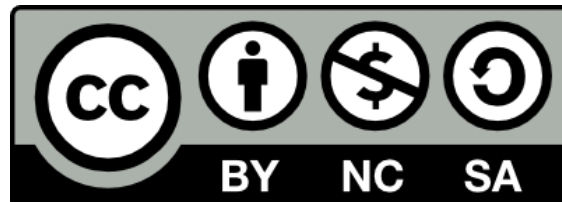




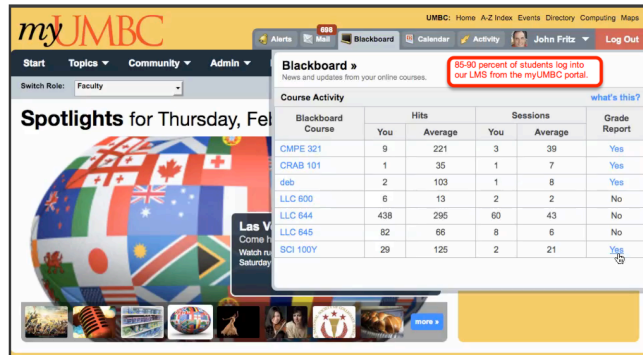
SYMPOSIUM ON LEARNING ANALYTICS AT MICHIGAN



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Classroom Walls That Talk

Using Learning Analytics to Raise Awareness of Underperforming Students



John Fritz, UMBC

Symposium on Learning Analytics at Michigan (SLAM)

January 11, 2012

Overview

- Problem
- **A** Solution—not **THE** Solution
- Implications
- Next Steps
- More Information
- Q & A

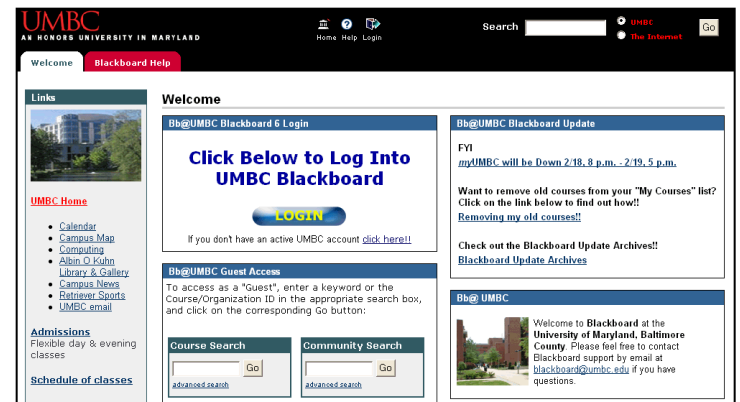
About UMBC

- Founded in 1966
- “Research extensive university” Carnegie classification
- Fall 2010 Stats
 - 12,870 Students
 - 9,947 undergrad, 2,923grad
 - 730 Faculty
 - 480 FT, 250 PT
- Selected Brags
 - #1 “Up and Coming National University”
U.S. News America’s Best Colleges
2011, 2010 & 2009
 - 1st in undergrad chemistry degrees
awarded to African Americans
 - One of 50 Best Colleges for Women
 - 7-time National College Chess
Champions



About Blackboard @ UMBC

- Blackboard Learn 9.1
- As of Spring 2011 (began using in SP200)
 - 95% of all students
 - 75% of all instructors
 - 65% of all courses
 - 356 Communities
 - Includes all student, faculty and staff senates
- Support Staff:
 - 2 FTE (Admin & Support)
 - 1 Server Admin





“So, is Blackboard making a difference?”

Former UMBC Provost Art Johnson in 2003

PROBLEM

HOW DO YOU ANSWER?

Bb System Reporting

myUMBC Blackboard Home Help Logout

myBlackboard Courses Communities Blackboard Help Library myUMBC **System Admin**

ADMINISTRATOR PANEL > SYSTEM REPORTING > STANDARD SYSTEM REPORTS > OVERALL SUMMARY OF USAGE

Overall Summary of Usage

Change Filter Print Export Data

Note: Due to the way statistics are collected, not all totals are consistent.

1 Overview

Number of Active Courses	1853	Number of Active Organizations	238
Number of Active Users	12555	Number of Users	75325
Number of Instructor/Leader Users	2649	Page Views on Most Active Date	99064
Average Page Views Per Day	49699		

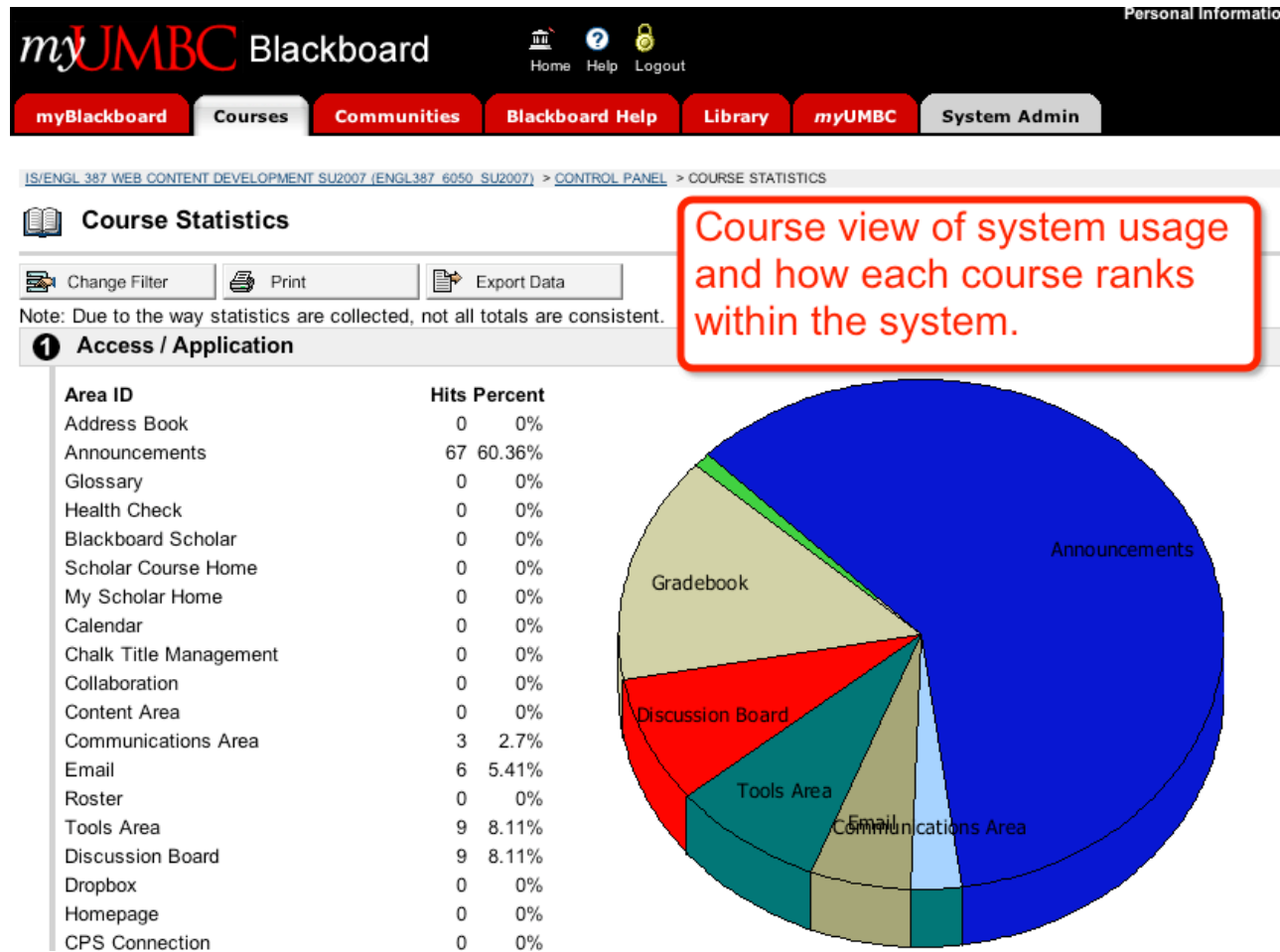
2 Average Users Per Month

	Users	Student Users	Instructor Users
2008-01	71323	40876	2536
2008-02	71935	41605	2586
2008-03	72717	41830	2600
2008-04	74274	43420	2609
2008-05	74998	44209	2638

Average Users Per Month

What does this mean?
Why should I be the only one to see it?

Bb Course Reporting



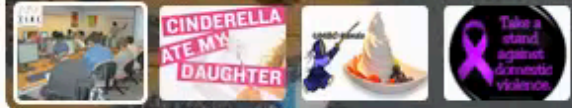
Questions

- Functional
 - What is the relationship between Blackboard use and teaching and learning?
 - What tools can we give users to shed light on (and improve) their own performance within the system?
- Technical
 - How do we query the system without breaking it?
 - How do we scale and maintain the process?
 - Bb – Core product?
 - Community – Building Blocks?
 - Other?

A SOLUTION--NOT THE SOLUTION

Switch Role: Faculty

Spotlights for Monday, Oct



Blackboard »

Your courses and activity inside of Blackboard.

Course Activity

[what's this?](#)

Blackboard Course	Hits		Sessions		Grade Report
	You	Average	You	Average	
Fall 2011					
ELC 688YL	30	282	2	12	Yes
FYS 101R	28	230	2	21	No
LLC 644	173	904	18	35	Yes
LLC 646	158	175	21	14	No
Fall 2010					
CMPE 321	9	225	3	40	Yes
LLC 644	456	283	63	42	No
SCI 100Y	29	127	2	22	Yes
Spring 2010					
LLC 600	11	26	3	4	No
Summer 2007					
CRAB 101	1	31	1	5	Yes

What's New for Fall

- UMBC Community Standards
- Following Groups
- Enhanced Pawpularity
- Groups Directory
- Updated Start Page
- Streamlined Topics Menu
- and more...

Inside Blackboard

The screenshot displays the Blackboard interface for a course titled "SCI 100Y Water: An Interdisciplinary Study (MS) (200.3304/201.3306) FA2010". The top navigation bar includes the myUMBC logo, user name "John Fritz", and links for "My Places", "Home", "Help", and "Logout". On the right side of the top bar, there are links for "Personal Information", "My Grades", and "My Activity", with a yellow arrow pointing to "My Activity". Below the top bar is a secondary navigation bar with buttons for "myBlackboard", "Courses", "Communities", "Blackboard Help", and "Library". The main content area is titled "Tools" and contains several tool cards: "Announcements", "Messages", "Calendar", "My Activity", "Contacts", and "My Grades". The "My Activity" card is highlighted in yellow and has a red box around it with the text "A custom building block link inside every Bb course." A left-hand sidebar contains a list of course-related links: "Home Page", "Contacts", "Tools", "Help", "Assignments", "Syllabus", and "Journals".



