



Anne-Marie Scott
anne-marie.scott@ed.ac.uk
@ammienoot



THE UNIVERSITY
of EDINBURGH



SHEILA project

Supporting Higher Education to Integrate Learning Analytics

Yi-Shan Tsai, University of Edinburgh
yi-shan.tsai@ed.ac.uk
@yi_shan_tsai

Co-funded by the
Erasmus+ Programme
of the European Union





Motivation

To assist European universities to become more mature users and custodians of digital data about their student.

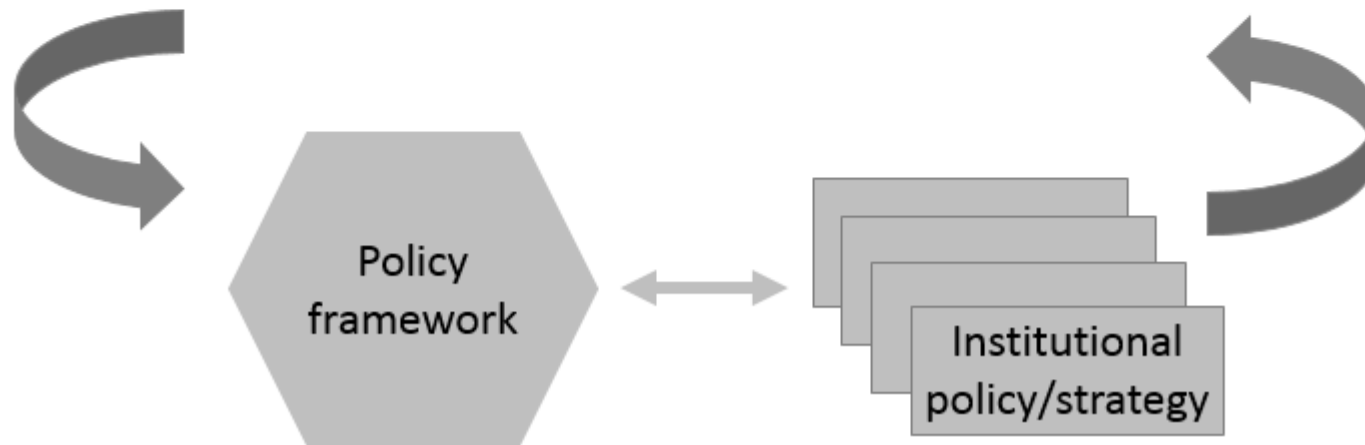


Objectives

- Understand the state of the art
- Engage key stakeholders directly
- Develop a policy framework



Methodology

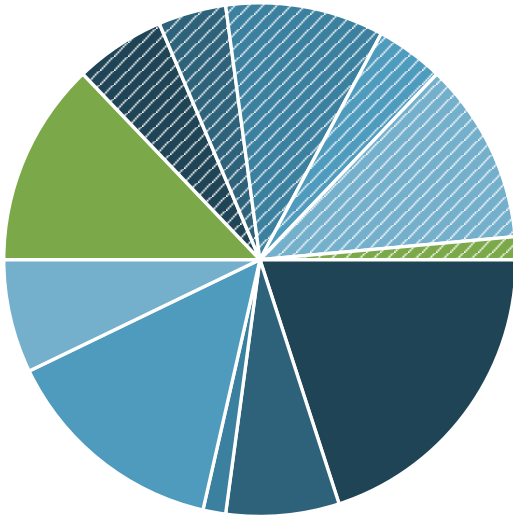


Multi-stakeholder views



Managers would like learning analytics to...

Institutional survey
(n=46)



