



## Dissemination Activity Report (WP6)

### Multiplier Event: Teach the Teachers

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

**“ISILA”**

**Project No. 2023-1-FI01-KA220-HED-000159757**



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<b>Abstract</b>	This report presents an overview of the Teach the Teachers Multiplier Events conducted by each partner institution as part of ISILA dissemination.
<b>Keywords</b>	Event reporting, Teach the Teachers, Multiplier Event, Dissemination

# 1 General information on the event

This report presents an overview of the “Teach the Teachers” training multiplier events carried out within the framework of the ISILA project, “Improving the quality and sustainability of learning using early intervention methods based on learning analytics.”

The multiplier events were designed as a key dissemination and capacity-building activity, aiming to equip educators with the knowledge and practical skills required to integrate learning analytics and multimodal data into their teaching practice. The focus of the events was placed on early intervention methods and in supporting the identification of students’ needs, promoting timely pedagogical responses, and contributing to more inclusive and effective learning environments.

Across participating institutions, the training sessions combined conceptual input with hands-on activities, encouraging active engagement, reflection, and peer exchange. Participants were introduced to the core principles of learning analytics, the use of data-driven tools and dashboards, and strategies for designing and implementing interventions aligned with pedagogical goals. Particular attention was given to ethical considerations, including data privacy, transparency, and responsible use of student data.

The “Teach the Teachers” events served not only as a means of disseminating ISILA project outcomes but also as collaborative learning spaces where educators could explore innovative approaches, share experiences, and develop practical solutions tailored to their institutional contexts. The insights gathered from these events highlight both the potential and the challenges of adopting learning analytics in education, contributing to the broader objective of enhancing teaching quality and sustainability.

In the next section, we detail the specific implementation in each partner institution.

## 2 Implementations

### 2.1 University of Eastern Finland

Context and participants

**Date of event:** March 5th, 2026

**Place:** Tiedepuisto, Joensuu, Finland

**Number of attendees:** 10 university teachers/researchers (Attendance sheet is presented as evidence separately)

**Language of the event:** English

## Agenda

Duration	Time	Item
10'	13:00	Introduction and agenda
10'	13:10	Introduction to learning analytics
20'	13:30	Learning analytics tools in ISILA
10'	13:40	BREAK
15'	13:55	How to use multimodal data in teaching
15'	13:10	How to implement intervention methods in teaching
15'	13:25	How to use learning analytics dashboards to track students learning progress
15	13:40	General Ethical Guidelines to be considered
10'	13:50	Q&A and closing

## Description

The “Teach the Teachers” multiplier event, held on 5 March 2026 at the University of Eastern Finland, was designed as a hands-on workshop aimed at supporting educators in applying learning analytics within their own teaching practice. The session focused on how multimodal data can be used to monitor student progress and inform timely interventions.

The workshop followed a structured agenda combining short input sessions with practical activities and guided reflection. It began with an introduction and overview, followed by a concise presentation of key concepts in learning analytics. This initial part established a shared understanding of learning analytics as a process of collecting and analysing learning-related data in order to support teaching and learning decisions. The conceptual framing was intentionally brief, allowing more time to be devoted to applied aspects.

A central component of the workshop was the presentation of learning analytics tools developed within the ISILA project, including the use of a Learning Record Store (LRS) for aggregating and analysing data. Participants were introduced to how data from different sources can be structured, transformed, and visualised in dashboards. The emphasis was on demonstrating the full workflow from raw data to interpretable indicators, highlighting how metrics such as time spent in a learning environment or number of interactions can be used to infer constructs like student engagement.

Following a short break, the session shifted towards application. Participants were introduced to the concept of multimodal data, understood as data originating beyond standard institutional systems, such as external tools, surveys, or communication platforms. This part included a brief reflection activity in which participants were invited to consider and share what types of data they currently use in their own teaching contexts. The discussion revealed varying levels of familiarity, with some participants already experimenting with multiple data sources, while others highlighted practical and ethical constraints.

The workshop then addressed how to design and implement interventions based on learning analytics. This included guidance on defining objectives, selecting and preparing data, and aligning interventions with pedagogical goals. Different forms of intervention were discussed, ranging from direct communication with students to course-level adjustments. Participants engaged in a short “do it yourself” activity, where they were asked to outline a potential intervention based on a given scenario. This exercise encouraged participants to translate the presented concepts into their own practice and prompted the exchange of ideas among peers.

