

# SoLAR #flareUK

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Welcome to SoLAR #FlareUK!  
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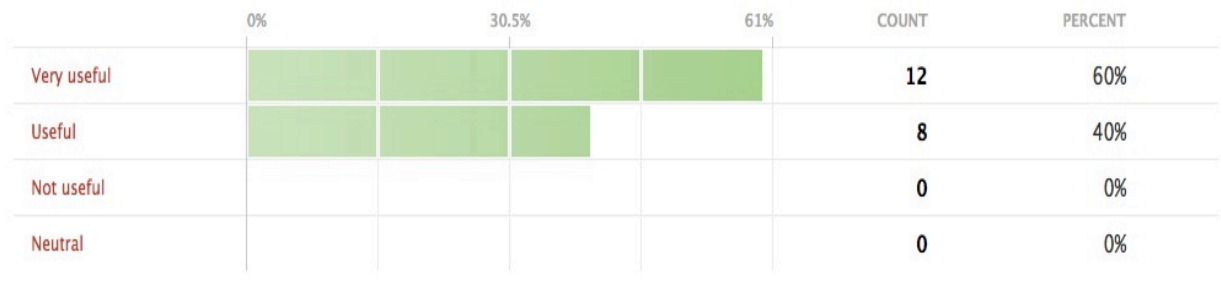
## Participant Survey

### Q1 How useful overall did you find the day?

Question  
**01**

How useful overall did you find the day?

Answers **20**  
100%  
Skips **0**  
0%

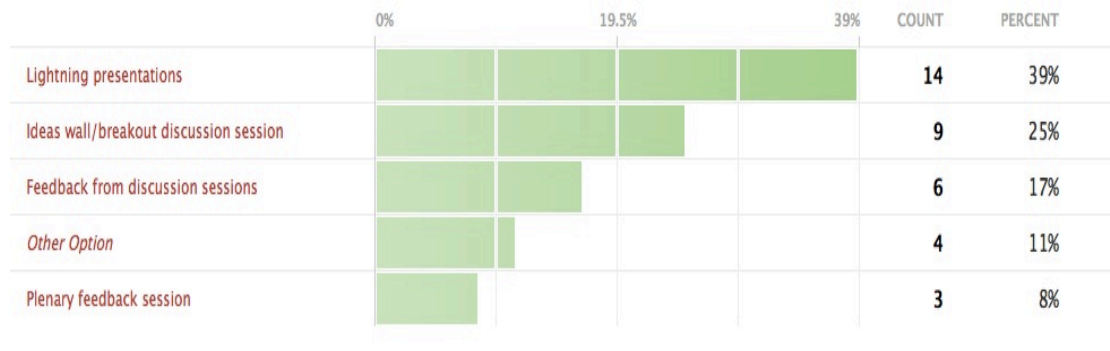


### Q2 What did you think was the most useful part of the day?

Question  
**02**

What did you think was the most useful part of the day? (you can select more than one session)

Answers **19**  
95%  
Skips **1**  
5%



#### Other answers:

lunchtime chatting/networking

Final discussions were great - I think shifting between passive and active participation kept us all more focused and engaged.

and the networking / exchanging ideas during coffee breaks!

talking with others in the breaks as well

### Q3 Please share the main idea you took away from the meeting

That people are in the early stages of discussion.

We are not all thinking about the same thing = "learning analytics" and not necessarily acknowledging this.

That this field, while nascent, is dominated by SNA which to my mind has limited usefulness and scope. That those working in the field of learning analytics are, for the most part, not teaching practitioners and their focus is therefore not on the day-to-day practicalities of teaching and learning. That if we are to achieve operationalisation within the horizon windows anticipated (and desired) that we need to think seriously about where this is going to be most practicable and attractive to mainstream academics.

That analytics may not change anything re pedagogy, and merely cement in place our sub-optimal HE teaching methods by making them sufficiently efficient that no-one changes them

The need to undertake more external networkign with other colleagues working in the same space to continue to share ideas for developing our work

Learning analytics needs to reach out end-users.

The overall idea was how many people are in the same position and that the field is in a very experimental stage. This improves the motivation to be experimental.

The importance of multi-faceted approaches to LA use and adoption

The main idea that I took away is that we have to accept proxies for 'success'-ful learning and that our challenge is to discover, through empirical and data-evidenced methods, an \*array\* of diverse measures that we will frequently refresh, update and develop. We have to fight the drive to measure pass rates alone and think beyond the assessment - for example considering good networking on a VLE to be not a \*predictor\* of passing but a \*measure itself\* of success. I'm considering now how we can link that engagement to progression through modules, successful completion of a qualification and even succesful routes into employment.

A better understanding of what others are doing with Learning Analytics. The danger that LA could be over-hyped (currently at the top of the hype cycle curve). LA applies to other areas in addition to higher education, such as work based learning.

