

SHEILA student focus groups

Introduction

My name is _____. I am working on the SHEILA project to develop a policy development framework for the use of learning analytics. One of the project goals is to assist University name with the adoption of learning analytics and the development of a policy for this. In order to achieve this goal, we are hosting a series of consultations with key stakeholders.

Learning analytics involves the collection of educational data, such as grades, lecture attendance and records of access to online resources in various learning environments to better understand how students learn and engage in their studies. This educational data is used to implement support services that are used to aid student learning such as the development of early alert systems for those who may be at-risk of failing a course or dropping out, personalised learning environments, and improving student feedback processes. For example, the collection of a student's online learning environment data (e.g., hours spent online) can be used by a learning analytics service to determine whether a student is above or below the average level of engagement for the course/module. If the service detects that the student is below the average level of engagement required for a course, it may alert their personal tutor and/or lecturers to the need to provide immediate feedback and/or support. For course leaders/programme directors, learning analytics can allow users to review the progress of a group of students for the purposes of reviewing/redesigning the course/programme if problems are detected. In addition, learning analytics can collect and analyse data about teaching practice (e.g., number of learning materials uploaded, interactions with students in forums, feedback for students) to enable self-reflection for teaching staff.

As students will be one of the primary users of learning analytics, it is important that your opinions and expectations are accommodated into the design and implementation of any developed services. In the following interview, I will ask you a number of questions to understand your expectations regarding a learning analytics service and the use of student educational data by the university. The interview will be recorded with both audio and video devices for the purpose of analysis. The data that we collect from you today will be stored securely on the University server and destroyed five years after the project ends. The findings from the survey will inform how future services are developed to ensure they reflect, and meet, your expectations as well as the needs of students. Any uses of the data for publications will strictly abide by the anonymity principle. Before we start, are there any questions that you would like to ask me?

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Themes	Questions	Prompts
Transparency	1. Are you aware that your university has the ability to collect and analyse data about your actions in various learning environments (e.g., virtual learning environments, lecture attendance, library accesses)?	<ul style="list-style-type: none"> a. What kinds of data do you think the university has been collecting from you? Are you aware that at the moment of enrolment into the university, you consented to let the university use your data for reporting and quality assurance purposes? b. In your opinions, are there any types of data that the university should not have collected? c. Is there clear information available to you on how the university collects and analyses your data? d. Is there clear information available to you on the purposes of collecting your data? e. If guidance was available, in what ways would you expect it to be presented and accessed?
Purpose	2. What would be legitimate purposes for the university to use your data?	<ul style="list-style-type: none"> a. Should it be used to improve the university's <u>service quality</u>, such as resource allocation, teaching quality, curriculum design, etc.? b. Should it be used to improve the <u>educational experience in a module/course/programme</u> (e.g., identifying problems within a learning activity)? c. Should it be used to improve <u>individual student's educational experience</u>, e.g., identifying points of struggle or points of disengagement?
Consent and ownership	3. Do you consider there to be any ethical or legal issues with this collection and analysis of your data?	<ul style="list-style-type: none"> a. Are there any types of data that the university should obtain explicit consent from you for (e.g., religious views)? b. Under what circumstances do you think further consent from you is necessary when the university uses your data? c. Who do you think should be granted the right to view your data? Should you be made aware of it? d. Under what circumstance do you think the university can outsource your data to third party companies? e. Do you think the university should only keep your data for a certain period of time? How long would be an appropriate length of time?
Autonomy	4. Do you think the university should allow you to opt out of data collection at any time?	<ul style="list-style-type: none"> d. Why do you think so? e. Under what circumstances would you prefer to opt out of data collection? f. Under what circumstances would you prefer to opt in data collection?
Educational needs	5. Thinking about the learning support that you have received from the university, is there anything that could have been done better?	<ul style="list-style-type: none"> a. Learning resources b. Skill and knowledge development c. Feedback d. Learning community

Educational needs	6. Would you like the university to use your background and educational data to support you in areas that we just discussed?	<p>*Explain: Background data include previous educational attainment, demographic information, etc. Educational data include data collected from any physical or virtual learning activity.</p> <ol style="list-style-type: none"> Do you see any way to use such data to support your learning? What do you think would be an <u>in</u>appropriate way to use such data to support your learning?
Educational needs	7. Here are some examples of ways the university could use your background and educational data to support your learning. Which of these uses of your data would you prefer?	<p>* The interviewer needs to prepare flashcards of these items.</p> <ol style="list-style-type: none"> To improve your relationships with teaching staff or tutors To improve your overall learning experience and well-being To identify weaknesses in your learning and suggest ways to improve upon this To alert teaching staff early if you are at-risk of failing a module or if you could improve your learning Identify the optimum pathway through your studies Present you with a complete profile of your learning in each and every module
Feedback	8. How would you like to receive feedback from the analysis of your educational data?	<ol style="list-style-type: none"> Should it be in person (e.g., from your personal tutor)? Should it be in text (e.g., an email)? Should it be through visualisations (e.g., a dashboard)? What format (text, in person, visualisation) do you see as being the most useful for your own learning? <u>How often</u> would you like to receive feedback (e.g., every day, once a week)? Do you think there's a risk of having too much feedback? <u>Should feedback present a comparison of your progress to your peers' progress?</u>
Intervention	9. How should teaching staff and tutors approach the analysis of your data?	<ol style="list-style-type: none"> Should they have an obligation to act if you are identified as being at-risk of failing or underperforming in a module? Should the university give students the option to refuse the support? Should any specific kind of training be given to teaching staff to understand the analysis of your educational data and to accommodate the results into your personalised feedback?
Concerns	10. Are there any concerns you would have towards the way the university uses your data?	<ol style="list-style-type: none"> Ethical and privacy concerns The accuracy of analytics results The quality of feedback (e.g., meaningful and understandable) The relevance to your own learning objectives