IDEAL

Integrating Data Analysis and AI in Learning Experiences

D3.3

IDEAL Implementation Facilitation

Implementation Facilitation and Transfer to Practice

Facilitation of the Implementation

Work Package 3: Blended Learning Offer

Prepared by

Hochschule Ruhr West – University of Applied Sciences

May 2026

Co-Funded by
the Erasmus+ Programme of
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or of the National Agency Erasmus+ – INDIRE. Neither the European Union nor the granting authority can be held responsible for them. Project Number: 2024-1-IT02-KA220-HED-000251425

Table of Contents

Introduction **3**

1. The CPD programme and its implementation pathway **4**

2. Preparation and contextual adaptation **7**

2.1 Clarify the institutional context and participant needs 7

2.2 Align competences learning activities and evidence 7

2.3 Prepare resources and differentiated participation routes 8

2.4 Integrate documentation into programme preparation 9

3. Facilitation of collaborative learning and design **10**

3.1 Establish a shared purpose and working process 10

3.2 Translate intended outcomes into learning activities 11

3.3 Guide problem framing and prototype development 12

3.4 Organise peer feedback and reasoned revision 12

3.5 Adjust facilitation and consolidate the local proposal 12

4. The Datathon as a facilitated learning process **14**

4.1 Preparation and educational purpose 14

4.2. Datathon steps and educational progression 15

4.3 Facilitation and evidence across the process 17

4.4 The pitch as a record of inquiry and reflection 17

4.5 Documented group applications 18

5. Reflection competence assessment and validation **20**

5.1 Support reflection at relevant decision points 20

5.2 Agree and document the assessment approach 20

5.3 Datathon self-assessment findings 21

5.4 Structured competence assessment 21

5.5 Interpret evidence in relation to the intended claim 22

5.6 Connect assessment findings with pilot reporting 22

6. Transfer to practice and WP5 pilot reporting **23**

6.1 Prepare the local implementation 23

6.2 Document delivery and justified adaptations 24

6.3 Review outcomes and formulate recommendations 24

7. Resources for continuing the learning pathway **26**

7.1. Thematic modules for targeted development 26

Introduction

This document supports university educators, staff developers and colleagues implementing the IDEAL learning offer. It connects the Palermo CPD programme and the Datathon involving the University of Turin (UniTo) and Universitat Pompeu Fabra (UPF) with guidance on preparation, facilitation, reflection, competence assessment and transfer into local practice. Introductory sessions prepare participation; the Datathon provides the principal applied learning activity, with both in-person and remote asynchronous routes.

The pathway moves from understanding the programme and preparing a relevant learning context to facilitating collaborative work, examining development and planning local application. Readers can follow this sequence or consult a chapter at a particular decision point. The approach supports professional judgment, choice and reflection proportionate to the task.

Online reference: IDEAL Learning Blueprint CPD and Datathon course

The Moodle course provides the entry point for the Blueprint and the CPD and Datathon units. Chapter 7 links the supporting thematic modules. The educational foundation is explained in the Blueprint and D3.1 (IDEAL Learning Design); D3.2 (IDEAL Course Offer) specifies the course offer. This implementation guide concentrates on how those resources inform delivery and local adaptation.

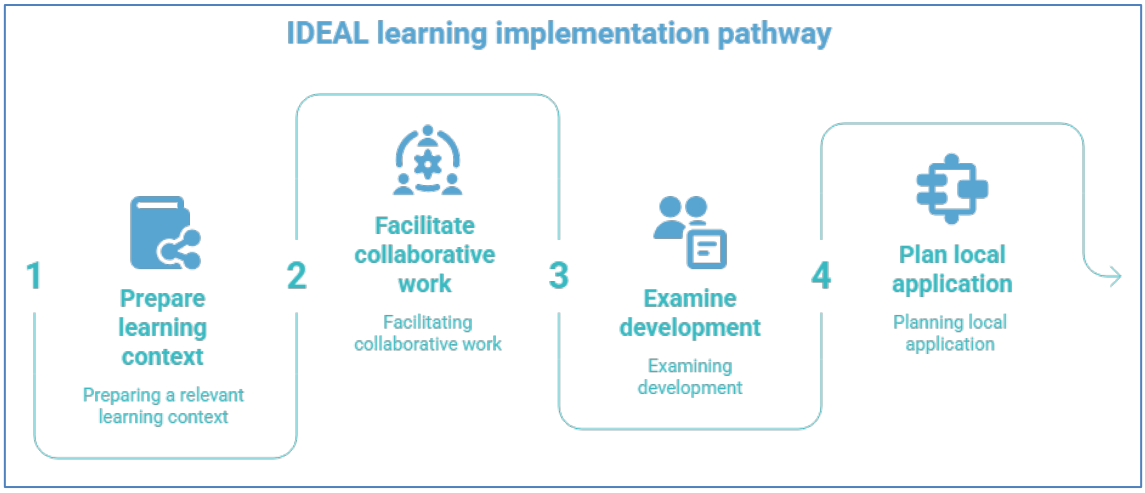


Figure 1: IDEAL Pathway

1. The CPD programme and its implementation pathway

The Palermo programme, held at CNR on 27–31 October 2025, developed a local application through shared exploration, practical design, collaborative prototyping and pilot preparation. The table combines the scheduled sessions with an explanation of their contribution to the learning pathway. The educational outputs describe the focus for facilitation and reuse; they are not a record that every item was collected at the event.

Objectives. Recognise the progression across the CPD; connect each session with a participant task; identify how a prototype develops into a feasible local pilot.

Day	Scheduled programme and responsibility	Educational progression and intended output
27 October Establish the context	13:45–14:00 Welcome and CPD aims, CNR and Davide Taibi. 14:00–14:30 Introductions, SMART Revolution. 14:30–15:00 AI in higher education, CNR. 15:00–15:30 PBL and ChatGPT Study Mode case, Giuseppe Chiazzese, Fabio Caradonna and Matilde Passantino. 15:45–16:30 Practical session, CNR moderation.	Connect professional backgrounds with an educational example. Identify a relevant question and begin relating intended outcomes, assessment criteria and learner activity.
28 October Explore and define	09:30–10:00 Practical session, CNR moderation. 10:00–11:00 IDEAL tools overview, CNR, AUTH, HRW and Q21. 11:30–13:00 AI and data analysis group work, CNR and Q21. 14:00–16:30 Design Thinking, SMART Revolution.	Explore resources in relation to a learner need. Use problem framing and reverse thinking to formulate a manageable challenge for collaborative development.

