



Dissemination Activity Report (WP6)

Multiplier Event: Workshop on the usage of multimodal data dashboards

“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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Abstract	This report presents an overview of the Multiplier Events Workshops related to the usage of multimodal data dashboards conducted by each partner institution as part of ISILA dissemination.
Keywords	Event reporting, Workshop, Dashboards, Multiplier Event, Dissemination

1 General information on the event

This report presents the dissemination activities carried out within Work Package 6 (WP6) of the ISILA project, focusing specifically on the Multiplier Events organised as workshops on the usage of multimodal data dashboards. The ISILA project—“Improving the quality and sustainability of learning using early intervention methods based on learning analytics”—aims to enhance teaching and learning practices in higher education through the effective use of data-driven approaches and innovative analytical tools.

The purpose of this report is to document and analyse the implementation of these workshops across partner institutions, highlighting their structure, content, and outcomes. These events were designed not only to disseminate project results but also to foster engagement among educators, researchers, and institutional stakeholders, encouraging the adoption of learning analytics and multimodal data dashboards in real educational contexts.

Across all participating institutions, the workshops provided a combination of conceptual foundations, practical demonstrations, and interactive discussions. They addressed key aspects such as the learning analytics lifecycle, the use of dashboards for monitoring student progress, and the design of early intervention strategies. In doing so, they created a platform for knowledge exchange and critical reflection on the opportunities and challenges associated with data-informed teaching practices.

We have brought together diverse academic communities through these multiplier events, contributing to increasing awareness of the ISILA framework and its potential for improving educational quality and sustainability. This report, therefore, serves as both a record of dissemination efforts and a reflection on how multimodal learning analytics tools can be effectively integrated into higher education environments.

2 Implementations

2.1 University of Eastern Finland

Context and participants

Date of event: January 27th, 2026

Place: Tiedepuisto, Joensuu, Finland

Number of attendees: 20 university teachers/researchers (Attendance sheet is presented as evidence separately)

Language of the event: English

Agenda

- 5 minutes - Welcome to the participants and project introduction
- 10 minutes - The Learning Analytics Lifecycle
- 15 minutes - Demo of the tools developed during ISILA

- 20 minutes - LRS Dashboards and interventions
- 10 minutes - Challenges, limitations and lessons learned
- 20 minutes - Open discussion

Description

The monthly edtech seminar at UEF featured a structured session dedicated to the presentation of work undertaken within the ISILA project, framed within a broader discussion of learning analytics in higher education. The session lasted approximately 55 minutes and was organised into four clearly defined segments. The format allowed for a logical progression of topics while maintaining space for participant questions and discussion throughout.

The opening ten-minute segment introduced the Learning Analytics Lifecycle. This part of the session outlined the key stages involved in learning analytics processes, including data collection, aggregation, analysis, interpretation, and the implementation of pedagogical interventions. The objective was to establish a shared conceptual foundation for the audience before moving into the practical components of the presentation. Discussion during this segment centred on the feasibility of implementing a full analytics cycle within institutional contexts, particularly in relation to available resources and organisational readiness.

The second segment, lasting fifteen minutes, focused on a demonstration of the tools developed during the ISILA project. The presentation highlighted the main functionalities of the tools, their intended use cases, and their integration within existing digital learning environments. Rather than remaining at a descriptive level, this part of the session provided a practical illustration of how the tools operate and how they support data-informed teaching practices. Participants raised questions regarding technical integration, scalability, and the level of support required for effective adoption, which led to a focused exchange on implementation considerations.

