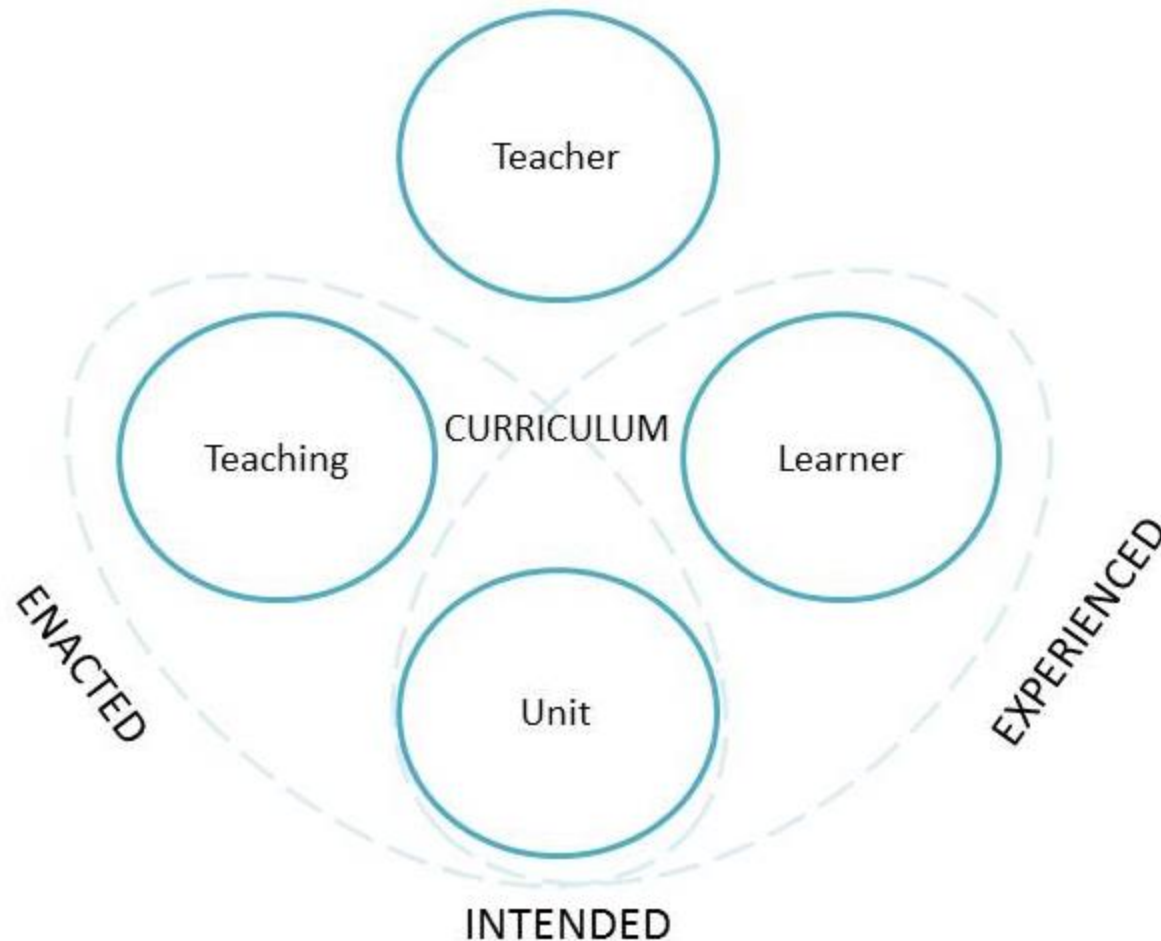# Leadership in learning analytics

Dr Lyn Alderman, QUT

Reframe early conceptual model

Reframe: QUT's Evaluation Framework

Reframe is changing our approach to the evaluation of courses, units, teaching and student experience at QUT. We are moving away from a single survey tool to a richer, more holistic and customisable approach.

This approach will help our academics design and deliver high-quality learning experiences, and review the impact of their teaching practice on student learning. Through it, we will also be able to provide more timely access to specialised support and meet external reporting requirements.

The Framework consists of:

Personal evaluation strategy

a personal strategy you develop annually using the University endorsed suite of evaluation tools: Automated or Self-selected

academic staff are expected to annually engage in evaluation, drawing on multiple sources of qualitative and quantitative data

evaluation needs to be targeted to focus on the impact on student learning

Automated unit and learning evaluation activities

Pulse survey
`student` `teaching team`

▸ early in the unit (usually Week 4)
▸ centrally delivered and open for 2 weeks
▸ 3 questions + 1 extended comment
▸ formative with results given to key stakeholders

Insight survey
`student` `teaching team`

▸ opens at the end of the teaching period (usually Week 13)
▸ centrally delivered and open for 4 weeks
▸ 3 questions + 1 extended comment
▸ student evaluation flows through to all stakeholders including TEQSA for institutional reporting

Unit exit survey
`student`

▸ automatically and centrally delivered to students when they withdraw from a unit
▸ students can rank their top 3 reasons out of a list of 7 reasons for withdrawal
▸ Includes 1 extended comment
▸ results flow through to key stakeholders

