



Building Capacity for Learning Analytics

Evaluation Report: Insights from the Second Project Multiplier Event in Brussels

QUALAS Project

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Evaluation Report: Insights from the Second Project Multiplier Event in Brussels

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PURPOSE

On 22 May, the second Multiplier Event of the project took place at Vrije Universiteit Brussel (VUB), where the results of the project's research activities were presented. The purpose of the survey administered after the event was to gather participants' views and feedback on both the Multiplier Event and the project outcomes presented.

The event included presentations on the following topics:

- an overview of the Erasmus+ QUALAS project and its objectives;
- the outcomes of Work Package 2, which addressed the literature review, and Work Package 3, which focused on the case studies conducted in 20 European schools;
- the training module developed within Work Package 4;
- the monitoring and evaluation activities carried out within Work Package 5.

The questionnaire was conducted as part of Work Package 5 ("Quality Assurance and Evaluation") of the project and was coordinated by INVALSI, the Italian National Institute for the Evaluation of the Education and Training System.

METHOD

Participants

The event was conducted in a hybrid format, with both in-person and online participation through the Zoom platform. Participant registration was managed through the website developed for the QUALAS project. During the registration process, participants were asked to provide an email address, which was subsequently used to administer the survey after the event. Participants attending the event in person were invited to complete the questionnaire either during the event, through a QR code providing direct access to the survey, or at a later stage via the link sent by email. A total of approximately 100 individuals attended the event, including researchers, school leaders, teachers, and university students. Of these, 70 participants attended in person, while approximately 30 joined the event online. The questionnaire was completed by 77 participants.

Questionnaire

The questionnaire consisted of 13 items, for which participants were asked to indicate their level of agreement on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was structured as follows:

- 3 items addressing the opportunities and challenges associated with the use of learning analytics in the schools involved in the case studies;
- 3 items regarding insights and recommendations from the case studies;
- 4 items addressing the perceived quality, relevance, and usefulness of the training module and its supporting tools for school professionals;

- 2 items addressing the perceived usefulness of the knowledge acquired for professional practice and professional development;
- 1 final open-ended question aimed at collecting suggestions and comments about the content presented.

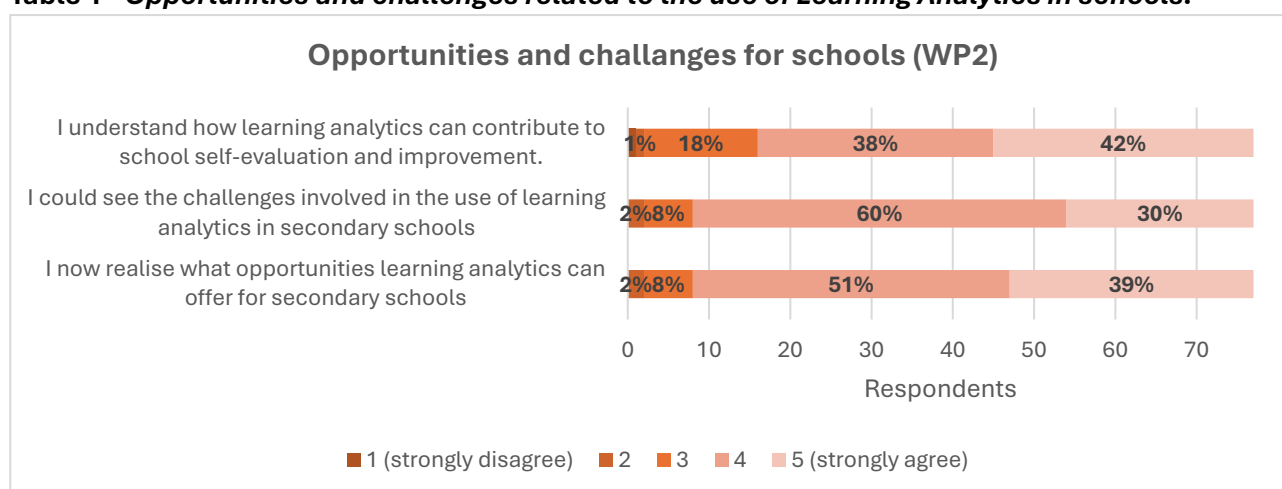
The questionnaire was administered between 22 May and 4 June. Responses were collected anonymously through Google Forms.