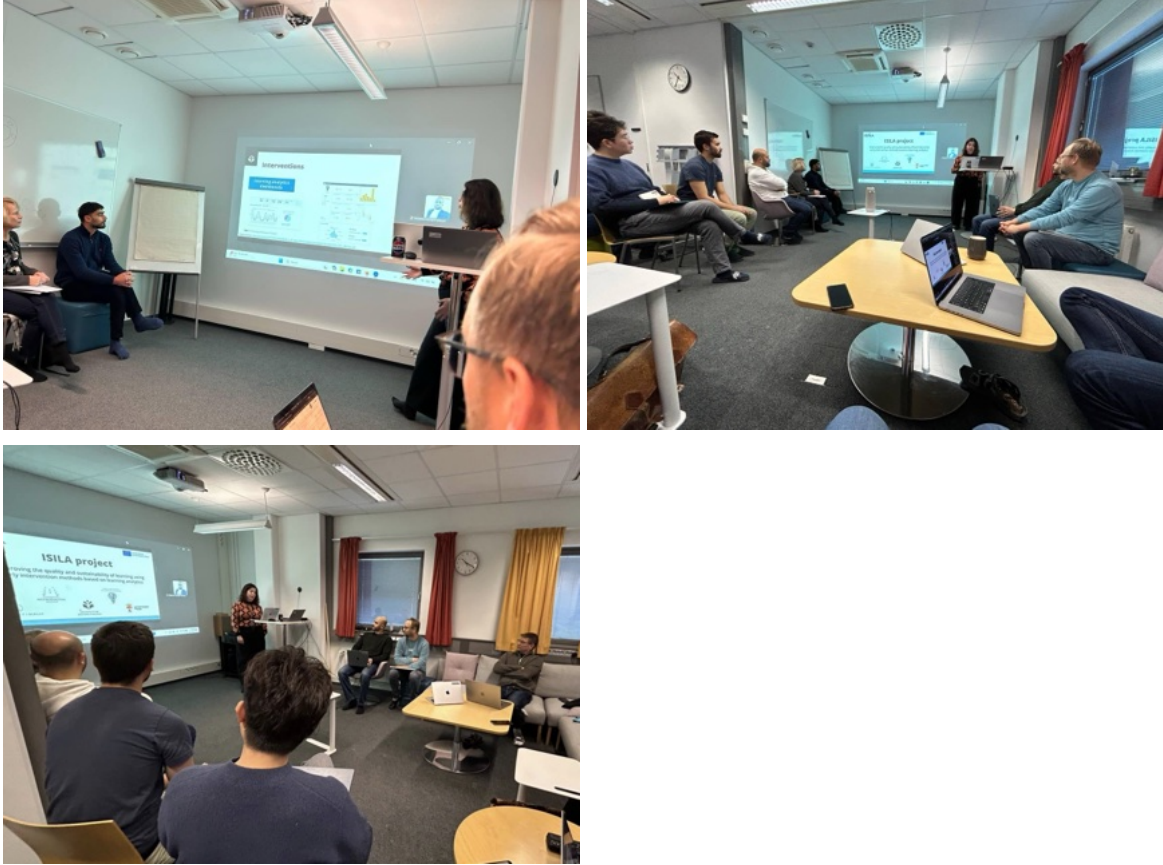
The third segment, which extended over twenty minutes, examined Learning Record Store (LRS) dashboards and their role in supporting targeted interventions. Examples were presented to demonstrate how data stored in an LRS can be visualised and translated into actionable insights for instructors and institutional stakeholders. This portion of the session generated substantial discussion. Participants addressed issues related to data governance, ethical considerations, and the potential risks associated with over-reliance on quantitative indicators. There was also interest in clarifying how different user groups might interpret dashboard data and how such tools can complement, rather than replace, professional judgement.

The final ten minutes were dedicated to challenges, limitations, and lessons learned during the project. This concluding segment provided a reflective overview of technical constraints, interoperability issues, user engagement challenges, and broader organisational factors affecting implementation. Participants contributed their own experiences, resulting in a constructive discussion on sustainable practices and institutional change management.

Overall, the session combined conceptual framing, technical demonstration, and critical reflection within a coherent format. The structured allocation of time ensured comprehensive coverage of the topic, while the inclusion of discussion fostered meaningful engagement with the audience. The seminar thus served both as a dissemination activity for project outcomes and as a forum for professional dialogue on the practical realities of implementing learning analytics in higher education.

Photos





Dissemination

UEF seminar announcement (also on e-mail and Discord):

<https://sites.uef.fi/edtech/2025/12/22/future-technologies-research-seminar-january-27-2026/>

Other

2.2 Belgrade Metropolitan University

Context and participants

Date of event: December 12th, 2025

Place: Belgrade Metropolitan University, Niš, Serbia

Number of attendees: 30 (Attendance sheet is presented as evidence separately)

Language of the event: Serbian

Agenda

- 10 minutes - Introduction to Learning Analytics and Multimodal Data,
- 15 minutes - Application of Multimodal Data in Teaching Practice,
- 15 minutes - Implementation of Intervention Methods in Teaching,
- 20 minutes - Use of Learning Analytics Dashboards for Monitoring Student Progress,

- 20 minutes - Independent Work on Planning Teaching Activities and Interventions
- 10 minutes - General Ethical Guidelines in the Use of Learning Analytics and Data Processing,
- 15 minutes - Questions, Discussion, and Closing of the Event.

