IDEAL

Integrating Data Analysis and AI in Learning Experiences

D4.2

IDEAL Learning Suite Guide

Work Package 4: IDEAL Learning Suite

Prepared by

Q21 – Agentur für Qualifizierungs und Transfermanagement GmbH

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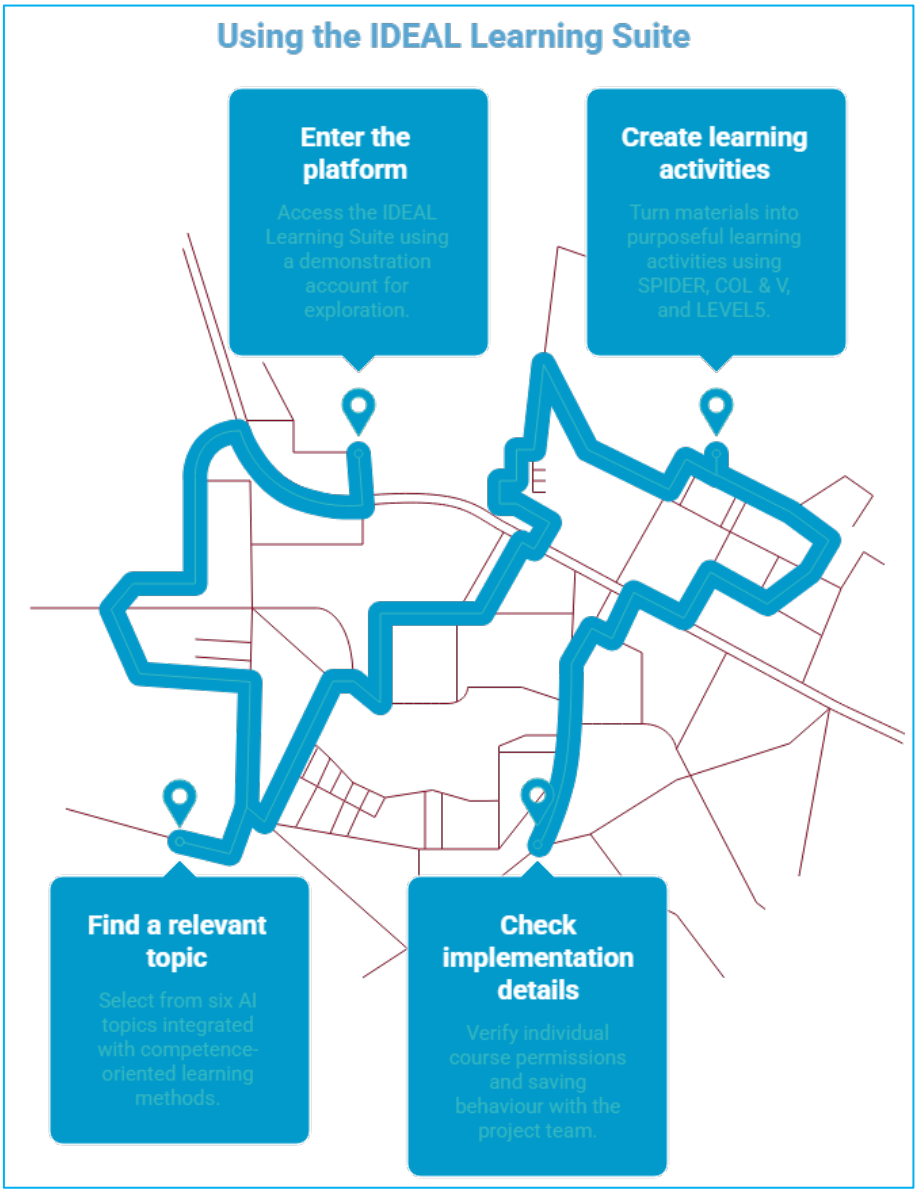
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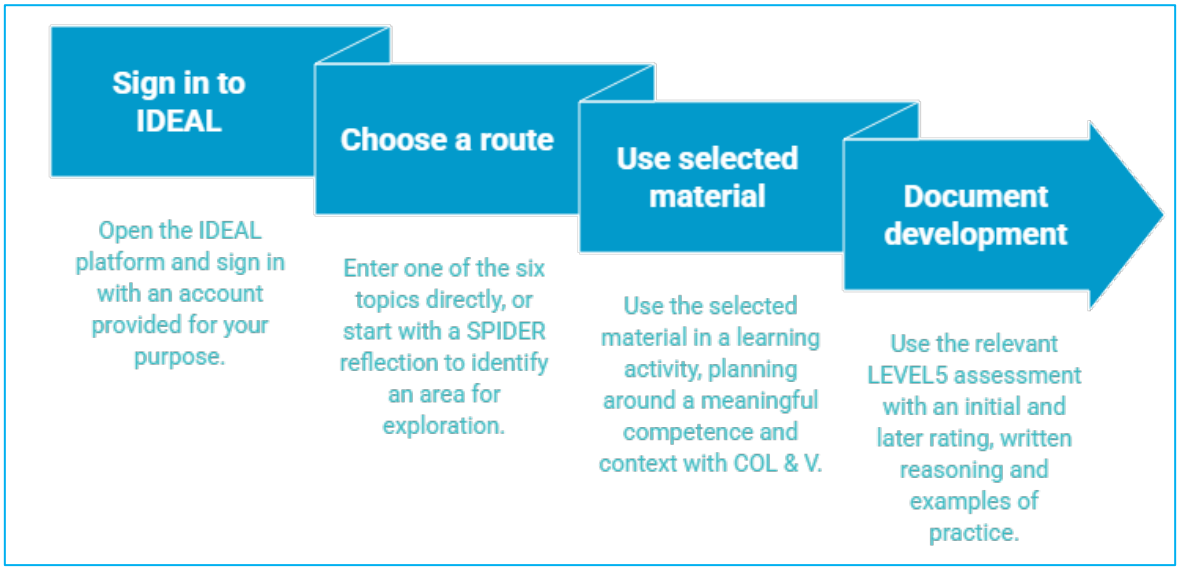
How to use this guide

