Institutional Brief

Volume 6, June 2019

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INSTITUTIONAL BRIEF

Message from the Membership Chair

On behalf of the Society for Learning Analytics Research Executive Committee, I'd like to give thanks for your continued support in developing the learning analytics field and its community. Your organisation is among the institutional leaders of learning analytics adoption and your interest in furthering the field and participating in various aspects of our community matters greatly.

Twice a year we prepare a brief for you, in hope that you and your colleagues will find it useful for inspiration, new insights, knowledge exchange, professional development opportunities, and whatnot. Our network of institutional leaders has continued to grow, with seven new members across four different continents joining us this year. We would like to give the warmest welcome to Kyoto University, Victoria University of Wellington, Indiana University, DIPF (German Institute for International Educational Research), National University of Singapore, and Delft University of Technology. Alongside the new members on board, our dedicated supporters include The Open University - UK, University of South Australia, the University of British Columbia, the University of Michigan, Royal Melbourne Institute of Technology (RMIT University), Colorado State University, the University of Sydney, the University of Texas Arlington, New York University, and the University of Melbourne.

Through the contents of this brief we strived to reach both the newcomers and long-term members. We include detailed information about SoLAR activities to help your LA professionals and enthusiasts form inter-institutional networks. We also remind you of the upcoming events and ask to mark the calendars for the Institutional Briefing at next year's LAK in Frankfurt. The brief highlights the 9th Learning Analytics and Knowledge Conference, which was seen with a competitive acceptance rate, growing submissions, and over 500 unique attendees. We visualise its thematic trends and include links to best papers and keynote recordings.

Two pieces of work in this brief are dedicated to knowledge exchange and future collaboration between institutional members. We first showcase current initiatives by the New York University Learning Analytics Research Network. As a relatively recent entrant to the institutional LA adoption processes, NYU Learn presents how they interweave case-based and institutional work towards building capacity for LA and how this could impact student experience. Besides a showcase of NYU, we report on the results of the brokerage engagement survey circulated in February. The details of LA initiatives across ten institutional members have opened up opportunities for collaboration between our members. We encourage you to take these up towards building inter-institutional practices to scale up LA impact.

Envisioning that institutional members are in the best position to drive LA impact regionally, the brief presents a framework that prepares the readiness of institutions to adopt LA in Latin America. Research submissions from Latin America to LAK19 are growing and now equal about a tenth of the total author submissions from the US. Dozens of universities in the region have unified their efforts towards implementing LA across the entire region. The dimensions of the framework governing this initiative, funded by the European Commission, are relevant for shaping both regional and institutional impact.

Again, thank you for your support. We look forward to further collaboration with you.

Sasha Poquet, Vice President SoLAR and Membership Chair

Getting Involved

Today the learning analytics (LA) community continues to grow as a multidisciplinary field linking researchers and practitioners. As LA matures, SoLAR offers more opportunities to collaborate and connect for new members, both individuals and institutions. This section reviews how you and your colleagues can play an active role within SoLAR and the LA community.

» **Attend SoLAR Events for Professional Development**

Individuals can attend and present at our events, such as the Learning Analytics and Knowledge Conference (LAK) and Learning Analytics Summer Institute (LASI). Practitioners and academics can submit publications to the Journal for Learning Analytics throughout the year. Formats suitable for different types of contributions including practitioner reports are available.

SoLAR is launching new podcasts and webinar series starting July 2019. Podcasts will be short interviews with voices from the LA field. Webinars will be 25-30 min presentations followed by Q&A with the audience on the key issues in the field. More details about both initiatives will be available on the SoLAR website over the next few weeks.

