Mapping student online actions

Bruun, Jesper; Jensen, Pia; Udby, Linda

Publication date:
2015

Document version
Peer reviewed version

Citation for published version (APA):
Mapping student online actions
J Bruun1, P Jensen2, and L Udby2
1Department of Science Education, University of Copenhagen, Denmark, 2Niels Bohr Institute, University of Copenhagen, Denmark

1. Keeping track of student learning

In this study, we investigate how students in a physics course on neutron scattering use a web-based wiki-formatted textbook while they are in class [2].

Inspired by [1], we use server log-files to track and construct networks of user sessions on a web-site for learning.

Network analysis have previously been employed to online forum discussions [3,4]. We focus on behaviours while solving problems that are related to learning.

We have constructed so-called wiki-problems. In solving these problems, we aim for students to make use of hints, solutions and other parts of the web-site.

We ask the question: “What patterns of engagement can we discern from network representations of student interactions?”

2. Student online actions while learning as networks

The learning situation

As part of the course, students spend time in class solving online problems with hints. Student online actions during these web-seas are recorded with web-analytics software OWA (http://www.openwebanalytics.com/+).

Specifically, we record IP-adresses, where, when, and on what they click on the web-site pages, and the unique id for each session.

We only consider sessions with duration d>5 min.

We have collected data from three different iterations of the course (2012, 2013, and 2014) with approximately 15 students each year.

We only consider sessions with duration d>5 min.

The plots show that students focus their engagement early in the course. This is also when they are given time during class to solve these problems.

3. Comparison between students from different years

We compare sessions recorded during the weeks in which students engage with online material.

We only consider sessions with duration d>5 min.

Using non-parametric tests, we find the target entropy for 2014 is significantly higher than for 2012 and for 2013 (p<0.01).

The plots show that students focus their engagement early in the course. This is also when they are given time during class to solve these problems.

Using non-parametric tests, we find the target entropy for 2014 is significantly higher than for 2012 and for 2013 (p<0.01).

3. Comparison between students from different years

We compare sessions recorded during the weeks in which students engage with online material.

We only consider sessions with duration d>5 min.

Using non-parametric tests, we find the target entropy for 2014 is significantly higher than for 2012 and for 2013 (p<0.01).

The plots show that students focus their engagement early in the course. This is also when they are given time during class to solve these problems.

3. Comparison between students from different years

We compare sessions recorded during the weeks in which students engage with online material.

We only consider sessions with duration d>5 min.

Using non-parametric tests, we find the target entropy for 2014 is significantly higher than for 2012 and for 2013 (p<0.01).

The plots show that students focus their engagement early in the course. This is also when they are given time during class to solve these problems.

Selected References