The IDEAL Learning Suite brings six AI topics together with competence-oriented learning methods and tools for reflection and assessment. This guide helps higher education users enter the platform, find a relevant topic, and turn the materials into a purposeful learning activity. It also explains how SPIDER, COL & V and LEVEL5 serve different parts of that process.

A demonstration account is available for exploration. The description of activities behind the login follows the Moodle course exports; individual course permissions and saving behaviour should be checked with the project team when an activity is implemented.



Quick start



1. Open the IDEAL platform and register for a free individual account, or sign in if you already have one.
2. Choose a route: enter one of the six topics directly, or start with a SPIDER reflection to identify an area for exploration.
3. Use the selected material in a learning activity. COL & V offers a way to plan the activity around a meaningful competence and context.
4. If development is to be documented, use the relevant LEVEL5 assessment with an initial and later rating, written reasoning and examples of practice.

1 Access and orientation

1.1 Enter the platform

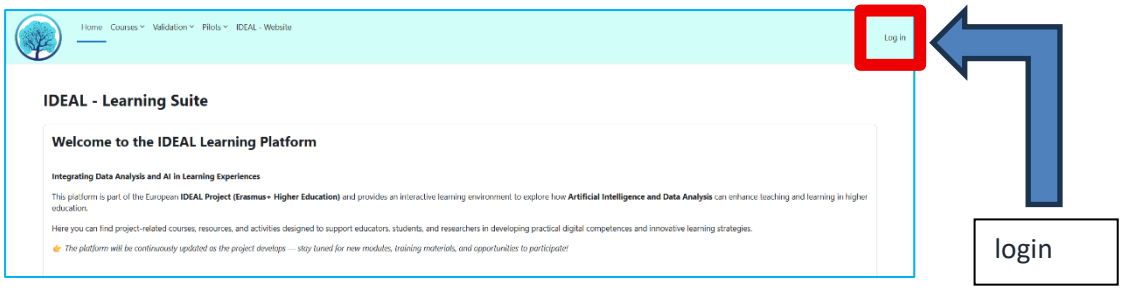
Open the IDEAL Learning Suite (https://ideal.q21.de/)

