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

**Part 3:
Guidelines for data interoperability**

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Foreword

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This document was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*.

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Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

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 terminology that is used to refer to both an emerging field of discourse and an emerging technology. It spans the use of diverse sub-technologies, workflows and practices and is applied to a wide range of different purposes. For instance, learning analytics are 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.

As an emerging technology, learning analytics address a diverse group of stakeholders and cover a wide range of applications. Learning analytics raise new interoperability challenges related to data sharing; privacy, trust and control of data; quality of service, etc. The following issues are identified 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 learners' 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 learning activity data interoperability which focuses on xAPI and IMS Caliper for the learning analytics process and interoperability.

Use cases will be collected to discover problems that arise in data transition points between heterogeneous learning data in schools, higher education and the workplace.

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