RESULTS

Opportunities and challenges related to the use of learning analytics in schools (WP2).

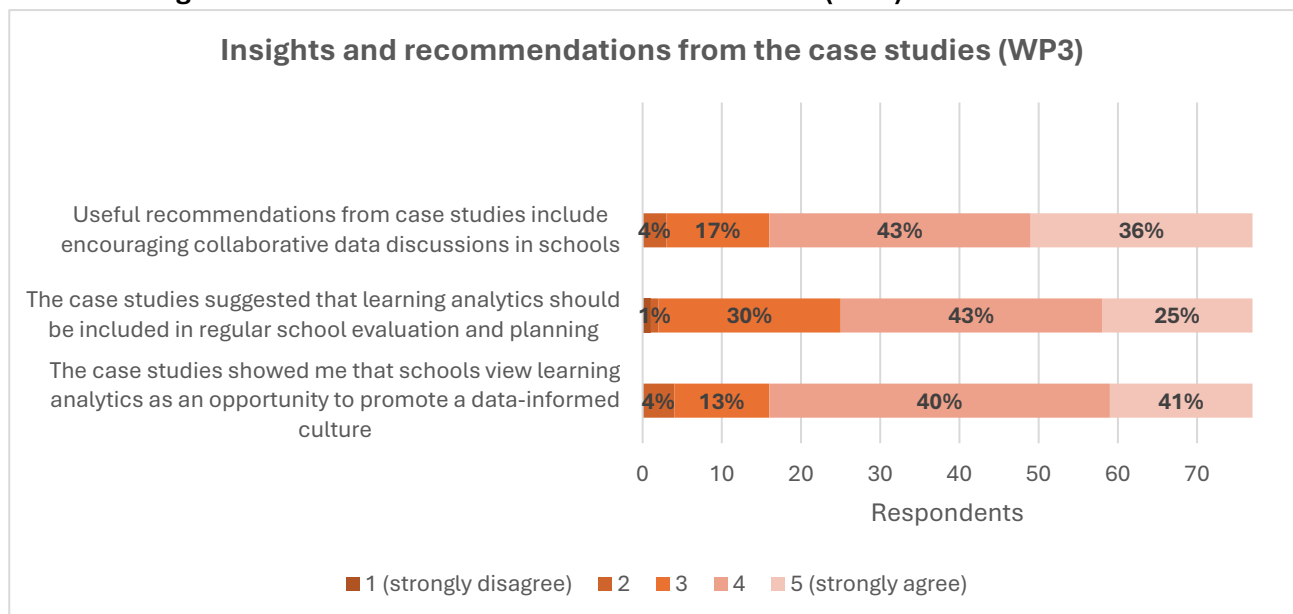
Three questionnaire items were designed to investigate participants' understanding of the meaning of Learning Analytics (LA) and their comprehension of the theoretical framework developed within WP2 and presented during the event (Table 1). The results indicate a high level of agreement across all items, with an average of 86% of respondents assigning scores of 4 or 5. In particular, 89% of participants reported *having gained a greater awareness of the opportunities that the use of Learning Analytics can offer to schools*. An equally high proportion (89%) indicated that *they were able to identify the potential challenges associated with the implementation of LA*. Furthermore, approximately 80% of respondents stated that *they understood the role that Learning Analytics can play in school self-evaluation and quality assurance processes*. The proportion of participants expressing a neutral position (score of 3) ranged between 8% and 18% across the four items. By contrast, the percentage of respondents reporting disagreement (scores of 1 or 2) was consistently low, averaging less than 5%. Overall, the findings suggest that participants gained a generally good understanding of Learning Analytics and their potential application in school evaluation. Most respondents reported recognizing both the opportunities and the challenges associated with the use of LA and indicated an understanding of their possible role in school self-evaluation and quality assurance processes.

Table 1 - Opportunities and challenges related to the use of Learning Analytics in schools.



