IDEAL

Integrating Data Analysis and AI in Learning Experiences

D3.4

CPD Course for HE Teachers – Report

Training of IDEAL facilitators, Palermo (Italy), 27–31 October 2025

Work Package 3: Blended Learning Offer

Prepared by

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Executive Summary

This report, addressed to the Erasmus+ National Agency INDIRE, documents the Continuous Professional Development (CPD) course for higher education (HE) teachers organised within Work Package 3 of the IDEAL project. The five-day face-to-face course took place in Palermo (Italy) from 27 to 31 October 2025, hosted by the Institute for Educational Technology of the National Research Council of Italy (CNR-ITD) and delivered by Smart Revolution Srl (SMART), with contributions from all partners.

The course involved 14 staff members from all seven partner organisations. Its aim was to prepare a first group of facilitators who would apply the IDEAL approach in their own institutions. Following a design thinking progression, participants explored AI and data analysis in higher education and the IDEAL resources, framed a teaching challenge, developed and presented a prototype of a learning activity, and planned the local pilots of Work Package 5.

The CPD achieved its main quantitative target (14 participants) and produced concrete pilot plans: in the following months, the trained staff led or supported ten pilots in Italy, Germany, Spain and Greece. All participants received a certificate of participation and a LEVEL5 certificate. The final evaluation, conducted on 31 October 2025, provided an overall positive assessment of the training experience. The evaluation highlighted the value of the interactive didactic approach, collaborative learning activities and the facilitators' contribution to the learning process. The results also suggested a positive level of perceived readiness to apply the acquired knowledge and transfer the IDEAL approach to other educational contexts.

The annexes provide the evidence of the implementation of the course: the detailed agenda, the signed attendance sheets, the evaluation, the certificates and the photos.

1. Introduction

1.1 Purpose and scope of the report

This report is addressed to the Erasmus+ National Agency INDIRE. It documents the preparation, programme, methodology and outcomes of the IDEAL CPD course for HE teachers and provides the evidence of the implementation of the activity "Delivering the CPD course for HE teachers" foreseen in Work Package 3 of the application. It also explains the changes made with respect to the original plan and describes how the course prepared the transfer of the IDEAL approach into the pilots of Work Package 5.

The report complements the IDEAL Implementation Facilitation guide (WP3), which presents the CPD programme as a reusable model for other institutions, and the Learning Blueprint course on the IDEAL Learning Suite, whose Unit 2 "CPD in Practice" makes the CPD materials available online.

Because it includes personal data of the participants (names, organisations, signatures and images), the report is not intended for publication. These data are shared with the National Agency only to document the implementation of the project, in line with the grant agreement and the General Data Protection Regulation (EU) 2016/679. A public description of the CPD is included in the final report and in the Implementation Facilitation guide.

1.2 The IDEAL project in brief

IDEAL – Integrating Data Analysis and AI in Learning Experiences – is a two-year Cooperation Partnership in Higher Education (Erasmus+ KA220-HED), running from 1 October 2024 to 30 September 2026 and coordinated by the Consiglio Nazionale delle Ricerche (CNR). The project aims to foster the integration of data analysis and artificial intelligence within higher education, bridging existing gaps and empowering educators and students with advanced digital competences.

The partnership brings together CNR (Italy), Aristotle University of Thessaloniki (Greece), Università degli Studi di Milano-Bicocca (Italy), Smart Revolution (Italy), Q21 – Agentur für Qualifizierung und Transfermanagement (Germany), Universitat Pompeu Fabra (Spain) and Hochschule Ruhr West (Germany). Activities are organised in five Work Packages: WP1 Project Management; WP2 Use case Inventory for AI and Data Analysis in Higher Education and Competence Framework; WP3 Blended Learning Offer; WP4 IDEAL Learning Suite; WP5 Implementation Strategy.

