ELI Spring Focus Session Participant Chat Transcript

**Project Rounds: Learning Analytics, Course Design, and Student Success:**

**Learning Analytics Impact Upon Course Design and Student Support Services**

**Student Success Plan: Improving Retention and Success with Open-Source Software**

April 11, 2012: 1:00 p.m. ET (UTC-5; 12: 00 p.m. CT, 11: 00 a.m. MT, 10: 00 a.m. PT)

Christopher Brooks @ Univof Saskatchewan: (13:06) Do you correlate assesment data with activity in the lecture capture tools versus other tools (textbooks, physical attendance at lectures, etc.)

ELIAttendee9 @ Univ of So Cal: (13:07) We have video reviews with our medical students as well Do you have faculty review with your students

Christopher Brooks @ Univof Saskatchewan: (13:07) Do LAK help you as an inst. serv. manager choose the right tools to invest in?

Kelsey Metzger @ Univ of MN Rochester: (13:07) permission to use Lecture Capture go through IRB? Students consent to having their course/other activities recorded?

Kimberly Arnold @ Purdue Univ: (13:08) how have faculty responded to decreased attendance bc of lecture capture?

Linda Mihalik @ Univ of SC: (13:08) Who are your retention specialists?What is their background/training?

Kelvin Bentley @ Blackboard Inc.: (13:08) Do schools require students to give specific reasons why they are dropping? Such data would be helpful to capture.

Malcolm Brown @ ELI: (13:10) Share your insights and thoughts here: <http://tinyurl/com/focusidea>

Kimberly Arnold @ Purdue Univ: (13:10) using the data--is it a manual process?i.e. faculty download a report, look at data, then intervene?

Joyce Crockett @ Univ of NE at Omaha: (13:10) What lecture capture sytem are you using?

Doug Willen @ Swarthmore College: (13:11) Also - is your lecture capture "manned" or automatic?

ELIAttendee9 @ Univ of So Cal: (13:12) What system are yiou using for analysing the data ?

Christopher Brooks @ Univof Saskatchewan: (13:12) Shameless plug: we just added some analytics capabilities to opencast matterhorn for 1.3.Open source, automatic, enterprise-ready.

Christopher Brooks @ Univof Saskatchewan: (13:12) Students love LC!

Kelsey Metzger @ Univ of MN Rochester: (13:13) having students utilize LC dosen't seem to be an option for a curriculum focused on active learning and interaction between students in the learning space

Johann Larusson @ Brandeis Univ: (13:13) Maybe I missed this, what was the (was there any) specific determining factor that influenced the cuttof point for notifying people to review materials

Mark Werner @ Univ of Co Boulder: (13:14) Kelsey, we're looking at the Lecture Capture Flip model as a way to use in-class for more active learning activities.

Rashmi Radhakrishnan @Philadelphia University: (13:14) @Johann - I think what Byron said was that if the student is getting low grades but has not viewed the lecture yet...

Johann Larusson @ Brandeis Univ: (13:15) @Rashmi ahh ok...thx

Angel Tazzer @ St. Edward's University: (13:15) Byron what lecture caption system are you using @ Ohio State University

Joanne Dehoney @ EDUCAUSE: (13:15) @ Christopher Brooks - what kind of analytics on Matterhorn? OR a link?

Kelsey Metzger @ Univ of MN Rochester: (13:15) @Mark Werner: sounds interesting, how so?

Kelvin Bentley @ Blackboard Inc.: (13:15) @Bryon: Has there been any discussions about requiring students to see their instructor or an advisor when they are not watching the lecture videos and/or not attending class?

ELIAttendee8 @ The Penn State Univ: (13:16) Thanks Byron - you did great!!

Alfred Essa @ Desire2Learn Incorp: (13:16) Byron. Great Job.

Byron Roush @ The Ohio State Univ: (13:16) ntderosu

Melody Buckner @ The Univ of AZ: (13:16) You did a great job!

Kimberly Arnold @ Purdue Univ: (13:16) how many students on average, do faculty intervene with?I'm wondernig becasue your students are high aptitude

\_EDUCAUSE Help, Loren Benavente: (13:17) Slides can be found at: <http://www.educause.edu/ELI124/Program/GS02B>

Mark Werner @ Univ of Co Boulder: (13:17) Kelsey, we are piloting having students watch lectures and do problem sets for a grad stats class. Then they haveinteractive problem solving in class.

Kelsey Metzger @ Univ of MN Rochester: (13:17) Thanks, Mark

Joyce Crockett @ Univ of NE at Omaha: (13:18) Do you edit lectures before putting them online?

