



## Examining Staff Expectations of Learning Analytics

You have been asked to participate in this 10 MINUTE SURVEY (24 QUESTIONS IN TOTAL) to investigate your expectations of a learning analytics service and the use of students' educational data by your University/Institute of Technology/College. By asking you these questions, we aim to understand what you desire from a learning analytics service (e.g. what you ideally hope for) and what is the minimum standard that you expect from the service (e.g. what you expect to happen in reality).

Learning analytics involves the collection of educational data - such as grades, forum discussions, assessment submissions, attendance, or number of accesses to online resources - to better inform how students learn and engage in their studies. This educational data can be used to improve teaching practices, personalise learning environments, inform support services, and enhance student feedback processes.

For example, the collection of a student's Virtual Learning Environment (VLE) data (e.g., hours spent online) can be used to determine whether a student is above or below the average level of engagement required for the course. If the service detects that the student is below the average level of engagement required, it may alert their personal tutor and/or lecturers. For course leaders/programme directors, learning analytics can allow users to review the progress of a group of students for the purposes of reviewing/redesigning the course if problems are detected.

As a key stakeholder in the collection and potential use of student-related data, it is important that your opinions and expectations are accommodated into the design and implementation of any developed services. With recent COVID-19 closures, student data is becoming even more important as an indicator of student engagement. In light of this, and because the ultimate goal of learning analytics is to enhance teaching and learning provision and broader supports for students, it is important that your opinions and expectations are taken into account when designing and implementing learning analytics services.

Results from this survey will be made publicly available by the Deltaí project (<https://daltai-he.ie/>), funded by the National Forum for the Enhancement of Teaching and Learning. All

responses are anonymous. Data will be stored in a secure location and deleted when the project completes in December 2020.

This survey has been adapted from the SHEILA project framework (sheilaproject.eu). For further information contact:

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I have read the information above.

Yes

The anonymous feedback given in this survey can be used within reports, articles and/or conference presentations.

Yes

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### Part 1 of 2: Demographic data and your perspective on analysis of student data

Question:		Options:
1.	Gender:	Male, Female, Other, Prefer not to say
2	I work at....	A list of HEIs in Ireland, and an option for outside of Ireland, and other.
3	Please indicate your role/department within the institution	Academic, Librarian, ICT Services, Other Professional Services & Support Staff
Please jump to question 4 if answering questions 3a to 3c may identify you.		
3a	If you are a member of Professional Services/Support Staff, please tell us which department/service you are located in.	Text box
3b	If you are an academic member of staff, please indicate your role within your institution.	Assistant Lecturer; Lecturer,; Senior Lecturer; Head of Department/Assistant Head of School; Other.
3c	If you are an academic member of staff, what area does the subject you are teaching fall under? (select one option)	Sciences; Engineering/Built Environment/Horticulture; Social Sciences; Art and Humanities; Tourism; Business; Other

Below you will find a series of statements followed by some questions. Please answer all as accurately as possible. The term 'Learning Analytics Service' refers to any means of analysing student data.

Note: Statement 4 to 18 are each followed by the following two Likert scales:

**a. Ideally, I would like this to happen**

**b. I expect this to happen in reality**

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Strongly Disagree	Strongly Agree
1    2    3    4    5    6    7	

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Strongly Disagree	Strongly Agree
1    2    3    4    5    6    7	

4. I will be able to access data about my students' progress in a module (course) that I am teaching/tutoring.
5. I will be able to access data about other modules (courses) my students are currently studying to get a programme level perspective.
6. I will be able to access data from previous modules (courses) that are related to my module, to get a historical perspective.
7. My Institute will provide me with guidance on how to access learning analytics about my students.
8. My Institute will provide staff with opportunities for professional development in using learning analytics for teaching
9. My Institute will facilitate open discussions to share experience of learning analytics services.
10. The learning analytics service will allow students to make their own decisions based on the data they receive.
11. All data collected and presented to staff and students will be accurate (i.e. free from inaccuracies such as incorrect grades or attendance records).
12. The learning analytics service will show how a student's learning progress compares to their learning goals/the module (course) objectives.
13. The feedback from the learning analytics service will be presented in a format that is both understandable and easy to read.
14. The learning analytics service will present students with a complete profile of their learning across every course/module (e.g., number of accesses to online material, learning outcomes, and attendance).

15. The teaching staff will be competent in incorporating analytics into the feedback and support they provide to students.
  16. The teaching staff will have an obligation to act (i.e., support students) if the analytics show that a student is at-risk of failing, underperforming, or that they could improve their learning.
  17. The feedback from the learning analytics service will be used to promote students' academic and professional skill development for their future employability.
  18. The use of learning analytics will allow me to better understand my students' learning performance.
19. Are there any comments you would like to add about the statements in this section?

**Part 2 of 2: How to enable better use of data at your University / Institute:**

20. For what purposes would you like your college to use student data? To...  
 (4 point scale: Very important; Quiet important; Not important but nice to have; Not important at all).

Purpose	Very Important		Not Important	
Improve campus services				
Improve individual students' educational experience				
Better understand students' needs				
Provide evidence to inform policy				
Improve course/module/programme design				
Improve teaching quality				
Get feedback on a specific teaching initiative				
Provide timely information on class differences, e.g. if this years class is stronger/weaker academically than a previous year				
Provide insights into learner engagement				
Highlight useful resources to students				
Improve student feedback (timeliness/quality)				
Identify students who are struggling				
Identify students who have disengaged				
Trigger an intervention with a student				
Enable students track their own progress				

21. How should a learning analytics service be implemented in your University / Institute? (You may select more than one.)
- As a resourced function that can create customised (GDPR compliant) visualisations or data analysis for staff.
  - As a tool with pre-defined analysis and visualisations of the data we are permitted to access.
  - As professional development training to allow staff do their own data analysis
  - As part of professional development training in good pedagogical practice
  - Other

22. Would training in the following areas be useful to you?  
 (5 point scale: Very useful; Somewhat useful; Neutral; Slightly useful; Not useful).

Training	Very Useful				Not Useful
What learning analytics means / is					
What data can we use and what can we do with it?					
Understanding the limitations of data					
Ethical and moral considerations of analysing student data					
How to ensure analysis of data is GDPR compliant, and when is consent needed					
Which policies are relevant and who is responsible					
How to identify questions that learning analytics can answer					
Assessing the quality of data					
How to anonymise or pseudo anonymise data, and when is that needed					
How to create visualisations from my own data					
How to correctly interpret visualisations of data					
How to act on information from analysis of student data					

23. How should training be delivered? (You may select more than one.)
- Online repository of resources that I can access in my own time
  - Online seminars (webinars)
  - Face to face workshops/seminars
  - Accredited professional development course/certificate
  - As a series of professional development badges
  - As a MOOC (massive open online course)
  - Other

24. Do you agree with the following?

<b>Statement</b>	<b>Yes</b>	<b>No</b>
I am comfortable identifying questions about my teaching practice that data analysis can answer		
I believe it is possible to collect data about student learning that can inform teaching practices		
I have done some analysis myself on data I collect from classroom activities		
While all analysis of student data will lack the full context for each student, some analysis is useful		
I understand what I can legally and ethically do with student data		
I believe my college has the appropriate infrastructure to collect relevant data		
I believe my college has appropriate policies in place to cover analysis of student data		

Are there any additional comments you would like to add?