

Pre-Conference Details

Monday, March 23th

The 6th LAKathon: Accelerating Development by Learning from the Past

LAKathon

Two-Day | Monday / Tuesday | 9:00 AM – 5:00 PM

Welcome to the sixth Learning Analytics Hackathon (LAKathon). This year, the LAK conference celebrates its tenth anniversary. But what will the Learning Analytics community look like ten years from now? The LAKathon 2020 will become the laboratory to envisage future Learning Analytics (LA) applications. Do you have a research question, a dataset or a futuristic idea you would like to explore? Bring it to the LAKathon! We encourage joining this inclusive workshop no matter what your background or skills, everyone is welcome. We aim to address the science-practice divide by having practitioners and researchers from diverse fields working in multidisciplinary teams towards common objectives.

Organizers:

Daniele Di Mitri, Open University of The Netherlands
Gábor Kismihók, Leibniz Information Centre for Science and Technology
Alan Berg, University of Amsterdam
Kirsty Kitto, University of Technology, Sydney
Stefan Mol, Amsterdam Business School, Universiteit van Amsterdam
Jan Schneider, Germany, DIPF | Leibniz Institute for Research and Information in Education
Jose Ruipérez-Valiente University of Murcia, Information and Communications Engineering

Website:

<https://lakathon.org/>

Learning Analytics Principles of Use: Making Ethics Actionable

Ethics and Inclusion

Half-Day | Monday Afternoon | 1:30 PM – 5:00 PM

This half-day interactive workshop, open to anyone, is designed to continue community discussions around making ethics actionable for learning analytics practitioners. Using a strong theoretical underpinning, the workshop focuses on how to advance the practical application of learning analytics principles / codes of practice at various institutions. Participatory discussions form the basis of this workshop where participants engage with resources and peers to develop plans for action to take back to their institution.

Organizers:

Kimberly Arnold, University of Wisconsin-Madison
Marcia Ham, The Ohio State University
Robin Pappas, Oregon State University
George Rehrey, Indiana University

Website:

<http://www.lak20laprinciples.weebly.com>

Adoption, Adaptation and Pilots of Learning Analytics for Latin American Higher Education Institutions

Organizational Adoption and Leadership

Full-Day | Monday | 9:00 AM – 5:00 PM

Learning analytics research and practice in Latin America are currently under-representative in the LAK community. This workshop aims to address this gap. The workshop will disseminate the results of a European Union funded project—LALA (<https://www.lalaproject.org/>) and other works of learning analytics in the Latin American region through an open call for papers. The main objectives are to better understand the level of development of learning analytics in Latin America, present a framework to assist with the adoption of learning analytics, exchange experience of learning analytics tool adaptation and evaluation and develop a support network.

Organizers:

Pedro J. Muñoz-Merino, Universidad Carlos III de Madrid
Carlos Delgado Kloos, Universidad Carlos III de Madrid

Yi-Shan Tsai, The University of Edinburgh
Dragan Gasevic, Monash University
Katrien Verbert, Katholieke Universiteit Leuven
Mar Perez-Sanagustin, Pontificia Universidad Católica de Chile
Isabel Hilliger, Pontificia Universidad Católica de Chile
Miguel Ángel Zúñiga Prieto, Universidad de Cuenca
Margarita Ortiz, Escuela Superior Politécnica del Litoral (ESPOL)
Eliana Scheihing, Universidad Austral de Chile

Website:

https://www.lalaproject.org/events/learning_analytics/

Learning Analytic Services to Support Personalized Learning and Assessment at Scale

AI and Personalization

Full-Day | Monday | 9:00 AM – 5:00 PM

We focus on multidisciplinary research on personalization and adaptation of digital education and assessment tools. Recent developments indicate interest in rethinking learning and assessment systems that developed separately and rarely represented as complimenting parts of a unified Learning Assessment System. We would provide a forum for sharing knowledge and ideas across disciplines including computational psychometrics, adaptive learning and testing, and learning analytics, machine learning, educational measurement, and natural language processing. We expect that by bringing together researchers from these fields, we will be able to further the state-of-the-art and generate an increasing interest and excitement in this area.

Organizers:

Peter Brusilovsky, University Of Pittsburg
John Stamper, Carnegie Mellon University
Steve Ritter, Carnegie Learning, Inc.
Alina Von Davier, ACTNext by ACT, Inc.
Michael Yudelson, ACTNext by ACT, Inc.

