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An Evaluation of Learning Analytics in a Blended MOOC Environment

Abstract:

 Massive Open Online Courses (MOOCs) present an emerging branch of online learning that is gaining interest in the Technology-Enhanced Learning (TEL) community. Due to the massive nature of MOOCs, the amount of learning activities might become very large or too complex to be tracked by the course participants. Learning analytics can provide great support to learners in their MOOC experience. In this paper, we focus on the application of learning analytics from a learner perspective to support self-organized and network learning in MOOCs through personalization of the learning environment, monitoring of the learning process, awareness, self-reflection, and recommendation. We present the details of a study we conducted to evaluate the usability and effectiveness of the learning analytics module in the blended MOOC platform.