



**HIBERNIA
COLLEGE**

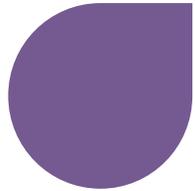
Create the learning analytics policy you (and your students) need

Ruth Ní Bheoláin & Irene O'Dowd

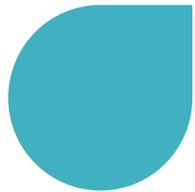
Hibernia College

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#NFseminar

Objectives



Outline the development of Hibernia College's Policy on Learning Analytics



Assess the frameworks and principles that informed the policy development process



Highlight the importance of initiatives such as the National Forum's ORLA and DESSI, as well as engagement with the broader research community



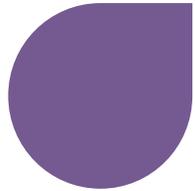
Enable the collaborative creation of a learning analytics policy resource

Context: our students

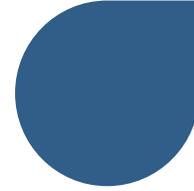
- Postgraduate
- Distance learning, blended programmes
- Professional focus
- Very high retention rate in postgraduate programmes
- Fostering student engagement is crucial in online and blended environments



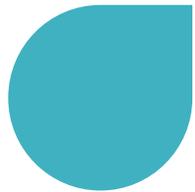
Purpose: Why does Hibernia College need learning analytics?



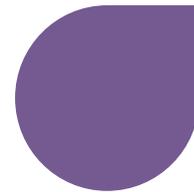
Inform continuous improvement of our pedagogical and student-support offerings for optimal learning experiences and outcomes



Provide students with the means to access, analyse and act upon their own learning data



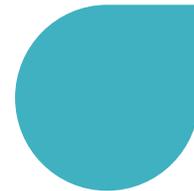
Provide an evidence base for online/blended teaching and learning strategies



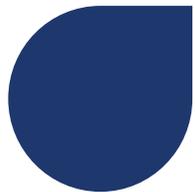
Foster a data-literate culture through conscious and transparent use of data



Provide early identification of unengaged students and enable timely interventions if needed



Support institutional research activities



Provide faculty with regular student engagement insights to inform their own practice

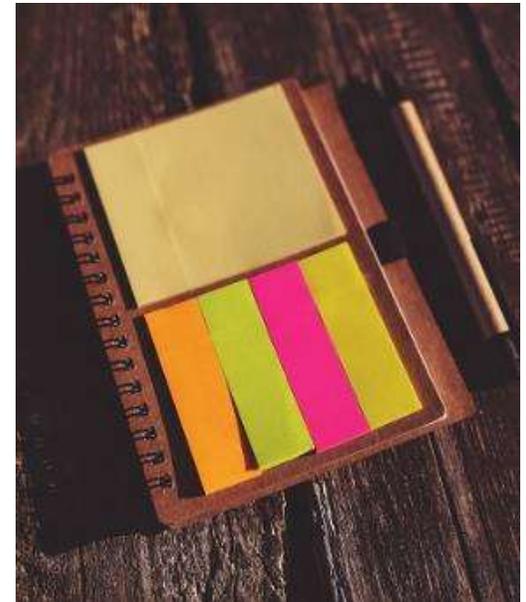
Context: Hibernia, ORLA and DESSI

- Contributed 3 case studies to ORLA (2017)
 - Ad-hoc practice and research projects
- DESSI in-house workshop (2018) facilitated by Lee O'Farrell
 - Increased awareness of value of (student-centred) data
 - Facilitated college-wide conversation
 - Aired a wide range of perspectives
- Participated in webinars and workshops
- LA Working Group convened in 2019 to look at policy
- Follow-up DESSI consultation