» **Join a Special Interest Group**

SoLAR has active Special Interest Groups (SIGs). Individual SoLAR members can join the SIGs when their focus is of relevance. If a thematic area is not represented, you can organise new members and request the establishment of a new SIG. Current SIGs include the Student SIG, Writing Analytics SIG, Multimodal SIG, and the LA-Asia SIG. More information can be found here: **https://solaresearch.org/initiatives/special-interest-groups-sigs**

» **Organise Your Own Events In-Cooperation with SoLAR**

SoLAR offers a special status of "In Cooperation" for events around the world. Through the in-cooperation status, event organisers can partner with SoLAR to advertise and disseminate information to the SoLAR mailing lists about their learning-analytics-related events. Examples of these have been regional LA conferences, such as Baylan'19 (Bay Area Learning Analytics Network Conference) and LASI-Nordic'18 (Learning Analytics Summer Institute by informal Nordic Special Interest Group). More information on how to request in-cooperation is available at the bottom of the Events page on the SoLAR website: **https://solaresearch.org/events**

» **Create LA Education Projects In-Cooperation with SoLAR**

Through a recent initiative, SoLAR can also provide "In Cooperation" status to educational projects. These projects include (but are not limited to): courses and educational programs (inclusive of credit-bearing, non-credit bearing, on-campus and online), textbooks, and major educational efforts benefiting the community. Each

project-owner must complete a request to the Education Working Group of SoLAR which is then reviewed and deemed approved or denied. For more information on this process and the benefits of in-cooperation, please visit **https://solaresearch.org/ initiatives/in-cooperation-with-solar**

» Join the Executive Committee

All SoLAR members are invited and encouraged to nominate colleagues or themselves to the SoLAR Executive Committee, with a new nomination cycle commencing later this year in November for new two year terms. To learn more about who is currently on the SoLAR Executive, check out the SoLAR website which is regularly updated to inform you about what we are doing, as we publish decisions made in regular monthly meetings.

» Contribute to a Working Group

If you're not quite ready to serve on the SoLAR Executive but would still like to participate in other ways, SoLAR members can engage in our working groups. Working groups are an extension of the SoLAR Executive committee that are formed to further the mission and vision of SoLAR. Each working group is chaired by a member of the SoLAR Executive. Our current Working Groups include Inclusion, Membership, Website, Communication, Education, Events and Special Interest Groups that support and facilitate activities around these areas.

Develop Your Students with SoLAR Scholarships

At your institution, you may have students interested in LA as a field. SoLAR offers the following supports to help you nurture your student talent:

- The Erik Duval Travel Scholarship has been established to support integrating these new members of the community. Since 2016, SoLAR has awarded $62,000 for 103 students to attend the Learning Analytics Summer Institute. If you have students interested in our Learning Analytics Summer Institute (LASI), please encourage them to apply for this funding.

- In addition to the Erik Duval Travel Scholarship, we also fund students to attend the Doctoral Consortium at the LAK conference. DocCon participants are selected through a competitive process through the LAK Call for Papers. Accepted students are funded to participate in an immersive all-day workshop with Senior Researchers, present a poster during LAK, and are mentored around career trajectories. Thus far, SoLAR has awarded $84,000 for 60 students to attend the LAK Doctoral Consortium.

- Any individual student member can also run for the Executive election as a student representative.

Upcoming SoLAR events

Hover Collective / UBC Brand & Marketing

LASI19

Learning Analytics Summer Institute (LASI19) is coming up in just a few days at the **University of British Columbia with co-host, Simon Fraser University**. For LASI19 we will welcome over 120 attendees for a 3-day intensive summer institute filled with networking opportunities and engaging activities. If you're interested in hosting LASI in North America or interested in having your own LASI-Local, please contact us at solarsocietymgmt@gmail.com to find out more information.

LAK20

The 10th International Learning Analytics and Knowledge Conference will take place on March 23-27, 2020 in Frankfurt, Germany. The theme of the conference is "Celebrating 10 Years of LAK: Shaping the Future of the Field," where we will take a look back at the last 10 years of LAK but more importantly shape future directions as we move forward in research, in practice and as a community.

Call for Papers is out now! **Submissions are due on October 1**. Please review carefully as some dates have changed. For the full Call for Papers, please visit the LAK20 website. Stay tuned for further information regarding keynotes, hotel information and more!

Institutional Briefing Meeting at LAK20

As always, all institutional members will be invited to an Institutional Briefing Meeting and Open Forum during LAK followed by a reception. The event will take place on Tuesday, **March 24, 2020 in the afternoon**. Further details on exact time, location and agenda will be forthcoming as we get closer to the event but for now, please save the date!

