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Information technology for learning, education and training — Learning analytics interoperability —

Part 1: Reference model

Technologies pour l'éducation, la formation et l'apprentissage — Interopérabilité de l'analytique de l'apprentissage —

Partie 1: Modèle de référence

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Foreword

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The committee responsible for this document is ISO/IEC JTC 1, *Information technology*, SC 36, *Information technology for learning, education and training*.

A list of all parts in the ISO/IEC 20748 series, published under the general title *Information technology for learning, education and training — Learning analytics interoperability*, can be found on the ISO website.

Introduction

The increasing amount of data being generated from learning environments provides new opportunities to support learning, education and training (LET) in a number of new ways through learning analytics. Learning analytics is a composite concept built around the use of diverse sub-technologies, workflows and practices and applied to a wide range of different purposes. For instance, learning analytics is being used to collect, explore and analyse diverse types and interrelationships of data, such as: learner interaction data related to usage of digital resources; teaching and learning activity logs; learning outcomes and structured data about programmes; curriculum and associated competencies.

Learning analytics is an emerging technology addressing a diverse group of stakeholders and covering a wide range of applications. Learning analytics raises new interoperability challenges related to data sharing; privacy, trust and control of data; quality of service, etc. Through use case collection in the ad-hoc group on learning analytics interoperability, established under JTC1/SC36 in 2014, the following issues were identified and captured as general requirements for learning analytics applications:

For the learner:

— tracking learning activities and progression;

— tracking emotion, motivation and learning-readiness;

— early detection of learner's personal needs and preferences;

— improved feedback from analysing activities and assessments;

— early detection of learner non-performance (mobilizing remediation);

— personalized learning path and/or resources (recommendation).

For the teacher:

— tracking learners/group activities and progression;

— adaptive teacher response to observed learner's needs and behaviour;

— early detection of learner disengagement (mobilizing relevant support actions);

— increasing the range of activities that can be used for assessing performance;

— visualization of learning outcomes and activities for individuals and groups;

— providing evidence to help teacher improve the design of the learning experience and resources.

For the institution:

— tracking class/group activities and results;

— quality assurance monitoring;

— providing evidence to support the design of the learning environment;

— providing evidence to support improved retention strategies;

— support for course planning.

In addition, learning analytics practice can build upon prior work in LET standardization and innovation but there are several factors that require special attention. These factors include:

— requirements arising from the analytical process;

— data items required to drive operational LET systems are not always the same as desired for learning analytics;

— volume, velocity and variety of the data collected for analytics indicate different IT architectures, which imply different interoperability requirements;

— use of learner data for analytics introduces a range of ethical and other socio-cultural issues beyond those which arise from exchanging data between operational systems.

Therefore, this document gives a conceptual description of the behaviour of components related to learning analytics interoperability. In particular, this document specifies terms as well as proposes a reference model for the learning analytics process and interoperability.

Information technology for learning, education and training — Learning analytics interoperability —

Part 1: Reference model

1 Scope

This document specifies a reference model that identifies the diverse IT system requirements of learning analytics interoperability. The reference model identifies relevant terminology, user requirements, workflow and a reference architecture for learning analytics.

2 Normative references

The following documents are referred to in the text in such a way that some or all of their content constitutes requirements of this document. For dated references, only the edition cited applies. For undated references, the latest edition of the referenced document (including any amendments) applies.

There are no normative references in this document.