Insights and recommendations from the case studies (WP3). Three questionnaire items were designed to explore the main insights and recommendations emerging from case studies. Nearly 80% of participants expressed a high level of agreement (scores of 4 or 5), indicating that the findings from the case studies show how Learning Analytics can represent an opportunity to promote a data-informed culture in schools and that one of the key recommendations emerging from the studies is to encourage collaborative discussions around data within schools. The proportion of participants expressing a low level of agreement on both items was limited, ranging between 4% and 5%. The level of agreement was somewhat lower regarding the recommendation to integrate Learning Analytics into routine school planning processes. In this case, approximately 68% of participants assigned high scores (4 or 5), while 30% expressed a neutral position (score of 3) and 3% a negative evaluation (scores of 1 or 2). Overall, the findings indicate that participants recognized the main insights and recommendations emerging from the case studies, although greater variability was observed in responses concerning the integration of Learning Analytics into routine school planning processes.

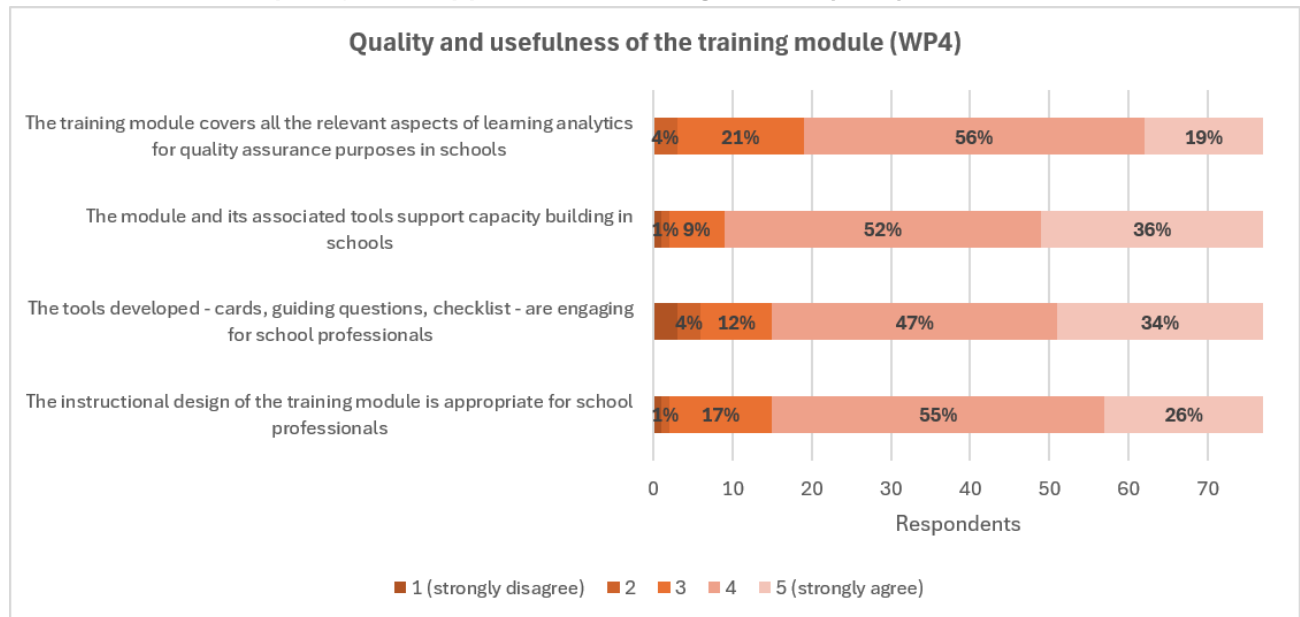
Table 2 – Insights and recommendation from the case studies (WP3).