Self-selected, endorsed evaluation suite

Tailored survey
`student` `teaching team` `industry`

select from a bank of questions to gather feedback from students, peers or industry (currently consists of a Tailored teacher survey; includes 1 standard scale item, up to 5 optional questions + 1 extended comment)

Peer review
`peer` `teaching team`

ask a peer to review your teaching practice, materials or assessment items

Instant response
`student` `teaching team` `peer`

use Instant response tools and activities to collect and review student or peer feedback quickly and directly

Existing data

use current unit reports, course reports and other available data to review your progress and impact on student learning

Customised approach

document your use of customised approaches to evaluate your unit, teaching and impact on student learning

Reframe embedding strategies

Personal Evaluation Strategy online
2013-334
2014-485

Professional Development Workshops
2013-334
2014-845

Email enquiries
2013-3,844
2014-5,284

Teaching Team Survey responses
2013-705
2014-116

Existing Data downloads
2013-48,680
2014-111,589
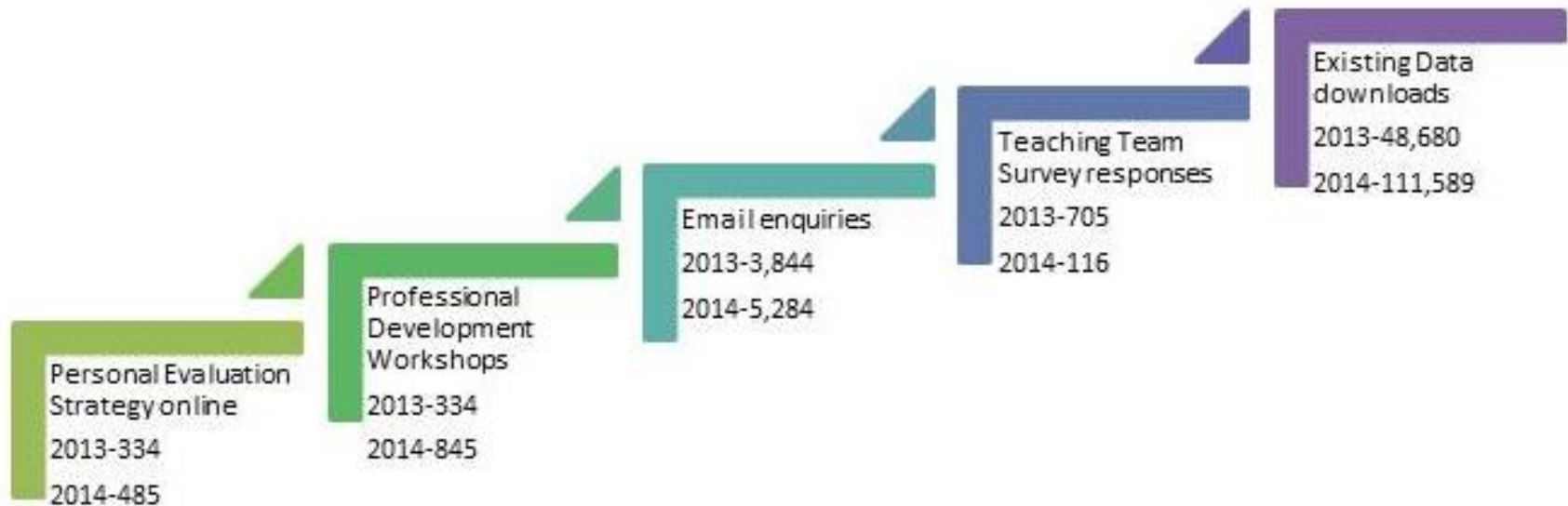
Reframe distributed grants

