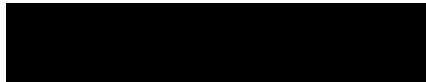


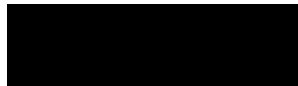


Webcourses Reporting

Module:



Instructor:



Module Name: [REDACTED]

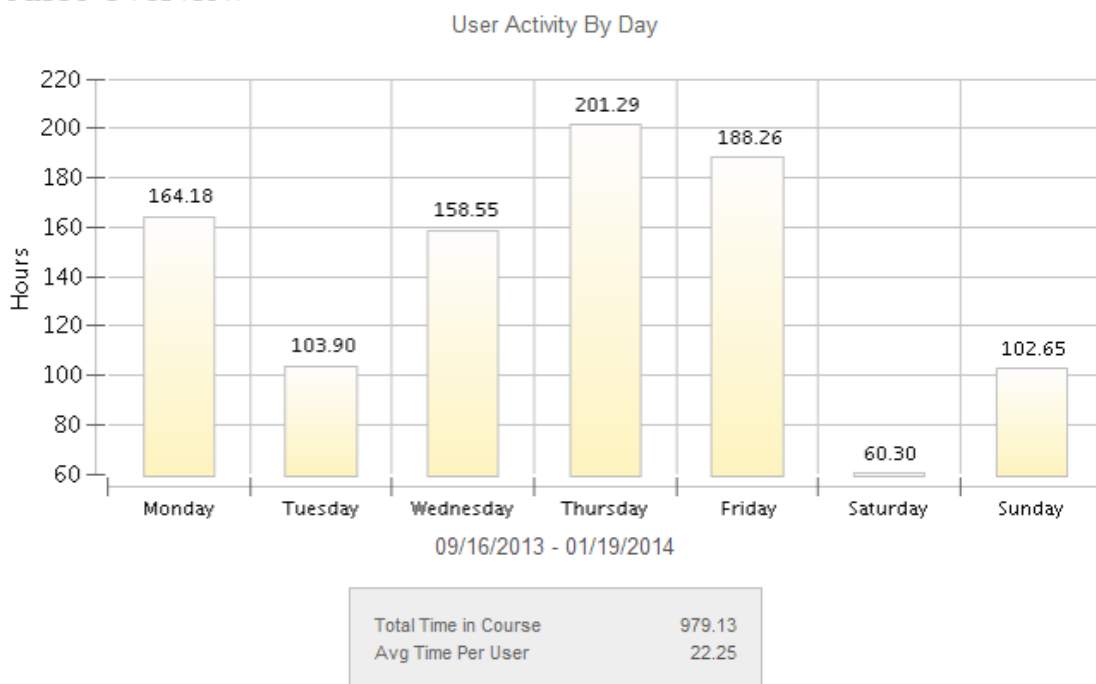
Lecturer: [REDACTED]

Module Report: Course Activity Overview

Time spent in Webcourses for [REDACTED]

The Courses Activity Overview displays overall activity for a single course activity. Data includes the total and average time spent per user and the total amount of activity the user had in the course

