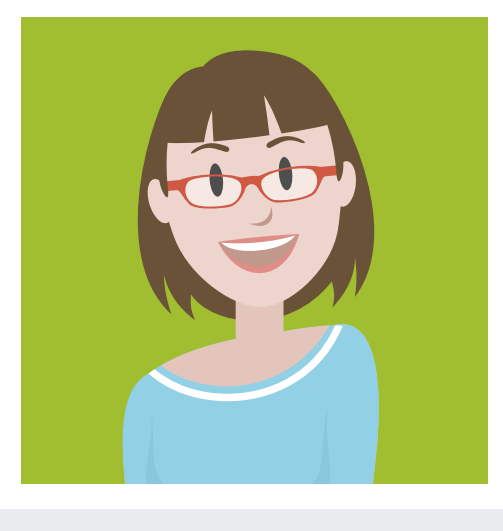


Social Learning Analytics in Higher Education.

An experience at the Primary Education stage



Díaz, J. J., Solano, I. M., & Sánchez, M. M. (2017). Social Learning Analytics in Higher Education. An experience at the Primary Education stage. *New Approaches in Educational Research*, 6(2), 119-126. doi: 10.7821/naer.2017.7.232

Biografía Información Amigos 192 Fotos Más ▾

Write something...

Introduction 12 hours · 🌐

Learning Analytics
It can be seen as a series of tools that help us to use data in order to improve teaching-learning processes in virtual contexts, starting from the analysis of student data.

Social Learning Analytics (SLA)
The learning environment of the student, which he/she uses to collaborate with his/her personal network (Personal Learning Network or PLN), is

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Method June 19 at 18:18 AM · 🌐

Aim
To evaluate and to analyze students' interactions through the use of different analytical tools and (computer) applications.

Process and Method
Mixed nature of the approach (quantitative and qualitative)
The researcher: is the teacher (direct participant observation).
Limits: scarce control of odd variables, subjective judgements and reactivity problems.

Participants
Students of the Research and ICT course (group 4 of the first year of the degree in Primary Education at the University of Murcia (academic year 2015/2016), 68 students. 6 collaborative group works were made, which are presented, published and spread through:
- Blogs
- Private classroom group on Facebook (Research and ICT. group 4).
-

Tools and procedure
- Observation techniques for qualitative data (tool observation grid).
- Survey tools for conducting learning analysis for quantitative data (Learning Analytics).
Workplan
- Phase 1. Review of Learning Analytics trends and the use of Big Data in educational spheres.
- Phase 2. Creation and selection of survey tools to collect information.
- Phase 3. Collection of information.
- Phase 4. Analysis of information.
- Phase 5. Realization of a joint evaluation on students' social learning and on the possibilities offered by Social Learning Analytics.