The perceived quality and support of the training module and its tools for school professionals (WP4). Four questionnaire items examined participants' perceptions of the quality and usefulness of the training module and related tools (Table 3). Overall, the results indicate a high level of agreement regarding both the usefulness and the appropriateness of the training module. In particular, more than 80% of respondents considered *the training module to be appropriate* and *the tools developed to be engaging for school professionals*, assigning scores of 4 or 5 to both items. Only a minority expressed a neutral position (14% on average, score of 3), while a small proportion reported a negative evaluation (5% on average, scores of 1 or 2). An even higher level of agreement emerged in relation to *the perceived contribution of the tools to competence development in schools*: 89% of participants assigned a score of 4 or 5 to this item. Neutral responses accounted for 7% (score of 3), while negative evaluations were marginal (4%, scores of 1 or 2). By contrast, the level of agreement was considerably lower

when considering the content covered by the training module. In this case, 75% of participants reported that the module addressed all the relevant aspects of Learning Analytics for quality assurance in schools (scores of 4 or 5), while a notable proportion expressed a neutral (21%) or negative evaluation (4%, scores of 1 or 2). Overall, the findings suggest that participants viewed the training module and its tools positively, although responses diverged regarding the extent to which the module covered all relevant aspects of Learning Analytics for quality assurance in schools.

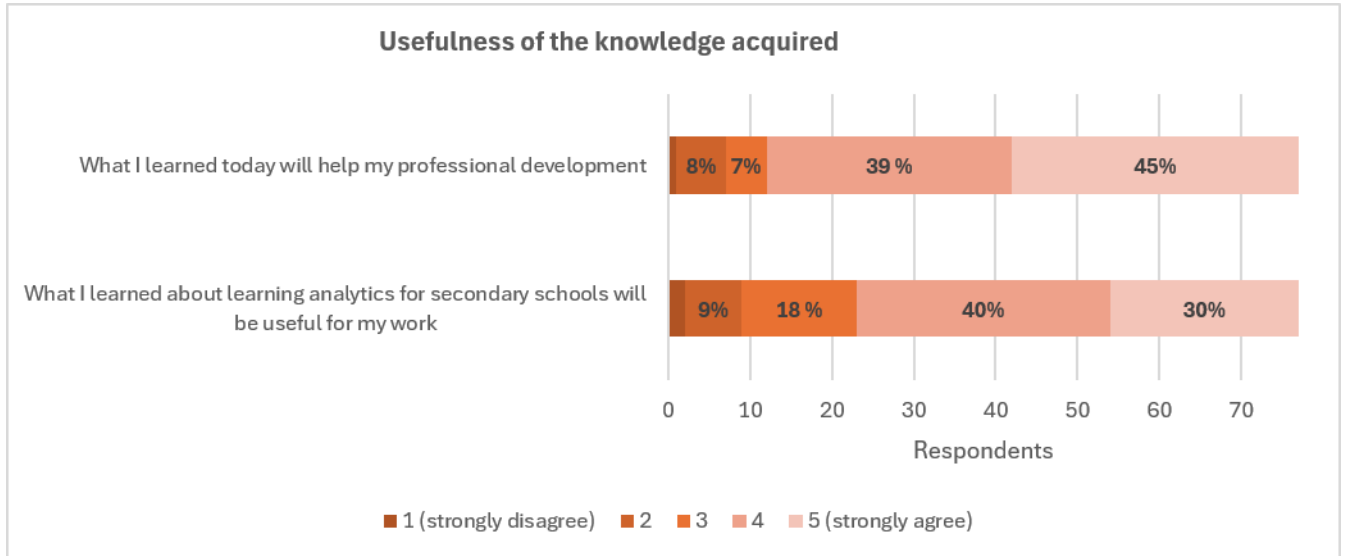
Table 3 – Perceived quality and support of the training module (WP4).



Usefulness of the event’s content for participants’ work and professional development.