Check My Activity

- Hits are in no way representative of the grade you will earn.
- Attempting to game the system will not result in a higher course grade.
- This tool is for personal use only.
- Tip: [Improving Your Engagement In a Class](#)

Blackboard Course	Hits		Sessions		Grade Report
	You	Average	You	Average	
Fall 2011					
ELC 688YL	30	282	2	12	Yes
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Spring 2010					
LLC 600	11	26	3	4	No
Summer 2007					
CRAB 101	1	31	1	5	Yes



Video Demo of UMBC's Check My Activity Tool for Students

Definitions

- **Hits** - Every time you view a file, post to a discussion, or read an announcement, that is considered a hit.
- **Sessions** - Every time you log in to a Blackboard course, that is considered a new session.
- **Grade Distribution Report** - If your instructor uses the Bb gradebook, this report will show how your own activity compares with those who earned the same, higher or lower grade on any assignment.
- [More info...](#)

Help Us Improve




I am willing to be contacted about how I use Check My Activity. (You can change this at any time)

Save Setting







Disclaimer

In compliance with the Family Educational Rights and Privacy Act (FERPA), your use of this site may be monitored to improve its educational effectiveness for you and future students. However, all UMBC officials are obliged to keep your identity confidential. For more information, please read the [Notification of Rights under FERPA](#).

fritz's Usage

Tool	Hits
Announcements	11 
Check Grade	0
Collaboration	0
Communications Area	0
Content	0
Discussion Board	1 
Electric Blackboard	0
Glossary	0
Groups	0
Messages	0
Personal Information	0
Send Email	0
Staff Information	0
Tasks	0
Tools	0
Other	11 
Total	23

Course Usage (Avg. Hits Per User)

Tool	Hits	
Announcements	41.54	
Check Grade	4.78	
Collaboration	0.04	
Communications Area	0.36	
Content	0.39	
Discussion Board	67.81	
Electric Blackboard	0.04	
Glossary	0.01	
Groups	19.93	
Messages	0.03	
Personal Information	0.01	
Send Email	0.26	
Staff Information	5.20	
Tasks	0.02	
Tools	0.76	
Other	126.14	
Total	267.30	

Switch Role: Faculty

Spotlights for Monday, Oct

CIRC
Program
Wed., Oct 10
Free hands-on MATLAB workshop and assistance line interactive

Blackboard »

Your courses and activity inside of Blackboard.

Course Activity

[what's this?](#)

Blackboard Course	Hits		Sessions		Grade Report
	You	Average	You	Average	
Fall 2011					
ELC 688YL	30	282	2	12	Yes
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What's New for Fall

- UMBC Community Standards
- Following Groups
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- Updated Start Page
- Streamlined Topics Menu
- and more...

Bb Activity by Grade Distribution



AN HONORS UNIVERSITY IN MARYLAND

Distribution for SCI100_3278_FA2010
For Gradebook Item: Nutrient Pollution
For Student: fritz
No Date Limit on Activity
Report Run On: October 3, 2010
Data Last Updated: October 3, 2010
[Back to Blackboard Reports](#)

Note: Your grade is indicated in red.

Grade	Hits	Users	Avg. Hits Per User	Sessions	Avg. Sessions Per User
0	1079	11	98	88	8
4	170	1	170	15	15
6	105	1	105	11	11
7.5	78	1	78	7	7
8	186	1	186	18	18
8.5	1102	9	122	97	11
9	1976	12	165	163	14
9.5	2514	18	140	192	11
10	3467	23	151	304	13
10.	243	1	243	22	22
Total	10920	78	140	917	12

Bb Activity of D & F students

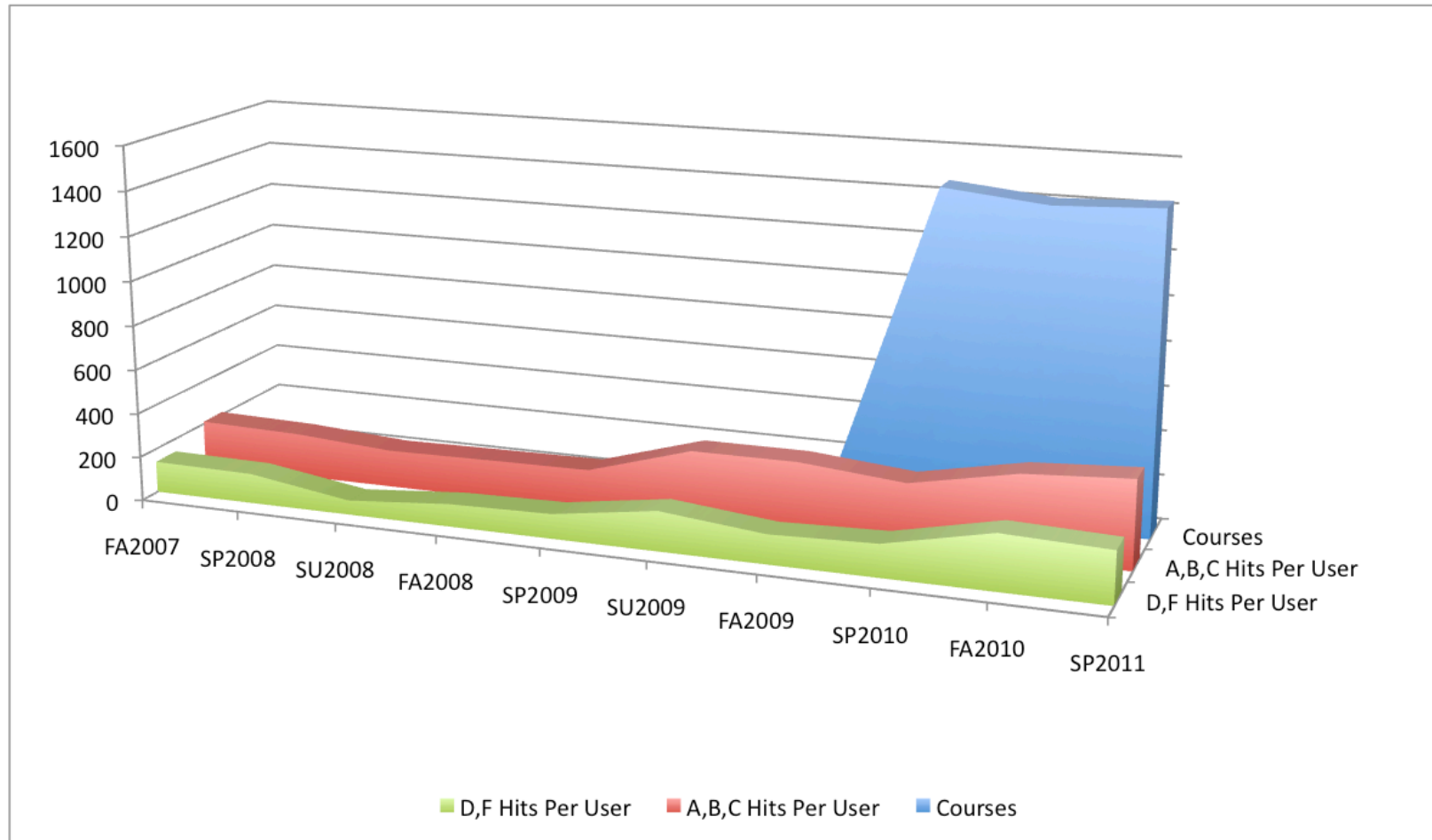
- **Students earning a D or F tend to use Bb 39 percent less than students earning higher grades.**

– SP2011	1435 courses 43 percent less
– FA2010	1414 courses 33 percent less
– SP2010	1461 courses 47 percent less
– FA2009	29 courses 37 percent less
– SP2009	11 courses 47 percent less
– FA2008	13 courses 40 percent less
– SU2008	7 courses 33 percent less
– SP2008	26 courses 32 percent less
– FA2007	15 courses 36 percent less

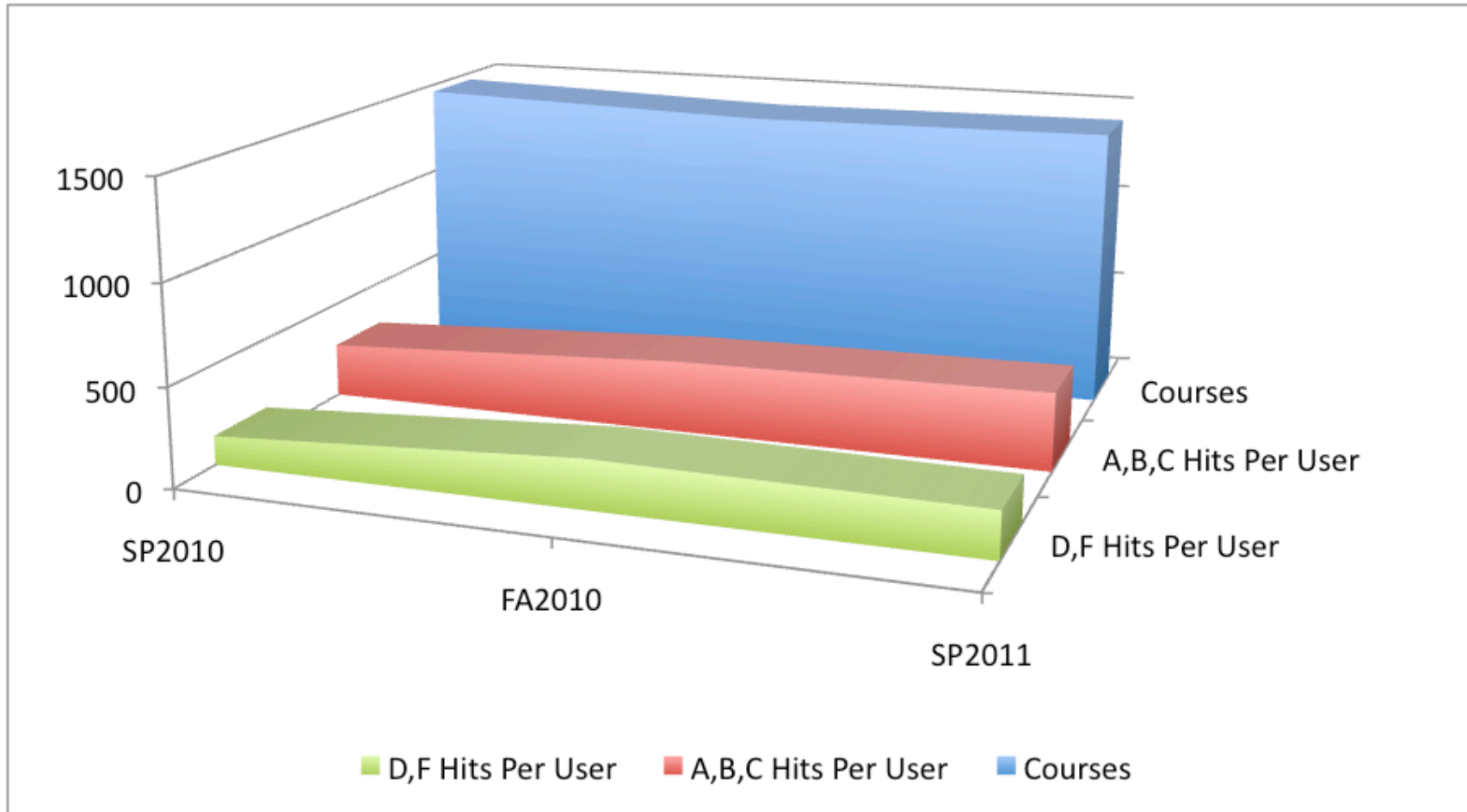
NOTE: Analysis using iStrategy since Spring 2010.

- Does the pattern hold true during the semester?
- What if students knew this information sooner?