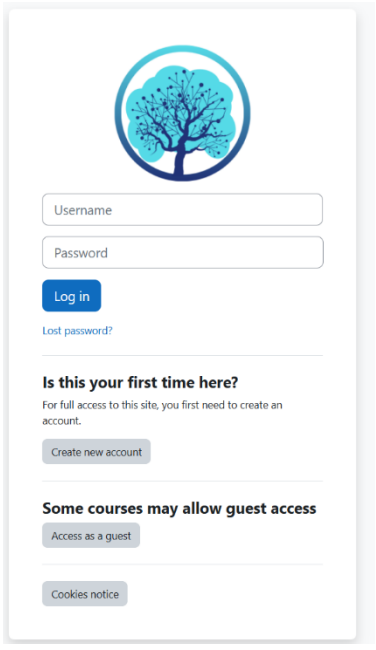


1. Select Log in in the top navigation. Enter the username and password assigned for your role.
2. From the home page, use Courses, Validation and Pilots in the top navigation. The home page also describes two entry routes: direct access to a topic, or a SPIDER reflection first.
3. If a course page shows an enrolment or access message, use the access available to your account or ask the project team for the appropriate course access. Guest access alone may show a course description without opening the activities.

1.2 Demonstration access for partners and reviewers

The project has provided a shared demonstration account so partners, evaluators and stakeholders can explore the structure and materials. It is read-only and is intended for familiarisation and demonstration. Use a participant account when an activity needs to save individual reflections, assessment responses or progress.

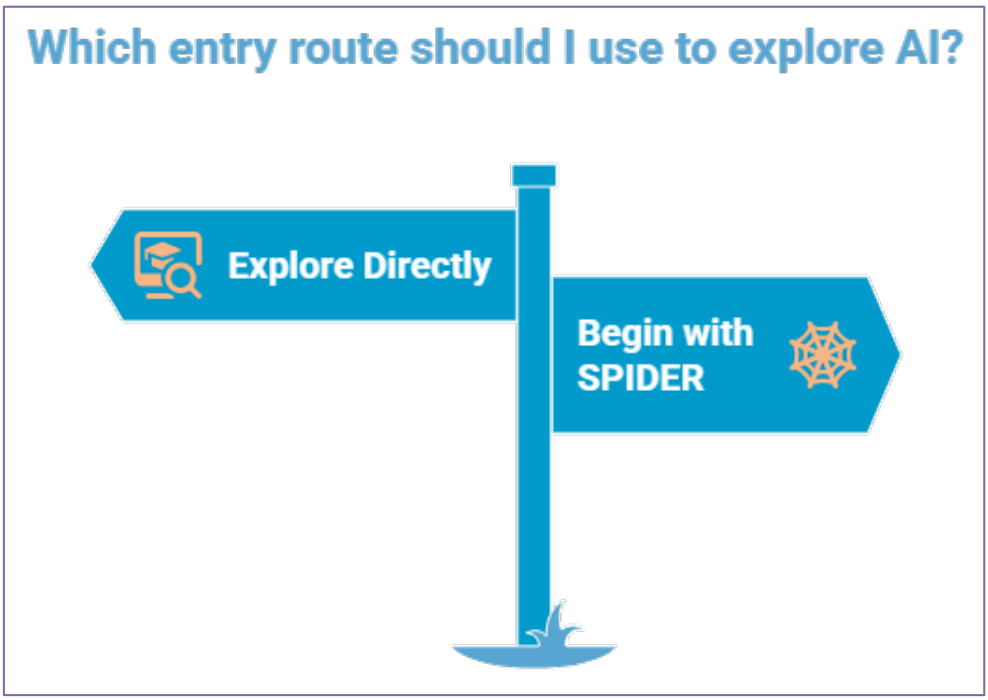




Username: tron
Password: IDEALisGR8!

The interface is designed for desktop and mobile use. A larger screen can make it easier to compare resources, complete written reflections and review a SPIDER profile.