A further segment focused on the use of dashboards to monitor student progress. Participants were guided through the steps required to prepare, map, and visualise data, as well as how to interpret these visualisations in a meaningful way. Emphasis was placed on the need to move beyond raw data and develop representations that support decision-making. This part also included a practical activity in which participants explored example dashboards and reflected on suitable forms of data representation.

The workshop concluded with a discussion of ethical considerations. Issues such as student consent, data privacy, transparency, and responsible use of analytics were addressed explicitly. The importance of communicating the purpose and benefits of data use to students was highlighted, along with the need to ensure that participation is voluntary and does not disadvantage any learners.

Throughout the session, interaction with participants was an integral element of the format. Short reflection prompts, practical exercises, and open questions were used to encourage participation. Discussions emerged particularly around the use of multimodal data, the interpretation of indicators, and the feasibility of implementing interventions in different institutional contexts. Participants shared experiences, raised concerns about ethical and technical constraints, and considered how the presented approaches could be adapted to their own settings.

Overall, the workshop combined structured input with participatory elements, creating a format that supported both knowledge transfer and active engagement. It functioned not only as a dissemination activity for ISILA outcomes, but also as a collaborative space in which educators could reflect on and develop their own approaches to learning analytics in teaching.



## Dissemination

Participants were invited through the mailing list and Discord

## 2.2 Belgrade Metropolitan University

### Context and participants

**Date of event:** December 12<sup>th</sup>, 2025

**Place:** Belgrade Metropolitan University, Niš, Serbia

**Number of attendees:** 13 (Attendance sheet is presented as evidence separately)

**Language of the event:** Serbian

### Agenda

- 10 minutes – Introduction to learning analytics and multimodal data.
- 15 minutes – How to use multimodal data in teaching.

- 15 minutes – How to apply intervention methods in teaching.
- 20 minutes – Use of learning analytics dashboards to monitor student progress.
- 10 minutes – General ethical guidelines to consider.
- 15 minutes – Questions and discussion / Closing of the event.

## Description

Belgrade Metropolitan University, Niš campus, organized a specialized training event for teachers titled *Teach the Teacher: Learning Analytics Based on Multimodal Dashboards*. The event introduced educators to contemporary approaches in learning analytics and showcased practical examples of integrating multimodal data into teaching practice.

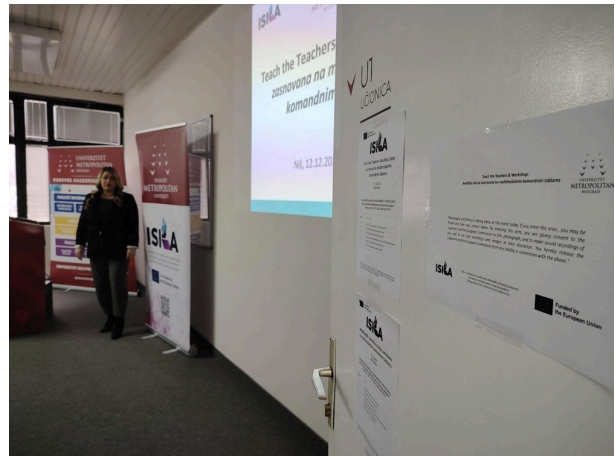
The primary goal of the training was to familiarize teachers with learning analytics and evidence-based intervention methods, highlighting their relevance across educational environments. Particular emphasis was placed on the early identification of learners' needs, data-informed instructional adjustments, and the potential of digital tools to support more responsive and personalized teaching practices.

The session was led by Nemanja Zdravković, who introduced the overarching goals and key activities of the ISILA project and outlined the foundational principles of learning analytics in educational settings. His presentation positioned the methodology within broader developments in digital transformation and data-informed education.

Jovana Jović presented practical aspects of applying learning analytics through selected tools and illustrative examples, tailoring the discussion to a variety of classroom scenarios relevant across different educational contexts and different intervention methods. Anđela Grujić focused on data-driven interventions, sharing implementation experiences and reflecting on how structured monitoring and timely support mechanisms can be translated into everyday learning and teaching.