Course Overview



Average time spent in course = 22hr: 15min: 00sec

Total Time spent in Course = 979hr: 19min: 12sec /40 Days 19Hrs 19min: 12sec

Monday 164hr: 10min: 48sec -> (6 Day 20 hrs 10min: 48sec) 164:10:48

Tuesday 103hr: 54min: 00sec -> (4 Day 7 hrs 54min: 00sec) 103:54:00

Wednesday 158hr: 33min: 00sec -> (6 Day 14 hrs 33min: 00sec) 158:33:00

Thursday 201hr: 17min: 24sec -> (8 Day 9 hrs 17min: 24sec) 201:17:24

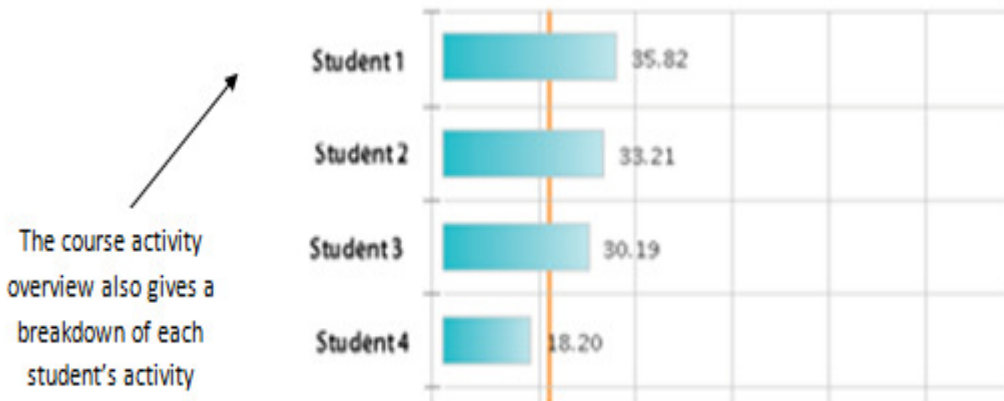
Friday 188hr: 15min: 36sec -> (7 Day 20 hrs 15min: 36sec) 188:15:36

Saturday 60hr: 18min: 36sec -> (2 Day 12 hrs 18min: 00sec) 60:18:00

