

Call for Data 2026

Submit ideas and data for the Educational Analytics Innovation Sprints at Leiden Learning and Innovation Centre.

Open to all staff and students at Leiden University | Submission deadline: September 20, 2026

Why are we launching this call?

LLInC supports the University to determine how Educational Analytics can contribute to teaching and learning, while highlighting the organizational and technical conditions needed to make Learning Analytics a sustainable service. To stimulate experimentation within this innovation theme, we are publishing a Call for Data.

Call for data: submit existing datasets and ideas!

Rather than asking for fully developed project proposals, we invite you to share interesting educational datasets together with the educational context in which they were collected. If you already have educational questions or ideas you would like to explore, you are welcome to include them, but this is not required. LLIInC will select a limited number of datasets and work on them during a short **innovation sprint in the fall of 2026**.

IMPORTANT LINKS

Submit this form to take part:

[Call for Data 2026 – Educational Analytics Innovation Sprints - Submission Form](#)

Spread the word by sharing the following link with colleagues:

<https://www.universiteitleiden.nl/en/llinc/consultancy-and-innovation/call-for-data-2026>

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What is Learning Analytics?

Learning Analytics is the process of using educational data to gain insights that help improve teaching, learning, and educational decision-making. By combining data from digital learning environments, assessments, surveys, and other educational systems, we can better understand how students engage with learning activities and identify opportunities to improve education.

Learning Analytics projects can vary from answering a specific educational question to developing reusable dashboards, visualizations, or analytical tools that support students, teachers, educational advisors, and program management.

What are we looking for?

We are looking for submissions of **existing educational datasets** which have the potential to answer interesting educational questions, inspire the development of new Learning Analytics methods, or result in reusable solutions that help improve the quality, equity, efficiency, or scalability of teaching and learning at Leiden University.

Please note: applicants are **not** expected to have a worked-out project proposal. If selected, we may ask you for a conversation to discuss the data, spar on some ideas, and, occasionally, to check our assumptions. Beyond this, only minimal time investment is expected from your side.

Who can apply?

This call is open to staff and students in all Leiden University faculties and support departments. We welcome submissions from teachers, educational advisors, researchers, programme management, policy staff, and others who work with and have access to educational data or who see an interesting opportunity or need.

Are you a student with a great idea? Feel free to submit your idea. We, of course, understand you may not know the right routes to obtain the data. If we think the idea has potential, we'll explore together whether the necessary data can be obtained.

Types of data and data sources

When thinking about Learning Analytics, many people immediately think of data from learning management systems such as Brightspace. While these are certainly valuable sources, we also encourage you to think more broadly about educational data.

- Both **structured** and **unstructured** educational data are welcome.
- Any data which helps us better understand or improve teaching, learning, or the wider educational ecosystem at Leiden University or beyond, may be relevant.
- Depending on the educational question, this could include data from libraries, assessment systems, educational applications, surveys, curriculum information, student support services, or even external data sources.

Examples include:

- **Learning resource usage** (e.g. library visits, book borrowing, course materials)
- **External datasets** that provide educational context (e.g. municipal or regional data)
- **Survey responses and interview data**
- **Educational AI interaction data** (e.g. LUCA)
- **Assessment and course evaluation data**
- **Curriculum, timetabling, and programme data**
- **Attendance or learning space usage data**
- **Qualitative or visual data** (e.g. open-ended responses, images)
- **Learning management system data** (e.g. Brightspace)

I am not sure if my data is suitable or interesting

Don't worry if you are unsure whether a dataset is suitable. Even if it's only a brainwave or tiny spark triggering you to consider these data, we encourage you to submit it! Part of the purpose of this initiative is to explore new combinations of data sources and discover opportunities which we may not have considered before.

Examples of some less obvious datasets, questions, and insights:

1. Combining educational and external data

Datasets: Course participation and performance data combined with publicly available data, such as public transport disruptions.

Question: *Do external circumstances influence attendance, study behaviour, or participation in educational activities?*

Potential insight: Discover contextual factors that may affect student learning and help educators better plan or support their courses.

2. Learning in real life

Dataset: Museum events, lectures, library collections, city activities, course topics.

Question: *What is happening in Leiden this week that connects to what I'm learning?*

Potential insight: Turn the city into an extension of the classroom by recommending exhibitions, public lectures or citizen science activities.

3. Study spot explorer

Dataset: Library occupancy, Wi-Fi occupancy, noise levels, weather, opening hours.

Question: *Where am I most likely to find a quiet place to study right now?*

Potential insight: Recommend study locations based on a student's preferences (quiet, collaborative, near coffee, lots of daylight, etc.).

What makes a good submission?

As we can only carry out a limited number of innovation sprints this year, we are looking for submissions which best match the goals of this initiative.

We particularly value submissions that:

- **Provide existing and reasonably accessible data.** The dataset should already exist and there should be a realistic route to accessing it. We can support some limited work to obtain or prepare the data, but the majority of the sprint should be available for analysis and prototyping rather than data acquisition.

