675	↓	1616	171	↓	366	9	→	9	55% ↓ 66%
		10/07/2020	↕	07/06/2020	40	↓	48	1661	→	1616	258	↓	366	10	↑	9	70% → 66%
		13/08/2020	↕	06/06/2020	60	↑	48	2029	↑	1616	440	↑	366	9	→	9	68% → 66%
		30/08/2020	↕	06/06/2020	62	↑	48	1313	↓	1616	337	→	366	10	↑	9	78% ↑ 66%
		24/08/2020	↕	05/06/2020	77	↑	48	2097	↑	1616	745	↑	366	11	↑	9	72% → 66%
		10/07/2020	↕	07/06/2020	148	↑	48	2883	↑	1616	1104	↑	366	10	↑	9	77% ↑ 66%
		06/07/2020	↕	07/06/2020	56	↑	48	537	↓	1616	599	↑	366	10	↑	9	65% → 66%
		09/07/2020	↕	07/06/2020	61	↑	48	1882	↑	1616	328	↓	366	9	→	9	81% ↑ 66%
		24/08/2020	↕	07/06/2020	52	→	48	898	↓	1616	308	↓	366	9	→	9	54% ↓ 66%
		11/07/2020	↕	09/06/2020	100	↑	48	3999	↑	1616	658	↑	366	10	↑	9	78% ↑ 66%
		09/07/2020	↕	07/06/2020	47	→	48	1997	↑	1616	293	↓	366	9	→	9	82% ↑ 66%
		16/07/2020	↕	07/06/2020	36	↓	48	1574	→	1616	302	↓	366	8	↓	9	62% → 66%
	23/08/2020	↕	07/06/2020	36	↓	48	885	↓	1616	255	↓	366	10	↑	9	63% → 66%	
	09/07/2020	↕	07/06/2020	43	↓	48	2987	↑	1616	436	↑	366	10	↑	9	69% → 66%	
	28/08/2020	↕	05/06/2020	56	↑	48	1675	→	1616	447	↑	366	7	↓	9	63% → 66%	

Get a global sense of student activity

- Various ways to measure this. For example, measuring clicks in a **content** area or **unit at a glance**:

All user activity inside content area (subject reports)

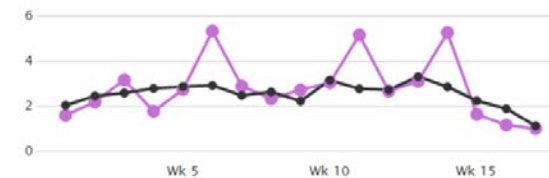
All User Activity inside Content Areas



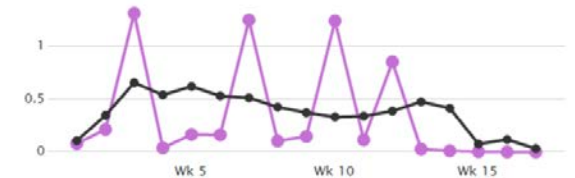
Unit at a glance (course analytics)

■ This Section
■ SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY (102 Sections)

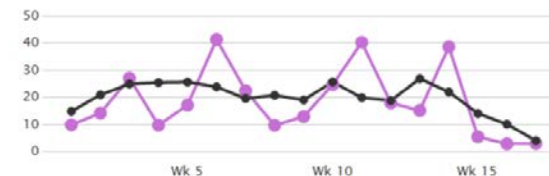
Accesses Average vs School Average



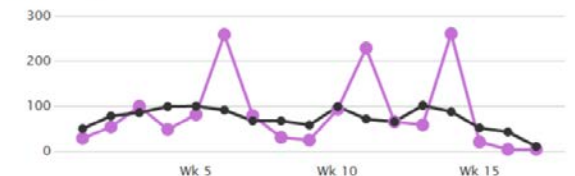
Submissions Average vs School Average



Interactions Average vs School Average



Minutes Average vs School Average



Review of steps

Establish behavioural engagement metrics

- **How many students watched the video/videos?**
 - Was it accessible? Was the location clearly communicated
 - Does it align with assessment tasks and learning activities?
- **What is the history of students engaging in video material?**
 - Run the analytics reports on other material to compare

Review of steps

Establish cognitive engagement metrics

- Did you embed quizzes in the video material to test demonstration of comprehension?
 - If not, go here
<https://support.panopto.com/s/article/How-to-Add-a-Quiz-to-a-Video>
 - Did you make sure that your quiz content aligns with the learning outcomes? Other learning activities? Relevant assessment tasks?