Description

The workshop entitled “Learning Analytics Based on Multimodal Dashboards” was organised as a session dedicated to presenting the practical implementation of ISILA project results within the broader framework of learning analytics in higher education. The event followed a clearly defined agenda, combining conceptual input, practical demonstration, collaborative work, and ethical reflection.

The opening segment introduced the foundations of learning analytics and multimodal data in educational contexts. This part established a shared understanding of how diverse data sources can be collected, integrated, and interpreted to support evidence-based teaching. Particular attention was given to the relevance of multimodal approaches for identifying patterns of student engagement and informing timely pedagogical interventions.

The subsequent segment focused on the application of multimodal data in teaching practice and the implementation of intervention methods. Practical examples from the ISILA piloting phase were presented, illustrating how dashboards and digital tools were used to monitor student activity and adapt instructional strategies. This was followed by a structured demonstration of learning analytics dashboards, highlighting how visualised data can support instructors in tracking student progress and identifying at-risk learners.

An Independent Work on Planning Teaching Activities and Interventions component allowed participants to work in smaller groups on planning teaching activities and intervention strategies within their own contexts and courses. This format encouraged active engagement, peer exchange, and reflection on the feasibility and transferability of ISILA methodologies.

The workshop also included a reflection on the workshop and discussion of ethical considerations in the use of learning analytics. Emphasis was placed on responsible data processing, transparency, and the necessity of obtaining informed student consent when collecting and analysing learning data for research and project purposes.

The session concluded with an open discussion, enabling participants to raise questions and critically reflect on implementation challenges, institutional readiness, and sustainable integration of learning analytics practices. Overall, the workshop combined structured presentation, practical illustration, and collaborative reflection, serving both as a dissemination activity and as a forum for professional dialogue on data-informed teaching in higher education.

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-an-alitika-ucenja-zasnovana-na-multimodalnim-komandnim-tablama/>
- 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
- News about held event at the BMU's website - <https://www.metropolitan.ac.rs/novosti/isila-radionica-za-nastavnike-metropolitan-univerziteta/>
- News about held event at the BMU's Facebook - <https://www.facebook.com/share/p/16ZSL6BPeV/>
- News about held event at the BMU's LinkedIn - https://www.linkedin.com/posts/univerzitet-metropolitan_isila-radionica-za-nastavnike-metropolitan-activity-7409235022148214784-PMYn?utm_source=social_share_send&utm_medium=member_desktop_web&rcm=ACoAAFVO5x0B9iVRTvQxzcaIYyL7dgUQUBseaP8

2.3 Bergen University

Context and participants

Date of event: February 16th, 2026

Place: SLATE, University of Bergen, Bergen, Norway

Number of attendees: 17 (Attendance sheet is presented as evidence separately)

Language of the event: English

Agenda

- 9.30 - 9.40 Welcome and workshop overview
- 9.40 - 10.10 ISILA project: overview and lessons learned
- 10.10 - 10.45 Student facing-dashboards: opportunities and challenges
- 10.45 - 11.00 Break

- 11.00 - 12.30 Discussion and brainstorming on implementation of student-facing dashboards in UiB courses

Description

At UiB, the workshop on multi-modal dashboards, titled “Pedagogical Interventions based on Learning Analytics Dashboards”, was organized on Monday, February 16th 2026. The workshop lasted three hours (from 9:30 am till 12pm) and consisted of three sessions. It gathered 17 participants, all either from UiB or affiliated with UiB. Most of the participants were teachers, but there were also instructional designers and a few technical people (learning management system administrators and programmers).

During the first session (~30min), the participants were presented with an overview of the ISiLA project, with a focus on the two UiB pilots (DIG110 and STAT110) and especially, the kinds of data that was collected in the pilots and how it was used for creating dashboards and designing pedagogical interventions. A special focus was put on the lessons learned from the project, including challenges in data collection and effective integration of dashboards into teaching / learning practices.

The second part of the workshop (~30min) was focused on student-facing learning analytics (LA) dashboards. This is because there is an interest at UiB in exploring the potentials of such dashboards, to let students reflect on the dashboards and self-regulate their learning (supported by the teacher and / or technology). However, many teachers are not familiar with student-facing LA dashboards and the associated benefits and challenges. Therefore, this session was aimed at providing a general introduction, with a focus on expected benefits (e.g., supporting self-regulatory learning) and often encountered challenges (e.g., collection of relevant data, integration into the learning process).

The third part of the workshop (~1.5h) was interactive and included brainstorming ways for effective integration of multi-modal LA dashboards into individual UiB courses. In particular, the focus was on identifying (multi-modal) data that could be relevant for both teacher-facing and student-facing dashboards and potentials and obstacles for collecting such data; also, how course materials / activities can be altered to allow for collecting and making effective use of the data.