Compared to the workshop, this training placed a stronger emphasis on foundational understanding, pedagogical applicability in school settings, and discussion of contextual constraints to different courses' specifics. The format encouraged active participation, enabling teachers to reflect critically on feasibility, ethical considerations, and the institutional readiness of their own schools.

## Photos



## Dissemination

The event was covered and highlighted by various media, which is highlighted in the following sections.

- News announced event on BMU's website - <https://www.metropolitan.ac.rs/dogadjaji/poziv-na-dogadjaj-teach-the-teachers>

workshop-analitika-ucenja-zasnovana-na-multimodalnim-komandnim-tablam  
a

- News announced event on BMU's Facebook -  
<https://www.facebook.com/share/p/17tmczRM4G/>
- News announced event on BMU's LinkedIn -  
[https://www.linkedin.com/posts/univerzitet-metropolitan\\_poziv-na-doga%C4%91aj-teach-the-teachers-activity-7401652263657783296-0\\_h4?utm\\_source=social\\_share\\_send&utm\\_medium=member\\_desktop\\_web&rcm=ACoAAe8zwEBJMCfEDOpamqkSjB\\_edG8GUhf-Bw](https://www.linkedin.com/posts/univerzitet-metropolitan_poziv-na-doga%C4%91aj-teach-the-teachers-activity-7401652263657783296-0_h4?utm_source=social_share_send&utm_medium=member_desktop_web&rcm=ACoAAe8zwEBJMCfEDOpamqkSjB_edG8GUhf-Bw)
- News about held event at the BMU's website - :  
<https://www.metropolitan.ac.rs/novosti/obuka-za-nastavnike-srednjih-skola-u-okviru-isila-projekta/>
- News about held event at the BMU's Facebook -  
<https://www.facebook.com/share/p/1By4v9MD4s/>
- News about held event at the BMU's LinkedIn -  
[https://www.linkedin.com/posts/univerzitet-metropolitan\\_obuka-za-nastavnike-srednjih-%C5%A1kola-u-okviru-activity-7409246521193467904-k5-5?utm\\_source=social\\_share\\_send&utm\\_medium=member\\_desktop\\_web&rcm=ACoAAFVO5x0B9iVRTvQxzcaIYyL7dgUQUBseaP8](https://www.linkedin.com/posts/univerzitet-metropolitan_obuka-za-nastavnike-srednjih-%C5%A1kola-u-okviru-activity-7409246521193467904-k5-5?utm_source=social_share_send&utm_medium=member_desktop_web&rcm=ACoAAFVO5x0B9iVRTvQxzcaIYyL7dgUQUBseaP8)

## 2.3 Sofia University

### Context and participants

**Date of event:** 19.02.2026

**Place:** Sofia, Bulgaria

**Number of attendees:** 12 (Attendance sheet is presented as evidence separately)

**Language of the event:** English

## Agenda

Duration		Event
5'		Introduction and presentation of the ISILA project
10'		Introduction to learning analytics and multimodal data
10'		How to use multimodal data in teaching
10'		How to apply intervention methods in teaching
10'		Break
30'		Using learning analytics dashboards to monitor student progress
5'		General ethical guidelines to consider
15'		Questions and Discussion / Event Closure

## Description

The teacher training session, organised by Sofia University at the Centre of Excellence UNITE and led by Tanya Yordanova focused on strengthening educators' capacity to apply learning analytics (LA) and multimodal data for early student support. The session combined conceptual introduction with practical guidance, aiming to bridge the gap between advanced analytics approaches and their real-world application in teaching.

The training began by outlining the motivation behind the ISILA project, emphasising current challenges such as the limited use of learning analytics in practice and the lack of clear, scalable intervention strategies for identifying and supporting at-risk students. Participants were introduced to the core concepts of learning analytics, including descriptive, diagnostic, predictive, and prescriptive analytics, providing a structured understanding of how data can inform teaching decisions.

A central focus of the session was the use of multimodal data—integrating information from learning management systems, student-generated content, and self-reported data—to gain deeper insights into student engagement.



