Col. Mustard, In the Library, with Learning Analytics: The Student Data Privacy Game

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Outcomes

Participants will:

- Review ethical/scholarly foundations for student privacy and learning analytics (LA)

- Explore the OK State Library's journey to incorporating LA

- Take home bite-sized steps for ethically incorporating LA locally

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Learning Analytics (LA)

Definition[1]

- Data about learners & learning environments
- Used to understand/ optimize learning

LA & Instruction[2]

- Inform pedagogy & design
- Continuously improve effectiveness
- Show efficacy of instructional programs & initiatives

[1] 1st International Conference on Learning Analytics and Knowledge, 2011

[2] Liu, M., Pan, Z., Li, C., Han, S., Shi, Y., & Pan, X. (2021)

The Dark Side of LA & Student Privacy

Inadequate FERPA

+ lack of required data safety practices

+ ethical debates

+ powerless students

= STUDENT HARM

Potential for Student Harm

- Data breaches
- Digital redlining & targeting marginalized students
- Bias

- Commodifying data
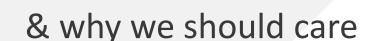- Accessing/using data students aren't properly made aware of

"...**we have confused surveillance for care**. ...When you work for...an institution that collects or trades data, **you're making it easy to surveil people** and the stakes are high. They're always high for the most vulnerable."

-Audrey Watters, 2017, Ed-Tech in a Time of Trump

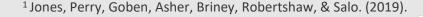# LA in Practice: The Ethics of Student Data Privacy

& why we should care

LA & Ethics

Yes, students DO care about data privacy[1] and we should, too.

Challenge:

- "to **recognize and deconstruct our perspectives** on the relationship of data to our understanding of student learning."

-Amy Collier, 2017, *Digital sanctuary: Protection and refuge on the web?*

[1] Jones, Perry, Goben, Asher, Briney, Robertshaw, & Salo. (2019).

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Deconstructing & Reconstructing LA

How we (Library Teaching & Learning) did this:

1. Delineated our values
2. Formed a scholarly, ethical understanding of student data privacy
3. Identified paradigms for ethical collection/use of student data
4. Created our data privacy framework
5. Asked students to shape it

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#1

Delineating Our Values

- Ethics of Care
- Liberatory & critical practice
- Open pedagogy
- "Digital sanctuaries" [1]

[1] Collier, A. (2017). Digital sanctuary: Protection and refuge on the web?
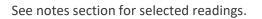
See notes section for further readings.

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#2

Setting an Ethical, Scholarly Stance

Prioritizing student data privacy to...

- Protect students

- Respect student autonomy

- Return power to students/ establish equity

- Protect students' intellectual freedom

- Build trust between students and Library

- Enable student data privacy literacy

See notes section for selected readings.

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#2, con't

OER: An Added Layer of Ethics

free & reduced cost materials

≠

data commodification

See notes section for selected readings.

#3

Deciphering paradigms for practice

Frameworks for Ethical LA Use

- **The Open University**: Ethical Use of Student Data for Learning Analytics

- The **JISC Code of Practice** for Learning Analytics

- **NISO Consensus Principles** on User's Digital Privacy in Library, Publisher, and Software-Provider Systems

- **Stanford CAROL & Ithaka S+R Project of Responsible Use** of Student Data in Higher Education

- **UC Berkeley's** Learning Data Principles

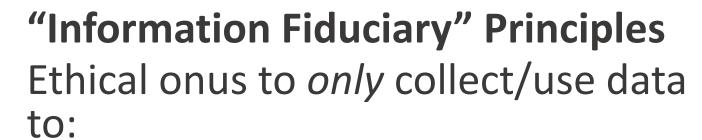- **University of Hawai'i at Mānoa**: Resolution Supporting Learning Data Privacy Principles and Practices

See notes section for selected readings.

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#3, con't

Deciphering paradigms for practice

"Information Fiduciary" Principles

Ethical onus to *only* collect/use data to:

- Directly benefit students & their educational experiences
- Support University & Library mission, vision, and goals
- Honor & protect students' intellectual freedom
- Create & uphold trust between students & the Library

Balkin, J. M. (2016)
Jones, K. M. L., Rubel, A., & LeClere, E. (2020).

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Core Principles

- T&L's 5 core principles for student data use

- Based on our values, ethics, & paradigms

- Each explains parameters of data collection/use

1. **Responsibility**
2. **Transparency**
3. **Privacy & Consent**
4. **Confidentiality & Security**
5. **Access**

Using LA According to 5 Principles

- All LA must fit within our 5 core principles of use
- Current LA
  - LA audit:
    - Where/how/why do we currently collect/use LA?
    - Changes needed?
- Future LA
  - Must adhere to data collection objective parameters
  - Must adhere to 5 core principles

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Student Voice

- Students reviewed, offered feedback, & suggested edits
- How students shaped it:
  - Removed jargon words
  - > student-friendly language
  - Clarification & reframing

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Pitfalls

Complications experienced during our deconstructing/ reconstructing process

- Time
- LA outside your direct control
- Buy-in beyond our team
- Falling under institutional privacy policy umbrella
- Google & Amazon are everywhere

Creating Your Own LA/ Student Data Privacy Guidelines

Drafting Your Own Guidelines

1. Identify in-house expertise/abilities/curious people.

2. Articulate your values.

3. Wade into the scholarly conversation of LA/student data privacy ethics.

4. Review ethical paradigms (frameworks, principles, etc.) for student data use.

5. Set broad objectives and firm parameters.

Drafting Your Own Guidelines (con't)

6. Delineate your own core principles/framework.

7. Add new/current LA to framework; edit current practices as needed.

 • Rule of thumb: Decide desired info & objectives it meets. Decide exact data needed to generate that info.

8. Incorporate student voice!

9. (optional) Run it past legal

Thank you for joining us!

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