The SHEILA Policy Framework
– supporting higher education to integrate learning analytics –

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Map political context

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What are the reasons for adopting learning analytics?
Wrongly assume that learning analytics can provide all answers without having identified a question first.
Identify internal and external drivers for learning analytics.

Will there be mechanisms to address inequality?
Marginalise hard-to-reach students who opt out and those who don’t.

Identify primary users of learning analytics.

Identify expected changes to the current context and key stakeholders.
Users may game a learning analytics system.

Identify desired changes to behaviour.

Develop engagement strategy

Challenge

Policy

Action

What are the limitations of learning analytics, i.e., what can be done and what can’t?

Evaluate institutional culture and openness to change.
The maturity of data literacy varies among stakeholders and faculties.

How will training be deployed and incorporated into practice?

Establish, monitor and learn frameworks.
Establish qualitative and quantitative indicators of success.

Fail to recognise and address limitations of data and analytics.

The maturity of data literacy varies among stakeholders and faculties.

How will training be deployed and incorporated into practice?

Over rely on data and fail to consider the experience and knowledge of teaching staff.

How will the results of learning analytics be interpreted within the context?

Identify expected changes to the current context and key stakeholders.

Users may game a learning analytics system.

Identify desired changes to behaviour.

Develop engagement strategy

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