ELI Spring Focus Session Participant Chat Transcript

**Obligation of Knowing: Ethics of Data Collection and Analytics**

April 11, 2012: 4:50 p.m. ET (UTC-5; 3:50 p.m. CT, 2:50 p.m. MT, 1:50 p.m. PT)

John Campbell @ Purdue Univ: (16:47) Hello Everone!

Kimberly Arnold @ Purdue Univ: (16:49) again, a Google doc on ethic in LA from SoLAR <http://bit.ly/Hxc1BG>

Andrea Nixon @ Carleton College: (16:51) That is a great point.

Malcolm Brown @ ELI: (16:55) Hard to escape the conclusion that Signals is at least making a contribution

Veronica Diaz @ ELI: (16:55) It would be interesting to drill down on that last slide and see how the interventions have evolved or what they were

Christopher Brooks @ Univof Saskatchewan: (16:56) And to see the domains/disciplines that were using/not using signals

Kimberly Arnold @ Purdue Univ: (16:56) @Veronica forthcoming publications :D

Veronica Diaz @ ELI: (16:56) :)

Kimberly Arnold @ Purdue Univ: (16:56) @ Christopher, generally 40% STEM

Christopher Brooks @ Univof Saskatchewan: (16:57) throughout?e.g. 40% had 1, 40% had 2, etc.?

Malcolm Brown @ ELI: (16:57) @ Kim do you see any difference across divisions? Science vs. soc science vs humanties?

Malcolm Brown @ ELI: (16:58) it's neither just nature nor just nurture.The key is finding the balance for each student

Kati Molnar @ Univ of AR at Little Rock: (17:00) re: institution, is it still "educational right to know" if other institutions are using it for competivite intelligence purposes?

Kimberly Arnold @ Purdue Univ: (17:01) @ Christopher, 40% STEM courses in Course Signals (so that compared to the no signals students).Email me about breakdowns and we will see what we can get you.[kimarnold@purdue.edu](mailto:kimarnold@purdue.edu)

John Fritz, UMBC: (17:01) FERPA is not JUST a protection of student privacy. It is a provision for educational institutions to collect, analyze and act on student data that can help current and future students.

Christopher Brooks @ Univof Saskatchewan: (17:01) This slide should be, I think, nominated for slide of the day

Christopher Brooks @ Univof Saskatchewan: (17:01) Perfect overview of challenges

Andrea Nixon @ Carleton College: (17:03) Concerns are also based on research methods.Some of them are very well founded.

Malcolm Brown @ ELI: (17:05) ah good point.the aspect of student obligation

Kimberly Arnold @ Purdue Univ: (17:05) Yes, student obligation is key--institutions and faculty cannot do it alone

Kelsey Metzger @ Univ of MN Rochester: (17:07) student obligation vs. student expectation: what is a student paying for? the opportunity to learn? intervention by institution/faculty? a degree?

John Fritz, UMBC: (17:07) Vincent Tinto said students are also responsible for their own learning, not just institutions alone. Scalable interventios from LA have to involve students.

University of Delaware: (17:09) Could the fear of ownership actually weed out some students and work against retention?

Christopher Brooks @ Univof Saskatchewan: (17:09) And then shouldn't students be involved in vetting and choosing the analytics data, engine, and intervention techniques?

Malcolm Brown @ ELI: (17:10) @ U DelawareA key might be working with student to help them see the advantages to them in LA

Malcolm Brown @ ELI: (17:10) that LA is in their best interests

John Fritz, UMBC: (17:11) Seeing how past students have performed through insight from LA is the best way to motivate future students to participate and own the implications of their own behaviors (perhaps indicated by their LA data). But the key is the systems students use have to gather data, without which there is no analysis (per Chuck @ UCF).

Christopher Brooks @ Univof Saskatchewan: (17:14) But the students can see signals themselves.They can help themselves too, which is the great power of the tool.

Kati Molnar @ Univ of AR at Little Rock: (17:14) @John make "check my activity" a mobile app and then maybe students will be more engaged with their LA

Kelsey Metzger @ Univ of MN Rochester: (17:14) Facebook for learning

Jeff Cepull @ Philadelphia University: (17:15) @Kati mobility is key!

John Fritz, UMBC: (17:16) @ Kati: I'd love to. @ Christopher: students can see the signals that faculty show to them. This is NOT a knock on Purdue's work at all, but Signals isn't automatic (yet). It relies on if, how and when the instructor flips the switch.

Christopher Brooks @ Univof Saskatchewan: (17:16) My mistake, so sad.

Christopher Brooks @ Univof Saskatchewan: (17:16) All the time signals would be nice

John Fritz, UMBC: (17:17) Not sad. We wouldn't even be having this discussion if Purdue hadn't taken the lead.

Kimberly Arnold @ Purdue Univ: (17:17) @ John@Christopher @ Kati would be interesting to see peer comparision within signald.The behavioral component but also comparisions on signal color

John Fritz, UMBC: (17:17) @Kim: Totally agree.

Kimberly Arnold @ Purdue Univ: (17:18) Signals is faculty opt in, true.Never know when that might change though :D (and no, I'm not letting any secrets out!

Christopher Brooks @ Univof Saskatchewan: (17:18) There is an area of research called "open user modelling" that focused on making analytics avalable for students.Sprung out of the learner modelling community established through the 90s.

Christopher Brooks @ Univof Saskatchewan: (17:20) Please give a talk on that building of capacity in an institution for LA, I'll be your first registrant.