LEARNING ANALYTICS: FOR A DIALOGUE BETWEEN TEACHING PRACTICES AND EDUCATIONAL RESEARCH
Je-LKS is an Open Access Online publication. This means that everybody can free access online to abstracts and full lenght articles. Libraries or researchers, can subscribe a Reprint Service Subscription. The Reprint Service Subscription is on a yearly basis and you can receive the three printed year issues for a 121€ annual fee (including taxes and shipping expenses).

In order to join SIe-L:
- segreteria@sie-l.it
- Tel. +39 052 2522521

For more information visit www.sie-l.it

Registration at the Rome Court in the pipeline.

eISSN: 1971 - 8829 (online)
ISSN: 1826 - 6223 (paper)
Resp. dir. Aurelio Simone

TO THE READERS

To the authors:
paper can be addressed to: www.je-lks.org

©2019 SIe-L - Italian e-Learning Association

Editor
Sle-L The Italian e-Learning Association
www.sie-l.it

Editor in Chief
Luigi Colazzo

Managing and Technical Editor
Nicola Villa

Associated Editors
Valerio Eletti
University “La Sapienza” Roma, Italy
Paolo Maria Ferri
University of Milano Bicocca, Italy
Demetrios G Sampson
University of Piraeus, Greece
Albert Sangrà
Universitat Oberta de Catalunya, Spain
Aurelio Simone

Assistant Editors
Valentina Comba
Italian e-Learning Association
Anna Dipace
University of Modena-Reggio Emilia, Italy
Annamaria De Santis
University of Modena-Reggio Emilia, Italy
Antonio Marzano
University of Salerno, Italy
Stefano Moriggi
University of Milano Bicocca, Italy
Veronica Rossano
University of Bari, Italy
Katia Sannicandro
University of Modena-Reggio Emilia, Italy

Scientific Committee
Adorni Giovanni - University of Genova, Italy;
Bonatti Giovanni - University of Cagliari, Italy;
Calvani Antonio - University of Firenze, Italy;
Cantoni Lorenzo - University of Lugano, Switzerland;
Carbonaro Antonella - University of Bologna, Italy;
Cartelli Antonio - University of Cassino, Italy;
Cocchi Luciano - University of Modena-Reggio Emilia, Italy
Ceri Renzo - University of Genova, Italy;
Cesareni Donatella - University of Roma, Italy;
Coccoli Mauro - University of Genova, Italy;
Dellino Manuela - C.N.R. I.T.D. of Genova, Italy;
Faella Filomena, University of Salerno, Italy,
Ghidiani Patrizia - University of Trento, Italy;
Guerrini Helen - University College Dublin Ireland;
Guerra Luigi - University of Bologna, Italy;
Holtescu Carmen - University of Timisoara, Romania;
Karakaplidis Nikos - University of Patras, Greece;
Karlsson Goran - University of Stockholm, Sweden;
Kess Pekka - University of Oulu, Finland;
Ligorjo Beatrice - University of Salerno, Italy;
Marco Stefania - C.N.R. I.T.D of Genova, Italy;
Mand Heinz - Universitat Munchen, Germany;
Mangione Giuseppe Rita, INDIRE, Italy,
Maresca Paolo - University of Napoli Federico II, Italy;
Mich Luisa - University of Trento, Italy;
Michelini Maria - University of Udine, Italy;
Minieri Andrea, University of Trento, Italy,
Persico Donatella - C.N.R. I.T.D of Genova, Italy;
Rizzo Giuseppe, University of Bari, Italy;
Rosselli Teresa - University of Siena, Italy;
Sarti Luigi - C.N.R. I.T.D of Genova, Italy;
Trentin Guglielmo - C.N.R. I.T.D of Genova, Italy;
Vercelloni Benedetta - University of Roma3, Italy.