Sunday 102hr: 39min: 00sec -> (4 Day 6 hrs 39min: 00sec) 102:39:00

Student Overview (44 Students)

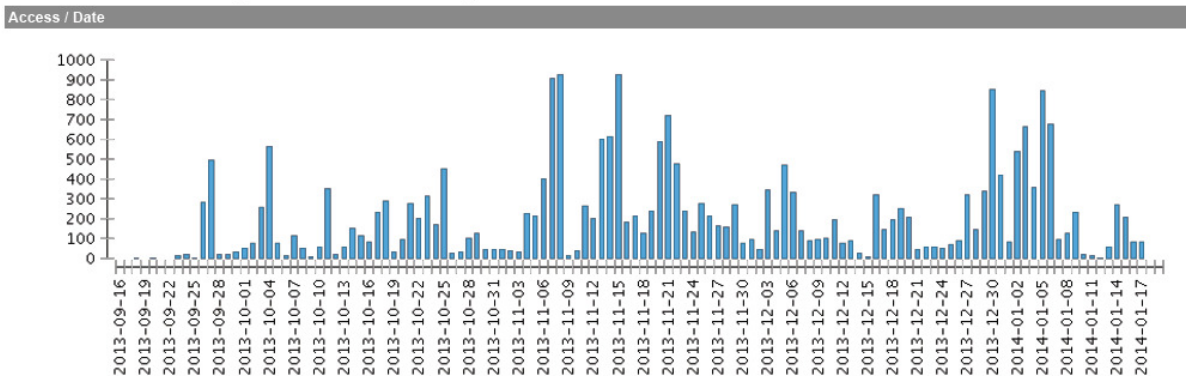
Click on a bar to see activity for the student.



Overall Summary of User Activity

The report displays user activity for all areas of the course, as well as activity dates, times and days of the week.

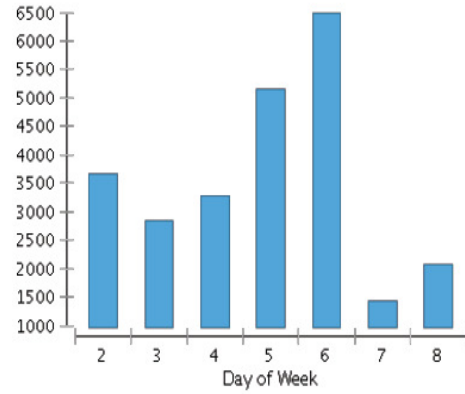
Overall Summary of User Activity



Overall Summary of User Activity

Access / Day of Week

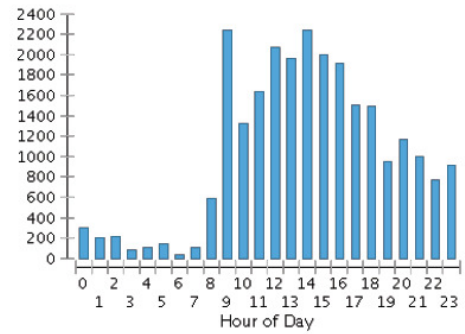
Day of Week	Hits	Per cent
MON	3672	14.72%
TUE	2834	11.36%
WED	3272	13.12%
THU	5155	20.67%
FRI	6496	26.05%
SAT	1436	5.76%
SUN	2074	8.32%
	24939	



