

99 learning analytics policy feature statements from the Group Concept Mapping study conducted as part of the SHEILA project

results of the GCM study have been published in:

Scheffel, M., Tsai, Y.-S., Gašević, D. & Drachsler, H. (2019) Policy matters: Expert recommendations for learning analytics policy. In M. Scheffel, J. Broisin, V. Pammer Schindler, A. Ioannou, & J. Schneider (Eds.), *Proceedings of the 14th European Conference on Technology Enhanced Learning (EC-TEL 2019)*, LNCS, Springer, Cham.

1. to make it explicit who the data controller is
2. transparency, i.e. clearly informing students of how their data is collected, used and protected
3. to improve the learning experience of students
4. to pay attention to biases so as not to reinforce discrimination which we want to avoid (e.g. gender, balance, minorities)
5. that it does no harm
6. to engage with research on the types, outcomes and benefits of learning analytics
7. to communicate transparently the terms of informed consent and points of its collection
8. flexible enough not to stand in the way of researchers who are genuinely trying to improve the practice of teaching for their students
9. to provide procedures for privacy protection of student data
10. a clear description of data usage
11. addressing concerns of different stakeholders
12. to promote collective improvement of all the students, collective awareness
13. to allow for interaction and experimentation with learning analytics in a test environment (e.g. in the form of a LA Sandbox)
14. to ensure that safeguards are in place for students who do not fall within the normal statistical range for a given model (but nonetheless have outcomes the model attempts to predict)
15. a clear ownership of the collected data
16. to encourage the addition of bespoke data to facilitate situated and actionable sensemaking at the local level
17. being clear about the purpose for collection certain types of data
18. integrated with a reward system for the use of evidence-based improvements to teaching and learning
19. to ensure sound communication channels among all stakeholders
20. to define clear rules for data sharing with other researchers
21. to make explicit maths from innovative development / use of analytics in individual classrooms to scaling up
22. to make evidence transparent across the organisation
23. to define clear rules for collaboration with other researchers
24. aligned with data protection regulations (institutional, national, international)
25. being relevant to institutional contexts
26. that it is clearly understandable by students and educators
27. to promote champions of learning analytics across the organisation
28. to clearly establish roles and responsibilities of people involved in learning analytics
29. to allow ready access for academics wishing to play 'as-if' scenarios with data relevant to their courses or degree programs
30. to use learning analytics for research purposes
31. to draw attention to how the data will be handled (its collection, its use, how it will be held confidential and secure)
32. to discourage the mis-interpretation or over-interpretation of variables being measured
33. that it is not a personal effort by individual instructors but has to be embraced from the whole system, starting from the top
34. to assure that the collected data is used only for the purpose of improving learning and instruction
35. to avoid overwhelming those being evaluated with too much feedback
36. to relate results to the output of education, labour market
37. part of the university's strategic learning and teaching plan
38. to ensure clarity and consistency around the institutional objectives and personal benefits for staff and students

39. to promote broad adoption of learning analytics by specifying supportive regulations and case law
40. stating responsibilities of different stakeholders
41. to discourage students and faculty from gaming the system
42. to use contextual information to help understand the needs of different learners
43. a clear usage of the collected data
44. to support learners learning to learn and improving skills
45. a clear description of purpose of data usage
46. to focus on the use of data to improve rather than evaluate teaching and learning (i.e. formative, not summative assessment)
47. to ensure that policies are regularly updated
48. to allow students to be stakeholders as much as faculty and administration
49. to provide guidelines for policy-makers and academic staff in the adoption of learning analytics
50. to consider employment as an important outcome of learning
51. to enable discovering success stories and good practices taking into account the specific context in which they are produced
52. to ensure that administrators and policy makers are able to understand the meaning of various measures
53. to ensure adequate representation during high-stakes decision processes (e.g. committees that include both faculty and student representation, with scholars and students who represent diverse backgrounds)
54. to enhance the connection between the academic and the society and industry, showing what is being done at the institutions is related to the education and training
55. being clear about the purpose of learning analytics
56. to be transparent with both the data and the algorithms used
57. to assure that instructional interventions are based on well-studied and empirically validated analytical methods and algorithms
58. to allow for proactive behavior of students towards their education, with setting personal goals
59. to demarcate clearly between different uses of analytics in institutional settings
60. to protect an individual student's data from unauthorized access
61. a clear articulation of roles and responsibilities when it comes to the use of institutional data
62. that it is about positive change and not about fault-finding
63. to use learning analytics for improving the quality of teaching
64. being clear about the methods for data collection
65. to correctly inform learners about the purpose of the data collected
66. to inform strategic decision-making
67. to shoulder the burden of data collection and analysis
68. to recognise the limitations of learning analytics
69. to ensure that students have a free choice of whether or not to accept proposed interventions
70. addressing the needs of different stakeholders
71. to shoulder the burden of how data are stored and used
72. to provide clear examples of how to interpret data, especially when there may be interactions
73. to not let the analytics drive the teaching
74. to safeguard user privacy
75. to encourage the development of dashboards with meaningful and understandable outcomes
76. to assist both students and staff to understand what makes good learning
77. being updated with the development of learning analytics technology
78. to provide pedagogic 'templates' or learning patterns to support the integration of analytics into learning and teaching
79. to provide as much formative data as possible, giving students/faculty the opportunity to self regulate
80. to use contextual information to help learners understand more about what affects them as learners
81. to (re)evaluate continuously the analytics being applied
82. to ensure the collection of actionable information that can be used to improve instruction and retention
83. being clear about the circumstances when actions need to be taken in response to analytics results
84. to encourage students' internal motivations for learning (rather than rewards/punishments) whenever possible
85. to facilitate the comprehensive collection of data into a central facility (data warehouse or equivalent)

86. a focus on ethical issues, informed consent and opt-out provisions
87. to ensure ethics and privacy in the deployment of institutional learning analytics
88. a clear description of data protection measures taken
89. to assure that teachers, instructional designers and representative student groups are involved in the adaptation (or even development) of the analytics tool to the needs of the particular institution and individual courses
90. to draw attention to what the "big picture" end goal of the data use is
91. to have a clear vision about how the evidences could be integrated in education and services
92. a clear articulation of the university's position on privacy and ethics
93. to encourage meaningful relationships between students and faculty
94. to support teachers in designing learning experiences for their students
95. to ensure the benefits to students outweigh the risks
96. an agreement between learners, teachers and policy makers on regulating a proper use of data
97. to support evidence-based decision-making, and not decision-based evidence-making
98. to encourage meaningful relationships between students
99. to enable personalisation