



Visualizations to Support Self-Regulation of Students' Learning Behaviors

Marcia Moraes, Beth Pouska, Kelly McKenna & James E. Folkestad - Colorado State University

PURPOSE

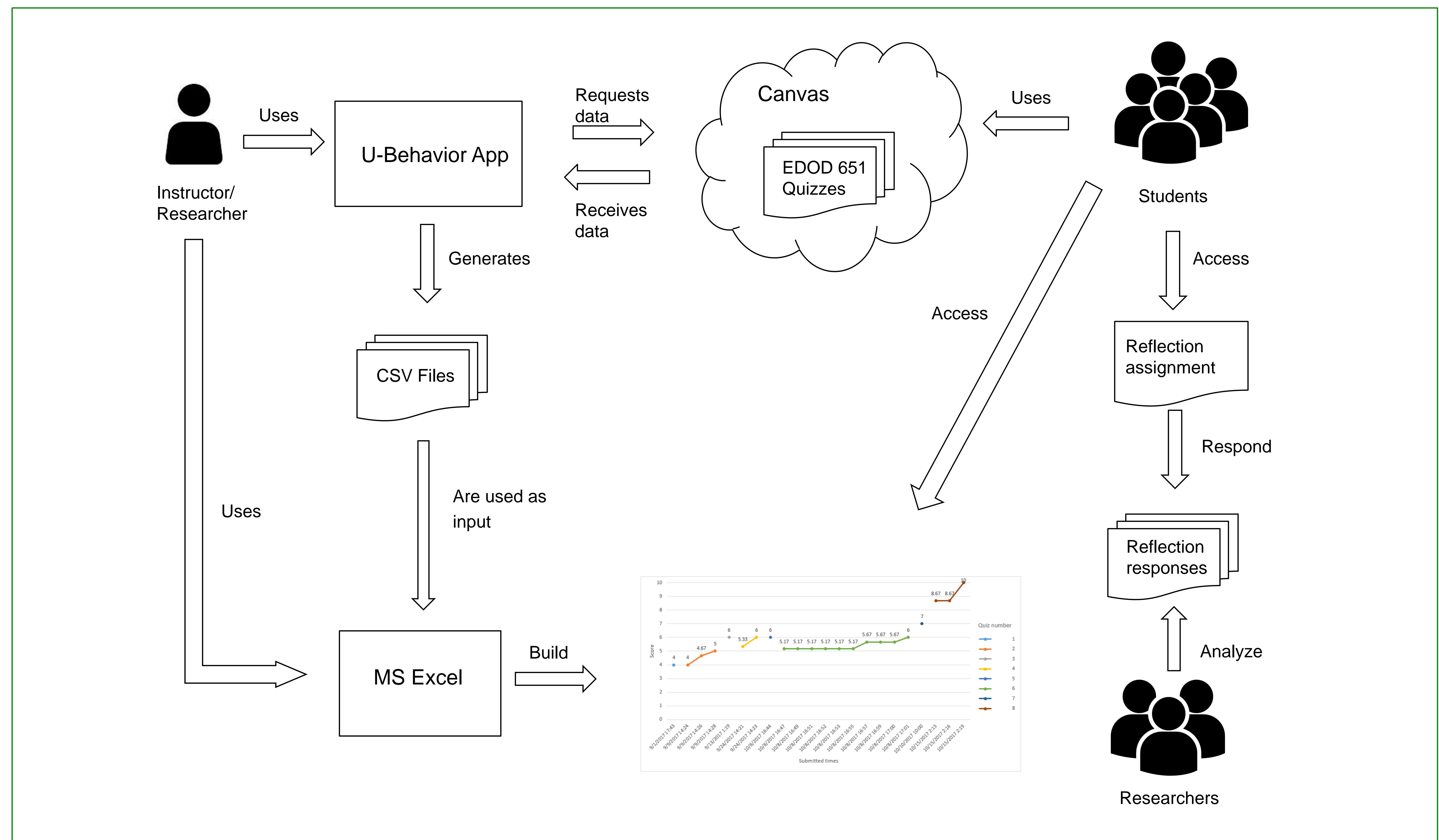
- To use learning analytics visualizations to represent students' use of quizzes over the course of a semester.
- To support students' reflection on their learning behavior and to learn from that exposure.
- To identify ways to use Canvas LMS data to support teaching and learning.

SETTINGS AND PARTICIPANTS

This project was initialized in the EDOD 651, On Demand Learning-Improving Performance, course at Colorado State University in the Fall 2017 semester.

The course was offered to 24 students via a 100% online format for master's-level graduate students in the Organizational Learning, Performance and Change Masters of Education program.

PROCESS



FINDINGS

1. Most of the students engaged in behaviors that were oriented toward getting the highest score on each quiz.
2. Reflecting on their behaviors students understood the benefits of Spaced Retrieval Practice (SRP) but did not engage in that behavior.
3. Students wanted to compare their work and effort with their classmates to advance their understanding.

FUTURE PEDAGOGICAL WORK

To encourage SRP behaviors and the overall benefit of that practice on learning.

To expose students to the U-Behavior visualizations earlier in the semester and to determine if that exposure has an impact on their use of quizzes in the class.

For additional information please contact:

James Folkestad
Director C-ALT & Professor at School of Education
Colorado State University
james.folkestad@colostate.edu