## Dissemination

Centre of Information Society Technologies Website:

<https://cist.fmi.uni-sofia.bg/blog/%D0%B0-teacher-training-session-was-successfully-conducted-within-isila-project>

## 2.4 Bergen University

### Context and participants

**Date of event:** March 31, 2026

**Place:** online, as a Zoom webinar

**Number of attendees:** 14 (screenshots with attendees are presented as evidence separately)

**Language of the event:** English

### Agenda

- 10 minutes – Presentation of the ISILA project
- 5 minutes – Presentation of the current learning analytics efforts at UiB that are informed by the ISILA results and lessons learned
- 35 minutes – Guest lecture on the use of Generative AI for the creation of next generation, adaptive learning analytics dashboards
- 10 minutes – Q&A and conclusion

### Description

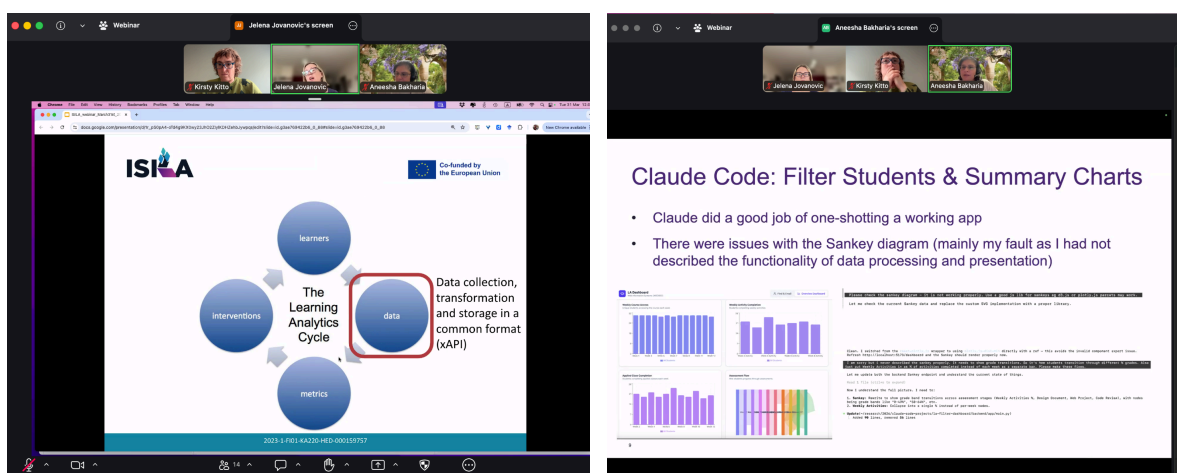
The webinar started with a brief presentation about the ISILA project, including its objectives, a summary of the work that has been done across the partner institutions, as well as a summary of the results and the lessons learned.

The next section of the webinar was focused on the current, institution-wide initiative at University of Bergen (UiB) to develop and deploy both student-facing and teacher-facing dashboards across several courses. These efforts are largely inspired and informed by the results and lessons learned from the ISILA project. In this part of the webinar, we have highlighted how the work being done in ISILA is leveraged in the current learning analytics efforts at UiB.

The third and the main part of the event was a guest lecture on the use of Generative AI (GenAI) to create learning analytics dashboards, given by Dr Aneesha Bakharia, from University of Queensland, Australia. With her extensive knowledge and experience in using GenAI in learning and teaching contexts, Aneesha was excellently

positioned to help us explore how current GenAI-based tools can be used to create flexible and adaptable learning analytics dashboards on the fly. This guest lecture was motivated by the trade-off that we had to make during the project between information richness, on one hand, and timeliness and seamlessness of dashboard creation, on the other. In other words, to make the dashboard creation (relatively) easy for teachers, we had to sacrifice the quality of information that can be communicated via dashboards. The use of GenAI promises both rich and timely feedback and seamless dashboard creation. Aneesha demonstrated how seamlessly custom learning analytics dashboards can be created with the frontier GenAI coding tools (Claude Code and OpenAI codex). She has also explained what the creation process looks like, but also warned about some security and privacy issues that may arise with giving GenAI tools unrestrained access to our file system or other private data storage spaces.

The last part of the webinar was devoted to Q&A and the conclusion remarks on the present and future of learning analytics dashboards.



