

Austin Anderson

## Reading Responses 3

### Reading #1 : As Big-Data Companies Come to Teaching, a Pioneer Issues a Warning

This reading was confusing to me, because it seems that Ms. Thille's concerns are easily fixable. Her main "boiled down concerns" near the top of the article basically state that colleges should know what algorithms they implement do, and that private companies can't make algorithms as well because they don't have access to the data that colleges have.

If you implemented a company's algorithm at a college, that would immediately allow the company access to the college's data and allow them to better adjust their algorithm. And if colleges simply demanded the right to understand/review an algorithm before implementing it (as any responsible institution would before implementing some piece of tech) then that would solve her other two concerns. If the college want more control over the algorithm, they can find a company willing to give them that control or design their own. I frankly fail to see what this woman is so concerned about, but that might be result of the fact that the article really failed to explain her concerns/reasons for those concerns well.

### Reading #2: Big Data's Coming Of Age In Higher Education

This article makes some really conservative predictions about the upcoming affects of big data in colleges. It makes some good points but these points are almost givens.

### Reading #3: Real Life Harms of Student Data

This article pointed out some really awful stuff that came as a result of digital storage of data. But "The common thread across these incidents of harm has been human error". And you can't fix stupid, all you can do is make it accountable.

### Reading #4: 19 Ways Data Analysis Empowered Students and Schools

This was an interesting set of statistics about education, and along with exposing problems, showed or suggested solutions to them. I especially found the correlation between computer knowhow and essay writing ability interesting.

### Reading #5: As Big Data Comes to College, Officials Wrestle to Set New Ethical Norms

Articles like this always kind of astound me, because at no point in my educational career has anybody really given a hoot about "putting me on the right path" in regards to looking at my grades/activities/etc. and making me recommendations. I see a lot of concern and discussion about how big data will affect institutions ability to do this, but I frankly have yet to see it actually done up to this

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point and don't believe that the access to more data would really improve that. In regards to what data colleges are collecting and analyzing, I think students need to have the ability to see every bit of it and what they're doing with it, similar to what axiom does.

Reading #6: This Chart Shows the Promise and Limits of 'Learning Analytics'

This article points to something I see being very useful, which is building more effective courses by analyzing what resonates with students and what doesn't, and why that happens. Sometimes teachers know that there's a "tough section" of the class but they don't know what to do differently: this might be helpful in that.