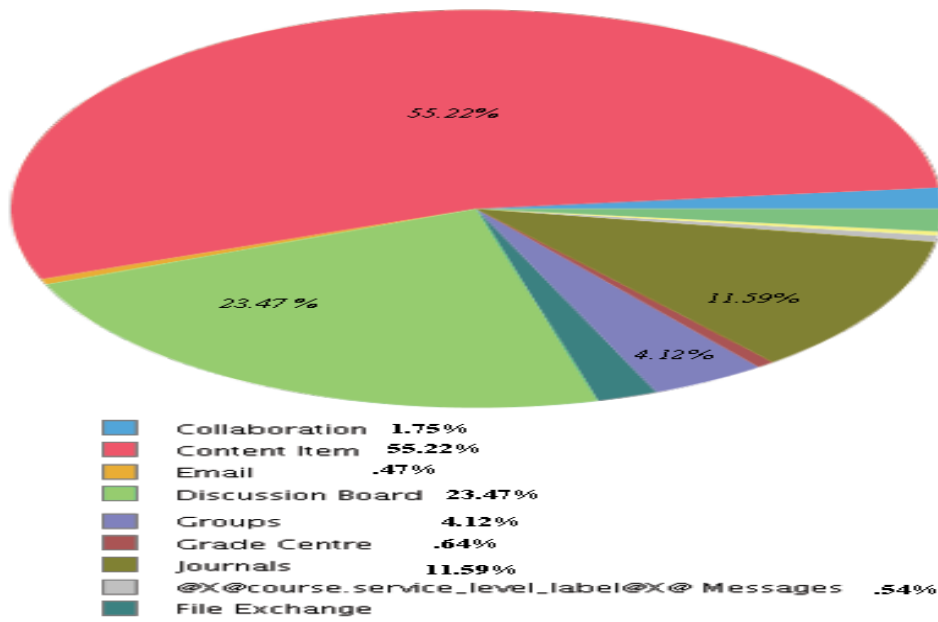
Overall Summary of User Activity

Access / Hour of Day

Hour of Day	Hits	Per cent
0	295	1.18%
1	206	0.83%
2	217	0.87%
3	86	0.34%
4	106	0.43%
5	148	0.59%
6	36	0.14%
7	105	0.42%
8	587	2.35%
9	2239	8.98%
10	1319	5.29%
11	1637	6.56%
12	2068	8.29%
13	1957	7.85%
14	2233	8.95%
15	1999	8.02%
16	1911	7.66%
17	1507	6.04%
18	1487	5.96%
19	948	3.80%
20	1166	4.68%
21	995	3.99%
22	774	3.10%
23	913	3.66%
	24939	