Day	Scheduled programme and responsibility	Educational progression and intended output
29 October Develop a prototype	09:30–11:00 and 11:30–13:00 Group work towards prototype definition, all participants.	Generate and compare alternatives, then develop an activity, resource or workflow. Brainwriting and the HOW NOW WOW matrix can support selection. Make the learner task, intended learning and required support visible.
30 October Present and prepare transfer	14:00–15:30 Prototype presentations, all participants. 16:00–17:00 Organisation of pilots, UPF, SMART Revolution and all participants.	Explain the challenge and proposed solution; examine educational coherence and local feasibility. Use feedback to identify revisions and confirm the conditions for pilot implementation.
31 October Plan implementation and review	09:30–11:00 Pilot implementation planning, UPF, SMART Revolution and all participants. 11:30–12:30 Pilot methodology and report, UPF and CNR. 12:30–13:00 CPD evaluation and feedback, CNR and SMART Revolution.	Consolidate the local proposal, evidence arrangements and review point. Connect preparation with the Experience Report Template, keeping evaluation of CPD separate from evaluation of the later pilot.

The scheduled sessions total approximately 16.5 hours across five calendar days, excluding breaks, meals, social activities and AIR meetings. The programme sequence and responsibilities derive from the Palermo agenda; actual participation, outputs and adaptations belong in delivery records.

Introduce the pilot reporting categories during preparation: context, purpose, competences, materials, outcomes and lessons. Participants should leave with a proposal that specifies the local group, facilitator, activity, resources and review arrangements. This provides continuity into Chapter 2, where these choices are adapted to the intended setting.

Open the course and consult Unit 2 CPD in Practice

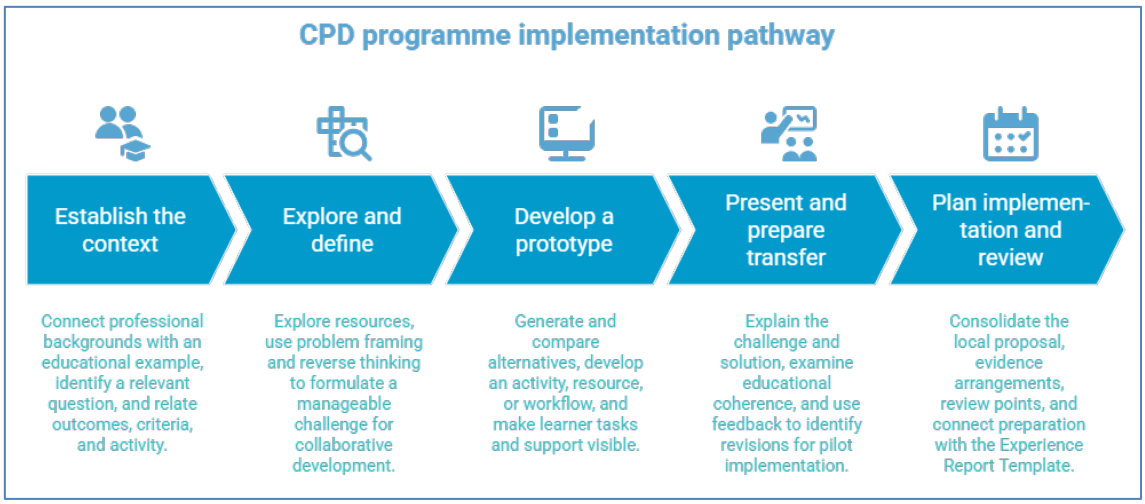


Figure 2: CPD Approach

2. Preparation and contextual adaptation

This chapter translates the programme into a learning opportunity suited to a particular institution and participant group. Preparation connects professional needs with selected competences, workable tasks and proportionate evidence arrangements. These decisions provide the conditions for the collaborative facilitation described in Chapter 3.

Objectives: Identify participant needs and institutional conditions; align outcomes, tasks and evidence; prepare differentiated support and a manageable documentation process.

2.1 Clarify the institutional context and participant needs

Preparation begins with the project's overarching challenge: integrating AI and data analysis into higher education in ways that benefit educational and professional practice. Consultation with the host institution translates that challenge into a specific setting, audience and intended benefit. An educator may wish to improve students' evaluation of evidence; an administrative colleague may need to interpret institutional data more reliably. These applications require different examples and tasks, although both involve purposeful use and critical judgment.

A concise needs questionnaire or preparatory conversation should establish participants' prior experience, disciplinary or professional context, expectations and access conditions. The resulting information informs the level of explanation, selection of examples and balance between demonstration and independent work. Participants' stated preferences are a starting point for discussion: a request to learn a particular tool may conceal a more substantial need concerning interpretation, assessment or workflow design.

Facilitators should distinguish the practical improvement sought in the Action Field from the learning required to achieve it in the Learning Field. For example, introducing AI-supported feedback is a practical proposal; recognising unreliable feedback, judging its relevance and deciding how learners will respond to it are associated learning needs. This distinction helps determine which resources and activities are useful without expanding the intervention beyond what participants can reasonably undertake.

2.2 Align competences, learning activities and evidence

Select a manageable competence focus from the IDEAL Competence Framework and express it through contextual learning outcomes. Each outcome should indicate what participants are expected to understand, perform or judge, and under which conditions. The chosen task should create an opportunity to demonstrate that learning, while the review criteria should identify the qualities that matter. Relevant resources from the six topics in 3.2 can then be selected according to purpose.

Where competence development will be assessed, establish the purpose, timing and evidence arrangements during preparation. Clarify whether SPIDER will support awareness and guided reflection, whether LEVEL5 will provide a structured account of development, or whether another

instrument is appropriate. Explain how evidence will be reviewed and how participants will receive feedback. This makes assessment part of the learning process and avoids introducing unfamiliar expectations after the activity has finished. For illustration, an outcome concerning critical evaluation of an AI-generated explanation could be supported by a task requiring participants to examine claims, check sources and justify a revision. Review criteria might address the relevance of the checks, the identification of unsupported claims and the reasoning behind the final judgment. A visually polished output would contribute little evidence unless participants can also explain those decisions.

