THE CONSTRUCTION AND VALIDATION OF AN INSTRUCTOR LEARNING ANALYTICS IMPLEMENTATION MODEL TO SUPPORT AT-RISK STUDENTS

A RESEARCH PRESENTATION

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ABSTRACT

Transformative Learning is a holistic process that places students at the center of their own active and reflective learning experiences. Learning analytics is the collection, analysis, and reporting of available data to improve the teaching and learning process and environment. Learning analytic tools can play a role in transformative learning by allowing teachers and learners to participate in self-reflection throughout the teaching and learning process. Additionally, these tools can give instructors additional insight into their students' learning practices which allows for more effective communication. With the widespread use of learning analytics tools, there is a need to explore how these technologies can be used to enhance teaching and learning. Little research has been done on what human processes are necessary to facilitate meaningful adoption of learning analytics. The research problem is that there is a lack of evidence-based guidance on how instructors can effectively implement learning analytics in their classroom to support transformative learning. The goal of this study was to develop and validate a model to guide instructors in the implementation of learning analytics tools with the purpose of improving learning outcomes. Using design and development research methods, an implementation model was constructed and validated. The model should enhance the use of learning analytics by instructors by enabling them to better take advantage of available technologies to support teaching and learning in online and blended learning environments.

SELECT REFERENCES

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