LASI20

Learning Analytics Summer Institute (LASI20) will be held at Teachers College at Columbia University, co-hosted with New York University.

Institutional Member Highlight

New York University and the Learning Analytics Research Network (LEARN)

At the March Institutional Briefing Meeting at the LAK conference, three institutional members, New York University, National University of Singapore, and Victoria University of Wellington were given the floor to present their learning analytics initiatives. The latter two universities are newcomers to SoLAR, whereas NYU joined in 2017. NYU and its Learning Analytics Research Network (LEARN) played an active role in supporting LASI in 2018 and will continue co-organising LASI in New York in 2020. NYU-LEARN is led by Dr Alyssa Wise who presented on the network and learning analytics at NYU.

Dr Wise described NYU's learning analytics initiatives as a collaborative effort, focused on community change that puts people, not data, first. Among its key characteristics are:

- partnerships between IT, faculty, administrators and students;
- user-centred design involving stakeholders from the start;
- scalability to serve the largest private university in the United States with 10+ global campuses and international student body;
- research to innovate and build a knowledge base for data-informed teaching and learning in higher education.

The Learning Analytics Research Network (LEARN) coordinates research and practice at NYU to progress innovation at the cutting edge of learning analytics and build the future of data-informed teaching and learning research in higher education. By combining advanced data science methods with the careful design and implementation of novel learning approaches, LEARN supports NYU in becoming a living learning system and leader in data-informed teaching and learning while also generating impactful new knowledge about how analytics can promote equitable and effective education.

Currently NYU learning analytics offers three institution-wide services: instructional dashboard, data-on-request, and student-facing analytics.

Three Global Services

INSTRUCTIONAL DASHBOARDS	DATA-ON-REQUEST	STUDENT-FACING ANALYTICS
» Resource use, student engagement and assessment views now; more to be added » Implementation with 30+ instructors now, university-wide in 2020	» Faculty or advisors who want to engage in their own analysis can make requests for the data » Piloting service to refine requesting process and stewardship practices	» Participatory design process involving students, faculty and academic advisers » Current development with pilot scheduled to take place in Fall 2019

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Beyond simply offering such services, NYU-IT and LEARN collaborate to research their design, use and impact in order to develop an empirically grounded knowledge-base. In particular, in-depth case studies documenting instructors' practices of dashboard use were used to produce a model of analytic sense-making and action. This model informed improvements to the dashboard itself and the development of ongoing scaffolds for instructors to integrate dashboard use into their teaching practices.

In addition to institution-wide projects, NYU is also developing localised projects driven by day-to-day teaching and learning needs with a strong research component. Among them are an initiative on predicting calculus success, a tool offering students' feedback on presentation skills, and an effort to understand dental students' development as professionals through their reflections. The predicting calculus success initiative detects students likely to struggle in calculus and offers them additional resources and early support. The presentation feedback tool provides students with information about their body position, gesture, gaze and speaking characteristics to help them improve their oral presentation skills. The dental reflection project combines text and network analytics to identify students' shifts towards a patient-centred orientation.

For those new to the field of LA, a recent publication by Dr Wise (2019) offers an accessible overview, which can be useful to a range of stakeholders unfamiliar with the field. (Learning Analytics: Using Data-Informed Decision-Making to Improve Teaching and Learning.)

Would you like to present your learning analytics initiatives at the next Institutional Briefing Meeting in Frankfurt? Let us know at solarsocietymgmt@gmail.com

Collaboration Opportunities for Institutional Members

Informal discussions with institutional members suggest that the practices of learning analytics (LA) adoption are overall fragmented. Institutions at early stages of maturity in LA adoption often seek more prescriptive scenarios. In practice, adoption maturity is often shaped by the local contexts and local leaders. To help in sharing these locally embedded practices, the Society is taking steps to facilitate knowledge exchange and collaboration between institutions involved in core SoLAR activities. A short questionnaire went out in February asking you about current and future initiatives. We used your responses to identify potential areas for inter-institutional learning.

As you review our mapping of the initiatives, you may be interested in connecting to an institution that rolled out and scaled projects in areas of relevance to you. If so, please reach out to us. We will explore their willingness to engage in knowledge sharing and get back to you with the information on who to contact.

