



Blackboard

Improving your institutional readiness for learning analytics

Blackboard Analytics Symposium
Workshop

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WORKSHOP SCOPE

“ to transfer ideas and approaches on how you may both assess and improve your institutional readiness for implementing and/or scaling up your learning analytics initiatives ”

WORKSHOP AIMS

1. Share an institutional framework to assess readiness.
2. Empower you to improve your institution's readiness.
3. Share our experience of engaging with institutions.

WORKSHOP AGENDA

1. Introductions and context
2. Taking a framework-based approach
3. Moving from approach to practice
4. Developing an action plan



Taking a framework-based approach

Why do we need a **framework**?

/ˈfrām, wɜːk/ 

noun

an essential supporting structure of a building, vehicle, or object.

"a conservatory in a delicate framework of iron"

synonyms: [frame](#), [substructure](#), [infrastructure](#), [structure](#), [skeleton](#), [chassis](#), [shell](#), [body](#), [bodywork](#);
[More](#)

- a basic structure underlying a system, concept, or text.

"the theoretical framework of political sociology"

synonyms: [structure](#), [shape](#), [fabric](#), [order](#), [scheme](#), [system](#), [organization](#), [construction](#),
[configuration](#), [composition](#), [warp and woof](#); *informal* [makeup](#)
"the framework of society"

How can we
use learning
analytics?

How do we
move beyond
a pilot?



How can we assess institutional readiness?

Ready for an
institution-wide service
for learning analytics



Ready for a large scale,
institution-wide pilot/trial
(40% coverage)



Ready for a
small scale pilot to
address specific questions



How can we assess institutional readiness?

1. **Strategic capability**

(orchestrates the setting within the institution)

2. **Implementation capability**

(integrates actionable data and tools with educator practices)

Colvin et al., (2015)



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“Analytics exist as part of a sociotechnical system where human decision making and consequent actions are as much a part of any successful analytics solution as the technical components ”

(van Harmelen & Workman, 2012, p. 4).

Thus ... need to attend to the **human activity of working with these tools and develop a knowledge base for the design of learning analytics implementations**

Wise & Vytasek (2016)



Blackboard's Institutional Readiness Framework

Leadership, Sponsorship, Positioning, Alignment, Governance & Resistance to Change



Continual improvement cycle through using the framework to improve institutional readiness



Reliability, Sophistication, Integration of Systems and Data, Ease of Use



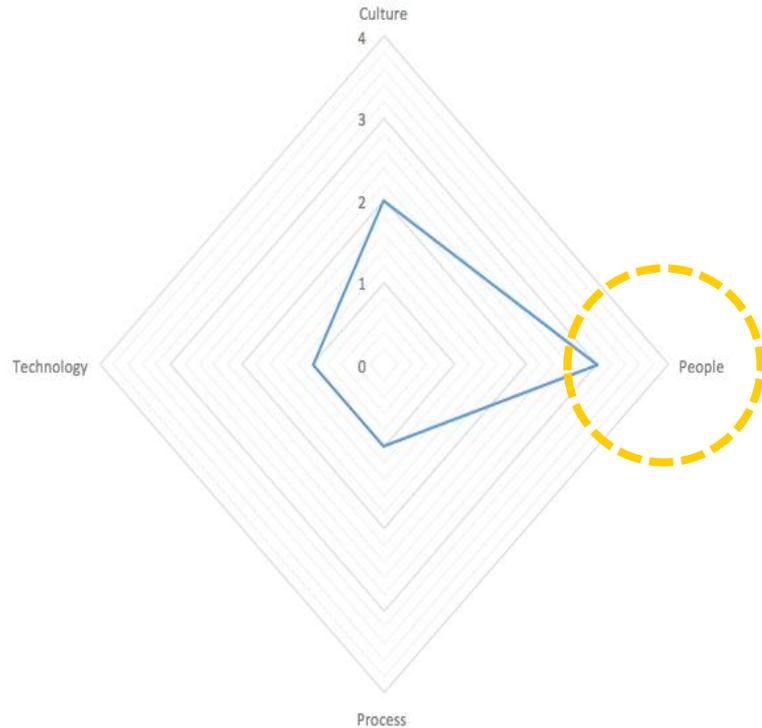
Capabilities (skills), Capacity (number), Staff Development Framework



Coverage, Standardisation, Consistency, Monitoring, Compliance Management



How do we assess readiness?



