NEW ANALYTICS

Communication Examples & Considerations

Overview

New Analytics provides data visualisations on student engagement (page views and participations), as well as student grades across a course. The data provided can be used by teaching staff to provide students with targeted, relevant feedback based on assignment submission status, assignment grades, views and participations within a course.

Providing students with targeted, timely feedback during semester has been shown to increase their engagement and satisfaction within a course, leading to increased pass rates and higher SELT scores.

This document will cover considerations to make when using New Analytics to provide students with feedback, as well as some examples of types of messages to be sent.

If you are looking for a step-by-step guide for using New Analytics as a communication tool, that document can be found here.

Considerations

Data-driven communications sent via New Analytics differ from traditional 'catch-all' messaging in the form of focus, scope and delivery. There are a number of considerations to acknowledge in how these messages differ and how they can be used effectively to engage students.

Why targeted communications?

Teaching staff may question the benefit of targeted messages when a single 'catch-all' message can be impromptu, time-saving, and efficient. New Analytics now gives staff the ability to provide targeted messaging in a couple of clicks, without leaving MyUni.

Targeted personalised communications have also been shown to improve student engagement and final results, as students tend to feel more engaged when they receive targeted messages that are relevant to them. For example, a student achieving a distinction grade who always submits their assignments on time may begin to resent reminders to submit an assignment before the due date, or a notice to students regarding late submissions. This can lead them to feel as though their course coordinator/tutor is not aware of their progress within the course.

Who is the audience?

All students can benefit from targeted communications. While students with low engagement or poorer results are often the target, evidence shows that even highly engaged and high-achieving students can benefit greatly from these targeted messages. When sending a message to a particular cohort, teaching staff should consider whether the students outside the cohort would also benefit from a targeted message. For example, when sending a reminder to students who are yet to submit an overdue assignment, a message could be sent to those that have submitted to congratulate them on completing the assignment. This way, both cohorts of students are receiving targeted messages that are relevant to them.

What data can be used to send messages?

When using New Analytics, messages can be based off a single point of data from the following:

- Overall engagement (views or participation)
- Engagement within a specific week
- Views of a specific resource
- Participation with a specific resource/quiz/assignment
- Overall grade
- Specific assignment/quiz grade
- Submission status of assignments

How live is the data?

The data in New Analytics is updated every 24 hours. This is important to consider, particularly when sending reminder messages. Adjusting the messaging to account for this delay can help to prevent confusion and follow-up emails from students. For example, in a reminder to complete a quiz before the due date sent to students yet to attempt the quiz, a comment along the lines of '*Please note that if you have submitted within the last 24 hours then my records may not reflect your actual submission status*' would help prevent any confusion to those that have recently submitted.

Communication Examples

The following table contains example excerpts that can be included in targeted messages. Please note that these are examples and should be altered to suit the specific course.

Overall engagement	**is zero**
	I have noticed that you have not yet accessed the content online and I am wondering whether there is any support you need.
	is low
	The course contains lots of information and useful resources, so it is important that you spend significant time accessing and engaging with them to benefit from these regularly.
Engagement within a specific week	**is zero/low**
	I wanted to let you know that there are some important resources that were released online this week – now is a great time to check them out and let me know if you have any questions
	is high
	If you found this week's topic/content particularly interesting/enjoyable, please note that there are some additional readings/resources available via this link
Views/participation with a specific resource	**not participated in quiz due**
	Don't forget to complete Quiz 2, which counts 10% of your final grade by 24 May, 9am. Please note no extension is available for Quiz 2.
	not viewed lecture
	The lecture last week contained content that will be relevant in the upcoming assignment. I encourage you to view the lecture to ensure you are well prepared.
Overall grade	**is low**
	Please don't hesitate to ask for additional help with this unit. If you are struggling with fully understanding the course materials or concepts, it is crucial that you seek help as soon as possible.
	I would recommend that you seek extra help from Peer Assisted Study Sessions (PASS). This program is run by students and is designed to help you improve your academic performance.
	If you need help, please get in touch with me to arrange a time where we can meet and work to help you with this unit.
	is high
	It seems that you are making good progress in this unit. We hope that you are enjoying learning new things. Keep up the good work.

Specific assignment/quiz grade	**is low** *With the released results of the assessment, I thought I'd get in touch and see how you are going. I know that you must be disappointed with your result but these early tasks are designed to give you feedback on how to improve.* *The Writing Centre team (https://www.adelaide.edu.au/writingcentre/home) provides support for academic writing and communication, academic integrity, and exam preparation. It would be a good idea to check them out.* **is high** *Well done on your excellent result in assignment 3. I can see that you clearly understand the concepts and I hope you are enjoying the course.*
Submission status of assignment	**is overdue** *Assignment 5 is now overdue. Please submit as soon as possible. If you have an issue that is preventing you from submitting, please get in touch.* **Is not submitted and due soon** *Please remember that your assignment is due on 26 April, 2pm, which counts for 30% of your final grade. Remember that a late penalty applies for assessments submitted after their due date and time.* **submitted** *Good job on submitting your assignment. I look forward to further exploration of these concepts in our tutorial next week.* **late submission** *I have noticed that you may be having trouble completing some assessments on time. Please contact me if there is any way I can help. Remember, you can check the due dates of assignments via the assignment page.*