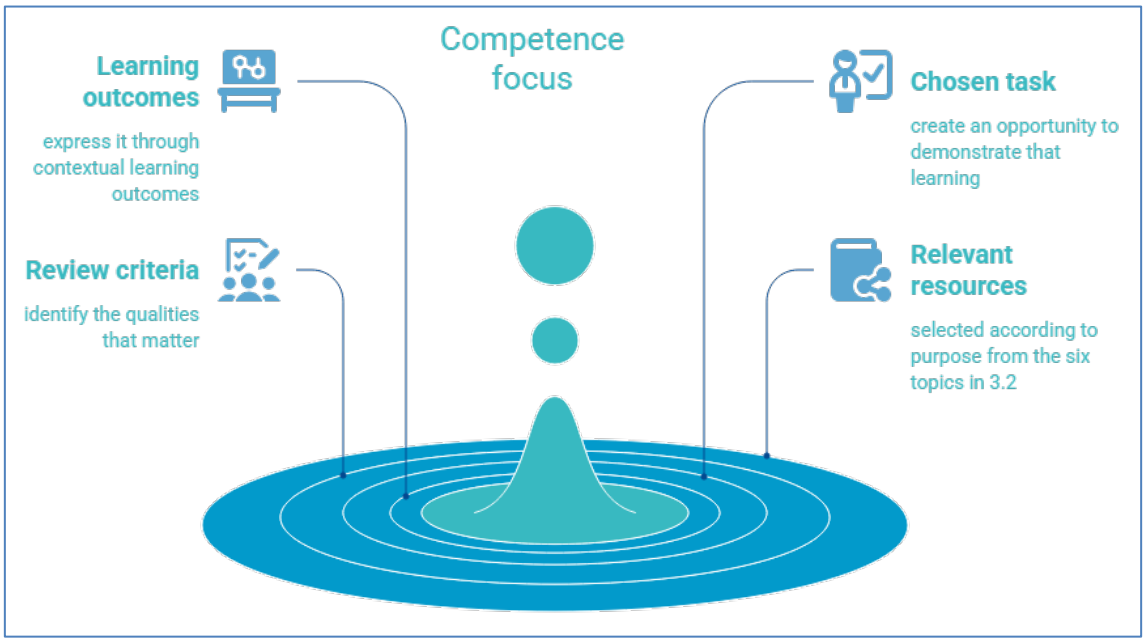


Figure 3: Competence Alignment

2.3 Prepare resources and differentiated participation routes

Prepare a coherent resource set consisting of the programme, task instructions, selected presentations, working materials and an agreed location for outputs. Check access to tools and demonstrations in advance, and retain previously checked example outputs to sustain the activity if a live service is unavailable. Data-based tasks require usable data, field definitions and sufficient contextual information to support interpretation.

Each task briefing should specify its educational purpose, expected output, available time and review criteria. Participants with less experience may need a worked example or a partially structured task; more experienced colleagues may examine alternative methods or more demanding interpretations.

Both routes should preserve the central learning purpose. Access to additional technical features should not become the main basis on which participants' contributions are valued.

2.4 Integrate documentation into programme preparation

Develop one working pilot brief during CPD and extend it through local implementation. The initial version records the purpose, intended outcomes and planned arrangements; subsequent notes document what was undertaken, what changed and what was learned. This continuity reduces retrospective reconstruction and allows the same material to inform the WP5 experience report. Use the existing WP5 Experience Report Template to structure the later account; the platform resources provide the supporting educational guidance.

Allocate responsibility for attendance records, selected outputs, feedback and assessment documentation. Specify how the material will be referenced and distinguish participation counts from questionnaire responses or completed assessments. Arrangements for sharing individual responses, quotations, photographs and screenshots should be explained in advance so that the evidence retained is appropriate to its intended use.

3. Facilitation of collaborative learning and design

This chapter explains how facilitators guide participants from an initial challenge to a proposal that can be examined and adapted. Its focus is the educational quality of the group process: making reasoning visible, drawing on participants' expertise and turning peer feedback into justified revisions. The methods can be applied within CPD and adapted to the Datathon in Chapter 4.

Objectives: Establish a shared task and productive participation; connect learner actions with intended outcomes; support problem framing and prototyping; organise feedback and consolidation for local use.

3.1 Establish a shared purpose and working process

At the start of collaborative work, establish a shared understanding of the practical challenge, its educational significance and the output expected from the group. Invite participants to relate the task to their own contexts and clarify which elements are open to adaptation. A short worked example can make the intended level of detail visible without prescribing a single solution.

