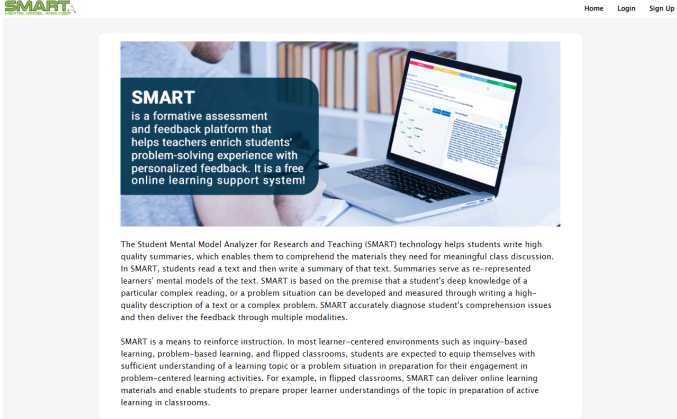
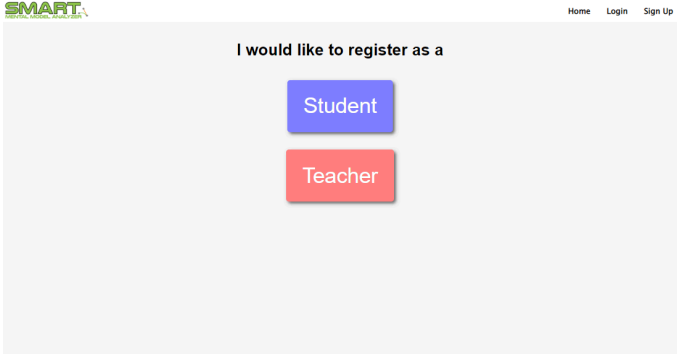


SMART MANUAL for LEARNERS

What is SMART?

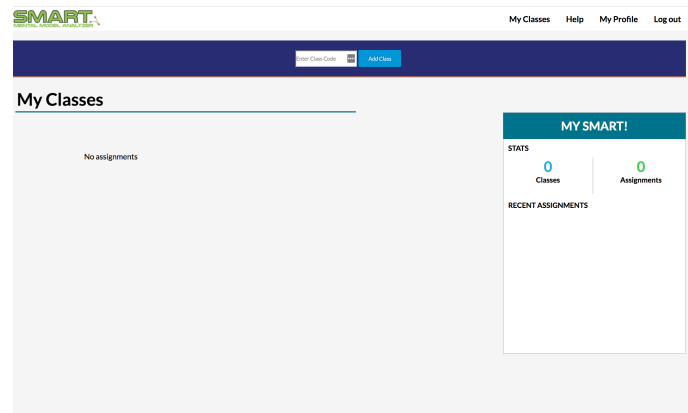
The Student Mental Model Analyzer for Research and Teaching, or SMART, is a web-based formative assessment and feedback system that helps you develop a well-structured summary of course readings. By reflecting on what you understand and writing it down, you will be better prepared to actively engage in more challenging activities (e.g., weekly discussions).

SMART will analyze your summary and provide feedback about how you can include more key concepts and key relations. By revising your summary, you are increasing your understanding of the reading. There is no required technology other than a web browser. You just need to get connected to the Internet.

| | |
|---|--|
| <p>1 Open the SMART. (http://smart.cehd.gsu.edu/SMART)</p> |  |
| <p>2 Create your “student” account.</p> <ul style="list-style-type: none">• Go to the “Sign-up” page• Choose “Student”• Fill out the form and write down your ID and PW somewhere for your reference. <p>Please use your school email address.</p> <ul style="list-style-type: none">• Click the sign-up button. <p>That’s it! Now you have your account.</p> |  |

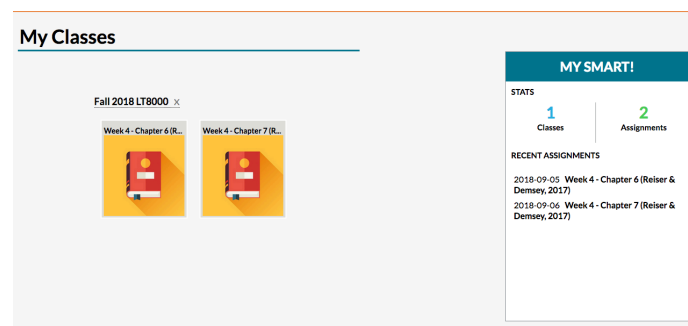
3 Register for the course.