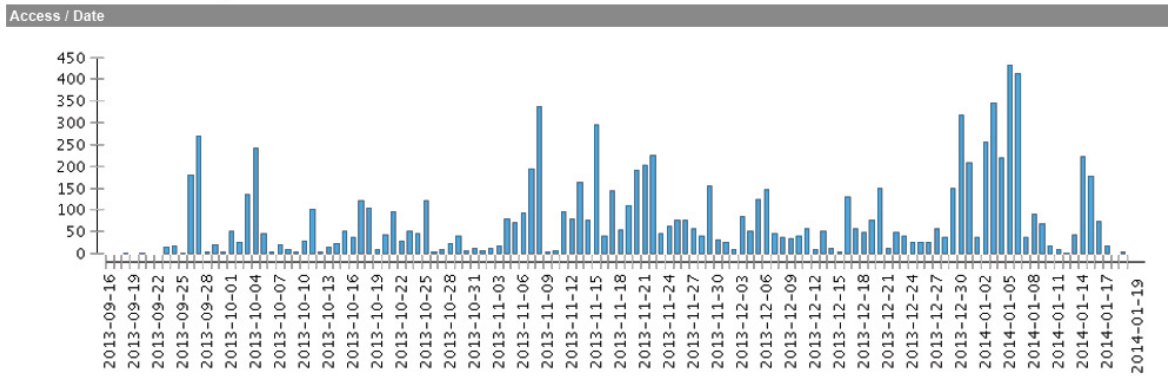
Breakdown of user activity within Webcourses for [REDACTED]



All user activity inside content areas

This report displays a summary of all user activity inside Content Areas for the course

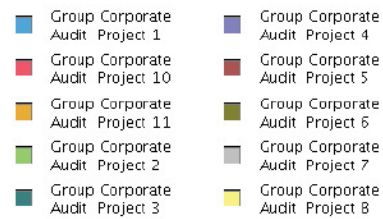
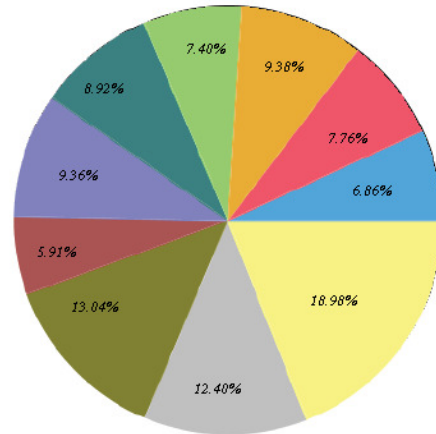
All User Activity inside Content Areas



User Activity in Groups

Access / Group

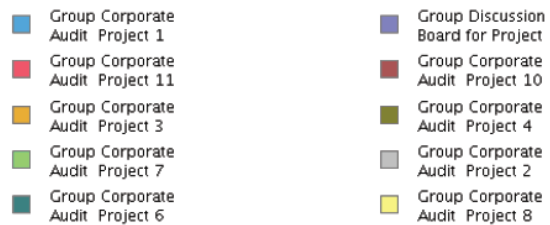
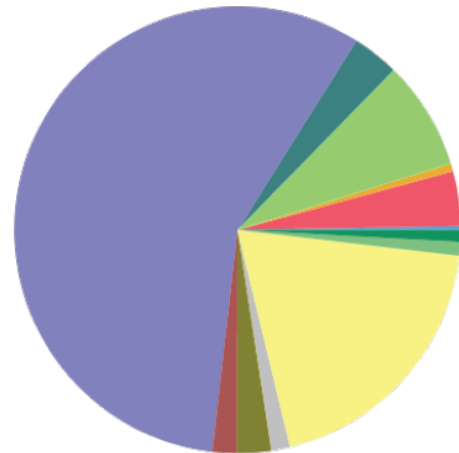
Folder	Hits	Per cent
Group Corporate Audit Project 1	714	6.86%
Group Corporate Audit Project 10	807	7.76%
Group Corporate Audit Project 11	976	9.38%
Group Corporate Audit Project 2	770	7.40%
Group Corporate Audit Project 3	928	8.92%
Group Corporate Audit Project 4	974	9.36%
Group Corporate Audit Project 5	615	5.91%
Group Corporate Audit Project 6	1357	13.04%
Group Corporate Audit Project 7	1290	12.40%
Group Corporate Audit Project 8	1975	18.98%



User Activity in Forums

Access / Forum

Forum	Hits	Per cent
Group Corporate Audit Project 1	17	0.69%
Group Corporate Audit Project 10	90	3.67%
Group Corporate Audit Project 11	234	9.55%
Group Corporate Audit Project 2	77	3.14%
Group Corporate Audit Project 3	40	1.63%
Group Corporate Audit Project 4	172	7.02%
Group Corporate Audit Project 5	56	2.28%
Group Corporate Audit Project 6	136	5.55%
Group Corporate Audit Project 7	359	14.65%
Group Corporate Audit Project 8	757	30.89%
Group Discussion Board for Project	497	20.28%
Utube Tutorials on Blackboard Wiki, Journal, Discussion Board	16	0.65%
	2451	



Correlation Analysis

Correlation analysis was carried out on various Webcourses variables to determine what relationship, if any exists between different variables. Please note the following when applying the adjectives “strong”, “moderate” and “weak” to correlation coefficients.

