



Learning Analytics Training Framework:

A framework for continuous professional development (CPD) in data informed decision making to enhance student success, for students and staff.

This framework collates training requirements identified by students and staff in higher education in Ireland via focus groups and surveys. Requirements are aligned with the CPD competencies in learning analytics published by the National Forum for the Enhancement of Teaching and Learning (NF).

	Students	Professional Services	Teaching staff
<p>Knowing (what could I see?) Level 1</p> <p><u>NF competencies:</u></p> <p>Having a good understanding of the challenges and opportunities of including data in teaching practice.</p> <p>Familiarity with the data available to teaching staff (eg VLE reports)</p>	General and Institutional Definition of LA. Role of LA in academic management; roles of different staff; micro & macro LA.		
	<u>Ethics and privacy:</u> what are student rights w.r.t. their data; what are legal, ethical and moral uses of student data; what is good practice w.r.t. analysis of student data.		
	<u>Risks & limitations:</u> Awareness of the potential of LA; and awareness of limitations, risks and sources of error. Impact of inaccurate data.		
	Familiarity with the data available to students and how it could be used.	Familiarity with the data available to professional services and how it could be used.	Familiarity with the data available to teaching staff and how it could be used.
	<u>Policy:</u> The role of LA policy; principles of LA		
<p>Using and practicing (how could I interpret LA?) Level 2</p> <p><u>NF competencies:</u></p>	<u>Understanding data / data literacy:</u> Correct interpretation of common data visualisations. Using data visualisation tools (like Power BI), e.g. data filters.		
	Interpreting student facing LA	Interpreting analytics relevant to professional services staff	Interpreting analytics relevant to teaching staff
	How to access data available to students	How to access data available to professional services staff	How to access data available to teaching staff

Having a familiarity with good practice, in line with current research;	How to assess data quality in data accessible to students .	How to assess data quality in data accessible to professional services staff .	How to assess data quality in data accessible to teaching staff .
	Interpreting feedback; responding to intelligent agents.		How to design an assessment strategy to maximize data/insight into students' progress, using e-portfolios and how they can feed into LA for feedback. Appropriate use Intelligent agents for automated feedback.
			Providing general feedback on progress; and specific feedback on learning outcomes.
		LA to aid Identifying and supporting struggling and disengaged students.	
Taking action (to do what according to my role?) Level 3 <u>NF competencies:</u>	Student agency: acting on <u>feedback</u> and insights from data.		Staff agency: Using data to improve teaching practice; case studies. Training on reflection on practice - how do I teach?
Using data as an effective resource for supporting teaching	What kind of decisions relevant to my learning process can be informed by LA? Training on reflection - how I learn?	LA to help staff in their work, rather than increase workload; Training on reflection on practice - how do I teach? Impact of LA on workload. What kind of decisions relevant to my work would be enhanced by LA?	