Jisc’s Learning Analytics Code of Practice

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Context (2014)

How the world was thinking...

- BIG DATA!!!
- InBloom
- Facebook Mood Experiment
- Snowden
- “New Oil”
Contrast

Our message needed to be very different...

Student Benefit

Ethics

Transparency
Aim: One Consensus Document

Setting out...

Rights and Responsibilities of...
• Institutions
• Students
• Staff

Mutual understanding
Help: Advisory Group

Members include...

Pro-Vice Chancellor
Academics
  • Experts in policy, ethics and learning analytics
IT Staff
Legal
National Union of Students (NUS)
Research: Literature Search

For mentions of ethical or legal issues

86 different questions!

Can, at least, form a taxonomy

• Responsibility
• Transparency & Consent
• Privacy
• Validity
• Access
• Positive Interventions
• Adverse Impact
• Stewardship
Result: Code of Practice, and More

Lots of support materials

Blogs
Podcast series
Articles (user-friendly to law journal)
Workshops/Working groups
Case studies
FAQs
NUS recommendation 😊
Next: Wellbeing

Work in Progress

Learning Analytics = Data-supported decisions on student learning
Wellbeing = Data-supported decisions on student health
CoP seems to fit: changes required (maybe an annex):
  • Led by student support/counselling service, not teaching
  • Some interventions in that context, too
  • Consent, if used, must be “explicit”
  • Validity: even more important that data/algorithms be relevant/accurate
  • Access: UK law requires medical approval for Subject Access etc.
  • Some applications require DPIA or prior consultation with DP Authority
Next: Intelligent Campus

Work in Progress

Wide range of data; wide range of purposes
  • Room temperature to face recognition
  • Some won’t be ethically/legally OK
  • E.g. high-risk data for low-benefit purpose

How to make appropriate choices?
  • DPIA toolkit
  • Assess purpose/data/controls
  • Based on Art29 RFID toolkit
  • Peer-reviewed paper (in press)
  • Applying ethical codes to DP challenges

<table>
<thead>
<tr>
<th>Sense/Risk</th>
<th>Vision</th>
<th>Hearing</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>0: Presence</td>
<td>Motion detection</td>
<td>Sound level</td>
<td></td>
</tr>
<tr>
<td>1: Counting</td>
<td></td>
<td></td>
<td>Queue measuring</td>
</tr>
<tr>
<td>2: Identifying</td>
<td>CCTV monitoring</td>
<td></td>
<td>Location-aware app</td>
</tr>
<tr>
<td>3: Recording</td>
<td>CCTV recording</td>
<td>Audio recording</td>
<td>Access card/logs</td>
</tr>
<tr>
<td>4: Analysing</td>
<td>Face recognition</td>
<td>Trigger words</td>
<td>Behaviour mapping</td>
</tr>
</tbody>
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References

• Code: https://www.jisc.ac.uk/guides/code-of-practice-for-learning-analytics
• Support: https://analytics.jiscinvolve.org/wp/
• NUS: https://www.nusconnect.org.uk/resources/learning-analytics-a-guide-for-students-unions
• Me:
  • Blogposts https://community.jisc.ac.uk/blogs/regulatory-developments/tags/Learning-Analytics
  • “Downstream Consent” https://jirpp.ubiquitypress.com/articles/abstract/10.21039/irpandp.v1i1.9/