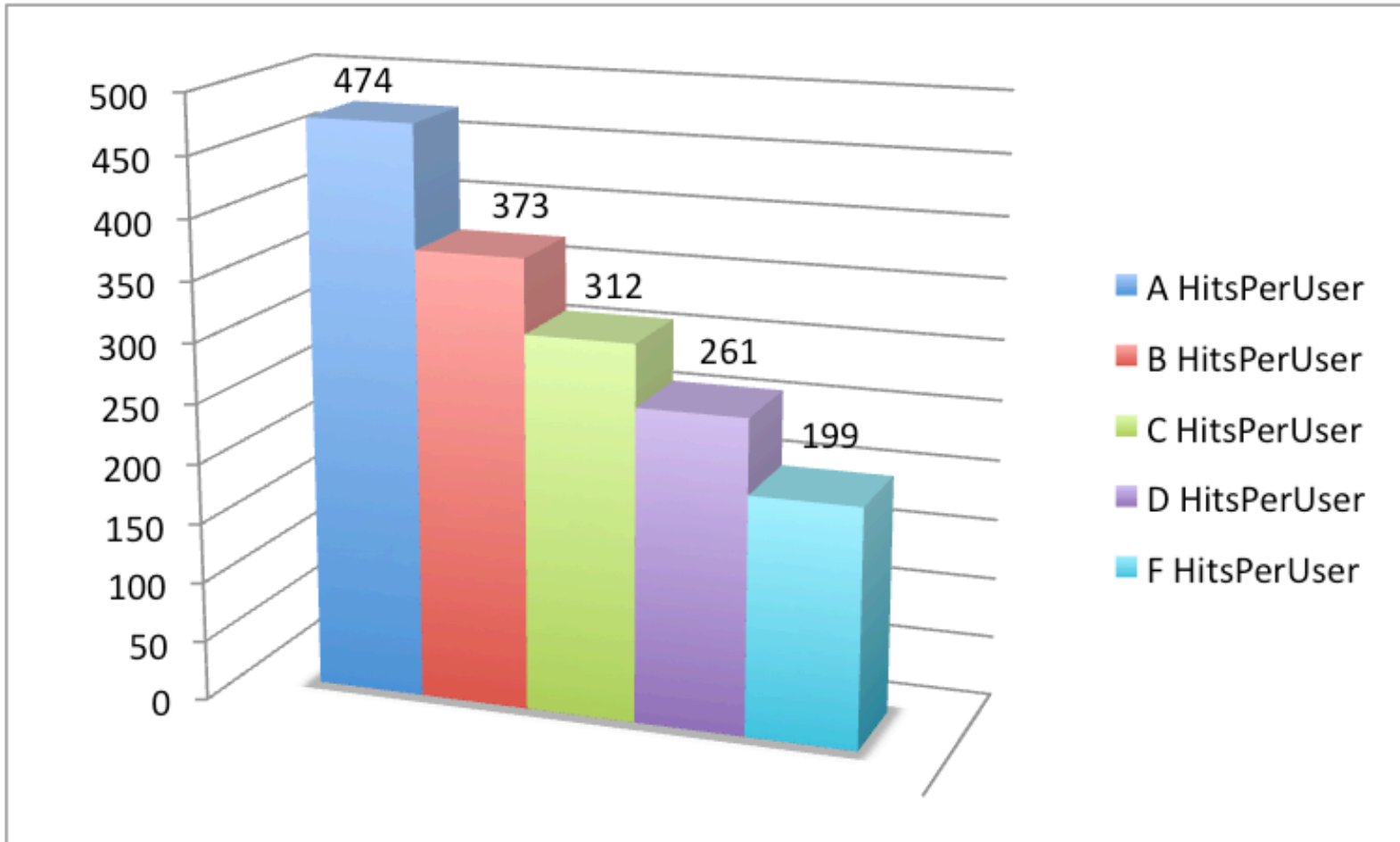
Bb Activity by Grade Distribution



GDR (Bb Courses Since SP2010)



Avg. Bb Hits Per User (SP2011)



FA2008 SCI100 Findings

- How would you describe the CMA's view of your Bb activity compared to your peers?
 - 28% “I was surprised by what it showed me”
 - 12% “It confirmed what I already knew”
 - 42% “I'd have to use it more to see”
 - 16% “I haven't used it.”
 - 2% did not respond to this question

FA2008 SCI100 Findings

- If your instructor published a GDR for past assignments, would you be more or less inclined to use the CMA before future assignments are due?
 - 54% “More inclined”
 - 10% “Less inclined
 - 36% “Not sure”

CMA Student Usage

- Dashboard
- Intelligence Beta
- Visitors
- Traffic Sources
- Content
- Goals

Custom Reporting

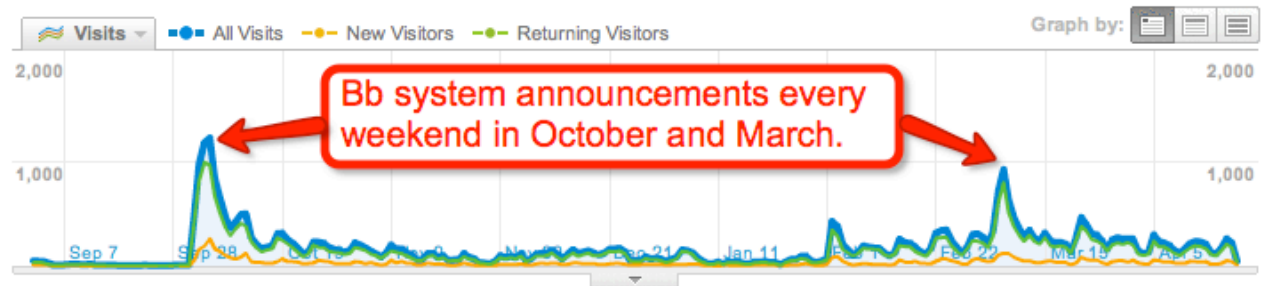
- My Customizations
- Custom Reports
- Advanced Segments
- Intelligence Beta
- Email

