Moodle Learning Analytics: Exploring the Governance Framework of Learning Analytics at the Botswana Open University

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Slides will be available at https://www.slideshare.net/puys

Summary of Presentation

1. BOU digital flagship vision and learning

2. Governance: LA Policy, Strategy, Procedures Manual and Student Guide, including committees

3. Instruments development process

4. Key lessons learned overall

1. BOU digital flagship vision and learning analytics

- High ed situation in Botswana, role of BOU through:
  - Technology Usage supported at Strategic Level
  - Development of Enabling Policies such as Learning Analytics Policy, Online Learning Assessment & Student Support Policy
  - Staff training is continuously carried out on systems and platforms used
  - Consultant used
- LA from the "start" as part of this vision
- Initiative from DVC (Academic Services) and Director, CIT

Institutional Commitment Anchored on Institutional Strategy 2016 -2020:

OBJECTIVE 6: Increase Technology Usage: CIT to train academic and support staff on use of Instructional technologies. [MOODLE, Notes Master]

OBJECTIVE 12: Leverage Technology Usage: Increase technology mediated programmes. [Provide support in the development of online programmes]

2. Governance: LA Policy, Strategy with Action Plan, Procedures Manual and Student Guide including committees

- The four instruments decided on: LA Policy; Strategy and Action Plan; Procedures Manual; and Student Guide
- Committees to approve: Council re Policy; Senate re rest
- Committees to oversee the review of the instruments and the implementation of LA: APPQA Committee and Senate re all instruments

Dimensions of each instrument:

1. Transparency and consent
2. Confidentiality
3. Sensitive data
4. Validity
5. Student access to personal data/Lecturers and tutors access to personal data
6. Interventions
7. Minimising adverse impacts i.e. having a negative impact on the student experience

4. POLICY STATEMENT

The Botswana Open University is committed to the use of Learning Analytics for the enhancement of student learning and improvement of the student experience. This Policy provides overarching principles that will inform all Learning Analytics use for learning, teaching and research within the University, as follows:

4.1 Transparency and consent

The use of Learning Analytics is based on consent. Students will be explicitly asked to consent to their data being used in Learning Analytics as part of the enrolment procedure.

The data for Learning Analytics comes from a variety of sources, including the student record system and the learning management system. The Student Guide to Learning Analytics will clearly specify:

4.1.1 The data sources being used for Learning Analytics
4.1.2 The specific purposes for which Learning Analytics is being used
4.1.3 The metrics used and how the analytics are produced
4.1.4 Who has access to the analytics and why
4.1.5 Guidance on how students can interpret any analytics provided to them
4.1.6 The interventions that may be taken on the basis of the analytics.

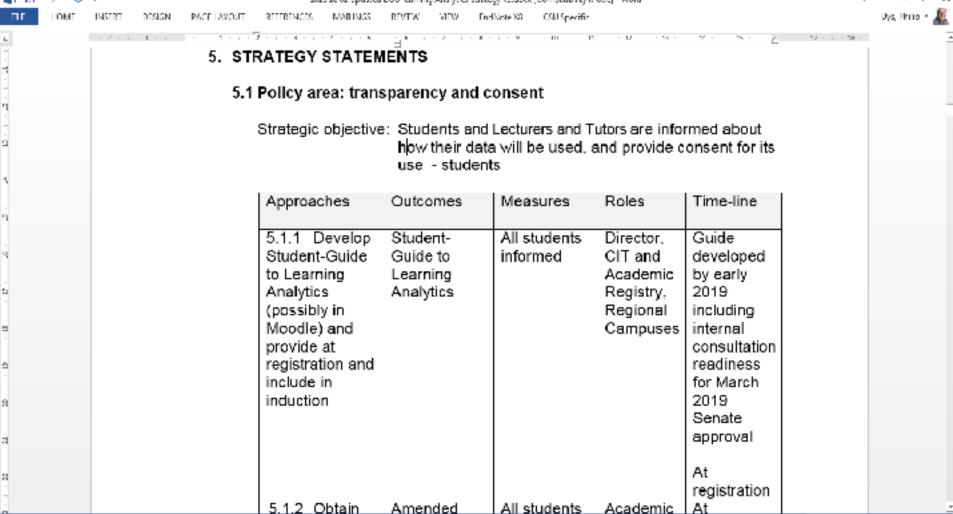Students will be asked for their consent for any automated prompts or

5. STRATEGY STATEMENTS

5.1 Policy area: transparency and consent

Strategic objective: Students and Lecturers and Tutors are informed about how their data will be used, and provide consent for its use - students

Approaches	Outcomes	Measures	Roles	Time-line
5.1.1 Develop Student-Guide to Learning Analytics (possibly in Moodle) and provide at registration and include in induction	Student-Guide to Learning Analytics	All students informed	Director, CIT and Academic Registry, Regional Campuses	Guide developed by early 2019 including internal consultation readiness for March 2019 Senate approval At registration
5.1.2 Obtain	Amended	All students	Academic	At

5.1 Strategy area: transparency and consent

Strategic objective: Students are informed about how their data will be used, and provide consent for its use

Procedures:

5.1.1   At registration provide the online link (URL) to the "Student-Guide to Learning Analytics" to Students (the Guide is to link to the Policy)

5.1.2   Obtain students' consent as part of the registration process through a clause in the registration form

5.1.3   The "Learning Analytics policy" is provided to all current and new Lecturers and Tutors as part of induction

5.1.4   Lecturers and tutors will use data for the purposes it was collected for

3. Instruments development process

- Presentations to Executive Management Team [EMT] and Senior Management group

- Gathered international practices – particularly JISC institutional template; also others via ACODE list but actually already found most before

- Developed draft Policy – sent to BOU in their template

- Strategy with Action Plan, and Procedures manual followed similar layout i.e. the Strategy with Action Plan implements the Policy; the Procedures Manual is how the Strategy is implemented – iterative between consultant and BOU

- Then reviewed with Executive Management Team [EMT] on-site (Policy and Strategy)
- Reviewed Procedures Manual with Senior Management group
- In both visits earlier this year professional development of staff to enable lecturers to design their courses for effective use of Moodle learning analytics

4. Key lessons learned overall

- Learning analytics also include the teachers! Thus split the 3 instruments right at the top into two sections
- LA governance same for developed (Australia, NZ, UK) and developing countries (Botswana, Tonga, Samoa, South Africa)
- Excellent to get head start with good practice internationally then contextualise

"*All is never said*"

African proverb

THANK YOU!

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