

Big questions that we need to think about and address, during LASI 2013 and beyond

What are the ethical issues for data collection in personal learning? How can we customize and anonymize at the same time?

BIG QUESTION: How can we use the data we have to help us do more and better within universities with less funding? OR

In what areas would large-scale learning analytics research make the biggest difference (for learners; teachers; institutions) ?

What data would students like to be able to access about themselves and their learning? How would they like to use it?

- likewise, what data would teachers like to access about their students and their learning, and how would they use the data? (from Yann)

What analysis of in-situ student learning processes, and what visualization techniques for those processes, are most likely to be used by faculty to improve student performance? In other words, should we begin asking research questions about the effectiveness of *implementing* our findings and algorithms?

Which student services are the most cost-effective for which cohorts of students? (eg how does attendance at Counselling affect withdrawal rates for particular cohorts of students?)

Econometric analysis of different supports and interventions for students.

Can we build a system that enables prospective students to enter their data (age, prior knowledge, goals (get a qualification vs deep interest), interests etc) and receive good advice about courses they would be more successful at? And what they would need to do in order to pass depending on that background? (*Would Ryan Baker's work be relevant here?*)

What evidence is there that specific learning design impacts student performance.

Are there particular subject areas that are known to be difficult (eg quantitative subjects or STEM) where we could engage in a global project to use analytics to provide a personalised learning experience? (*Note Ken Koedinger's question from his talk "Discover better models of what is hard to learn"*) (*Also relates to Alfred Essa's talk re Eric Mazur's claims*)

Mika Seppälä: I propose to develop a global project in the **use of learning analytics in the teaching of calculus**. This is a big challenge to great many students everywhere.

What are the quickest wins in the User Experience? (from Stephen Coller)

What are the barriers to innovation using LA holding the market back (from Stephen Coller)

What is an effective intervention? (from Stephen Coller)

How should we make analytics results available to users (teachers and students) in such a way that they will change their habits and practices (from Maria Anderson)

- I think this is an important question to practitioners (like teachers). A related question is: is making analytics results available to users sufficient to change their practices? What else is needed? What other forms of support/scaffold is needed, and who should be responsible for providing such support? Also, at what point can the scaffold be faded? (from Yann)

Instead of graphical visualizations of the learning data, turn that data into music and listen to your class “play”. A good chapter of an online or blended course will create interesting cacophony. If your class is silent, you have failed. (from Mika Seppälä)

Can you combine Ryan’s work on

What concrete guidance can we give media and industry to know what LA *is*, what it *isn’t*, and what it *can do*? (This is one way of counteracting the hype cycle)

what should outcome measures be for training programs in Learning Analytics (tweet from Janet Corral)

How do we reach and connect to our larger audience (ie parents, public, politicians, etc? I have some thoughts on this, but am curious to hear from others. (from Therese Jilek)

What are the most effective ways to use LA in the developing world?