- Help Resources
- About this Report
- Conversion University
- Common Questions

Export | Email | Advanced Segments: 3 segments

Dashboard

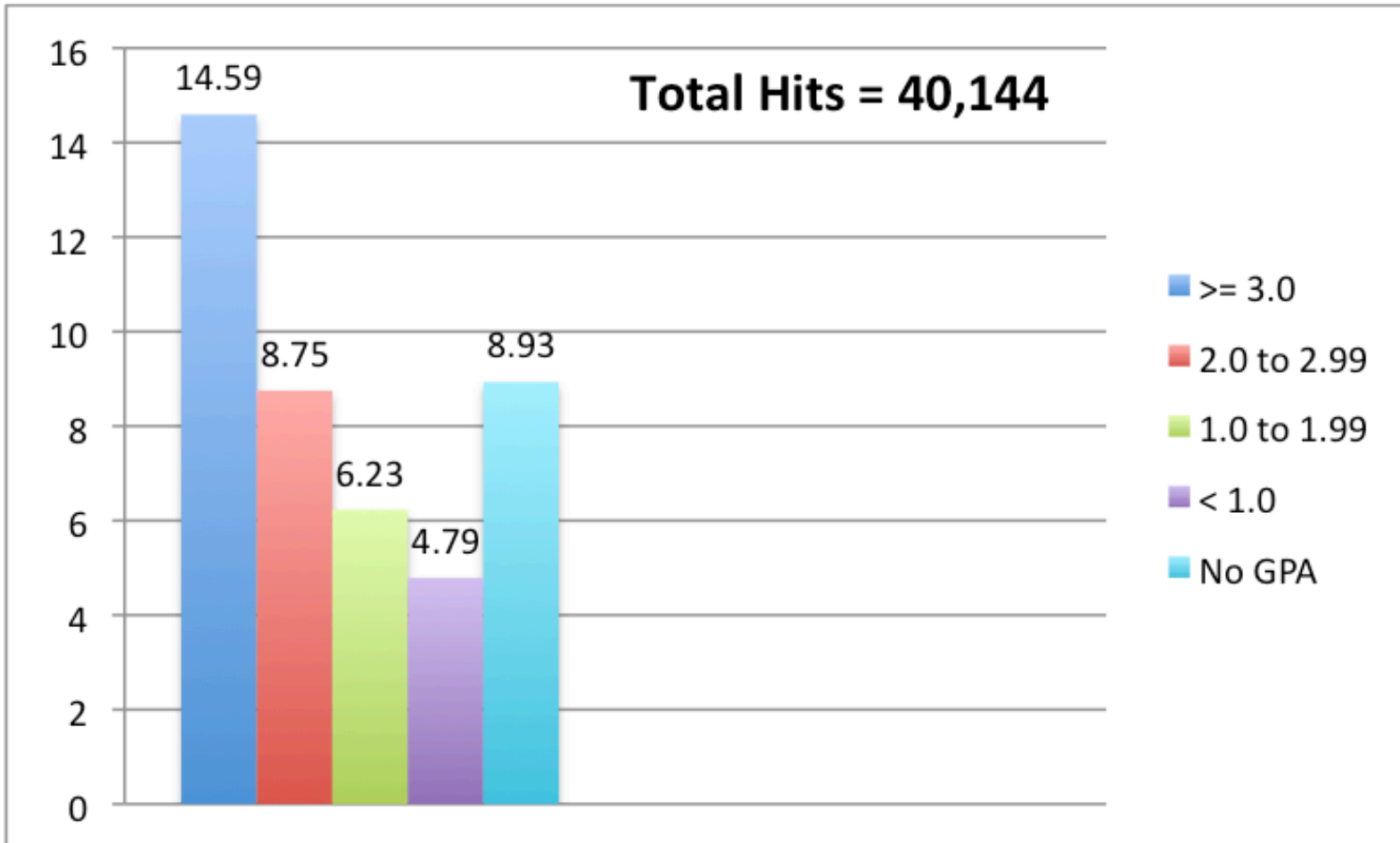
Sep 1, 2009 - Apr 21, 2010



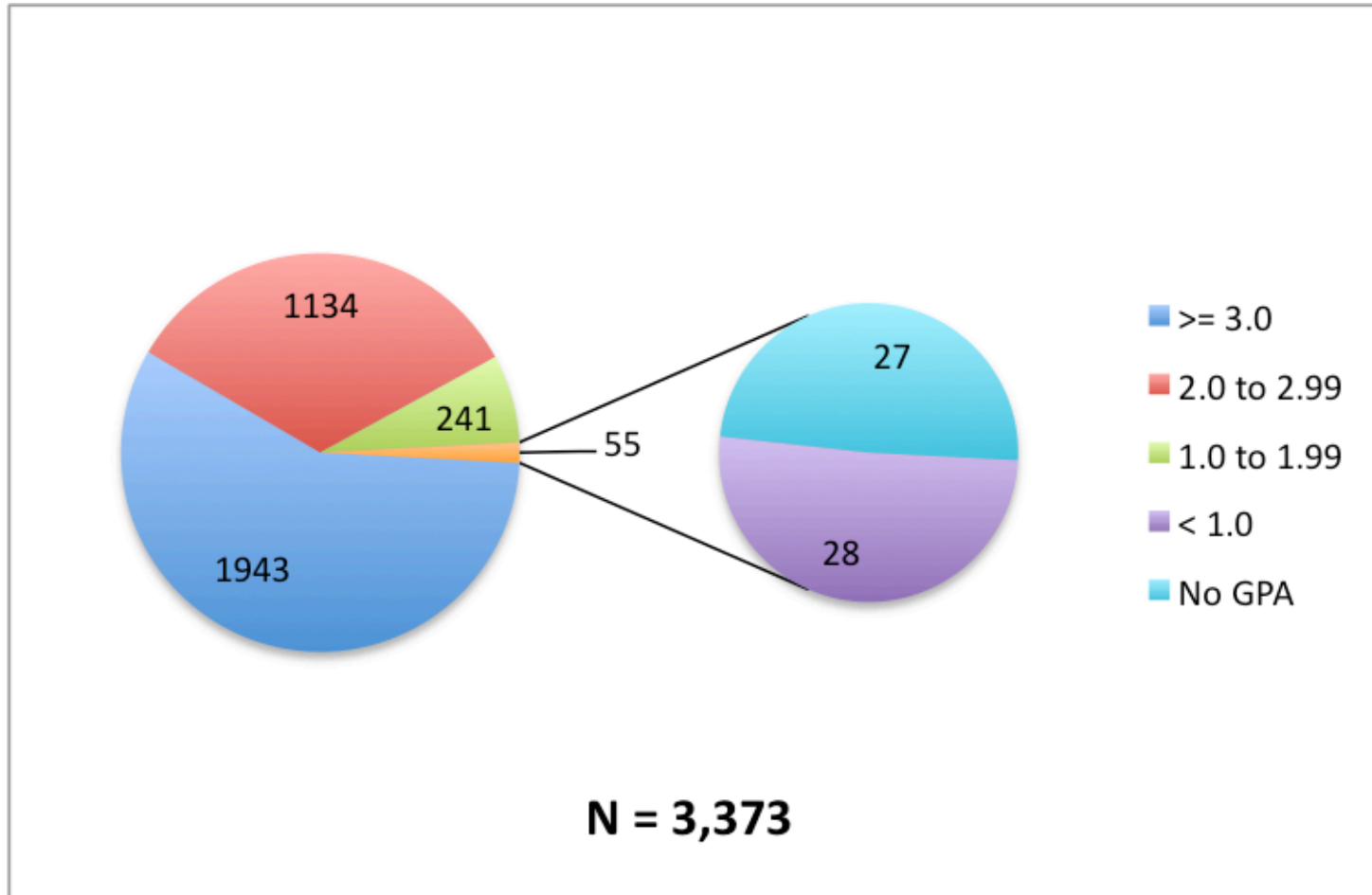
Site Usage

All Visits : 39,819 Visits	All Visits : 34.93% Bounce Rate
New Visitors : 6,995	New Visitors : 37.11%
Returning Visitors : 32,824	Returning Visitors : 34.46%
All Visits : 131,756 Pageviews	All Visits : 00:01:13 Avg. Time on Site
New Visitors : 23,577	New Visitors : 00:01:10
Returning Visitors : 108,179	Returning Visitors : 00:01:14
All Visits : 3.31 Pages/Visit	All Visits : 17.57% % New Visits
New Visitors : 3.37	New Visitors : 100.00%
Returning Visitors : 3.30	Returning Visitors : 0.00%

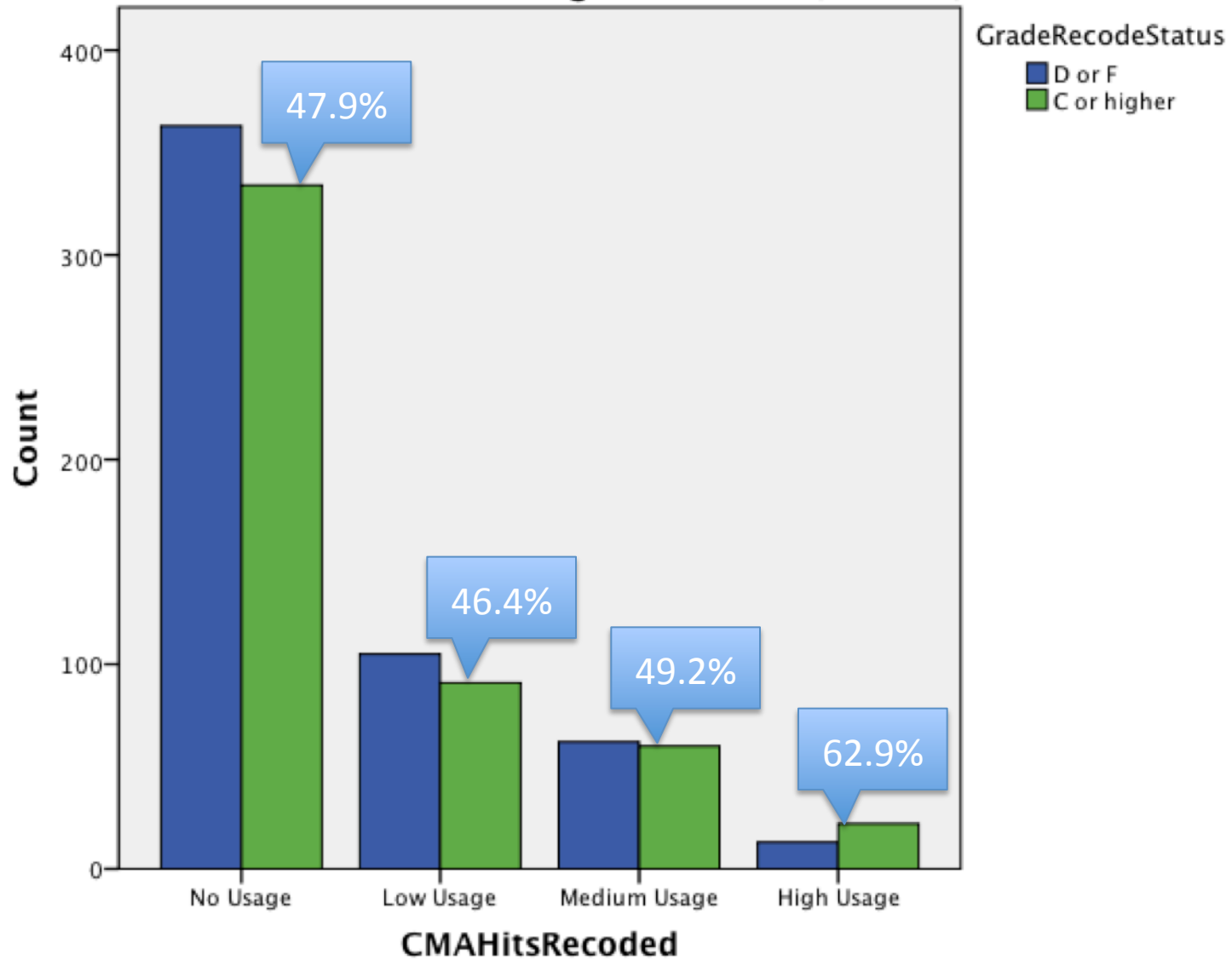
CMA Avg. Hits by GPA (SP2011)



CMA Users by GPA (SP2011)



FYI Student Usage of Bb CMA (SP2011)

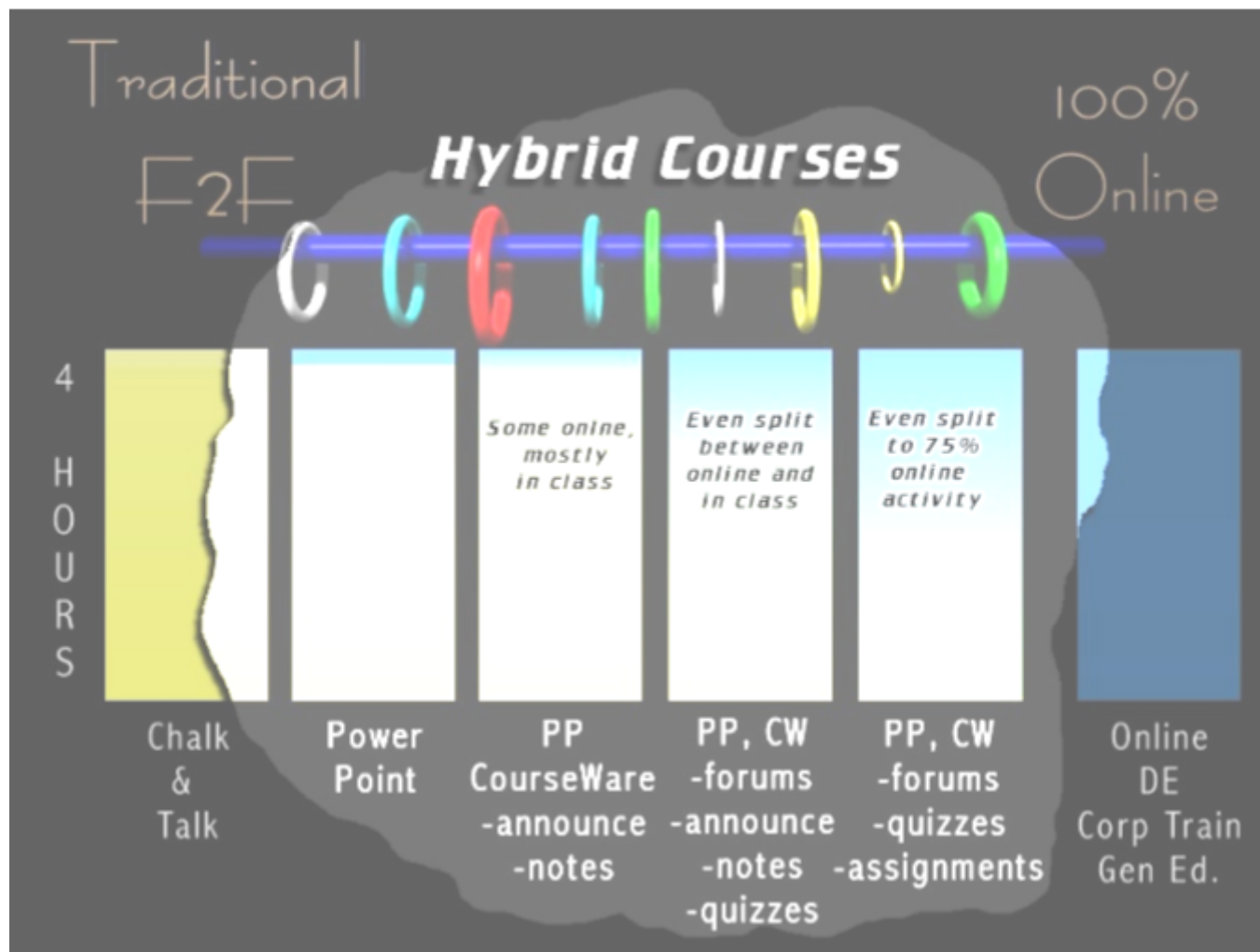


IMPLICATIONS

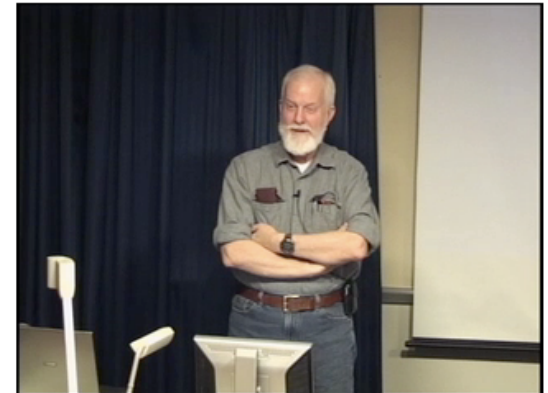
We can't make them drink

- *I cannot teach anybody anything. I can only make them think. – Socrates*
- *Knowledge must be gained by ourselves. -- Benjamin Disraeli*
- *The only real object of education is to have a man in the condition of continually asking questions. -- Mandell Creighton*

