

Title: Analytic Evolutions in the Digital Ocean

Abstract:

Until recently, the collection of data regarding the activity of learners typically required interruption of the learning process in the form of tests. The high cost of data collection and manipulation led to a relative paucity of data we refer to as the digital desert (DiCerbo & Behrens, 2012, 2014). As the use of digital devices increases during the natural course of our daily activity, so too does our ability to unobtrusively collect and analyze natural performance data. This leads to a potential wealth of informative data we call the digital ocean. The two eras differ not only in amount of data but in other important characteristics as well. The ubiquitous, proximal, persistent, and interconnected nature of digital experiences and data lead to a blurring of previous well-worn distinctions. Among these notions is the separation of instruction, testing, and play, as well as in-class/out-of-class and formal/informal. Implications for understanding and supporting the activity of learners and the stewards of learning in the age of the rising digital ocean are discussed.