To make things more efficient, the workshop participants were split into two groups, one focused on student-facing, the other on teacher-facing dashboards. Each group explored such dashboards in a couple of UiB courses by first familiarising with each individual course (introduced by the course teacher), especially its learning activities and assessments, and then discussed options for data collection and dashboard integration into learning activities / (formative) assessment to ensure true engagement.



Dissemination

Through the research group contact network.

2.4 Universidad de León

Context and participants

Date of event: 05/02/2026

Place: University of León, MIC Building, Robotics Laboratory

Number of attendees: 22 (Attendance sheet is presented as evidence separately)

Language of the event: Spanish

Agenda

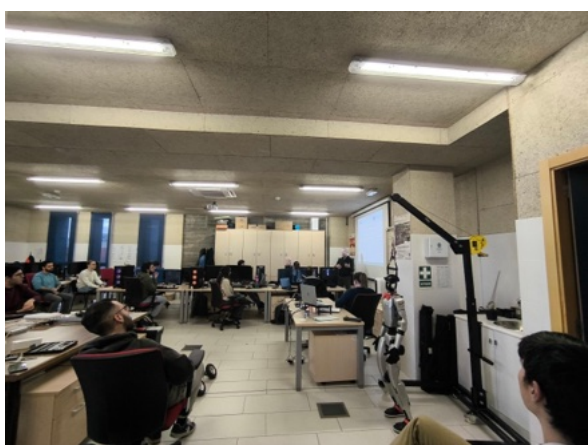
Duration	Time	Item
10'	10:30	Introduction and agenda
10'	10:40	Introduction to learning analytics
20'	11:50	Learning analytics tools in ISILA
10'	11:10	BREAK
15'	11:20	How to use multimodal data in teaching
15'	11:35	How to implement intervention methods in teaching
15'	11:50	How to use learning analytics dashboards to track students learning progress
15	12:05	General Ethical Guidelines to be considered
10'	12:20	Q&A and closing

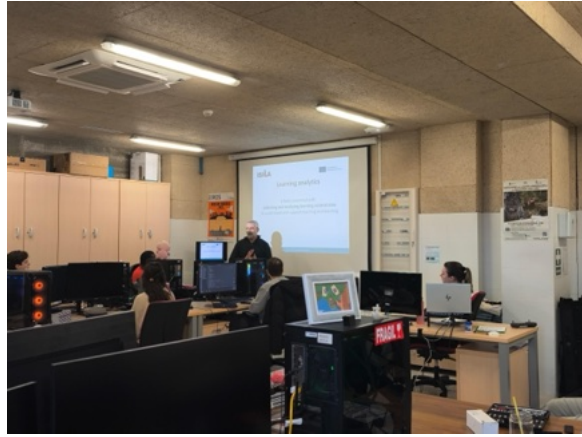
Description

A second dissemination and capacity-building activity entitled “Learning Analytics Interventions Based on Multimodal Dashboards” was organized as a follow-up workshop to further explore the practical implementation of analytics-informed teaching practices within the ISILA framework.

The workshop brought together participants who had previously attended the initial workshop session about the project, as well as additional academic staff interested in learning analytics and multimodal data applications. This continuity allowed for deeper discussion and more practice-oriented engagement with the ISILA tools and intervention strategies.

Building on the foundations introduced in the previous workshop, this session placed greater emphasis on the application of multimodal dashboards to support pedagogical interventions. Participants explored how survey data, collaborative interaction traces, and activity-based learning data can be interpreted through dashboards to identify patterns, detect atypical behaviors, and guide proportionate interventions.





The discussion segment was particularly active, with participants proposing potential applications within their own courses. Several attendees expressed their intention to adopt the ISILA framework in their teaching practice, while others suggested the inclusion of additional data sources and the development of new dashboard views tailored to specific disciplinary contexts.

Overall, the workshop reinforced interest in multimodal learning analytics and demonstrated the scalability and adaptability of the ISILA approach. The exchange of ideas during the session highlighted the potential for further expansion of analytics-informed teaching practices beyond the original piloting environments.

Dissemination

Through the research group contact network.

[GrupoRobotica] Reunión semanal - Jueves 5 de febrero 11:00

Recibidos x



CAMINO FERNÁNDEZ LLAMAS
para Grupo

4 feb 2026, 16:49 ☆ ☺ ⏪ ⋮

Parece que este mensaje está en inglés
Traducir al español

Hola a todos,

Mañana Francisco Jesús Rodríguez Sedano hará un workshop sobre el proyecto ISILA (Improving the quality and sustainability of learning using early intervention methods based on learning analytics). Adjunto la agenda.