Seven thematic directions of LA work emerged across different LA activities reported by the institutional leaders: presenting data to stakeholders (i.e. dashboards), building capacity, infrastructure, research on retention, student success, student experience,governance, interventions, and curriculum.

Among these, four thematic directions were found prevalent across many institutions, though at various maturity levels. The predominant activities addressed: 1) presenting data to stakeholders, 2) infrastructure, 3) capacity building, and 4) research on retention, student success, and student experience. These areas highlight the current priorities tackled institutionally among the ten universities that responded to the survey.

Institutional Brokerage Survey

A total of ten institutional leaders returned the questionnaire: 4 from Australia and New Zealand, 1 from Asia, 1 from Europe, and 4 from North America.

The respondents were asked to name up to three LA initiatives currently underway in their universities and to specify the adoption levels of these initiatives, from ideation, proof of concept, full pilot, localised implementation, or institution-wide implementation. A total of 28 initiatives were reported.

The leaders were also asked to name directions for their future LA initiatives. A total of 26 future activities were recorded.

Presenting Data to Stakeholders

A total of seven LA initatives focus on presenting data towards improving teaching and learning. Colorado State University (CSU) had a full pilot underway on visual analytics for pedagogical advancement. Royal Melbourne Institute of Technology (RMIT) and New York University (NYU) reported activity of delivering LMS data to stakeholders as locally implemented, University of South Australia (UniSA) and the University of Sydney (UoS) reported teaching quality improvement and dashboard initiatives rolled out at the institution-wide level. RMIT noted the plans of visualising career pathways.

Presenting Data to Stakeholders (Number of Initiatives)

Ideation	Proof of concept	Full Pilot	Locally implemented	Institution-wide	Future Plans
1		1	2	2	1
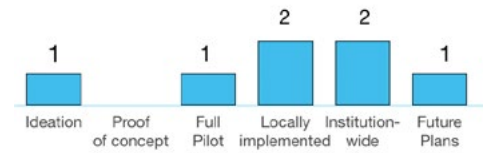
Building Capacity

Eleven LA initiatives promote capacity building, tapping into social networks critical to LA adoption. The activities range between faculty awareness and professional development, needs analysis, and communities of practice (CoPs). DIPF informed about a full pilot analysing fears and challenges of LA across their stakeholders. NYU-LEARN was running a full pilot around a research CoP. RMIT and the UoS noted their institution-wide CoPs. The University of Texas Arlington (UTA) informed about an institutional-level initiative to create an analytics department.

Building Capacity (Number of Initiatives)

Ideation	Proof of concept	Full Pilot	Locally implemented	Institution-wide	Future Plans
2		3		3	3
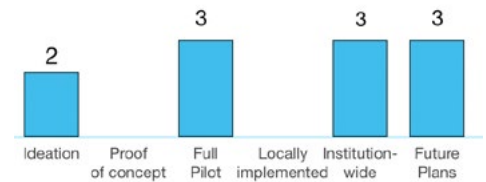
Infrastructure

Four current and three future activities revolve around technical aspects of LA adoption. DIPF was developing a proof of concept around its future LA infrastructure. Indiana University (IU) had a warehouse implemented at the local level, the National University of Singapore (NUS) was rolling out its localised implementation of the data-lake towards institutional use, the UoS reported institution-wide implementation of its educational databank.

Infrastructure (Number of Initiatives)

Ideation	Proof of concept	Full Pilot	Locally implemented	Institution-wide	Future Plans
	1		2	1	3
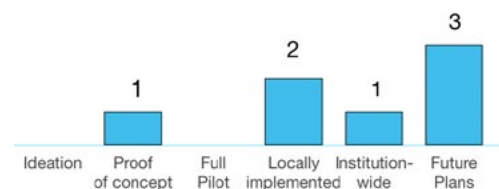
Research

Twelve research plans and initiatives were reported by the universities. They predominantly fell under predictive modelling towards learning and retention, the indicators of engagement, collaboration, and success, and the use of text analytics. CSU was working on a proof of concept to support self-regulation in their gateway courses. RMIT had implemented early warning signs of retention locally. IU was piloting was piloting engagement modelling, whereas Victoria University of Wellington (VUW) was leading a pilot on MOOC learner flow modelling.