1.3 Structure of the document

Chapter 2 presents the objectives of the CPD, the changes with respect to the application and the participants. Chapter 3 describes the preparation, the programme and the methodology. Chapter 4 reports the outputs, the recognition of participation, the evaluation and the follow-up in the pilots. Chapter 5 summarises the conclusions and lessons learned. The annexes contain the supporting evidence (Table 4).

2. The CPD course in the IDEAL project

2.1 Objectives

In the application, the CPD was conceived as a five-day face-to-face learning activity for 14 staff members of the partner organisations, coordinated by SMART as co-leader of WP3. Its objectives were to:

- train a first group of facilitators of the IDEAL approach, able to introduce it in their professional contexts;
- give participants hands-on experience of the IDEAL learning offer, built on the competence framework (WP2) and the blended learning design (WP3);
- foster creativity and collaborative design through design thinking and design-based collaborative learning;
- enable participants to plan and carry out the local pilots of WP5;
- offer an international learning experience, in which staff from different countries, disciplines and institutional contexts exchange practices and develop shared solutions.

Upon completion, participants were expected to be able to introduce the IDEAL approach in their professional contexts and to plan and implement their activities accordingly.

2.2 Changes with respect to the application

The application foresaw the CPD in Germany, hosted by Hochschule Ruhr West, from 15 to 19 September 2025. By agreement of the consortium, the course was moved to Palermo (Italy), hosted by CNR-ITD, and held from 27 to 31 October 2025. The change was agreed to fit the availability of all partners, as the original dates in mid-September overlapped with the start of the academic year and examination periods at several partner institutions. Moving the course to Palermo also reduced travel: three of the seven partners are based in Italy, including the host, and Palermo is well connected by direct flights to the other partner countries. The change did not affect the objectives, the number of participants or the programme of the activity, and SMART remained responsible for its delivery as planned.

2.3 Participants

Fourteen staff members from all seven partner organisations took part in the course (Table 1). In line with the application, participants were selected through consultation among partners, with the aim of involving staff who would benefit most from the training and who could act as facilitators of the IDEAL approach in the pilots, and of ensuring a diverse group in terms of gender, seniority, discipline and professional profile. The signed attendance sheets are provided in Annex II.

Table 1 – CPD participants

No.	Organisation	Participant
1	CNR-ITD (Italy)	*Davide Taibi*
2	CNR-ITD (Italy)	*Giovanni Fulantelli*
3	UNIMIB (Italy)	*Sabrina Patania*
4	UNIMIB (Italy)	*Giulia Sironi*
5	SMART (Italy)	*Enrica Pautasso*
6	SMART (Italy)	*Paola Fazzi*
7	HRW (Germany)	*Sabrina Eimler*
8	HRW (Germany)	*Lukas Erle*
9	Q21 (Germany)	*Sebastian Schwäbe*
10	Q21 (Germany)	*Jens-Michael Lohse*
11	Q21 (Germany)	*Dieter Kirchner*
12	UPF (Spain)	*Marta Manzanares*
13	UPF (Spain)	*Jordi Borrell*
14	AUTH (Greece)	*George K. Zarifis*

3. Preparation, programme and methodology

3.1 Preparation

Each partner identified its participants during the first project year. On 30 September 2025, an online preparatory meeting with all participants presented the aims of the training, the programme and the expected outputs, and collected initial expectations. Preparatory materials such as readings, access to the IDEAL Learning Suite and preliminary information were also shared.

The course built on the results of WP2 (use case inventory, needs analysis and IDEAL Competence Framework) and on the first version of the WP3 learning design and course offer. The IDEAL Learning Suite (WP4) was used as the reference environment for the learning resources.

3.2 Programme

The scheduled sessions amounted to approximately 16.5 hours over five days, excluding breaks and social activities. Table 2 summarises the programme and the responsibilities of the partners.