Reviewers
Giovanni Adorni, Adalgisa Battistelli, Carlo Alberto Bentivoglio,
Marina Benvenuti, Raffaella Bombi, Giovanni Bonatti, Stefano Bononetti, Antonio Calvani, Lorenzo Cantoni, Carlo Cappa, Nicola Capuano, Antonella Carbonaro, Milena Casarandga, Merela Casini Shaerf, Roberto Caso, Alessio Ceccherelli, Donatella Cesareni, Angelo Chiarenza, Elisabetta Cignolini, Letizia Cinganotto, Luigi Colozzo, Alberto Colonn, Valentina Comba, Laura Corazza, Madel Crasta, Daniele Cuccurullo, Vincente D’Andre, Ciro D’Aposti, Vito D’Aprile, Marinella De Simone, Nicoletta Detti, Pierpao Di Bittont, Liliana Dozza, Hendrik Drachsler, Valerio Eletti, Meryem Erbek, Flomena Faella, Giorgia Federici, Michele Fedrizzi, Maro Fedrizzi, Paolo Ferri, Rita Francesca, Paolo Frignani, Luciano Galliani, Patricia Ghidiani, Carlo Giovannella, Kita Giuseppe, Giancarlo Gola, Maria Renza Guefl, Donato Impedovo, Claudio La Mantia, Stefano Lecchic, Maria Laterza, Beatrice Liggio, Stefania Manca, Giuseppe Rita Mangione, Nikos Manouselis, Paolo Marsaca, Giada Marinatti, Maria Lidia Mascia, Marco Masoni, Silvia Mazzino, Elisa Mazzena, Luisa Mich, Silvia Micheleata, Tommaso Minervia, Giorgio Olimpo, Giovanni Pascualli, Vincenzo Patrano, Marco Pedroni, Donatella Peracca, Maria Chiara Pettenati, Giuseppe Pilo, Giorgio Puletti, Maria Ranieri, Emanuele Rapetti, Fabrizio Ravicchio, Pierfranco Ravotti, Pier Cesare Rovetta, Alessia Rosa, Teresa Rosseli, Veronica Rossano, Pier Giuseppe Rossi, Maria Teresa Sapi, Susanna Sancassani, Rossella Santagata, Javier Sara, Luigi Sarti, Michele Scaler, Antonella Serra, Dario Simonetti, Aurelio Simon, Angela Spinelli, Sara Tomassini, Guglielmo Trentin, Andrea Trentini, Roberto Trinchero, Annalisa Vacca, Piet Van de Craen, Nicola Villa, Giuseppe Visaggio, Fabio Vitali, Giuliano Vivianet, Alessandro Zoraz, Massimo Zotti

Editing
Nicola Villa
LEARNING ANALYTICS: FOR A DIALOGUE BETWEEN TEACHING PRACTICES AND EDUCATIONAL RESEARCH

Nicola Villa

pag. 5 In memory of Luigi Colazzo

Antonio Marzano, Antonella Pocce

pag 7 Editorial

PEER REVIEWED PAPERS: Learning Analytics: for A Dialogue between Teaching Practices and Educational Research

Bojan Fazlagic, Luciano Cecconi

pag 11 Disciplinary and Sidactic Profiles in EduOpen Network MOOCs

Anna Dipace, Bojan Fazlagic, Tommaso Minerva

pag 29 The Design of a Learning Analytics Dashboard: EduOpen Mooc Platform Redefinition Procedures

Marina Marchisio, Sergio Rabellino, Fabio Roman, Matteo Sacchet, Daniela Salusso

pag 49 Boosting up Data Collection and Analysis to Learning Analytics in Open Online Contexts: an Assessment Methodology

Luciano Cecconi, Bojan Fazlagic

pag 61 The Presence and Role of Assessment in UniMoRe MOOCs

Alice Barana, Alberto Conte, Cecilia Fissore, Marina Marchisio, Sergio Rabellino

pag 75 Learning Analytics to improve Formative Assessment strategies

Carlo Palmiero, Luciano Cecconi

pag 89 Use of Learning Analytics between formative and summative assessment

Sergio Miranda, Rosa Vegliante

pag 101 Learning Analytics to Support Learners and Teachers: the Navigation among Contents as a Model to Adopt

Maria Rosaria Re, Francesca Amenduni, Carlo De Medio, Mara Valente

pag 117 How to use assessment data collected through writing activities to identify participants’ Critical Thinking levels

©2019 Sie-L - Italian e-Learning Association