Research (Number of Initiatives)

Ideation	Proof of concept	Full Pilot	Locally implemented	Institution-wide	Future Plans
	2	3	1		7
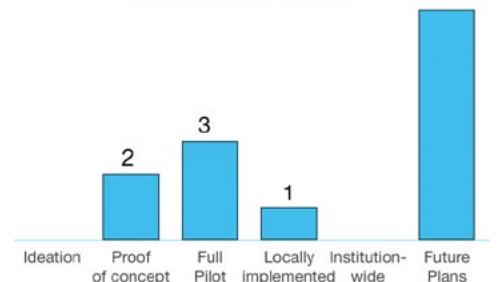
Other Categories

Besides the four areas underpinning LA institutional initiatives reported above, our newer institutional members reported undergoing work on **LA governance**. CSU is the only institution that reported an institution-wide activity around the ethics of LA and was planning to expand for ethical discourse. NUS has implemented an institutional pipeline for LA integrated with university-wide policies, also rooted in a CoP around the ethical review. DIPF was developing a proof of concept for their LA Code of Conduct. Their future plans involved navigating GDPR in a pro-active manner. NYU-LEARN in the future looks towards creating data stewardship policies and ethical application of predictive modelling.

Another area of LA activity is around **interventions**. IU reported a localised implementation of student nudging system. Future directions mentioned by the several other university leaders included interventions supported by AI and those that support self-regulation and better feedback.

Curriculum is yet another thematic activity emerging from institutional initiatives. UniSA reported current on-going initiatives in this area, such as personalised curriculum being implemented institutionally and localised implementation of understanding program employability. Other institutional members noted future plans in the areas related to curriculum (focusing on the linkage of learning design) (VUW), automated orchestration (IU), career recommendation systems (NUS), and integrating career pathways with student dashboards (RMIT).

Seeking Advice of Collaboration?

Our newer institutional members are working in areas such as setting governance structures, developing their social networks of LA pioneers, building data infrastructure or intervention systems, as well as presenting learning analytics to stakeholders. UoS and UniSA are two institutions who have reported most institution-wide initiatives (within 3 reported current activities). RMIT has institutional-level CoP, UTA is creating an institutional unit for LA, whereas CSU has implemented governance activities institutionally.

Although institutional implementation tends to be context-specific, you may still be interested in connecting to colleagues from these institutions to learn from their experiences. Please see the full summary of the institutional member survey in the following table. If your institution missed the survey and is willing to participate in this initiative to share your experience, please reach out to us at solarsocietymgmt@gmail.com.

## Adoption level of current initiatives (N of initiatives reported)

Areas of Work	Ideation	Proof of concept	Full pilot	Localized implementation	Institution-wide implementation	FUTURE INITIATIVES
Presenting data to stakeholders	Student-facing dashboard (1)		Visual LA for pedagogical advancement (1)	Delivering LMS data to academics (2)	Teaching quality improvement (1) Dashboards for teachers and learners (1)	Student-facing dashboards for learner awareness and career pathways (1)
Building capacity	Faculty LA awareness (1) LA curriculum for staff (1)		Community of practice (2) Stakeholder analysis: LA fears and challenges (1)		Community of practice (2) Creating LA department (1)	Expand LA community for ethical discourse (1) Building regional capacity for LA (1) Develop acceptance of LA among stakeholders (1)
Infrastructure		Developing infrastructure (1)		Warehouse (2)	Educational databank (1)	Enterprise deployment (1) Partners to license in-house (1) Student behaviour tool (1) Scaling up in-house tool (1)
Research on retention, student success, & student experience		Student success (1) Self-regulation in gateway courses (1)	Learner flows in MOOCs (1) Engagement modelling (1)	Early warning signs (1)		Ethical predictive modelling (1) Predictive modelling (1) Identifying barriers to student success (1) Text analytics for insights on student experience (1) Use of text analytics (1) Indicators for student experience (1) Indicators for engagement, interaction, collaboration (1)
Governance		Creating policies (1) Code of conduct (1)			Ethics of LA (1)	Data stewardship policies & processes (1) Processes implementing GDPR (1)
Interventions				Nudges (1)		Deploying AI in interventions (1) Self-regulation and nudges (1) Automated motivational feedback (1) Feedback on predictive engagement (1)
Curriculum				Program employability (1)	Personalised curriculum (1)	

LAK19 at a Glance

If you missed the annual Learning Analytics & Knowledge conference (LAK19) in Arizona or would like to relive your experience, all three keynote recordings are available on **our YouTube channel**.

