

Special Issue Call for Papers: Learning Analytics in primary, secondary and higher education

For the *Journal Research in Innovative Teaching and Learning*

Over the past years the opportunities to use digital data-driven information systems for supporting learning and teaching in education has steadily increased. This goes along with the possibility to collect various data on students' behavior, e.g. their use of Learning Management Systems (LMS), activities and contributions in forums, chats, assignments, tests and various other sources. Learning Analytics (LA) in this context refers to the use of such data for educational purposes. A common used definition by Siemens & Long [1] is: "Learning Analytics is the measurement, collection, analysis and reporting of data about learners and their context, for purpose of understanding and optimizing learning and the environments in which it occurs."

One of the primary areas of the Next Generation challenges of the Gates Foundation's funding (Bill & Melinda Gates Foundation) is focusing on the topic of LA also in K-12. Furthermore, the Horizon Report [2] highlighted LA as a "technology", which has a significant impact on education in relevance for teaching, learning, and creative inquiry in the near future. This express the importance of LA in the context of primary and secondary education.

Over the last years visionary educators and technologists have been rewriting the landscape of learning and tried to improve students' outcomes to help guide them along their personalized pathway to success. Tools based on LA help educators visualize trends and quickly respond to at-risk student behaviors [3]. By trying to expand education beyond the "one size fit all" [4] they attempt to focus on personalized and individual learning by shifting to learner-centered classrooms.

In combination with technologies such as eye-tracking, virtual reality, activity monitoring, interaction analysis and wearable technologies, the world of learning analytics has emerged even more faster as a research area with strong potentials in various forms of formal, informal and non-formal learning opportunities.

This special issue focuses on these research dimensions and aims to foster discussion on both individual impact of these dimensions and the interdependencies. Suggested topics will include, but are not limited to, the following concerning learning analytics in primary and secondary education (K-12):

- Big data learning analytics
- Learning process analytics
- Learning analytics in institutional effectiveness
- Semantic technologies in learning analytics
- Learning analytics in mobile and/or ubiquitous learning
- Learning analytics with the help of virtual reality/wearable technologies
- Visualizations in learning analytics
- Learning analytics in schools and beyond
- Dashboards for self-regulated learning
- Use of open badges for certification
- Formative assessment
- Educational data mining
- Process mining

References

- [1] Siemens, G., & Long, P. (2011). Penetrating the Fog: Analytics in Learning and Education. *EDUCAUSE review*, 46(5), 30.
- [2] Johnson, L., Adams Becker, S., Estrada, V., and Free-man, A. (2014). NMC Horizon Report: 2014 K-12 Edition. Austin, Texas: The New Media Consortium.
- [3] eSchool News (2014). Available online (last accessed: December 12th, 2016): <http://www.eschoolnews.com/2014/03/14/learning-analytics-software-091/>
- [4] Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition*. Alexandria, VA: Assn for Supervision & Curriculum.

Submission Guidelines

Manuscripts should be prepared using Microsoft Word (.doc or .rtf format). The text should be set in 12 point Times New Roman, and the manuscript should contain 10 to 15 single-spaced pages (5000-7500 words), not counting the references. The manuscript will be edited according to the style of the journal, and authors must read the proofs carefully.

The submission guidelines can be found at:

<http://www.emeraldgroupublishing.com/services/publishing/jrit/authors.htm>

Manuscripts should be submitted for initial review to Markus Ebner (markus.ebner@tugraz.at). After approval, you will be asked to submit your full article our website at <http://mc.manuscriptcentral.com/jrit>. Please select the special issue title when asked which issue you are submitting to.

Questions about registering and uploading your manuscript? Please contact Managing Editor: Dr. Shaila Mulholland (smulholland@nu.edu).

Important Dates

Submission Deadline: 28th April 2017

Notification of First Round Reviews: 30th June 2017

Camera ready: 29th September 2017

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