- Log in with your ID and PW. Then, your dashboard will come out like a screenshot.
- Enter the class code that your instructor has shared in the box on the top and click the “add a class” button.
CODE: TBA
- Now you are linked to the course in the SMART.



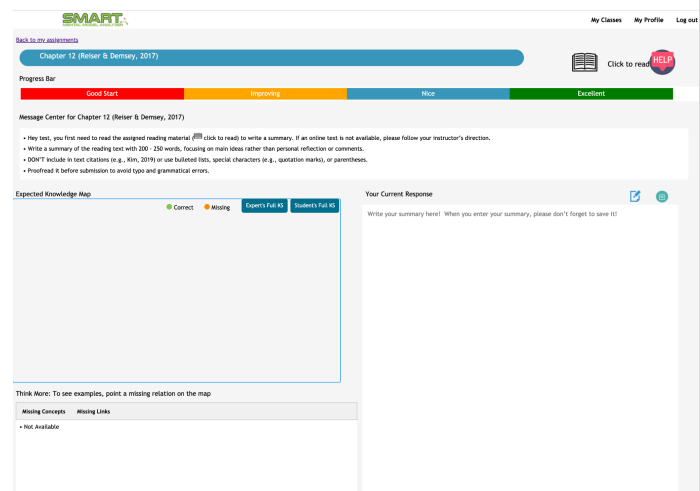
4 Check the assignment.

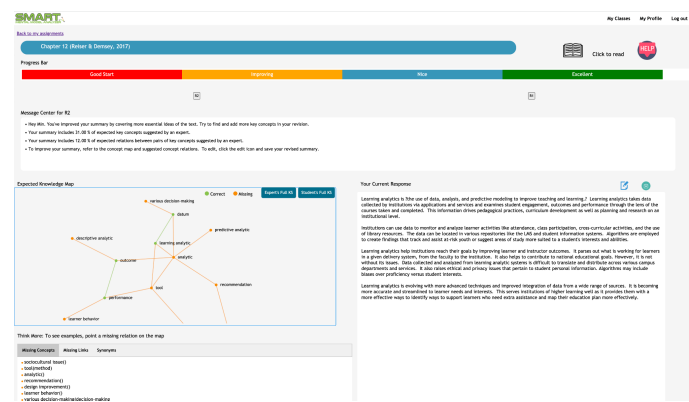
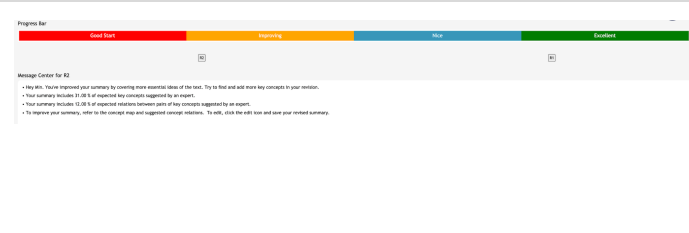
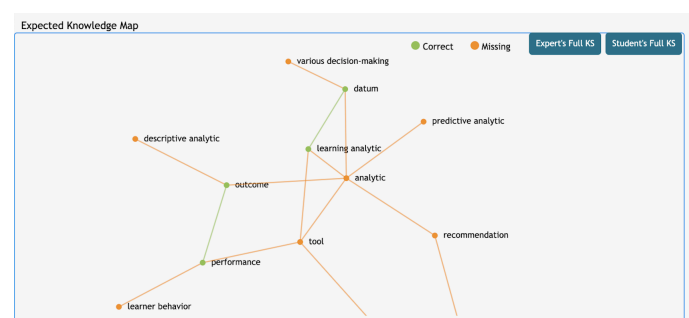
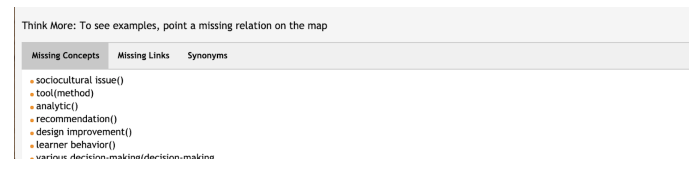
- Refresh your dashboard. Then you should be able to see the assignment.