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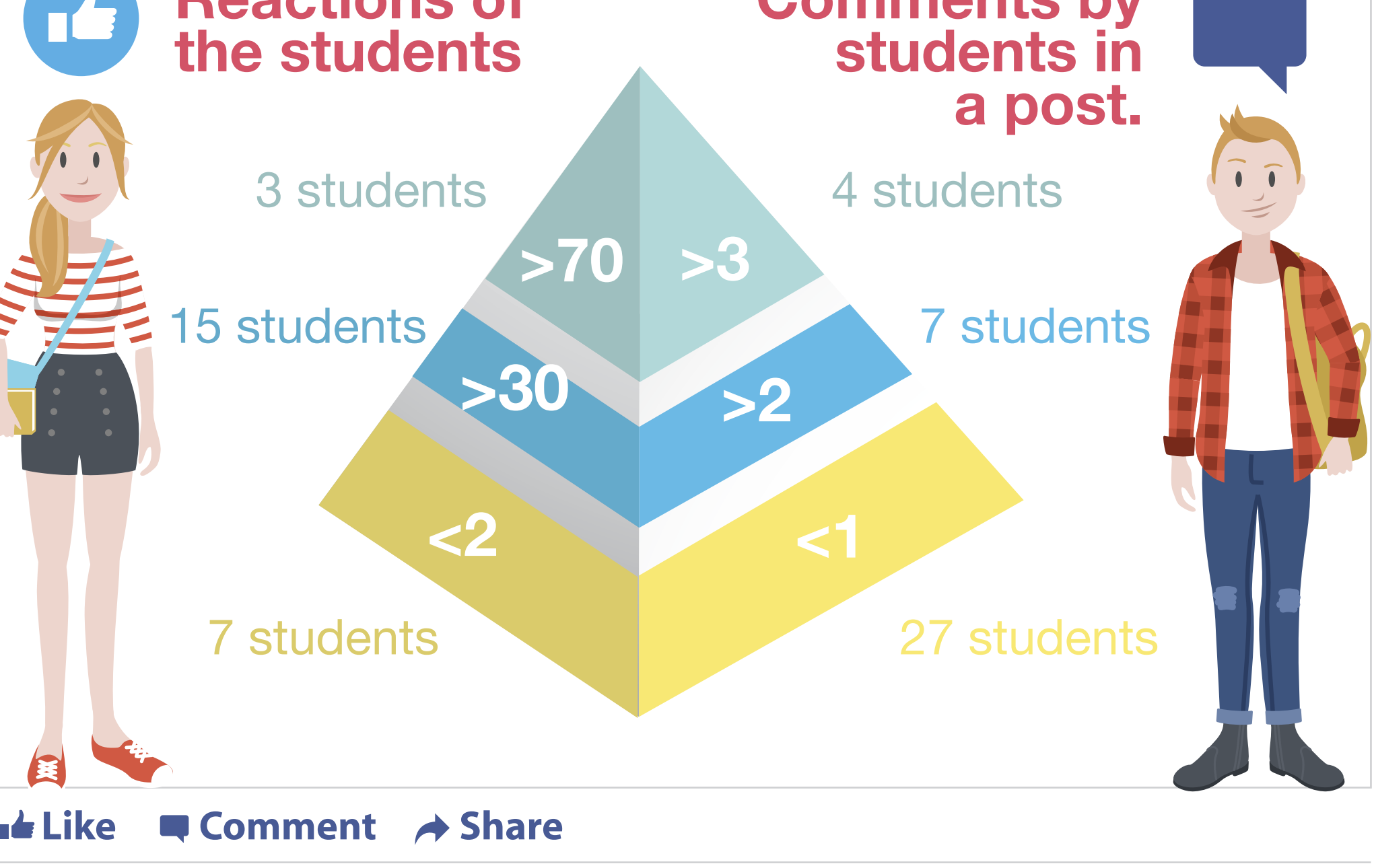
Results June 12 at 10:18 AM · 🌐

- ➡ Results of the activity and the interaction of students with other people within the Facebook group created for the class during their learning process .
- ➡ In the general daily activity, likes appear to be the greatest interaction
- ➡ The comments regarding published posts are very rare (less than 5 per post)

Group members and interactions.
The first one is the moderator (teacher) with highest number of published posts (22). Followed by 6 students who interact with the highest number of posts. There are more than 20 students with a lower performance (<1).



Topic
Most of the posts are dedicated to sharing the tasks developed by the groups. The themes of the comments are:
-The process of teaching and learning
-The possibilities of ICT
-Digital competence
-The positive evaluations of the tasks.