- Professor Ryan Baker posed **6 research challenges** for the future of LA.

- Professor Lise Getoor **showcased how statistical relational learning, probabilistic reasoning and scalable inference** can be applied to relational datasets in education for knowledge discovery and data mining.

- Professor, Deputy Vice-Chancellor, and Vice-President at the University of Technology, Sydney, Shirley Alexander put forward an **exemplary institutional agenda** for using data to enhance student experience.

Number of Submission Types per Year
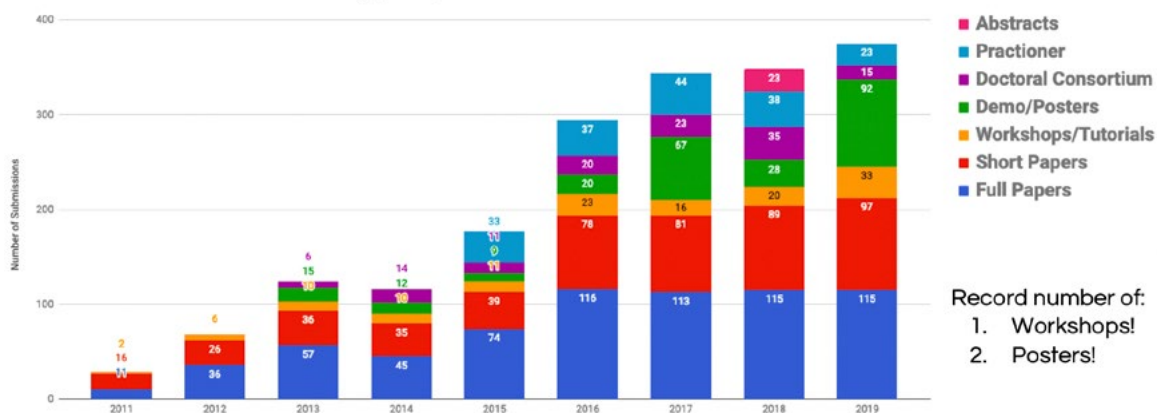
Figure 1. Number and types of accepted submissions at LAK per year

Due to their high citation rates over the last five years, the proceedings of the Learning Analytics and Knowledge Conference are ranked by Google Scholar at number seven in the site's list of the top 20 educational technology publications. The proceedings included 115 full and 97 short research papers, with an acceptance rate of 33% for both types of submission.

We're proud to say that 27% of submissions were put together by international teams. The most author submissions (487) were received from the USA and Canada; with 184 submissions from Europe, 133 from Asia, 48 from Latin America, and 39 from Australia. Accepted papers were predominantly authored by scholars currently based in the USA, followed by Australia. Other accepted papers were divided between Canada, European, Asian, and Latin American countries. To continue to increase the diversity of scholarship at LAK, SoLAR is creating a fund for researchers from under-represented countries to attend the conference in the future.

The topics of submissions were predominantly focused on the use and evaluation of LA tools (126 submissions), as well as learning design (118 submissions). Other popular

submission topic included infrastructure (80 items), user modelling (73 items), retention (65 items), self-regulated learning (61 items), and feedback systems (59 items). The methods across the submissions were broad, including data mining, machine learning, and mixed methods.

ASU Brand & Marketing

This year, 33% of authors were connected by co-authorship, with work by 270 new authors accepted for the conference. A new community metric, the Gašević number [GAH-sheh-vitch], was announced, representing the co-authorship distance that individuals have from one of the most prolific LA scholars (Dr Dragan Gašević, Monash University, Australia). You can figure out your own Gašević number at https://www.csauthors.net/distance.

