



Advance HE: Surveys & Insights Conference

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Using learning analytics data to support an active coronavirus call campaign
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Output 12

Session Overview

- Focus on insights
 - Using learning analytics
- The problem
 - Who do we target support to?
 - Who's most at risk of dropping out?
 - How do we identify them?
- The intervention
 - Call campaigns – Average low engagement & engagement alerts

How do we identify students 'at risk'?

Method	Examples	Issues
Tutor/ student relationship	Observation/ interaction Students seeking help	Hard to scale Works with students who have been engaged Unknown - unknowns
Feedback mechanisms	Snap surveys Focus groups	Student voice – authentic voice Response rates The 'wrong' students answer
Student Background	SE background Entry qualifications	Genuine gaps Blanket approach Risks stereotyping
Student Engagement	Attendance monitoring Learning Analytics	Strong personalized early warning Infrastructure, data literacy, ethics
Academic Outcomes	Assessments	Often too late Formative/ diagnostic assessment not 'real'

Learning Analytics at NTU

- Our focus is on engagement (student success)
 - '*educationally purposeful activities*'
- Framed in the positive
- We use the best proxy for engagement we can using students' electronic footprint
- We do **not** measure socio-economic disadvantage
- Resource available for both staff and students
- We use the Solutionpath StREAM tool



Student-Managed Success

- Providing students with data to self-regulate own learning
- Comparisons to peers
- Assignments & feedback



Staff-Supported Success

- Insights and information for staff about students
- Referrals to professional services



Institution-Supported Success

- Cohort insight
- Curriculum design and preventative interventions
- Usable data for research purposes