Note: There is no universally accepted criterion for applying the adjectives “strong”, “moderate” and “weak” to correlation coefficients. State Examinations Commission (January 2010). Report on the Trialling of Leaving Certificate Sample Papers for Phase 1 Project Maths, 33. http://www.examinations.ie/schools/Report_on_Trial_final.pdf [accessed September 2011]. The following is a guide:

- » Range of values of correlation coefficient $-1 \leq r \leq 1$
- » Strong positive correlation $0.6 \leq r \leq 1$
- » Weak positive correlation $0 < r < 0.6$
- » Weak negative correlation $-0.6 < r < 0$
- » Strong negative correlation $-1 \leq r \leq -0.6$

Each correlation value is checked against the “[critical value table for Pearson’s correlation coefficient](#)”. This correlation table enables us to establish “if the relationship you found in your sample really exist in the population or were your results a fluke”.

Attendance scores were removed for all students in this module.

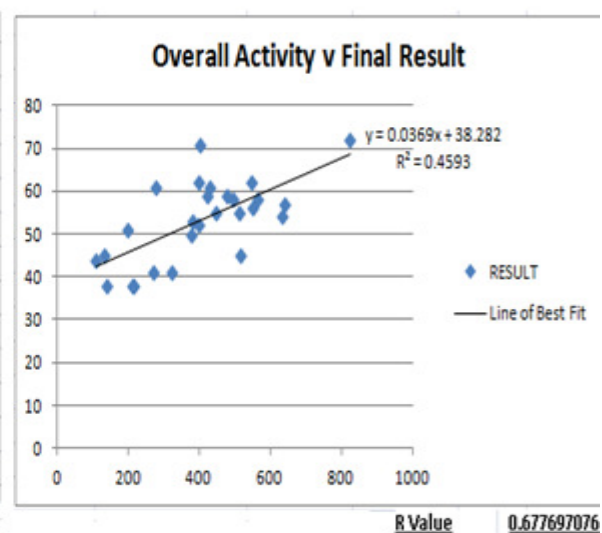
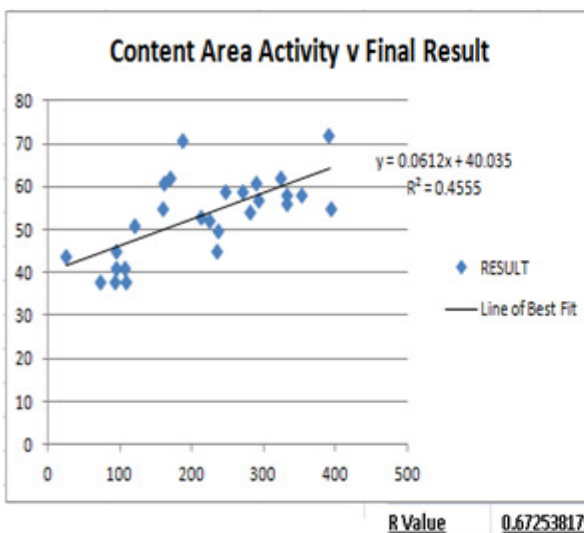
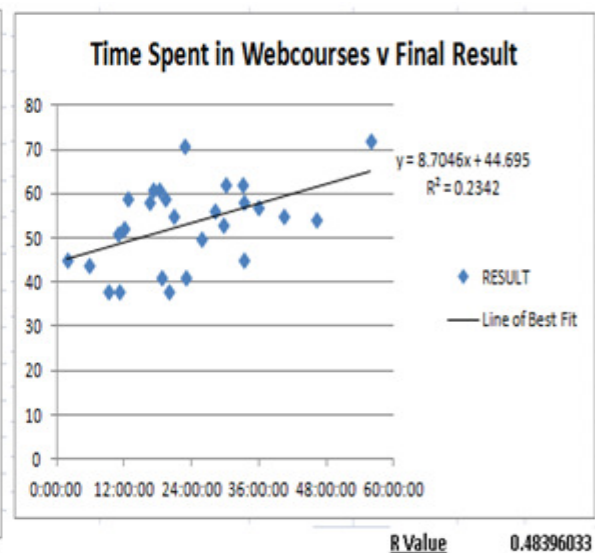
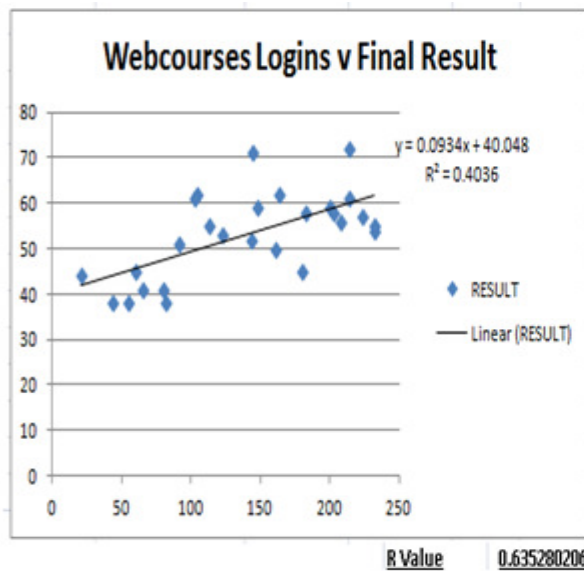
Data was analysed for 27 students in the [redacted] module.

