

Call for Papers

Using Learning Analytics to improve the cognitive and social aspects of learning (ANALYSE)

Overview

Learning analytics focus on assessing the learning process, and thus are useful on a course level (e.g. for identifying the learning trails and engagement of individual students) as well as on a department level (for e.g. predicting dropout rates and clustering students). The critical dimensions of learning analytics are the stakeholders (e.g. students or teachers), the objectives (e.g. reflection), the data (e.g. which measures are important, whether a student’s history will be considered), the instruments (e.g. data visualization or statistical analysis), the external constraints (privacy, ethics, etc.), and the internal limitations (e.g. whether the analytics can be interpretable by the stakeholders) (Greller & Drachler, 2012). Choosing along each of these dimensions can severely affect the quality, accuracy but also the usefulness of the analytics.

Of particular importance is the data (i.e. which data from the student should be collected), and the visualization instruments (i.e. which methods should be used to transform the data into actionable information for the end users). In our case, the end-users are the teachers delivering a learning course, and the students who are participating in a collaborative activity. For instance, the teachers may use learning analytics to observe how a large number of students interact with the learning platform and identify metrics indicating problem cases with insufficient learning or how effectively they collaborated in a relevant activity. Moreover, the students will be able to see their collaboration outcomes in order to enhance their metacognition and social skills.

In ANALYSE we welcome papers on the latest developments on learning analytics in collaborative and individual learning settings under both dimensions of data collection and data interpretation describing theoretical contributions, interesting applications and demos.

Topics

- Applications for learning data logging and processing
- Tools for learning data visualization and interpretation
- Learning analytics for user profiling and behavioral modeling
- Visual and predictive analytics
- Learning trails and engagement of individual learners
- Learners’ clustering and dropout prediction
- Privacy and ethics in learning analytics
- Gamified learning analytics
- Learning analytics in Computer Supported Collaborative Learning
- Conversational agents and analysis

Contribution Types

Proposals for participation in the Special Session can be submitted in the following formats:

ICL2018

“The Challenges of the Digital Transformation in Education”

Kos International Convention Centre, Kos Island, Greece, 25-28 September 2018

- Full Paper (10-12 pages)
- Short Paper (8-10 pages)

Important Dates

01 Jun 2018 Submission of complete papers
22 Jun 2018 Notification of Acceptance
20 Jul 2018 Author Registration Deadline
20 Jul 2018 Camera-ready due
25 Sep 2018 Conference Opening

Submission

Please visit: <https://www.conftool.com/icl-conference/> and submit your paper as in the special session “**Using Learning Analytics to improve the cognitive and social aspects of learning (ANALYSE)**”.

Please find more instructions [here](#).

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