Topic	Statement	Response Options	Score
People	There are data analysts within the institution who have experience of creating bespoke reports based on central and local data, and supporting individuals with interpreting the results	Strongly agree Agree Unsure Disagree Strongly Disagree	
People	There is a pool of available project managers within the institution who follow a standardised project methodology	Strongly agree Agree Unsure Disagree Strongly Disagree	
People	There are individuals who have published case studies, reports or undertaking research into Learning Analytics within the institution	Strongly agree Agree Unsure Disagree Strongly Disagree	



The Challenge

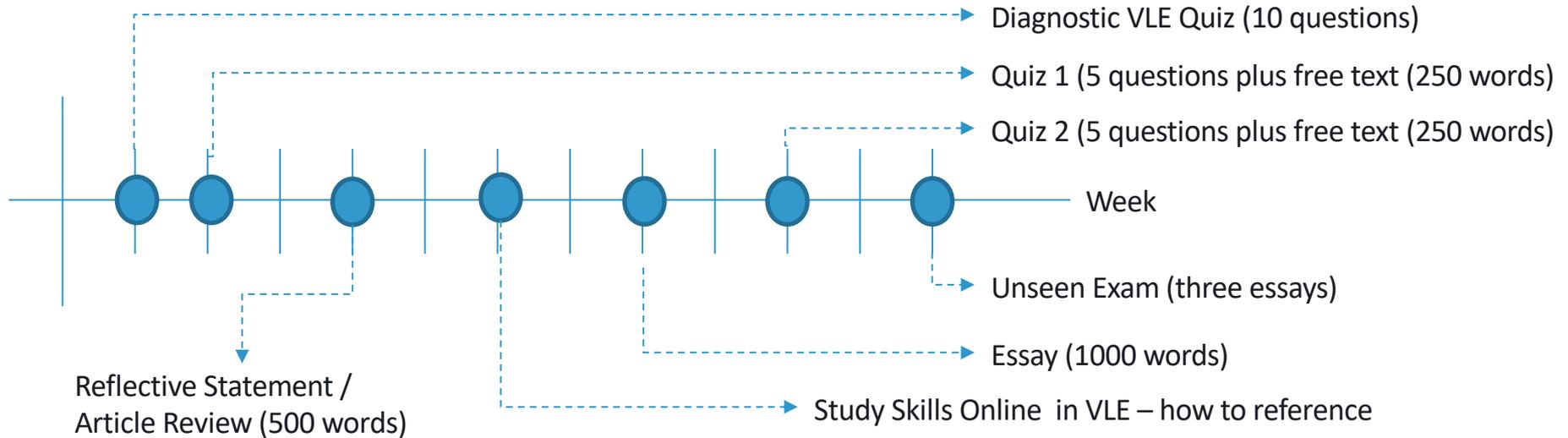
There needs to be frequently generated data to base interventions upon. Most institutions encounter common issues such as:

- (i) a lack of consistency around implementing procedures to generate and/or use the data
- (ii) large amounts of important data is held at the local level (within departments or course teams), and are not reported against
- (iii) data touchpoints tend to be generated in the middle to later parts of a taught module, and not at the start.



HOW TO ASSESS EXAMPLE

The Solution



HOW TO ASSESS EXAMPLE

The Evidence Statements

Is it clear that executive leadership actively supports and promotes the use of technology in teaching and learning?

Is there expertise in pedagogical and curriculum design within the institution?

