

## **FED-CLLE Seminar: “Rewiring Learning Analytics in the Age of Generative AI”**

**Date:** 5 December 2025 (Friday)

**Time:** 15:00-16:30

**Venue:** E33-2036, Faculty of Education

**Language:** English

**Registration:** <https://go.um.edu.mo/jtajkys0>

**Enquiries:** Mr. Harvey LO (Email: FED\_Event@um.edu.mo / Tel: 8822-4593)

### **Speaker:**

Prof. Dragan Gašević is Distinguished Professor of Learning Analytics and Director of Research in the Department of Human Centred Computing of the Faculty of Information Technology and the Director of the Centre for Learning Analytics at Monash University. Dragan’s research interests center around data analytic, AI, and design methods that can advance understanding of self-regulated and collaborative learning. He is a founder and served as the President (2015-2017) of the Society for Learning Analytics Research. He has also held several honorary appointments in Asia, Australia, Europe, and North America. He is a recipient of the Life-time Member Award (2022) as the highest distinction of the Society for Learning Analytics Research (SoLAR) and a Distinguished Member (2022) of the Association for Computing Machinery (ACM). In 2019-2024, he was recognized as the national field leader in educational technology in The Australian’s Research Magazine that is published annually. He led the EU-funded SHEILA project that received the Best Research Project of the Year Award (2019) from the Association for Learning Technology.

### **Abstract:**

Learning analytics has played a central role in making sense of digital learning data to inform teaching, support students, and improve learning environments. The emergence of generative artificial intelligence (GenAI) presents new challenges and opportunities for the field. This talk will explore how GenAI is reshaping both the context in which learning analytics operates and the ways analytics itself can evolve. On the one hand, learning analytics can be used to examine the use and effectiveness of GenAI tools in education, providing insights that help guide responsible

implementation. On the other hand, GenAI opens new avenues for developing analytics systems that can generate, interpret, and communicate feedback in more adaptive and scalable ways. Drawing on recent empirical research, the talk will highlight how these developments affect researchers, educators, and technology developers, and what they mean for the future of data-informed educational practice.