Final demonstration of your data-driven work
Class outline

- Part 1
  - Presentations of learning analytics mini-projects
- Part 2
  - Continue presentations
  - Real-world learning analytics examples
  - Preparing for next unit on Practice Spaces
LEARNING
ANALYTICS
MINI-PROJECT
PRESENTATIONS
Presentation format

- Format of 10 minutes presentation + 5 of questions (we will be strict with the timing)
  - Will show a sign after 5 and 9 minutes
- Peer feedback will weight on participation grade (min of 2 participations per student) e.g.:
  - Doubts: I did not understand completely how you applied that analysis and why
  - Feedback for improvements: Applying the same colors for each variable across charts would improve readability
  - Issues: I think the method that you applied was actually not correct because...
Break - please return in 10 minutes
Learning Analytics in Practice
Some Real World Examples of Learning Analytics

- **Khan Academy**: Great learning analytics dashboard (registration is required)!
- **Presentation Trainer**: Improving your presentation skills with immediate feedback
- **WOW ROOM 360**: Support for virtual classroom environments
- **Emotions & Classroom**: Using emotions to improve learning
- **Dreambox**: True adaptive learning
- **USC ICT's Virtual Humans lab**: Detecting human emotions for self-reflection and training
- **Data and Dance**: Teaching how to dance
- **Analytics and Admissions**: Using historical data to make decisions on admissions
Preparing for the next class - Unit 2, Practice spaces
Practices spaces are *learning experiences* inspired by games and simulations that allow teachers to practice key teaching decisions.
Why teacher practice spaces?

- Research on **deliberate practice** (Ericsson, Krampe, & Tesch-Römer, 1993; Ericsson, 2002) which found that repetition and feedback are critical to improving performance.

- **New teachers have few opportunities to practice.** Most teacher preparation programs do not give students opportunities to apply skills until they are already in the classroom.

- **Drills vs Scrimmages.** Classrooms are complex places -- difficult to practice specific skills when you are new to a skill and there’s a lot going on (Grossman et al., 2009).
Readings for next week

- Keep in Mind: What do the authors have to say about:
  - the benefits of practice
  - what simulations and approximations reveal about teachers’ practice
  - the instructional supports needed to support deliberate practice
  - implications for equity in teaching