

Persona cards (7 in total)

The persona cards describe stakeholders in the use of education data. We include seven potential stakeholders in the game: the policy officer, the lecturer, the researcher, the student counsellor, the student, a member of the Ethics Board and the Data Protection Officer. This is a simplification and generalisation of all possible stakeholders in an institution. The cards briefly describe the background and needs of the role and serve as a reference for the players.

Structure of the game

The game is designed to be played in a group of four for a period of 45-60 minutes. The game is flexible and other group sizes and game durations are also possible. While it is possible to play the game alone, it is probably most gratifying and instructional when played in a group of people from different backgrounds and positions around the use of education data.

A game round consists of a number of steps:

- 1 As a group, choose a dilemma card to discuss.
- 2 Individually select a role from the dilemma card and take the corresponding persona card. If there are fewer or more than four players, not all roles will be chosen or more than one player can choose the same role. *Optional: to introduce some variation, you can choose one of the viewpoints described on the back of the persona card.*

- 3 Think of an answer to the dilemma from your own role. After everyone has done this, everyone presents their answer briefly.
- 4 Discuss the answers and considerations.
- 5 Turn the dilemma card over and read the reflection. Do any new arguments come into play here?

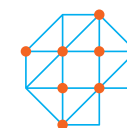
The length of the discussion will vary and depends on the composition of the group. A single dilemma is usually good for about 10-15 minutes of discussion. The game does not have a technical winner; instead, it has moral winners. These are the players with the best thought-out answers and the ones who have learned the most from the discussions.

The Reference Framework

The reflections on the back of the dilemma cards often refer to extracts from the Reference Framework. For example, when it says "see 3.4.2", this refers to Section 3.4.2 of the Reference Framework, on special personal data. The Reference Framework also provides more general explanations, for example on what exactly is meant by education data. The Reference Framework is enclosed with this game and can also be found online at the website.



User's guide Education Data Dilemma Game



Acceleration plan
Educational innovation
with ICT

Secure and reliable
use of education data

Summary

The aim of this Education Data Dilemma Game is to foster a discussion on privacy and ethics in data-driven work at higher education institutions. Drawing on fictitious examples, the card game allows for aspects of the *Dutch Privacy and Ethics Reference Framework for Education Data* (the 'Reference Framework') to be discussed. Although this card game complements the Reference Framework, it does not replace it.

Four or more people involved in education data from different roles can use the card set to play the game.

An online variant is suitable for discussions in larger groups. As there are between 3 and 4 dilemmas in each case, be sure to allow 45-60 minutes for the discussion of a single case.

Introduction

You are about to play the Education Data Dilemma Game. This game was developed to complement the *Dutch Privacy and Ethics Reference Framework for Education Data* (2022). Both the Reference Framework and the game were developed under the direction of the Safe and Reliable Use of Education Data Zone of the Acceleration Plan for Educational Innovation with IT in the Netherlands. The Zone designed this game to encourage discussions among stakeholders on appropriate ways to use education data.

About the dilemmas

This game is based on 18 dilemmas on the use of education data. Dilemmas are difficult questions to which there is not one right answer, but which are useful to discuss to get a greater understanding of the problem. The dilemmas surrounding education data are legal and ethical in nature.

In this game, the emphasis is on ethical considerations; legal knowledge is therefore useful, but not required.

The dilemmas are based as closely as possible on real-life cases made available by professionals who work with education data. The cases have been adapted, however, to highlight specific aspects of the dilemmas. It is not the aim to paint an accurate picture of or to pass judgement on the incident – the Reference Framework is a catalyst for the responsible use of education data.

This game is in line with that aim, that is – to encourage discussion and not assume that all the answers are in front of us and fit on a card. That is why the dilemmas offer reflections but no definitive answers. We encourage other perspectives and considerations beyond the possible answers on the cards.

Disclaimer

The choices concerning the use of education data are subject to nuance. This game provides an introduction to make the complex subject matter open for discussion by a wider audience. For the sake of accessibility and ease of playing the game, the dilemmas have been simplified and narrowed down. Not all aspects of situations and not all nuances of laws and regulations are covered, which means that the answers in this game are by no means a substitute for knowledge of laws and regulations, the Reference Framework and institution-specific guidelines. For questions concerning the responsible use of education data in your own projects, always consult the experts at your own institution, such as the Data Protection Officer and Privacy Officers.

How to play the game Dilemma cards (18 in total)

The game is structured around the dilemma cards, each of which describes a situation with a dilemma and four possible answers. The answers are not mutually exclusive or exhaustive; their purpose is to facilitate discussions. On the back of the cards is a reflection on the dilemma. Sometimes it describes what is and is not allowed, but usually the reflection describes considerations relevant to the dilemma. These reflections also contain references to sections of the Reference Framework where the topic is covered in more detail.

It is common for several dilemmas to touch on the same case. This is indicated in the titles and colours of the cards. These storylines are designed to run in sequence and the dilemmas follow on from each other. The game features the following cases:

- **Monitoring of wellbeing** (3 dilemmas): student counselling and the care task of educational institutions.
- **Monitoring of study behaviour** (4 dilemmas): using the Learning Management System (LMS) data to monitor student behaviour.
- **Sharing data on entrants** (2 dilemmas) sharing education data with other institutions.
- **Predictive analytics** (4 dilemmas): predicting study success.
- **Exchange students** (3 dilemmas): academic research and the sharing of education data.
- **Bilingual education** (1 dilemma): accountability and communication in policy research.
- **Educational innovation** (1 dilemma): academic research and role blending.