School 1: Case of technology-enhanced classroom activity.

Teacher individual and group data-informed reflection.

The case is presented based on the four inquiry steps displayed in the TILE tool and the student generated data during the classroom implementation. TS1.a had 24 years of experience and her main subjects were Economics and Business. She initially defined a problem and intervention design in the TILE tool. Then she used the PyramidApp tool to author and implement the activity with students. She addressed the *Problem* on how students could draw conclusions from a questionnaire with a collaborative activity and to what extent the designed activity will help them to elaborate on their ideas. The *Intervention* was to involve students in an investigation about psychosocial risks of workers with a questionnaire. Then students had to conclude one of three main ideas of their investigation with the PyramidApp tool. After the implementation, TS1.a was provided with the content of discussions and main conclusions of students and an analytics report about student engagement individually and in groups. Her *Reflection* based on the *Collected data*, like the content of discussions, was the prevalence of off-task discussions and evidence of misunderstandings by students of the learning task. Her observation was that students positively received the collaborative activity and engaged actively with the tool. TS1.a proposed changes in the learning design of the task based on the collected data such as offering students better guidelines for the tasks before and during the collaborative activity and giving students more time to think about and discuss the topics.

During a face-to-face workshop, eight teachers were involved in a collaborative reflection for this learning design realization. They were asked to explore and comment in ILDE the documented inquiry of TS2.a, together with the activity designed and the collected data. The main topics of their reflections focused on the different participation levels of students, evidence of student misunderstandings about the activity and the ease to collect student data in the collaborative activity with PyramidApp.

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