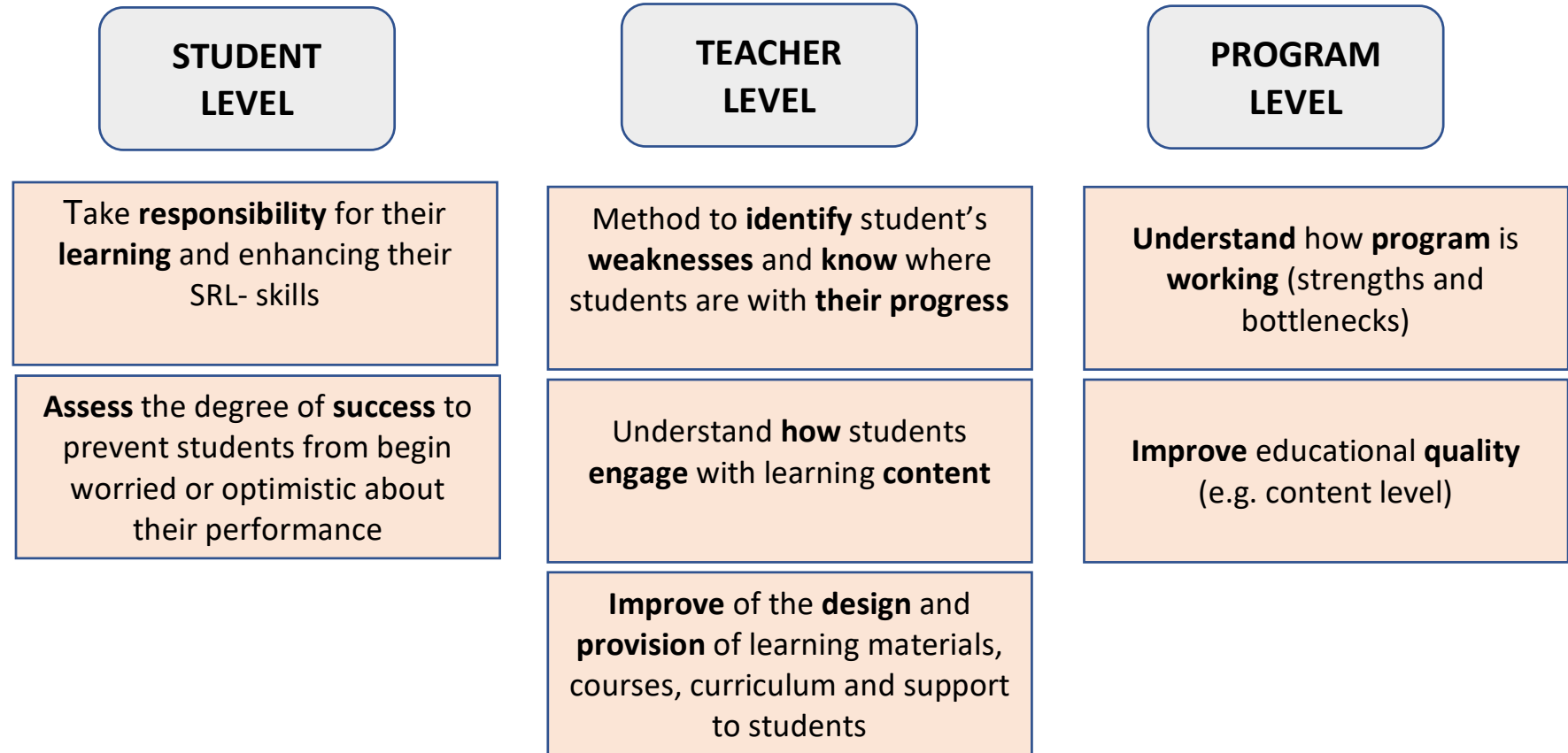
- To improve student learning performance – 40 (87%)
- To improve student satisfaction – 33 (72%)
- To improve teaching excellence – 33 (72 %)
- To improve student retention– 26 (57 %)
- To explore what learning analytics can do for our institution/ staff/ students – 25 (54 %)

Tsai, Y.-S., & Gašević, D. (2017). *The State of Learning Analytics in Europe – Executive Summary – SHEILA* (Executive summary). Retrieved from <http://sheilaproject.eu/2017/04/18/the-state-of-learning-analytics-in-europe-executive-summary/>

Teachers would like learning analytics to...

Focus groups:

- 16 groups
- 4 universities
- 59 participants



Students would like learning analytics to...

Focus groups:

- 18 groups
- 4 universities
- 74 participants

Personalised
support

Feedback

Academic
resources

Teaching
quality

Desires for self-regulated learning

Survey:

- 6 institutions
- 3053 returns

SRL:

- Receiving a complete profile of their learning
- Making their own decisions based on the analytics results
- Knowing how their progress compares to a set learning goal



High expectations of self-regulated learning

Survey:

- 6 institutions
- 3053 returns

SRL:

- Receiving a complete profile of their learning
- Making their own decisions based on the analytics results
- Knowing how their progress compares to a set learning goal





Managers are concerned about...

