Jisc's Learning Analytics Code of Practice

Andrew Cormack, Chief Regulatory Adviser (@Janet_LegReg)

Context (2014)

How the world was thinking...
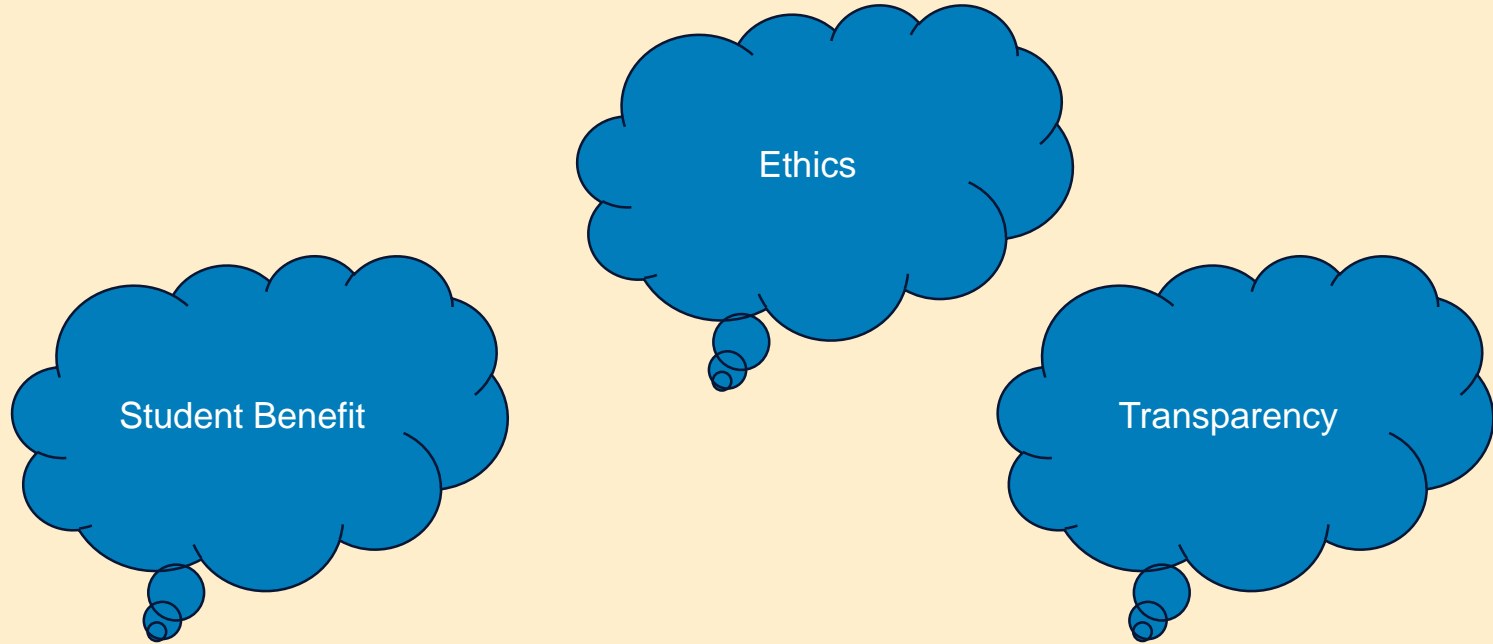
BIG DATA!!!

InBloom

Facebook Mood Experiment

Snowden

"New Oil"

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Contrast

Our message needed to be very different…

Ethics

Student Benefit

Transparency

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Aim: One Consensus Document

Setting out…

Rights and Responsibilities of…

- Institutions
- Students
- Staff

Mutual understanding

© Peter Tilman

Help: Advisory Group

Members include...

Pro-Vice Chancellor

Academics
- Experts in policy, ethics and learning analytics

IT Staff

Legal

National Union of Students (NUS)

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Research: Literature Search

For mentions of ethical or legal issues

86 different questions!

Can, at least, form a taxonomy

- Responsibility
- Transparency & Consent
- Privacy
- Validity
- Access
- Positive Interventions
- Adverse Impact
- Stewardship

Code of practice for learning analytics
Setting out the responsibilities of educational institutions to ensure that learning analytics is carried out responsibly, appropriately and effectively.

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Contents
Introduction
Responsibility
Transparency and consent
Privacy
Validity
Access
Enabling positive interventions
Minimising adverse impacts
Stewardship of data

Introduction

Learning analytics uses data about students and their activities to help institutions understand and improve educational processes, and provide better support to learners.