Website:

<http://actnext.info/LASSPLAS20/>

Modeling Digital Learning Networks

Analyzing Networks

Full-Day | Monday | 9:00 AM – 5:00 PM

The 1st Learning Analytics Workshop on Modelling Digital Learning Networks aims to gather LA scholars working in related areas to collectively build a solid foundation of advanced network modeling of learning data and shape strategies of future work in this important sub-field of LA. Workshop participants will be able to explore the application of advanced network analysis and modeling to learning data; inquire into the means of connecting multiple analytical dimensions through network analysis; and share novel network metrics and analysis tools. The workshop is designed to be interactive, combining the symposium and interactive workshop session formats.

Organizers:

Oleksandra Poquet, University of South Australia
Tobias Hecking, University of Duisburg-Essen
Bodong Chen, University of Minnesota–Twin Cities

Website:

<https://colig.github.io/lak20network/>

Evidence Based Decision Making in the Classroom (EBDM20)

Teacher Decision Making

Half-Day | Monday Morning | 9:00 AM – 12:30 PM

While many stakeholders that generate educational data are enthusiastic about its potential value, tapping into that potential remains elusive for most. The first workshop in this mini-track explores initiatives and supports that can empower all stakeholders make better use of their data, promoting in-context, evidence-based practice.

The workshop will include short presentations on current work in this area intermixed with group-based activities to promote discussion, debate, and sharing of ideas.

Our goal is that workshop discussions will initiate building a community for continued collaboration, working towards a repository of resources that give guidance on using data in educational contexts.

Organizers:

Geraldine Gray, Pauline Rooney, Kevin O'Rourke and James Doody, from Technological University Dublin
Phelim Murnion, Galway-Mayo Institute of Technology
Lee O'Farrell, National Forum for the Enhancement of Teaching and Learning
Charles Lang, Columbia University

Website:

<https://daltai-he.ie/event/workshop-lak2020/>

3rd Personalising feedback at scale Workshop: teacher-driven action and dialogue

Teacher Decision Making

Half-Day | Monday Afternoon | 1:30 PM – 5:00 PM

Third in a series of successful workshops, this time we shift the attention to educators and practitioners with stories 'from the trenches' to understand how they adopt and implement data-driven approaches to scale feedback processes. Continuing to bring together scholars and practitioners and finding common ground with exemplars of effective feedback, the workshop will showcase what, and how, data can be used to improve the process and richness of feedback for both learners and educators. Key outcomes will be a better understanding of approaches and existing cases of good practice which foster discussion and collaboration.

Organizers:

Lorenzo Vigentini (UNSW Sydney)
Danny Liu (University of Sydney)
Lisa Lim (University of South Australia)

Website:

<https://sites.google.com/view/lak20workshop/>

DesignLAK20: Developing quality standards for analytic measures of learning for learning design

Learning Analytics and Learning Design

Half-Day | Monday Morning | 9:00 AM – 12:30 PM

The 5th Annual DesignLAK Workshop addresses the challenge of ensuring quality measures of learning when using learning analytics in the context of learning design. In this interactive workshop participants will be given the opportunity to apply a newly developed quality standards framework to a range of learning design scenarios, road-test the standards for their own context, and provide feedback to inform further development and refinement of the framework. The improved version of the framework will be made available to the learning analytics community and accompanied by a publication reporting on the evaluation and related discussions held during the workshop.

Organizers:

Sandra Milligan – University of Melbourne
Linda Corrin – Swinburne University of Technology
Nancy Law – University of Hong Kong
Ulla Ringtved – University College of Northern Denmark

Website:

<https://sites.google.com/site/designlak20/>

Designing LA-supported learning activities with a collaborative learning design game

Learning Analytics and Learning Design

Half-Day | Monday Afternoon | 1:30 PM – 5:00 PM

In an effort to bridge the gap between learning analytics (LA) and learning design this workshop presents a multidisciplinary perspective on the design of learning activities. The serious (board) game used in the workshop demonstrates opportunities to create awareness, use the game as a design tool, and design learning activities with LA in mind. Workshop results are added to a knowledge community where a collection is made of used connections between

learning-enhancing technologies and LA, and of used examples of what teachers and students want to know from learning activities and how they register it in practice.

