



Learning analytics for learner profiles

ALASI 2022

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Dec 2022



New Metrics Research Partners: “Profiles by 2022”



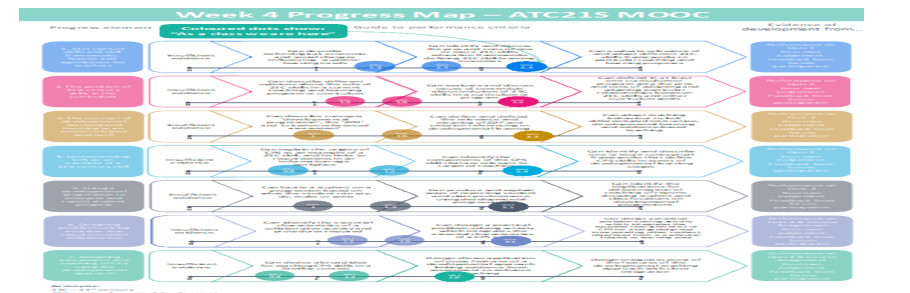
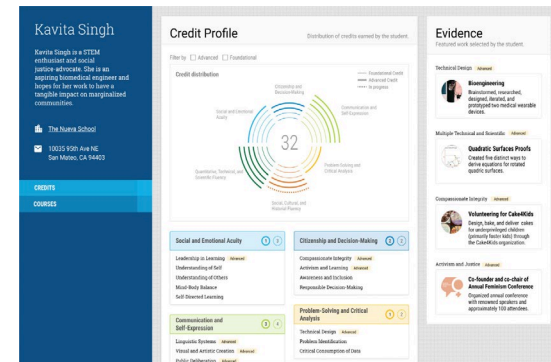
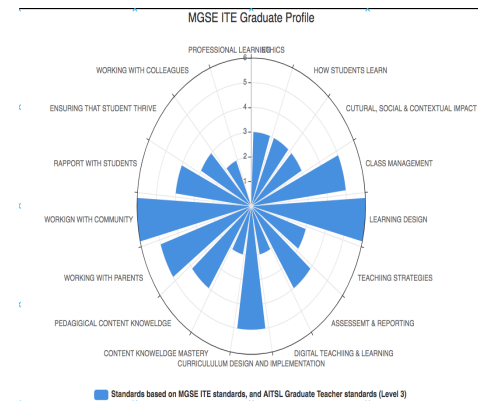
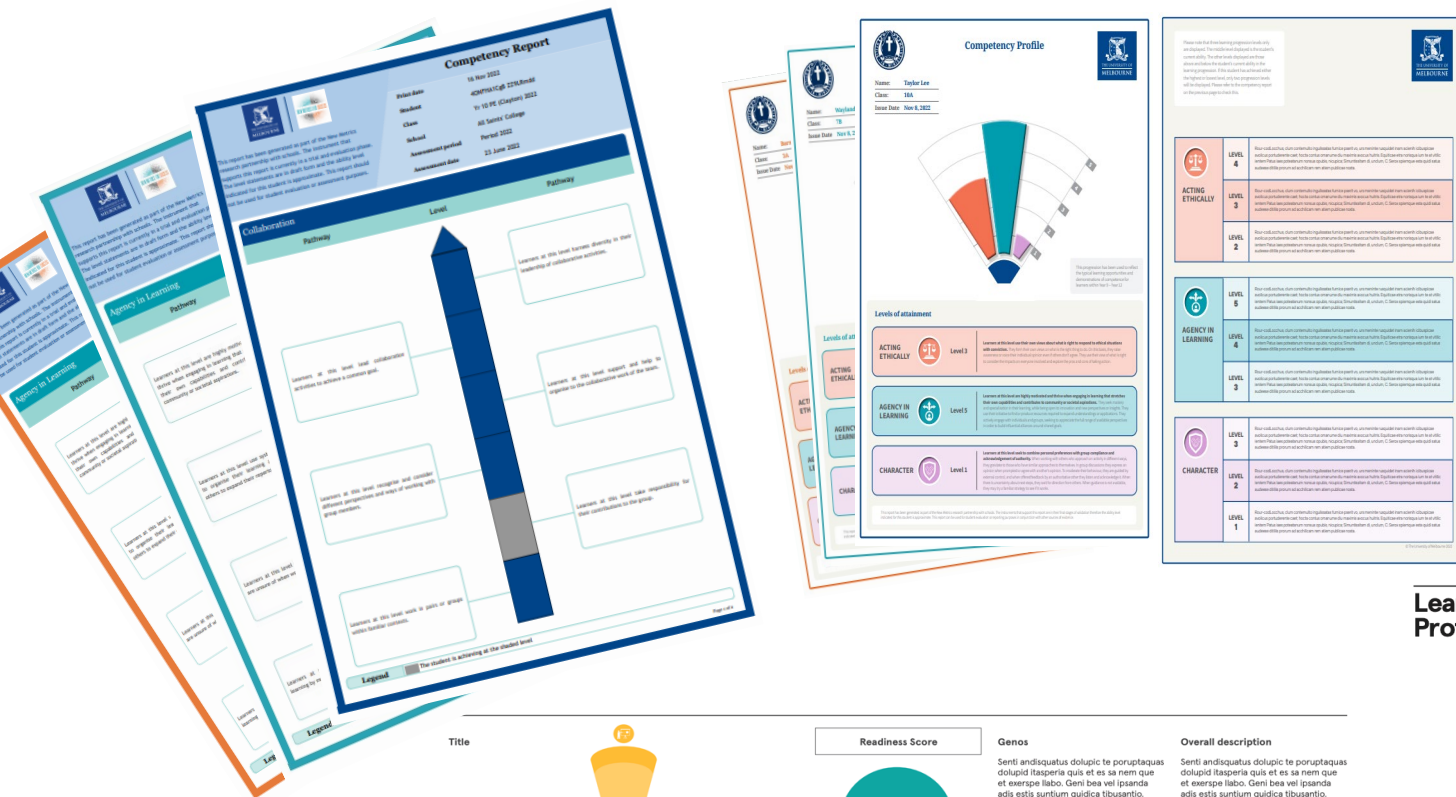
Industry Collaborators



