

## SHEILA staff 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 teachers 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?

Themes	Questions	Prompts
Purpose	1. Learning analytics benefits from a range of education data including academic data, personal data, and engagement data collected from online or physical learning environments. What do you think would be legitimate purposes for the university to use such data?	<ul style="list-style-type: none"> <li>a. Should it be used to improve the university's <u>service quality</u>, such as resource allocation, teaching quality, curriculum design, etc.?</li> <li>b. Should it be used to improve the <u>educational experience in a course/programme</u> (e.g., identifying problems within a learning activity)?</li> <li>c. Should it be used to improve an <u>individual student's educational experience</u>, e.g., identifying points of difficulty or points of disengagement?</li> <li>d. Should it be used to inform you about your teaching practice?</li> </ul>
Teaching needs	2. What kinds of data would be particularly useful to you in improving students' educational experience in a course/programme that you are responsible for?	<ul style="list-style-type: none"> <li>a. Academic data (e.g., assessments, educational history prior or during university)</li> <li>b. Engagement data (e.g, log-ins, clicks, library visits, video watching activities, attendance, forum discussions)</li> <li>c. Personal data (e.g., background data, sensitive data)</li> <li>d. Student survey responses</li> <li>e. Utilisation of university services and facilities</li> <li>f. How would you like it to be presented to you?</li> </ul>
Teaching needs	3. What kinds of data would be particularly useful to you in your professional development?	<ul style="list-style-type: none"> <li>a. Data about students (see prompts in the previous question)</li> <li>b. Data about your teaching practice and how it influences the engagement and achievement of your students?</li> <li>c. How would you like it to be presented to you?</li> </ul>
Teaching needs	4. Do you see any challenges in offering teaching and learning support to your students?	<ul style="list-style-type: none"> <li>d. Offering support according to different needs of learners</li> <li>e. Providing actionable feedback for every student</li> <li>f. Providing support for skill and knowledge development</li> <li>g. Developing a supportive learning or teaching community</li> </ul>
Teaching needs	5. Do you see any ways learning analytics could be used to address these challenges by taking advantage of student data or data about your teaching practice?	<ul style="list-style-type: none"> <li>a. Would there be any risks in any of these uses?</li> <li>b. Would you have any concern about the skills and time required from you?</li> <li>c. Under what circumstances would you be willing to invest your time in incorporating learning analytics into teaching?</li> <li>d. Under what circumstances would you NOT be willing to invest your time in incorporating learning analytics into teaching?</li> </ul>

Ethics and privacy	6. Do you consider there to be any ethical or legal issues concerning the use of student data or data about your teaching practice?	<ul style="list-style-type: none"> <li>a. Do you have any concerns about providing any types of data to students?</li> <li>b. Do you have any concerns about the use of data about your teaching practice?</li> <li>c. Do you have any concerns about outsourcing data to external parties?</li> <li>d. Do you think the university should allow you to opt out of any data collection at any time?</li> </ul>
Educational support	7. Here are some examples of ways the university could use learning analytics to enhance learning and teaching. Which of these uses of learning analytics do you think would be useful (multiple choices)? Please pick one to share why it is useful or not useful after the poll.	<p>* The interviewer needs to prepare flashcards of these items.</p> <ul style="list-style-type: none"> <li>a. To improve the relationships between students and teaching staff or tutors</li> <li>b. To improve the overall learning experience and well-being of students</li> <li>c. To identify a student's weaknesses in learning and suggest ways to improve upon this</li> <li>d. To alert teaching staff early if students are at-risk of failing a course or if they could improve their learning</li> <li>e. Identify the optimum pathway for students to achieve their learning goals</li> <li>f. Present students with a complete profile of their learning in each and every course</li> <li>g. Present teaching staff or tutors with a complete learning profile of their students</li> <li>h. Present teaching staff or tutors with a profile of their teaching practice and how it influences the engagement and achievement of their students.</li> </ul>
Intervention	8. How do you think teaching staff and tutors should approach the analysis results of student data?	<ul style="list-style-type: none"> <li>a. Should they have an obligation to act if students are identified as being at-risk of failing or underperforming in a module?</li> <li>b. Should any specific kind of training be given to teaching staff to understand the analysis of student data and to accommodate the results into the feedback for students?</li> </ul>
Concerns	9. Are there any concerns you would have in incorporating learning analytics into teaching?	<ul style="list-style-type: none"> <li>a. Ethical and privacy concerns</li> <li>b. The accuracy of analytics results</li> <li>c. Capability and capacity</li> <li>d. Usefulness</li> <li>e. Pedagogical approaches</li> <li>f. Interaction with students</li> </ul>
Final remarks	10. Do you have any suggestions for the adoption of learning analytics at the University?	