ELI Spring Focus Session Participant Chat Transcript

**Project Rounds: Predictive Modeling**

**LMS Data and Student Achievement: Which Variables Are Meaningful?**

**The Predictive Analytics Reporting Framework**

April 11, 2012: 2:45 p.m. ET (UTC-5; 1: 45 p.m. CT, 12: 45 p.m. MT, 11: 45 a.m. PT)

Christopher Brooks @ Univof Saskatchewan: (14:38) Institutional rules around obtaining data can be huge.

Andrea Nixon @ Carleton College: (14:41) Did you also look at the educational literature in selecting predictive variables?

Kelvin Bentley @ Blackboard Inc.: (14:41) soon, there will be more opportunities to get more analytics data from Blackboard.

Kelvin Bentley @ Blackboard Inc.: (14:41) <http://www.blackboard.com/Platforms/Analytics/Products/Blackboard-Analytics-for-Learn.aspx>

Otto Khera @ Univ of So Cal: (14:42) @Kelvin - will there be a fee to access this data?

Kelvin Bentley @ Blackboard Inc.: (14:43) @Otto: There will be a fee associated with this module but I am not sure of pricing. Stay tuned for more information. John Fritz from UMBC can tell you more about his field trial of the BAL module too, if that helps.

Otto Khera @ Univ of So Cal: (14:44) Thanks Kelvin - that does help

John Fritz, UMBC: (14:44) @Tanya: Here's a link to Leah's study: <http://www.sciencedirect.com/science/article/pii/S0360131509002486>

Jaime Reinoso @ Pontificia Universidad Javeriana Cali: (14:44) probably an interesting path to follow would be data mining in order to recognice good predictable variables.

Jaime Reinoso @ Pontificia Universidad Javeriana Cali: (14:45) sorry.. predictive variables

Brandon Martinez@ Univ of So Cal: (14:45) Need more formative assessments that can be looked at over various periods of time

David Straus @ Kno Inc: (14:45) can you elaborate on the "mid-quartile" students not showing any consistent pattern? (for Leah)

\_EDUCAUSE Help, Loren Benavente: (14:46) Slides for Sebastian’s presentation can be found at: <http://www.educause.edu/ELI124/Program/GS04A>

Kelvin Bentley @ Blackboard Inc.: (14:47) @Sebastian: Will PAR be an approach that any institution could use for predictive analytics purposes?Will your effort lead to a benchamarking effort in which schools that use PAR can submit their data in order to benchmark with similar institutions using the PAR framework?

Christopher Brooks @ Univof Saskatchewan: (14:47) @Macfayden: Students are highly motivated to achieve a grade.It's not just what we as educators call learning, but what they as students are actually attending classes for.The credit.

Brandon Martinez@ Univ of So Cal: (14:47) I think the role of motivation needs to be considered with the four groupings Leah mentioned also their orientation--mastery or performance?

Johann Larusson @ Brandeis Univ: (14:48) A potential issue/motivation: Are we trying to predict success or interveve?

Johann Larusson @ Brandeis Univ: (14:48) \*intervene

Brandon Martinez@ Univ of So Cal: (14:49) @Johann I think it is intervene as soon as possible in order to bolster the chances of success.

Johann Larusson @ Brandeis Univ: (14:50) @Brandon I'd like to think so because I think that leads to the success

Kelvin Bentley @ Blackboard Inc.: (14:50) @Sebastian: Could PAR could also include faculty-related variables such as number of discussion board postings and/or emails sent to students as a proxy for faculty engagement?

Andrea Nixon @ Carleton College: (14:51) What kinds of institutions were included in the study?

Kelvin Bentley @ Blackboard Inc.: (14:52) @Andrea: <http://wcet.wiche.edu/advance/par-framework>

Brandon Martinez@ Univ of So Cal: (14:52) @Johann right--I think your question is critical because the predictive analytics can get stuck in the "ends" versus mitigation of factors that lead to drop outs, failure, or below potential achievement.

Kelvin Bentley @ Blackboard Inc.: (14:52) @andrea: You bet.

Johann Larusson @ Brandeis Univ: (14:53) @Brandon exactly because I think that most of us would agree that its not the product in the end that matters...its the process in which produced the product that is the most important issue in terms of learning via technology

Johann Larusson @ Brandeis Univ: (14:54) @Brandon the process is the learning...however you quantify it in the end is neither here nor there

Brandon Martinez@ Univ of So Cal: (14:55) @Johann yes, the process is what I want to know about while it is happening not through "reverse engineering" this, in turn, should inform and influence course redesign

Malcolm Brown: (14:55) Coming up later today: activity session #1; break with trivial pursuit game; session on ethics and privacy

Christopher Brooks @ Univof Saskatchewan: (14:56) Is there a summary of these results somewhere?

ELIAttendee8 @ The Penn State Univ: (14:56) what did they learn across institutions - why was it useful to do it across them rather than within?

Kelvin Bentley @ Blackboard Inc.: (14:57) @Sebastian: Great point. We need cheat sheets to help use the right analyses given the data we have access to. :)

UW-Madison: (14:58) Did you have a central data source, or did you need to work with each participating institution to obtain data? If the latter, did each institution have individual data custodial policies that needed to be navigated?

Debra Sarlin @ Bucknell Univ: (15:02) yes…. attitudes towards courses and course relevance generally isn't studied, nor is motivation. Could we consistently ask studentsif….learning is important to melearning in this course is important to my future

Hae Okimoto -U of Hawaii: (15:03) University of Hawaii was a participant in PAR.We sent the data, which we first had to scrub and go through our individual IRB process.

John Fritz, UMBC: (15:07) Amen! LA is hard work in SO many domains within an organization's culture.

Kelvin Bentley @ Blackboard Inc.: (15:08) @John Fritz: What type of LA membership would you recommend?

ELIAttendee8 @ The Penn State Univ: (15:08) Assessment with Open Eyes - by Pat Terenzini is good in this regard

Elizabeth Strand @ TX State Univ San Marcos: (15:10) Electronic Security of Data: HIPPA? FERPA?

Christopher Brooks @ Univof Saskatchewan: (15:10) transparency makes us vulnerable

John Fritz, UMBC: (15:10) @Kelvin: Membership? Hmm? Team composition? If so, you need a tech person for the integration problem Leah describes, an analyst for the stats, but a system admin to begin figuring out where to look. But the best would be to add users (students/faculty), too.

Kelvin Bentley @ Blackboard Inc.: (15:11) @John: Yes, I was asking about membership.

Leah Macfadyen @ The Univ of British Columbia: (15:11) You also need someone who knows about \*learning\* :-)

John Fritz, UMBC: (15:11) Oh, right. That, too. ;-)

Kelvin Bentley @ Blackboard Inc.: (15:11) @Leah and John: Thanks :)

Leah Macfadyen @ The Univ of British Columbia: (15:12) ..to make sure that analyses are guided by what we understand about teaching and learning, and not simply by data availability and technical issues