100 DAYS OF DATA FOR LEARNING

Further reading and/or Interesting resources:
- Ohm, P. (2009). Broken promises of privacy: Responding to the surprising failure of anonymization. *UCLA l. Rev.*, *57*, 1701. Read here.
- Slade, S., & Prinsloo, P. (2013). Learning analytics: Ethical issues and dilemmas. *American Behavioral Scientist*, *57*(10), 1510-1529. Read here.
- Friedman, B. (Ed.). (1997). *Human values and the design of computer technology* (No. 72). Cambridge University Press. Read here.
- Greller, W., & Drachsler, H. (2012). Translating learning into numbers: A generic framework for learning analytics. *Journal of Educational Technology & Society*, *15*(3), 42-57. Read here.

Food for thought

THINGS TO EXPLORE... NEXT STEPS; WAYS TO GO FORWARD;
- Is the DELICATE checklist something that should be considered in exploring the implementation of data for learning? Are there other ways and/or tools that exists to increase trust in learning analytics systems?
- Regardless of whether collecting learner data is something new or something that has been around forever, we have to act upon the fear and worries that are (increasingly) rising the past years. What are ways to increase awareness of responsible use of data for learning?
- How do we communicate towards students trough what way, when and for what purpose their data is being collected?
- How to shift gears if a students refuses to share data; but still wants to participate in our educational system?

WHAT DOES THIS LEARN US ABOUT DATA FOR LEARNING
- The article illustrates how trust in learning analytic systems plays an important role in unleashing the potential of learning analytics in innovating our education.
- Trust can be gained and/or enhanced when data is collected and processed in an ethical and privacy proof way. The DELICATE checklist is an instrument for educational management, - advisors and educators aimed at increasing trust in learning analytics.
- As became clear during the discussion, although the checklist is a nice tool to (re)think they way how we use data for learning, we should not overlook the potential of the human ethical compass. Most of us have great sense of 'gut feeling' regarding what is right in terms of data collection and processing. Investing in this feeling might offer more directions (and leadership) than the DELICATE checklist - which could feel as yet another hoop we have to jump.
- On the other hand, teaching educators who are new to the domain of learning analytics about this compass, might also lead to resistance. From that point of view, the checklist offers more guidance and clarity.
- Collecting data about learners is (might have been) something of all times. But because of the digitalizing of education is happening so rapidly, it is becoming ever more explicit. This might explain the rise in fears and resistance of learners around learning analytics.
- The fear and resistance to learning analytics might be attributed to losing control of ones own data in general (and all dangers involved).

About the article

ABOUT THE ARTICLE
1) The aim of the paper is to contribute to the discussion about the issues (fears, challenges, opportunities) surrounding the safe and transparent use of Learning Analytics in higher education.
2) In structuring the paper, the authors first present a summary of the status quo regarding ethics and privacy in learning analytics. Next, they address the overlap between ethics and privacy; followed by discussing fears and doubts of learning analytics. Finally, they conclude the paper with the DELICATE checklist: An instrument used to support educational organizations in becoming trusted learning analytics users.
3) Despite the enormous promise of Learning Analytics to innovate and change the educational system, some hesitations exist. Amongst others: A) unfair and unjustified discrimination of data subjects; B) violation of personal privacy rights; C) unintended and indirect pressure to perform according to artificial indicators; D) intransparency of the Learning Analytics systems; E) loss of control due to advanced intelligent systems that force certain decisions; F) the impossibility to fully anonymize data; G) safeguarding access to data; and, H) the reuse of data for non-intended purposes.

Figure 1: The DELICATE Checklist. © Drachsler & Greller

- **D** DETERMINATION – Why you want to apply Learning Analytics?
- **E** EXPLAIN – Be open about your intentions and objectives
- **L** LEGITIMATE – Why you are allowed to have the data?
- **I** INVOLVE – Involve all stakeholders and the data subjects
- **C** CONSENT – Make a contract with the data subjects
- **A** ANONYMISE – Make the individual not retrievable
- **T** TECHNICAL – Procedures to guarantee privacy
- **E** EXTERNAL – If you work with external providers

Privacy and Privacy – it's a DELICATE Issue A Checklist for Trusted Learning Analytics

Drachsler, H. & Greller, W. (2016).

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Responses to the article

RESPONSES TO THE ARTICLE
- The article emphasized what, to me personally, is the biggest challenge of learning analytics: On the one hand, we want to collect as much data as possible to draw the strongest conclusions and to support students in the best way possible. On the other hand, from a privacy and security point of view, we also only want to collect the necessary data to provide a safe environment for learners. This dichotomy is what makes implementing learning analytics a challenge we should all be aware of.
- I agree with the article that collecting data should be done in a ethical and privacy-proof way. But is collecting student data (to support, guide and assess students) actually new? Lecturers 'collect data' (information) during workgroups, lab sessions and exams all the time by observing which students work fast and slow, and which students are struggling or even have time to help others.
- 'Big brother' collecting our data gives most of us an unsafe feeling. The same holds true for our students. However, this effect might be enhanced by the multitude of cookie walls, and data breaches they are faced with every day. To some extent, resistance against learning analytics might (partially) be because of a general fear of losing control of ones data instead of worries about sharing data with the university.
- Using data in a responsible way is very important. But it is also prone to take up a lot of our time. I can imagine that a lot of professionalization and support is needed to ensure that data will be collected and used in the right way.

What do we learn from this?