Returns on
investment

Resources

Culture

Skills



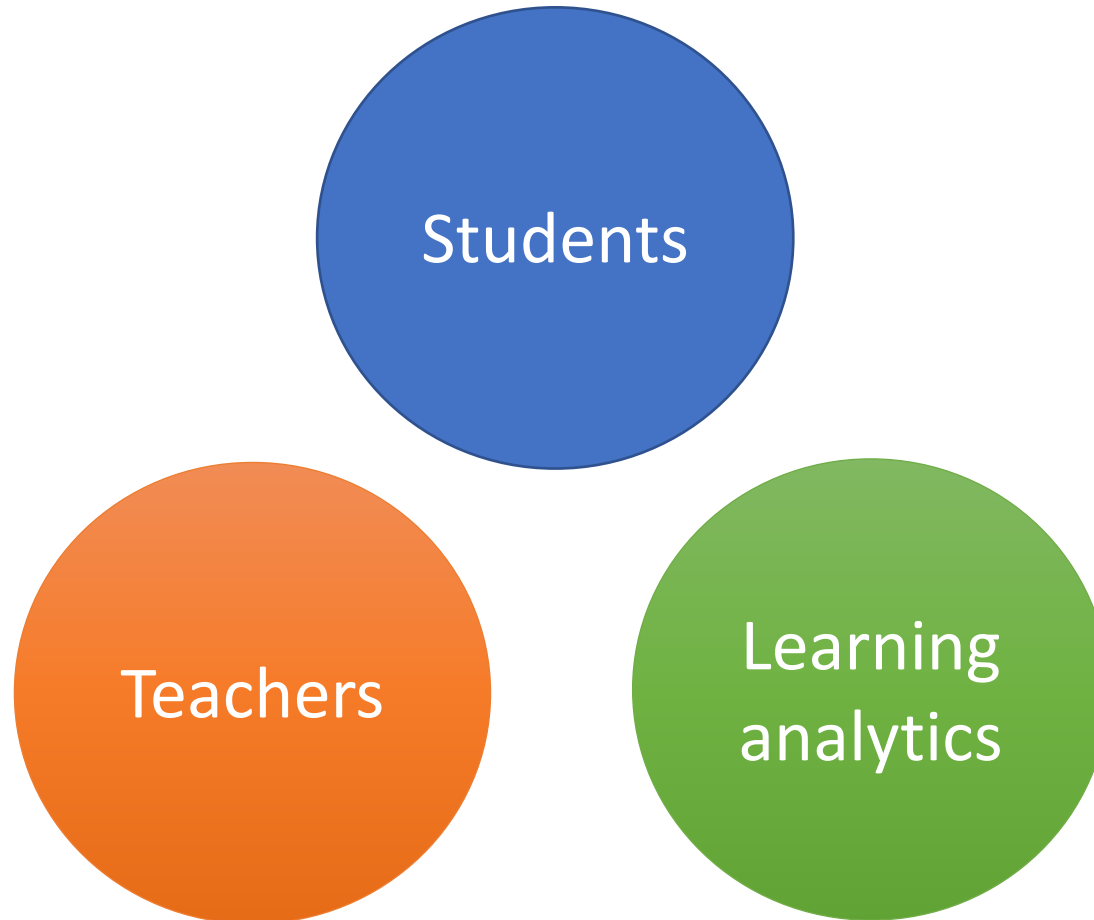


Returns on investment...

“We could have had a little black box instead of an expensive piece of software. The wrapping around the project, the energy, the commitment, the targeted actions, how much of that would have just delivered some change anyway?” – Manager



Teachers are concerned about...



Teachers are concerned about...

- Student-level



<https://www.pinterest.com/pin/432486370448743887/>

Teachers are concerned about...

