



How Might We:

**Support students to
utilise their LA data**

Contents

- 3 Overview
- 4 How might we...
- 5 More information
- 6 References



Overview

The University of Leeds has adopted a system of Learning Analytics to enhance taught student education and support student success through the visualisation of student activity data with digital education systems and University services. The University will use learning analytics to:

1. Support individual learners – through actionable intelligence for students, teachers, and professional staff;
2. Help understand cohort behaviours and outcomes;
3. Help understand and enhance the learning environment.

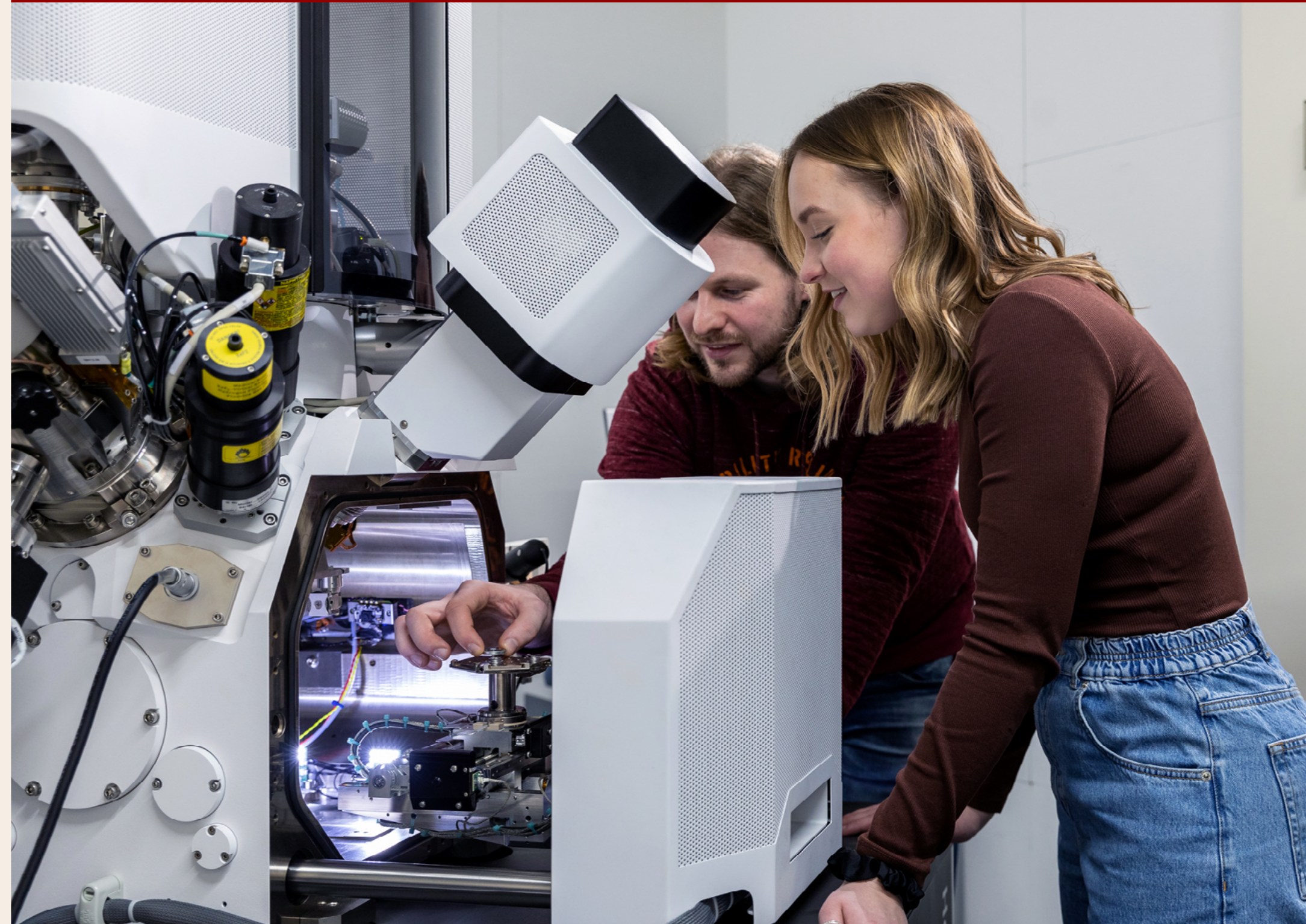
The University of Leeds began discussions around the use of Learning Analytics in 2017, and through consultation with both staff and students, outlined its Code of Practice. In 2020, the University of Leeds partnered with Solutionpath to develop the University's own Learning Analytics platform – StREAM@Leeds.