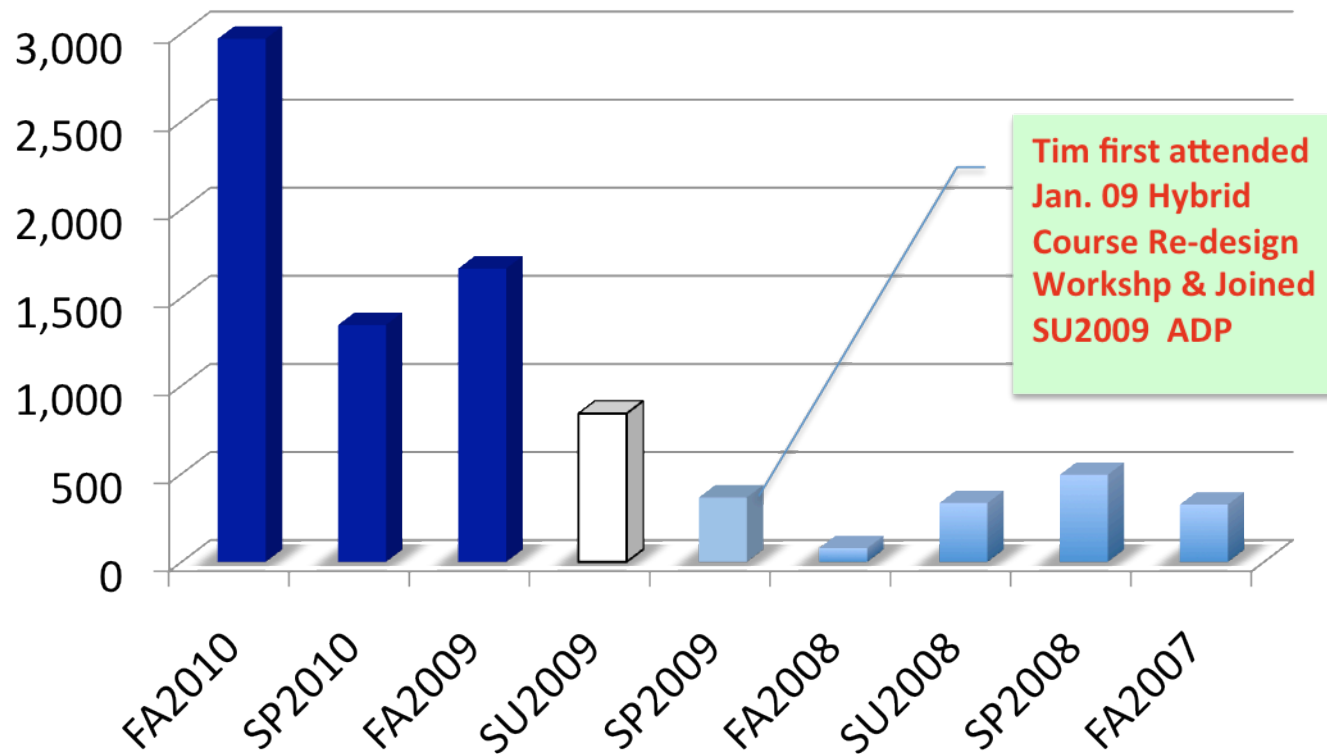
SHIFTING RESPONSIBILITY FOR LEARNING



Tim Hardy & ECON 122



AVG. Bb Hits per Student



Adaptive Release

- Create rules governing access to material
- ADP uses this in work with faculty to facilitate self-directed learning and demonstrate the approach.
- Syllabus or AI quiz before students can access assignments or turn in any work for credit).
- One of three “Effective Practices” emphasized during Hybrid Workshop and ADP
 - www.umbc.edu.oit/hybrid/practice

Adaptive release

Cancel Submit

Syllabus

Course Documents

Discussion Boards

Pearson Support Site

Learning Objective Quizzes

BlackBoard Quizzes

My Accounting Lab

My Grades

Contacts

Tools

External Links

Ask a Librarian

Help

COURSE MANAGEMENT

Control Panel

Files

Course Tools

Evaluation

Grade Center

Users and Groups

Customization

Packages and Utilities

Help

1. Date

Setting a Date criteria for this item will restrict the dates and times of the visibility of this item.

Choose Date

Display After

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Display Until

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

2. Membership

This content item is visible to all users until a Membership criteria is created. Users must be specified in the Username list or must be in a selected Group.

Username

Enter one or more Username values or click **Browse** to Search. Separate multiple Username values with commas.

3. Grade

This content item is visible to all users until a Grade criteria is created. Possible points on a Grade Center column are listed in brackets beside the name. The score entered must be numeric.

Select a Grade Center column

Select Condition

User has at least one attempt for this item

An attempt is recorded in the Grade Center when the user submits a Test, Survey, or Assignment, or when a grade is entered or edited.

Score

Score and

4. Review Status

This content item is visible to all users until a Review Status criteria is created. Selecting an item will permit users to mark that item as reviewed.

Select an item

7 Principles of Good Practice in Undergraduate Education

1. Encourages contact between students and faculty,
2. Develops reciprocity and cooperation among students,
3. Encourages active learning,
4. Gives prompt feedback,
5. Emphasizes time on task,
6. Communicates high expectations, and
7. Respects diverse talents and ways of learning.

NEXT STEPS

Academic Analytics: Goldstein (2005)

Stage 1: Extraction and reporting

Stage 2: Analysis and monitoring

Stage 3: “What-if” scenarios

Stage 4: Predictive modeling & simulation

Stage 5: Automatic triggers and alerts

Analytics on Campus (2005)

Table 6-6. Primary Use of Academic Analytics (N = 376)

Use	Number	Percentage
Stage 1: Extraction and reporting of transaction-level data	263	69.9%
Stage 2: Analysis and monitoring of operational performance	51	13.6%
Stage 3: What-if decision support (e.g., scenario building)	6	1.6%
Stage 4: Predictive modeling and simulation	7	1.9%
Stage 5: Automatic triggers of business processes (e.g., alerts)	17	4.5%
Not active users	32	8.5%
Total	376	100.0%

Analytics on Campus: Yanosky (2009)

