

University of Washington
Faculty Council on Teaching and Learning

April 6, 2017
10:30am – 12:00pm
Gerberding 142

Meeting Synopsis:

1. Call to Order
 2. Review of the Minutes from March 2, 2017
 3. Information Item – Nyan-Ping Bi (Asian Languages & Literature)
 4. Teaching and Learning Symposium – M 04/24/17, 2:00-4:30 PM, HUB Ballroom
 5. FCTL Chair – Call for Nominations
 6. Objectives and Principles of Learning Analytics at UW – Tom Lewis (UW IT)
 7. Canvas Data Retention Policy Update – Tom Lewis (UW IT)
 8. Working Group Updates
 9. Good of the Order
 10. Adjourn
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1) Call to Order

Turner called the meeting to order at 10:30 a.m.

2) Review of the Minutes from March 2, 2017

The minutes from March 2, 2017 were approved as written.

3) Information Item – Nyan-Ping Bi (Asian Languages & Literature)

Nyan-Ping Bi (Senior Lecturer, Asian Languages and Literature) was present to discuss her observations as a long-standing UW teaching faculty member who recently revamped/updated her teaching methods using campus resources. She used a PowerPoint as part of her presentation (Exhibit 1).

Bi explained her teaching is in foreign languages – a field of study that is difficult to teach in large classroom settings. In 2012, she began utilizing campus teaching resources to aid in the endeavor of revamping course offerings as part of a departmental initiative. Her goals when revamping the offering for a large-style course included:

- ❖ Maximizing in-class student participation
- ❖ Providing options for blended learning
- ❖ Searching tools to better manage time

Bi explained she had the opportunity to participate in various learning opportunities including workshops hosted by the Faculty and Professional Learning Community on “Engaging Students in Large

Classes,” “Flipping the Classroom,” as well as UW Center for Teaching and Learning (CTL) workshops on “Engaging the Google Generation,” and “Canvas as a Tool for Large-Class Engagement.” She commented she was able to meet and collaborate with faculty from various disciplines through these experiences, and the information gained was invaluable as it relates to active learning, online academic tools (such as Canvas), and other aspects of revamping teaching.

Bi noted she was able to effectively revamp/modernize her teaching only by using resources available on campus, and the result has been a more student-centered teaching style. The campus resources Bi used included:

- ❖ The UW-IT Canvas Support Staff
- ❖ The Odegaard Library Active Learning Center
- ❖ The Center for Teaching and Learning (CTL)
- ❖ Technology Teaching Fellows

When asked about various implementation methods for new teaching styles/tools, Bi noted she uses a new tool for an extended period until she becomes comfortable with it, and is then able to take on a new tool. She commented that the initial time investment in learning new tools is extensive, however comfortability comes swiftly.

4) Teaching and Learning Symposium – M 04/24/17, 2:00-4:30 PM, HUB Ballroom

Christine Sugatan (Center for Teaching and Learning Undergraduate Academic Affairs) explained the UW’s 13th Annual Teaching & Learning Symposium will be held on April 24th. The free event includes keynote speakers presenting on various topics and is designed to build conversation and community around teaching, learning, and related research, highlight research and practices that advance student learning, and spark and sustain interest in the Scholarship of Teaching and Learning at UW.

5) FCTL Chair – Call for Nominations

Turner noted professional obligations in the next academic year have led him to have to step down from chairing FCTL in 2017-2018. He encouraged members to consider chairing the council and to contact him if they are interested. He mentioned the role provides a pedestal to give useful input on teaching and learning at the UW and is generally not intensive relating to time commitment and workload.

6) Objectives and Principles of Learning Analytics at UW – Tom Lewis (UW IT)

Background

The council held some discussion, led by Tom Lewis (Director, Academic Experience Design & Delivery, UW-IT) of learning analytics and their application at the UW. Lewis shared a handout as part of his presentation (Exhibit 2). Within the handout, learning analytics are defined as “the collection, analysis, and use of student data, ranging from demographics and grades to traces of student interactions with learning technologies, such as Canvas. Learning analytics may be used to identify target populations of students based entirely off existing data, for instance first-generation or transfer students. They may

also employ statistical or machine learning techniques to make predictions about students' future behavior, for example students at risk of failing a course or dropping out of the university."