“

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

– International Conference on Learning Analytics, 2011

”



How we might...

5 Areas of Learning Analytics

1) Empowering Independent Learning

Since the start of the 21/22 academic year, all students have been provided access to their Learning Analytics via StREAM@Leeds, which includes data on their digital activity, with systems such as Minerva, the library, and other online learning resources and tools. In this new system, each student can view their own personal dashboard, providing them with a level of access to their digital activity and transparency around this data previously unavailable.

StREAM@Leeds supports students by providing them with the opportunity to review and reflect on their own individual interactions with digital resources, enabling them to take ownership of their approach to studying and support them in becoming independent learners.

All students will be introduced to StREAM@Leeds through avenues such as the Welcome, Induction and Transition (WIT) resources, IT Induction and LeedsforLife.

2) Enhancing Tutorial Discussions

Academic Personal Tutors (APTs) are also able to access their tutees StREAM@Leeds dashboards to provide support informed by real time data, and to facilitate more nuanced conversations with tutees, influencing their sense of belonging and guiding their development as learners.

Students are encouraged to discuss their digital engagement and activity with their APTs as part of LeedsforLife, with StREAM@Leeds allowing tutors and tutees to work in partnership to identify patterns of engagement, and to develop nuanced strategies to help support each individual learning journey.

3) Supporting Engagement Monitoring Processes

Learning Analytics is also being utilised by Student Education Services (SES) as part of Engagement Monitoring.

Through StREAM@Leeds, SES staff can quickly identify students with consistently low digital activity. Engagement activity data is combined with additional SES data to provide further insight so that teams can provide students with targeted pastoral support before the point of crisis.

4) Understanding Cohorts Through Analytics

The University will also utilise the data from the StREAM@Leeds system to identify trends in cohort behaviours to improve both the attainment and retention of our students, as well as their experiences as learners here at Leeds.