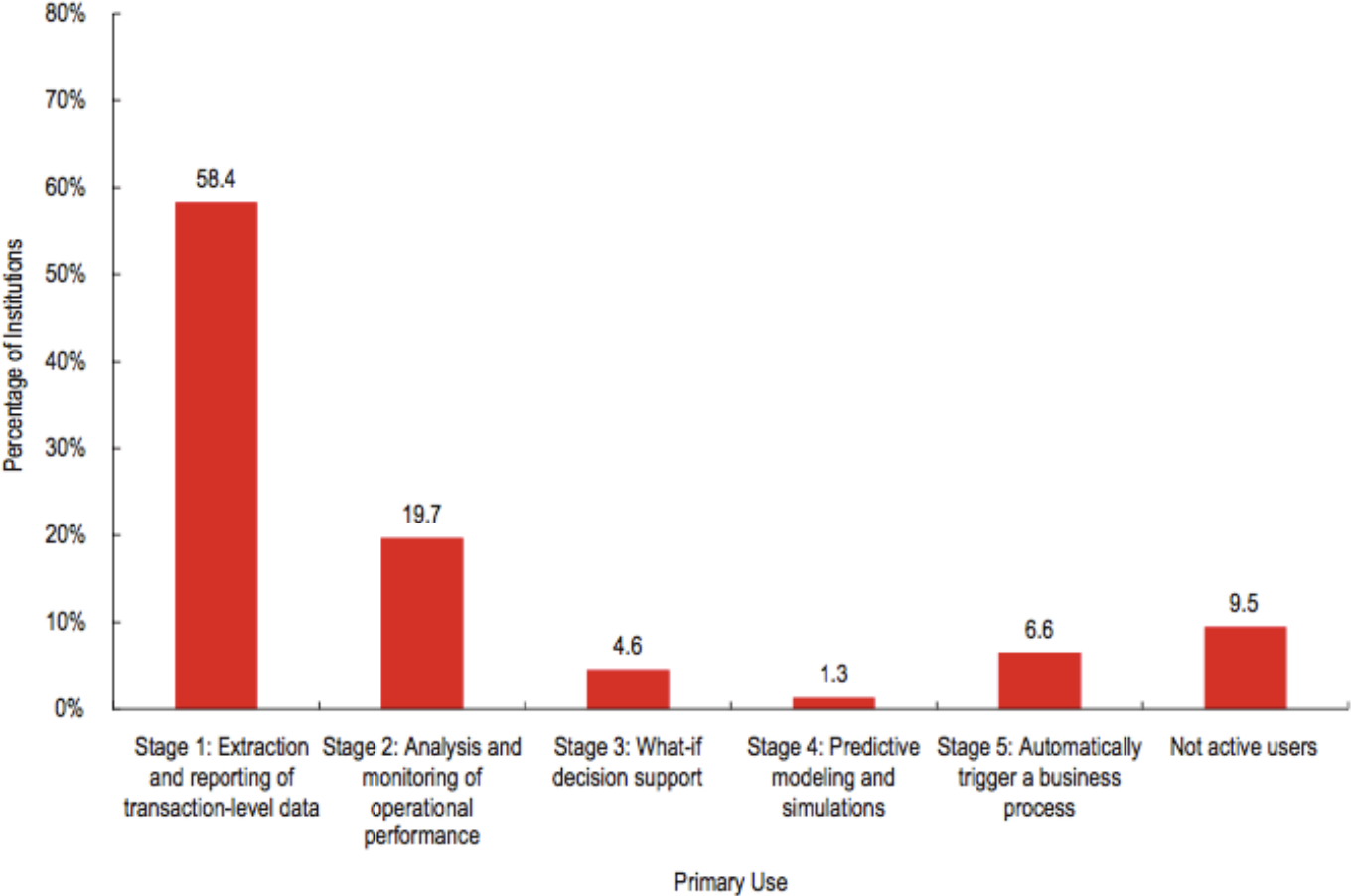
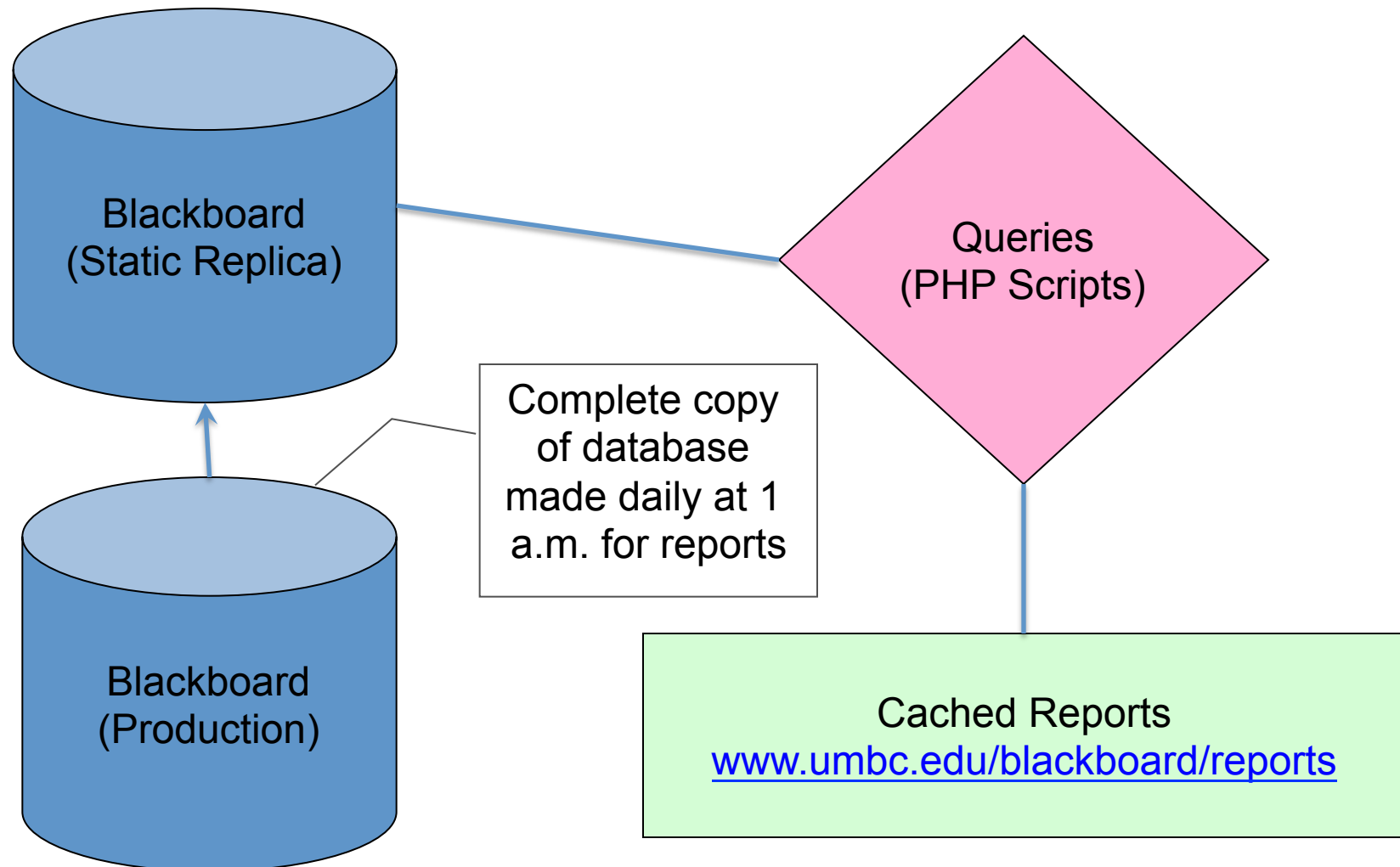
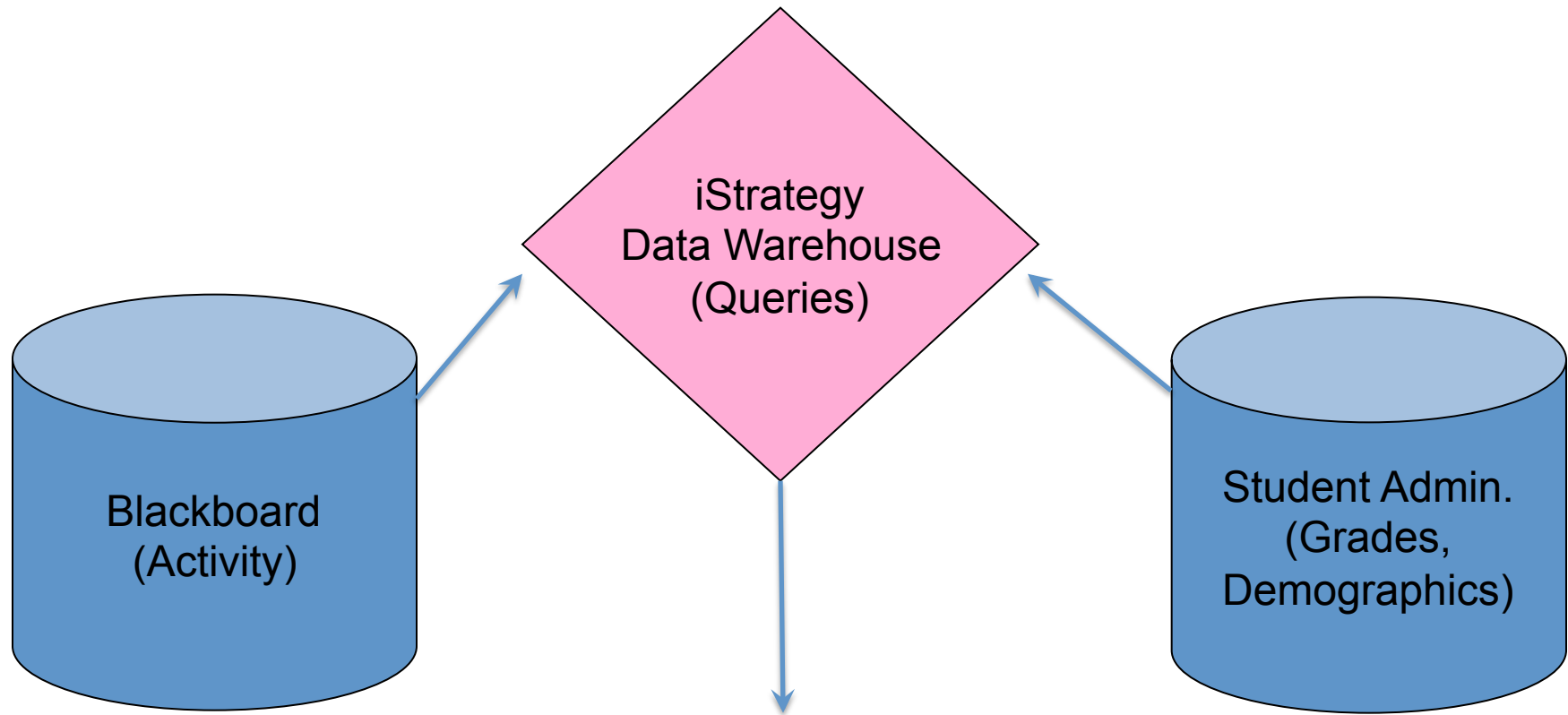


Figure 4-10.
Primary Use of
Analytics (N = 305)

How We Used to Query Bb

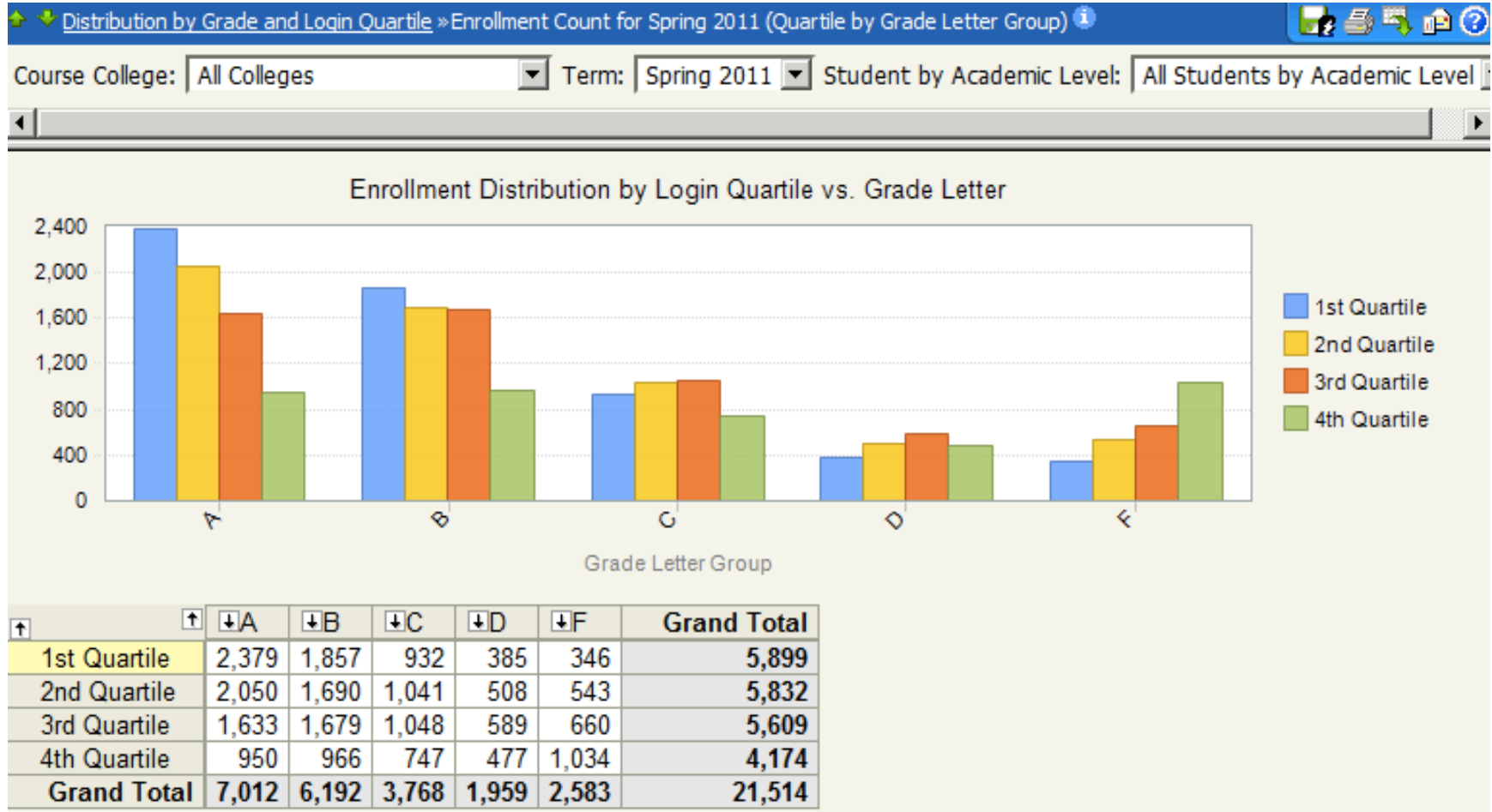


New Method: iStrategy



Check My Activity (Students)
Most Active Bb Courses (Faculty)
www.umbc.edu/blackboard/reports

Bb Analytics for Learn



@ UMBC

- Quantitative
 - ~~Expand the sample of UMBC courses being studied.~~
 - Study the demographic backgrounds of students.
- Qualitative
 - Why do UMBC students use the CMA?
 - Why do they return?
- Review of Literature & Practice
 - ~~CMS activity as proxy for engagement?~~
 - Technology as culture & its impact on self-awareness?

Proposed CMA Changes

1. Display activity ranking of student's Bb course
2. Opt-in alert when student's Bb activity falls below peers earning desired GPA or grade.
3. Sharing monitoring rights with someone else.
4. Better graphical display of overall Bb activity compared to peers.

myUMBC Check My Activity (CMA)

The screenshot shows the myUMBC website interface. At the top right, there are navigation links: UMBC: Home A-Z Index Events Directory Computing Maps. Below this is a user navigation bar with icons for Alerts, Mail, Blackboard (with a '1' notification), Calendar, Activity (with a '3' notification), a user profile for John Fritz, and a Log Out button. The main navigation menu includes Start, Topics, Community, and Admin. A 'Switch Role' dropdown is set to 'Faculty'. The page features a 'Spotlights for Monday, July' section with a 'UMBC Review: Call for PAPERS' announcement. The central focus is the 'Blackboard »' section, which displays 'Course Activity' with a table of hits and sessions for various courses. A 'what's this?' link is provided for the table. At the bottom, there are several small promotional banners for UMBC Review 2011, bytech, and ECON 101Y.

myUMBC

UMBC: Home A-Z Index Events Directory Computing Maps

Alerts Mail Blackboard Calendar Activity John Fritz Log Out

Start Topics Community Admin

Switch Role: Faculty

Spotlights for Monday, July

UMBC Review: Call for PAPERS

Get your paper published!

