

## **CONFERENCE**

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**TITLE:** Learner dashboards: a precious yet underused self-regulation tool

## **ABSTRACT**

### **Problem statement:**

Currently, feedback is seen as the process by which students make sense of the information they receive and transform it into knowledge to guide future tasks (Carless & Boud, 2018). This information can come from multiple sources, including learning analytics (LA), which involve measuring, collecting, analyzing, and reporting data on students and their contexts to optimize learning (Siemens & Gasevic, 2012). LA can be displayed in learner dashboards, but it remains unclear how useful they are or whether students use them effectively. Additionally, more research is needed on how these tools support self-regulated learning and student agency (Matcha et al., 2020).

Therefore, it is important to ask students which dashboard information they consider most critical so institutions can offer it to enhance self-regulation.

### **Research questions:**

The following research questions were posed:

- a) What do university students know about learning analytics and learner dashboards?
- b) Do they use the learner dashboard on the University of Barcelona's virtual campus?
- c) If they do, how often and what for?
- d) What are the students' perceptions of the usefulness of learner dashboards and their awareness of their availability on the university's virtual campus?
- e) How relevant do students believe the information provided by learner dashboards is?

### **Research methodology**

The questionnaire by Wong et al. (2023) based on the work of Jivet et al. (2020) was selected. It was administered online to 1020 students from different faculties during class time.

### **Results**

The results (n=1020) show that students do not know what Learner Dashboards are (82%) and consequently, they hardly ever use it although they perceive it has potential. Students prefer information such as: (a) important dates (exams, deadlines) (M=4.43); (b) the criteria for passing the subject (M=4.22) and (c) the timetables of the subjects (class dates, laboratory) (M=4.17). On the other hand, what seems less relevant to them are: (a) the recommended time to complete the learning activities (M=3.31); (b) the content that other students find interesting (M=3.30) and the estimation of time for administrative activities (organizing group work, answering emails, etc.) (M=3.17).

### **Conclusion**

The information offered by dashboards that are useful for self-regulation processes are the least valued, while students appreciate the display of more transactional kinds of information. Consequently, certain institutional actions should be implemented and integrated in curricular designs along with data literacy so students could take advantage of the learner dashboards they have at their disposal.

**Keywords**

Learning analytics

Dashboard

Self-regulated Learning

Higher Education

**References**

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