Educational Data Mining- A Review

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Abstract — Data mining happens to be very helpful in understanding the behaviour of online learners. The data mining has the potential of extracting the hidden pattern of the information and analysing the same. This paper looks into the research conducted in the area of data mining and several limitations existing in the said research.

Keywords — Data Mining, E-learning

I. Introduction

Data mining is popularly known as knowledge discovery in database (KDD) and it is known for extracting hidden information from a large volume of data [1]. Data mining has shown its applications in the area of bioinformatics and e-commerce and also in the educational system which is known as educational data mining [2]. Educational data mining is defined by educational data mining community and EDM deals in student models [3].

Various research papers in the area of data mining in educational research have been collected [3,4,5,6]. The first review is related to the application of data mining techniques in various educational system from the year 1995 to 2005[5]. Another review was related to the e-learning problems [4].

II. Literature Review

Table 1: Review of educational data mining research from 2004 to 2012

| Reference | Objective to | Platform | Task | Source of | Number of |
|-----------|----------------|------------|----------------|-------------|-----------|
| | achieve | | | Research | citations |
| [7] | Extracting | TRAC | Method of | Conference | 47 |
| | hidden pattern | | Sequential | proceedings | |
| | | | Pattern | | |
| [8] | Automated | Chat | Classification | Conference | 24 |
| | Chat Analysis | Platform | Modelling | proceedings | |
| | | | Technique | | |
| [9] | Extracting | E-learning | Predictive | Conference | 25 |
| | learner | | Analytics | proceedings | |
| | preference in | | | | |
| | online | | | | |

| | learning | | | | |
|------|--------------------------|--------------------|--------------------|---------------------------|----|
| [10] | Extracting the learners' | Online learning | Techniques like | Conference proceedings | 10 |
| | assessment | 8 | classification | F8- | |
| | data | | and clustering | | |
| [11] | Observing | Live online | Techniques | Journal issue | 2 |
| | learners' | video | like | | |
| | online | streaming | Clustering | | |
| | | Platform | | | |
| [12] | understanding | Online | Techniques | Journal issue | 3 |
| | disengagement | learning | like | | |
| | problems | system | Clustering | | |
| | | | | | |
| [13] | intelligent | Online | Techniques | Journal issue | 1 |
| | report | learning | like | | |
| | system | | Classification | | |
| | | | | | |
| [14] | Extracting | Digital | Techniques | Conference | 97 |
| | learners data | Community | like | proceedings | |
| | for similar | System | Clustering | | |
| | groups | | | | |
| | | | | | |
| [15] | Clustering and | TRAC | Techniques | Conference | 71 |
| | sequential | | like clustering | proceedings | |
| | pattern mining | | and sequential | | |
| | | | papettern | | |

III. Methodology

The Table 1 shows that most of the research papers in educational data mining have used clustering [10,11,12,14,15]. It has also showed that many research papers are based on classification techniques [8,10,13]. Few research studies have used sequential pattern [7,15]. Prediction has also been used in many studies [9]. Many research papers have also used association rule analysis [10].

IV. Conclusion

It has been observed that most of the research has been done on the problem related to e-learning. The need of the hour is to perform research on collaboration learning by using platforms like facebook and other social networking platforms which are quite popular in students. The log data from these platforms and blogs can be analyzed by using google analytics [20,21].

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