Table 2 – Programme of the CPD course

Day	Sessions and responsibility	Purpose and intended output
27 October Establish the context	Welcome and CPD aims (CNR, Davide Taibi); introductions (SMART); AI in higher education (CNR); PBL and ChatGPT Study Mode case (Giuseppe Chiazzese, Fabio Caradonna, Matilde Passantino); practical session (CNR)	Connect professional backgrounds with an educational example; identify a relevant question and relate intended outcomes, assessment criteria and learner activity.
28 October Explore and define	Practical session (CNR); IDEAL tools overview (CNR, AUTH, HRW, Q21); AI and data analysis group work (CNR, Q21); Design Thinking (SMART)	Explore the IDEAL resources in relation to a learner need; use problem framing and reverse thinking to formulate a challenge for collaborative development.
29 October Develop a prototype	Group work towards prototype definition (all participants)	Generate and compare alternatives (brainwriting, HOW NOW WOW matrix) and develop an activity, resource or workflow.
30 October Present and prepare transfer	Prototype presentations (all participants); organisation of pilots (UPF, SMART, all participants)	Present the challenge and proposed solution; examine educational coherence and local feasibility; confirm the conditions for pilot implementation.
31 October Plan implementation and review	Pilot implementation planning (UPF, SMART, all); pilot methodology and report (UPF, CNR); CPD evaluation and feedback (CNR, SMART)	Consolidate the local pilot proposal and evidence arrangements; introduce the Experience Report Template; evaluate the CPD.

3.3 Methodology

The CPD followed a design thinking progression – understand the context, define a challenge, develop a prototype, present it and prepare its transfer – combined with design-based collaborative learning. Participants worked in international groups on challenges drawn from their own teaching and professional contexts, so that the course produced proposals that could be implemented in the pilots.

The main methods and tools used were:

- **Learning outcomes and alignment:** in the practical sessions, participants formulated three intended learning outcomes for an activity, with assessment criteria and possible evidence of learning, and related them to the Dublin Descriptors and Bloom's taxonomy.
- **Design thinking techniques:** reverse thinking, to surface ways in which AI or data use could undermine learning; brainwriting, to generate alternatives; and the HOW NOW WOW matrix, to select a feasible and innovative proposal.
- **Case-based input:** a problem-based learning case on the use of ChatGPT Study Mode, presented by CNR researchers, gave a concrete example of AI-supported learning design.
- **IDEAL resources:** the competence framework, the six thematic topics of the course offer and the IDEAL Learning Suite were introduced and used as resources for the group work.
- **Peer feedback:** each group presented its prototype and received feedback from the other participants and the facilitators, which was used to revise the proposal.

4. Results

4.1 Outputs

The main outputs of the CPD were:

- prototypes of AI-supported learning activities, developed by the participants in international groups;
- a local pilot brief for each partner, specifying the target group, facilitators, activity, resources and review arrangements;
- a shared methodology and calendar for the WP5 pilots, based on the Experience Report Template introduced by UPF;
- the CPD programme and materials, later included in the Implementation Facilitation guide and in Unit 2 "CPD in Practice" of the Learning Blueprint course on the IDEAL Learning Suite.

4.2 Recognition of participation and competence development

All 14 participants received a certificate of participation describing the training received. The certificate states the dates and venue of the course, the online preparatory meeting and the topics addressed: artificial intelligence in higher education, the IDEAL tools, AI and data analysis technologies and tools, design thinking, the design of AI-supported learning activities and the planning of the local pilots.

In line with the application, which foresaw a LEVEL5 certificate reflecting participation in the course and the subsequent follow-up phase, the participants also obtained a LEVEL5 certificate. Using the LEVEL5 reference systems developed in the project and published on the IDEAL Learning Suite, they documented their competence development across knowledge, skills and attitudes. The certificates were issued by Q21, which manages the LEVEL5 validation system.

4.3 Evaluation

The CPD was evaluated in a dedicated session on 31 October 2025, led by CNR and SMART, in line with the Quality Assurance Plan, which foresees a product evaluation after the transnational training event.

