Can learning analytics improve engineering education in both MOOC and traditional learning contexts?

Learning analytics is about collecting traces that learners leave behind and using those traces to improve learning. In the workshop we will share experiences on applying learning analytics to MOOCs (TU Delft) and a more traditional learning context (KU Leuven).

Abstract

Learning analytics is about collecting traces that learners leave behind and using those traces to improve learning. The STELA (Successful Transition from Secondary to Higher Education through Learning Analtyics) Erasmus+ project with partners KU Leuven, TU Delft, TU Graz, Nottingham Trent University, and SEFI aims at exploring how learning analytics can be used to support the transition from secondary to higher education.

In the workshop we will share the experiences obtained inside the project on applying learning analytics to MOOCs (TU Delft) and a more traditional learning context (KU Leuven). More specifically, we will present two case studies. TU Delft reports on their experiences with the learning tracker, which compares the MOOC activities of a student with past students who successfully completed the MOOC. KU Leuven reports on applying learning analytics to provide students feedback on their academic skills and exam results in a traditional higher education context.

These findings are a start of an explorative discussion with the participants on how learning analytics could or should be used to improve engineering education.

- Which data sources are available about the traces of learners and how can these data sources be used to provide feedback to learners?
- What are the treats and opportunities of learning analytics?
- Does learning analytics have the potential to impact more traditional engineering education, or is should it be restricted to MOOCs?

Moderator

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