



Online Student Engagement: Reports from Other Systems

How do you know if your students are using online resources on your learnonline site? You may have created a website, recorded videos or assigned readings, but how do you know whether, and how, students are using these resources?

Learning analytics reports can help you identify which of your online students are at risk of falling behind so that you can provide them with mechanisms to get back on track. In a similar way, learning analytics reports can help you identify resources that are popular and those that are not, allowing you to consider the quality and placement of these resources in the website.

This *Guide* is the third in this series on learning analytics and focuses on analytics reports that reflect student behaviour using Panopto and eReserve resources. It demonstrates how to access these reports and discusses how they can be used.

[The first Guide](#) in the series provided

- an overview of all the analytic reports that are automatically available via the Dashboard and
- discussed some issues related to interpreting student engagement data.

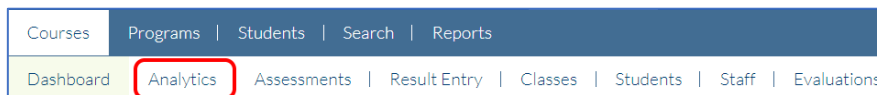
[The second Guide](#) discussed course analytics from learnonline including

- Student course site visits (first time log in and weekly/daily visits)
- Student learnonline engagement
- And the practicality of using these reports.

The fourth and final Guide in this series on learning analytics will look at individual student engagement across multiple courses.

Accessing Analytics

The Dashboard is the access point to detailed learning analytics reports via the *Analytics* tab. More specifically it is the gateway to the Recording and Reading List Reports. .

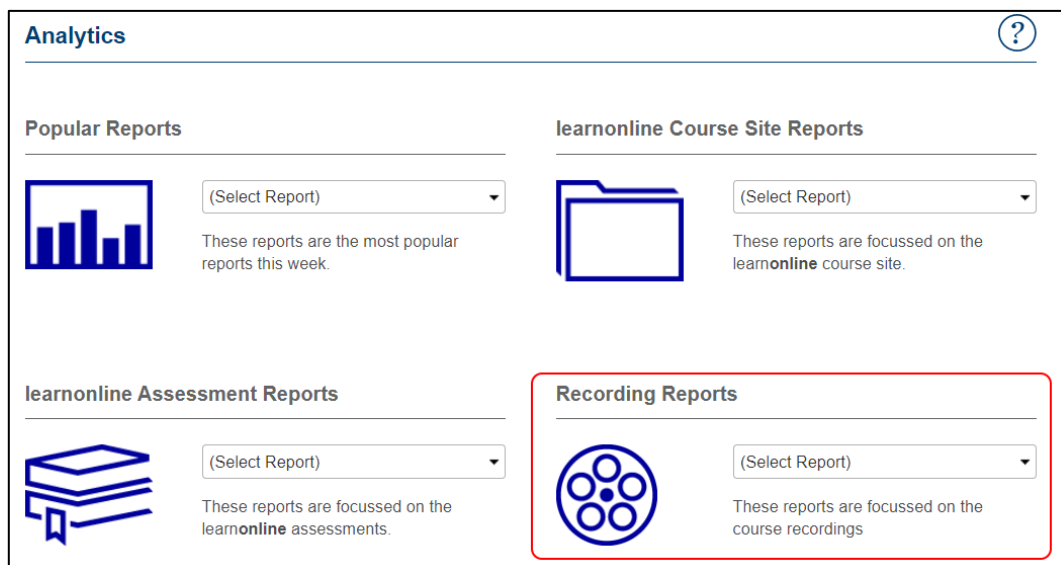


- Help resource – [Analytics tab](#)

Recording Reports

Recording Reports can provide insight to how often your students watch course recordings and for how long. The Recording Reports tool can only display analytics on videos available in your course Panopto folder.