Done original research as an undergrad? Submit your work to the UMBC Review: Journal of Undergraduate Research. Submission deadline: MONDAY, SEPTEMBER 12. Email the editors at umbcreview@umbc.edu.

Visit Website Download Flyer

Blackboard »

News and updates from your online courses.

Course Activity [what's this?](#)

Blackboard Course	Hits		Sessions		Grade Report
	You	Average	You	Average	
CMPE 321	9	223	3	40	Yes
CRAB 101	1	33	1	5	Yes
deb	2	110	1	9	Yes
LLC 600	11	26	3	4	No
LLC 644	443	297	61	44	No
SCI 100Y	29	126	2	22	Yes

Most Active Bb Courses



Most Active Courses for Spring 2011 (All Courses) (Student Activity)
 Report Run On: May 16, 2011
[Back to Blackboard Reports](#)

	Hits	Users	Avg. Hits Per User	Avg. Sessions Per User	Course ID Tool Usage	Course Name	Instructor(s)
1	90833	32	2838	52	ECON122_4065_SP2011	ECON 122 Principles of Accounting II (04.4065) SP2011	Timothy Hardy
2	22648	9	2516	127	EHS720_2721_SP2011	EHS 720 Emergency Health Services Quality Assessment (01.2721/02.7801) SP2011	Brian Maguire, Mike Taigman
3	15448	7	2206	136	EHS658_2717_SP2011	EHS 658 Materials and Fleet Management (01.2717/02.3993) SP2011	Brian Maguire, William Vidacovich
4	32818	16	2051	88	EDUC603_2636_SP2011	EDUC 603 Instructional Systems Development II (02.2636) SP2011	Jeannette Campos
5	25237	13	1941	122	EDUC655_2650_SP2011	EDUC 655 Teaching Reading and Writing to ESOL/Bilingual Students PartII SP2011 ONLINE	Colleen Grisham
6	32642	20	1632	126	IS669_1949_SP2011	IS 669 Project Management Operations (01) SP2011	Jie Du, Marcella Wilson
7	18643	12	1553	100	LLC600_3300_SP2011	LLC 600 II: Introduction to Language, Literacy, & Culture Spring 2011	Beverly Bickel
8	31026	20	1551	114	IS634_1946_SP2011	IS 634 Structured Systems Analysis and Design (02) SP2011	Wayne Lutters, Gergely Kovacs, Richard Goldman

Bb Activity by Disciplines



Active Courses Per Discipline for Spring 2011 (All Courses)
Report Run On: May 16, 2011
[Back to Blackboard Reports](#)

Course Prefix ID	Course Prefix Name	Active Courses	Active Gradebooks	Avg Hits Per Student	Avg Sessions Per Student
IS	Information Systems	88	60	312	44
PSYC	Psychology	79	47	325	32
EDUC	Education	72	40	361	35
ENGL	English	55	15	147	25
ART	Art	50	19	78	15
HIST	History	46	27	178	29
ECON	Economics	44	12	110	17
MATH	Mathematics	42	31	298	55
SPAN	Spanish	41	35	255	38
SOCY	Sociology	37	30	206	34
BIOL	Biology	36	22	305	49
GES	Geography & Environmental Sciences	35	23	249	34
POLI	Political Science	32	17	184	29
CMSC	Computer Science	32	17	144	26
MUSC	Music	28	6	48	14

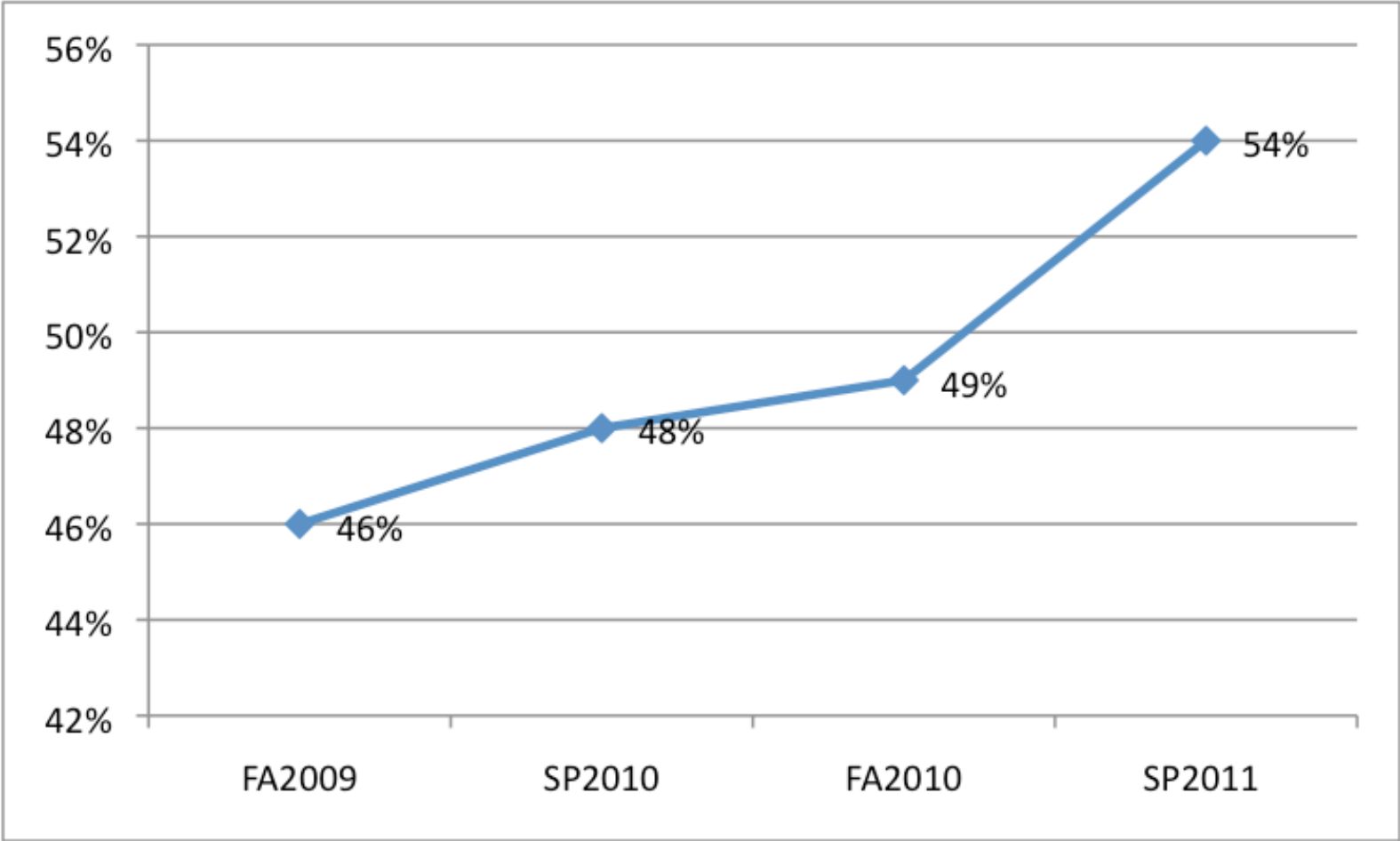
Activity Rank in Discipline & Overall



Most Active Courses in IS for Spring 2011 (All Courses) (All Activity)
 Report Run On: May 16, 2011
[Back to Blackboard Reports](#)

Rank In Discipline	Overall Rank	Hits	Users	Avg. Hits Per User	Avg. Sessions Per User	Course ID	Course Name	Instructor(s)
1	8	34947	24	1456	88	IS147_1243_SP2011	IS 147 Introduction to Computer Programming (03.1243) SP2011	Henry Emurian
2	13	31265	26	1202	108	IS698_7218_SP2011	IS 698 Special Topics in Information Systems (03) SP2011	George Karabatis
3	14	23341	20	1167	109	IS369_1264_SP2011	IS 369 Research Seminar: Writings in Information Systems (01.1264) SP 2011	Drew Alfren, Henry Emurian
4	36	26631	31	859	67	IS601_1282_SP2011	IS 601 Foundations of Information Systems (1.1282) SP2011	Roy Rada
5	44	19735	26	759	103	IS448_1276_SP2011	IS 448 Markup and Scripting Languages (1.1276) SP2011	Sreedevi Sampath
6	45	12074	16	754	81	IS804_1289_SP2011	IS 804 Advanced Experimental Design Methodology (1.1289) SP2011	Henry Emurian
7	46	8066	11	733	81	IS709_7230_SP2011	IS 709 Computational Methods for IS Research (01.7230/IS809_7861) SP2011	Aryya Gangopadhyay
8	48	17643	25	705	87	IS651_1286_SP2011	IS 651 Distributed Systems (1.1286) SP2011	kip Canfield
9	56	10435	16	652	63	IS147_1238_SP2011	IS 147 Introduction to Computer Programming (01.1238) SP2011	Tate Redding

% of Active Grade Books (SP2011)



Proposed CMA Changes

1. Display activity ranking of student's Bb course
2. Opt-in alert when student's Bb activity falls below peers earning desired GPA or grade.
3. Sharing monitoring rights with someone else.
4. Better graphical display of overall Bb activity compared to peers.