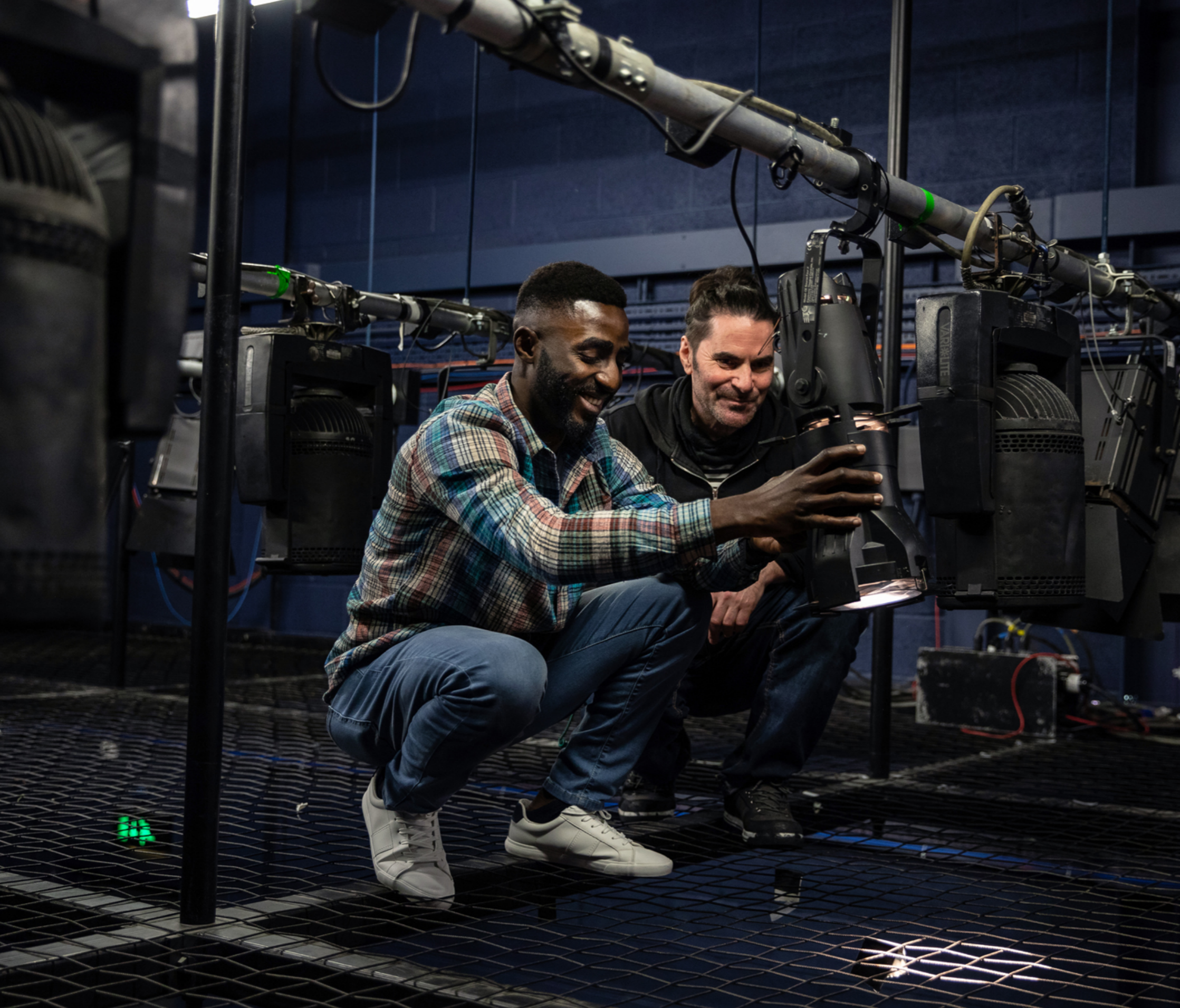
By considering any relationship between engagement with digital resources, student experience and student success, the University aims to use the data provided by StREAM@Leeds to reduce both non-continuation and the awarding gap.

5) Reviewing Our Digital Curriculum

Over time, StREAM@Leeds will provide information on how students utilise digital resources at the University, allowing for more data driven decision making on how to best support learners.

Providing these analytics to key members of academic and Student Education Services (SES) staff will allow for better understanding of how students engage with their courses through digital resources and will in turn inform the utilisation of existing and future systems.





More information

- Visit the Digital Education Systems help site for more information about [the University's approach to Learning Analytics and StREAM@Leeds](#).
- View [the University's Code of Practice on Learning Analytics](#).
- Contact the online [IT Service desk](#) for technical support using StREAM@Leeds.
- [LITE project – Evaluation of Learning Analytics](#) by Dr Bronwen Swinnerton.

References

- **Sclater, N., Peasgood, A. & Mullan, J. 2016. Learning Analytics in Higher Education. A review of UK and international practice. Jisc**
- **Foster, E. & Siddle, R. 2020. The effectiveness of learning analytics for identifying at-risk students in higher education. Assessment & Evaluation in Higher Education.**
This paper documents the use of learning analytics at Nottingham Trent University, and its effectiveness at identifying students at risk of non-continuation/poorer outcomes.
- **Ahern, S. 2019. The potential and pitfalls of learning analytics as a tool for supporting student wellbeing. Journal of Learning and Teaching in Higher Education. 12.**
This paper discusses how learning analytics can be used to improve wellbeing but also discusses some of the challenges associated with this.
- **Selwyn, N. & Gasevic, D. 2020. The datafication of higher education: discussing the promises and problems. Teaching in Higher Education. 25(4).**
This paper documents a debate between two leading academics, who have quite different opinions of learning analytics – a data scientist and founder of the learning analytics field, and a social scientist and long-time critic of educational technology.