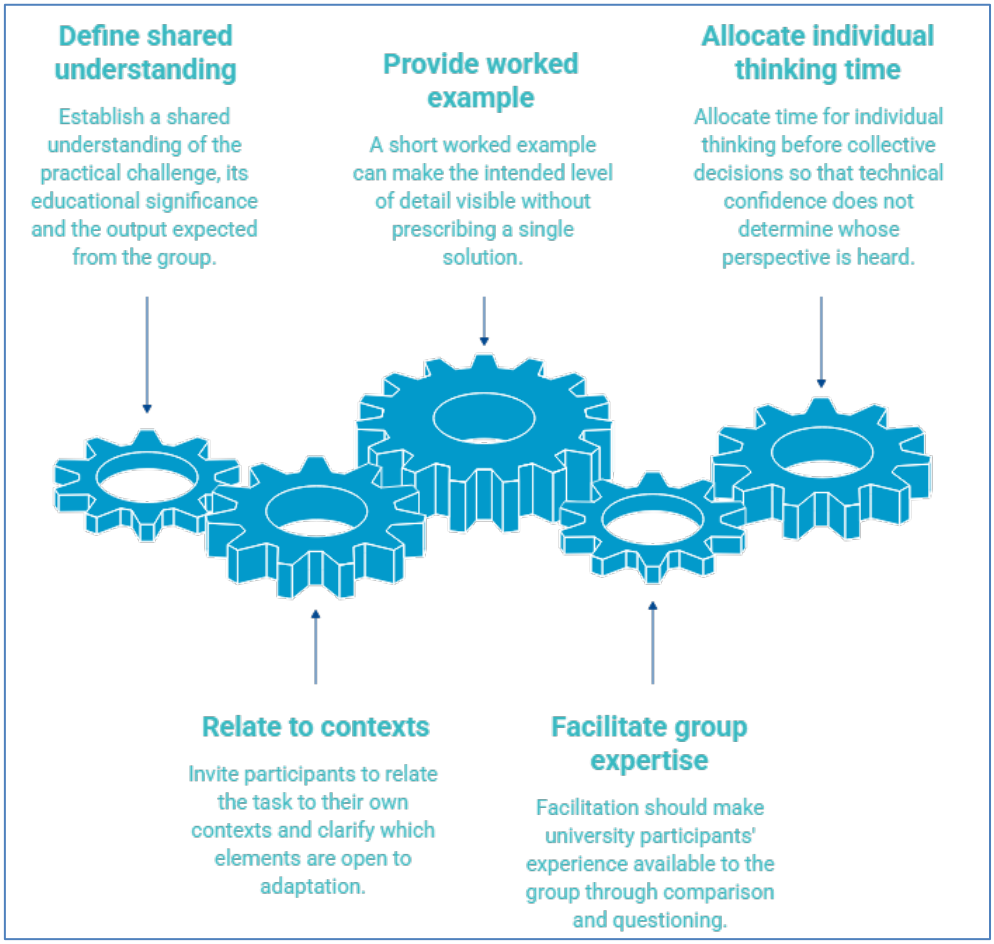


Figure 4: Purpose and Process

University participants bring disciplinary expertise and established professional practices, alongside differing levels of familiarity with AI and data analysis. Facilitation should make this experience available to the group through comparison and questioning. A colleague who lacks confidence with a tool may nevertheless identify a decisive issue concerning subject accuracy, student needs or the feasibility of local implementation. Allocate time for individual thinking before collective decisions so that technical confidence does not determine whose perspective is heard.

3.2 Translate intended outcomes into learning activities

The Palermo practical-session resource asks participants to develop three intended learning outcomes, associated assessment criteria and possible learning evidence, followed by corresponding resources or activities. It also relates outcomes to the Dublin Descriptors and Bloom's taxonomy. In facilitation, these references should help participants distinguish the kind of learning intended and the learner action needed to make it visible.

When groups use AI to draft outcomes or activities, ask them to examine whether the proposed learner actions and evidence match the intended learning. An outcome concerning evaluation requires an opportunity to apply criteria and justify a judgment; one concerning creation requires a suitable design or product and an explanation of relevant choices. Closed questions can contribute evidence of understanding, but a task requiring reasoned performance needs corresponding evidence.

3.3 Guide problem framing and prototype development

The Design Thinking materials provide reverse thinking, brainwriting and the HOW NOW WOW matrix as methods for moving from a challenge to a feasible prototype. Reverse thinking surfaces ways in which AI or data use could undermine the learning experience. Groups translate these concerns into needs, generate alternatives and select a proposal for development. The prototype may be an activity, resource or workflow that makes the proposed approach sufficiently concrete for examination.

During development, help groups define a scope that can be implemented with the available learners, time and support. Ask whose need is being addressed, what benefit is expected and which assumptions remain untested. Where useful, draw on the Blueprint's learner, tool or approach profiles to examine a consequential decision from another perspective. The facilitator's role is to help groups explain and refine their reasoning while retaining ownership of the proposal.

For example, a proposal for a complete AI-supported course may be reduced to one activity in which learners compare an AI-generated response with a provided source. The group can then specify the instructions, checking criteria, learner discussion and evidence to retain. This narrower prototype allows substantive feedback on the educational design before broader development is considered. The example illustrates a facilitation decision rather than a documented Palermo outcome.

3.4 Organise peer feedback and reasoned revision

Ask each group to present the need addressed, proposed activity, intended learning and conditions for local use. Direct peer feedback towards the relationship between these elements: does the activity create the intended learner action, what assumption requires examination, and what would improve feasibility or inclusion? Allow the presenting group to ask for clarification and record which suggestions it accepts, modifies or declines, with reasons.

Peer feedback is most useful when it informs a subsequent decision. Protect a short revision period rather than placing presentations at the very end of the available time. A group may retain its original design after considering a well-founded objection; the relevant evidence is the quality of its response and reasoning. Where individual assessment is arranged, participants should also identify their own contribution to the design and review process.

3.5 Adjust facilitation and consolidate the local proposal

During group work, monitor whether practical difficulties are displacing the intended learning. When tool operation dominates, return to the educational purpose and use a prepared output if necessary.

When participation is uneven, provide time for individual contributions before group selection. These interventions exemplify responsive problem-solving: recognise the difficulty, reconsider the situation and adapt the support with an explicit reason. Close the session by consolidating the local pilot brief and identifying the next preparation or review step.

4. The Datathon as a facilitated learning process

The IDEAL Datathon “Data and AI for Higher Education: Understand, Explore, Decide” took place on 21 May 2026 through in-person activity at UniTo and remote asynchronous work by UPF students. The Datathon Report records 61 participants: 57 technical and administrative university staff at UniTo and four UPF students. Participants investigated work- or research-related challenges through supported experimentation, critical review, presentation and reflection.

Objectives: Translate a professional need into an investigable challenge; connect the Action and Learning Fields; facilitate experimentation and verification; use critique and reflection to prepare a feasible local application.

4.1 Preparation and educational purpose

The Turin preparatory workshop on 20 May introduced AI capabilities and limitations, data literacy, contextual prompting and responsible use through university-related examples. Role, Context, Task and Format helped participants connect a request with its purpose and audience. Institutional consultation and 54 preparation questionnaire records informed the examples and support. Preparation was intended to lead to a focused working question and suitable material for the Datathon.