NTU Student Dashboard: Engagement



Doing lots regularly

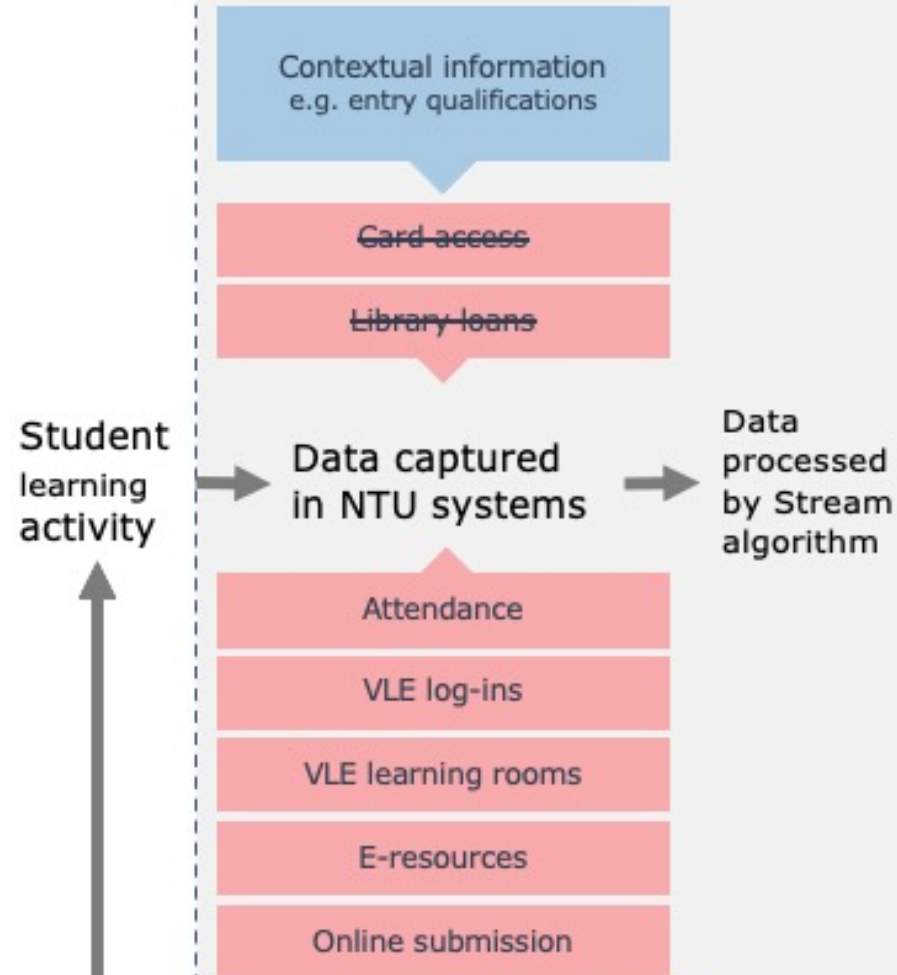


Usually the largest group

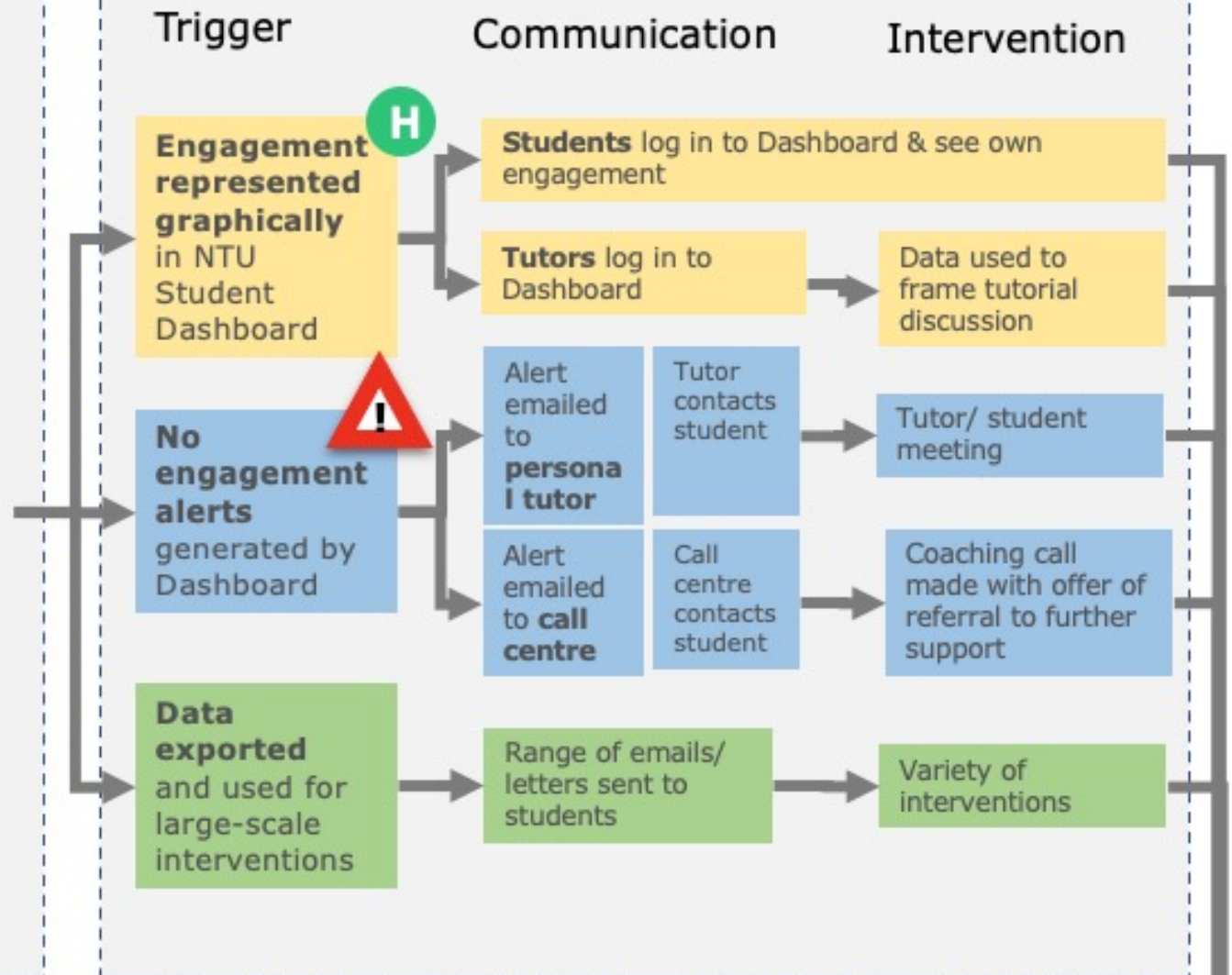


Essentially no activity

1. Data processes

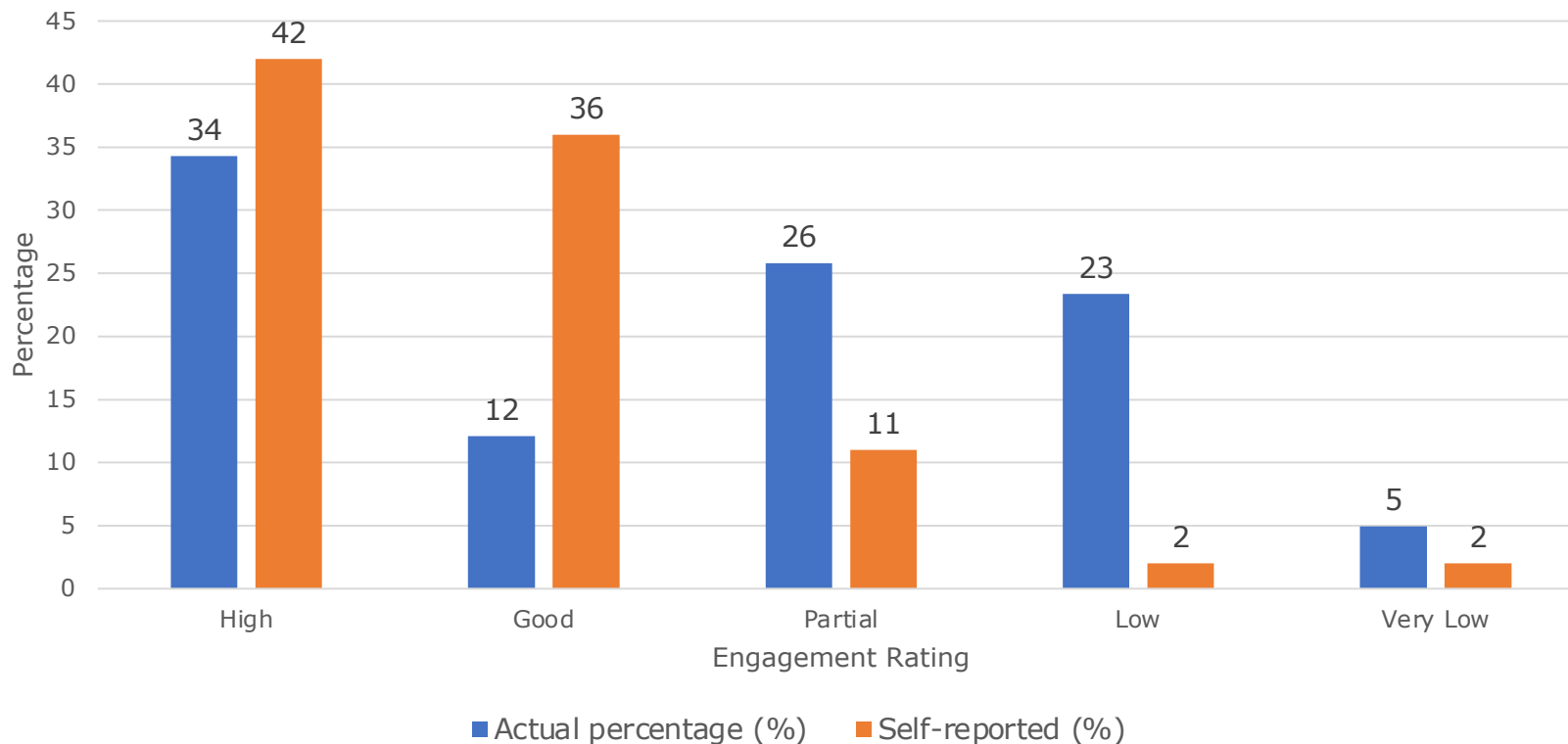


2. Supporting Students



The 'wrong' students answering questions

Student Transition Survey (2020-21)
Actual Student Engagement (n=35,446) vs
Student Self-Reported Engagement (n=1,361)



Differences may come from mistaken self-reporting, or indicate that students who answer surveys are very different to their peers



NTU Summer Calling Campaign



The Challenge

- UK HE teaching locked down Monday 23rd March
 - Fortnight before the end of term
- Which students were worst affected?
 - Digital poverty – access to course content, computer, workspace
- What support did they need?
 - Would they ask?
- Set up a call campaign
 - Average engagement for the last two weeks of spring term