Lewis explained "learning analytics" has become a buzzword in higher education this year, with various vendors operating in the space (e.g. Civitas Learning) and a number of higher education institutions employing related services. Some of these tools are made free to use by vendors; however, often when a tool is free to use, the vendor is harvesting student data and selling it in order to create a revenue stream, as student data can be applied to a variety of purposes (e.g. advertising). Lewis explained his office has prototyped a new online tool for UW instructors to use that can help quantify student learning, which is one element of an initiative to make better use of available institutional data to aid UW students, staff, and faculty. He noted the UW is developing its own learning analytics tools instead of contracting external services, as part of this includes retaining control of student data. Another element of the initiative is to establish principles that will help guide administrators in the ethical use of learning analytics. Lewis explained the handout outlines the UW's goals for the use of learning analytics, its principles on the ethical use of learning analytics, and describes which data is in and out of scope (Exhibit 2). Members reviewed the document.

After a question, it was noted students will be notified of the university's learning analytics policy, however, students are not able to opt-out of having their data incorporated as it is a part of a larger university database. Lewis clarified that not all student data is in scope for the learning analytics initiative.

There was some discussion of who will be measuring/unpacking the objectives listed in the document. It was noted instructors will be able to use the data for various purposes. There was some discussion of other campus organizations who might use the data.

A member asked if individual units had requested this data be available. The response was that no unit had requested it, however UW Tacoma is invested in a similar initiative as part of an effort to improve student retention.

There was some discussion of applications of learning analytics data. "Toxic course clusters" were brought up, which are known clusters of courses (across disciplines) that data shows causes students to have a difficult academic tenure at a university.

Hornby asked about mechanisms to empower faculty and advisors to use this data. It was noted one aspect of the initiative is locating units with a need.

Concerns

Concerns were heard in relation to targeting individual student data, including using phone numbers, email addresses, and other student profile data. A member pointed out that data as crude as birth year should be enough to determine student age categories.

A member recommended the "data stewardship and governance" subsection be inserted earlier into the document to increase visibility (especially relating to student readers).

A member asked if there is currently a policy on usage of student data by the university. The Family Educational Rights and Privacy Act (FERPA) was brought up, as many kinds of student data is FERPA-restricted, and thus cannot be mined (not even through public records requests).

Lewis noted he would forward the council's feedback to pertinent groups. He mentioned that the recent FCTL guest-speaker Ann Nagel (Associate Vice Provost and Institutional Privacy Official, Academic and Student Affairs) will become the data privacy official of the campus, and will work closely with the initiative.

After a question, Lewis mentioned access would not be granted to view individual student transcripts.

Lewis noted he would report back on the initiative as it evolves.

7) Canvas Data Retention Policy Update – Tom Lewis (UW IT)

Lewis explained the UW Canvas Data Retention Policy (recently reviewed by the FCTL) has been altered partly due to feedback from FCTL members, and now includes a five-year data retention period.

8) Working Group Updates

Best Practices in Online/Hybrid Teaching and Learning Environments – Maria Zontine

Zontine explained the subcommittee plans to broadcast a survey and view results before the end of the 2016-2017 academic year. The group is using data from Academic Human Resources to target individuals to be surveyed.

Cataloging Assessment and Improvement of Teaching & Learning Across Colleges – Tom Halverson

Halverson explained the subcommittee recently held a meeting to discuss data that had been gathered so far and the degree to which it would be evaluated for themes/commonalities. The subcommittee plans to present their findings to various campus units/agencies in order to inform on practices university-wide. The next subcommittee meeting is currently being scheduled.

