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Metadata Sheet — WP2 / Erasmus+ KA220-SCH, ref. 2025-1-IT02-KA220-SCH-000365213

OER 1.2.1

The STIAEM Pedagogical Model: Balancing Digital Literacy and Relational Mentorship

Identifier	OER 1.2.1
Title	The STIAEM Pedagogical Model: Balancing Digital Literacy and Relational Mentorship
Creator	University of Zaragoza - Spain
Description	The text presents the STIAEM pedagogical model as an architecture balancing digital literacy with relational mentorship. Starting from the diagnosis of technological accelerationism and the principle of cognitive sustainability, it articulates the Slow Tech Attitude (Good IT, Clean IT, Fair IT) and integrates the AI4K12, UNESCO and DigComp 3.0 frameworks. The classroom focus is on designing activities where AI acts as cognitive scaffolding and epistemic co-creator while the teacher retains pedagogical ownership (human-in-the-loop).
Keywords	pedagogical model; digital literacy; relational mentorship; Slow Tech Attitude; cognitive sustainability; human-in-the-loop; AI4K12; pondered delegation
Language	EN (English)
Affiliation	University of Zaragoza - Spain
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-1.2.1
References	University of Zaragoza. (2026). *The STIAEM Pedagogical Model: Balancing Digital Literacy and Relational Mentorship* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
Citation	CAST. (2024). Universal Design for Learning guidelines version 3.0. CAST. https://udlguidelines.cast.org/ Cosgrove, J., & Cachia, R. (2025). DigComp 3.0: European digital competence framework (Fifth edition). Publications Office of the European Union. https://data.europa.eu/doi/10.2760/0001149 Miao, F., & Cukurova, M. (2024). AI competency framework for teachers. UNESCO. https://doi.org/10.54675/ZJTE2084 Miao, F., Shiohira, K., & Lao, N. (2024). AI competency framework for students. UNESCO. https://doi.org/10.54675/JKJB9835 OECD. (2021). OECD digital education outlook 2021: Pushing the frontiers with AI, data and online learning. OECD Publishing. https://doi.org/10.1787/589b283f-en Patrignani, N., & Whitehouse, D. (2014). Slow tech: A quest for good, clean and fair ICT. Journal of Information, Communication and Ethics in Society, 12(2), 78-92. https://doi.org/10.1108/JICES-11-2013-0051 Patrignani, N., & Whitehouse, D. (2019). Slow tech: Towards an ICT for the Anthropocene age. Visions for Sustainability, 12, 35-39. https://doi.org/10.13135/2384-8677/4039

	STIAEM. (2026). STIAEM pedagogical model (working document, WP2). Erasmus+ KA220-SCH, Project ref. 2025-1-IT02-KA220-SCH-000365213. UNESCO. (2023). Guidance for generative AI in education and research. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000386693
Educational Level	Secondary School
Associated Module / MOOC Video Lesson	Module 1 - Project Introduction and Pedagogical Model / Video 1.2 - The STIAEM Pedagogical Model
Learning Objectives	Recognise the risks of technological acceleration and the principle of cognitive sustainability in one's own classroom context; describe the three dimensions of the Slow Tech Attitude - Good IT, Clean IT, Fair IT - and apply them to the choice of digital tools; design activities in which AI operates as cognitive scaffolding and epistemic co-creator, while the teacher retains pedagogical ownership (human-in-the-loop).
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