From the categories of Analytics available, select Recording reports



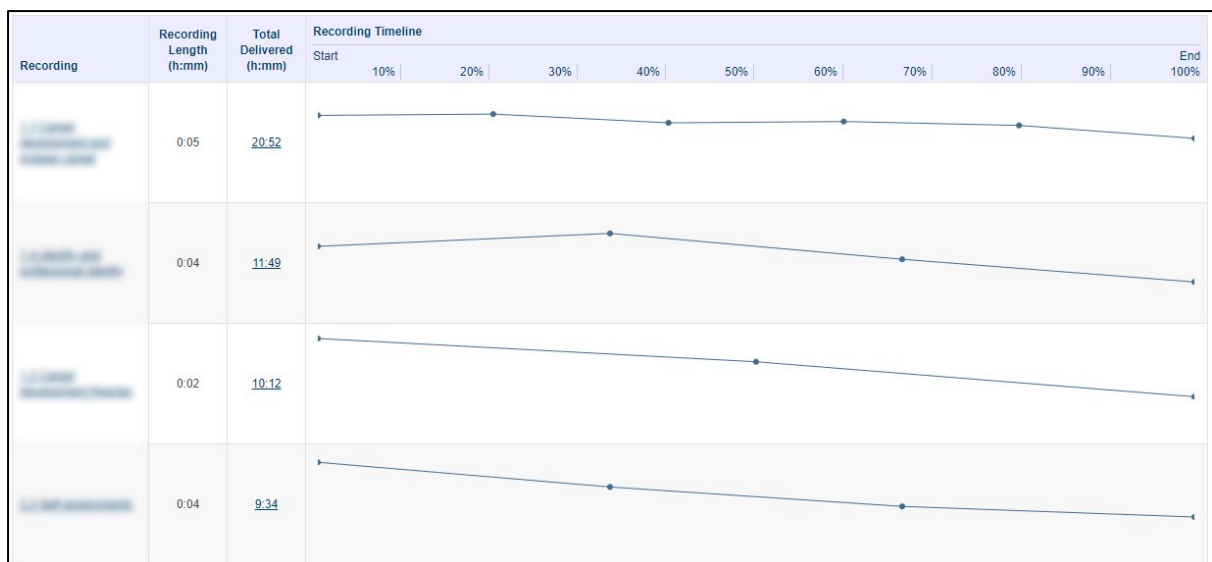
The reports available here are:

- Recording – Student time watched
- Recording – Time watched
- Recording – Views
- Recording – Views by timeline

The **Recording - Student time watched** report illustrates the total time per student that the recordings have been watched for the course offering. This data can be sorted by students who have watched most or least and can help you to identify which students are using the recordings and which are not. By selecting the bar for an individual student, you can see the viewing profile of that student – what videos they watched and for how long (the **Individual Student recording time watched** report).

- Help – [Lecture recording reports – Student time watched](#)

Another way to view this data is to view the **Recording – Views** report which shows a list of the recordings, the recording length, the total video time played by all students and the number of views along the recording timeline as a percentage of the video.



By clicking on the timeline itself, you access another report called **Student Viewing Behaviour – by recording**. This returns a heat map for the selected video, showing which parts of the video were watched most by which students, and which parts were watched least. If the heatmap shares many similarities amongst many students, this information can be useful when critiquing the videos available in the course website.

Students	Student Id	Percentage	Total Minutes Viewed	Recording Timeline													
				Start	10%	20%	30%	40%	50%	60%	70%	80%	90%	End 100%			
[Student Name]	[Student Id]	100%	18	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Student Name]	[Student Id]	100%	16	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Student Name]	[Student Id]	90%	16	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Student Name]	[Student Id]	100%	14	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Student Name]	[Student Id]	100%	14	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Student Name]	[Student Id]	100%	14	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Student Name]	[Student Id]	100%	13	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]

By selecting the heatmap bar for one student, you will access another report, the **Student Viewing Behaviour – by Student** report, which displays the percentage watched for each video in the course for an individual student, the total minutes viewed and a heat map to represent the student’s engagement.

Recording	Percentage	Total Minutes Viewed	Recording Timeline														
			Start	10%	20%	30%	40%	50%	60%	70%	80%	90%	End 100%				
[Recording Title]	100%	12	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Recording Title]	95%	11	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Recording Title]	90%	8	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Recording Title]	100%	6	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Recording Title]	100%	6	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Recording Title]	0%	0	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]
[Recording Title]	0%	0	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]	[Heatmap]

- Help – [Lecture Recording Reports - Views](#)

You may be disappointed at the learning analytics report for your Panopto videos due to low or non-existent viewing data. When reviewing your recording reports, consider whether

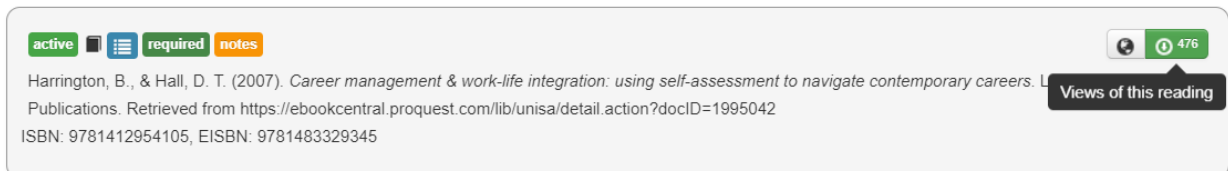
- there are other options for students to gain the same information other than the video
- there is a printable equivalent of the video
- the topic is covered in a textbook or other resource

As teachers, we support the learning preferences of student cohorts from diverse learning backgrounds by providing an array of learning resources for students to choose from. This is good practice and will engage more

of your student cohort. However, this calls for a more critical interpretation of these focused data sets. You may also need to consider in parallel which resources students are accessing via other sources, such as eReserve.

