

How can Learning Analytics Contribute to Educational Equity?

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Monday, February 26, 2018
12:00 – 1:15 pm, Education 2010

Abstract: We are still designing educational experiences for the average student, and have room to improve. Learning analytics provides a way forward. This talk describes how learning analytics-based applications are well positioned to meaningfully personalize the learning experience in diverse ways. In so doing, learning analytics has the potential to contribute to more equitable and socially just educational outcomes for students who might otherwise be seen through the lens of the average student. Utilizing big data, good design, and the input of the stakeholders, learning analytics techniques aim to develop applications for the sole purpose of reducing the classroom size to 1. Over time, these digital innovations will enable us to do away with a model of education that teaches toward the non-existent average student, replacing it with one that is more socially just—one that addresses the individual needs of every student.



Bio: Dr. Stephen J. Aguilar is a Provost Postdoctoral Scholar at Rossier and will transition to tenure-track faculty in the Educational Psychology concentration starting fall 2018. His areas of expertise include motivation and self-regulated learning as they relate to the design and implementation of educational technologies. He specializes in learning analytics, data visualizations, and gameful approaches to teaching and learning. His research focuses on the design, efficacy, and motivational implications of learning analytics-based applications, and how they can be used in ways that promote social justice and educational achievement among ethnic and racial minority students. His funded projects include an award from 2U Inc. to study hybrid online learning environments, and an award from the American Educational Research Association (AERA) to study how Hispanic students' sense of control contributes to their post-secondary achievement and aspirations. Aguilar received a B.A. in Philosophy and Psychology from Georgetown University, a M.A. in the Humanities (Philosophy) from the University of Chicago, and a Ph.D. in Education and Psychology from the University of Michigan. Previously, he taught sixth and seventh grade in East Palo Alto, California and served as the Director of Institute Technology for Teach For America-Los Angeles's summer institute.