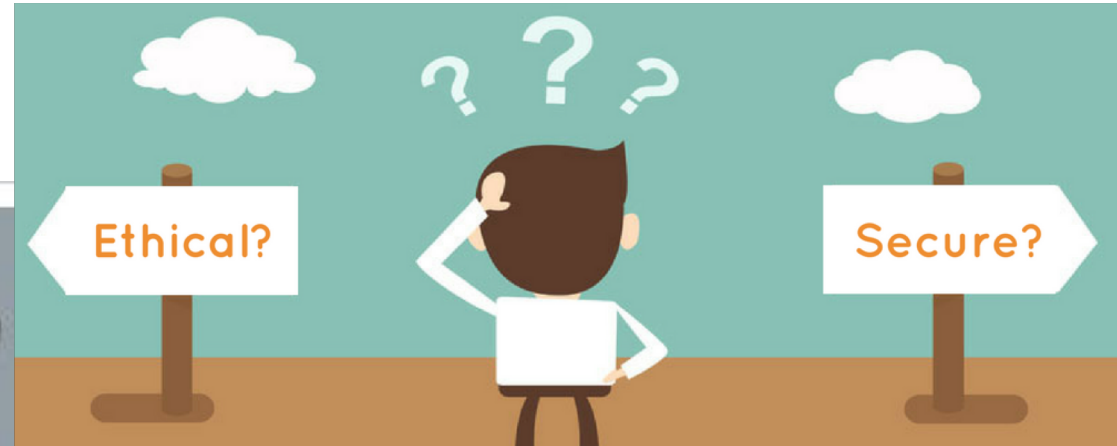
- Student-level



<https://www.pinterest.com/pin/432486370448743887/>

Teachers are concerned about...

- Student-level



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Teachers are concerned about...

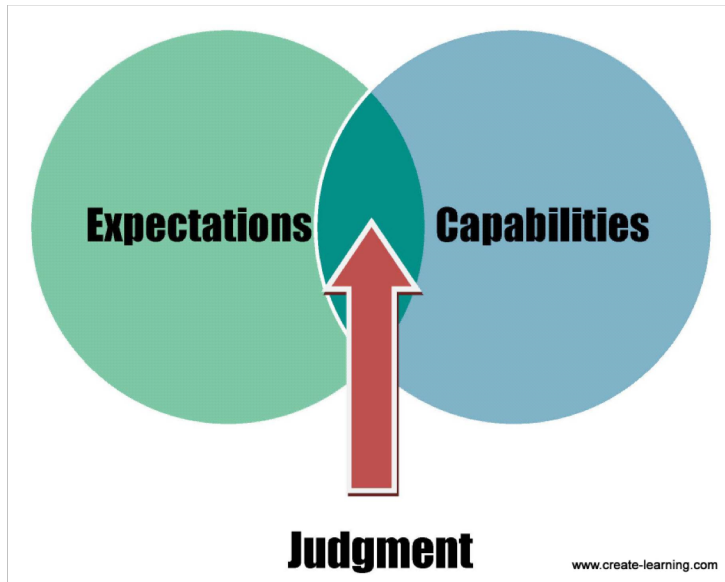
- Teacher-level



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Teachers are concerned about...

