

Fostering Faculty Engagement through Learning Analytics & Inquiry Communities



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WHY?

- Faculty do not have access to academic data to inform their instructional decisions.
- Siloed conversations & exploration on student success in STEM intro and gateway courses exist.

HOW?

- Use a participatory and inquiry approach with faculty as co-designers of learning analytics tools.
- Explore storytelling to motivate and develop value.
- Address faculty “cost.”

DISCUSSION QUESTIONS

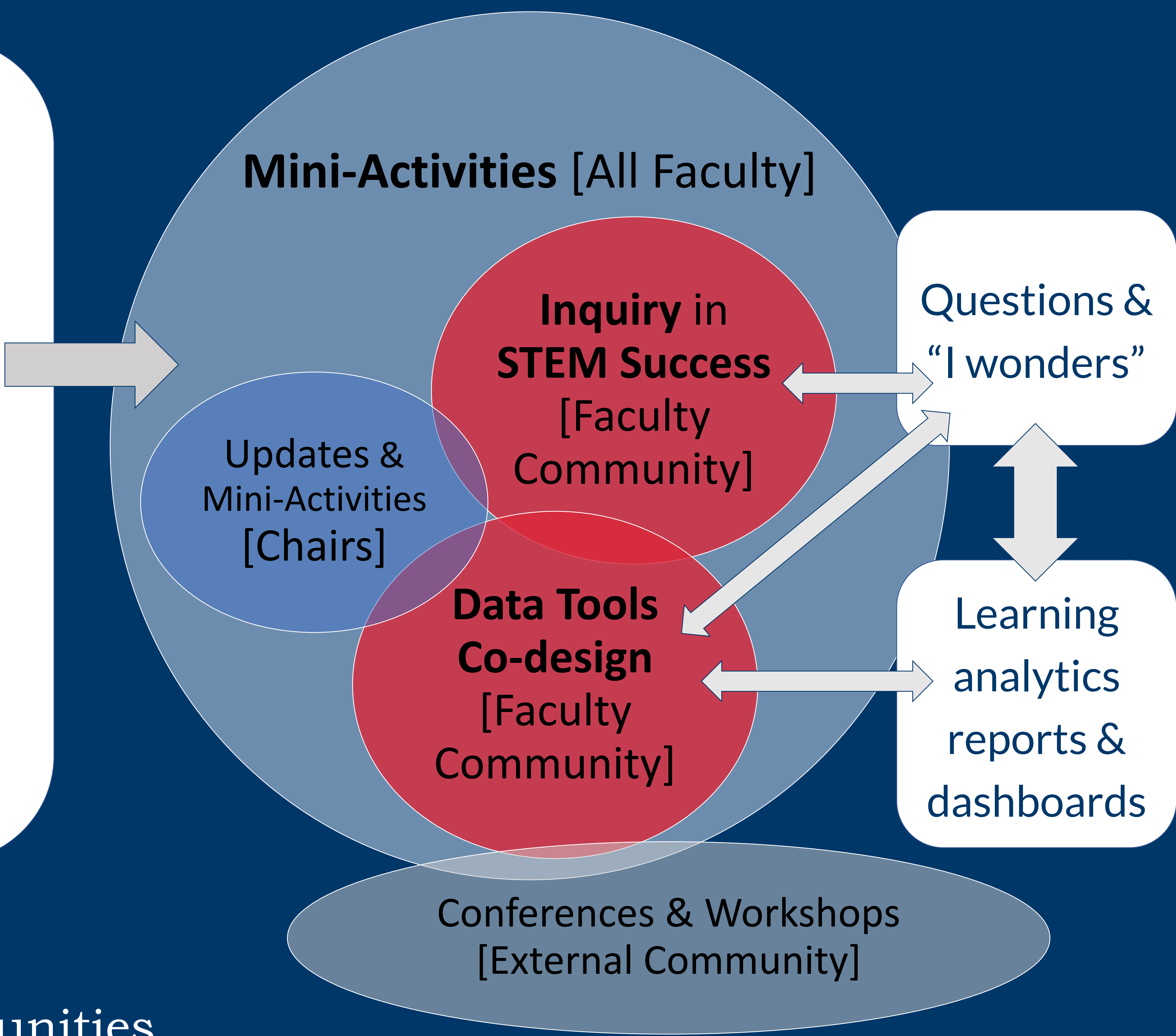
- How might institutional data and learning analytics be used to inform and prompt STEM transformation, and who might be involved?
- How might stories and narratives be used to engage faculty and other stakeholders, and what might be potential challenges?

Engagement + Data + Community (with **Stories** as a thread) can seed Motivation for Transformation.

Framework for our early-stage capacity building project

ASSUMPTIONS

1. Providing faculty with **multiple ways** to engage will cultivate the motivation to consider change.
2. **Data alone** will not drive change - developing **connections** with data and evidence will help motivate transformation.
3. **Systems thinking** establishes an effective framework to organize efforts.



THEORIES OF CHANGE

1. Expectancy-value theory of motivation (Wigfield & Eccles, 2000), plus cost (Barron & Hulleman, 2014)
2. Communities of transformation/ practice (Kezar & Gehrke, 2016; Shadle et al., 2017)
3. “[S]ignificant conversations and significant networks” (Roxå & Mårtensson, 2009)
4. Data-based stories for sense-making reflection (Peterson, 2017; Gandolfi, 2019).

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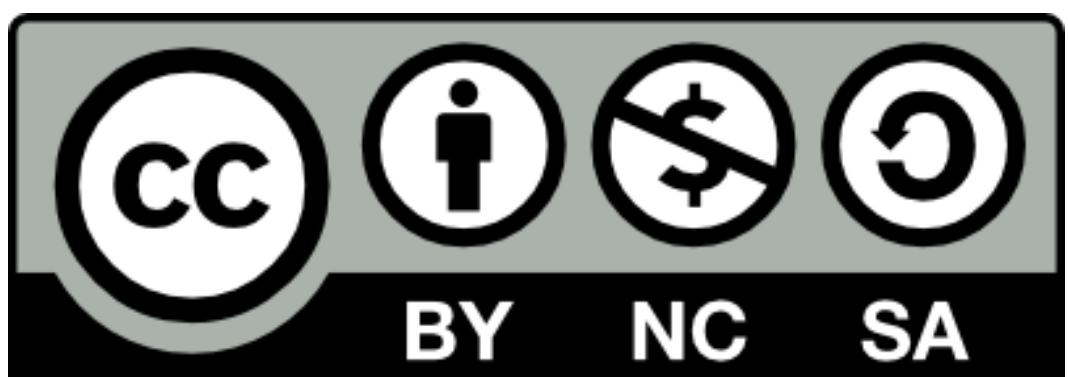
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