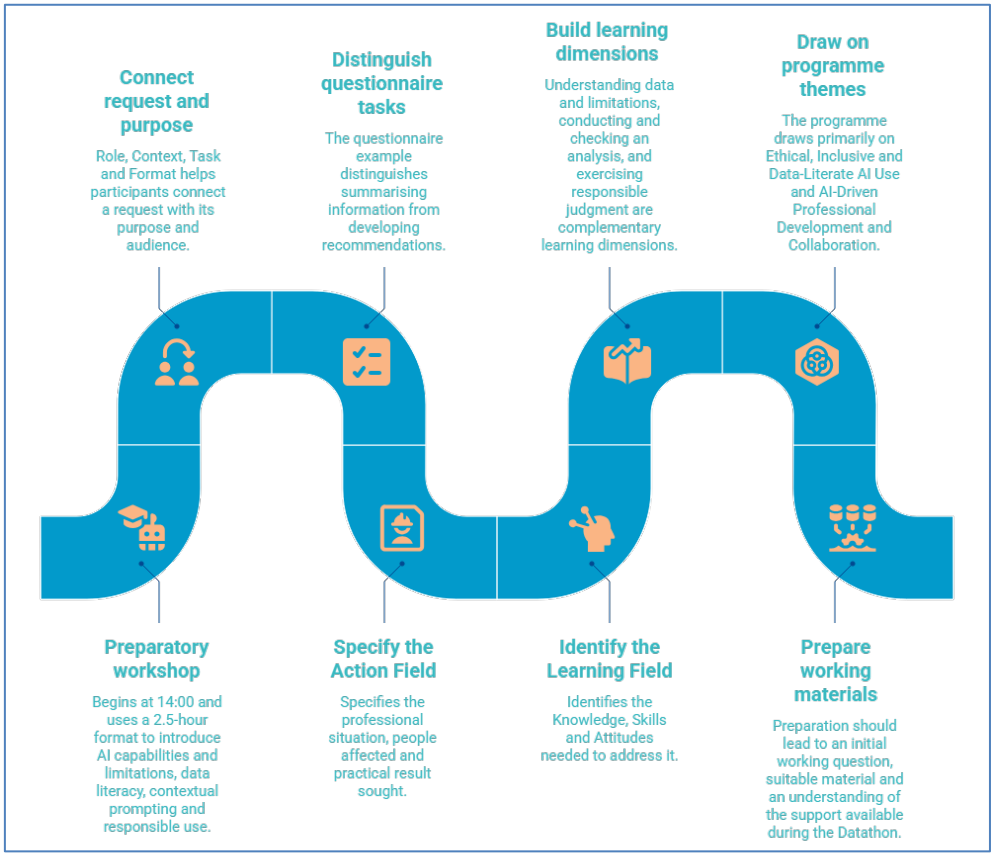


Figure 5: Datathon Process

The Action Field specifies the professional situation, people affected and practical result sought. The Learning Field identifies the Knowledge, Skills and Attitudes needed to address it. Understanding data and limitations, conducting and checking an analysis, and exercising responsible judgment are complementary learning dimensions. The programme draws primarily on Ethical, Inclusive and Data-Literate AI Use and AI-Driven Professional Development and Collaboration.

4.2 Datathon steps and educational progression

UPF students attended a two-hour online introduction on 19 May, delivered by Davide Taibi, covering the Datathon objectives, templates and selected tools. On 21 May, four students worked remotely and asynchronously in two groups. They submitted their presentations to the facilitators, who provided feedback. This route shared the challenge, output and reflection structure, with its own preparation and submission arrangements rather than the Turin attendance windows.

At UniTo, 33 staffers attended the morning window (08:30 to 12:30), and 24 the afternoon window (13:30 to 17:30). During each session, participants formed groups of four to five around their office, department or similar tasks and challenges. Facilitators introduced each topic with a short explanation and examples, then supported group discussion and practical tool use. The Datathon Report (D3.5)

retains the following illustrative thematic timings; the session totals document attendance rather than minute-by-minute adherence.

Step and time Morning or afternoon	Participant activity and facilitator support	Learning purpose and useful output
1 Frame the challenge 08:30–09:00 13:30–14:00	Identify a university work or research task, intended user and practical question. Form groups around related responsibilities or interests and introduce the shared pitch template.	Define the Action Field and distinguish the professional purpose from tool operation. Output: a focused challenge statement.
2 Identify learning and material 09:00–09:30 14:00–14:30	Identify what needs to be understood, practised and judged. Examine data sources, definitions, coverage and limitations; provide a prepared challenge where needed.	Define the Learning Field and assess whether the question is answerable. Output: a learning focus and an account of available material and assumptions.
3 Experiment and reconsider 09:30–10:30 14:30–15:30	Trial an approach, compare preliminary outputs and refine requests. Facilitators provide short examples and practical guidance; groups record tools, key prompts and checks for their pitch.	Develop analytical skills and responsive problem-solving. Output: selected intermediate results and brief notes explaining consequential changes.
4 Analyse and verify 10:30–11:30 15:30–16:30	Develop a result and check it against source material. Reproduce a calculation, inspect category choices or compare a summary with original records. Separate description, interpretation and recommendation.	Practise critical judgment and responsible use. Output: a checked finding or visualisation, method record and explanation of limitations.
5 Present and critique 11:30–12:00 16:30–17:00	Present the challenge, method, findings and limitations using the designated template. At UniTo, groups present to the audience; UPF groups submit asynchronously for facilitator feedback.	Make reasoning available for review and consider alternative interpretations. Output: a defensible account of the result, including uncertainty and a response to critique.

Step and time Morning or afternoon	Participant activity and facilitator support	Learning purpose and useful output
6 Reflect and transfer 12:00–12:30 17:00–17:30	Reflect on contributions, corrections and future use; identify a realistic next step. Both UniTo and UPF participants are offered SPIDER self-assessment at the end of the exercise.	Connect the practical experience with personal development and further learning. Output: pitch reflections, an individual contribution account where included, SPIDER self-reflection and a next step.

4.3 Facilitation and evidence across the process

The steps are iterative. Data limitations may require reframing, and verification may send a group back to its method. Protect time for checking and reflection while permitting these returns. Provide worked examples for those needing support and more open tasks for experienced participants. A focused change of perspective or feedback exchange should inform a consequential decision rather than create an obligation to document every action.