The evaluation was conducted through a facilitated session on the final day of the training, using Mentimeter. The online poll included 12 closed-ended questions based on a five-point Likert-type scale, ranging from 1 (Strongly disagree) to 5 (Strongly agree), and four open-ended questions designed to collect qualitative feedback, comments and suggestions. All 14 participants answered the questionnaire.

The evaluation covered several dimensions of the training experience, including logistical arrangements, the didactic concept, group collaboration, facilitators' performance, opportunities for exploration, constructive learning and participants' perceived readiness to apply and transfer the acquired knowledge.

The evaluation results presented in Annex III indicate a generally positive assessment across the different dimensions. The organisational arrangements were assessed favourably, while the interactive and participatory didactic approach was identified as an important element of the learning experience. Group collaboration and facilitators' performance emerged as particularly positive aspects, highlighting the value of knowledge exchange, cooperation and guidance throughout the training activities.

The evaluation also suggested positive perceptions of constructive learning and participants' readiness to independently apply the methodologies introduced and transfer them to other educational contexts. At the same time, the report identified opportunities for improvement, particularly regarding the balance between theoretical explanations and hands-on activities. Additional time for independent experimentation, prototype development and peer feedback, together with continued access to learning resources and follow-up support, could further strengthen the effectiveness of future training activities.

Table 3 – CPD indicators from the application

Indicator	Baseline / target	Achieved
No. of participants in the CPD	14 / 14	14 participants from all seven partner organisations
Satisfaction with the CPD	qualitative	positive qualitative assessment, with favourable ratings in all the examined fields (100% replied they were satisfied/highly satisfied)
LEVEL5 certificates for CPD participants	foreseen in the application	LEVEL5 certificates issued to the CPD participants
Facilitators able to implement the IDEAL approach	qualitative	All partners designed and ran their local pilots (10 pilots in 4 countries)

4.4 Follow-up: from the CPD to the pilots

The CPD was the starting point of the WP5 pilots. Building on the plans developed in Palermo, the partners carried out ten pilots between January and June 2026 in Italy, Germany, Spain and Greece, involving more than 400 participants. The pilots took different forms: workshops and course-embedded activities with students, a Socratic AI tutor, an AI disclosure requirement in assessment, a scenario-based design of thematic units on responsible AI, and training for technical and administrative university staff. Each pilot was documented in an experience report using the template introduced during the CPD.

The design thinking and challenge-based approach of the CPD was also reused in the IDEAL Datathon (University of Turin, 21 May 2026).

4.5 Evidence of implementation

Table 4 lists the evidence of the implementation of the CPD course provided with this report. Further documentation, such as the presentations and the materials produced by the groups, is kept in the project records and is available on request.

Table 4 – Evidence of implementation

Evidence	Where
Detailed agenda of the course	Annex I
Signed attendance sheets	Annex II
Evaluation questionnaire and results	Annex III
Certificate of participation	Annex IV
Photos of the course	Annex V

5. Conclusions

The CPD course achieved its objectives: it trained 14 staff members from all partner organisations, gave them hands-on experience of the IDEAL approach and resources, and turned the learning design into concrete pilot plans, which were then implemented in ten pilots across four countries.

The main lessons learned are:

- the LEVEL5 certification of the participants documented their competence development as facilitators of the IDEAL approach;
- face-to-face collaborative work was particularly effective for building a shared understanding of the approach and for consolidating the cooperation among partners;
- a design thinking progression from context to prototype helps participants move from general awareness of AI to concrete, feasible learning activities;
- linking the CPD directly to the planning of the pilots, with a common reporting template, ensured continuity between training and implementation.

The evaluation highlighted the importance of balancing theoretical inputs with practical activities, allowing sufficient time for independent experimentation, prototype development and peer feedback. Continued access to learning resources and follow-up support can further strengthen participants' confidence in applying and transferring the acquired competences.

Annexes

The following annexes provide the evidence of the implementation of the CPD course.

Annex I – Detailed agenda of the CPD course

Annex II – Signed attendance sheets

Annex III – Evaluation questionnaire and results

Annex IV – Certificate of participation

Annex V – Photos

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