Saludos,

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2.5 Sofia University

Context and participants

Date of event: 18/10/2025

Place: Velingrad, Bulgaria

Number of attendees: 27

Language of the event: Bulgarian

Agenda

Duration	Time	Item
10'	10:00-10:10	Introduction and agenda
10'	10:10-10:20	Introduction to learning analytics (LA)
20'	10:20-10:40	Learning analytics tools in ISILA
10'	10:40-10:50	Break
15'	10:50-11:05	How to use multimodal data in teaching
15'	11:05-11:20	How to implement intervention methods in teaching
15'	11:20-11:35	How to use learning analytics dashboard to track students learning progress
15'	11:35-11:50	General Ethical Guidelines to be considered
10'	11:50-12:00	Q&A and closing

Description

The workshop organised by Sofia University in Velingrad was dedicated to the practical application of learning analytics (LA) and early intervention strategies within higher education. The session followed a structured format, combining conceptual introduction, hands-on demonstrations, and reflective discussion, and lasted approximately two hours.

The opening segment introduced the agenda and provided a general overview of learning analytics. This part established a shared understanding of key concepts, including the role of data in supporting teaching and learning processes. Participants were introduced to the potential of LA to enhance decision-making and improve student outcomes, setting the foundation for the more applied sessions that followed.

The second segment focused on the tools developed within the ISILA project. Through a structured demonstration, participants were familiarised with the functionalities, use cases, and integration of these tools in educational settings. The presentation highlighted how these solutions support data-driven teaching practices and enable educators to monitor student engagement and performance.

Following a short break, the workshop shifted towards practical implementation. Sessions on multimodal data and intervention methods explored how different data sources can be combined to provide a more comprehensive understanding of student learning. Particular emphasis was placed on how educators can design and apply timely interventions based on data insights.

Photos







Dissemination

Centre of Information Society Technologies Website:

<https://cist.fmi.uni-sofia.bg/blog/workshop-learning-analytics-interventions-using-multimodal-dashboards>

3 Conclusions

The workshops on the usage of multimodal data dashboards successfully demonstrated the practical value of learning analytics tools in supporting data-informed teaching and learning processes. Across all partner institutions, participants engaged actively with both the conceptual foundations and the applied aspects of dashboard use, indicating strong interest in leveraging data for pedagogical decision-making.

A central conclusion from the events is the importance of visualisation in making complex educational data accessible and actionable. The demonstrations of LRS dashboards and other ISILA tools highlighted how multimodal data can be transformed into meaningful indicators that support the identification of student engagement patterns and the design of timely interventions. Participants highly valued the ability of dashboards to provide a structured overview of learning processes, facilitating both monitoring and reflection.

The workshops also emphasized the need to align dashboard use with pedagogical objectives. Discussions across sessions revealed that the effectiveness of dashboards depends not only on technical functionality but also on their integration into teaching practices, assessment strategies, and course design. Participants recognised that dashboards should complement, rather than replace, educators' professional judgement, reinforcing the role of teachers as interpreters of data rather than passive recipients of analytics outputs.

Another key finding relates to the growing interest in student-facing dashboards. As highlighted in the session at the University of Bergen, participants explored the potential of dashboards to support self-regulated learning by enabling students to reflect on their own progress. At the same time, this raised important considerations regarding usability, data interpretation, and the risk of misrepresentation, underlining the need for careful design and guidance when implementing such tools.

The interactive and collaborative format of the workshops proved particularly effective. Activities such as group work, brainstorming sessions, and scenario-based discussions enabled participants to contextualise the presented tools within their

own courses and institutional settings. This approach fostered peer learning, encouraged critical reflection, and supported the co-creation of practical implementation strategies.

Ethical and organisational considerations were consistently identified as critical factors for successful adoption. Participants raised questions related to data privacy, transparency, consent, and governance, as well as institutional readiness and technical infrastructure. These discussions highlight that the implementation of multimodal dashboards requires not only technological solutions but also clear policies, support structures, and a culture of responsible data use.

Finally, the workshops confirmed the scalability and adaptability of the ISILA approach across diverse educational contexts. Despite differences in institutional environments and levels of experience, participants were able to identify concrete opportunities for integrating multimodal dashboards into their teaching practice. This demonstrates the strong potential of the ISILA framework to contribute to sustainable innovation in education, promoting more responsive, evidence-based, and learner-centred teaching approaches.