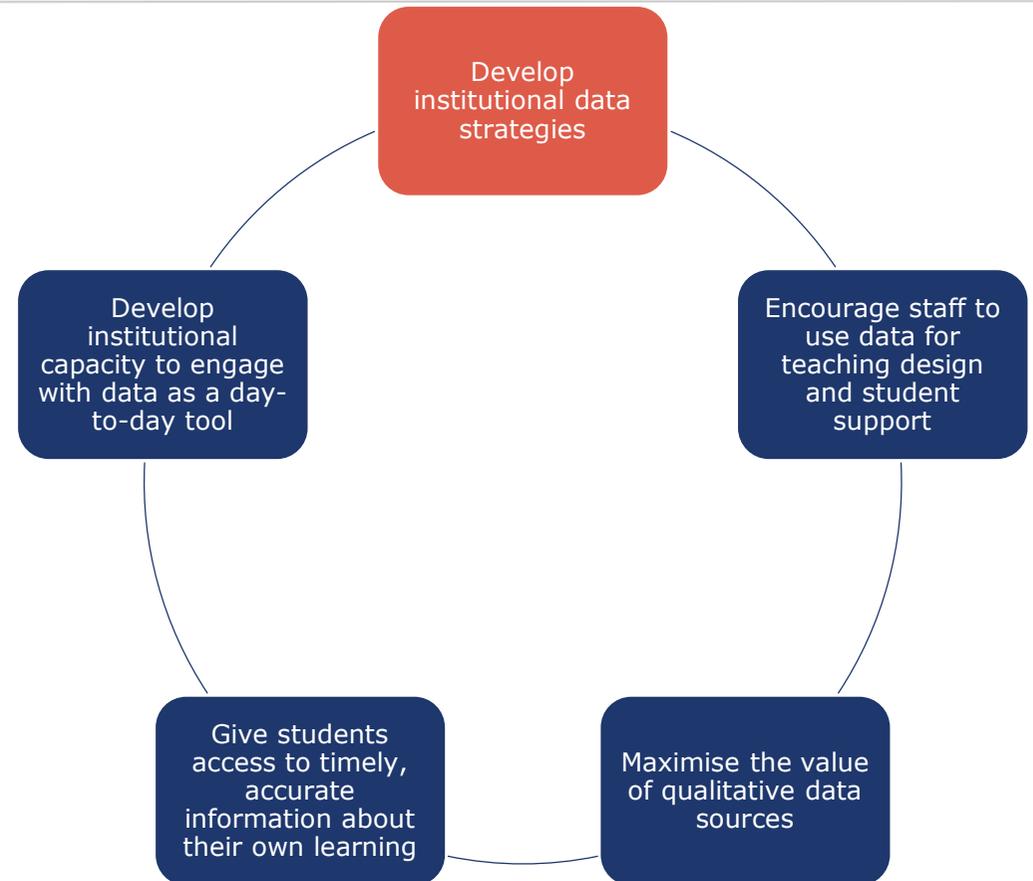
Context: Learning Analytics Working Group aims

- Establish a framework for the use of learning analytics for:
 - Teaching and learning
 - Student support
 - Institutional research
- Ensure that we fulfil our legal obligations regarding data use
- Develop and integrate our existing data-related policies and procedures into a comprehensive business analytics and learning analytics policy
- Identify needs in terms of increasing data literacy among staff, faculty and students
- Establish how to meet these needs



Evidence-based decision making

- Multiple institutional data sources
- Need for college-wide data policy
 - Student support
 - Reporting (internal & external)
 - Evidence base for blended digital
 - Data literacy
 - GDPR compliance
 - QA
 - Business decisions



Adapted from: National Forum for the Enhancement of Teaching and Learning in Higher Education, "Understanding and Enabling Student Success in Irish Higher Education," in *teachingandlearning.ie*, Published October 24, 2019. <https://www.teachingandlearning.ie/publication/understanding-and-enabling-student-success-in-irish-higher-education/>

LA policy frameworks and resources



Click each image to explore each resource online.

Quality Work depends on:

Big picture thinking and risk management

Clear and transparent processes and communication

Teamwork and consideration of all stakeholders

An ongoing commitment to Quality Enhancement

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Quality Nightmares

by MasterControl



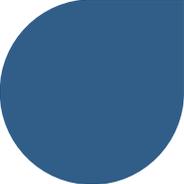
"What if, and I know this sounds kooky, we increase quality!"

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"My doctor told me to eat 5 fruits and vegetables every day. Today I had 3 raisins and 2 peas."

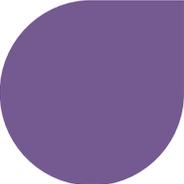
Policy and Procedures for Learning Analytics

Stages of developing and implementing authentic and fit-for-purpose LA Policies and Procedures



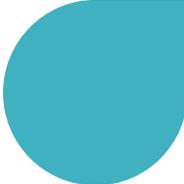
Genuine Reflection

- What is our current practice in relation to learning analytics?
- Do we have fit-for-purpose policies and procedures already in place?



Consideration and Consultation with stakeholders

- Initial cross-institutional workshop with Lee O'Farrell
- Cross-institutional steering committee established
- Ad hoc feedback sought from relevant persons
- Formal feedback process



Research and Development

- Internal and external
- Identifying key LA resources
- Benchmarking for good practice nationally and internationally
- Seeking out key personnel in other HEI for peer support
- Developing authentic and fit for purpose documents

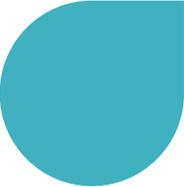


Approval Process

- Steering-committee sign-off
- Internal content review
- Executive Management Team approval
- Academic Board Approval

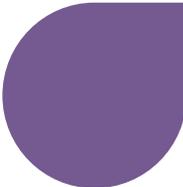
Policy and Procedures for Learning Analytics

Components of a Hibernia College Quality Framework policy



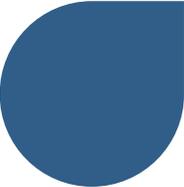
Introduction and Context

- Purpose
- Definitions
- Hibernia College context
- Legal and regulatory
- Effective Practice



Responsible Persons

- Identifying relevant persons
- Determining decision-makers
- Target audience



Policy Statements

- Principles Learning Analytics
- Objectives of Learning Analytics
 - Macro- National Forum
 - Meso- College
 - Micro- Department/Unit
- Definitions



Scope

- Who does the policy apply to?
- In what situations does it apply?
- Will it stand the test of time?

