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# Crynoldebau / abstracts

Learning analytics: How can evidence from Talis Aspire reading list management system enhance the learner experience?

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Learning analytics has been defined as “the measurement, 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”

Evidence shows that learning and academic analytics are currently underutilised in UK Higher Education. In this presentation we will show how evidence from the reading behaviour of students can better inform information resource decision making within the HE context.

The recent introduction of Talis Aspire reading list management system in Aberystwyth University provides the perfect opportunity to gain insight into the reading and learning behaviour of students. It also demonstrates how better use of evidence can help identify improvements in the efficiency and effectiveness of learning resource provision. Analytical intelligence and reflection on data from the dashboard of Talis Aspire hold the potential for better learning related support to improve learning outcomes. We provide examples of how use of data from Aspire can help improve:

• Resource health in terms of availability

• Student engagement with content, based on their learning intentions

• Positive interventions by academic staff

• Reading recommendations for wider reading

• Reference and citation practices