

# “What can learning analytics do for me?” Students’ and teachers’ perspectives



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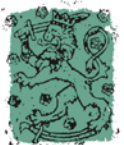
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Ministry of  
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# Research aims

1

Find out how students and teachers describe factors that facilitate or inhibit their studying / teaching?

2

Connect student / teacher needs with appropriate learning analytics solutions

3

Design and implement pedagogical interventions where LA solutions are used for the outlined purposes and evaluate their effectiveness



# Focus group interviews / workshops

## Student workshops

1. Drawing a "learning curve": when did you feel you were learning, when did you encounter problems ?
2. Reflective discussion
3. Brainstorming solutions
4. Privacy and learning

## Teacher workshops

1. Drawing a "teaching curve": when are you aware of how your students are learning, when not?
2. Reflective discussion
3. "Learning analytics wishing well"  
(What data would you need to have better understanding of your students' needs of guidance and support at different points of the course?)



# Student workshop participants

**147**

Students

**7**

Universities

**9**

Fields of study



# Staff workshop participants

**140** Staff members

**7**

Universities



# Student and teacher needs



# Factors that promote / inhibit learning

- Clarity of learning goals
- Learning tasks (relevance, challenge, instructions)
- Learning materials (relevance, access, usability)
- Interaction with peers and teaching staff
- Sufficient and timely feedback
- Ability to monitor one's learning progress
- Usability and pedagogical accessibility of learning environments and learning tools
- Access to support
- Time management and study skills



# Teachers' LA needs

- Knowing one's students
- Learning design
- Monitoring, supporting and visualization of study progress
- Supporting collaboration
- Feedback from students already during the course
- Assessing learning progress
- Developing learning materials





# Main conclusions

- Students and teachers needs align
- Student needs were often related to issues of pedagogical quality and educational design
- When implementing learning analytics, teachers' pedagogical competences and support for pedagogical development should be equally invested in
- LA and pedagogical design must proceed in parallel with each other
- Data collection points should be connected to pedagogically meaningful steps and learning actions
- **Don't get distracted by fancy state-of-the-art technologies and gadgets, get the pedagogical foundation right first!**



# Thank you for your interest!

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