

Value of learning analytics in MOOCs

Citation for published version (APA):

Brouns, F., Firssova, O., & Kalz, M. (2016). Value of learning analytics in MOOCs. In D. Trezza, C. C. De Falco, & F. Manzo (Eds.), *Abstract for the Data Science & Social Research Conference* (pp. 88)

Document status and date:

Published: 01/01/2016

Document Version:

Peer reviewed version

Document license:

CC BY-NC-SA

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
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- The final published version features the final layout of the paper including the volume, issue and page numbers.

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Value of learning analytics in MOOCs

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Key Words: learning analytics, MOOC, learning goals

Abstract

The MOOC phenomenon is still growing, in particular in Europe. Many universities see MOOCs as yet another form of education. However, the educational setting that MOOCs offer, vary considerable from formal education, even online education. Contrary to formal education, teachers can't provide the individual feedback to learners as accustomed. Moreover, MOOCs attract learners from varied backgrounds and with a variety of learning goals and objectives that do not necessarily comply with the MOOC designer's intention. Nevertheless it is important for learners to be able to monitor their learning progress and preferably also performance and for teaching staff to at least monitor the overall progress. Other large trends are in big data and learning analytics. When properly applied learning analytics can provide valuable tools to assist both learners and teachers in monitoring the learning process and assist the learner in reflecting on their process as well as predict next actions. This would entail a framework that aligns the learning objectives and goals of learners with the pedagogical design chosen in the MOOC to decide what action, behaviour and data of learners need to be tracked, traced and recorded. The challenge here is to determine what constitutes progress and performance, in particular because teachers can't assess learners' products at individual level. Instead learners have to rely on self-study and by learning with and from other participants. In this paper we present our ideas on how learning analytics can be of assistance based on our experiences in the ECO and EMMA MOOC projects. Here models have been developed for learning and knowledge uptake and metrics have been defined that take into account the opportunities and features of the respective MOOC platforms.

References

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