- Teacher-level



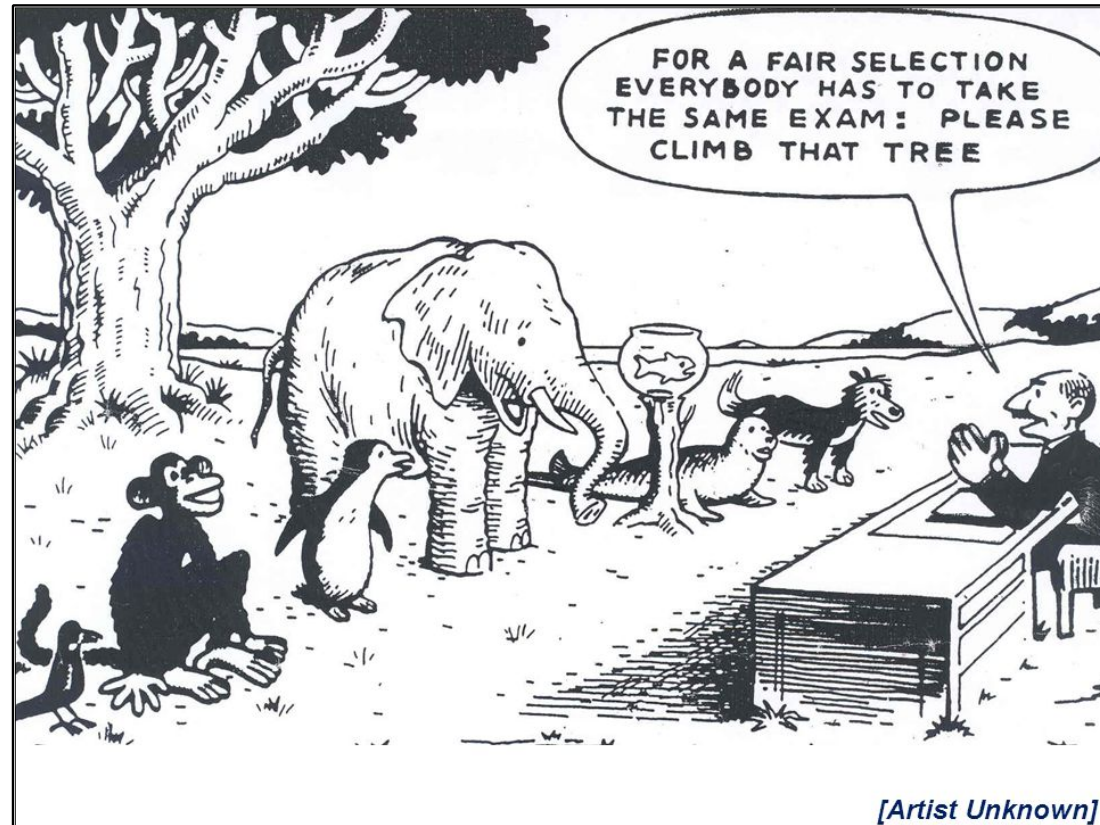
"I just wanna let you know that my grade will reflect poorly on your upcoming evaluation ..."

<https://goo.gl/images/cA7J3h>

Teachers are concerned about...

- Learning analytics-level

Can individual differences be captured?



<https://goo.gl/images/TK6J8p>

Teachers are concerned about...

- Learning analytics-level

Interpretations of
learning vary



<https://goo.gl/images/TVLukx>



Teachers are concerned about...

“I don’t want it [LA] to make all of the students behave in the exact same way to satisfy an algorithm. I want it to enable students to have the best experience in whatever that experience is. You know, you can be totally different from everyone else and still do perfectly fine. I want it [LA] to...enable students to do better and not make them all mini ‘me’s.” - Teacher



Students are concerned about...

Privacy

Stereotypes

Learning being
quantified

Losing human
contacts

Privacy paradox

“Although consumers seem to be concerned about their privacy as reflected in their intentions to disclose (e.g., measured via “willingness to provide information”), anecdotal evidence suggests their behaviors diverge from their intentions to disclose personal details.”

(Norberg, Horne, & Horne, 2007, p. 107)



1. Perceived benefits outweigh perceived risks

“I haven’t been in University for so long, so for me to get back to the school was challenging, and so for me with the personal tutor I don’t mind sharing my data ‘cause she will help me to develop myself further.” - Student





2. Power imbalance

“You have to agree to share this data otherwise you wouldn’t enrol, so you are not probably thinking that much about consequences of every single piece of data that you provide to the university. It’s just because it’s a part of the process of application.” - Student





3. Trust exacerbates information asymmetry

“That [Data policy] is something I don’t think I would ever focus on or look for, so I honestly don’t know. It could be out there and I could maybe Google it, and it would be on a page somewhere if I wanted to find it.” - Student





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Implications for LA strategy





