Postpositivism in online education

Is big data driving the teacher/student relationship off a cliff?
“The politics of data, the politics of evidence, cannot be separated from the ethics of evidence.”

(Denzin, 2015)
Sample Canvas Assignment Analysis
Sample Moodle Forum Analysis

<table>
<thead>
<tr>
<th>Period ending (Month)</th>
<th>Views</th>
<th>Posts</th>
<th>All activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1, 2016</td>
<td>19</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>April 1, 2016</td>
<td>965</td>
<td>495</td>
<td>1460</td>
</tr>
</tbody>
</table>
“The measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs”

(Siemens & Gašević, 2012)
Some more terminology

- **Data analysis** - the viewing, inspection, and organization of data

- **Data mining** - the viewing, inspection, and organization of data for the purpose of predictive analysis

- **Predictive analytics** - using data to predict the future of something

- **Big data** - “datasets whose size is beyond the ability of typical database software tools to capture, store, manage and analyze” (McKinsey Global Institute, 2011). Often used for predictive analytics and metadata-analysis
Online Learning Community

- **E-Learning**
  - **Students**
    - Patience
    - Strong reading/writing skills
    - Cultural sensitivity
  - **Instructor**
    - Facilitates learning through collaboration
  - **Instructional Designer**
    - Builds into design
    - Shared Learning Goals
    - Interaction and Feedback

- **Scaffolding**
  - Occurs through Email, Group work, Online Discussion

- **Support**
  - Peer-tutoring
  - HelpDesk

- **Wiki**

- **E-Learning novices**
  - Experienced e-learners

- **Interaction**
Welcome to the Online Public Access Catalog!
Please select one of the options below.

1. TITLE Keywords
2. Exact TITLE
3. AUTHOR Browse
4. SUBJECT Keywords
5. SERIES
6. SUPER Search
7. Newspaper Keyword Search
8. Newspaper Subject Search
9. Best Sellers and Award Books
10. Additional Searches
11. Review Patron Record
12. Logoff

Enter your selection(s) and press <Enter>:
S=Shortcut on, BB=Bulletin Board, ?=Help
Canvas Learning Center

1. Welcome to Canvas & Useful Forms
2. Workshops, Consultations, & Mini-Consultations
3. Designing Your Course

Nothing for the next week
Canvas Course Analytics

- Available Information:
  - Activity by date; Assignment submissions; Grades by assignment
  - Sortable Student Report: click on each student’s name for an individual report including activity by date, participation, submissions, and grades.

- Course Statistics
  - Available Information:
    - Total discussions, assignments, active students, and quizzes; Assignment usage report; recently logged-in users; File storage

- Student Interactions Report
  - Available Information:
    - Last student interaction; Student’s current score; Student’s final score; Ungraded assignments; ability to directly message students.

- Ed Tech Tool Analytics

  YellowDig: From Homepage, click “Board Metrics” on right hand side. Zaption: From Homepage, hover over lesson and click on graph button that appears on right hand side.

Could this be the future of learner-centered education?
So who owns student data?
“Analytics in education must be transformative, altering existing teaching, learning, and assessment processes, academic work, and administration”

- George Siemens and Phil Long (2011) discuss the emergence of an “Intelligent Curriculum”.

Article by Dian Schaffhauser available at CampusTechnology.com
https://campustechnology.com/Articles/2013/09/25/The-Power-of-Predictive-Analytics.aspx#comment-1096230900
Siemens and Long propose the following cycle to reflect analytics in learning:

- **Course-level**: learning trails, social network analysis, discourse analysis
- **Educational data-mining**: predictive modeling, clustering, pattern mining
- **Intelligent curriculum**: the development of semantically defined curricular resources
- **Adaptive content**: adaptive sequence of content based on learner behavior, recommender systems
- **Adaptive learning**: the adaptive learning process (social interactions, learning activity, learner support, not only content)

“…even though learning analytics offers powerful tools and practices to improve the work of learning and assessment, well-considered principles and propositions for learning assessment should inform its careful adoption and use. Otherwise, learning analytics risks becoming a reductionist approach for measuring a bunch of ‘stuff’ that ultimately doesn’t matter. In my world, learning matters”

Open Learning Initiative founder at Carnegie Mellon University, Candace Thille also has concerns... she says that,

- Colleges should have more control over this field. “And a core tenet of any business is that you don’t outsource your core business process,” she notes.

- Companies aren’t as well equipped to develop and test new teaching algorithms as colleges are. As she puts it, “You have a very quick feedback loop, where the research informs the practice and the practice informs the research.”

- When companies lead the development of learning software, the decisions those systems make are hidden from professors and colleges.
One Learning Management System site tells us that learning analytics tools will help,

- To identify at-risk students
- To increase student retention
- To predict likelihood of college readiness
- To shorten time to graduation
- To improve student engagement and satisfaction
- To understand instructor effectiveness
- To determine course effectiveness and identify areas for curriculum improvement
- To better prepare students for further study or their chosen vocation
- To understand how current technology is being used
- To analyze data for benchmarking and research
- To report on financial aid requirements
- To measure effectiveness of learning strategies, such as competency-based education (CBE) (i.e., outcome achievement, time to completion, ROI, student progress dashboards, etc.)

“And here, the fog of postpositivism lingers. It is clear though, that as data become a commodity they carry the weight of the scientific process”

(Denzin, 2015; see also Charmaz, 2005; Maxwell, 2004)
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References