The Datathon Report (D3.5) names Enrica Pautasso, Davide Taibi, Giovanni Fulantelli and Sebastian Schwäbe as the facilitation team. Their training, research and practical AI expertise supported the framing of questions, exchange of experience and use of tools. In reuse, provide support with both methods and interpretation while participants retain responsibility for their decisions.

The Datathon Report and eight submitted group presentations document participation, the questions addressed, methods attempted and participants' reflections. The presentations demonstrate completed exploratory work; claims about accuracy, efficiency or competence development still require evidence appropriate to those claims.

4.4 The pitch as a record of inquiry and reflection

The Data and AI Pitch template (Annex II of the Datathon Report (D3.5)) connects the challenge with data provenance and quality, methodology, findings, visual communication, conclusions, AI reflection and individual contributions. It asks for key prompts and output checks, making the process available for discussion. Its instructions specify one shared group deck, a contribution account for each member and at least two tools; remove the instruction slides before submission. These are features of the assignment format and can be adapted when reusing the approach.

The completed presentations (Annex III) use different versions: the UPF examples focus on source material, AI output, critical review and individual contributions, while UniTo decks are shorter and oriented towards administrative data tasks. Retain the common evidence functions rather than

imposing identical slide counts. Use the individual contribution account to support reflection; it is not a completed competence validation by itself.

4.5 Documented group applications

The Datathon Report (D3.5) summarises six UniTo and two UPF presentations. The following examples show the range of Action Fields and the learning questions they make visible. Findings and tool judgments remain accounts of these exercises rather than general product comparisons.

Group and application	Documented output and educational implication
NO LOGO PhD enrolment and funding criteria	Explored three internal enrolment datasets. Non-uniform formats and redundant fields show why data preparation and checking remain essential.
SOS RDA Expense eligibility	Compared funding manuals and produced an eligibility guide. The task connects document synthesis with checking claims against authoritative source rules.
CLE-SIPE Research project deadlines	Developed a deadline schedule and Gantt-style view. An initially unreadable chart was revised, illustrating review against the intended user's needs.
Indomiti GPT Culture and Creativity projects	Explored thematic search of an institutional research export using a custom GPT. Ambiguous classifications create a need for explicit definitions and manual review.
DATA-NINJA European research funding	Combined CORDIS and European Commission dashboard data to examine trends and institutional positioning. Dataset compatibility and limits of interpretation are central.
S.L.N.S.G. University and industry patents	Used two explicitly synthetic datasets when real data collection exceeded the time available. The exercise demonstrates a workflow; its patterns are not evidence about actual patent trends.
AI2Design Learning design summaries	Adapted teacher-facing plans into learner-facing summaries and explored AI-generated pedagogical feedback. Automated alignment scores require educator review rather than treatment as validated measures.

Group and application	Documented output and educational implication
TeamPulse Collaborative learning responses	Compared AI summaries of individual and group statements, including consensus, omissions and suggested interventions. Professional interpretation is needed before using such suggestions with learners.

Reported barriers included unsuitable inputs, unreadable visualisations, paid access and exhausted credits. Prepare alternative tools or checked outputs and ask groups to explain what changed and why. Some presentation slides retain template wording, so a field or sample check should not be treated as proof that verification occurred. Where examples are shared through Moodle, retain attribution and respect each deck's stated reuse conditions; do not assume one licence covers the compilation.

Open the course and consult Unit 3 Datathon in Practice

5. Reflection, competence assessment and validation

This chapter explains how reflection and assessment make learning visible without imposing unnecessary documentation. It distinguishes a useful practical result from evidence of individual development and identifies how SPIDER, LEVEL5 and other instruments can contribute. The resulting account informs decisions about transfer and adaptation in Chapter 6.

Objectives: Select reflection and assessment arrangements appropriate to the purpose; distinguish educator and learner evidence; interpret findings against selected outcomes; report development with its scope and limitations.

5.1 Support reflection at relevant decision points

Reflection should connect participants' intentions, actions and subsequent judgments. Before an activity, ask what improvement is sought and why the selected approach appears appropriate. During the activity, invite participants to examine unexpected results, difficulties or changing assumptions. Afterwards, focus on what was verified, what feedback influenced the result and what this means for subsequent use. Brief notes or a focused exchange can preserve these decisions without requiring continuous documentation.

Perspective-taking strengthens this process when it exposes a question that participants would otherwise overlook. A student may experience an activity differently from its designer; a colleague may interpret a visualisation through another operational need. Facilitators can invite these perspectives through discussion or the Blueprint's optional canvases. Imagined perspectives should remain identifiable as assumptions; feedback from actual learners or colleagues supplies a different kind of information.

5.2 Agree and document the assessment approach

The Experience Report Template asks whether SPIDER was used with students and teachers, the number evaluated and the main insights obtained. It separately asks whether teachers completed LEVEL5 assessments. These distinctions require attention during preparation so that later reporting identifies the instrument, participant group, timing and extent of completion. Report non-use where appropriate; the questions in the template do not alone establish a universal assessment requirement.