Teaching and Learning Effectiveness for Part-Time Lecturers – Timea Tihanyi

Tihanyi explained the subcommittee broadcasted a survey to a thousand UW part-time lecturers (on the payroll during the 2015-216 year) via data provided by UW Academic Human Resources. Instructors within UW Professional and Continuing Education (PCE) were not included. Garnering a response rate of 20%, the subcommittee plans to review findings in the near-future. Tihanyi mentioned the short answer responses will take more time to evaluate. Instructors employed in the Foster School of Business, College of Engineering, School of Law, and College of Arts and Sciences were among the highest groups of responders. Before the end of the academic year, the subcommittee plans to explore the landscape of resources currently available to part-time lecturers, evaluate the need for additional support, and report recommendations/findings to the council, and more widely.

Teaching Effectiveness – Ellen McGough

McGough explained the subcommittee has merged efforts with the Subcommittee on Diversity and Equity-informed Pedagogies, and continues to develop a descriptive document listing UW resources related to teaching and learning. The group is working with a technical representative to hash out incorporating the document into the university website. The next step after this will be dissemination of the resource.

9) Good of the Order

Nothing was stated for the good of the order.

10) Adjourn

The meeting was adjourned at noon.

Minutes by Joey Burgess, jmbg@uw.edu, council support analyst

Present: **Faculty:** Ellen McGough, Dan Turner (chair), Timea Tihanyi, Kathleen Peterson, Amy Howells, Mark Zachry
Ex-officio reps: Amanda Hornby, Maria Zontine
President’s designee: LeAnne Jones Wiles
Guests: Tom Lewis

Absent: **Faculty:** David Masuda, Jennifer Taggart, Kimberlee Gillis-Bridges, Fred Bookstein
Ex-officio reps: Alexandra Walls, Meixi Ng

Exhibits

Exhibit 1 – presentation_nyanpingbi_fctl_spring2017

Exhibit 2 – learninganalytics_principles_fctl_spring2017

Finding and Connecting the Dots

Nyan-Ping Bi
Asian Languages and Literature
University of Washington

Faculty Council on Teaching and Learning

- The sharing ideas on teaching and learning
- Information related to cultivation of excellence in teaching and learning on our campus

- Evidence-based teaching
- Implementation of the flipped classroom
- Use of technology in and around the classroom
- Active learning

Teaching Challenges

- Meeting program needs: The revamping of our course offerings
 - Maximizing in-class student participation
 - Providing options for blended learning
 - Searching tools to better manage time

My Experience with the UW Campus Resources for Teaching and Learning

- Faculty and Professional Learning Community
 - Engaging Students in Large Classes, Winter 2012
 - Flipping the Classroom, Spring 2013
- Teaching and Learning Workshops
 - Engaging the Google Generation, Feb. 2013
 - Canvas as a Tool for Large-Class Engagement, March, 2013
- Ignite!
 - Learning Spaces Talks, April 2013

- E-Textbook Pilot Program
 - Participated in the study
- Technology Teaching Fellows
 - Offered a blended learning class
 - Began using Canvas, LMS in all courses
- Active Learning Classrooms
 - Participated in the ALC research studies

Self-reflection

- Delivering and disseminating knowledge
- Asking overarching essential questions
- Fostering peer learning and peer assessment

Observations

- Teaching and learning resources housed in one unit making searching for and accessing information and support easier
- Collaboration among units in support of making teaching and learning more visible
- Effective teaching supported and promoted campus-wide
- Teaching excellence being rewarded and celebrated
- Teaching and research hand-in-hand

Drawing inspiration from...