2011
Reframe Pilots
Round 1
$25,000

2012
Reframe Pilots
Round 2
$25,000

2013

2014
Reframe Digital
Stories
$20,000

2015
Reframe
Commissioned
Grant $10,000
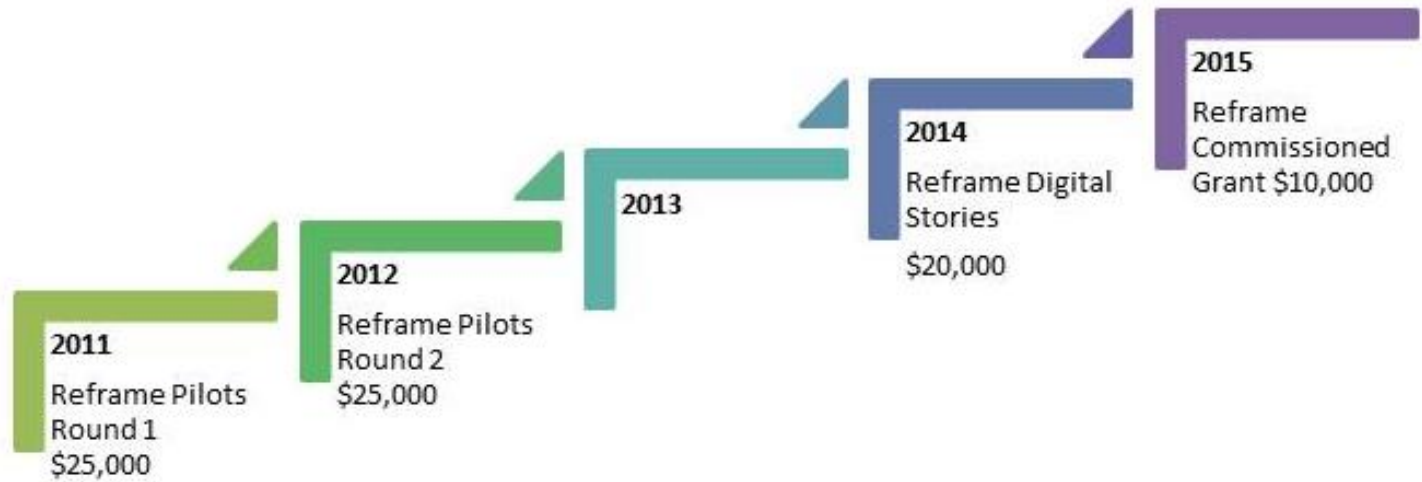
Business Intelligence & Reframe: QUT's Evaluation Framework
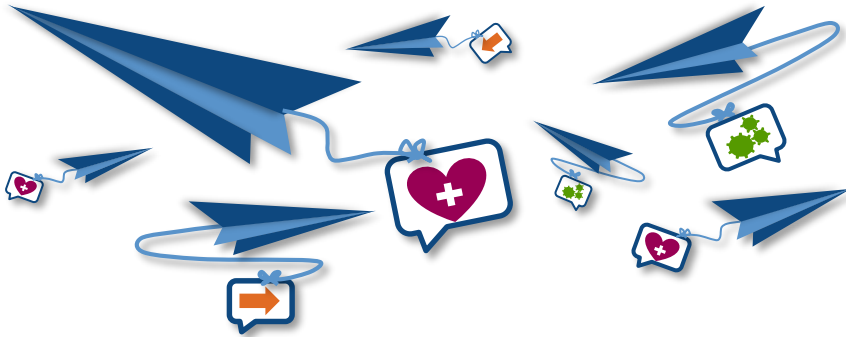
Data and Reporting layer made up of:

- 1 Universe
- 18 purpose built tables
- 15000 lines of code across 16 programs
- 7 key Business Objects Reframe reports
- Course, unit, teaching, learning, HR & PD data for every course, unit, faculty, school and staff member at QUT
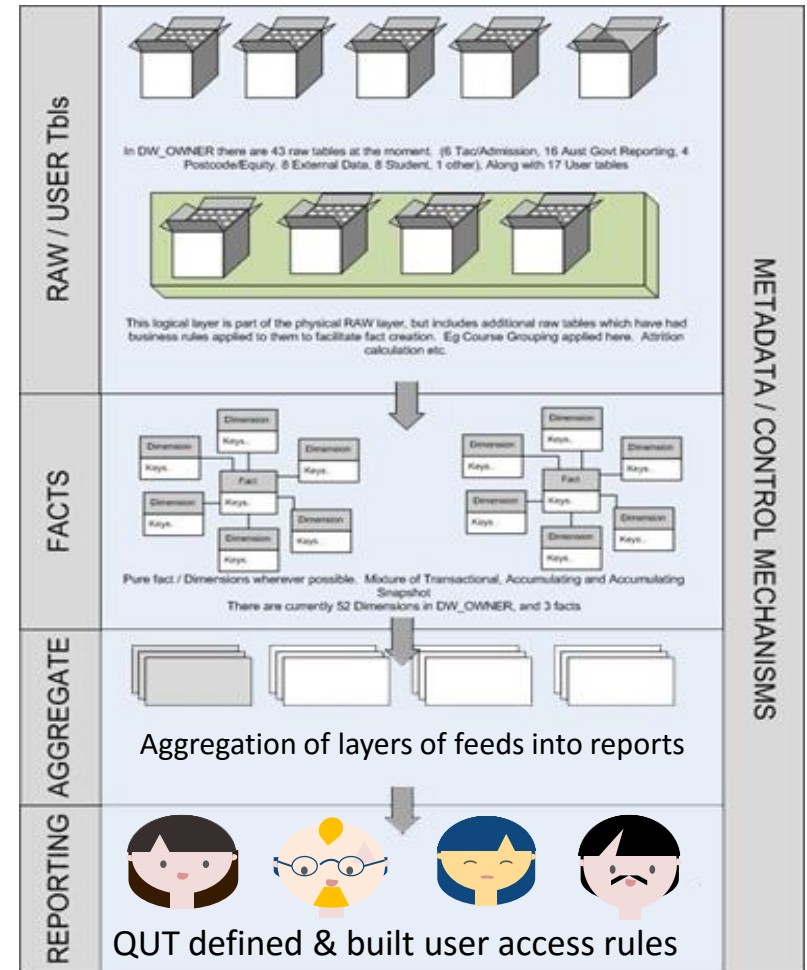
http://eprints.qut.edu.au/70534/1/reframe-approach-at-a-glance.pdf)

In DW_OWNER there are 43 raw tables at the moment. (6 Tac/Admission, 16 Aust Govt Reporting, 4 Postcode/Equity, 8 External Data, 8 Student, 1 other). Along with 17 User tables

This logical layer is part of the physical RAW layer, but includes additional raw tables which have had business rules applied to them to facilitate fact creation. Eg Course Grouping applied here. Attrition calculation etc.