2 Find the right material



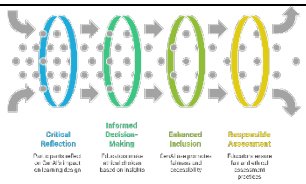
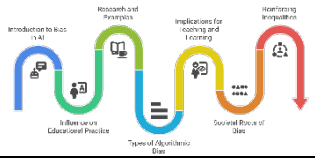
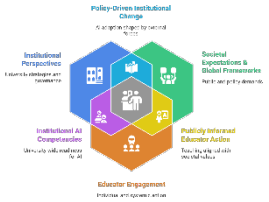
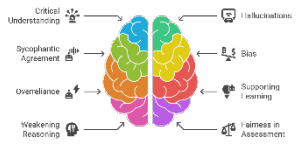
2.1 Two entry routes

Route	Use it when	Next action
Explore a topic directly	You already have a teaching or learning question.	Open a course from Courses and select the sections relevant to that question.
Begin with SPIDER	You want to reflect on current AI practice and identify topics worth exploring.	Complete the version for your role, review the profile, then follow a relevant topic.

A SPIDER profile offers orientation and awareness. It is not a competence certificate. The educator version recommends relevant topics based on the profile.

2.2 The six topic courses

Choose a topic by the question you want to address. The courses can be used independently or combined in one activity. The links below open the corresponding platform pages after sign-in.

Startpage	Topic
	1 Ethical Use of GenAI in Higher Education Ethical use, integrity, fairness and inclusion.
	2 Bias and Fairness of GenAI Sources and effects of bias in AI use.
	3 Frameworks and Competencies AI competence models, including the IDEAL Competence Framework.
	4 Broader Impact and Institutional Perspectives Institutional policy, governance and wider effects.
	5 Responsible Use of AI Capabilities, limits and perspectives for educators and learners.
	6 Stakeholder Perceptions and Critical Literacy Stakeholder views and critical engagement with AI.

2.3 What to expect inside a topic

Most courses use a recognisable sequence. Individual topics add or adapt sections where the subject calls for it.

Element	How to use it
Introduction	Read the guiding question and locate the topic in your own context.
Learning Goals and Competencies Addressed	Select one or two goals that match your activity.
Introductory Material	Build a shared starting point before deeper discussion.
Research Insights	Choose relevant readings or frameworks for the question at hand.
Video Discussion	Use the video or prompt to open discussion where available.
Practical Tips	Translate ideas into a teaching, learning or policy decision.
Lesson Recap	Revisit the main points and identify what to apply next.

You do not need to complete every item in sequence. A short activity may use an introduction, one source and a practical prompt; a CPD session may work through a larger part of the topic.

3 From resources to a learning activity

3.1 Plan with COL & V

Open Competence oriented learning and validation

Competence-oriented learning and validation (COL & V) provides the educational frame. Start from a real challenge, identify the competence involved, choose relevant resources, design an opportunity to act, and reflect on what changed. The COL & V course offers four learning-unit books on educational background, competence theory, validation and planning.

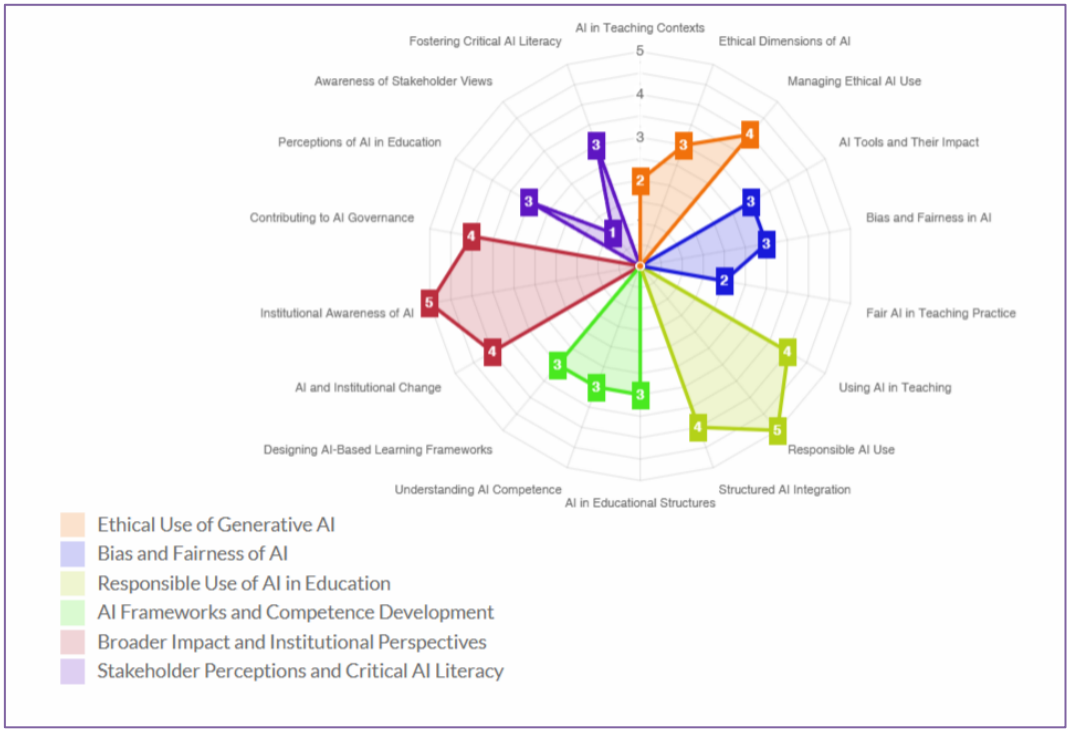
1. Name the context: Who is learning, in which course or work setting, and why does this AI issue matter there?
2. Choose the intended competence: What knowledge, skills and attitudes should become more visible in practice? Topic 3 can help define these.
3. Select only the resources that support the task. A topic is a collection to work with, not a prescribed lesson plan.
4. Design an activity in which participants make or examine a decision, create something, or test an approach in their own setting.
5. Decide in advance what evidence would make learning visible: a rationale, teaching design, revised policy draft, example of AI use, or reflection on a decision.

