

Printed Posters

Doctoral Consortium

1. The Design of Learning Analytics to Support a Knowledge Community and Inquiry Approach to Secondary Science (Acosta)
2. Digital Learning Projection: Learning state estimation from multimodal learning experiences. (Di Mitri)
3. Seeking Relevance: Affordances of Learning Analytics for Self-Regulated Learning. (Farrell-Frey)
4. Learning Analytics in Noncognitive Domains Hagood)
5. Designing a Learning Analytics Capabilities Model (Knobbout)
6. The Purpose of Higher Education in the Discourse of Learning Analytics (Nelson)
7. Unravelling the dynamics of learning design within and between disciplines in higher education using learning analytics. (Nguyen)
8. Design Guidelines for Blended Learning Environments to Support Self-regulation: Event Sequence Analysis for Investigating Learners' Self-Regulatory Behavior. (Van Laer)
9. Students' intentions to use technology in their learning: The effects of internal and external conditions. (Whitelock-Wainwright)
10. Write-and-Learn: Promoting Meaningful Learning through Concept Map-Based Formative Feedback on Writing Assignments (Xiong)

Research Track Printed Posters

11. Student Empowerment, Awareness, and Self-Regulation through a Quantified-Self Student Tool (Arnold et al.)
12. A Framework for Hypothesis-Driven Approaches To Support Data-Driven Learning Analytics In Measuring Computational Thinking In Block-Based Programming (Grover et al.)
13. Learning Analytics for Sensor-Based Adaptive Learning (Fortenbacher et al.)
14. Examining Motivations and Self-regulated Learning Strategies of Returning MOOCs Learners (B. Chen et al.)
15. When Learning is High Stake (Slokvik Hansen et al.)
16. Challenges and Opportunities Facing Educational Discourse Researchers (Brooks et al.)
17. Supporting Learning Analytics in Computing Education (Olivares & Hundhausen)
18. Tracing physical movement during practice-based learning through Multimodal Learning Analytics (Healion et al.)
19. Beyond Failure: The 2nd LAK Failathon Poster (Clow et al.)
20. Forecasting Student Outcomes at University-Wide Scale Using Machine Learning (Wham)
21. Utilizing Visualization and Feature Selection Methods to Identify Important Learning Objectives in a Course (Marbouti et al.)
22. A Neural Network Approach for Students' Performance Prediction (Okubo et al.)
23. Buying Time: Enabling Learners to become Earners with a Real-World Paid Task Recommender System (G. Chen et al.)
24. Best Intentions: Learner Feedback on Learning Analytics Visualization Design (Alabi & Hatala)
25. What does student writing tell us about their thinking on social justice? (Choi et al.)
26. The effects of a learning analytics empowered technology on the students' arithmetic skills learning (Molenaar et al.)
27. Business Intelligence (BI) for Personalized Student Dashboards (Sluijter & Otten)
28. Integrating Syllabus Data into Student Success Models (Gardner et al.)
29. An investigation of adaptive thresholds for speech recognition scores in English language learning (Verhagen & Phillips)
30. Topic Models to Support Instructors in MOOC Forums (Vytasek, et al.)

31. Large Scale Predictive Process Mining and Analytics of University Degree Courses (Schulte et al.)
 32. Exploring the Measurement of Collaborative Problem Solving Using a Human-Agent Educational Game (Stoeffler et al.)
 33. Predicting e-Textbook Adoption Based on Event Segmentation of Teachers' Usage (Zheng et al.)
 34. Learning from Learning Curves: Discovery of Interpretable Learning Trajectory Groups (L.Chen & Dubrawski)
 35. Relevance of Learning Analytics to Measure and Support Students' Learning in Adaptive Educational Technologies (Bannert et al.)
 36. Using Item Response Theory to Generate an Item Pool for an E-Learning-System (Schweighart)
 37. Reproducibility of Findings from Educational Big Data: A Preliminary Study (Oi et al.)
 38. Mining Knowledge Components From Many Untagged Questions (Zimmerman & Baker)
 39. Automated Analysis of Aspects of Written Argumentation (Elouazizi et al.)
 40. How can we accelerate dissemination of knowledge and learning?: Developing an online knowledge management platform for Networked Improvement Communities (Manai & Yamada)
 41. Using predictive analytics in a self-regulated learning university course to promote student success (Edwards et al.)
 42. Cooking with Learning Analytics Recipes (Jaakonmäki et al.)
 43. Automating Student Survey Reports in Online Education for Faculty and Instructional Designers (Burns & Corwin)
 45. Students' Emotional Self-Labels for Personalized Models (Aslan et al.)
 46. An Automatic Approach for Discovering Skill Relationship from Learning Data (Wong et al.)
 47. Discourse Analysis to Improve the Effective Engagement of MOOC Videos (Atapattu & Falkner)
 48. Understanding the relationship between technology use and cognitive presence in MOOCs (Kovanović et al.)
 50. Video Annotation Tool for Learning Job Interview (Yaginuma et al.)
 51. Systematic Review of Studies on Predicting Student Learning Outcomes Using Learning Analytics (Hu et al.)
 52. Data-Assisted Instructional Video Revision via Course-Level Exploratory Video Retention Analysis (Lei et al.)
- ### Practitioner Track Technology Showcase
53. Using Learning Analytics to Improve the Design of a Blended Course (Farrell)
 54. Data-Supported Learning Design: A customer care training example (Dorey-Elias)
 55. Relationships Between Digital Measures of Student Engagement and Exam Scores: Is the LMS Enough? (Samson et al.)