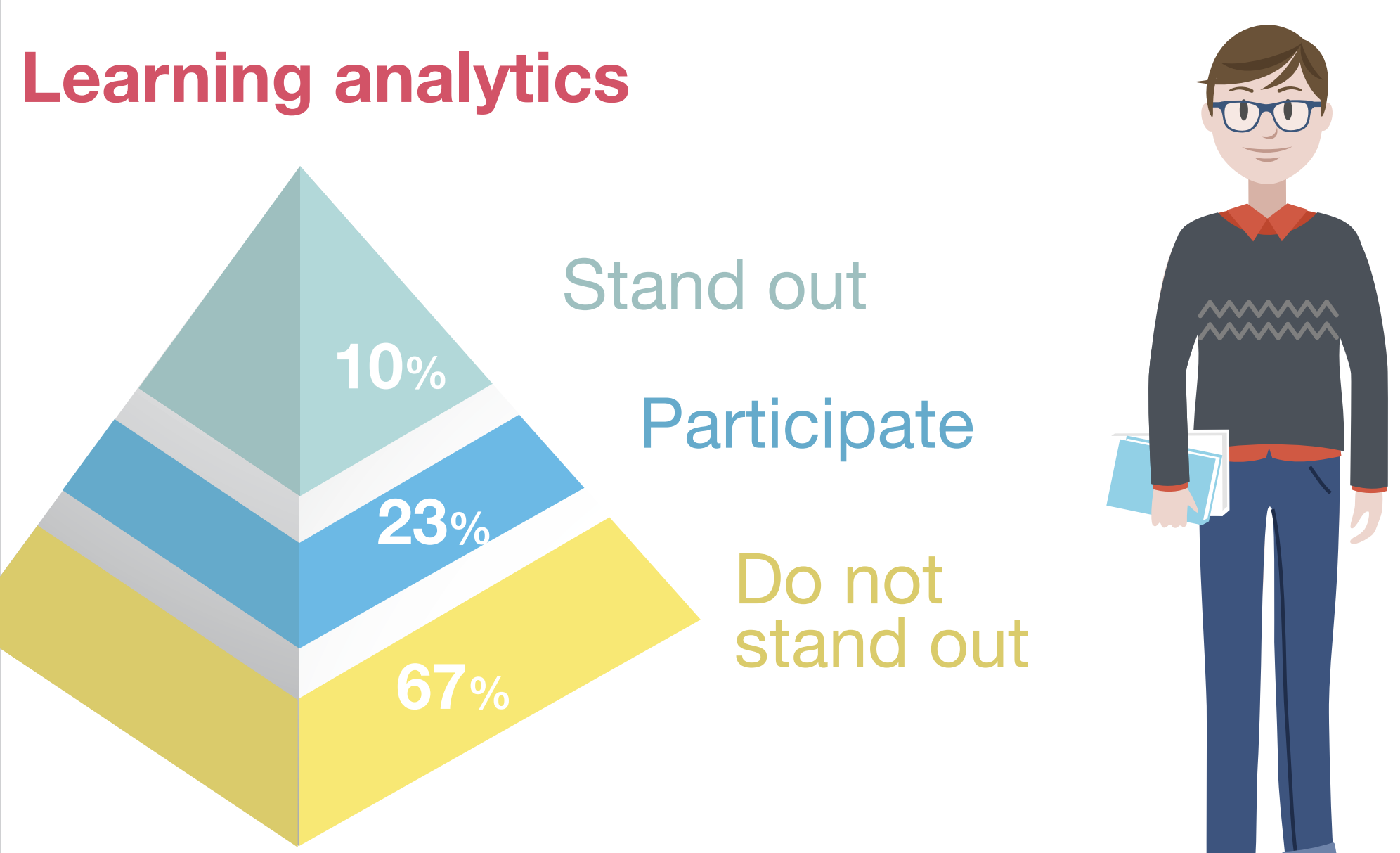


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Conclusions June 13 at 08:18 AM · 🌐

Evolution of relationships
- 1 Direct interaction of the students with the group moderator (teacher).
- 2 Participation of the rest of the students.
- 3 Subsequent extension among students.

Interactions
Direct and fast reactions as "like" are emphasized, compared to the more laborious ones, such as posts or comments.



Posts and comments
Half are dedicated to sharing tasks. The comments made in posts are used to share and discuss the teaching and learning process and the possibilities of ICT.
The digital competence of teachers and students occupies a small space within comments and debates in a Facebook group.

Decisions after the study
The elimination of the blog as a portfolio. FACEBOOK provides a sufficient enough space to collect the learning evidence of the student, to encourage interaction between students and to think about the learning process.
- Elaboration of a section to evaluate content aspects and criteria in collaborative learning.

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