Organizers:

Marcel Schmitz, ZUYD University of Applied Sciences
Maren Scheffel, Open University of the Netherlands

Website:

<https://sites.google.com/view/fellowshipofthelearning/>

Integrating Multi-channel Learning Data to Model Complex Learning Processes

Sensors and Multimodal Interaction

Half-Day | Monday Afternoon | 1:30 PM – 5:00 PM

Our workshop/mini-symposium focuses on the integrating of multi-channel learning data to model complex learning processes across tasks, domains, and contexts. During the workshop, we will have presentations focused on the workshop topics with ample time for discussion. Participants will collaboratively articulate models of self-regulated learning (SRL) for any existing learning system (e.g., MetaTutor, BioWorld, Betty's Brain, nSTUDY, Crystal Island, MOOCs, etc.) and issues about collecting and analyzing multimodal multichannel data and the implications for learning analytics.

Organizers:

Roger Azevedo, University of Central Florida
George Siemens, University of Texas at Arlington, University of South Australia
Shane Dawson, University of South Australia

Website:

<https://sites.google.com/view/multi-channellearning/>

Building Capacity Through the Learning Analytics Learning Network

Extending the LAK Community

Half-Day | Monday Morning | 9:00 AM – 12:30 PM

Given the high demand of learning analysts, but lack of formal degree programs to meet it, one way for professionals to develop necessary skills is to leverage existing communities of practice and networks. To address this issue, we developed the international Learning Analytics Learning Network (LALN). LALN events are held monthly, and speakers from 25 nodes across the world take turns to share new methods and learning activities. This workshop will include an introductory presentation, exploration of how to capitalize on LALN, discussion of local needs, and a panel of LALN experts sharing the challenges and opportunities of this network.

Organizers:

Justin T. Dellinger, LINK Research Lab, University of Texas at Arlington (USA)

Florence Gabriel, Centre for Change and Complexity in Learning, University of South Australia (Australia)

Ryan Baker, Penn Center for Learning Analytics, University of Pennsylvania (USA)

Shane Dawson, Centre for Change and Complexity in Learning, University of South Australia (Australia)

George Siemens, University of Texas at Arlington and Centre for Change and Complexity in Learning, University of South Australia (Australia)

Website:

<https://sites.google.com/view/laln/home/lak20-workshop>

EdRecSys@LAK2020 – The 5th International Workshop on Educational Recommender Systems

Extending the LAK Community

Half-Day | Monday Afternoon | 1:30 PM – 5:00 PM

The aim of the Workshop is to bring together researchers and practitioners that are working on topics related to the design, development and evaluation of recommender systems in educational settings as well as present the current status of research in this area and create cross-disciplinary liaisons between the RecSys and LAK communities. This half-day workshop will include a presentation of a keynote speaker, presentation of accepted papers and a panel of selected experts, asking questions related to enablers and challenges for recommender systems for learning.

Organizers:

Martin Hlosta KMi, The Open University, United Kingdom
Christopher Krauss, Fraunhofer FOKUS, Berlin, Germany
Katrien Verbert, Katholieke Universiteit Leuven, Belgium
Geoffray Bonnin, Katholieke Universiteit Leuven, Belgium
Martijn Millecamp, Université de Lorraine, France
Vaclav Bayer KMi, The Open University, United Kingdom

Website:

<http://events.kmi.open.ac.uk/edrecsys2020/>

Third Annual Learning Analytics in Schools Workshop

K-12

Full-Day | Monday | 9:00 AM – 5:00 PM

Learning Analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs (Siemens, 2011). Learning Analytics has been primarily targeted to the higher education sector, but adoption in the K-12 sector is growing and there are great opportunities to fundamentally change education practices and establish new ways of teaching and learning for future generations.

However, they also hold the risk that many mistakes will be repeated due to a lack of knowledge transfer. Therefore, the focus of the Learning Analytics goes to Schools workshop (LA4Schools) is designed to transfer best practices and lessons learned from early adopters of learning analytics in school to school leaders, teachers, data analysts, academics, policymakers, and all other interested parties that need to wisely invest into their educational infrastructure in the coming years.

Organizers:

Abelardo Pardo, President of SoLAR
Susan Haynes, Carnegie Foundation for Advancement of Teaching
Jojo Manai, Carnegie Foundation for Advancement of Teaching
Hendrik Drachler, DIPF | Leibniz Institute for Research and Information in Education

Grace Lynch, RMIT University
Marcel Schmitz, Zuyd University of Applied Sciences

Website:

<https://lak20.solaresearch.org/la-for-schools>

Tuesday, March 24th

Culturally inclusive learning analytics (#CILA)

Ethics and Inclusion

Full-Day | Tuesday | 9:00 AM – 5:00 PM

The idea that a “one size fits all” approach does not lead to effective LA tool designs has become widely accepted, but there is still a big question mark over what factors define the “right size” for every learner. During this workshop, we wish to explore whether the learners’ cultural background and the institutional culture surrounding the learning context are among these factors. In an increasingly international educational landscape, how far should the LA community go in taking such factors into account? How can LA technologies and designs be used to identify and minimize cultural barriers?