Alan Girelli @ Univof Mass Boston: (13:20) We do a lot of LC with an Accordant system and put up the raw output, no editing

Kelsey Metzger @ Univ of MN Rochester: (13:20) in respoonse to RL1: UMR has "student success coaches" that work with students and faculty

Malcolm Brown @ ELI: (13:20) That's a good way to put it: technology is enabling but not the solution

Byron Roush @ The Ohio State Univ: (13:22) Joyce, we do not edit except for FERPA issues that popup around breaks :)

Andrea Nixon @ Carleton College: (13:22) Nice feedback loop.

Kelvin Bentley @ Blackboard Inc.: (13:23) @Russell: How would your product compare to Signals or Starfish?

Group @ Michigan State Univ: (13:23) What is typical caseload (headcount) for a coach or retention-specialist?(applies to all speakers)

Kimberly Arnold @ Purdue Univ: (13:24) how many case managers do you have for how many students? This seems a very thourough process.

Wayne Butler @ Univ of TX at Austin: (13:24) Will ELI staff be able to capture all the software package names folks are throwing out here?

Malcolm Brown @ ELI: (13:25) We also write a summarizing white paper for the focus session and it will have all this info

Rashmi Radhakrishnan @Philadelphia University: (13:25) Question for Russell - what software do they use for the case management?Starfish?

Group @ Michigan State Univ: (13:25) @Wayne, I'm hoping someone is piling these in the shared doc

Kimberly Arnold @ Purdue Univ: (13:26) was this develpoed in house?

Malcolm Brown @ ELI: (13:26) Share your insights and thoughts here: <http://tinyurl.com/focusidea>

Otto Khera @ Univ of So Cal: (13:26) About SSP in EDUCAUSE Quarterly <http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/TheStudentSuccessPlanCaseManag/242785>

ELIAttendee9 @ Univ of So Cal: (13:28) QUESTION FOR BYRON: How do you check whether students are reviewing the chapters that you wnat them to review? I have the computer on external speaker, so I cannot speak with you. Thank you.

Kimberly Arnold @ Purdue Univ: (13:28) Inside Higher ED highlighted Starfish in their monthly Pulse podcast <http://www.insidehighered.com/thepulse>

Kati Molnar @ Univ of AR at Little Rock: (13:29) @Russellmight have missed this but can you track whether or not students have read the alerts?

Kimberly Arnold @ Purdue Univ: (13:30) Free like a puppy :D

Christopher Brooks @ Univof Saskatchewan: (13:30) heh, freel like a puppy

Johann Larusson @ Brandeis Univ: (13:30) I've heard free as in free beer...never free as a puppy :)

Johann Larusson @ Brandeis Univ: (13:30) Not sure Linus Torvalds would agree with that :)

Christopher Brooks @ Univof Saskatchewan: (13:30) Will this be a jasig/sakai/apereo project?

Kelvin Bentley @ Blackboard Inc.: (13:30) It will be interesting to find a system thatwill allow an institution to link data from an LMS, e-textbooks sytems, publisher-LMS systems, social media (e.g., Facebook, Twitter), and so on.

Tanya Joosten + @ Univ of WI Milwaukee team: (13:31) Where would we get news and updates on this?

Tanya Joosten + @ Univ of WI Milwaukee team: (13:31) twitter account? lol

Kimberly Arnold @ Purdue Univ: (13:31) Any 4-years going to try this? I think the success rate you have is really impressive, would like to see in different contexts.

Andrea Nixon @ Carleton College: (13:31) Nice work, Russ.Thanks!

Kimberly Arnold @ Purdue Univ: (13:32) Thanks, Russ!

Janet Russell @ Georgetown University: (13:32) we don't have issues so much with retention etc but wondering about using analytics to track bottlenecks in teaching and learning--any ideas on systems that do that?

Kati Molnar @ Univ of AR at Little Rock: (13:32) Looks like a great tool!

Carie Page: (13:32) Great preso, Russ!

Kelvin Bentley @ Blackboard Inc.: (13:32) @Janet: Can you define "bottlenecks" for us?

Rashmi Radhakrishnan @Philadelphia University: (13:32) Thanks Byron.It was very helpful

Heidi Jung @ So Ill Univ at Carbondale: (13:32) What is the platform for SSP. Is it Java/Tomcat?

Russell Little @ Sinclair Comm Coll: (13:33) HTML5 / Java Tomcat

Donald Carter @ Northern Arizona Univ: (13:33) what are the operational definitions of participant in SSP, and how are levels of participation defined

Janet Russell @ Georgetown University: (13:33) places where a student gets stuck--could be their issue in learning or could be an issue in the presentation of material...

Marisa Benson @ Emory Univ: (13:33) @Janet, Emory is just starting to think about something like that.

Jeff Cepull @ Philadelphia University: (13:33) `Nice job to both Byron & Russ

Otto Khera @ Univ of So Cal: (13:34) another excellent presentation !

