Title: LMS Analytics to Increase Student Persistence and Achievement in Gatekeeper Courses through a "Checkup" Moodle Reporting Module
NGLC Grant Preproposal Summary
For a full copy of the proposal, please contact:
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Abstract

Learning Management Systems (LMS) hold great potential for identifying at-risk students and providing interventions that increase student persistence and engagement. The proposed project will enhance and deploy a real-time analytics Moodle module for use by faculty, advisors, and students. Specifically, California State University, the University of Minnesota, and a developer from a Swiss University will collaborate to scale and deploy this module. The module will include both predefined and ad-hoc graphical report functionality that enables analytics that support the diverse ways faculty use Moodle toward varied learning outcomes.

These reports will trigger alerts that enable faculty to identify students at risk of failing a course (hereforth "at-risk students") and suggest interventions to significantly increase student completion, persistence, and other learning challenge areas of NGLC. This analysis can also identify common learning gaps and support curriculum redesign in the areas that students have the greatest need. A pilot with 10 large lower-division gatekeeper courses using Moodle for blended learning will refine queries in a real-world context and evaluate effectiveness.

In addition, the module will conform to specification guidelines from Moodle.org and will be released to the worldwide Moodle.org community. During the first year, the project will directly impact 13 institutions and 22,000 students through collaborating institutions. An additional 2,000 institutions are estimated to download the module from Moodle.org to further impact 750,000 students.

Project Team

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