IFLA PRESENTS

Division F
Virtual Events
Webinar Series: High Performing Schools with Effective School Libraries

IFLA Educational Technologies and Student Data Briefing & Best Practices of Teacher-Librarians in Croatia

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4:30-5:30pm HKT
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This event is being recorded, including chat. Recording will be posted on [Division F] publications page.

Microphones have been muted for this event.

Questions or comments? Please type into the Q&A box.

The talk is GDPR-compliant
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Educational Technologies and Student Data – Briefing for Libraries

The use of technology in education is growing, and a new class of technologies has emerged that relies on tracking and analysing vast amounts of student behavioural data to measure their activity, participation or wellbeing.

The position of libraries in educational ecosystems means that they may well, both directly and indirectly, come across these trends.

University and school libraries will be affected by the Edtech their institutions use. Both public and academic libraries can face pressure to use more performance tracking and learning analytics tools to benchmark their users' progress and demonstrate performance.
EdTech Matters

Key Ethical and Security Concerns for Libraries

Classroom Activities

Management Systems
Privacy and Equity Concerns

1. Track and analyse student behavioural data
2. Use cameras, sensors, audio recordings and trackers
3. Student performance in classrooms or beyond
The Age of Datafication of Education - Privacy

1. Sensitive data
2. How long the data will be stored
3. Who can access the student data
4. Share data with third parties
The Age of Datafication of Education - Security

1. Sensitive information
2. Best practices on data encryption
3. Self-censorship effect
4. A lack of transparency
The Age of Datafication of Education - Equity

1. A behaviourist approach
2. Outcomes can be less than precise
3. Share devices
4. A lack of transparency
Practical Principles

“a qualified school librarian with formal education

“targeted high-quality diverse collections (print, multimedia and digital) that support the school’s formal and informal curriculum

“an explicit policy and plan for ongoing growth and development

(IFLA, 2019)
What libraries can do

1. IFLA Statement on Libraries and Intellectual Freedom
2. Safeguard the interests of students
3. Student performance in classrooms or beyond
The design and adoption of data-intensive educational technologies should be subject to user and community feedback, and reflect high standards of data privacy and protection. Similarly, the adoption and continued use of such technology should at all times be mindful of the ethical and safety consideration discussed above.

Any collection of user data should be subject to informed consent and ethical guidelines, and strictly limited to the purpose defined. Adoption of data-intensive educational technologies needs a clear and narrow goal definition to avoid intrusive collection of user data where it is not strictly necessary. It may not be the case that a data-intensive technological solution is the best way to achieve this goal.

A meaningful choice not to engage should always be available to users; participation should be on an opt-in basis.

The security of collected data must be ensured, and data not shared with third parties without explicit consent.

(IFLA, 2019)
References

Check out the IFLA Division F webinars at
IFLA Professional Division F webpage
https://www.ifla.org/units/professional-division-f/