Organizers:

Ioana Jivet, Open University, The Netherlands & TU Delft, The Netherlands
Tom Broos, KU Leuven, Belgium
Maren Scheffel, Open University, The Netherlands
Hendrik Drachsler, DIPF, Germany; Goethe University Frankfurt, Germany & Open University, The Netherlands

Website:

<http://cila.learningdashboards.eu/>

SPARK: A Learning Analytics Leadership FW

Organizational Adoption and Leadership

Half-Day | Tuesday Morning | 9:00 AM – 12:30 PM

Learning analytics has developed rapidly over the past decade, providing extensive contributions to the science of learning. For continued success and impact, LA must move from the research lab and into organizational practices. Innovative insights must scale to innovative practices. In order to make this transition, an exploration of the role of leadership is required. This workshop introduces SPARK – a framework for leadership to deploy and evaluate the impact of LA. This framework accounts for the complexities of learning environments, organizational policies, and external environment practices while guiding leadership teams to deploy LA initiatives scalable to achieve organizational impact.

Organizers:

Shane Dawson, Centre for Change and Complexity in Learning, University of South Australia (Australia)
Abelardo Pardo, Centre for Change and Complexity in Learning, University of South Australia (Australia)
George Siemens, Centre for Change and Complexity in Learning, University of South Australia (Australia)

Website:

<http://sparkframework.net/>

Let's talk LA: Discussing Challenges for Institutional Adoption of Learning Analytics

Organizational Adoption and Leadership

Half-Day | Tuesday Afternoon | 1:30 PM – 5:00 PM

In this interactive workshop, we invite researchers, practitioners and policy makers to discuss about what are the main challenges for the adoption of LA initiatives at institutional level. Using a set of instruments developed as part of the European Erasmus + Project LALA, participants will engage with the current state of LA in different Higher Education institutions, the main challenges they are facing, and key actions taken or to be taken to address these challenges. The inputs from the participants will be turned into a manifesto for the institutional adoption of LA in higher education.

Organizers:

Isabel Hilliger, Pontificia Universidad Católica de Chile, Chile.
Yi-Shan Tsai, University of Edinburgh, U.K.
Pedro J. Muñoz-Merino, Universidad Carlos III de Madrid, Spain.
Mar Pérez-Sanagustín, Université Paul Sabatier Toulouse III, France.

Website:

https://www.lalaproject.org/events/lets-talk-la-2020_en/

XLA: Explainable insights, decisions, and actions in learning analytics

AI and Personalization

Full-Day | Tuesday | 9:00 AM – 5:00 PM

Explainable Learning Analytics (XLA) aims at opening the LA black-box to the user in order to provide transparent insights, decisions, and actions (e.g. interventions, feedback, recommendations). Approaches for obtaining transparency are key to improve the trustworthiness, impact, and adoption of LA systems at scale. The XLA workshop will shape this promising sub-domain of LA and will accept contributions related to theory, approaches, and evaluation of XLA as well as opinion papers.

Organizers:

Tom Broos, KU Leuven, Belgium
Mohamed Amine Chatti, University of Duisburg-Essen, Germany
Tinne De Laet, KU Leuven, Belgium
Martijn Millecamp, KU Leuven, Belgium
Arham Muslim, University of Duisburg-Essen, Germany
Katrien Verbert, KU Leuven, Belgium

Website:

<https://wms.cs.kuleuven.be/cs/onderzoek/augment/XLA>

Quantitative ethnography as a framework for network analysis – a discussion of the foundations for network approaches to learning analysis

Analyzing Networks

Half-Day | Tuesday Morning | 9:00 AM – 12:30 PM

This workshop explores quantitative ethnography as a framework for discussing network approaches to learning analysis. In many learning contexts, we increasingly have access to large amounts of rich process data. However, the more data we have, the more difficult the analysis process becomes: qualitative analysis becomes less feasible, and quantitative analysis becomes less reliable. This workshop focuses on different techniques that address this challenge, including epistemic network analysis, social network analysis, and Social Learning Analytics. The aim of the workshop is share and discuss such approaches, and the problems and potentials that they entail.

