**INTRODUCTION**

Online learning environments are crucial to provide student collaboration and engagement. Teachers’ role implies proactive strategies to facilitate learning and reduce complexity of the teaching role.

**Learning Analytics (LA)**

How do university teachers use the data from Learning Analytics to observe learners and to engage them in online learning?

**METHOD**

- **Lithuanian university**
- **Courses in Moodle**
- **25 teachers (25-63 years old)**
- **Observer or collaborator**
- **Qualitative approach**
- **Courses in Moodle**
- **Semi-structured interviews** (Recording + transcription)
- **Data analysis**
- **Iterative reading of interviews**
- **Coding**
- **Grouping into subcategories and categories**

**RESULTS**

- **Are aware of the possibilities to access LA provided data**
- **Have a limited understanding about how to use them to improve courses.**
- **Identifying students’ (dis)engagement is a motivator factor to develop more interactive course or to trigger discouragement.**

**DESIGN of student-centred ACTIVITIES**

- **Strove to create a learning environment which favours the development of critical thinking and more indepth learning.**
- **Encourage students to limit their dependencies on the communicative role of teachers**
- **Success in engagement through the design of activities meant to foster critical thinking, sense of belonging and personal interest.**

**CONCLUSIONS**

- **LA use to reduce the complexity of teacher interventions when it comes to:**
  - Developing critical thinking.
  - Inducing debates.
  - Identifying personal interest and in-depth understanding.
  - Increasing awareness about the learning process.

**Utilizing DATA DERIVED from LA**

- **Experimentation with learning activities.**
- **Introduction of modifications.**
- **Application of new approaches.**
- **Possibility to make sense of students’ reflections on assignments.**

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