Pure fact / Dimensions wherever possible. Mixture of Transactional, Accumulating and Accumulating Snapshot
There are currently 52 Dimensions in DW_OWNER, and 3 facts

Aggregation of layers of feeds into reports

QUT defined & built user access rules

RAW / USER Tbls

FACTS

AGGREGATE

REPORTING

METADATA / CONTROL MECHANISMS

Corporate dashboards

2016 Course Quality Dashboard

Historic Course Performance Key

Green	Performance score >= +2
Neutral	Performance score < +2 & > -2
Red	Performance score <= -2

Other

	No data or predictive data
Link	Direct link to Course Analytic Profile
▼ ◄► ▲	Trend indicators comparing targeted year's data against previous year's data

Review and Reaccreditation Planning Key

Reaccredit	Course scheduled to be reaccredited
Retire	Course scheduled to be retired
Mid-cycle	Mid-cycle review scheduled to commence
-	Course phasing out - no reaccreditation planning required

In 2014, the Course Quality Assurance process has been merged with the Course Transformation and Reaccreditation Planning (CTRP) process. The provision of historical and prediditive course data is designed to assist Faculties with planning processes.
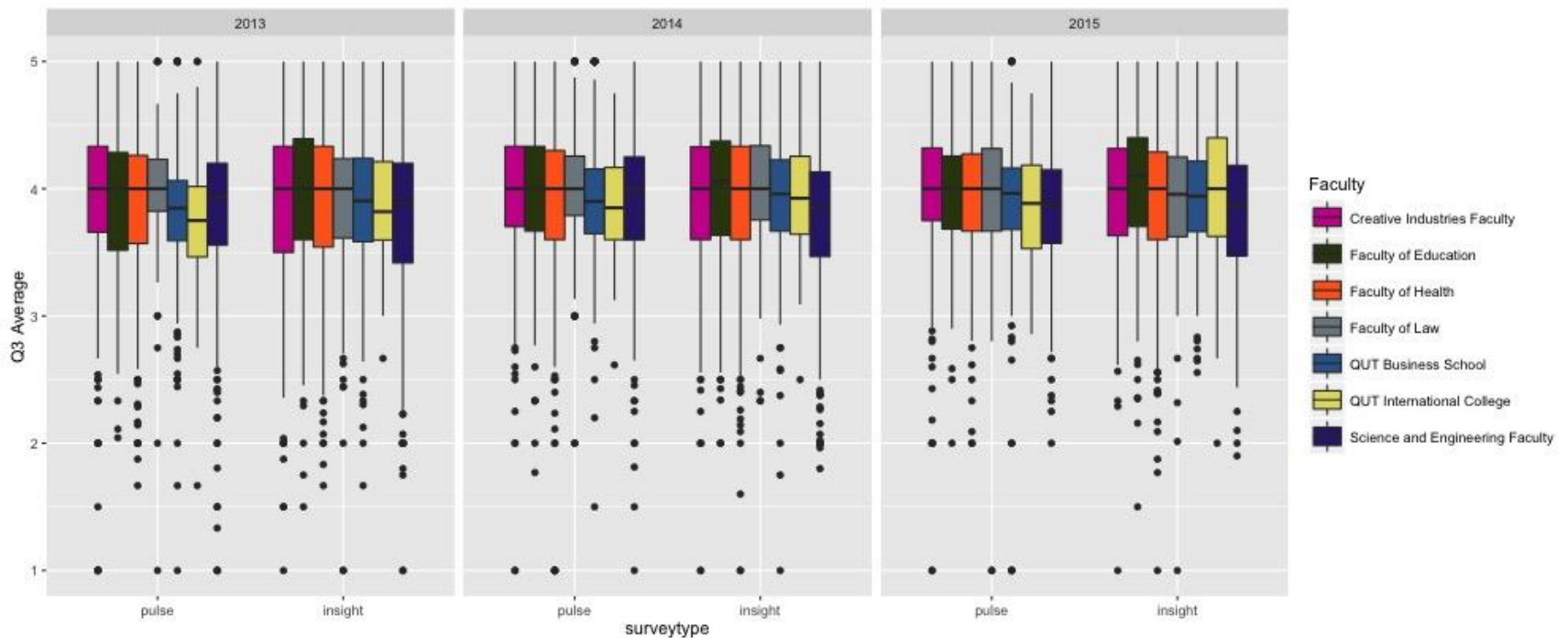
¹ Predictive Course Performance data is calculated using linear regression for each performance measure. The performance model is then applied to the predicted values to calculate the predicted course performance. Predicted Course Performances are only shown for courses with at least 2 years of historical data.
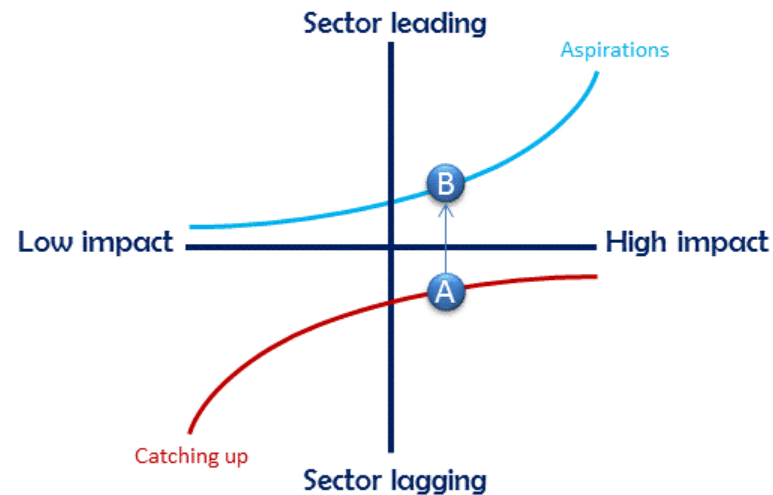
QUT Business School