The main findings of the Correlation analysis are provided in the next few pages.

Overall Result for First Semester(for group of 27 Students)

Correlation analysis was carried out for students for their overall result for the first semester. The following findings were established from this analysis:

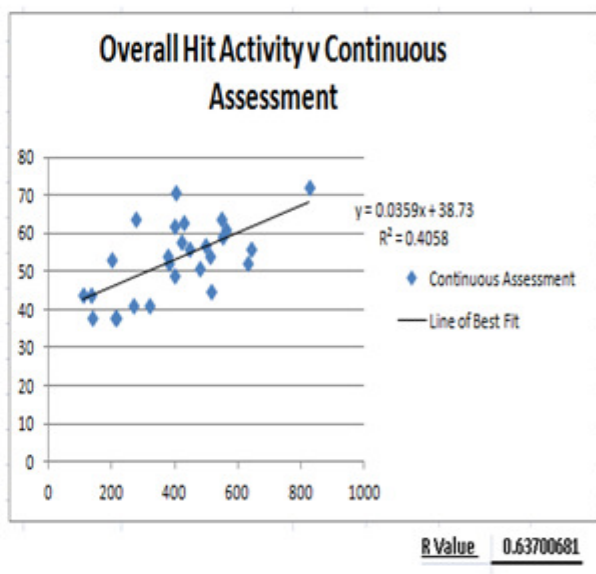
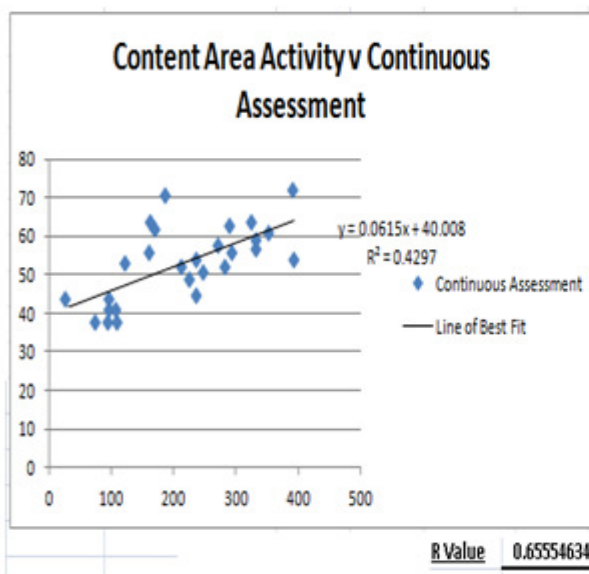
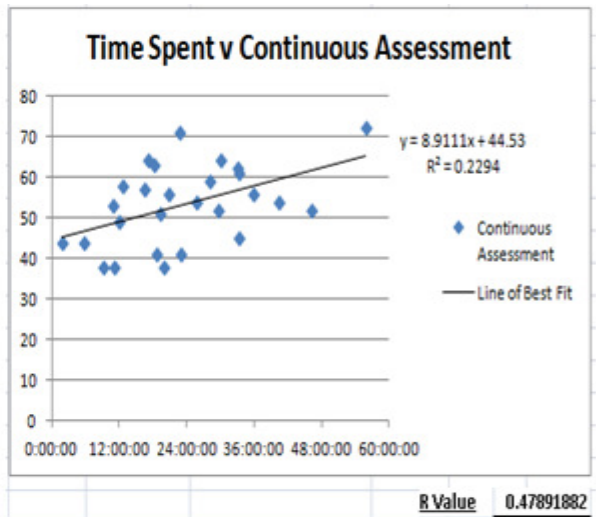
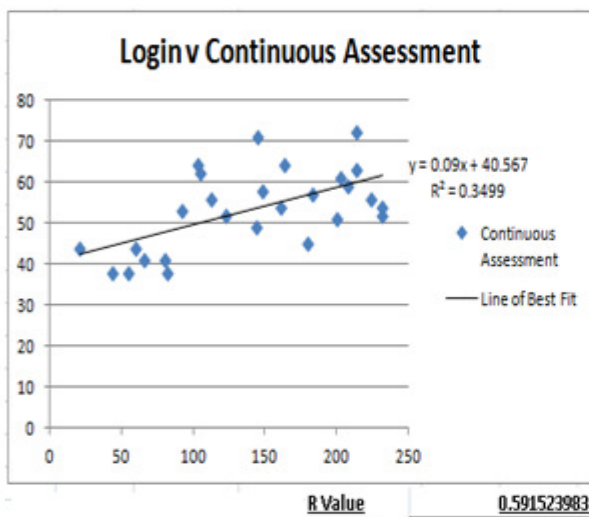
- (a) Statistically significant strong positive correlation between students' login their overall result was established.
- (b) Statistically significant weakly positive correlation between the amount of time students spend in Webcourses and their overall was determined.
- (c) Statistically significant strong positive correlation established between student activity inside the content area and their overall result was established
- (d) Statistically significant strong positive correlation established between student activity inside the module and their overall result was established



Continuous Assessment (for group of 27 Students)

Correlation analysis was carried out for students for their ongoing continuous assessment throughout the first semester. The following findings were established from this analysis:

- (a) Statistically significant strong positive correlation between all student activities inside the module area and their continuous assessment was established.
- (b) Statistically significant strong positive correlation between student activities inside content area and their continuous assessment was established.
- (c) Statistically significant weakly positive correlation established between student logins and their continuous assessment
- (d) Statistically significant weakly positive correlation established between the amount of time students spend in Webcourses and their continuous assessment