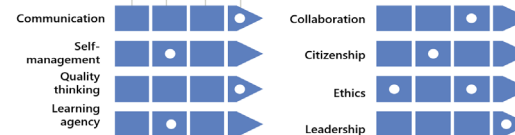
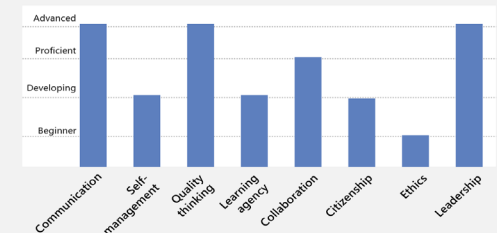
Credentialing Partners



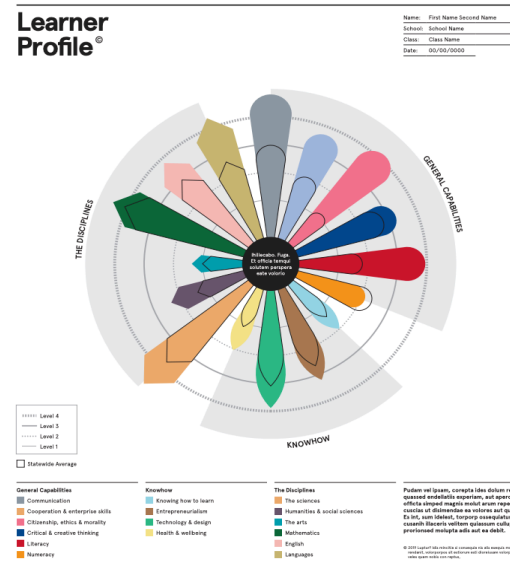
Profiles, profiles, profiles



Inspiration: Beenleigh State High School; Shergold

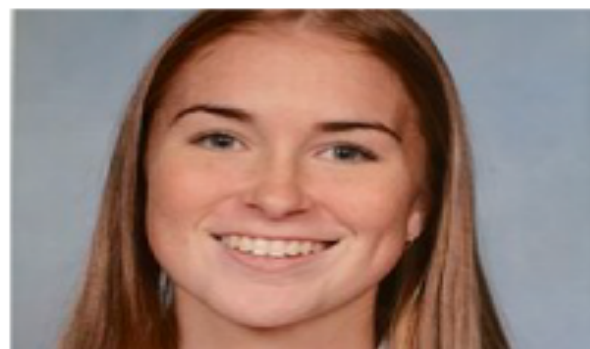


Inspiration: Ables and SWANs Profile Reports



International Big Picture Learning Credential

A passport to the world



Abbie Leyshon

Abbie is a determined, self motivated young person who is passionate about helping Australians have improved options when seeking treatment for knee injuries. Abbie has a competitive nature, and has represented her club, association and state for Netball and is on her way to be identified at a national level. Abbie has proactively sought out opportunities to develop and deepen her knowledge of the human body and it's systems. Abbie has excellent communication skills and has been able to establish authentic adult connections with mentors both at university and in the field of physiotherapy to support her learning. Through these connections Abbie has gained employment at a local physiotherapists providing her direct access to professionals in the field, and opportunities to see best practice in action. Abbie demonstrates high self efficacy, is flexible and adaptable, has well established communication skills and has a deep understanding of the work of a Physiotherapist.

[Online portfolio](#)

[Video statement](#)

Knowing How to Learn - Level 5

Students at this level are open to ideas that challenge their current thinking and action and they pursue new knowledge to develop improved solutions.

Social Reasoning - Level 4

Students at this level recognise the connections and distinctions between social issues through systematic investigation.

Communication - Level 5

Students at this level use a blend of tools to design and refine their communication in order to deliver a compelling message that expands perspectives.

Achievements:

- 1st in mainstream course HSC PDHPE



[What do these levels mean?](#)

Real World Experiences:

- Internship at Sharpe's Physiotherapy
- Internship at Gwandalan Public School- Delivering Gross Motor Program
- Internship at Macquarie Physiotherapy
- Humanitarian Social Action Trip to Tonga

Personal Qualities - Level 5

Students at this level are insightful and hold themselves accountable for their actions.

Quantitative Reasoning - Level 4

Students at this level are competent and confident users of mathematics in their lives.

Empirical Reasoning - Level 4

Students at this level pose and test hypotheses, applying investigative methods to clarify/explore their new understandings.



The new paradigm for trust: new assessments, new credentials

OLD: 'RELIABILITY BASED' (e.g., an examination, a standardised test)	NEW: 'VALIDITY BASED' (e.g., UoM New Metrics)
Assessment as event	Assessment as process
Assesses syllabus mastery (<i>Bloom, cognitive focus</i>)	Assesses competence in a field (<i>Dreyfus</i>)
Standard, common tasks	Authentic tasks, with agreed design features
Fairness from 'objectivity' (<i>same for everyone</i>)	Fairness from aggregating multiple micro judgments
Assesse unknown by scorers	Learner known <i>well</i> by raters
Reliability regardless of validity	Validity requires reliability
Fairness from blindness to context	Fairness from adapting to context
Learner agency minimised	Learner agency maximised
Result: rankings or scores, cut points for pass fail	Result: allocation to rich developmental standard
Numeric representation	Rich descriptions of standards, plus portfolios
Testamers: <i>How good is this person?</i>	Profiles: <i>How is this person good?</i>

New analytics:

Ruby:
cloud-based, secure
assessment and credentialing
manager

Manages competency frameworks, progressions, elements, instruments

Manages the process

Multi assessors (including self), multi performances, multi context, multi level

- Collects and monitors micro judgments
- Provides QA feedback for assessors and learners

Aggregates judgments (based on data and design models)

Calibrates and validates to common standards

- Measurement standards applied
- Error levels of results for each learner
- Checks validity and reliability

Generates calibrated reports

- Formative
- Summative
- Growth

Supports warranting and audit process