Review of steps

Establish cognitive engagement metrics

- **Did you embed reflective learning tasks as part of the activity?**
 - Learning journals
 - Blogs
- **Did you make sure the tasks are aligned with learning activities and assessment tasks?**
 - If an assessment task requires reflection (and this is considered as a formative task), students are more likely to complete it.

Putting it all together

Learning analytics as a practice

- Using data to become a reflective practitioner
- Record the data and use it to improve future learning designs

Activity – Panopto analytics

Choose one video

Run the Panopto analytics report

What does it tell you? Did anything surprise you?

How will you use the data to make changes to your video?

A more advanced task:

Choose one video

Design a quiz to indicate the demonstration of student knowledge (choose how you will design this using either Blooms or SOLO)

Make sure the quiz contents align with other elements in your site

Embed the quiz in your video and let your students know you will be doing this

Run the Panopto analytics after the scheduled time for students to engage in the video

- What does it tell you? Did anything surprise you?
- How will you use the data to make changes to your video?

Consider discussing the approach with your students during the next tutorial session

Scenario 2: Students are required to collaborate on an authoring task. How can I evaluate the collaborative process?

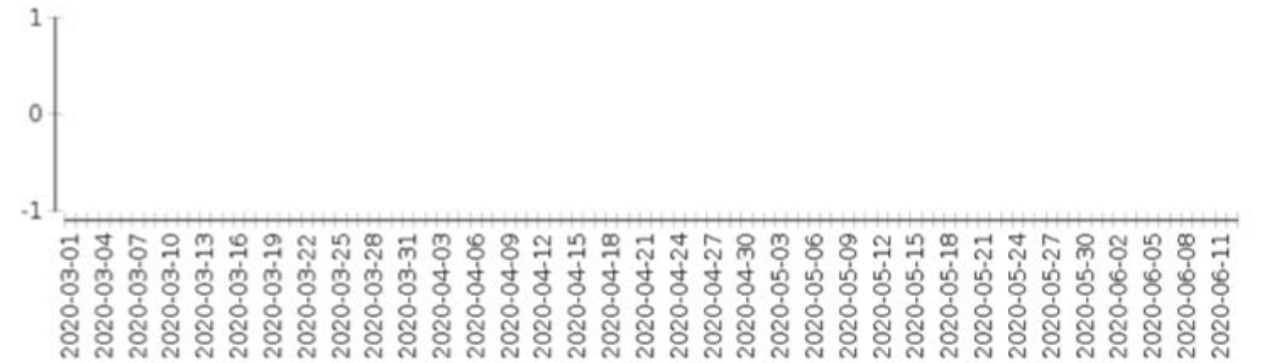
Evaluation design

- Establish student **behavioural metrics** (using *course at a glance* report)
- Establish group-based metrics (*user activity in groups (subject report)*)
 - ensure statistics tracking is on content link)
- Establish opportunity for cognitive engagement (and to track it)
 - Break down task to include opportunities for reflection e.g. survey, learning journals
- Analyse student learning outcomes

Establish group-based behavioural (accesses) metrics

Content Usage Statistics

Access / Date



2020-03	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
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MiC tutors' wiki space

Enabled: Statistics Tracking

A wiki space to allow MiC tu

- Edit
- Edit Properties
- Make Unavailable
- Adaptive Release
- Adaptive Release: Advanced
- Set Review Status(Disabled)
- Metadata
- Statistics Tracking (On/Off)
- View Statistics Report
- User Progress
- Copy
- Move
- Delete

ching ideas, tips etc.