Course Level	Average Historical Course Performance					2015 Total Enrolment	2015 EFTSL Total	2015 Indicative Course Revenue	Total # Active Courses/ Majors (2015)	Total # Phasing Out Courses/ Majors (2015)	2016 Review and Reaccreditation Planning - totals		
	2011	2012	2013	2014	2015						Reaccredit	Mid-cycle	Retire
Undergraduate	0.9	0.7	1.2	-0.4		5,116	3,806.0	$62,174,950	28	3	62	90	20
Postgraduate	0.5	0.2	0.3	0.3		3,402	1,742.2	$42,574,959	37	24	61	100	114

Course	Course Level	Historical Course Performance					2015 Total Enrolment	2015 EFTSL Total	2015 Indicative Course Revenue	2015 Course Status	2015 Major Status	Predictive Course Performance¹		Course Transformation & Reaccreditation Plan				
		2011	2012	2013	2014	2015						2016	2017	2016	2017	2018	2019	2020
BS05 - BBus(StudyAreaA)	UG	3.0	2.0	3.0	-1.0		4,995	3,703.1	$60,815,822	Active				Mid-cycle		Reaccredit		
BS05ACA - BBus(Acc)	UG	4.0	1.0	3.0	0.0		1,648	1,256.1	$22,600,404		Active			Mid-cycle		Reaccredit		
BS05ADV - BBus(Adv)	UG	0.0	-1.0	1.0	0.0		146	100.5	$1,466,567		Active			Mid-cycle		Reaccredit		
BS05ECO - BBus(Econ)	UG	1.0	1.0	3.0	1.0		240	176.0	$2,521,179		Active			Mid-cycle		Reaccredit		
BS05FIN - BBus(Fin)	UG	2.0	5.0	1.0	1.0		503	374.8	$6,291,078		Active			Mid-cycle		Reaccredit		
BS05HRM - BBus(HRM)	UG	3.0	1.0	3.0	2.0		381	261.6	$3,801,404		Active			Mid-cycle		Reaccredit		
BS05INB - BBus(IntBus)	UG	1.0	2.0	4.0	-1.0		325	238.9	$4,229,858		Active			Mid-cycle		Reaccredit		
BS05MAN - BBus(Mgt)	UG	3.0	0.0	2.0	-2.0		527	362.1	$5,860,849		Active			Mid-cycle		Reaccredit		
BS05MKG - BBus(Mkg)	UG	2.0	1.0	1.0	2.0		809	601.9	$9,856,824		Active			Mid-cycle		Reaccredit		
BS05PUR - BBus(PR)	UG	1.0	2.0	4.5	-1.0		141	102.0	$1,369,884		Active			Mid-cycle		Reaccredit		
BS05ZZZ - BBus(NoMjr)	UG	1.5	2.0	-4.0	-4.0		275	229.3	$2,817,775		Active			Mid-cycle		Reaccredit		

