

Learning Analytics Governance

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Contents

- **Governance pack** and **Governance infrastructure**
- **Overview** of Learning Analytics (LA)
- Statement of **Principles**
- **Purpose** of Learning Analytics
- Learning Analytics **Policy**
- **Student Guide** to Learning Analytics

Governance Pack

- Overview of Learning Analytics (LA)
- Statement of Principles
- Purpose of Learning Analytics
- Learning Analytics Policy
- Student Guide to Learning Analytics

Governance Infrastructure

- LA is an approved project overseen by our IT Strategy Board
- Routine oversight by our Business Intelligence and Reporting Sub-committee
- Discussed at each meeting of our Learning Technology Advisory Group



A key part of our approach is to ensure staff and students know what Learning Analytics is about

- Learning analytics has been defined as ‘the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs’ (Society for Learning Analytics Research, 2012).
- Fundamentally, learning analytics is concerned with combining different types of data regarding student engagement and learning (eg data generated by learning management systems, student systems, library systems and other sources related to learning and teaching) in order to better understand, and improve, the learning experiences of our students.
- Learning analytics can be particularly valuable when teaching at scale, or online, makes it more challenging for staff to know how their students are learning.

Statement of Principles

Available at:

[Learning Analytics Principles | Planning and Statistics | Articles](#)

Statement of Principles

The Principles for Learning Analytics are key to the way Learning Analytics is developed and used within the university.

- We will use Learning Analytics to help all students reach their full academic potential.
- We will be transparent about data collection, sharing, consent and responsibilities.
- We will abide by ethical principles and align with our university strategy, policies and values.
- Learning Analytics will be supported by focused staff and student development activities.
- Learning Analytics will not be used to inform significant action at an individual level without human intervention.
- We will actively work to recognise and address any potential negative impacts from Learning Analytics.

With thanks to the University of Edinburgh who shared their statement of Principles with the Jisc LA community

Purpose of Learning Analytics

Available at:

[Learning Analytics Purpose | Planning and Statistics | Articles](#)

Purpose

- Quality
- Equity
- Personalised feedback
- Coping with scale
- Student Experience
- Skills
- Efficiency

1. Co-responsibility in an asymmetrical power and contractual relationship



...obligation to act is a *co-responsibility* of students and institution, tempered by the asymmetrical power and contractual relationship in which the institution has very specific moral and legal duties to respond

Image credit: <https://pixabay.com/en/michelangelo-abstract-boy-child-71282/>

Learning Analytics Policy

Available at:

[Learning Analytics Policy | Planning and Statistics | Articles](#)

Learning Analytics Policy

- Responsibility
- Confidentiality
- Sensitive Data
- Validity
- Student access to personal data
- Interventions
- Minimising adverse impacts

Consultation and Review Process

Consultation

- Students Union
- University Secretary's Office
- Faculties
- Directorates of Student & Academic Services and Communications & Recruitment

Committee review

- Student Experience Committee
- Learning Quality and Standards Committee
- Academic Council

Model Student Guide to Learning Analytics

Available at:

[Student Guide to Learning Analytics | Planning and Statistics | Articles](#)

Student Guide to Learning Analytics

What we think it is important our students know

- Introduction – Principles, Purpose, Policy, Overview
- Presenting your information to you
- Staff Access
- Data Security
- Legal Bases Used
 - Public Task
 - Legitimate Interest



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Appendix 1

Purpose of Learning Analytics

Topic Details

Available at:

[Learning Analytics Purpose | Planning and Statistics | Articles](#)

Quality

- Learning Analytics can be used as a form of feedback on the efficacy of pedagogical design.
- Academic teams can use analytics about student activity (individual or cohort) as part of course review and re-design processes as well as potentially using analytics as a form of in-course monitoring and feedback.
- Individual staff can use Learning Analytics to reflect on the impact of their teaching.

Equity

- Learning Analytics approaches can allow us to see more nuanced views of our highly diverse student population, challenge assumptions that we may be making, and allow supportive resource to be directed where it is most needed.

Personalised feedback

- Learning Analytics can be used to tailor the messages and support we offer to our students, providing more personalised feedback to support student reflection and academic planning.

Coping with scale

- As part of an enhanced staff engagement programme, Learning Analytics can help strengthen the academic relationship by doing some of the heavy lifting of identifying individuals or groups of individuals that might benefit from particular interventions or information from staff.

Student Experience

- In addition to supporting a more personalised experience, Learning Analytics can improve progression and retention, ensure that our academic offerings align with the needs and goals of students, and support satisfaction and wellbeing.
- Learning Analytics can also be used to promote critical reflection skills and enable our students to take responsibility for their own learning.

Skills

- Interactions with Learning Analytics as part of the university learning experience can help our students build 'digital savviness' and prompt more critical reflection on how data about them is being used more generally, what consent might actually mean and how algorithms work across datasets to define and profile individuals.
- Learning Analytics approaches can also be used to promote the development of key employability skills.
- Supporting staff to develop skills in working with Learning Analytics applications is also an investment in institutional capacity and leadership.

Efficiency

- Learning Analytics can be used to evaluate and demonstrate institutional efficiency through:
 - Measuring the impact of initiatives and validating that benefits are being realised.
 - Demonstrating that publically-funded resource is being deployed in support of the best outcomes of all students.