How do teachers perceive pupils' use of a learning management system and learning analytics visualizations to support their learning? - Abstract

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Abstract

In technology-enhanced learning environments, technology-based scaffolds can offer support for students but also provide opportunities for teachers to focus on more customized scaffolding [1]. For example, learning analytics (LA) is suggested to provide efficient ways to support self-regulated learning [2]. This study aimed to explore, how teachers perceive pupils' utilization of a learning management system (LMS) and LA visualizations to support their self-regulated learning and studying. The study was performed during face-to-face lessons where teachers guided pupils' learning through the LMS in the year of 2021. Altogether, four 5th and 6th grade elementary school teachers were interviewed twice with semi-structured interviews. A qualitative content analysis was performed. Preliminary results suggest that teachers highlighted the clear structure of the LMS as a factor that supports learning. The LMS acted as a ladder and a guidance for learning. Furthermore, the structure of the LMS supported mainly self-regulated learning. Self-directed pupils performed well, whereas those with problems with regulating their own learning and behavior had problems working on LMS as well. There was variation in how much pupils followed their own learning and progress through LA visualizations. Self-directed learners followed their own progress rather actively. Others did not and furthermore, did not seem to focus on what they were studying. Instead, they just clicked their way through the tasks. Hence, teacher support was seen to be relevant in addition to the support provided by LMS and LA.

Keywords

learning analytics visualization, learning management system, elementary school pupil, elementary school teacher, self-regulated learning

References

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