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Using learning analytics to improve education: practical experiences

Abstract

For the past four years TU Delft has used its forays into online education through Massive Open Online Courses (MOOCs) as an opportunity to gain experience with data-driven educational design and learning analytics.

Simultaneously, first steps into using learning analytics in campus education were taken through a European project aimed at improving the transition from secondary to higher education through learning analytics. To this end, the project has developed, tested and evaluated a learning analytics approach that focuses on providing formative and summative feedback to students in the transition to higher education. In this session practical experiences, insights, and lessons learned are shared from four years of learning analytics research in online education and campus education.



Profile

Jan-Paul van Staalduinen is manager Information Management for Education & Student Affairs at TU Delft. In his previous role as project manager Research & Online Labs at Delft University of Technology's online learning department, he coordinated evaluation of and research in the university's 60+ MOOCs and other online courses (1M+ students). He was also responsible for the university's on-campus learning analytics initiatives, including the STELA (Successful Transition from secondary to higher Education using Learning Analytics) Erasmus+ project.