

Learning Analytics in Higher Education in India: Consultative Meeting

Venue:
Vidyashilp University,
Bengaluru

Date:
18th October 2022

Organised by:
Education Programme, National Institute of Advanced Studies, Bengaluru
&
Vidyashilp Research Centre, Vidyashilp University, Bengaluru



Project Partnership

The project is a joint effort by the Education Programme, National Institute of Advanced Studies, Bengaluru and the Vidyashilp Research Centre, Vidyashilp University, Bengaluru.

Definition of Learning Analytics

The field of Learning Analytics (LA) has grown by leaps and bounds in the last decade. In existing scholarship, LA is usually defined as:

"the measurement, collection, analysis, and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs."





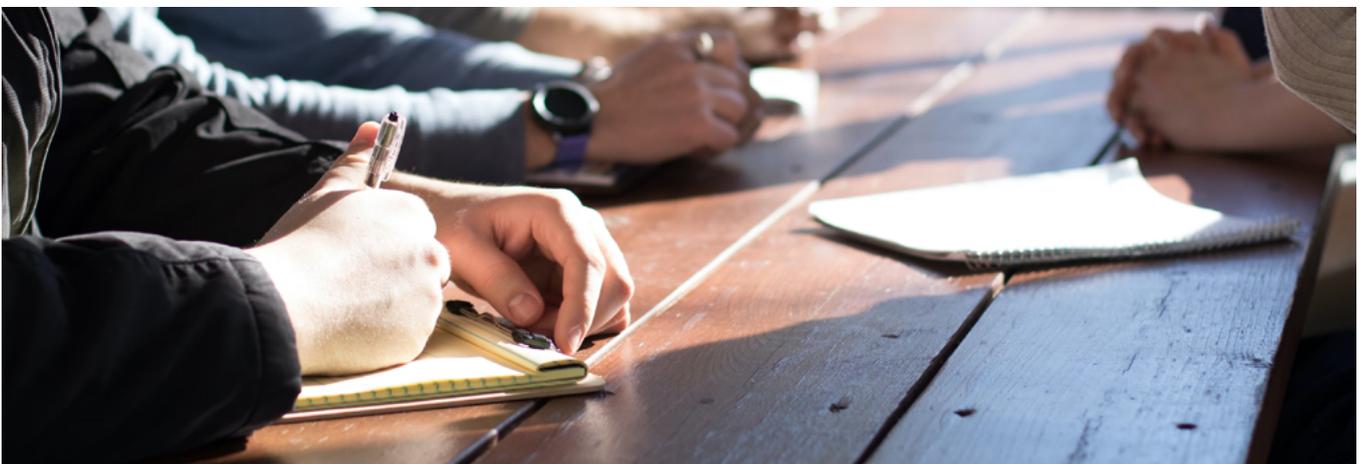
Learning Analytics Adoption

Institutional adoption of learning analytics has been underway across various universities in the United Kingdom, Canada, Australia, the European Union, the United States of America and among a few early adopters in Latin America. Existing scholarship has noted the need for empirically grounded LA frameworks with stakeholder consultation. LA adoption and scholarship in India are currently at an embryonic stage. Yet, a recent whitepaper published by the NAAC has argued for a revision of the NAAC's assessment methodology and the adoption of real-time data collection shifting to an outcome-based approach. Simultaneously, NEP 2020 calls for a focus on experiential learning to account for differential learning strategies with an explicit focus on new educational technologies and research on data-driven, machine learning approaches.

The Rationale of the Consultative Meeting

Building on the insights provided by the existing research across the world, this project proposes to study the baseline conditions in Indian higher education institutes (HEI) to grasp the specific needs of an institutional LA framework in India. At the current stage, the project and the consultative meeting aims to grasp the kind of data that already exists within HEIs in India, how it is managed, stored, and accessed, if there are any plans to deploy LA and to understand the current state of educational technology usage and deployment in the HEIs.

The project aims to be collaborative in spirit, with stakeholder participation including institutional leaders, teachers, students and parents. All stakeholders will be informed of the findings and the data generated will be anonymized and shared with all the stakeholders. We aim to grasp the divergent trajectories of HEIs and how LA can help each institute in its particular context to increase the quality of learning while accounting for differential learning trajectories of students across the spectrum.



Through stakeholder participation, the project also aims to grasp the challenges of LA deployment with respect to privacy and other ethical challenges while keeping an eye on optimizing learning and learning environments as the primary concern of LA.