Powered Posters / Demos

Practitioner Track Technology Showcase

- A. Piloting Learning Analytics to Support Differentiated Learning through LearningANTS (Chan et al)
- B. Competency Map (Grann)
- C. Jupyter Notebooks at Scale (Schlender & Behnke)
- D. Measuring Learner Engagement (Yo et al.)
- E. M2B System: A Digital Learning Platform for Traditional Classrooms in University (Ogata et al.)
- F. OUAlyse: Scalable Learning Analytics at The Open University (Hlosta et al.)
- G. Identifying Non-Regulators: Designing and Deploying Tools that Detect Self-Regulation Behaviors (Pilgrim et al.)

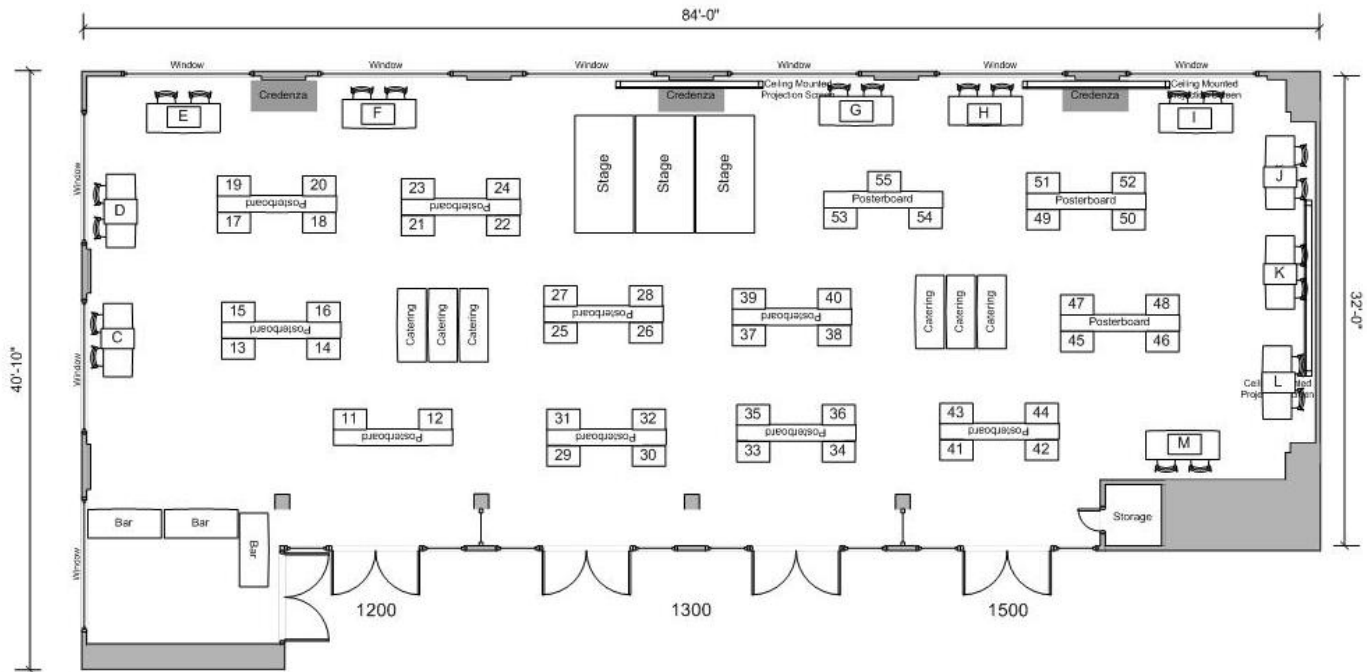
Research Track Powered Posters

H. New Features in Wikiglass, A Learning Analytic Tool for Visualizing Collaborative Work on Wikis (Hu *et al.*)
 I. An Outcome-based Dashboard for Moodle and Open EdX (Hu *et al.*)
 J. Using Learning Analytics in Iterative Design of a Digital Modeling Tool (Quigley *et al.*)

K. Ambient Analytics: Reflecting Data in Educational Spaces (Kochgavay *et al.*)
 L. What Are Visitors Up To? Helping Museum Facilitators Know What Visitors are Doing (Kumar *et al.*)
 M. MORPH: Supporting the Integration of Learning Analytics at Institutional Level (Jeremic *et al.*)

Rooms 1200-1300-1500

(Technology Showcases C-G, Powered Posters H-M, Printed Posters)



Main Floor Lobby

(Doctoral Consortium Posters & Technology Showcases A & B)