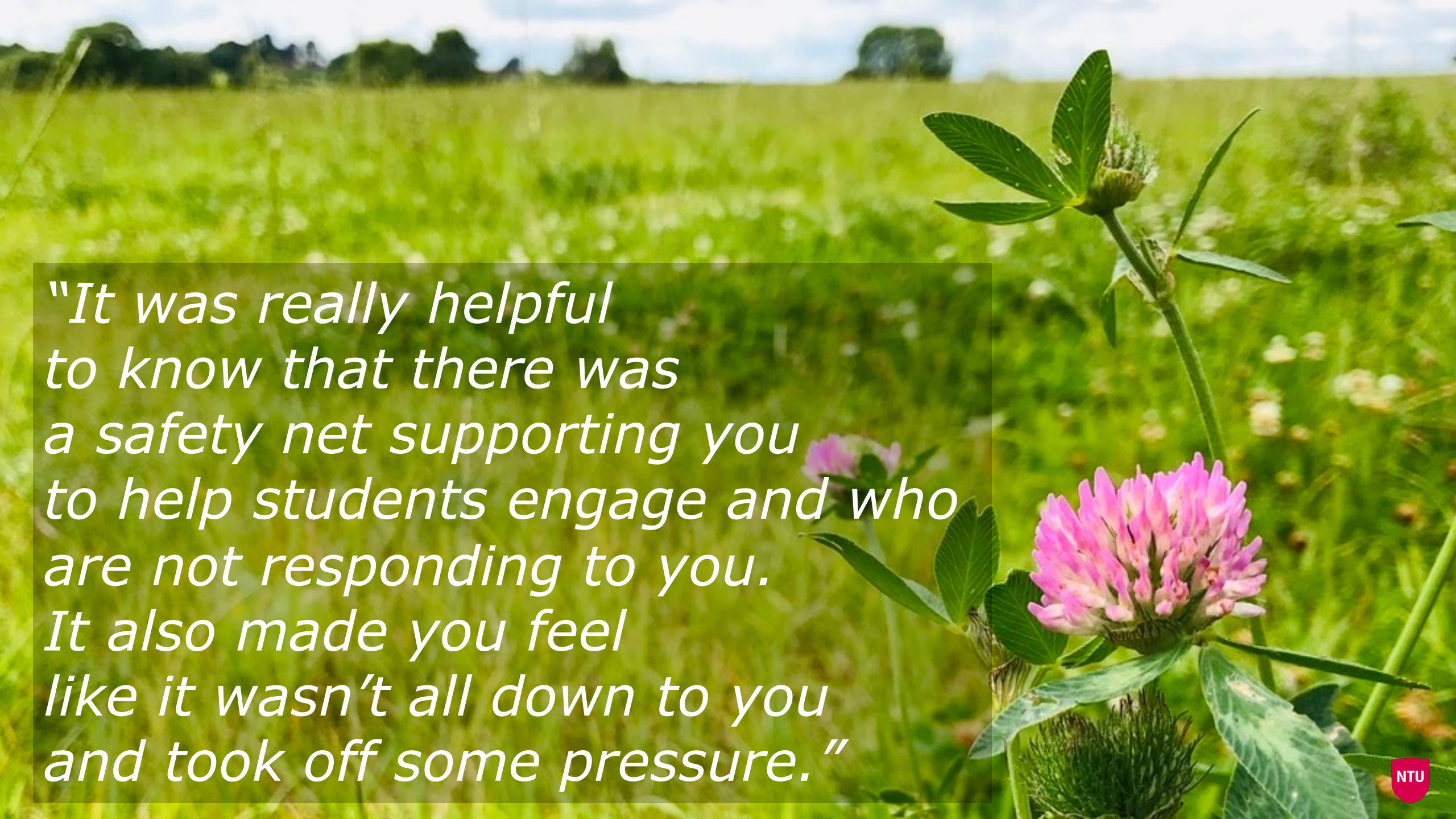


Evaluation

- *During the first four weeks of the summer term*
 - *Team of 30 volunteers*
 - *5,700 phone calls*
 - *Spoke to 2,300 students*
 - *780 referrals to Student Support Services or Personal tutors*
- *Students called were disproportionately from disadvantaged backgrounds*
 - *87% appreciated the call & a smaller number (16%) stated that it led to changes in behaviour*
- *Tutors wanted more information about the role & function*

