

Third International Workshop on Generative AI and Learning Analytics (GenAI-LA): Unpacking Human–AI Collaboration with Learning Analytics*

27th April 2026, Bergen, co-located with the LAK’26 Conference

This volume contains the proceedings of the Third International Workshop on Generative AI and Learning Analytics (GenAI-LA), held on 27th April 2026 in Bergen, Norway, as part of the pre-conference program of the 16th International Conference on Learning Analytics and Knowledge (LAK’26). Building on the momentum of the two previous editions at LAK24 and LAK25 — which together drew more than 100 participants and produced a growing body of peer-reviewed work — this third edition sharpened the focus of the series on the evolving dynamics of human–AI collaboration in education.

The goal of the third GenAI-LA workshop was to move the community’s conversation beyond “AI as a tool” towards “AI as a partner” by leveraging learning analytics to illuminate, shape, and optimise the dynamics of human–AI collaboration in learning. As generative AI systems become increasingly embedded in authentic educational settings, learners, educators, and AI agents are co-constructing meaning, dividing labour, calibrating trust, and negotiating agency in ways that demand robust, data-driven analysis. The workshop created a dedicated space to (a) examine the defining features of productive human–AI partnerships in learning, (b) explore which learning analytics methodologies best capture the richness of these interactions, and (c) develop consensus around equitable, transparent, and meaningful design of GenAI systems for education. A broader aim was to strengthen the vibrant community of practice around GenAI-LA and to seed cross-institutional collaborations on emerging best practices for capturing and supporting collaborative learning with AI.

Sixteen papers were submitted to the workshop, of which twelve were accepted for presentations, comprising six full papers and six short papers. The accepted contributions span empirical studies, methodological innovations, system designs, and critical perspectives, covering topics such as epistemic network analysis of GenAI-supported collaborative inquiry, annotation design and self-regulated learning, multi-phase human–AI–human learning sequences, authorship calibration and metacognition, learning analytics dashboards for student writing, role-based pedagogical risk evaluation, GenAI in K–12 tutoring, dialogic and generativity-theoretic perspectives, cognitive friction as a design principle, chatbot-supported learning design, adaptive metacognitive prompting support, teacher use of GenAI in compulsory schooling, and pedagogical guidance for AI-assisted teacher design work. Together, these papers illustrate how learning analytics methods can move the study of human–AI collaboration beyond outcome measurement towards process-sensitive, context-aware, and pedagogically actionable insight. All papers included in this volume were submitted for CEUR publication and accepted after review by the organising committee.

**Joint Proceedings of LAK 2026 Workshops, co-located with the 16th International Conference on Learning Analytics and Knowledge (LAK 2026), Bergen, Norway, April 27 – May 1, 2026*

Full Papers

- Group Size Matters: Epistemic Network Analysis of GenAI's Impact on Collaborative Inquiry – *Shuang Wu, Shen Ba, Guoqing Lu, and Xiao Hu*
- From Log Data to GenAI Scaffolds: Annotation Design as a Lens for Learning Analytics in Human–AI Collaboration – *Wenting Sun*
- Tracing Process Alignment in Human-AI-Human Learning: A Learning Analytics Case of GenAI-Assisted Preparation and Peer Feedback – *Wenting Sun*
- When AI Blurs the Boundaries of Contribution: An Empirical Study of Authorship Calibration – *Céline Treuillier and Denis Lalanne*
- Using Learning Analytics to Support Secondary School Students' Writing with Generative AI – *Ho Yin Fong, Chun Lai, Xinyu Li, Carol K. K. Chan, Dragan Gašević, and Xiao Hu*
- EduEVAL-DB: A Role-Based Dataset for Pedagogical Risk Evaluation in Educational Explanations – *Javier Irigoyen, Roberto Daza, Aythami Morales, Julian Fierrez, Francisco Jurado, Alvaro Ortigosa, and Ruben Tolosana*

Short Papers

- Using Learning Analytics to Unpack Human–AI Roles in Generative AI Math Tutoring – *Lynne Harden, Akila Raoul, Rebecca McGill-Wilkinson, Amber Wang, Katie Boody Adorno, and John Scianimanico*
- Learning Analytics for GenAI Augmented Collaborative and Dialogic Educational Approaches: A Generativity Theory Perspective – *Yoram M. Kalman and Yun Wan*
- Scaffolding Cognitive Friction for Learning with Generative AI – *Aditya Johri*
- Investigating the Role of Chatbots in Facilitating Learning Design – *Shan Tang, Jie Shen, Jionghao Lin, and Nancy W. Y. Law*
- Ask Better, Learn Better: An Adaptive Metacognitive Support System for Enhancing Student Prompting with LLMs – *Olga Viberg, Selma Ozdere, Richard Lee Davis, and Jacqueline Wong*
- “I know when students need more practice”: Teachers' use of genAI and learning analytics – *Sarah Howard, Jo Tondeur, Bronwen Swinnerton, Catherine Bell, and Antonio Bucchiarone*

The workshop opened with a welcome and overview that introduced the aims of GenAI-LA and situated the third edition within the trajectory of the series. This was followed by an opening keynote from Prof. Dragan Gašević (Monash University), which offered a thought-provoking perspective on the current landscape, future challenges and actionable takeaways of human–AI collaboration in education. Authors of accepted papers then presented their work in a two-minute pitching format with their posters accessible in a digital gallery to attract latter discussions with interested audience. The core of the workshop featured facilitated collaborative design sessions in which participants worked in small groups on real-world learning scenarios involving human–AI collaboration, using the learning analytics cycle as a guide to sketch research studies and interventions that could unpack and optimise collaborative processes. Groups shared their designs with the

wider audience to elicit feedback and surface possible new partnerships, and the day closed with a synthesis of insights.

We would like to sincerely thank all authors and presenters for their contributions to the workshop, as well as all participants for their active engagement in the discussions and design activities. We are especially grateful to our keynote speaker and to the members of the organising committee for their continued support and contributions to GenAI-LA.

Organising Committee

- Lixiang Yan, Tsinghua University
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