Policy recommendations

for learning analytics and advice giving process

OFLA

Onwards from Learning Analytics







Infographic

Target audience: institutions leaders, policy advisors



Integrating data/learning analytics and the advice-giving process

Link to existing policy/mission

- Link to policy for support
- Policy must justify the use of
- Departmental level if no overall policy exists

Communicate policy & process

Staff: decide about communication to students. Aware of policy, determine validity alerts Stakeholders: Involve all in

development process

Be transparent and make processes public

- Justify processes &make public
- Set rules data use
- Aware of data limitations
- GDPR requirements

Include post data processes

- Describe decisions made & outcomes
- Rules record keeping - Correcting incorrect

data/notes.





Define target students

- Can be different subgroups with different goals
- Data direct used in case work
- Aggregated data for research / managerial

Faculty understand data & has advising supporting skills

- Data literacy
- Skills for advising/tutoring - Knowing the referral process

Use static data accompanied with dynamic data

Static: demographics, previous performance, credit load Dynamic: recent behavioural & actionable

- Involve ICT personnel in development



Link policy data use to existing policy / mission

- Connect to the institution's vision and goals
- Consider how intervention will complement, work alongside, or replace existing structures

 Chose what data to collect and how to translate this into interventions

Link to existing policy/mission



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- Involve ICT personnel in development
- Technical opportunities versus restrictions

Communicate policy & processes to staff and students

 Consult and collaborate with stakeholders, e.g. faculty leaders, tutors and other support staff

Involve end-users in process to cater needs

- Involve support staff in identification
 - Allow staff to validate alerts

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Transparancy in data use and processes

Processes need to justified and made public

 Protocols should contain decision making rules (particularly if automated)

Legal (GDPR) requirements taken into account

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Include post data process in policy

- Rules for record keeping
 - Who is allowed to see the data
 - Which (key)users allowed to adapt i.e. correcting incorrect notes
 - Students choice to opt-out

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Policy shaped by capacity of technology

- Involve ICT personnel in
- Technical opportunities

Define (different subgroups) of target students

 Justify the identification of target groups (Have a clear goal)

• Individual case work i.e. students at risk for withdrawal, or students having a disability

 Aggregated data for research / managerial processes (e.g. exam results especially 1st semester/ provisional study advice after 6 month).

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- Involve ICT personnel in
- Technical opportunities versus restrictions

Faculty have ability to interpret data, and tutoring / advising skills

- Improve data literacy for success
- Data insights can be used to generate and support conversations

- Staff having coaching/listening skills is beneficial (to encourage and engage students)
 - Knowing the support and referral process

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- Static data e.g. demographics, previous performance and credit attempted and completed
- Dynamic data e.g. behaviour, online activities (next presentation)

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- Technological opportunities and challenges shape the use of data
 - Involve IT teams to make process and monitoring efficient
 - Short term (excel) vs robust system for access and sharing data across institutions

The Project Team - acknowledgements





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