Chapter 2
A Study on the Impact of Learning Analytics to Evaluate Students' Performance in Higher Education

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ABSTRACT

Learning analytics is receiving increased awareness because it helps educational institutions in growing student retention, enhancing student fulfillment, and easing the burden of accountability. Although those massive-scale issues are worthy of attention, schools may additionally be inquisitive about how they can use learning analytics in their personal guides to assist their students. In this chapter, the authors define learning analytics, the way it has been used in educational establishments, what learning analytics tools are available, and how college can make use of facts in their publications to reveal scholar overall performance. Finally, the authors articulate several problems and uncertainties with the usage of learning analytics in higher education.

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INTRODUCTION

Have you ever had the sense at the start of a new course or even weeks into the semester that you can predict which students will drop the course or which students will prevail? Of direction, the threat of this consciousness is that it could create a self-satisfying prophecy or possibly be considered "profiling". But it may also be which you have treasured facts on your head, accumulated from semesters of revel in, that permit you to be expecting who will prevail and who will no longer based on certain variables. In quick, you possibly have hunches based totally on an accumulation of experience.

The question is what are those variables? What are the ones records? And how well will they help you expect pupil overall performance and retention? More importantly, how will the ones statistics help you to assist your college students reach your direction? Such is the promise of learning analytics. Learning analytics is defined as "the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs s" (Long & Siemens, 2011, p. 32). Learning analytics gives promise for predicting and enhancing student success and retention in part because it permits college, institutions, and college students to make statistics-driven selections about pupil fulfillment and retention. Data-pushed decision making entails using facts, consisting of the sort furnished in Learning Management Systems (LMS), to inform educator's judgments (Jones, 2012; Long & Siemens, 2011; Picciano, 2012). For instance, to argue for extended investment to support student training for a route or a set of courses, it might be useful to have information displaying that scholars who've positive capabilities or abilities or earlier coursework perform better within the class or set of classes than those who do no longer.

Learning analytics additionally gives the promise of extra "customized learning", which could enable college students to have greater powerful gaining knowledge of experiences, amongst other things (Greller & Drachsler, 2012). This customized gaining knowledge of enjoy is vital in overcoming the assumption and exercise of many course designers that learners start the course on the equal level and proceed through it at more or less the equal pace; what Siemens refers to as the "green learning speculation" (Siemens, 2010). Without the use of performance and learning data, faculty and instructional designers are pigeon-holed into accepting this hypothesis. The use of records that is automatically accrued via most learning management system lets in college to form how students continue thru a direction. For example,

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