1. A sound policy and effective communication

Purpose, access, anonymity, and security





2. Increase the observability and trialability of LA to attract buy-in

An incremental approach





3. Install data literacy and reflective skills among key stakeholders

Moving from data to action





4. Incorporating the views of different stakeholders to develop a common vision and a sense of ownership

A dialogic approach





5. Clarify the value of LA within its limitations

Expectation management





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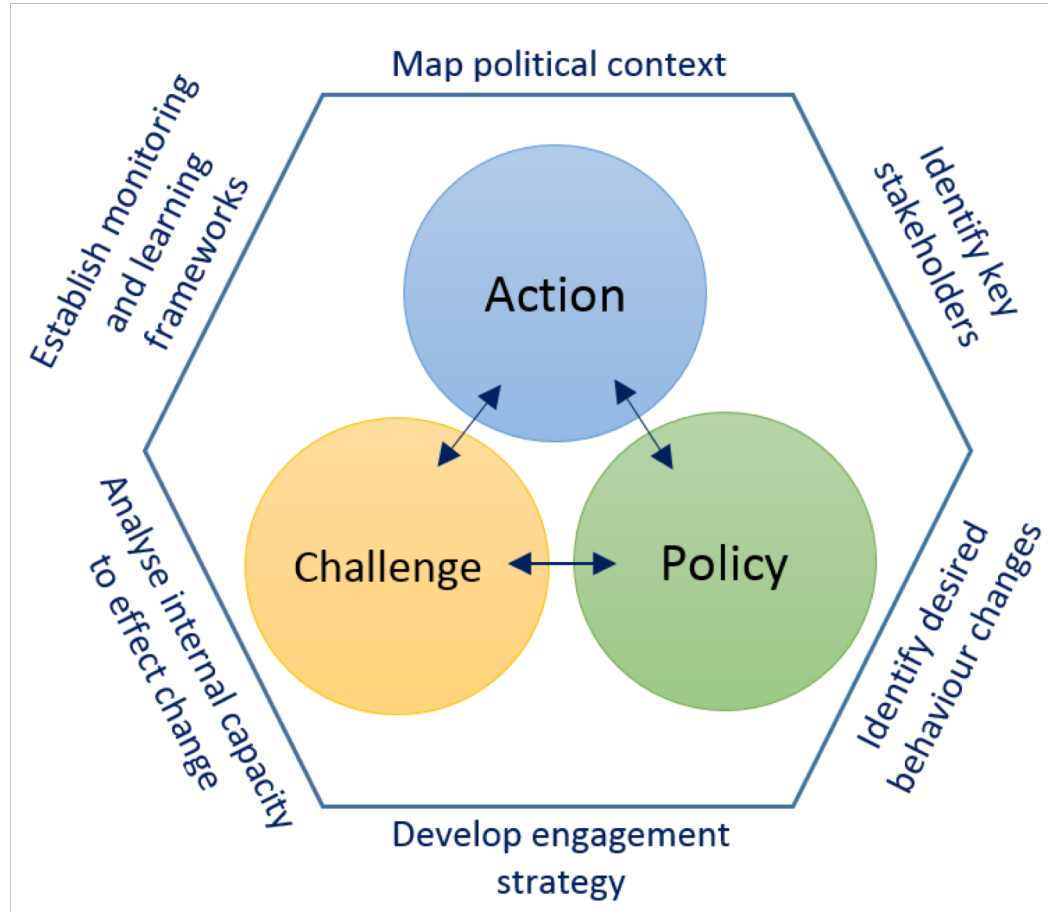
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SHEILA framework

Action, challenges, and policy



<http://sheilaproject.eu/sheila-framework/>



Tsai, Y. S., Moreno-Marcos, P. M., Jivet, I., Scheffel, M., Tammets, K., Kollom, K., & Gašević, D. (2018). The SHEILA Framework: Informing Institutional Strategies and Policy Processes of Learning Analytics. *Journal of Learning Analytics*, 5(3), 5-20.

1

Map Political Context

Action

Think about the political context of your institution. Are there any internal or external drivers that surface a need for learning analytics?

Drag & Drop statements from the right

Challenges

Policy

METHODOLOGY

Consider contextual elements (e.g., institutional size, structure) to identify opportunities for learning analytics.

Select Key Stakeholder:

Identify opportunities to build learning analytics upon existing projects or practice.

Select Key Stakeholder:

PURPOSE

CUSTOM STATEMENTS



Overall Progress: 0%

Number of statements per dimension





Home > All Subjects > Data Analysis & Statistics > Learning Analytics in Higher Education



Learning Analytics in Higher Education

Learn about the state of the art of learning analytics in higher education and developing strategies and policies for institutional adoption of learning analytics.