1. Record Nr. UNINA9910416090303321

Titolo	Adoption of Data Analytics in Higher Education Learning and Teaching / / edited by Dirk Ifenthaler, David Gibson
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
ISBN	9783030473921 3030473929
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (464 pages)
Collana	Advances in Analytics for Learning and Teaching, , 2662-2130
Disciplina	378.007
Soggetti	Educational technology Learning, Psychology of Education, Higher Digital Education and Educational Technology Instructional Psychology Higher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part I. Theoretical Foundations and Frameworks -- Part II. Technological Infrastructure and Staff Requirements -- Part III. Institutional Governance and Policy Implementation -- Part IV. Case Studies.
Sommario/riassunto	The book aims to advance global knowledge and practice in applying data science to transform higher education learning and teaching to improve personalization, access and effectiveness of education for all. Currently, higher education institutions and involved stakeholders can derive multiple benefits from educational data mining and learning analytics by using different data analytics strategies to produce summative, real-time, and predictive or prescriptive insights and recommendations. Educational data mining refers to the process of extracting useful information out of a large collection of complex educational datasets while learning analytics emphasizes insights and responses to real-time learning processes based on educational information from digital learning environments, administrative systems,

and social platforms. This volume provides insight into the emerging paradigms, frameworks, methods and processes of managing change to better facilitate organizational transformation toward implementation of educational data mining and learning analytics. It features current research exploring the (a) theoretical foundation and empirical evidence of the adoption of learning analytics, (b) technological infrastructure and staff capabilities required, as well as (c) case studies that describe current practices and experiences in the use of data analytics in higher education.