ELIAttendee9 @ Univ of So Cal: (13:34) FOR BYRON

Janet Russell @ Georgetown University: (13:34) @marissa-woudl love to hear more!

Christopher Brooks @ Univof Saskatchewan: (13:34) I think it was for byron

Kelvin Bentley @ Blackboard Inc.: (13:34) @Janet: Good question, janet

Christopher Brooks @ Univof Saskatchewan: (13:35) We don't have to do it for LC.No IRB for recording lectures.

ELIAttendee9 @ Univ of So Cal: (13:35) MY QUESTION WAS FOR BYRON RE: HOW THEY KNOW WHETHER STUDENTS HAVE REVIEWED THE MATERIALS

Kelvin Bentley @ Blackboard Inc.: (13:35) Would be interesting for a learning analytics tool to link with a weekly student survey so you can link their satisfaction with the course to what you are learning within the LMS.

Byron Roush @ The Ohio State Univ: (13:35) ELIAttendee9: We track lectures, not necessarily textbooks. But we do have case studies and other instructional resources we track with LMS/Scorm

Janet Russell @ Georgetown University: (13:36) @kelvin. yes, but you can see then how data might be thin.e.g. students linger over a particular place in the lec cap--is this b/c they are stuck or have gone to bathroom or ...etc!

Malcolm Brown @ ELI: (13:36) have others noted attendance decline when lecture capture is implemented?

ELIAttendee9 @ Univ of So Cal: (13:36) Yes

Christopher Brooks @ Univof Saskatchewan: (13:37) Can the presenters toss their email addy in chat?

ELIAttendee9 @ Univ of So Cal: (13:37) Bit students love it

Andrea Nixon @ Carleton College: (13:37) IRB would be an issue if the goal of the activity is publication (or you want that as an option).You shouldn't need an IRB for educational activities at the institution.

Kelvin Bentley @ Blackboard Inc.: (13:37) @Janet: Very true.

Angela Hammons @ Missouri Univ of Science and Tech: (13:37) drop in attendance with lecture capture is a bit of an adoption deterrent for us.

Malcolm Brown @ ELI: (13:38) the flipped classroom model might be an answer to attendance decline

Christopher Brooks @ Univof Saskatchewan: (13:39) It's like increased attendance for us: 70% come to class and another 50% watch online, it's like having 120% attendance!

Kelvin Bentley @ Blackboard Inc.: (13:39) @Janet: It could be interesting to then rely on weekly polls so you can find out what aspects of the course are the most challenging and then correlate it with student activity within the LMS maybe focusing on specific things like the quantity of discussion board posts, quiz/exam grades.

Kimberly Arnold @ Purdue Univ: (13:40) 300:1?!Wowza!

Angela Hammons @ Missouri Univ of Science and Tech: (13:40) @Christopher: I like that spin!

Kelsey Metzger @ Univ of MN Rochester: (13:40) I worry about 'survey fatigue' in students who are asked to respond to polls frequently, and the quality of the data collected

Jeff Cepull @ Philadelphia University: (13:40) @Malcolm:Flipped classroomcould certainly have an impact!

Kelvin Bentley @ Blackboard Inc.: (13:40) @Russell: How did you come up with the 300:1 ratio?

Doug Willen @ Swarthmore College: (13:41) Flipped classroom might also be more relevant for the smaller more discussion based curriculum

Russell Little @ Sinclair Comm Coll: (13:41) time & Experience based on the process and services we are delivering

Doug Willen @ Swarthmore College: (13:41) in which LC is not so workable

Russell Little @ Sinclair Comm Coll: (13:41) we can share our coaching model if you are interested in that

Kelsey Metzger @ Univ of MN Rochester: (13:42) @Christopher Brooks: I like your math

Janet Russell @ Georgetown University: (13:42) @kelvin, yes, great example of analytics exposing the need for more data...maybe even qualitative data!

Angela Hammons @ Missouri Univ of Science and Tech: (13:42) @Malcolm: for some, flipping their course is a BIG step. adopting lecture capture not so big.

Kimberly Arnold @ Purdue Univ: (13:43) The action plan and student portal are really awesome--Russ, you will be hearing from us!

Kelvin Bentley @ Blackboard Inc.: (13:43) @Angela: It would be interesting if we could convince more faculty to flip their classroom by first flipping the concept of the lecture so they are short and focus on key learing outcomes instead of the traditional lecture model.

Christopher Brooks @ Univof Saskatchewan: (13:44) flipping the classroom can increase a huge load on students, if it means needing to watch and engage.

Kelsey Metzger @ Univ of MN Rochester: (13:44) @Kelvin: Great point re: reduced lecture model