

LAK Hackathon

About the theme

<https://lakhackathon.wordpress.com/>

LAK Hackathon

Getting the right information to the right people so they can take the right action

About History Programme Challenges Contribute Proceedings Organisers Tech & Data

About

Come and join us 13-14 March, 2017, in Vancouver, BC, Canada.

Its Not Just for Techies! Educators Needed.

This workshop is called a **data** “hackathon” but **its not just for techies**. In fact, it will not be effective if it is just techies attend. Yes, some participants will talk technology but it is also critical that we have a balance of participants willing to be constructively critical and to drive us into our zone of proximal development towards learning analytics technologies which are **more relevant from an educational technology perspective**.

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A look waaaaayyyyyy back..... to 2011

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Learning and Knowledge Analytics Analyzing what can be c

Welcome to the open online course on Learning & Knowledge Analytics

Posted by George Siemens on December 21, 2010

Learning & Knowledge Analytics 2011 – LAK11 – is an open course that will be offered from January 10 – February 20, 2011. LAK11 serves as an introduction to the growing field of analytics in teaching, learning, training, development, and organizational knowledge.

LAK11 will address the following topics:

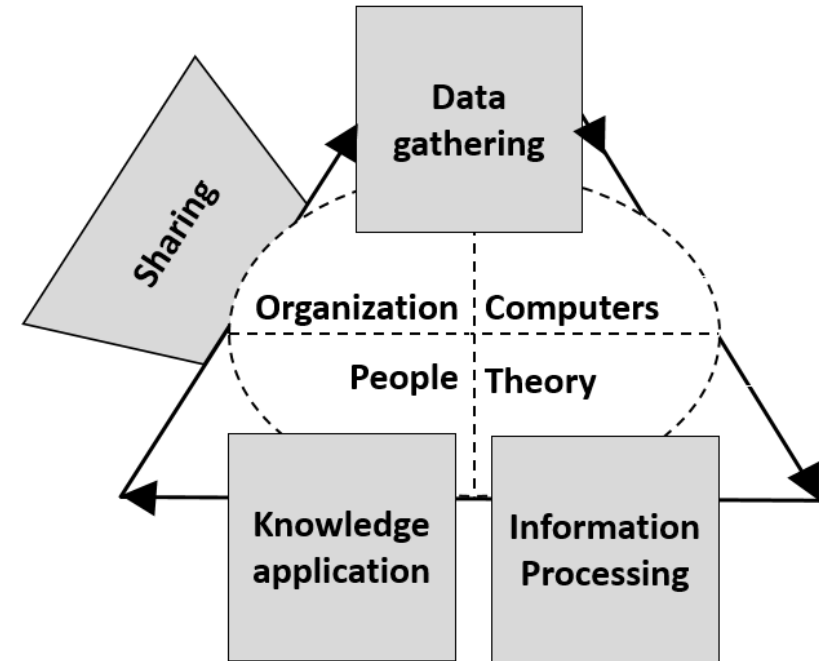
- Week 1 (Jan 10-16): Introduction to Learning and Knowledge Analytics
- Week 2 (Jan 17-23): Rise of "Big Data" and Data Scientists
- Week 3 (Jan 24-30): Semantic Web, Linked Data, & Intelligent Curriculum
- Week 4 (Jan 31-Feb 6): Visualization: Tools for, and examples of, Analytics
- Week 5 (Feb 7-13): Organizational implementation
- Week 6 (Feb 14-20): What's next for Learning & Knowledge Analytics?

There is no fee to participate. The course will include synchronous (Elluminate) and asynchronous (blogs, moodle) interaction.

This course will be facilitated by George Siemens, Jon Dron, Dave Cormier, Tanya Elias, and Sylvia Currie.

To get started:
Please join this group: <https://groups.google.com/group/LAK11/>. Once the course begins, daily emails of course activity, readings, and other highlights will be sent to this group.
Course Tag: LAK11 (for tagging resources in delicious/diigo, Twitter hashtag, and tagging blog posts)

The course syllabus and reading list will be posted in early January, 2011.



<http://www.learninganalytics.net/?p=28>



Kate Bowles

February 20, 2017 | [Reply](#) | [\(Edit\)](#)

I'm trained in narrative practices following a therapeutic model (the model derived from the work of Michael White) and this has taught me that stories are individual and community practices of decision-making, and they are essentially projects of the reflective self, or group.

Business storytelling takes a different line: that with enough data and processing power, businesses can claim to be able to tell the stories of others.

This is what worries me about both health analytics and learning analytics: autogenerated storytelling of the other. So whoever we are, and whoever we think our audience might be, our stories are not our own — they are stories of others, and very often we want to use them to reform the behaviour of others. And we do this because analytics introduce a presumption of rigour that underestimates (or actively undermined) the other's fitness to tell their own story.

I really want to resist this presumption: I want to see what conversation can emerge that's prompted by data, but not finalised by it.



Jim Luke

March 1, 2017 | [Reply](#) | [\(Edit\)](#)

And that leads me to my last main observation. Unlike Kate, my background is in social science & business. I'm an economist. I spent 30+ yrs using data to help formulate stories in business. We called them "strategies", "plans", "market analyses", and "performance/financial statements" – but they were always based on data. We, both business people and economists, always make a big deal about the data and claiming that's what we do. We do facts. We do data. But there really isn't such a thing as data. It's all just stories. Period. The data doesn't exist without a story that uses it. And the data doesn't exist without a story, a story usually unstated or implied, about how that data could be captured or measured.

Deciding better, learning better: Different kinds of stories

<http://heretothere.trubox.ca/deciding-better-learning-better-different-kinds-of-stories/>

Data-driven vs. person-driven stories

Never so much in the past year have I felt as uncomfortable talking about using data among forward-thinking learning folks. In a year when data-driven algorithms influenced the news (propaganda) folks read, the polls got it wrong on critical questions, and both humans and robots spewing hate online became seemingly unstoppable, I don't blame them. At the same time, we have have some recent examples of person-driven narratives whose goal to mislead (or gaslight – [More notes on gaslighting by Tressie McMillan Cottom](#)).

[fast forward to the end...]

Learning Better

What if instead of defining our work by information gathering techniques, we define it by the goals of a particular project?

What if we made a practice of seeking out conflicting sources of information that challenge us to accept ambiguity? How might that change our opinions of stories, data, educational research and learning analytics? What types of conversation might we need to have to move such an approach forward?

What might we trying to achieve with our stories?

- Increased graduation rates and completion rates
- Revenue generation
- Efficient transmission of content and use of LMS
- Alignment of course content with prescribed learning outcomes
- Assess efficacy of new content (like open textbooks) and educational technology
- Improve learning design
- Teach skills to meet market demand
- Increase student engagement
- Innovate approaches to learning
- Improved access to educational opportunities
- Reduced reliance on the LMS
- Increased digital and data literacy
- Evidence of knowledge generation
- Better decision-making skills
- Empowering marginalized groups
- Challenging societal assumptions and remedying inequalities
- Increasing our ability to empathize with others
- (What else??)

Who might want to be our listeners?

- Institutional leadership
- Institutional operations
- Teaching faculty
- Research faculty
- Prospective students
- Current students
- Industry partners
- Accreditation organizations
- Government organizations
- Training organizations and trainers
- (Who else ??)