Is there capacity in pedagogical and curriculum design within the institution?

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What can it tell us?





Moving from approach to practice

ASSESS READINESS

Gathering evidence

For this exercise, we will be using a subset of statements from the Blackboard Institutional Readiness Framework with two statements from each of the four pillars: **Culture**, **Process**, **People** and **Technology**.

- 1. Individually, score your institution for each pillar statement on the next slide.**
Scoring model: **0**=strongly disagree, **1**=disagree, **2**=unsure, **3**=agree, **4**=strongly agree.
- 2. As a group, discuss why these questions are important to institutional readiness.**

Pillar	Topic	Statement
Culture	Vision	There is a named institutional champion/lead for learning analytics within our institution's senior management team.
	Evidence	Staff and students have been provided with evidence through a centralized mechanism about the value of learning analytics on the student learning experience.
People	Staffing	Data analysts exist who have experience of creating bespoke reports based on central and local data and supporting individuals with interpreting the results.
	Capacity	Instructors and support staff feel they have the capacity to undertake the required interventions based on the emerging data.
Process	Policy	Policies and procedures are implemented consistently across the institution (such as attendance monitoring or assessment and feedback).
	Data	We have identified the required data (KPIs) to measure student engagement, and/or our particular focus for learning analytics.
Tech	Confidence	Software services run by central IT are reliable , available and of good performance.
	Infrastructure	The institutional data haven/hub is robust in terms of its availability for users and the operational procedures include nightly information pulls and integrations.

SCORING: 0=strongly disagree, 1=disagree, 2=unsure, 3=agree, 4=strongly agree

Gathering evidence

- 1. As a group, develop one new readiness assessment statement for each pillar of the framework.**
- 2. Individually, score your institution against each new statement.**
- 3. Individually, calculate the average score for each pillar for your institution.**

Pillar	Topic	Statement
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Exercise Outputs: New Statements from Participants

Culture: Executive leadership or senior management team are willing to take risks and be supportive of potential failure.

Culture: All stakeholders value learning analytics.

Culture: Data is trusted in this culture.

Culture: We have convinced academic administration and faculty of the value of learning analytics to predict student success.

Culture: Faculty employ best practices in curriculum design that provides reliable data and have a vested interest in using data to make informed actions and decisions.

Interpreting the evidence

Consider the average of each pillar (culture, people, process, technology).

Where does your institution sit?

How does that change when you consider the average across all four pillars?