Takeaways for the Participating Institutes

The participating institutes will benefit from a review of the institution's specific needs. It will allow the institutes to make an informed decision about learning analytics deployment and the usage of new educational technologies in their institutions. It will let the institutes review their current learning management system (LMS) usage, learn from best practices and deploy LMS that is learner-centred. It will also enable them to have informed negotiations with bodies such as the NAAC and the UGC about the challenges of these new approaches to improving the quality of education in India.

The report(s) of findings will be shared with all the participating institutions and their inputs will be included at all stages. Going forward, the project aims to work with six institutions, over the year, and interact with teachers, students and parents to ascertain the perspectives of the various stakeholders. The project also aims to put in place a network of institutions and researchers who can contribute to the nascent but growing field of learning analytics. Leaders, professors and researchers at the institutions will be encouraged to make contributions to the report(s) to include their varied perspectives and voices.

Information about the Project Lead



The project is being led by **Anitha Kurup, Professor and Head of the Education Programme, National Institute of Advanced Studies, Bengaluru and Expert Member, Research and Innovation Council, Vidyashilp University, Bengaluru.** Prof. Kurup's previous work has traversed the fields of school education, higher education, women in STEM and education for the gifted. She has previously served as a member of educational committees and panels set up by the University Grants Commission, the Education Department, Government of Karnataka, the Ministry of Human Resource Development, Government of India among others. She is the author of *Village, Caste and Education and Trend Analysis of PhDs in India 1998-2007.*

Project Personnel

Debarun Sarkar is working on the project as a **Research Associate at the Vidyashilp Research Centre, Vidyashilp University, Bengaluru.** He is a doctoral candidate at the Department of Sociology, University of Mumbai. His existing work traverses the fields of anthropology/geography/sociology and the sub-fields of urban studies, science and technology studies, gender and sexuality studies and new media studies.

Readings

Gašević, Dragan. 2018. "Include Us All! Directions for Adoption of Learning Analytics in the Global South." In *Learning Analytics for the Global South*, edited by Cher Ping Lim and Victoria L. Tinio, 1–21. Quezon City: Foundation for Information Technology Education and Development. <http://dl4d.org/wp-content/uploads/2018/03/Learning-Analytics-Full-Paper-2.pdf>.

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Patwardhan, Bhushan, K.P. Mohanan, Tara Mohanan, Vigneshwar Ramakrishnan, Rajwant Singh Grewal, Darshan Shankar, Rajneesh Krishna, et al. 2022. "Re-Imagining Assessment and Accreditation in Higher Education in India." Bengaluru: National Assessment and Accreditation Council. http://www.naac.gov.in/images/docs/notification/Re-Imagining_Assessment_and_Accreditation_in_Higher_Education_in_India_2207202.pdf.

Tsai, Yi-Shan, Dragan Gašević, Alexander Whitelock-Wainwright, Pedro J. Muñoz-Merino, Pedro M. Moreno-Marcos, Aarón Rubio Fernández, Carlos Delgado Kloos, et al. 2018. "Supporting Higher Education to Integrate Learning Analytics." <https://sheilaproject.eu/wp-content/uploads/2018/11/SHEILA-research-report.pdf>.

ABOUT NIAS

The National Institute of Advanced Studies (NIAS) was conceived and founded in 1988 by the late J. R. D. Tata, who sought to create an institution to conduct advanced multidisciplinary research. NIAS is a multi-disciplinary institute which aims to integrate the findings of scholarship in the natural and social sciences as well as technology, the humanities and arts. Situated in the IISc campus in the northern part of Bengaluru it houses a School of Social Sciences, School of Humanities, School of Natural Sciences and Engineering, and a School of Conflict and Security Studies and various programmes.

ABOUT VIDYASHILP UNIVERSITY

Vidyashilp University (VU) is backed by the Vidyashilp Education Group (VSEG), which has a four-decade legacy of innovative thinking and teaching. The University emphasises an interdisciplinary approach to new-age domains such as Data Science, Decision Sciences, Communication Design, Economics, Psychology, and Digital Business, and offers unique major-minor combinations in the same.

One of the University's guiding principles is to promote an "interdisciplinary and interconnected approach to research, innovation, and problem-solving."

VU collaborates with academia, business, industry, and local communities to solve real-world challenges in multifaceted ways and to develop domain expertise in the University.