Organizers:

Morten Misfeldt, University of Copenhagen
Daniel Spikol, University of Malmö
Jesper Bruun, University of Copenhagen
Mohammed Saqr, University of Eastern Finland
Rogers Kaliisa, University of Oslo
Andrew Ruis, University of Wisconsin Madison
Brendan Eagan, University of Wisconsin Madison
Kamila Misiejuk, University of Bergen, Norway

Website:

<http://lak2020.quantitativeethnography.org/>

The 2nd Workshop on Predicting Performance Based on the Analysis of Reading Behavior

Reading and Writing

Half-Day | Tuesday Morning | 9:00 AM – 12:30 PM

As the adoption of digital learning materials in modern education systems is increasing, the analysis of reading behavior and their effect on student performance gains attention. This workshop seeks to foster research into the analysis of students' interaction with ebooks, and find new ways in which it can be used to inform and provide meaningful feedback to teachers, students and researchers. Building on last years workshop at LAK19, participants can take part in a data challenge to predict the performance of 300 students based on the reading behaviors of over 1000 students from the previous year in the same course.

Organizers:

Brendan Flanagan, Kyoto University, Japan
Rwitajit Majumdar, Kyoto University, Japan
Atsushi Shimada, Kyoto University, Japan
Hiroaki Ogata, Kyoto University, Japan

Website:

<https://sites.google.com/view/lak20datachallenge>

Bringing together writing tool design, writing analytics and writing pedagogy

Reading and Writing

Half-Day | Tuesday Afternoon | 1:30 PM – 5:00 PM

Within digital writing tools, writing analytics are used to gather and analyze data for research, and to provide automated feedback for writers and insights for instructors. Much of what writing analytics has to offer has been garnered for the purposes of automating evaluation and scoring, leaving an application gap for writing tools that support pedagogies aiming to develop effective writing strategies. This interactive half-day workshop will bring together writing pedagogy researchers, writing instructors, writing tool developers, and writing analytics specialists in order to explore the potential contributions of their respective fields in the development of effective digital writing environments.

Organizers:

Christian Rapp, ZHAW, School of Management and Law, Center for Innovative Teaching and Learning, Winterthur, Switzerland
Susan Lang, Center for the Study and Teaching of Writing, The Ohio State University, Columbus, Ohio, USA
Antonette Shibani, Faculty of Transdisciplinary Innovation, University of Technology Sydney, Australia
Kalliopi Benetos, TECFA Educational Technologies Unit, University of Geneva, Geneva, Switzerland
Chris Anson, North Carolina State University

Website:

LAK Theory 2020: Workshop on Theory and Learning Analytics

Theory

Half-Day | Tuesday Morning | 9:00 AM – 12:30 PM

In this workshop we'll work together to make explicit connections between theory and learning at any stage of research – from conceptualisation right through to analysis and interpretation. The organisers will set the scene by giving an overview of theory use in learning analytics, with a particular emphasis on sociological and psychological theories and their application. Participants will be invited to nominate a current research project that would benefit from a roundtable-style discussion with colleagues, along with a theoretical framework of interest. We'll close with some tech-mediated birds of a feather activities, and consider gathering this community of practice together again.

Organizers:

Kathryn Bartimote, The University of Sydney.
Sarah K. Howard, University of Wollongong.
Dragan Gašević, Monash University.

Website:

<https://sites.google.com/view/lak20theoryworkshop/home>

Third Workshop on Social and Emotional Learning (SEL): Integrate SEL and Learning Analytics

Theory

Half-Day | Tuesday Afternoon | 1:30 PM – 5:00 PM

Following the success of hosting the SEL workshops at LAK18 and LAK19, we are organizing the third SEL workshop at LAK20 by focusing on connecting assessment and analyses on SEL attributes with learning analytics (LA) methods that tap into the increasingly rich learner behavioral data. Toward expanding this focal area and echoing the theme of LAK20 on “shaping the future of the field”, we invite researchers and practitioners to systematically

review and share learning analytics-driven methods into evaluating SEL attributes toward improving student learning and beyond. Experts in both industry and academic in the field will be invited to lead workshop tutorial session paired with rich interactive sessions with all attendees. We sincerely welcome all LAK20 attendees who are interested in this topic to join us in the workshop.