Beyond descriptive statistics

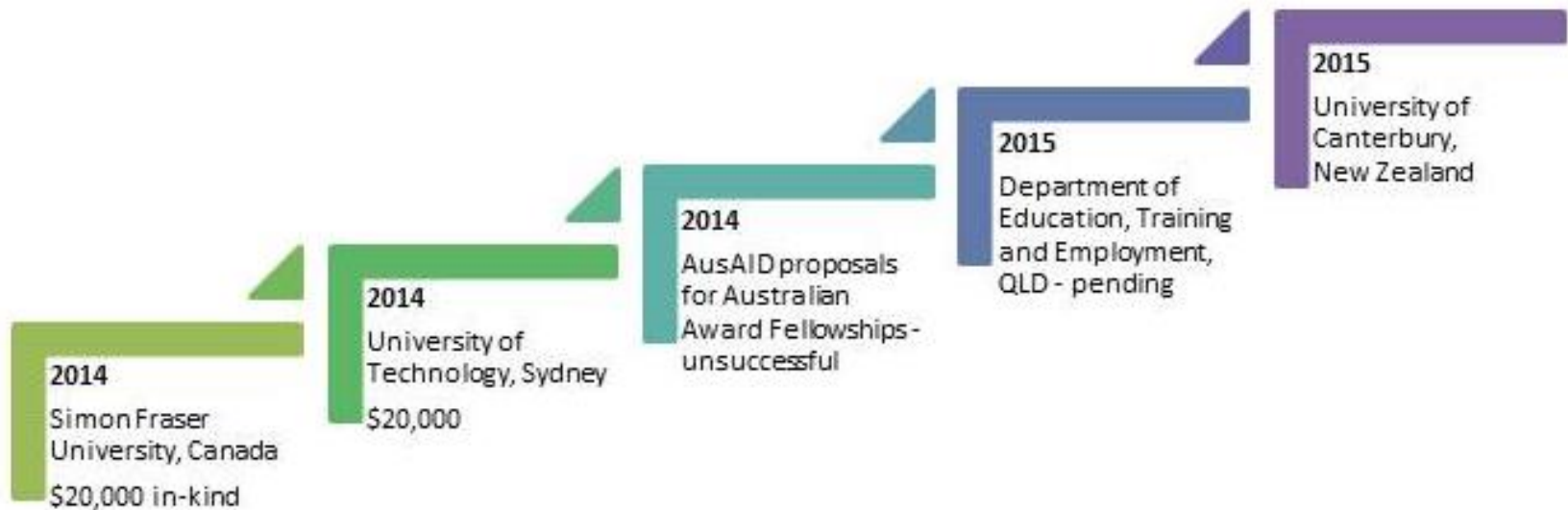# Analysis of student feedback comments

Learning analytics

External consultancies

2014
Simon Fraser University, Canada
$20,000 in-kind

2014
University of Technology, Sydney
$20,000

2014
AusAID proposals for Australian Award Fellowships - unsuccessful

2015
Department of Education, Training and Employment, QLD - pending

2015
University of Canterbury, New Zealand

Aboriginal Health Council of South Australia Inc (AHCSA)
Legacy and footprint of AHCSA

Governance

Members → Board Representatives for Members → Strategic Direction and Constitutional Objectives → AHCSA Leadership → Peak Body → Stakeholder Partners

Organisation

Continuous Quality Improvement → Accreditation → Risk Management → Compliance

Advocacy and Members

Peak body advocacy → Public Health Medical Officer → Research Ethics Committee → Research project partnerships

Member Support

Member Services support → General Practice Education & Training → Workforce Training (RTO) → Patient Information Management System (Communicare) → Commissioned Training → Employment opportunities for Aboriginal people

Comprehensive Primary Health Care

Blood Born Virus → Ear and Hearing Health → Eye Health and Trachoma Elimination → HERO Sexual Health → Maternal Health Tackling Smoking → Rheumatic Heart Disease → Tackling Smoking and Healthy Lifestyle

Administration

Finance → Human Resources → Administrative Support → Client Record Management System (Netsuite) → Capacity Building for Staff

OLT submission with Wollongong
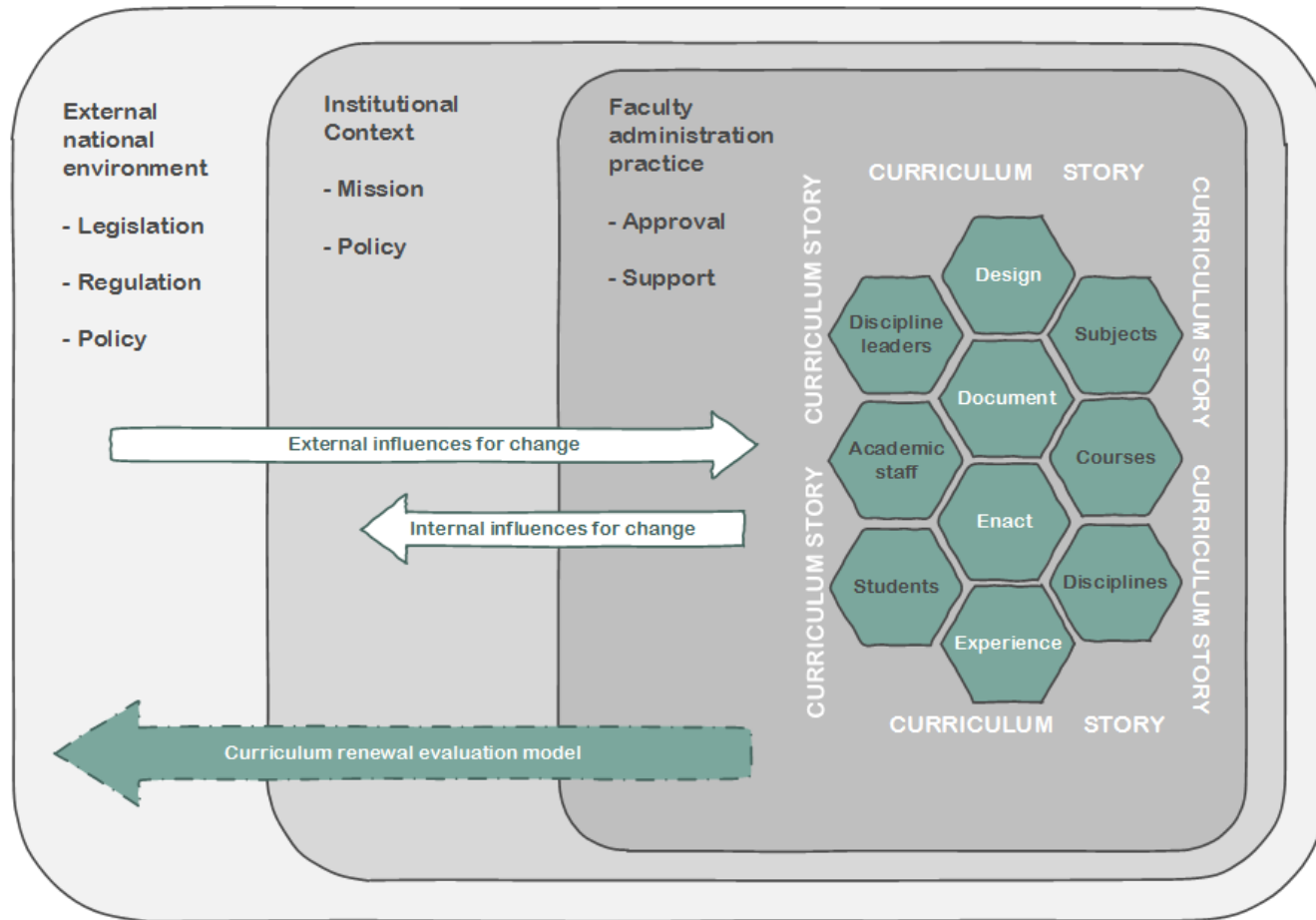
Method Curriculum Storytelling