Collaborative workshop: Creating a learning analytics policy

Using your device, go to the following website:

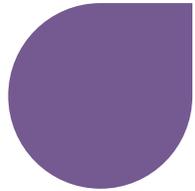
<https://padlet.com/iodowd1/LApolicy>

- Template based on the [Hibernia College Quality Framework](#) and
- [T&L Institutional Guide to Developing Enabling LA Policies](#)

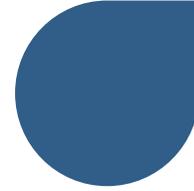
The image shows a screenshot of a Padlet board with a corkboard background. The board is organized into six main columns, each with a title and several sticky notes. Each sticky note contains a question or topic related to the column's title and includes an 'Add comment' button.

- Purpose:**
 - What do you want the policy to achieve?
 - What are you trying to achieve through the implementation of analytics?
- Scope:**
 - Who is it for?
 - Who does the policy apply to?
 - Situations?
When does the policy apply?
 - Responsibilities
Have we explicitly identified who in the institution is responsible for each aspect of our analytics strategy?
- Definitions:**
 - Terms that need clarification
- Legal and regulatory context:**
 - Data Protection
Have we reviewed our practices to ensure that they are fully compliant with both Irish and EU (GDPR) Data Protection Legislation?
 - QQI
 - Professional Bodies
- National & international good practice:**
 - National Forum ORLA and DESSI projects
 - Supporting Higher Education to Integrate Learning Analytics (SHEILA)
- Principles governing use of learning analytics:**
 - Openness/Transparency
Transparency is a requirement of Data Protection legislation: all data subjects (in this case students) must be fully informed of what data will be used, how it will be used and to what end.
 - Respect for Rights & Dignity of Learners
What steps have we taken to ensure that Learning Analytics recognises our students as unique learners, rather than processing them like a commodity?
 - Beneficence

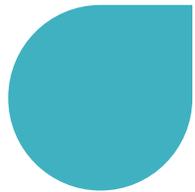
Final thoughts



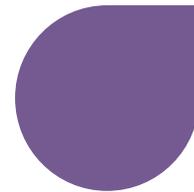
Our students want their data to be used but they want to see a benefit for teaching and learning.



Find data 'champions' in your institution and get them involved.



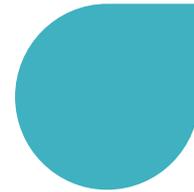
We have a duty to use student data in ways that are conscious, ethical and transparent.



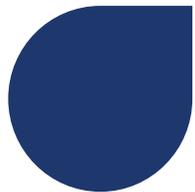
Situate your policy in the overall data context of your institution.



There is a wealth of help and guidance available from the community.



Involve everyone in the conversation – student success is everyone's business.



Small ad-hoc projects can help to start things and identify areas for potential development.

Thank you!

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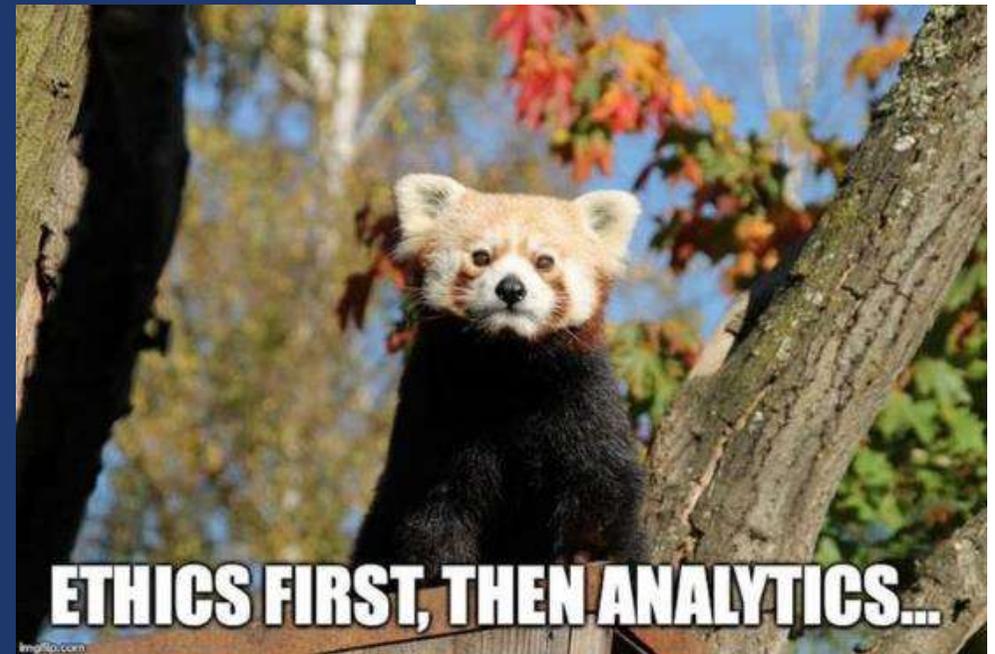


Image source: @PedagogyPanda