

<b>Pattern name</b>	Monitoring student progress in course activities
<b>Context</b>	<p>You may be interested in knowing how the students engage in course activities and how they are reading course material. This is an important indicator to look at, especially if you are concerned about taking preventive actions to reduce student dropout rate in your course. In a class, there could be outstanding and average students as well as students at risk. This distribution is severe in online courses. Keeping the average student's learning path and the time plan as the base, you could monitor student's progress to identify students lagging behind and provide them more support to complete the course.</p>
<b>Problem</b>	Students sometimes may not be completing all the learning actives presented in the course platform.
<b>Solution</b>	<p>The level of engagement of the students in learning is something that we as teachers have to monitor. You can take a look at the 360° reports (top 2nd panel, select the tab <b>360° reports</b>). In the left panel of the dashboard of 360° reports, select <b>progress</b>. This will lead to a list of student statistics with progress bars, which indicates average progress of students as well as progress of each individual. You can directly identify who progress well and who are struggling, or under achieved. Also, you can visualize the difference between the completion rates of the activities and reference of the resources.</p>

<b>Consequences and implications</b>	Teachers, especially in online courses, have to use alternative methods to understand how the students are engaging in course activities. Further, students are naturally more motivated towards completion of activities than simply reading course material. Although this is quite typical, it is good to investigate if there is a balance. Such overview would be useful for a teacher in making pedagogical decisions of the course.
<b>System</b>	Athena
<b>Miscellaneous</b>	Monitoring student progress using virtual appliances: A case study <a href="https://doi.org/10.1016/j.compedu.2011.12.003">https://doi.org/10.1016/j.compedu.2011.12.003</a>
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