

1. Record Nr.	UNINA9910480448903321
Titolo	Emerging trends in learning analytics : leveraging the power of education data // edited by Myint Swe Khine
Pubbl/distr/stampa	Leiden ; ; Boston : , : Brill Sense, , [2019]
ISBN	9789004399273 9789004396616
Descrizione fisica	1 online resource (xvii, 285 pages)
Collana	Contemporary approaches to research in learning innovations ; 12
Disciplina	370.72
Soggetti	Education - Research - Statistical methods Education - Data processing Learning - Evaluation Educational evaluation Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Matter -- Copyright page -- List of Figures and Tables -- Notes on Contributors -- Introduction -- Big Data Analytics in Education for Dynamic Personalised Learning Design / Myint Swe Khine -- Trends in Learning Analytics -- Post-Traditional Learning Analytics / Alexander Amigud -- The Use of Analytics for Educational Purposes / Min Liu , Zilong Pan , Xin Pan , Dongwook An , Wenting Zou , Chenglu Li and Yi Shi -- A Snapshot of Research on Learning Analytics / Selcan Kilis and Yasemin Gulbahar -- The Benefits of Learning Analytics in Open and Distance Education / Billy Tak-Ming Wong -- Pedagogical Applications of Learning Analytics -- The New Smarts in Teaching and Learning / Jon Mason , Stefan Popenici , Leigh Blackall and Peter Shaw -- Following the Learners' Traces / Arif Altun and Mehmet Kokoç -- Analytical Indicators for Profiling and Improving Engagement and Success of Vulnerable Participants / Mirella Atherton -- Triangulating Student Engagement with "Built and Bought" Learning Analytics / John Fritz and Robert Carpenter -- Learning Analytics and Educational Research -- Implementation of a Learning Analytics System in a Productive Higher Education Environment / Clara Schumacher , Daniel

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Sommario/riassunto

The term 'learning analytics' is defined as the measurement, collection, analysis, and reporting of information about learners and their contexts for the purposes of understanding and optimizing learning. In recent years learning analytics has emerged as a promising area of research that trails the digital footprint of the learners and extracts useful knowledge from educational databases to understand students' progress and success. With the availability of an increased amount of data, potential benefits of learning analytics can be far-reaching to all stakeholders in education including students, teachers, leaders, and policymakers. Educators firmly believe that, if properly harnessed, learning analytics will be an indispensable tool to enhance the teaching-learning process, narrow the achievement gap, and improve the quality of education. Many investigations have been carried out and disseminated in the literature and studies related to learning analytics are growing exponentially. This book documents recent attempts to conduct systematic, prodigious and multidisciplinary research in learning analytics and present their findings and identify areas for further research and development. The book also unveils the distinguished and exemplary works by educators and researchers in the field highlighting the current trends, privacy and ethical issues, creative and unique approaches, innovative methods, frameworks, and theoretical and practical aspects of learning analytics. Contributors are: Arif Altun, Alexander Amigud, Dongwook An, Mirella Atherton, Robert Carpenter, Martin Ebner, John Fritz, Yoshiko Goda, Yasemin Gulbahar, Junko Handa, Dirk Ifenthaler, Yumi Ishige, Il-Hyun Jo, Kosuke Kaneko, Selcan Kilis, Daniel Klasen, Mehmet Kokoç, Shin'ichi Konomi, Philipp Leitner, ChengLu Li, Min Liu, Karin Maier, Misato Oi, Fumiya Okubo, Xin Pan, Zilong Pan, Clara Schumacher, Yi Shi, Atsushi Shimada, Yuta Taniguchi, Masanori Yamada, and Wenting Zou.