- **Enable new explorations.** We are especially interested in opportunities that allow us to investigate questions, methods, or data sources that LLInC has not explored extensively before.
- **Address a meaningful educational challenge.** The data should have the potential to generate insights or products which help improve teaching, learning, or educational support.
- **Have a clear contact person.** While LLInC will lead the analytical work, we rely on a contact person who can explain the context of the data.
- **Fit within a short innovation sprint.** The project should be achievable within approximately one week of focused work by the Educational Analytics team.

Preparing your submission

Your submission should include:

1. **A sample of an existing educational dataset .**

At this stage, you do **not** need to submit the complete dataset. A small sample, screenshot, data dictionary, or other preview is usually sufficient to help us understand the nature of the data. If your submission is selected, we will contact you to discuss the project in more detail and arrange secure access to the full dataset.

2. **A short description of the educational context in which the data was collected.**

Please explain what the data represents, how it was collected, and how it relates to teaching, learning, or another educational process.

3. **(Optional) Educational questions or ideas you would like us to explore.**

If you already have questions, hypotheses, or ideas for analysis, feel free to share them. This is optional - we are also happy to identify interesting opportunities ourselves.

Data requirements

To make the most of the limited time available for each innovation sprint, we ask that:

- **The data is available at the start of the project.** We expect applicants to either provide the dataset or know how it can be obtained. The scope of these projects does not allow for extensive coordination with other departments to locate, request, or prepare data.
- **The data is ready for analysis.** Some cleaning and preprocessing on our end is expected, but substantial data engineering or integration work is outside the scope of this initiative.
- **The data supports new explorations.** We are particularly interested in datasets that enable analyses or products that go beyond work LLInC has already carried out.

What happens when you submit

- Submit your application by **20 September 2026**.
- We review all submissions and may invite you for a short intake meeting end of Sept / early Oct to discuss the data context and verify the feasibility of data collection.
- You will hear whether your submission has been selected by **5 October 2026**.
- If selected, we'll work on any remaining practical steps needed to access and prepare the dataset, within the scope of the sprint. We'll carry out an Educational Analytics Innovation Sprint during

October–November 2026. We'll explore the data, identify interesting opportunities, and develop analyses, visualisations, and prototypes.

- It's great if you are open to provide occasional feedback, but no further active involvement is expected. LLInC will independently carry out the analyses and develop any visualisations or prototypes.
- We'll share any results with you directly towards the end of 2026 and will also showcase the selected projects more broadly within Leiden University through the LLInC Learning Analytics Portfolio, published in December 2026.

Data protection

Protecting individual privacy is a key principle of all Learning Analytics activities. Therefore, our analyses and reporting will, by default, focus on **aggregated insights** which support educational improvement at the level of courses, programmes, or other groups of people, for example, groups of students.

Where Learning Analytics solutions are intended to provide individual feedback or insights to individuals, the guiding principle is that individual-level data and insights are only accessible to the person to whom they belong. As this initiative focuses on rapid prototyping and exploration, we will not develop or test prototypes using identifiable data. Where individual-level functionality is required, we will work with synthetic, anonymised, or otherwise privacy-preserving datasets. Any processing of personal data will be assessed on a case-by-case basis in consultation with the LLInC's Data Responsibility team to ensure compliance with privacy legislation and university policy.

We prefer to receive datasets that do not contain directly identifiable personal information (PII), but we can help you clean and anonymise data to get to this state before further processing.

Practical information

Timeline

Activity	Period
Call opens	27 August 2026
Submission deadline	20 September 2026
Review of submissions & preliminary intake conversations	21–30 September 2026
Applicants informed of selection outcome	No later than 5 October 2026
Educational Analytics Innovation Sprints	October 2026 (<i>may continue into November depending on the selected projects</i>)
Publication of results	December 2026

Selection and reporting

We expect to select 2–4 projects for the 2026 innovation sprints. Selection will consider educational relevance, feasibility, data readiness, novelty, feasibility within a short innovation sprint, and the potential to generate insights or approaches which could be useful beyond the individual project. We also aim for a varied selection of projects.

Not being selected doesn't mean the data or idea isn't valuable

Capacity and the desire for a varied portfolio also influence selection. All submissions help us gain insight into the types of Educational Analytics questions that exist within the university and may serve as valuable starting points for future collaborations as Educational Analytics continues to develop at Leiden University.

Learning and sharing across Leiden University

This initiative is also about learning from each other's ideas. We may therefore showcase submitted ideas and selected projects in presentations, communications, or our Educational Analytics portfolio. Where we see connections between submissions or opportunities for future collaboration, we may also contact you to explore these further. We will not share the underlying data or sensitive information. If your idea contains something you would prefer not to be shared, please let us know in your application.

Have an idea? We'd love to hear it.

Whether you have a dataset, a question, or just an interesting idea, we're looking for projects that can improve education through Educational Analytics.

- Unexpected ideas are encouraged.
- Don't worry upfront if you're unsure whether your idea fits Educational Analytics or if you have the right data at hand - we'd still love to hear it.
- Minimal time commitment.

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SHARING

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