# LEARNING ANALYTICS SCENARIO #1:
## A SUPPORTIVE FIRST YEAR EXPERIENCE

Professor X is teaching an introductory course for their department. Although they are not a new faculty member, this is their first time teaching this introductory course, so they put considerable effort into creating an engaging learning experience. It is challenging because the class is large, and it will be hard to talk to individual students enough to know how their learning is going.

At the end of the term, Professor X is somewhat disappointed by the grades students earned in the course. They look at their SLEQ report for the course and are quite surprised to see that students tended to respond 'not at all' or 'somewhat' to the question, "Course projects, assignments, tests, and/or exams improved my understanding of the course material" (interpolated medians around 3.8 on a 5 point scale), despite that other rating scale questions had many more 'a great deal' and 'mostly' responses (interpolated medians around 4.4 on a 5 point scale).
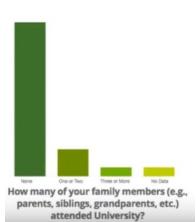
Knowing how the assessments were built, Professor X goes back to Canvas and looks at New Analytics. Professor X notices that pages where the content from the exam was supposed to be learned have considerably fewer views when compared to the "sample exam" Professor X provided. Professor X wonders if student just tried the sample exam questions and skipped the course content. The sample exam had been posted as a sample for format, not for content, and the preamble in the sample exam had been clear about this. There is clearly a problem with students not knowing what is important, but it is not clear what the cause of this problem is.

Professor X then goes to Know Your Class in Canvas, where they see that a large proportion of their students are the first in their families to attend university. It is at this point that everything begins to make sense!

It is likely that these new students had not yet developed university-level student skills that Professor X had grown to expect from their upper-year students in previous courses, and that these students were defaulting to strategies they used in high school. Some students may not have known anyone who could give them advice on being successful in university.



How many of your family members (e.g., parents, siblings, grandparents, etc.) attended University?

*A sample of fictional Know Your Class data that may reflect this scenario.*

Equipped with this data, Professor X reaches out to the Gwenna Moss Centre for Teaching and Learning, as well as Student Learning Services. The next time they teach this course, they intend to point students more overtly towards the more important content and to ensure that students know where to go to learn university-level study skills to be more successful in the course. They will also look at Know Your Class towards the start of the term and monitor New Analytics, Mid-course SLEQ feedback, and student grades on an ongoing basis to ensure that they are able to respond dynamically mid-course to their students' needs.