Social Learning Analytics in Higher Education. An experience at the Primary Education stage.

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Social Learning Analytics (SLA)

SLA has been defined as a series of tools that help us to use data in order to improve teaching-learning processes. On the one hand, it offers us a series of parameters on which to quantify the learning that takes place in an educational context. On the other hand, the SLA has been defined as a series of tools that help us to use data in order to improve teaching-learning processes. On the one hand, it offers us a series of parameters on which to quantify the learning that takes place in an educational context.

Method

Aim is to apply an SLA to assess students' interaction through the use of different technological supports

Process and Method

Phase 1. Review of Learning Analytics trends and the use of Big Data in educational spheres.
- Phase 2. Creation and selection of survey tools to collect information.
- Phase 4. Analysis of information.
- Phase 5. Realization of a joint evaluation on students' social learning and on the possibilities offered by Social Learning Analytics.

Participants

Students of the Research and ICT course (group 4 of the first year of the degree in Primary Education at the University of Murcia) (academic year 2015/2016), 68 students. 6 collaborative group works were made, which are presented, published and spread through:
- Blogs
- Private classroom group on Facebook (Research and ICT. group 4).
- ELABORATION OF A SECTION TO EVALUATE CONTENT ASPECTS AND CRITERIA IN THE INTERACTION BETWEEN STUDENTS AND TO THINK ABOUT THE LEARNING PROCESS.

The elimination of the blog as a portfolio. FACEBOOK provides a sufficient enough space to collect the learning evidence of the student, to encourage the digital competence of teachers and students occupies a small space to share and discuss the teaching and learning process and the possibilities offered by Social Learning Analytics.

Tools and procedure

The themes of the comments are:

- The positive evaluations of the tasks.
- The digital competence.
- The possibilities of ICT.
- The process of teaching and learning.

The first one is the moderator (teacher) with highest number of published posts (22). Followed by 6 students who interact with the highest number of users: 1 Direct interaction of the students with the group moderator (teacher).
- 2 Participation of the rest of the students.
- 3 Subsequent extension among students.

Half are dedicated to sharing tasks. The comments made in posts are used essentially to share and discuss the teaching and learning process and the possibilities offered by Social Learning Analytics.

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Evaluation of relationships

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Limitations

The limitations of the study are related to the use of Facebook as a learning platform.

Results

Results of the activity and the interaction of students in the Social Learning Analytics platform.

- Total number of posts: 72
- Total number of links: 67
- Total number of images: 21
- Total number of videos: 17
- Total number of comments: 7
- Total number of shares: 7

Conclusions

Evolution of relationships

1. Direct interaction of the students with the group moderator (teacher).
2. Participation of the rest of the students.
3. Subsequent extension among students.

Interactions

The majority of the comments (70%) are published by students. The intermediate comments are published by the moderator (teacher), who is the group leader. The comments regarding published posts are very rare (<1 per post).

Learning analytics

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