3.2 Use SPIDER to raise awareness

The SPIDER versions use a LEVEL5-based reflection concept and place particular emphasis on awareness of AI use. They help users recognise different dimensions and find a possible starting topic. Choose the version that matches the audience:

- Educator introduction
  AI integration in teaching, assessment and research; the introduction describes a profile linked to relevant modules.
- Student version
  AI in study, evaluating information and data, and responsible academic use.
- Administrative staff version
  AI in administrative work, evaluating information and data, and responsible practice.

Discuss a profile as a prompt for learning, not as a grade. Users may also skip SPIDER and enter a topic directly when their question is already clear.


AI in Teaching Contexts
Ethical Dimensions of AI
Managing Ethical AI Use
AI Tools and Their Impact
Bias and Fairness in AI
Fair AI in Teaching Practice
Using AI in Teaching
Responsible AI Use
Structured AI Integration
AI in Educational Structures
Understanding AI Competence
Designing AI-Based Learning Frameworks
AI and Institutional Change
Institutional Awareness of AI
Contributing to AI Governance
Perceptions of AI in Education
Awareness of Stakeholder Views
Fostering Critical AI Literacy
5
4
3
Ethical Use of Generative AI
Bias and Fairness of AI
Responsible Use of AI in Education
AI Frameworks and Competence Development
Broader Impact and Institutional Perspectives
Stakeholder Perceptions and Critical AI Literacy

4 Documenting development with LEVEL5

Open The LEVEL5 Approach

LEVEL5 connects competence-oriented learning with documentation and assessment. Its reference system describes Knowledge, Skills and Attitudes at five quality levels. The platform course includes background, Plan–Do–Check and assessment sections, including separate H5P activities for Artificial Intelligence and Data Analysis.

4.1 A practical before and after process

1. Define the competence in the participant's context. Use a reference description that the participant can understand and apply.
2. Record an initial level for Knowledge, Skills and Attitudes, with a short explanation and an example for each rating.
3. Carry out the learning activity and keep suitable evidence from the work or practice.
4. Return to each dimension after the activity. Record a later level and explain what changed, what evidence supports the judgment, and what remains open.
5. Review the account with a facilitator if the pilot or course uses a supported validation process. Certification, where applicable, follows the relevant project procedure.