There's a lot going on around (learning)analytics. I'd love to get some kind of exchange of ideas/inspiration or even possibly cooperation between (international) projects going. Especially the projects that are trying to put learning analytics into practice. Lessons learned (with tools, end users, data, privacy etc.) are invaluable. I'm particularly interesting in hearing the experiences from the actual end users (students/teachers/educational managers) what did they think was useful? What are their concerns? What questions would they like to see answered?

MMU has a vision and knows where it is going and has produced some interesting findings!

importance of learner involvement throughout the process and using learning analytics where the data is going to be of the most help to student, educator, institution also not to reinforce existing institutional structures

benefits of feeding back to students what generally leads to success or otherwise

That HE is on the cusp of something very exciting and possibly very enlightening regarding understanding the way students learn. BUT the institution as a whole needs to be committed to the process, and that meaningful analysis of the mass of potential data that is 'out there', is going to be critical. There is also the very important issues of ethics and who is going to do what with the data.....I could go on, and on, and on.....

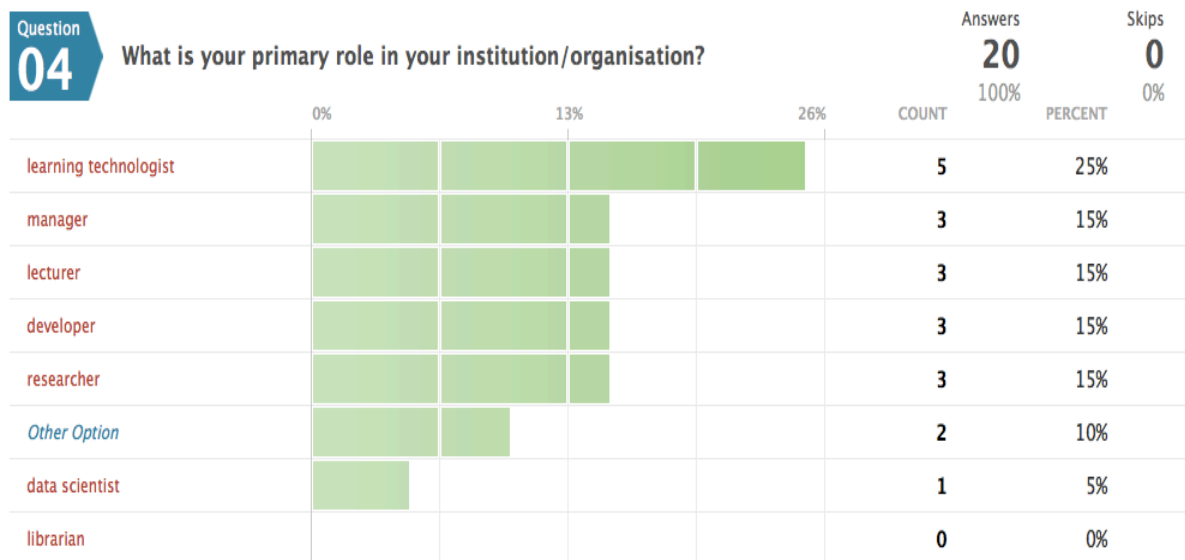
more a better understanding of the current status than a particular idea. But if I had to chose one idea it is the importance of engaging students in the process.

Go ahead and do a prototype.

Early thoughts on how learning analytics could be used in the development of teaching staff.

the need to resolve discussions around how/when to give feedback to students based on predictive statistics

#### Q4 What is your primary role in your institution/organisation?



#### other answers:

director/agile manager  
 sort of learning technologist but also training

**Q5 Please add any suggestions for future meetings. If you are interested in hosting a future meeting, please let us know here too**

It would be great to involve more academic teaching staff and students in future meetings.

Univ. Manchester sometime if the floods of busyness die down

I think it might be useful to see if there is support for special interest groups.

Series of workshops with end-users

I think bringing together the different stakeholders (technologists, teachers, students, data scientists, statisticians) is a great feature for this group. It is easy to break into silos and forget the real end-user. Having more students involved would be great.

The 2 minute lightning talks were a great way to get an overview of what was going on in the sector. I would have been nice if there was time to have a least one longer presentation

There were several further meetings proposed during the session, I'm hoping the details of which will be circulated to all attendees - some of them will definitely be of interest, for example a meeting to explore quantitative measures of success.

Extend the invitation to vendors so that they can be better represented at meetings.

An international project exchange. Have, say, 10 - 15 lightning talks. Then organise a poster session with posters corresponding to the lightning talks. People whose interest was drawn by one project or another will have the chance to follow up on that project for further information. Also maybe an expert panel (with people that have experience with putting learning analytics into educational practice) that can answer questions sent in beforehand by people wanting to set up a learning analytics project/activity. This can also be done Virtually

happy to help create a London MeetUp group.

Would really welcome the opportunity to have a 'hands on' session possibly focussing upon the various dashboards that are out there. Could a future session be held as a webinar-14 hour round trip from Plymouth to Milton Keynes!

Ethics

the topic groups were interesting, it would have been nice to have the chance to participate in discussions on at least 2 different subjects instead of having to pick on