



Universidad Católica
de Santa María

IV Conferencia Latinoamericana de **Analíticas de aprendizaje** Proceedings

Universidad Católica de Santa María
Del 19 al 21 de octubre del 2021

Klinge Orlando Villalba-Condori
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*IV Conferencia Latinoamericana de Analíticas de aprendizaje
Proceedings*

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Editors

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Preface

The fourth edition of the Latin American Conference on Learning Analytics (<https://lalaconference.la1o1a1a.com/#/>) (in short LALA 2021 conference) took place in Perú on October 19, 20 and 21, 2021. The conference was organized by Universidad Católica Santa María in collaboration with the LALA community (Learning Analytics to Improve Higher Education in Latin America).

The LALA Community and the Special Interest Group (SIG-LALA) (<https://www.solaresearch.org/community/sigs/lala-sig/>) was the result after the funded project by the European Commission has finished and that aims at building capacity for learning analytics in Latin America. The main goal of this LALA Community and SIG is to promote good research and practice of LA in Latin America, with the aim of facilitate knowledge exchange among Latin American and international communities related to learning analytics, support local initiatives of learning analytics, enable the exchange of best practices and guidelines for learning analytics research, and advance learning analytics research and practice.

The first version of the LALA conference and workshops were held in 2018 in Guayaquil, Ecuador (<https://www.lalaproject.org/workshop/>) as part of the activities of the LALA project. The conference has its continuation after the project ends in this fourth edition in Arequipa, Peru. The LALA conference has three main objectives: 1) Create meetings among stakeholders of HEIs interested in learning analytics in Latin America. This matches with the LALA community meetings of the LALA project. These LALA meetings enable the share of knowledge, the possibility of collaboration, and the possibility to interact and discuss with other stakeholders. 2) Train different stakeholders, and specially teachers, regarding how to adopt learning analytics in institutions, how to use of learning analytics tools and how to replicate experiences gained from the application of learning analytics in other institutions. 3) Disseminate the activities of the LALA Community and SIG.

The LALA 2021, being 10 from different countries and 6 from Latin America. The conference included presentations of papers. This way, different works about learning analytics that are taking place in Latin America were presented and discussed. We received a total of 18 submissions and 11 papers were accepted. These 11 papers are part of these proceedings. The topics covered in the accepted papers include dashboards, dropout prediction, adoption at institutional level, analysis of behaviors, and specific experiences. Each paper had a slot of 15 minutes for presentation in the conference. We would like to thank all authors for contributing to LALA Conference with their work, and the program committee members who acted as reviewers.

The LALA 2021 conference also served to disseminate activities, and results generated in the LALA Community, and to train different stakeholders of HEIs about different learning analytics issues connected to the LALA project. In this direction, there were three keynotes (of 1 hour of duration):

The first keynote was given by Dr. Rafael Ferreira Mello, from the Rural Federal University of Pernambuco, Brasil. This keynote was focused on how the use of Learning Analytics to support the educational feedback process, providing different specific examples on how to achieve it. The second keynote was given by Dr. Davinia Hernández-Leo, from the Universidad Pompeu Fabra – Spain. This keynote was focused on Trustworthy, Person-Centered Learning Analytics.

The third keynote was given by Dr. Roberto Martínez-Maldonado, from the Monash University – Australia. This keynote was focused on Human-Centred Learning Analytics: What can we learn from HCI and Interaction Design?

December 2021

The editors.

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