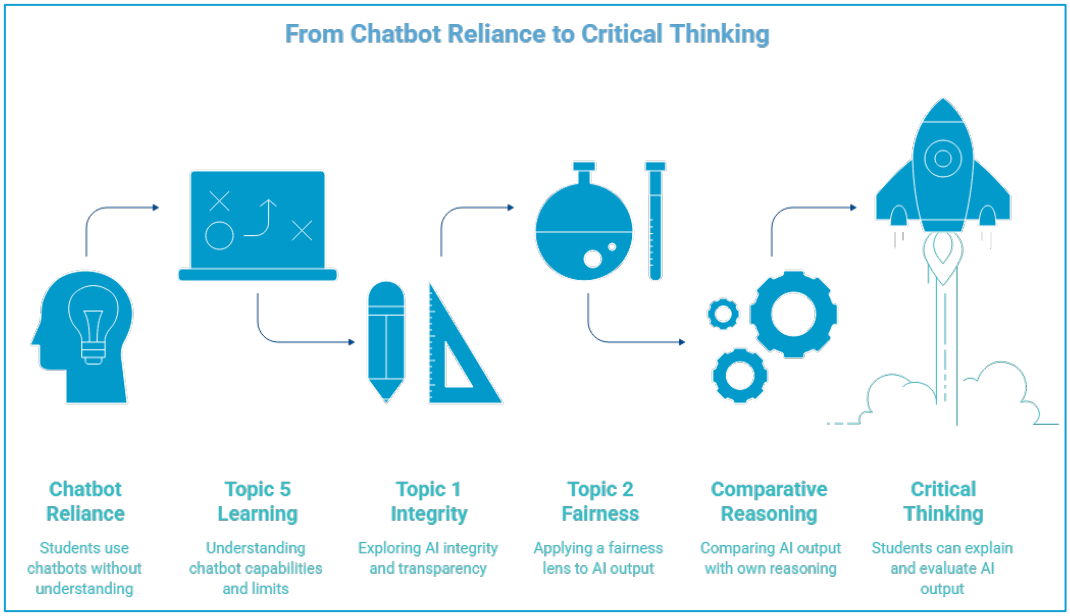
The number alone is not the result. The reasoning and examples explain what a participant learned and how it was applied. SPIDER can help choose a direction; the separate LEVEL5 assessment can document development over time. Do not use a shared demonstration login to record an individual participant assessment.

5 Suggested routes by role

Role	Starting point	Possible next step
Educator or trainer	A teaching challenge; a topic or the educator SPIDER.	Design a small activity with COL & V, then document development if LEVEL5 is part of the offer.
Student	A study question or the student SPIDER.	Explore the relevant topic and apply one idea to an academic task with reflection.
Administrative staff	A work process or the administrative SPIDER.	Examine responsible AI use and the institutional conditions for a practical decision.
Pilot facilitator	The pilot purpose, participant group and competence.	Select topic resources, plan a process, gather evidence and report local adaptations.

5.1 Example route for an educator

An educator notices that students use chatbots to prepare assignments but cannot always explain the output. Topic 5 provides material on capabilities, limits and learner guidance. Topic 1 adds questions of integrity and transparency, while Topic 2 introduces a fairness lens. The educator can ask students to compare an AI-supported answer with their own reasoning and explain which claims they accepted, revised or rejected. COL & V helps frame the competence and activity; a LEVEL5 assessment can document the educator's development if that is part of the pilot design.



6 Pilots and local adaptation

Open the IDEAL Pilots area

The Learning Suite provides a shared starting point for WP5 pilots. Partners may choose different topics, activities and forms of support according to their participants and institutional context. A useful pilot account records the target group, selected competence, resources used, activity, adaptations, evidence and lessons learned.

The pilots area is linked from the platform navigation. A structured collection of pilot examples alongside the topic courses is a proposed addition to the Suite. The detailed evaluation of pilot implementation belongs in the WP5 reports.

7 When access or progress differs from this guide

- If a course shows only its description or an enrolment page, check that you are signed in with the intended account. Guest access shows only the course description; register or sign in to open the activities.
- If an activity requires a saved response, use the account and instructions provided for the course or pilot. The shared demonstration account is for exploration.
- If an external SPIDER or resource link is unavailable, return to the relevant course or contact the project team for the current route.
- If you are facilitating a pilot, agree in advance where individual assessment evidence is stored and who reviews it.

Facilitator preparation checklist

- Confirm the participant group and the account type they will use. A shared demonstration account is for exploration.
- State one competence or learning goal and choose the relevant topic sections before the session.
- Decide whether SPIDER is useful for orientation and whether LEVEL5 assessment is part of the activity. Explain their different purposes to participants.
- Prepare one contextual task and agree what evidence participants should keep.
- Allow time after the task for reasoning, feedback and the next step, rather than treating a quiz or rating as the whole outcome.



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