- The UW-IT Canvas Support Staff
- The Odegaard Library ALC Team
- The Center for Teaching and Learning

- Teaching and Learning Symposium, Spring 2014
- Collaboration between the UW and Waseda University, Summer 2016
- UWHS, Autumn 2016

Looking ahead

- Collaborative work on evidence-based teaching projects with UW support
- Opportunities for teaching in the ALCs
- Support for CTL, ALC, and UW-IT Canvas teams

Web of support



Mission of the University

- ...The primary mission of the University of Washington is the preservation, advancement, and dissemination of knowledge. The University preserves knowledge through its libraries and collections, its courses, and the scholarship of its faculty. It advances new knowledge through many forms of research, inquiry and discussion; and disseminates it through the classroom and the laboratory, scholarly exchanges, creative practice, international education, and public service...

[<http://www.washington.edu/admin/rules/policies/BRG/RP5.html>]

Moving forward



DRAFT: Objectives & Principles for Learning Analytics at the University of Washington**Learning analytics at UW**

Learning analytics refers to the collection, analysis, and use of student data, ranging from demographics and grades to traces of student interactions with learning technologies, such as Canvas. Learning analytics may be used to identify target populations of students based entirely on existing data, for instance first-generation or transfer students. They may also employ statistical modeling or machine learning techniques to make predictions about students' future behavior, for example students at risk of failing a course or dropping out of the university.

As UW begins employing learning analytics to improve student success, it is important to establish principles that will help guide administrators in the ethical use of learning analytics. The purpose of this non-regulatory document is to state UW's goals for the use of learning analytics, outline UW's principles on the ethical use of learning analytics, and describe which student data is in and out of scope.

Objectives for the use of learning analytics

- Help students achieve their learning goals
- Improve persistence and retention
- Reduce the time it takes to finish a degree

These goals will be accomplished by:

- Better matching UW-provided support and services with the students who need them the most
- The development and ongoing assessment of advising practices
- The adoption of guidance and academic planning tools for students

Principles for the use of learning analytics*Responsibility*

- Following core UW values, the University has a responsibility to improve student persistence and support their journey toward a degree. This can be accomplished, in part, by extracting meaning from student data via learning analytics.

Transparency

- UW will be transparent with regards to which student data are used, how they will be used, and plans for future use. Similarly, UW's goals for current and planned applications of learning analytics will be transparent.

Validity and efficacy

- Assessment and refinement of modeling and interventions will be an ongoing process. The accuracy of the models will be closely scrutinized on a quarter-by-quarter basis to ensure they are meeting a predetermined level of accuracy. Similarly, intervention strategies will be assessed for their efficacy.
- Algorithms and other analytical processes performed on student data will be visible. Peer review of these analyses will be encouraged.
- Modelling and interventions based on the analysis of student data will be free from bias.

Data Stewardship and Governance

- UW has implemented data governance plans and policies put in place to protect student data, which can be accessed here <insert link>, and oversight will be provided by _____.
- Access to identifiable student data will only be granted to those who are supporting UW's goals for learning analytics and will be managed by a data steward.

Security & Privacy

- UW ensures security and privacy for students related to the collection and use of learning data by following the methods, policies, and procedures outlined in the YW Data Security and Privacy Agreement.
- UW will practice data minimization, collecting and retaining very specific student data and following a data specific data retention schedule.

Student data used in learning analytics*Data that is currently in scope*

- *Enrollment information.* Data includes degree program affiliation, campus affiliation, and demographics provided by the student.
- *Transcript data.* Data from past and current courses, including grade data.
- *Learning management system data.* Activity on Canvas, such as number of discussion board posts and log-ins.
- *Teaching and learning tools data.* Activity in tools like Panopto or PollEverywhere, such as viewing patterns, responses submitted, and log-ins.
- *Personally identifiable information.* Data includes email, phone number, name, birth date, gender, etc.
- *UW system data.* Data from MyUW, MyPlan and other UW online services.

*Data that is **not** currently in scope*

- *Location.* Data collected on students current and past locations using GPS and IP address identifiers.
- *Health information.* Disabilities and data on visits to student health centers and disabilities
- *Complaints.* Formal complaints made by a student
- *Religion.* Religious affiliation provided by a student
- *Social media activity.* Student activity on third party social networking sites