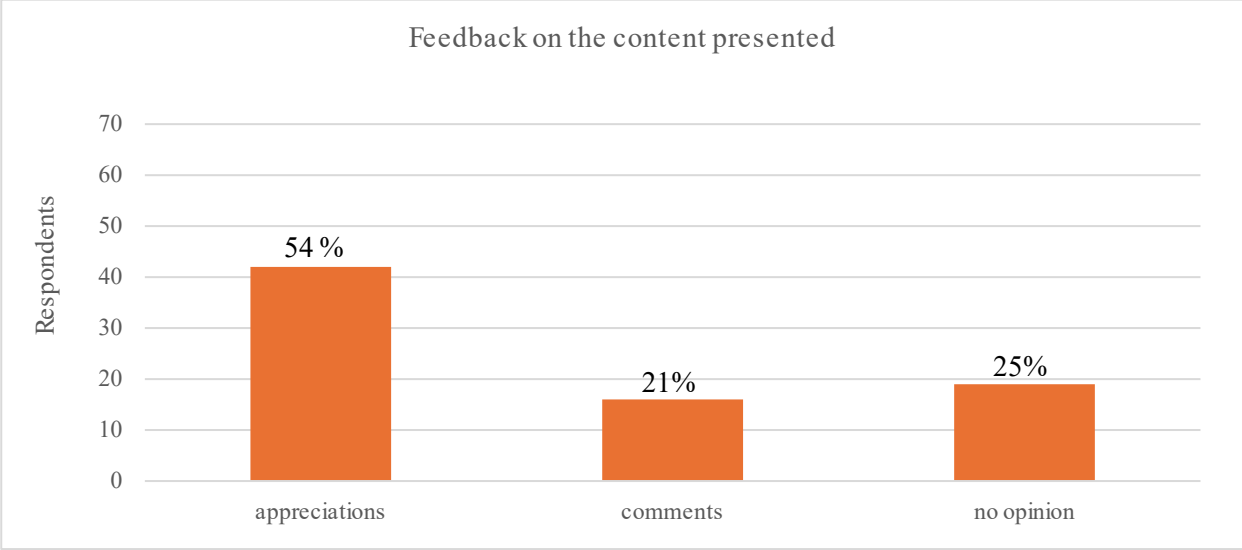
The questionnaire included two items aimed at examining participants’ perceptions of the usefulness of the event’s content for their work and professional development. The results indicate an overall positive evaluation. In particular, more than 80% of participants assigned high scores (4 or 5) to *the usefulness of the knowledge acquired for their professional development*, while a smaller proportion of respondents (70%) reported that *what they had learned was useful for their work*. The level of disagreement was generally limited: on average, 10% participants assigned low scores (1 or 2) to both items. Overall, the findings indicate that participants perceived the content of the event as useful both for their professional development and for their work. However, responses were slightly less positive regarding the direct applicability of the content to their professional context.

Table 4 – Usefulness for participants’ work and professional development.



Participants’ feedback on the event. The questionnaire included an open-ended question to gather participants' opinions on the contents presented. 75% of respondents (N = 58) provided qualitative feedback. The responses were classified into three main categories: positive appreciation, detailed comments, and no opinion. Most participants (42 respondents, 54%) expressed high appreciation for both the project and the event. The topics were described as *"interesting"*, *"useful"*, *"informative"*, *"clear"*, and *"relevant to the field"*, while the event itself was defined as *"stimulating"*, *"engaging"*, and *"well-structured"*. Sixteen respondents (21%) provided more detailed feedback, expressing a clear preference for a deeper exploration of certain topics, particularly ethical aspects and the practical implications of case studies. For instance, participant ID_21 stated: *“I like how the concept was presented - from theory to something more practical - what I could envision seeing more in another one of these informational sessions is more hands-on strategies on how to talk to/implement with teachers. I would like to have known a bit more about the case studies”*; participant ID_36 commented: *“Maybe diving deeper into the ethics of learning analytics next time”*; and participant ID_37 added: *“Elaboration of some concrete examples of use of data (LA) for quality assurance purposes would give us more clear understanding of project's contribution to field of practice”*. In summary, the results highlight strong overall satisfaction, accompanied by clear indications of the specific areas of deeper interest for the audience.

Table 4 – Participants’ feedback on the content presented at the event.



CONCLUSION

The findings demonstrate the event's success in building strong conceptual awareness and high overall satisfaction among participants, who widely acknowledged the high quality of the training module and the capacity of its tools to engage professionals and foster competence development. Although the cultural, ethical, and collaborative values of the project were widely embraced, the data highlight a clear need for future actions to focus on the practical side and to ensure more comprehensive content coverage. Bridging the gap between theoretical comprehension and day-to-day institutional routine will be essential to ease the direct integration of these tools into schools' planning and work processes.