ISILA Impact on SU

“Improving the quality and sustainability of learning using early intervention methods based on learning analytics”

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Abstract	The present document summarizes the impact of the ISILA project on Sofia University, as well as the plans for sustainability and future use of the project results
Keywords	SU, ISILA, Institutional Impact, Erasmus+

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1 Institutional Context

Sofia University “St. Kliment Ohridski” (SU) is the largest and most prestigious higher education institution in Bulgaria, with 16 faculties, numerous research centers and laboratories, and a broad portfolio of Bachelor’s, Master’s and PhD programmes. Within the ISILA project, SU is represented primarily by the Faculty of Mathematics and Informatics (FMI) and its Centre of Information Society Technologies (CIST), an interdisciplinary research and training unit with extensive experience in ICT in education and e-learning.

In ISILA, Sofia University contributes its expertise in educational technologies, learning analytics, and digital platforms for teaching and learning. The team is actively involved in the development of the multimodal learning analytics platform, the design of intervention methods, the preparation of ethical and legal guidelines for data use, and the piloting and evaluation activities across courses. SU also plays a key role by leading Work Package 6 – Dissemination, ensuring effective communication of project results, stakeholder engagement, and wide visibility at institutional, national, and European levels.

ISILA is fully aligned with Sofia University’s strategic priorities in digital transformation, quality assurance, and educational innovation. The university emphasizes the integration of ICT in education, data-driven quality enhancement, and the development of innovative teaching methodologies. Through the implementation of a learning analytics infrastructure, evidence-based intervention methods, and structured dissemination activities, ISILA strengthens SU’s capacity for data-informed teaching, enhances student support mechanisms, and contributes to the modernization and digitalization of higher education in line with both institutional and national priorities.

2 Impact on Teaching and Learning Practices

Participation in the ISILA project has had a significant impact on teaching practices and course design at Sofia University, particularly within the Faculty of Mathematics and Informatics (FMI). The integration of learning analytics (LA) tools and intervention methodologies has shifted several courses toward a more data-informed and student-centered approach.

One of the most important changes has been the enhancement of the existing learning analytics dashboards through the integration of new metrics and insights gained from the ISILA project. While Sofia University had already implemented basic monitoring tools within the learning management system, participation in

ISILA significantly expanded their analytical capacity. The dashboards were enriched with additional indicators, the possibility of visualizing data collected through various sources, including surveys has provided teachers with deeper insight into learners’ perceptions, motivation levels, self-reported challenges, and satisfaction with course activities. By combining behavioral data with survey-based feedback, instructors gain a more holistic understanding of their students.

As a result, teachers are able to monitor not only access to learning materials and assignment submission patterns, but also longitudinal engagement behaviors, participation intensity, and early warning signals derived from multimodal data analysis. Instead of relying solely on midterm or final assessments, they can identify early signs of disengagement or academic risk with greater precision and implement more personalized and timely interventions tailored to individual student needs.

3 Impact on Research and Development

Participation in ISILA has provided access to structured, multimodal learning analytics (LA) data collected from learning management systems, collaborative platforms, and student surveys, creating a rich empirical foundation for further scientific investigation.

The collected datasets enable in-depth research on adaptive and personalized learning, optimizing intervention timing, and tailoring instructional strategies to individual learning needs.

Furthermore, the project has strengthened collaboration between researchers and teaching staff, fostering a practice-based research approach in which course implementations serve as living laboratories for testing analytics-driven interventions. This has created opportunities for joint publications in the fields of Technology-Enhanced Learning, Artificial Intelligence in Education, and Data-Driven Educational Innovation.

The project outcomes are expected to support new national and European project proposals, including Horizon Europe and Erasmus+ initiatives focused on digital education, ethical AI, and personalized learning pathways. In addition, the empirical results generated within ISILA will contribute to future peer-reviewed publications, doctoral research, and interdisciplinary research collaborations, ensuring the long-term scientific impact of the project.

4 Dissemination and Visibility

The partner should report how project results are being shared. This includes publishing results on the ISILA website, providing links from the institution’s own website to the ISILA website, and promoting outcomes through institutional communication channels. It should also describe the organization of webinars, workshops, or training sessions at local, national, and European levels to promote innovative teaching methods and the developed digital tools.

5 Sustainability and Future Use of Results

This section should outline how the institution will continue using and improving the developed learning analytics dashboards and the proposed methodology beyond the project’s duration. It should explain how continuous refinement of the methodology will contribute to long-term improvements in teaching effectiveness and student support.

6 Stakeholder Engagement and Collaboration

The final section should describe how the institution facilitates exchange and discussion among key stakeholders, such as teachers, administrators, researchers, and policy-makers. It should explain how these interactions support the development of institutional approaches to student monitoring and encourage broader adoption of ISILA results.