

Learning Analytics

THE ROAD TO MORE DIFFERENTIATED & PERSONALISED EDUCATION

1

TRADITIONAL EDUCATION

In traditional education a class with students is on the way to the finish line at about the same pace and using the same route. For some this is too fast, while for others this is too slow.

Compare the 'traditional' classroom to a school bus. All students on their way to the finish line together, at the same pace and with the same stops. Some students are bored on the bus because it goes too slowly. While others feel it goes too fast and prefer to stop more often for additional support. The teacher drives the bus and has to choose where to park the bus and for how long. In addition, they also need a lot of time to monitor progress and to check whether all students are on board.

2

PERSONALISED EDUCATION

In personalised education students work in their own way and at their own pace with the teaching material. For example, they get additional instruction where needed, or they follow a completely personalised learning path.

Research by Kennisnet shows that teachers currently lose a lot of time registering students' progress. This time therefore cannot be invested in supporting individual students. In addition, students have too little understanding of their own development and progress.

Understanding progress, motivation and the students' level can help to offer customised support. And because students are working in an increasingly digital environment, this can be measured in detail more easily. Giving both the teacher and the student feedback on the progress made.

3

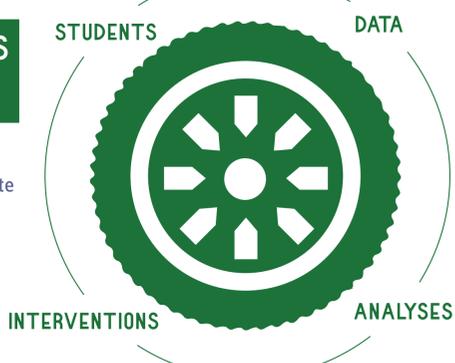
LEARNING ANALYTICS CAN HELP

The measurement, collection, analysis and reporting of information (data) about students and their environment is called Learning Analytics. The objective of Learning Analytics is to optimise the learning process. It forms the basis of an adaptive learning platform.¹

4

LEARNING ANALYTICS CYCLE

Learning Analytics is a cyclical process in which students generate data. This data is first analysed, then an intervention takes place based on that analysis and after which the process repeats itself.²



5

FOUR LEVELS OF ANALYTICS

The different types of analytics determine the degree of human input that is required to make the right decisions. This does not mean that the teacher is no longer needed, but rather that they can spend their time on guidance, coaching and supporting learning itself.³

6

THE TEACHER'S ROLE

By using the possibilities of Learning Analytics in a smart way, teachers have more time to coach students and guide them individually.

Teachers have more insight in the progress of individual students and, naturally, they can also determine the final destination of the student. By following students' routes, the teacher can see if and where they can offer additional support.

7

WHAT'S NEXT...?

The possibilities of Learning Analytics are promising. It can play an important role in providing support when offering differentiated and personalised education. There is a lot of development in this area and it is expected that in the coming years many parties from the education chain will come up with products where data and analytics play a main role.

Are you ready for this and do you know what requirements you should have for these parties? Please see innovatie.kennisnet.nl/learninganalytics and stay informed.