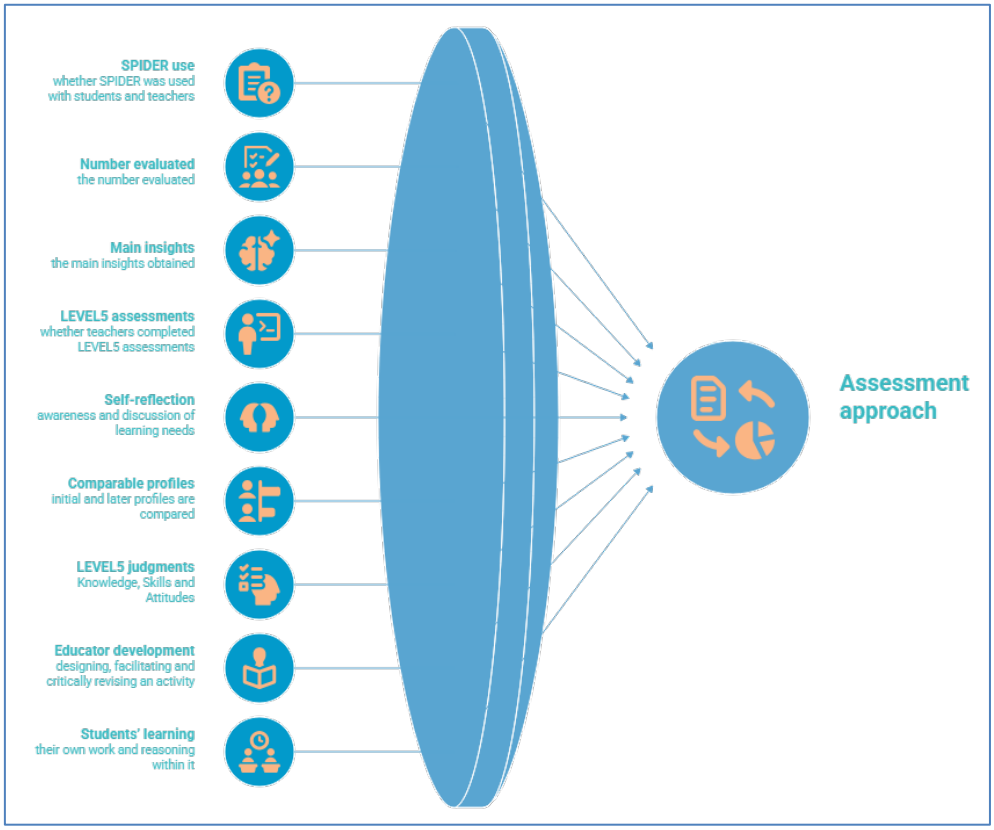


Figure 6: Assessment Approach

SPIDER supports self-reflection, awareness and discussion of learning needs. Facilitators can use the profile to explore why participants locate themselves in particular areas, what experiences inform that judgment and where they would welcome support. If initial and later profiles are compared, retain the timing, basis for comparison and number of comparable responses. A single profile represents a self-reported position at a particular moment and does not establish development.

5.3 Datathon self-assessment findings

The Datathon Report (D3.5) records 49 SPIDER completions and 27 participants who chose to share responses with the facilitators. The reported topic means refer to these 27 shared responses on a 1–5 scale, not all 61 participants. Higher means include checking AI-generated information (4.60) and learning for an AI-enabled future (4.56); lower means include everyday AI use (3.40) and recognising bias (3.56). These indicate perceived confidence and possible priorities for further practice. Without a comparable baseline, they do not quantify learning gains or demonstrate proficiency.

5.4 Structured competence assessment

Where LEVEL5 is used, select the competence and corresponding reference system, then document initial and later judgments across Knowledge, Skills and Attitudes. Each judgment needs reasoning and

relevant evidence. The account should explain whether the initial rating was made at the beginning or retrospectively and identify facilitator support or review. Completion and certification should be recorded according to the process undertaken.

An educator's competence development and students' learning within the subsequent pilot are related but separate objects of assessment. An educator may demonstrate development by designing, facilitating and critically revising an activity. Students may demonstrate learning through their own work and reasoning within it. The pilot report can connect these perspectives, but evidence from one group should not be substituted for evidence concerning the other.

5.5 Interpret evidence in relation to the intended claim

Select evidence that can support the specific learning claim: a prototype may show the quality of a design; a recorded revision may reveal how feedback informed judgment; an individual explanation may establish the participant's contribution. Surveys, observations and interviews provide complementary information when their purpose, timing and participant group are clear. Combining sources is useful where they address different aspects of the same question.

Programme evaluation examines relevance, organisation and usability. Competence assessment considers participants' understanding, performance and judgment against the selected outcomes or descriptors. Pilot evaluation examines the local implementation and its results. These forms of review can inform one another, but attendance, satisfaction and a completed group product do not automatically establish individual competence development.

Interpretation should acknowledge credible alternative explanations. A stronger final product may reflect facilitator assistance, prior expertise or division of labour within the group. Record the support provided and use individual reasoning where the claim concerns personal development. An unchanged rating or a partially achieved outcome can still yield a valuable account when the evidence explains the result and identifies a useful direction for further learning.

5.6 Connect assessment findings with pilot reporting

The WP5 outcomes section distinguishes targeted and achieved outcomes. Preserve that distinction in working records by linking each intended outcome to the observed result, supporting evidence and limits of interpretation. This provides a basis for subsequent adaptation and allows the experience report to explain both what was achieved and what remains unresolved.

6. Transfer to practice and WP5 pilot reporting

This chapter follows the transition from a facilitated learning activity to local application. It explains how participants adapt a proposal, retain useful evidence and draw conclusions through the existing WP5 reporting process. The aim is continuity between preparation, implementation and review while keeping the work proportionate to the pilot.

Objectives: Prepare a contextualised local application; record delivery and justified changes; compare intended and achieved outcomes; formulate recommendations and a practical next step.

The existing Experience Report Template provides continuity between CPD preparation and the account of local piloting. CPD supports the development of a proposal and the ability to facilitate it; the pilot report documents its implementation, outcomes and implications. Datathon follow-up can adopt the same process, while inclusion in WP5 depends on the agreed pilot arrangements.

Transfer requires contextual adaptation. Participants should examine which elements of their CPD activity remain suitable locally and which depend on different learners, disciplinary expectations, resources or institutional conditions. For an educator, this may involve adjusting the level of guidance or the way AI use is discussed with students. For an administrative colleague, it may involve clarifying data definitions and the decision process in which a finding will be used.