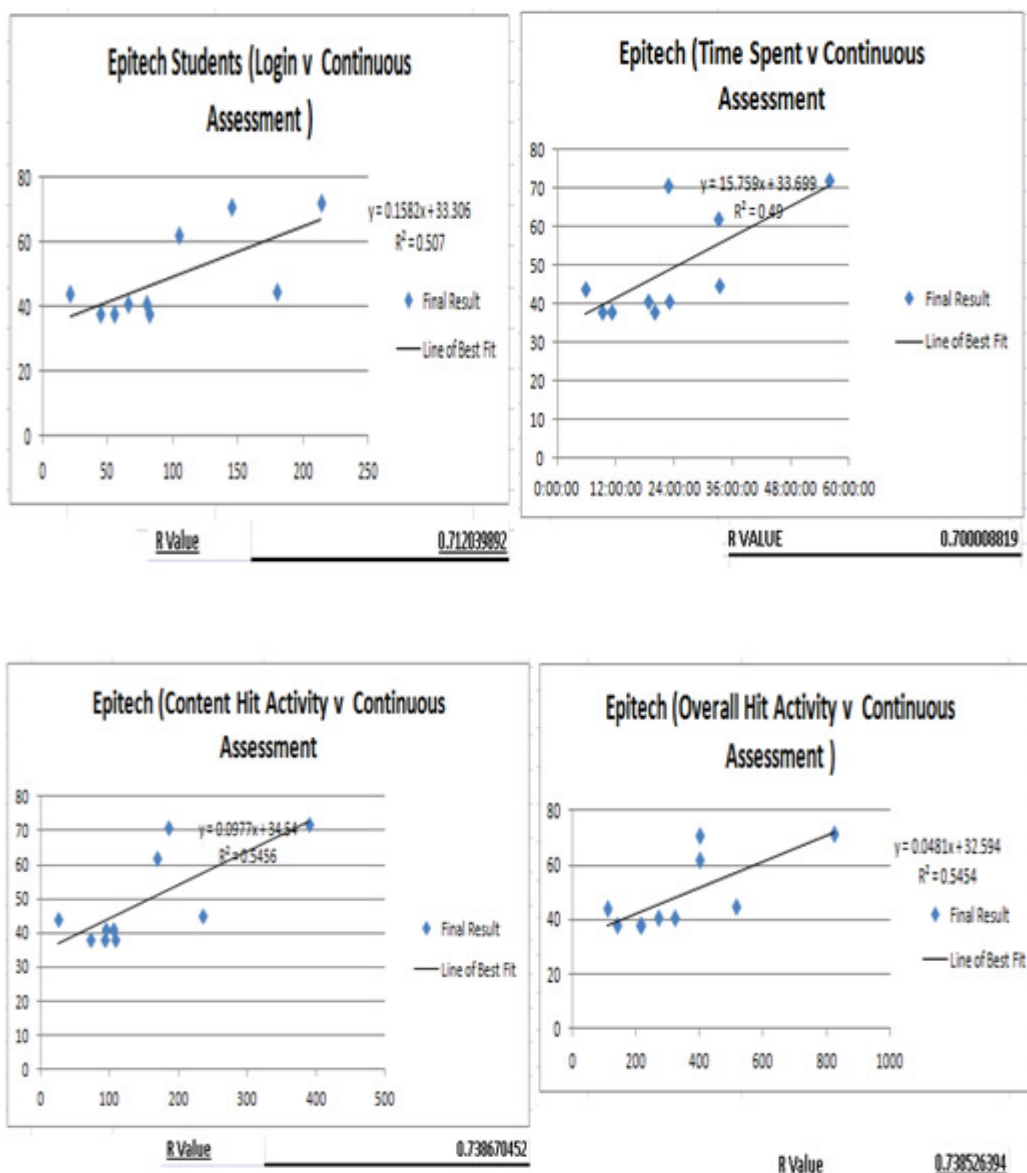


Epitech and D.I.T/Irish registered students.

For the final part of the analysis I removed the group of 10 Epitech students from the group of 27 students who give their consent and divided these into two separate groups namely Epitech and D.I.T/Irish registered students.

The findings here suggest that the Epitech students benefit more from using Webcourses than their Irish counterparts.

Statistically significant stronger positive correlations were established for the foreign students when compared to their Irish registered colleagues. The scatter plots below provide details of these comparisons.



Statistically significant strong positive correlation was established for time spent, logins and activity within Webcourses for the Epitech students.

A weaker relationship was established for the Irish registered students when these same Webcourses variables were analysed. Content area activity and overall module activity demonstrate statistically significant weakly positive correlation.

