ELI Spring Focus Session Participant Chat Transcript

**Learning Analytics: The LMS Perspective**

April 12, 2012: 1:55 p.m. ET (UTC-5; 12:55 p.m. CT, 11:55 a.m. MT, 10:55 a.m. PT)

Heidi Jung @ So Ill Univ at Carbondale: (14:19) How can an institution have consistency at the course levels to be able to measure learning outcomes at the program or institution level?

Rashmi Radhakrishnan @Philadelphia University: (14:20) How do you collect the skills related to students?Who stewards that data at your institution?

Debra Sarlin @ Bucknell Univ: (14:23) The big question ishow do you randomize in higher ed....

Eric Kunnen @ Grand Rapids Comm Coll: (14:26) How can LMS providers equip faculty and students around analytics?And further then the course and program level assessment work?

John Fritz, UMBC: (14:28) whether quantitative or qualitative, the key is how the comparisons with peers can scale and change one's awareness, motivation and (eventually) behavior.

George Siemens @ Athabasca Univ: (14:34) however, it's important to note that data quantity does influence possible methods/techniques

George Siemens @ Athabasca Univ: (14:34) i.e. more is different

ELIAttendee5 @ The Univ of AZ: (14:34) "Less data, more insights" Hear! Hear!

George Siemens @ Athabasca Univ: (14:34) different levels of insight are gleaned at different levels/size of data

Christopher Brooks @ Univof Saskatchewan: (14:35) Its not always clear what level of data is best for what particular end goal too.Big data helps you consider how to answer this question pragmatically.

Rashmi Radhakrishnan @Philadelphia University: (14:35) What we've seen is that we offer visualizations and aggregate data at the top but allow for 'drill-downs' to detailed data for those who are either skeptical of aggregated data or just data hungry

Rashmi Radhakrishnan @Philadelphia University: (14:35) what I mean to say is that we've seen that increases credibility and buy-in...sorry

George Siemens @ Athabasca Univ: (14:35) @Chris - agree

George Siemens @ Athabasca Univ: (14:36) capture it all. figure out what to do with it later

Kati Molnar @ Univ of AR at Little Rock: (14:36) good call on parents - this is the first time I've heard parents mentioned

Christopher Brooks @ Univof Saskatchewan: (14:37) Analytics is like a box of chocolates, you never know what you're going to get.

Robbie Morse @ Ivy Tech Comm Coll of IN: (14:37)Jeffrey Heer and Ben Shneiderman. 2012. Interactive dynamics for visual analysis. Commun. ACM 55, 4 (April 2012), 45-54. DOI=10.1145/2133806.2133821 <http://doi.acm.org/10.1145/2133806.2133821>

Christopher Brooks @ Univof Saskatchewan: (14:40) @robbie We're using D2, which is from Heer.I think he created prefuse and flare, which we've used both of for visualization

Christopher Brooks @ Univof Saskatchewan: (14:40) <http://hci.stanford.edu/jheer/>

Christopher Brooks @ Univof Saskatchewan: (14:42) A good pres from Heer on infovis is <http://cobb.stanford.edu/courses/cs547/090306/090306-cs547-300.wmv>

Christopher Brooks @ Univof Saskatchewan: (14:43) Whats the error on that prediction though?

Kelvin Bentley @ Blackboard Inc. 2: (14:45) thank you!