Curriculum as institutional storytelling: evaluating and implementing change

OLT Proposal: Project team → Literature → Environmental scan → Gap analysis

Participants: Key Partners (4) Cascade Partners (6) → Leaders → Staff → Students

Data streams: Organisational analytics | Student analytics | Living stories | Structured narrative evaluation

Mixed methods: Case study method | Descriptive statistic analysis | Story telling method | Narrative enquiry

Initial analysis: Prepare key and cascade partner case studies | Trend reports | Story themes | Content analysis

Sharing stories: Stories are shared along the way in an iterative manner across Key and cascade partners

Final analysis: Distillation of the curriculum renewal evaluation model, development of resources and preparation of reports and case studies

Project outcomes: Curriculum renewal evaluation model | Model training resources, programs and process | Evaluation report for key Partners | Case studies for cascade partners | Training kits for story producers and evaluation champions

Story dissemination: Project websites | Meetings | Journal articles | Social media | Symposia

Post Occupancy Evaluation Tool
Welcome Lyn Alderman.

School Building Survey

This questionnaire requests information about the following aspects of the spaces and place in which the teaching staff work and the school space in general.

Start school survey   **Start room survey**

Student Survey

This questionnaire requests information about the following aspects of the spaces and place in which the teaching staff work and the school space in general.

Start new survey

Teaching Staff Survey

This questionnaire requests information about the following aspects of the spaces and place in which the teaching staff work and the school space in general.

