

# Learning Analytics Principles

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The learning analytics principles outlined below were created by a learning analytics working group of the Strategic Enrollment Intelligence Team (SEIT), informed by a review of learning analytics principles at other universities within Canada and internationally.

The goal of this working group was to enable more data-informed decisions about teaching and learning at USask, particularly related to our institutional priorities of Indigenization, (Re)conciliation, and Decolonization. Now, these principles guide all our learning analytics work, ensuring appropriate and ethical data use to improve student learning.

## 1. **Compliance**

All work with learning analytics and related systems will be in alignment with the laws of Saskatchewan, university policies, and data governance frameworks, at minimum. If there is ever any ambiguity with respect to privacy, the university will select the option with greater privacy and more explicit consent from data owners.

## 2. **Individuality**

Student identities shall not be reduced to the data we collect about them. Responses should consider the intersectionality of student identities. Any responses at an individual level will be manually enacted by a staff or faculty member who is connected in some way to the student (instructor, advisor, etc.) and can thus make better decisions about the appropriateness of the response(s) under consideration.

## 3. **Consent**

When possible, we will clearly tell students when we are collecting data used for learning analytics. When not possible, we will always use data in the spirit of the purpose for which it was originally collected.

## 4. **Ethical Data Use**

It is imperative that each learning analytics initiative clarify ethical implications of the questions and process and uphold USask's commitment to use data ethically and responsibly.

## 5. **Validation**

All learning analytics work will be appropriately validated before being used by staff and faculty. All algorithms and calculations will be available for review by staff or faculty, by request.

## 6. **Benevolence**

Learning analytics will aim to benefit teaching and learning. No learning analytics work should limit or otherwise punish students (e.g., removal of supports based on findings).

## **7. Biases & Limitations**

All data and analyses are biased to an extent, but we will work to mitigate these biases. Known biases and limitations of data in learning analytics will be prominently disclosed to consumers of the data to ensure they are interpreted appropriately. Where data disaggregates Indigenous learners or focuses on Indigenization, an Indigenous lens is an essential element in reducing systemic bias during interpretation.

## **8. Duty to Act**

Learners entrust the university with their data. In the spirit of respectful, reciprocal relationships, it is incumbent on the university to then act upon the findings in learning analytics work for the learner's benefit, to the extent that is reasonable.

## **9. Purpose & Intent**

The intent of learning analytics should only ever be to identify opportunities to improve teaching, learning, and related outcomes. Analytics projects are not oversight mechanisms for staff and faculty.

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For support or a consultation, reach out to the Gwenna Moss Centre for Teaching and Learning.  
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