## Dissemination

Participants were invited through mailing lists and information about the event was also published at the SLATE website:

<https://slate.uib.no/events/using-genai-to-create-la-dashboards---the-next-frontier>

## 2.5 Universidad de León

## Context and participants

**Date of event:** 26/01/2026

**Place:** Escuela Politécnica Superior de Zamora (University of Salamanca)

**Number of attendees:** 10 (Attendance sheet is presented as evidence separately)

**Language of the event:** Spanish

## Agenda

Duration	Time	Item
10'	10:00	Introduction and agenda
10'	10:10	Introduction to learning analytics
20'	10:30	Learning analytics tools in ISILA
10'	10:40	BREAK
15'	10:55	How to use multimodal data in teaching
15'	11:10	How to implement intervention methods in teaching
15'	11:25	How to use learning analytics dashboards to track students learning progress
15'	11:40	General Ethical Guidelines to be considered
10'	11:50	Q&A and closing

## Description

As part of the ISILA project dissemination and capacity-building activities, a “Teach the Teachers” workshop was organized at the Escuela Politécnica Superior de Zamora (University of Salamanca). The session brought together 10 academic staff members from the host institution and other universities, with the aim of introducing them to the principles and practical applications of learning analytics and multimodal data in teaching.

The workshop was structured as a two-hour interactive session combining conceptual input with practical demonstrations. The session began with a general introduction to

learning analytics, followed by a presentation of the tools and infrastructure developed within ISILA. Particular attention was given to the pedagogical interpretation of multimodal data, the implementation of intervention strategies informed by analytics, and the use of dashboards to monitor student learning progress. Ethical considerations related to data collection, interpretation, and intervention were also addressed as a dedicated topic.



Overall, participant feedback was very positive. Attendees actively engaged in discussion and reflected on how the approaches presented during the workshop could be adapted and applied to their own courses and institutional contexts. Several participants explicitly identified opportunities to incorporate multimodal data analysis and analytics-informed interventions into their teaching practice, indicating strong interest in transferring the ISILA framework beyond the piloting environments.

## Dissemination

Done by GRIAL research group within its contact network

### 3 Conclusions

The “Teach the Teachers” multiplier events demonstrated a clear and growing interest among educators in adopting learning analytics as a means to enhance teaching effectiveness and student support. Across all participating institutions, attendees showed strong engagement with both the conceptual foundations and the practical applications presented during the sessions. This indicates that there is a solid basis for further development and scaling of analytics-informed teaching practices.

A key conclusion emerging from the events is the importance of bridging the gap between theoretical understanding and practical implementation. While participants were generally receptive to the concepts of learning analytics and multimodal data, many highlighted the need for accessible tools, clear guidelines, and institutional support to effectively integrate these approaches into their daily teaching practice. This reinforces the relevance of ISILA’s focus on providing concrete, user-oriented solutions.

The workshops also revealed significant diversity in participants’ prior experience, institutional contexts, and technical readiness. This suggests that future training initiatives should adopt flexible and adaptive approaches, offering differentiated support that accounts for varying levels of expertise and infrastructure. Tailored training pathways and continued professional development opportunities would further enhance the sustainability of the project outcomes.

Ethical considerations emerged as a central concern across all events. Participants consistently emphasized the need for transparent data practices, informed consent, and responsible use of student data. These discussions underline that successful implementation of learning analytics is not only a technical or pedagogical challenge, but also an ethical one, requiring clear frameworks and institutional policies.

Another important outcome is the recognition of the value of peer exchange and collaborative reflection. The interactive format of the events enabled participants to share experiences, discuss challenges, and co-develop ideas for applying analytics in their own contexts. This highlights the importance of fostering communities of practice as a mechanism for sustaining impact beyond the duration of the project.

Finally, the teach-the-teachers events confirmed the transferability and relevance of the ISILA approach across different educational settings. Despite contextual differences, participants identified concrete opportunities to apply learning analytics and intervention strategies within their own courses and institutions. This

demonstrates the potential of the ISILA framework to contribute to long-term improvements in teaching quality, student engagement, and learning outcomes.

Looking ahead, we are particularly excited about the growing role of artificial intelligence in this space. Building on the foundations established through ISILA, future developments will explore how AI can enhance learning analytics by enabling more adaptive insights, supporting educators in decision-making, and further personalising student support. These directions open new possibilities for making data-informed teaching not only more effective, but also more accessible and scalable across diverse educational contexts.