Others I'm Watching

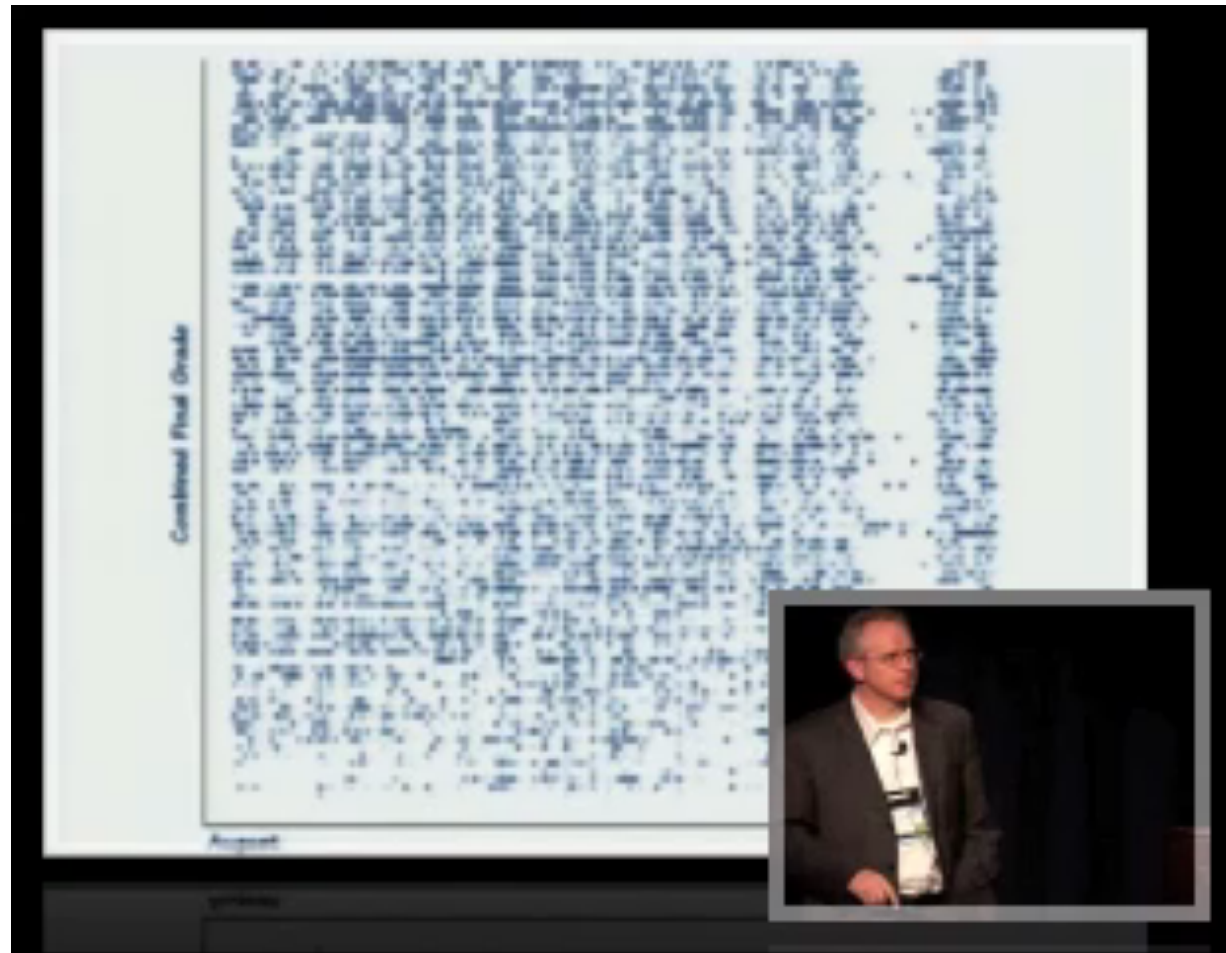
Cole Campese, PSU



Jon Mott, BYU



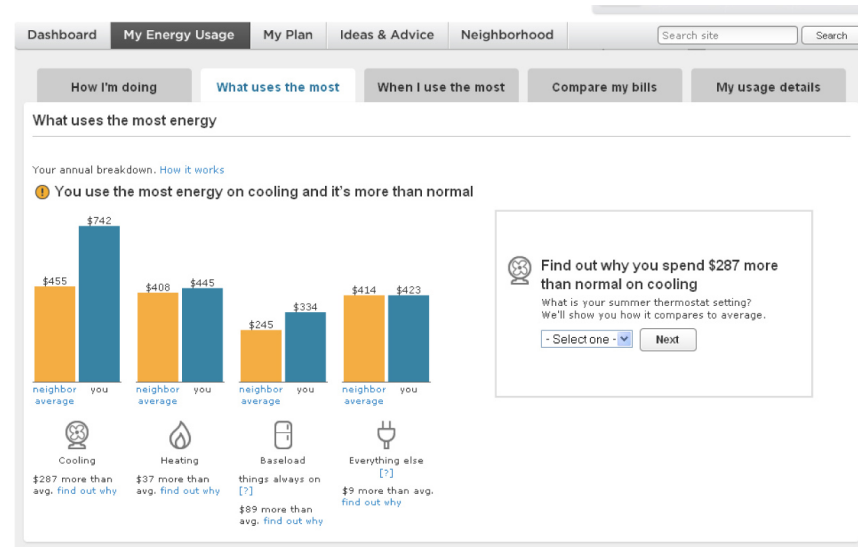
David Wiley's LMS Waterfall & Academic DNA 🗨️



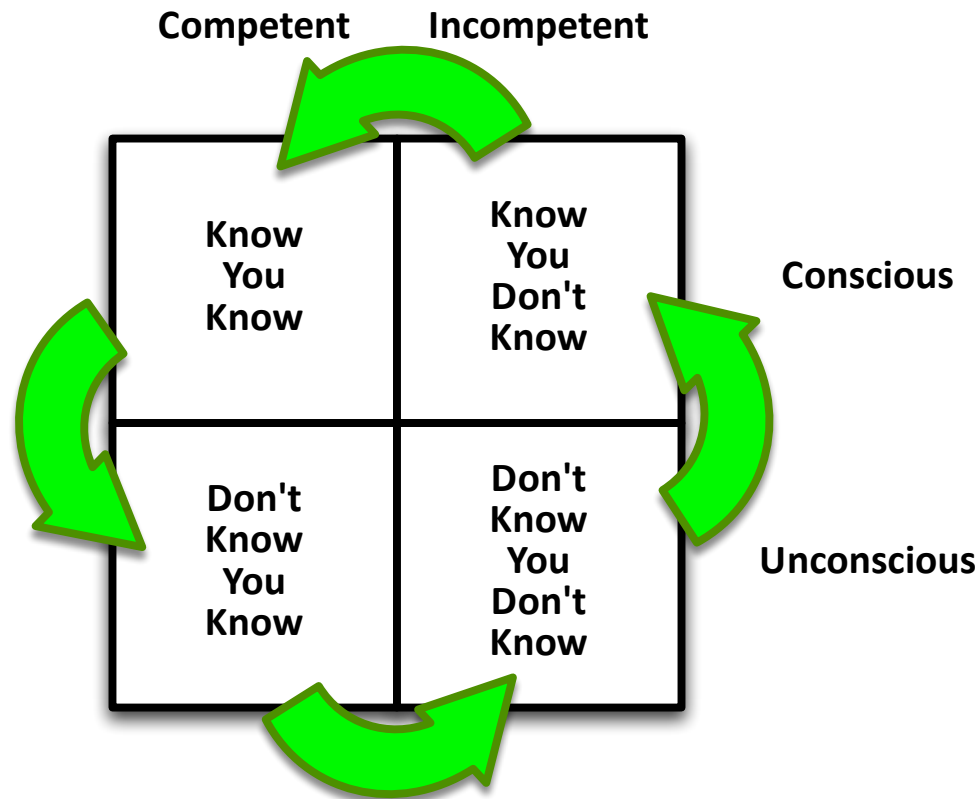
Khan Academy Dashboards



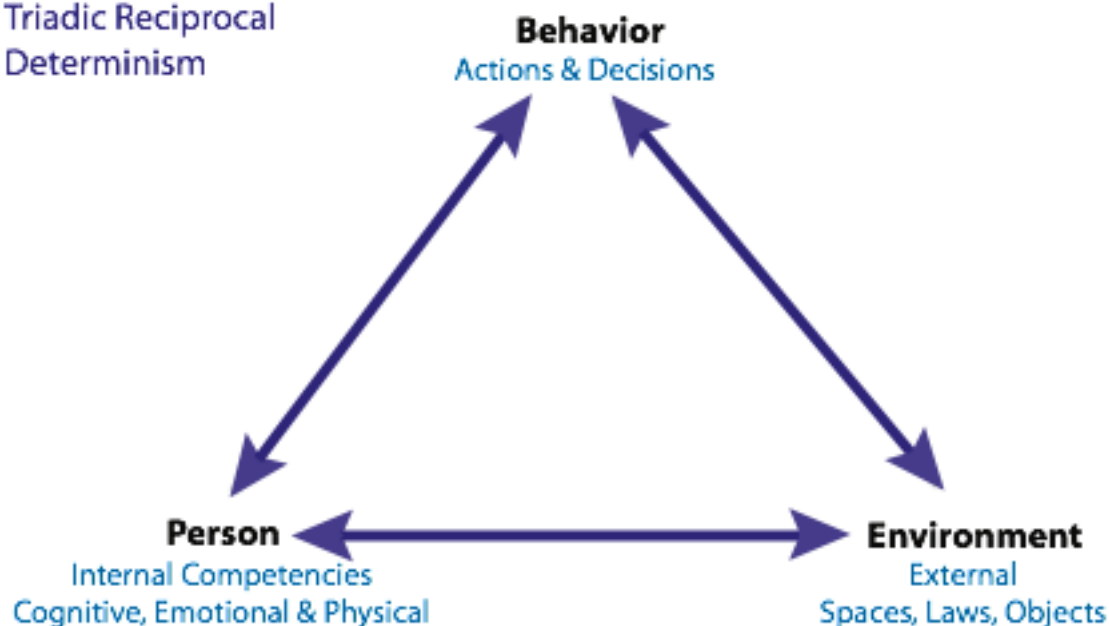
Personal Analytics in Action



How Might We Learn From Others?



Social cognitive theory - Bandura



Self-regulated learning: Zimmerman

- **Observational:** students learn to distinguish the major features of a model's skill or strategy.
- **Emulative:** a learner's performance enactive approximates the general form of a model's skill or strategy.
- **Self-control:** students can perform a skill or strategy based on mental representations of a model's performance.
- **Self-regulation:** learners can adapt their skills and strategies systematically as personal and contextual conditions change.

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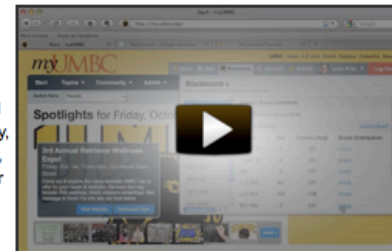
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What's New

[Educause Publishes Video Demo of UMBC "Check My Activity" Tool for Students](#)
February 4, 2011

The final 2010 issue of *EDUCAUSE Quarterly* includes a brief (5 minute) [video demo of UMBC's "Check My Activity" \(CMA\) tool for students](#). The CMA demo was part of *EQ's* special focus on student retention, and includes new information comparing how students use Blackboard by final grade distribution in all 1,461 Spring 2010 Blackboard courses. Specifically, D & F students used it 47 percent less than students earning a C or better, which is similar to [results from previous semesters](#) based on much smaller samples. A similar analysis is being conducted on all Blackboard courses for Fall 2010.



[A Case for Using The Blackboard Grade Book](#)
May 19, 2010

In 2008, [a national study](#) of more than 30,000 seniors and freshmen at more than 100 colleges and universities (including UMBC) reported that students value the ability to check their grades far more than any other function in a course management system (CMS) like Blackboard. Yet, less than half of UMBC's Bb courses used the [grade book](#) this past [fall](#) and [spring](#). We understand why: it takes a little time to master the Bb grade center, faculty may prefer to use Excel functions in an "offline" mode, and there may be a reluctance to put a grade on everything students do. But apart from keeping students from constantly pestering faculty, an active Bb grade book can be "leveraged" in some interesting ways.

www.educause.edu/ELI/SEI

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ELI

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- Learning Principles and Practices
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- Seeking Evidence of Impact**
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The EDUCAUSE Top Teaching and Learning Challenges


ELI Resources

Become an ELI Member Institution

ELI Events

Get Involved

Seeking Evidence of Impact



About

As the pace of technology change continues unabated, institutions are faced with numerous decisions and choices with respect to support for teaching and learning. With many options and constrained budgets, faculty and administrators must make careful decisions about what practices to adopt and about where to invest their time, effort, and fiscal resources. As critical as these decisions are, the information available about the impact of these innovations is often scarce, uneven, or both. What evidence do we have that these changes and innovation are having the impact we hope for?

Questions? Comments?

Thanks

fritz@umbc.edu

www.umbc.edu/blackboard/reports