Reading List Reports

The newest reports available to course coordinators are the reading list reports that come from the Library's eReserve system. If you are using eReserve, you will find live reading reports displayed in the top right-hand corner of your learnonline site. In the example below, there has been 476 downloads of the selected eReading (note that students do not see this datum).

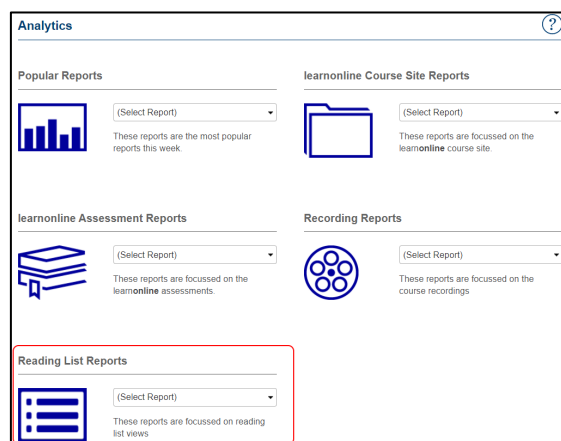


active required notes

Harrington, B., & Hall, D. T. (2007). *Career management & work-life integration: using self-assessment to navigate contemporary careers*. L Publications. Retrieved from <https://ebookcentral.proquest.com/lib/unisa/detail.action?docID=1995042>
ISBN: 9781412954105, EISBN: 9781483329345

Views of this reading 476

By accessing the Analytics section of the course dashboard, you can ascertain more detail about student use of eReadings. From the categories of Analytics available, select **Reading List Reports**.



Analytics

Popular Reports (Select Report) These reports are the most popular reports this week.

learnonline Course Site Reports (Select Report) These reports are focussed on the learnonline course site.

learnonline Assessment Reports (Select Report) These reports are focussed on the learnonline assessments.

Recording Reports (Select Report) These reports are focussed on the course recordings.

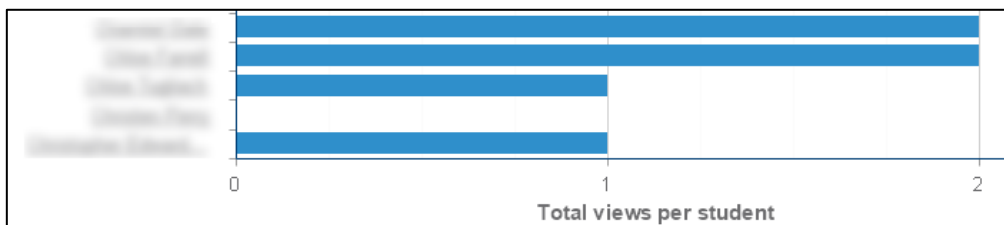
Reading List Reports (Select Report) These reports are focussed on reading list views.

There are three reports available

- eReading Item Views
- Student eReading Views (Chart)

- Student eReading Views (Tabular)

The **eReading Item Views** report lists all the eReadings in the course (sorted alphabetically by first name, or by total number of views by selecting that column's header). You can then view in detail which students have accessed a resource and how many times, by selecting the **View Detail** chart or table. The image below lists the students on the left, and the bar graph represents the total views per student for a given eReserve item.



An overview of the number of eReadings read by students is available through the **Student eReadings Views**. This report illustrates the total number of times that individual students have accessed all the eReading items for the offering. Again, you can sort by student name or highest or lowest views to tailor the report to your needs.

- Video – [Introduction to eReserve \(1:09\)](#)
- Help resource - [Eleven steps to using eReserve](#)

When interpreting Reading list reports, look for those readings that are the most popular and those which are not. Remember that accessing an eReading is not the same as reading an eReading. Consider the placement of the eReading in the website and the narrative framing the eReading. Ask yourself the following questions: Are there sufficient reasons for students to access an eReading? Do they know why the eReading is important and what they are to do with the knowledge gained from the reading? By asking questions such as these you can determine which of your readings have the most impact and why.



Using Student Engagement Data

Student interactions within learnonline are used as a proxy for engagement. At best learning analytics measures the behaviour of learners and are indicators of student behaviour but don't explain that behaviour. Consequently, the analysis and interpretation of learning analytics data needs to be done with care.

Consult the first Guide in this series *Online Student Engagement: An Overview* to review the use of student engagement data reports including:

- engagement data is useful as a guide and not as a measure of academic success.
- student generated data although potentially rich is incomplete
- reports don't consider how students are engaging with their learning outside of learnonline.
- the collected data is not specifically contextualized for your course, student cohort, your teaching approach or disciplinary cognitive development.
- that you critically review the data reports for your course.
- that reports contain sensitive information as referenced by *Policy A-46.12 Confidentiality of students' personal information*.

If you would like to ask online teaching and learning questions related to your course, you can look through our [FAQs](#), write to TIU@unisa.edu.au, have an [online consultation with a member of the TIU](#) or complete the online modules as part of [*Introduction to Engaging Learners Online*](#).