Learning Analytics: Pedagogy has to rule the way

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Purpose of the research: Adjust the feedback student characteristics taking into account the learning context to support self-regulation.

Presentation of the research:

1) Background of departure

- The emergence of Learning Analytics is not without effect for the field of higher education. It initiates a series of promising changes for the adoption of higher education to the changes that characterize it. Nevertheless, they also require a certain vigilance regarding their deployment.

2) What on the topics related to the meeting between learning Analytics and pedagogy?

- Feedback communication that effectively supports a process of regulation in students and teachers can only be engaging if it is relevant and has the capacity to foster judgments about their actions, and what they need to know and do in order to improve their future actions. As such, it is important that feedback is specific, pertinent, and authentic and that it is based on sound theory and research (Allal et al. 2015 in Pajares & Anthony 2005).

3) How educational resources for feedback and self-regulations in the context of Learning Analytics?

- Many theoretical resources can guide Learning Analytics approaches to effectively support regulation.

4) Proposed modeling of the regulation process in which the personalized feedback and the dimensions that they impact

- Inspired by both the G3ID model (Boe, 1990), the Gruber & Drachler model (2012) and the Verdult et al. (2016), the figure on the left provides the role of feedback in the regulations of the learners. On the right, the figure inspired by Kember & McKeachie's Spod (2003) refers to the dimensions that a feedback should impact. In order for these dimensions to be effective impacted, the parameterization of the feedback must avoid two types of errors: namely a) not giving feedback and b) giving a feedback that is not adapted to the student. Therefore, it is essential to bring together the feedback and the student's characteristics in order to help them in their self-regulation of learning.