

# EDTECH STUDIES

MODULE DEVELOPED BY MARIO KHREICHE AND ZHUORU DENG

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## OVERVIEW

In the previous “Watch” section we used discourse analysis to analyze three sections of the Echo360 website: “recording and streaming”, “video management”, and “video learning and engagement.” This method enabled us to get a sense of how the platform presents itself to stakeholders in education. Consistent with our guiding realization we examined the presences and absences in text and visualizations. In this “Do” section, we’d like you to use the same approach in the “Analytics” section at <https://echo360.com/platform/analytics/>.

## DIRECTIONS

1. Analyze dashboards images (and related text) for instructors, advisors, and administrators.
  - a. What types of information and metrics are shown in the dashboards? What types of engagement data are collected to evaluate students’ performances and how might this affect learning management? What data are offered to advisors and administrators and what might be the implications for institutional supervision and educational expertise?
  - b. Based on your interpretation of these dashboards, how does Echo360 relate to learning management systems (LMS) and other digital learning tools?
  - c. What are additional observations pertaining to learning analytics?
2. Explore the discourse of linked articles. The analytics section features a link to an opinion piece titled “What Higher Education Can Learn from Fitbit” by Echo360 CEO Frederick Singer that is worth exploring in the context of our analysis.
  - a. What would a “Fitbit approach” look like and how might Echo360 facilitate such an approach to educational data collection? What potential challenges would this approach entail for learning environments, activities, and relationships?
3. Reflect on your research and revisit our guiding realizations. Consider returning to any of the “recording and streaming,” “video management,” or “video learning and engagement” sections to analyze textual and visual representations that we did not cover.