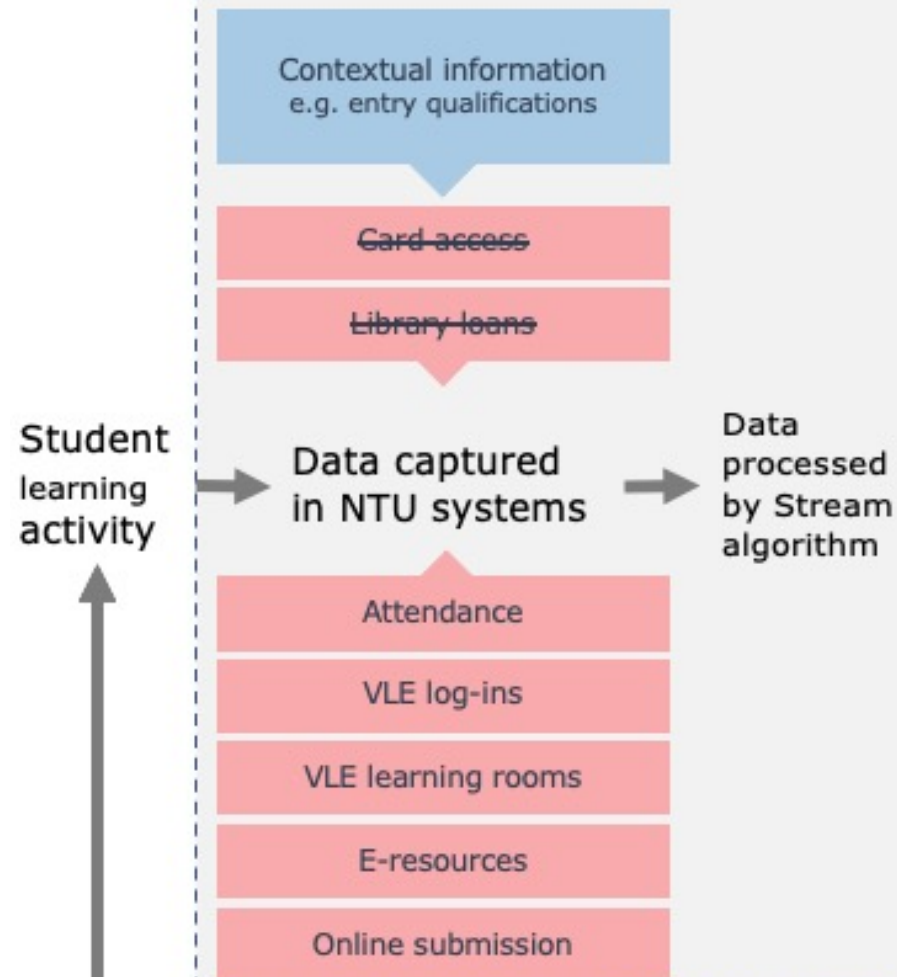


*"Despite everything
happening in the world,
I wasn't forgotten about
or abandoned by Uni."*



"It was really helpful to know that there was a safety net supporting you to help students engage and who are not responding to you. It also made you feel like it wasn't all down to you and took off some pressure."

1. Data processes



2. Supporting Students

Trigger

Communication

Intervention

Engagement represented graphically in NTU Student Dashboard



Students log in to Dashboard & see own engagement

Tutors log in to Dashboard

Data used to frame tutorial discussion

No engagement alerts generated by Dashboard



Alert emailed to **personal tutor**

Tutor contacts student

Tutor/ student meeting

Alert emailed to **call centre**

Call centre contacts student

Coaching call made with offer of referral to further support

Data exported and used for large-scale interventions

Range of emails/ letters sent to students

Variety of interventions



NTU Autumn Calling Campaign



The Challenge

- Normal situation – alerts are sent to personal tutors
 - Difficult to evaluate impact
- Based on lessons from summer, agreed to run a pilot
 - Alerts sent to calling team of volunteers
- Team rang students who triggered the ‘no engagement’ alerts
 - 10 days of no activity for first years
 - 14 days for all other students



Evaluation

- 2,777 alerts raised in pilot schools
- 1,800 students spoken to/ voicemail left
- Challenges
 - Quality of data at start of term
 - Mapping tutors to students
 - Building a process to support calling
 - Student reactions
 - Generally positive, some very positive
 - Some impossible to reach
 - Some mildly hostile



The call ...
*"Motivated me
to start getting back
into my studies"*



*"Students being contacted promptly
has had a positive and motivating
response from students.*

*They have seen the contact as
supportive."*



Where next?

A wide-angle photograph of a sunset over a field. The sun is low on the horizon, casting a warm, golden glow across the sky and the field. The sky is filled with soft, wispy clouds. The field in the foreground is a mix of green and brown, suggesting a late summer or autumn setting. The horizon line is low, with a few dark silhouettes of trees or bushes in the distance.

Further Developments

- Refining the support/ contact model
 - Ran term 2 and term 3 call campaigns
 - Team of recent graduate callers
- Evaluation
 - Preliminary analysis shows correlation between a caller speaking to a student and subsequent increases in engagement
- Learning Analytics provides extensive data about the student experience for researchers and support staff
 - Only partial and needs other sources to give richness

A wide-angle photograph of a sunset over a field of tall, dry grass or reeds. The sun is low on the horizon, partially obscured by a line of trees. The sky is filled with soft, golden clouds. The text "Thank you for listening" is centered in the middle of the image.

Thank you for listening

www.LivingLearningAnalytics.blog

www.OfLAproject.eu