Organizers:

Elle Yuan Wang, Arizona State University
Maria Ofelia Z. San Pedro, ACT Inc.
Jason Way, ACT Inc.
John Whitmer, ACT Inc.
Srecko Joksimovic, University of South Australia

Website:

<http://noncog-lak.info/>

CrossMMLA in practice: Collecting, annotating and analyzing multimodal data across spaces

Sensors and Multimodal Interaction

Full-Day | Tuesday | 9:00 AM – 5:00 PM

The field of multimodal learning analytics (MMLA) is an emerging domain of Learning Analytics and plays an important role in expanding Learning Analytics goal of understanding and improving learning in all the different environments where it occurs. The challenge for research and practice in this field is how to develop theories about the analysis of human behaviors during diverse learning processes and to create useful tools that could that augment the capabilities of learners and instructors in a way that is ethical and sustainable.

Following the tradition of CrossMMLA workshop series, the workshop aims to serve as a place to learn about the latest advances in the design, implementation and adoption of systems that take into account the different modalities of human learning and the diverse settings in which it takes place. Apart from the necessary interchange of ideas, it is also the objective of this workshop to develop critical discussion, debate and co-development of ideas for advancing the state-of-the-art in CrossMMLA.

Organizers:

Michail Giannakos, NTNU, Norway
Daniel Spikol, University of Malmö, Sweden

Inge Molenaar, Radboud University, The Netherlands
Daniele Di Mitri, Open University, The Netherland
Kshitij Sharma, NTNU, Norway
Xavier Ochoa, New York University, NY, USA
Rawad Hammad

Website:

<http://crossmmla.org/>

Conducting Programme Review Using a Learning Analytics Approach

Curriculum Analytics

Half-Day | Tuesday Morning | 9:00 AM – 12:30 PM

During the workshop, participants will analyse de-identified data from a large, cross-institutional project to understand how Learning Analytics can be applied to programme review and the benefits of this approach. Participants will use an innovative Excel tool (the Programme Review Tool, PRT) to analyse data from real programmes using analytic techniques based on the Plan, Map, Analyse, Implement (PMAI) model (Armatas & Spratt, 2019). Participants will discuss the analysis results and how to translate them into actions for improving programme quality. Interested participants will also be given access to the PRT so they can conduct their own programme reviews.

Organizers:

Dr Christine Armatas, Associate Director Educational Development, The Hong Kong Polytechnic University
Mr Dick Chan, Assistant Educational Development Officer, The Hong Kong Polytechnic University
Mr Kaze Wong, Project Associate, The Hong Kong Polytechnic University

Website:

<https://learninganalytics.edu.hk/lak2020-workshop/>

Addressing Drop-Out Rates in Higher Education ADORE'2020

Curriculum Analytics

Half-Day | Tuesday Afternoon | 1:30 PM – 5:00 PM

This symposium focuses on learning analytics approaches for reducing student dropout in Higher Education. It's goal is twofold:

1. To create a community of stakeholders in order to share expertise, receive feedback and communicate lessons learnt from the design, adoption and application of data-driven practices for addressing dropouts in Higher Education, and;
2. To contribute in building a knowledge base of successful practices that are essential for the adoption of learning and institutional analytics.

We welcome contributions from researchers and practitioners. Contributions can take the form of papers (maximum 6 pages) and posters or demos (maximum 3 pages).

Organizers:

Geoffray Bonin, Université de Lorraine, France
François Bouchet, Sorbonne Université, France
Anne Boyer, Université de Lorraine, France
Armelle Brun, Université de Lorraine, France
Mohamed Amine Chatti, University of Duisburg-Essen, Germany
Irene-Angelica Chounta, University of Tartu, Estonia
Vanda Luengo, Sorbonne Université, France
Agathe Merceron, Beuth University of Applied Sciences Berlin, Germany
María Jesús Rodríguez-Triana, Tallinn University, Estonia
Petra Sauer, Beuth University of Applied Sciences Berlin, Germany
Kairit Tammets, Tallinn University, Estonia

Website:

<https://adorelak2020.wordpress.com/>

LAK20 Doctoral Consortium (Invitation Only)

Doctoral Consortium

Full-Day | Tuesday | 9:00 AM – 5:00 PM

The doctoral consortium is a day-long workshop designed to support emerging scholars in learning analytics by helping them develop productive approaches to studying the intersection of theory, data, and practice. Doctoral Consortium participants will be given the opportunity to present, discuss, and

receive feedback on their research in an interdisciplinary and supportive atmosphere, as well as build their professional network with leading researchers.

Organizers:

[Michael Brown](#), Iowa State University, USA

[Simon Buckingham Shum](#), University of Technology Sydney, AUS

[Marcus Specht](#), Delft University of Technology, NL

[Stephanie Teasley](#), University of Michigan, USA

[Barbara Wasson](#), University of Bergen, NOR

Website:

<http://bit.ly/lak20dc>