Start new survey

View History

Australian Learning Analytics Summer Institute

Visualisation of promotions

QUT Promotion for Academic and Research Staff Level D and E
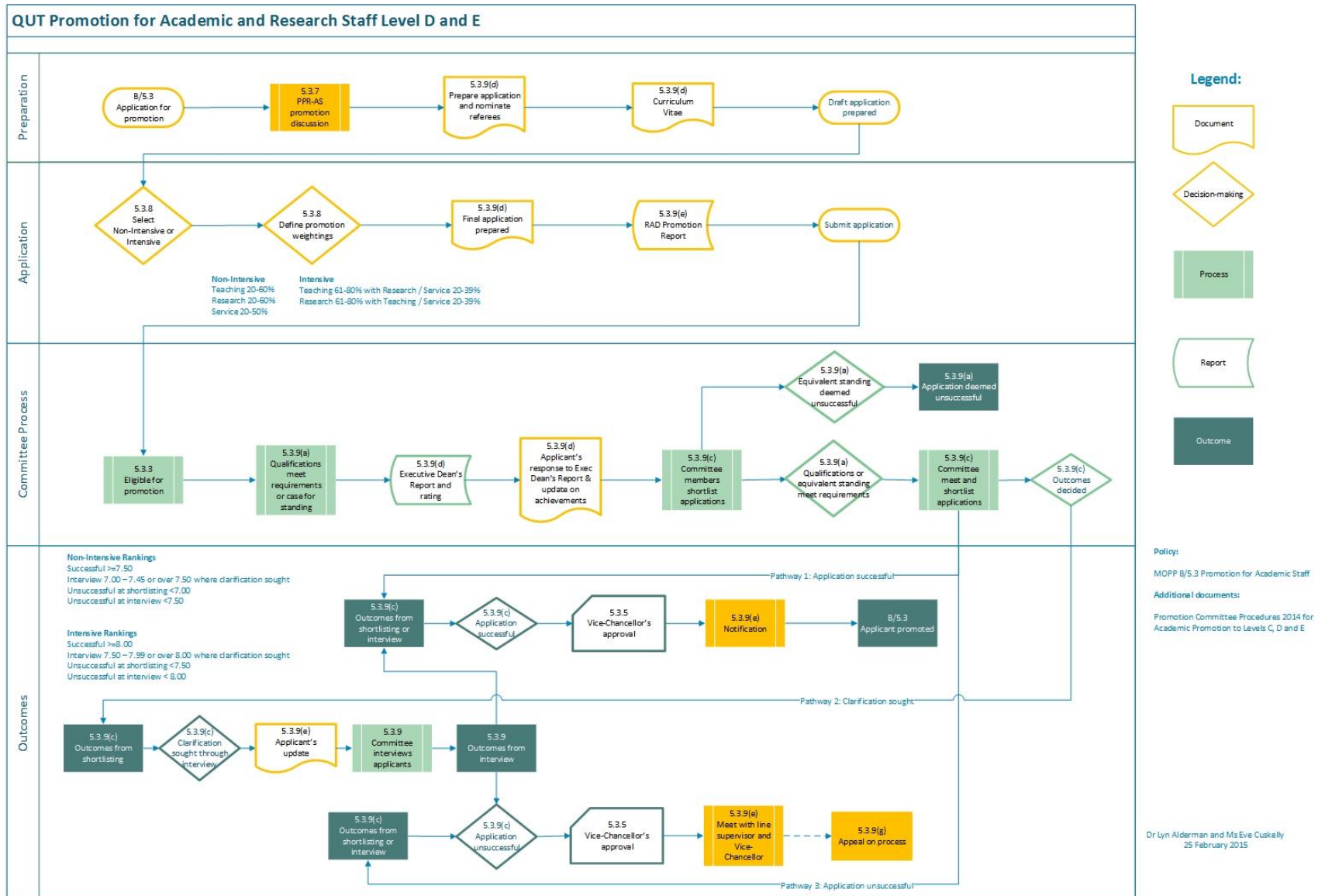
Visualisation of data request process
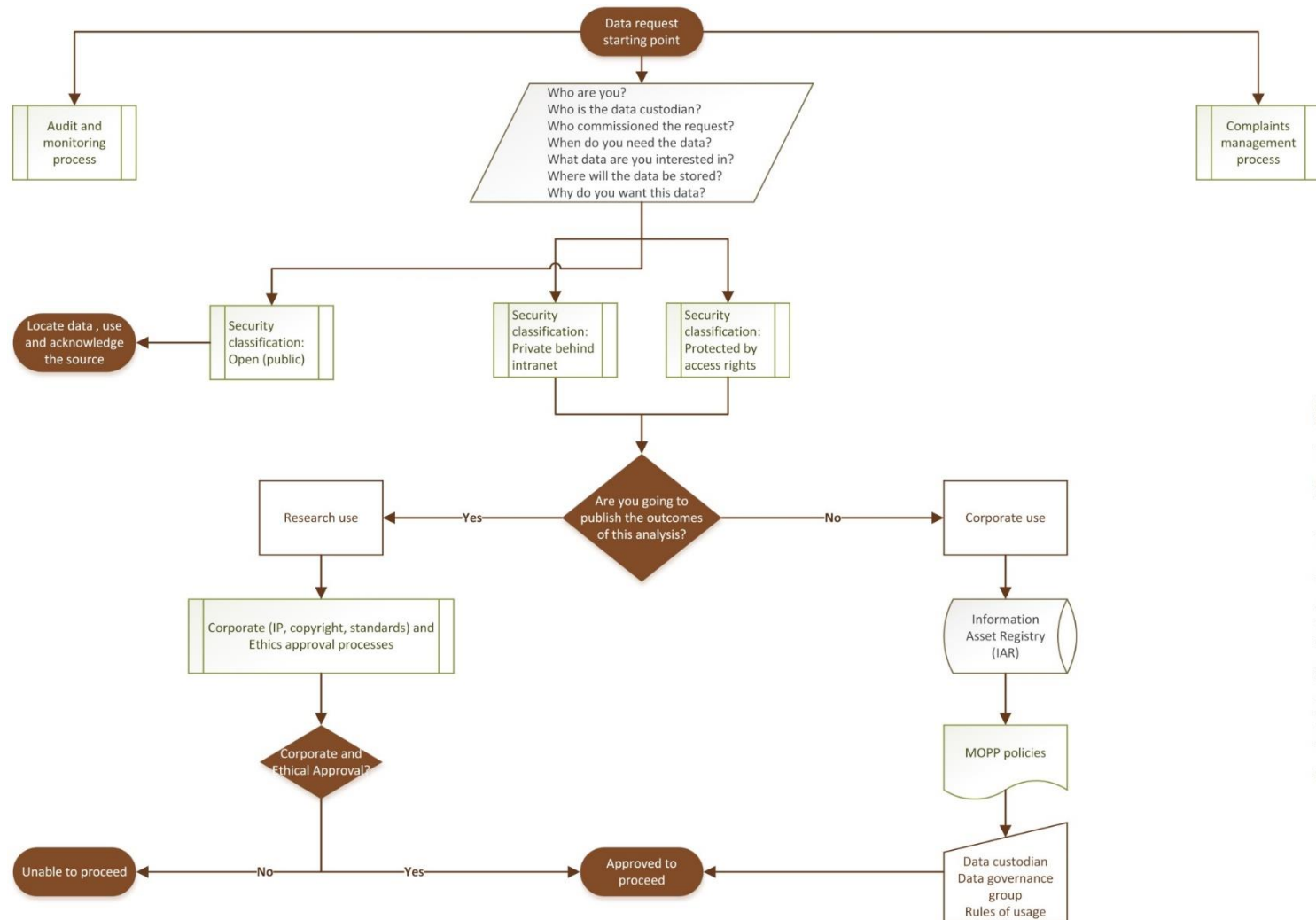
From policy borrowing to implementation

Thank you

ANY QUESTIONS