Learning analytics should be used for the benefit of students. This might be to assist them individually or through using aggregated and anonymised data to help other students. Learning analytics might also be used to improve the educational experience more generally. It is distinct from assessment, and should be used for formative rather than summative purposes.

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Result: Code of Practice, and More

Lots of support materials

Blogs

Podcast series

Articles (user-friendly to law journal)

Workshops/Working groups

Case studies

FAQs

NUS recommendation ☺

Effective Learning Analytics

Using data and analytics to support students

Curriculum analytics: report from Jisc LA Cymru workshop

LA Cymru curriculum analytics workshop, 28th November 2018. Most learning analytics projects focus on improving student success, but the rich data sources increasingly available to us can also be used to gain insight into the effectiveness of the curriculum. This is a relatively unexploited area which has the potential to significantly enhance our understanding of ... Read more

Posted by Niall Sclater on December 17, 2018 in Uncategorized.

Planners' ideas for using learning analytics data

I recently ran a workshop with Dr Christine Couper from the University of Greenwich and HESPA around how planners are making use of the data being collated for learning analytics. The workshop started with presentations to set the context and give some examples of how this data is already being used. Christine talked about how ... Read more

Posted by Paul Bailey on November 30, 2018 in Uncategorized.

Jisc is supporting projects to develop learning analytics research

Student wellbeing and mental health: the opportunities in learning analytics

Strategic approaches to learning analytics in UK higher education

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Next: Wellbeing

Work in Progress

Learning Analytics = Data-supported decisions on student learning

Wellbeing = Data-supported decisions on student health

CoP seems to fit: changes required (maybe an annex):
- Led by student support/counselling service, not teaching
  - Some interventions in that context, too
- Consent, if used, must be "explicit"
- Validity: even more important that data/algorithms be relevant/accurate
- Access: UK law requires medical approval for Subject Access etc.
- Some applications require DPIA or prior consultation with DP Authority

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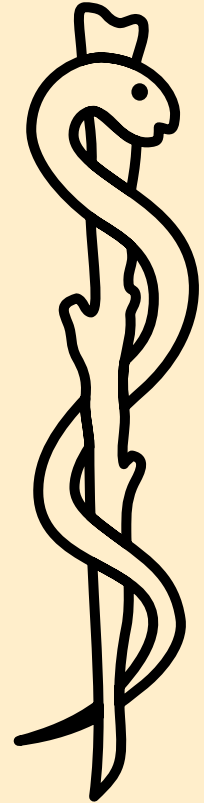
Next: Intelligent Campus

Work in Progress

Wide range of data; wide range of purposes
- Room temperature to face recognition
- Some won't be ethically/legally OK
- E.g. high-risk data for low-benefit purpose

How to make appropriate choices?
- DPIA toolkit
  - Assess purpose/data/controls
  - Based on Art29 RFID toolkit
- Peer-reviewed paper (in press)
  - Applying ethical codes to DP challenges

Sense/Risk	Vision	Hearing	Location
0: Presence	Motion detection	Sound level	
1: Counting			Queue measuring
2: Identifying	CCTV monitoring		Location-aware app
3: Recording	CCTV recording	Audio recording	Access card/logs
4: Analysing	Face recognition	Trigger words	Behaviour mapping

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References

- "Developing a CoP" (Niall Sclater) https://learning-analytics.info/journals/index.php/JLA/article/view/4512
  - Code: https://www.jisc.ac.uk/guides/code-of-practice-for-learning-analytics
  - Support: https://analytics.jiscinvolve.org/wp/
  - Podcasts: https://www.jisc.ac.uk/blog/solving-the-ethical-and-legal-issues-around-learning-analytics-a-series-of-podcasts-11-mar-2016
  - NUS: https://www.nusconnect.org.uk/resources/learning-analytics-a-guide-for-students-unions
- Me:
  - Blogposts https://community.jisc.ac.uk/blogs/regulatory-developments/tags/Learning-Analytics
  - "Learning Analytics" http://www.learning-analytics.info/journals/index.php/JLA/article/view/4554
  - "Downstream Consent" https://jirpp.ubiquitypress.com/articles/abstract/10.21039/irpandp.v1i1.9/
  - Intelligent Campus draft DPIA: https://intelligentcampus.jiscinvolve.org/wp/2019/01/02/consultation-for-the-intelligent-campus-data-protection-impact-assessment-toolkit/

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