5 Submit your initial response.

- Write a summary of the chapter with 200 - 300 words (no more than 400 words) in the “Your Current Response” box. Then click “submit.”
- Focus on key concepts rather than personal reflection and comments.
- Describe the relations of the concepts, factors, and variables in your summary.
- DON'T include in-text citations (e.g., Kim, 2019).
- DON'T use bulleted lists, special characters (e.g., quotation marks), and parentheses.
- Try to AVOID grammatical errors.
- You can prepare your summary using a word processor SW and copy &



| | | |
|---|---|---|
| | <p>paste the text in the input box.</p> | |
| 6 | <p>Review the feedback.</p> <ul style="list-style-type: none"> You can see the extent to which your response is close to a reference (an expert's exemplary summary) regarding key concepts and their relations in the reading. |  <p>The screenshot shows the SMART system interface. At the top, there's a progress bar with four segments: 'Good Start' (red), 'Improving' (orange), 'Nice' (blue), and 'Excellent' (green). Below the progress bar is a 'Message Center for R2' with a list of feedback points. To the left is an 'Expected Knowledge Map' showing a network of concepts and their relationships. To the right is a 'Your Current Response' section with text input and a 'Submit Answer' button.</p> |
| | <p>[Learning Progression]</p> <p>The learning progression bar shows where your response is located on the scale. The message center summarizes feedback information.</p> |  <p>This screenshot is similar to the previous one, showing the SMART system interface with the progress bar and message center.</p> |
| | <p>[Knowledge Map]</p> <ul style="list-style-type: none"> The graphical feedback called “key knowledge structure (KS) comparison” shows an expected KS that embeds key concepts and their relations. You can see what key concepts and relations are missing in your response (orange color). Besides, you can also see the whole knowledge structure of either the expert model or yours. To do that, click the button (Expert Full KS or Student's Full KS). |  <p>The screenshot shows the 'Expected Knowledge Map' with a network of concepts and their relationships. The concepts are represented by nodes, and the relationships are represented by lines. The nodes are color-coded: green for 'Correct' and orange for 'Missing'. The map includes concepts like 'descriptive analytic', 'outcome', 'performance', 'tool', 'learner behavior', 'various decision-making', 'datum', 'learning analytic', 'analytic', 'predictive analytic', and 'recommendation'.</p> |
| | <p>[Think More]</p> <ul style="list-style-type: none"> The “Think More About!” tab shows a list of key concepts or their relations you have missed in your response. |  <p>The screenshot shows the 'Think More' section with a list of missing concepts and relations. The list includes: 'sociocultural issue()', 'tool(method)', 'analytic()', 'recommendation()', 'design improvement()', 'learner behavior()', and 'various decision-making/decision.makings'.</p> |

7

Revise your response

- Referring to your previous response and feedback, revise your summary until you are satisfied.
- To edit, click the revise icon.
- To save a version, click the save icon.

Your Current Response



Learning analytics is the use of data, analysis, and predictive modeling to improve teaching and learning.⁷ Learning analytics takes data collected by institutions via applications and services and examines student engagement, outcomes and performance through the lens of the courses taken and completed. This information drives pedagogical practices, curriculum development as well as planning and research on an institutional level.

Institutions can use data to monitor and analyze learner activities like attendance, class participation, cross-curricular activities, and the use of library resources. The data can be located in various repositories like the LMS and student information systems. Algorithms are employed to create findings that track and assist at-risk youth or suggest areas of study more suited to a student's interests and abilities.

Learning analytics help institutions reach their goals by improving learner and instructor outcomes. It parses out what is working for learners in a given delivery system, from the faculty to the institution. It also helps to contribute to national educational goals. However, it is not without its issues. Data collected and analyzed from learning analytic systems is difficult to translate and distribute across various campus departments and services. It also raises ethical and privacy issues that pertain to student personal information. Algorithms may include biases over proficiency versus student interests.

Learning analytics is evolving with more advanced techniques and improved integration of data from a wide range of sources. It is becoming more accurate and streamlined to learner needs and interests. This serves institutions of higher learning well as it provides them with a more effective ways to identify ways to support learners who need extra assistance and map their education plan more effectively.