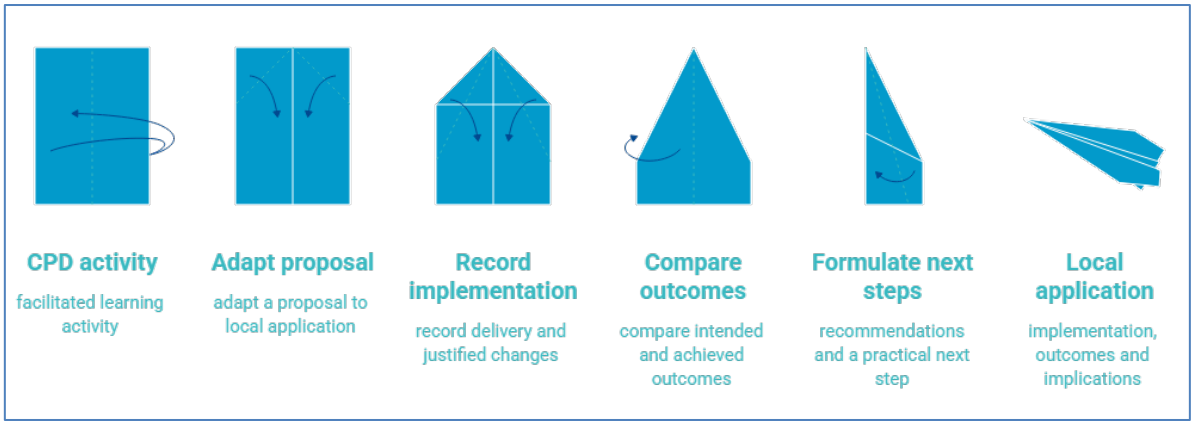


Figure 7: Transfer to Practice

6.1 Prepare the local implementation

Develop the pilot brief with the local lead, specifying the context, facilitators, participant group, timeline, purpose and competence focus. Identify the practical activity, AI or data tools and the IDEAL resources or best-practice cases informing it. Agree the intended outcomes, feedback arrangements and evidence to retain, together with a feasible review point. These decisions prepare Sections 1.1–1.3 and the targeted outcomes in Section 2 of the experience report.

The purpose should identify what the pilot is intended to examine. For example, an activity using AI-generated explanations might explore whether students can identify unsupported claims and justify revisions with reference to sources. A small pilot can examine usability, engagement and the quality of selected outputs without establishing that the approach is effective across institutions. Defining this scope in advance helps align the task, evidence collection and eventual conclusions.

6.2 Document delivery and justified adaptations

During implementation, retain selected outputs and concise notes on the activity, participant group and adaptations. Record actual participation and use of assessment instruments. Collect the participant characteristics requested by the template through appropriate existing records where available. Explain difficulties, how they were addressed and whether the response altered the task or intended learning. Include participant feedback and suitable snapshots under the agreed sharing arrangements.

Deviations from the original plan can reveal important implementation conditions. If learners need additional modelling before working independently, record what prompted that adjustment and how the activity changed. If a tool cannot be accessed, describe whether an alternative preserved the learning purpose. This makes the report useful to colleagues deciding whether and how to adapt the approach.

6.3 Review outcomes and formulate recommendations

After delivery, compare targeted and achieved outcomes using the retained evidence. Summarise SPIDER, LEVEL5 and other instruments separately, including the number and type of responses or assessments represented. Examine the benefits, limitations and unexpected effects of AI use, participants' feedback and the implications of changes made during delivery. These findings inform Sections 2 and 3 and the report annex.

Recommendations should identify a proposed adjustment, the observation supporting it and the conditions under which it may be useful. For example, repeated difficulty checking an AI explanation may justify a clearer source pack or an additional modelling stage. Such findings can improve WP3 guidance; access and resource organisation issues can inform WP4. Detailed pilot findings remain within the WP5 account.

A proportionate handover consists of a contextualised pilot brief, selected activity materials and an explicit evidence and review plan. Extend these records during implementation and use them to complete the existing WP5 Experience Report Template. Record the targeted and achieved outcomes, instruments actually used, participant feedback and justified recommendations; a separate set of reporting forms is unnecessary. A Datathon pitch can supply the challenge, method, output and reflection elements, with the local context and follow-up added for the agreed pilot reporting purpose.

7. Resources for continuing the learning pathway

The online resources allow participants and facilitators to continue at the depth required by their context. Use the Blueprint as the common reference, the CPD and Datathon units for practical materials, and the thematic modules to address a specific question. The links replace document annexes and repeated resource collections.

Objectives: Locate the relevant learning unit; select thematic resources according to need; return to implementation with a clearly defined question or adaptation.

IDEAL Learning Blueprint CPD and Datathon course

Within this course, Unit 1 introduces the Learning Blueprint, Unit 2 concerns CPD in Practice and Unit 3 concerns Datathon in Practice. Use the course entry point to locate the relevant unit. For pilot reporting, retain the agreed WP5 Experience Report Template as the reporting instrument; supporting learning resources do not replace that template.

7.1 Thematic modules for targeted development

Module	Use within the pathway
Ethical Use of GenAI in Higher Education	Examine educational purposes, affected groups, integrity and conditions for responsible use.
Bias and Fairness of GenAI	Review potential bias in examples, outputs and assessment, and consider appropriate responses.
Frameworks and Competencies	Select the competence focus and relate intended development to relevant frameworks.
Broader Impact and Institutional Perspectives	Examine institutional conditions, governance and wider implications of a local application.
Responsible Use of AI	Consider capabilities, limitations and practical choices in teaching, learning and professional tasks.
Stakeholder Perceptions and Critical Literacy	Compare perspectives, question assumptions and assess the benefits and costs of an approach.

Select a relevant resource, identify what it adds to the current task and apply or adapt it. The pathway can return to preparation, facilitation or assessment whenever a new question emerges. Access to courses and individual resources follows the platform's enrolment and access arrangements.

The Datathon Report (D3.5) and its Data and AI Pitch template and Pitch Presentations can support Unit 3:

use the report for delivery context, the template for task briefing and the examples for critical discussion. Link the files from the unit when published, retaining their source identity and applicable sharing conditions. They are referenced here rather than reproduced as document annexes.

Programme references:

Palermo CPD detailed agenda, 27–31 October 2025; associated practical-session and Design Thinking materials; IDEAL Datathon Report (D3.5), with Annex II Data and AI Pitch Template and Annex III Pitch Presentations; WP5 Experience Report Template. The Datathon account follows the Datathon Report (D3.5), with additional explanations provided for educational reuse.

Co-Funded by
the Erasmus+ Programme of
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or of the National Agency Erasmus+ – INDIRE. Neither the European Union nor the granting authority can be held responsible for them.