In this Issue:
- Problems with current methods of learning analytics
- Proposed student-centered models

STUDENT-CENTERED DATA ANALYTICS

A. Kruse and R. Pongsajapan recently published a piece on “Student-centered Learning Analytics” as a part of Georgetown University’s Center for New Designs in Learning & Scholarship (CNDLS) “Learning Papers” series. The paper addresses several problems with the current applications and practices in learning analytics and proposes a model that puts students at the forefront.

The presented problem is the passivity of the current system, which only intervenes if students are “underperforming” or “at-risk” of academic failure, with approach to learning analytics fixating on completion rates, not learning. Another problem is the ethics of student data collection, which can be obtained without students’ expressed consent. The last problem the authors present is the focus on Learning Management Systems (LMS) as a tool to collect data for learning analytics, arguing that the activity on the LMS is not representative of the students’ actual work.

The article presents an inquiry-guided, student-centered model that could potentially solve these problems. By making use of teaching techniques that focus on student inquiry rather than passive learning. Data collected from academic work could potentially be much more meaningful, especially if certain class activities are planned with learning analytics in mind. There is little documentation of analytics done this way, and it would certainly call for alternative visualization tools, but it remains a potentially successful method.

The full article is available at the following link:
https://cndls.georgetown.edu/m/documents/thoughtpaper-kruseponsajapan.pdf