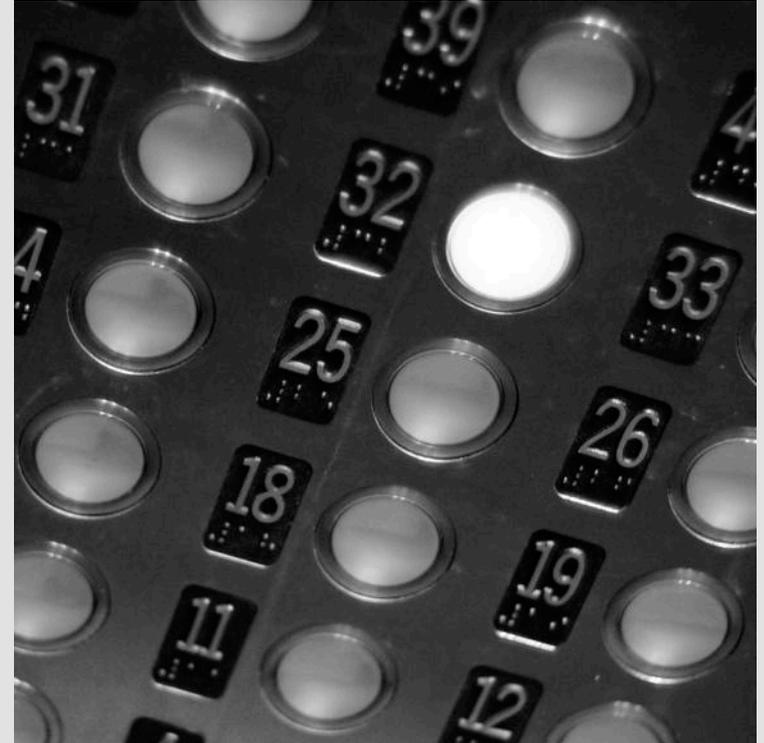
Moving from approach to practice

CRAFT A PILOT STUDY

Developing an elevator pitch for a pilot study

As a group, develop an elevator pitch for pilot study where learning analytics can enhance some aspect of the student journey and/or student experience.

Seed question to consider: how could your initiative have a positive impact on students?



Identifying the pilot study elements

As a group, reflect on your pitch and capture ideas regarding the following questions:

- **What** data, indicators or proxies would you need to collect or measure?
- **Where** might data be kept? Think of systems *and* data stewards.
- **Why** do you need *that* specific data? Can something be done with it? Is it actionable?
- **When** should you act on what is learned? Will it trigger interventions? If so, what kind?
- **Who**, by role, would need to access the data? Frequency? Cadence?



Anticipating roadblocks



Drawing on your individual experience, **what do you see as a major hurdle or obstacle** preventing the pitch your group developed from becoming a reality at your institution?



Moving from approach to practice

COMMUNICATION & ENGAGEMENT



Messaging

Clear communication is essential to success.

What do you want to say?

Why do you need to say it?

Ideally, messaging should incorporate:

- **Evidence** of successful uses of learning analytics (peers and practices)
- **Potential use cases** within the institution (drawing from the elevator pitch and pilots)
- **Call for contributions** (potential pilots)
- Other elements that resonate with your institution's culture



Audiences & Channels

The communication plan should promote awareness across all audiences, and target specific stakeholders who will need to communicate the changes with their colleagues, teams and units. Messages will be slightly different for each stakeholder and audience, however the exit point of the communication should be the same.

- **As a group, build out a list of audiences and stakeholders who need to be considered in your communication plan.**

People receive (and react to) messages through multiple channels – some “official”, some preferred, some traditional and some cultural.

- **Identify two (2) channels of communication for each audience/stakeholder group.**

Scheduling & Engagement (communication plan)

Campaign-Thinking

Plan Element	Description
Message ID	###
Purpose	What are you trying achieve with this message? What is the end goal?
Stakeholder / Audience	Who will receive this message?
Content	What is the subject mater of the message?
Delivery Method	What channel(s) will be used?
Schedule / Timing	When should the communication occur? What is the cadence of communication (if a recurring message)? What milestone should trigger the message?
Owner	Who is responsible for the message? Who is “delivering” the message?
Author	Who is creating the message?
Author Deadline	When is the message due for review and packaging?

IN SUMMARY...

Three Step Model

1

Assess readiness.

- What questions do you need to answer?
- Where can you find the answers?
- Collect evidence. Use a framework.

2

Craft a pilot study.

- What's the elevator pitch?
- What are the elements of the study?
 - What data, indicators or proxies would you need to collect or measure?
 - Where might data be kept?
 - Why do you need *that* specific data?
 - When should you act on what is learned?
 - Who, by role, would need to access the data?

3

Communicate and engage.

- Develop a communication plan.
 - Take into account key messages, audiences, channels, scheduling and engagement.
- Adopt campaign-thinking.
- Implement and stick with it.



Developing the Action Plan

Objectives	Tasks	Success Criteria	Timeframe	Resources
What is the goal?	What needs to be done to achieve the goal?	How will success be measured or what will indicate success?	When will each task be to be accomplished?	Who or what will be required to complete the task?

Use a clear and consistent model to articulate the action plan.

Keep the objectives simple and don't try to do too much.

Make sure that success criteria relates to the objectives to each other.

Be realistic with tasks, timeframes and resources.



Do what makes sense for your culture.

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