The conference program included two days of workshops, covering more than thirty topics. The LAK Doctoral Consortium once again funded ten emerging LA researchers to come together and engage with one another, receiving mentoring from senior academics, early-career researchers, and LA industry representatives. LAK19 Program Chairs were Dr Christopher Brooks (University of Michigan, USA), Dr Rebecca Ferguson (The Open University, UK), and Professor Ulrich Hoppe (University of Duisburg-Essen, Germany), with the support of Dr Xavier Ochoa (NYU, USA).

Best reviewers: Assistant Professor Dr Michael Brown at Iowa State University; Senior Lecturer Dr Kirsty Kitto at University of Technology, Sydney

Best research paper: Josh Gardner, Christopher Brooks, Ryan Baker. Evaluating the fairness of predictive student models through slicing. The paper presents a new measure of model fairness Absolute Between-ROC Area (ABROCA) github.com/jpgard/abroca

Best short paper: Trish L. Varao-Sousa, Caitlin Mills, Alan Kingstone. Where you are, not what you see: the impact of learning environment on mind wandering and material retention. The study manipulates instructor visibility during an online lecture and students' environmental settings to examine their influence on student learning and mind-wandering experiences.

Best poster: Yoon Jeon Kim, José A. Ruipérez Valiente, Philip Tan, Louisa Rosenheck, Eric Klopfer. Towards a Process to Integrate Learning Analytics and Evidence-Centered Design for Game-based Assessment. The poster introduces a process that combines assessment science, game design, and LA – for the purpose of creating digital games for educational assessment.

Best demonstration: Jan Schneider, Daniele Di Mitri, Hendrik Drachsler. Multimodal Tutor Builder Kit. The demo showcased a Multimodal Pipeline, both elements of the pipeline are open-source and available of Github.

Learning Analytics in Latin America

According to the analysis of LAK papers, the total number of author submissions from the Latin American region is 48, just about a tenth of the total author submissions from the United States alone (n=461). However, emergent research and practice on learning analytics in this region has drawn our attention to a European Commission funded project - LALA (Building Capacity to Use Learning Analytics to Improve Higher Education in Latin America) (**https://www.lalaproject.org/es/inicio/**).

Like most parts of the world, Latin American higher education strives for innovative solutions to improve social mobility, social inclusion and student employability. Learning analytics has emerged as one of the means to address educational quality and reduce student dropouts. However, limited availability of experienced researchers and practitioners of learning analytics in this region has been a major barrier to moving isolated adoption to large, systematic scale. In light of this, the LALA project set out to develop the region's capacity for learning analytics by highlighting four dimensions: 1) understanding institutional needs and drivers for learning analytics; 2) identifying suitable technological tools to address the needs; 3) raising awareness of ethical and privacy issues associated with the tool adoption; and 4) establishing a regional-wide community for learning analytics. A set of steps to work on each dimension and recommended instruments have been published in a methodological framework--LALA framework (**https://www.lalaproject.org/es/entregables/**). The rationale of each dimension is described as follows:

Institutional dimension. LA emphasises a co-creation process involving key actors, e.g. students, academic staff, managers, and IT professionals. For a technological tool to be effectively embedded into institutional processes, it is crucial to understand the desires, expectations, and concerns of all relevant stakeholders in addition to the political context of the institution.

Technological dimension. LA tools serve the purpose of optimising learning. The design, implementation and evaluation of LA tools need to consider the needs of all relevant stakeholders in the learning environments.

Ethical dimension. The management of educational data needs to comply with local and international regulations that guide the use of personal data throughout the design, implementation and evaluation phases of LA. In addition, ethical implications of every step taken in a LA feedback cycle need to be clarified and addressed.

Community dimension. The scalability and sustainability of LA rely on a thriving community that facilitates the exchange of knowledge and experience among researchers and practitioners. A regional governance body that serves to promote collaboration among institutions can catalyse a sector transformation.

These four dimensions address technological, social, and cultural issues that are pertinent to the success of learning analytics deployment. Institutions that are interested in scaling up their readiness for learning analytics may find the LALA framework a useful manual to consult despite its regional focus.

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