One of the big challenges in using distance and flexible learning is, how can we track the student's activity and learning process, when they are not physically in the classroom?

One possibility is to use Learning Analytics, which builds on the student's electronic footprints, when they use an online learning platform. Learning Analytics builds on a process of gathering and analyzing the footprint of the individual student's interaction. The teacher can then use this information to individually and proactively supporting the students in their learning process.

Steen gives a general presentation of Learning Analytics, and shows a Learning Analytics facility which he has built to Moodle.

Steen Grønbæk, Project Leader at Mercantec

There are most often both active and passive learners in every classroom. Online learning doesn't make an exception. But what makes it a bit more challenging is that passive online learners don't really exist for others unless they make themselves somehow visible or audible in the online learning events.

NVL's Distans network members were curious to know more about these silent learners. What motivates them? Why do they remain silent? How can their learning be best supported? Does active participation in (online) learning events guarantee better learning than apparently passive participation? Is lurking acceptable? Can it be considered "proper" learning?

During this session the Distans members share what they learned of and from silent online learners during a Nordplus project named Lorking - is lurking working?

Taru Kekkonen, Education Manager, Omnia

12:45 LUNCH