Introduction & welcome
Design thinking exercise
**Activity: Quest for the "perfect" breakfast**

Using the **Innovator’s Compass** as a framework, design the perfect breakfast for a friend.
Share out
MEET YOUR DESIGN JOURNAL
Feb.6- Activity: what is your Professional and/or Personal motivation for taking this class?
Share out - Meet your classmates

- Name/Pronouns
- Year/Major
- Professional and/or personal motivation for taking class
- What you hope to get out of this class
Break - please return in 10 minutes
Overview of course units
UNIT 1: WHAT IS LEARNING ANALYTICS?

...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...
Practices spaces are **learning experiences** that help teachers practice and reflect on key teaching decisions.

- Teaching is complex
- Teachers have limited opportunities to practice specific skills
- Technology as a way to scale up teacher learning and feedback
- Focus on authenticity of task rather than authenticity of setting
Unit 3: What is accessible design?

Anti-Homeless Bench and Trash Receptacle by Laurie Avocado
Courtesy of auntylaurie on Flickr. Used under CC BY.

Ramp stairs photo by Beau Lebens.

Courtesy of borkazoid on Flickr. Used under CC BY-NC.
Unit 4: What will the final project look like?

1. Review reflections on each mini-project
2. Decide on project
3. Conduct stakeholder/user interview
4. Incorporate feedback
5. Conduct playtest
6. Incorporate feedback
7. Final prototype, presentation, and written product (select one of multiple options)
Syllabus highlights, Q&A
Course expectations

- **Participation**
  - You need to be an active participant in class
  - Attend every session with undivided attention

- **Complete the assignments with your best effort and energy**
  - Short design journal reflection or technical prep assignments
  - Three unit mini-projects
  - Final project, presentation, and written product

- **Submitting assignments**
  - Specified in the syllabus so please read carefully
  - Generally, submission in design journal or to course website
Course Grades

- **20% on class participation**
  - design journal
  - technical preparation activities
  - active participation during in-class activities (e.g. “exit tickets”)

- **50% on the three mini projects combined**
  - Mini-Project 1: Due Feb 27th
  - Mini-Project 2: Due Mar 20th
  - Mini-Project 3: Due Apr 17th

- **30% on the final project**
  - Due May 15th

- Written Product & Prototype
  Rubric(Syllabus appendix)
Preparing for the next class
Unit 1 Overview

● Developing your own learning analytics mini-project based on HarvardX-MITx MOOC data

● Class 1:
  ○ Overview of Learning Analytics
  ○ Meet the dataset and start brainstorming about the mini-project

● Class 2:
  ○ Review of your homework due today and class provides feedback on it
  ○ Hard work on mini-project in class. Instructors help align objectives and solve the challenges of the mini-project

● Class 3:
  ○ Presentation to the rest of the class of mini-projects
  ○ If there is enough time, we will review some real world applications of learning analytics
Unit 1 Preparations

● Before you leave today
  ○ Take the Welcome Survey
  ○ We’ll facilitate group formation during next class based on your feedback

● Preparing for the next class:
  ○ Introductory readings about learning analytics
  ○ Learning or reviewing the basics of data analysis with R or Python. Support will be provided!
  ○ Familiarize yourself with the HarvardX-MITx Person-Course Academic Year 2013 De-Identified dataset