Evaluation of the collaborative process

Consider creating opportunities to embed active learning in the collaborative process


- Surveys
- Learning journals

Control Panel

- Content Repository
- Subject Tools**
 - Achievements
 - Announcements
 - Basic LTI tools
 - Blackboard Collaborate
 - Blogs
 - Contacts
 - Date Management
 - Discussion Board
 - Glossary
 - Goal Performance
 - Journals
 - McGraw-Hill Higher Education
 - Pearson's MyLab & Mastering
 - Respondus LockDown Browser
 - Rubrics
 - Self and Peer Assessment
 - Send Email
 - Subject Calendar
 - Subject Messages
 - Tasks
 - Tests, Surveys and Pools
 - Turnitin Assignments
 - Turnitin Assignments by Groups
 - Turnitin Basic Tools
 - Wikis
 - WileyPLUS

Surveys

You can use surveys to measure student knowledge and gauge progress. Surveys are not graded and all student responses are anonymous. [More Help](#)


Build Survey Import Survey		
NAME 	DEPLOYED	DATE LAST EDITED

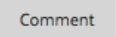
PBL journey

If a Blog or Journal can be graded, a grade assigned to an individual member is applied only to that individual. [More Help](#)

Create Journal Entry

Thursday, 26 April 2018

test 



Building a picture of engagement through analytics

Behavioural metrics	Cognitive
<p>vUWS reports</p> <p>Panopto</p> <p>Retention centre</p> <p>Performance dashboard</p>	<p>vUWS test</p> <p>Survey</p> <p>Discussion forum</p> <p>Learning journal</p> <p>Panopto quiz</p>

What about affective engagement?

- This is harder to measure because the dimensions are unclear!
- Building a learning community is more important than measuring it...



- **Social presence**
 - Group cohesion – encourage collaboration
 - Safe environment for discussion – forum for open discussion and debate
- **Teaching presence**
 - Management of instruction – facilitation, starting discussions, focussing discussions
 - Building meaning – synthesising knowledge from students
- **Cognitive presence**
 - Integration and resolution – connecting ideas and applying concepts
 - Posing initial questions/problems – create a culture of ongoing inquiry

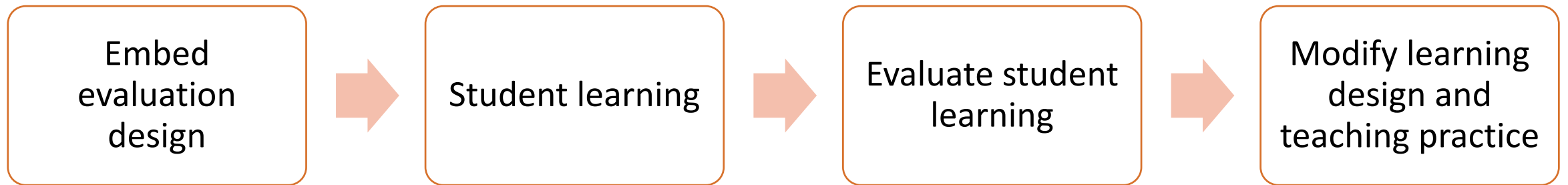
Some considerations

- Are you interested in ALL areas of student engagement or are there important learning sequences that require investigation?
 - Threshold concepts?
 - Key information/material?
- These need **behavioural engagement analytics** (i.e. are students even clicking/watching/interaction) and **cognitive engagement analytics** (i.e. did students understand it, what did they find difficult etc.)
- **Ensure evaluation of learning is a consideration during learning design phase**
- **Iterative improvement** – start small and experiment with one or two learning sequences

Five things you can do right now

- Getting the basics right
- Designing good questions - what do you want to evaluate?
- Using vUWS tools to design for evaluation
- Check reports to determine behavioural metrics
- Embed learning tasks to provide indication of cognitive engagement

Conclusion – the iterative practice of learning analytics



Next workshop

- Learning analytics for teaching practice
- How can data be used to help improve
 - Learning design
 - Delivery of units
 - Teaching practice