Learning Analytics Guidelines

1. Purpose

1.1 *Learning Analytics will support ongoing enhancement of learning and teaching practices and processes and should ultimately benefit all students*. The use of Learning Analytics has the potential to enhance student learning by enabling flexible, timely and targeted support interventions; contribute to better course and program design and planning; offer new ways of evaluating instructional materials and approaches; give student meaningful timely information about their own learning.

1.2 The purpose of these Learning Analytics Guidelines (the Guidelines) is to ensure that all University Learning Analytics practices are carried out ethically, in a transparent way and in accordance with the University's core values of respect, fairness, empathy, integrity and responsibility.

1.3 The Guidelines will inform all learning analytics use at the University. They intend to cover all ethical questions that the use of learning analytics raises.

2. Definitions

For the purposes of this Framework, unless otherwise stated, the following definitions apply:

Learning Analytics	means the collection and use of student data within the learning context to understand and optimize learning, improve student university experience through tailored support and pastoral care, improve educational practices and processes, and empower students to make informed decisions about their learning.
Dashboards	are concise visual representations (data visualisations) of the Learning Analytics outputs. They visually display key information that needs to be monitored in order to achieve set objectives.
Students	means any person enrolled in a personal course of study at the University, or a person who is studying at the University under an exchange agreement with another institution.
University	Te Herenga Waka - Victoria University of Wellington

Guidelines[1]

1. *Learning Analytics will only be used to benefit student learning and the University culture of teaching and learning.*

   a) Learning Analytics will encourage leadership in *akoranga* and scholarship of teaching and learning by making the relationship between learning and teaching practices more explicit.

   b) The use of Learning Analytics will create opportunities for timely targeted communications and interventions informed by the data analysis, aimed at increasing student engagement in the learning process.

   c) Learning Analytics will contribute to continuous review and development of the University learning and teaching environment.

   d) The use of Learning Analytics will be subject to ongoing review and refinement based on our developing understanding of academic, teaching and learning practices.

   e) Learning analytics will not be used as a form of student assessment, nor to negatively influence any aspect of student marking or assessment.

   f) Learning analytics will not be used to limit the University's or the students' expectations of what they can achieve.

2. *Student agency in Learning Analytics is acknowledged and supported.*

   a) Students have the right to be active participants in the design, development, evaluation and governance of Learning Analytics initiatives and systems.

   b) Student-facing Learning Analytics will promote the development of student capacity to manage their own learning and intellectual integrity.

   c) Students (individually or as defined groups) will be supported in new ways of evaluating and fine-tuning their learning approaches and practices, based on timely insights into their learning.

3. *Learning Analytics will be used in an ethical and transparent way.*

   a) As an organisation we understand that data never provides the whole picture about students' capacities or likelihood of success and, consequently, any response at an individual level will be guided by human insight and, where possible, awareness of the specific context.

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[1] This Framework incorporates some of the *University of Edinburgh Learning Analytics Principles*.

b) We acknowledge that data and algorithms can contain and perpetuate bias, and will actively work to recognise and minimise any potential negative impacts.

c) While insights from Learning Analytics may be directed more at some students than others, the University does not endorse a deficit approach that only targets students who have been deemed 'at risk' by some measures or models. The goal is to help and support all students in their learning.

d) Learning Analytics practices will reflect the needs of diverse groups of students and staff, including priority learners, as identified in Victoria's Equity, Diversity and Inclusion Framework.

e) Students have the right to know the purpose of data analysis, what data are being used and who has access to the analytics, and to get access to the interpretation of the analysis and the basis of this interpretation. It is important that students feel reassured that their data are used responsibly and that they are able to contest, if necessary, an interpretation of their own data that contributes to decision making.

4. *Learning Analytics will be practiced responsibly, in line with the principle of Kaitiakitanga (Protection)[2]*

a) By acknowledging and mitigating risks associated with Learning Analytics, the University will exercise Duty of Care to its students and staff.

b) Staff and students have the right to access focused and sustained support and development in their use of Learning Analytics tools and interpretation of the analyses and dashboards. This will build and maintain institutional Learning Analytics awareness and capability.

c) Data will be stewarded (collected, stored, granted access to, deleted) in accordance with external and University privacy and security best practices, policies and legislation, as outlined in the Data Governance Policy.

5. *Good Governance (Kāwanatanga) will be core to our approach to Learning Analytics.*

a) Governance will ensure that Learning Analytics is conducted in accordance with the Guidelines and organisational values, strategies, and policies.

b) The Deputy Vice-Chancellor (Academic) and Deputy Vice-Chancellor (Students) share responsibility and accountability for the use of Learning Analytics at the University.

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[2] Note that data used in Learning Analytics, such as data generated by students and staff interacting with various learning and teaching technologies, are covered by the University Privacy Notice and obtaining additional explicit consent to collect these data is not required.

c) Governance of Learning Analytics will define and oversee the following processes:

   i)   approval of the University Learning Analytics projects and initiatives in accordance with the Guidelines

   ii) post-approval implementation, review and evaluation by respective operational groups

   iii) review and refinement of the use of Learning Analytics and the present Guidelines, as detailed in 1d).