STIAEM — Open Educational Resource (OER) Repository for AI

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

OER 6.1.2

Generative AI as a Home Personal Tutor for Collaborative In-Class Discussion

Identifier	OER 6.1.2
Title	Generative AI as a Home Personal Tutor for Collaborative In-Class Discussion
Creator	Panevėžys "Vyturys" Progymnasium - Lithuania
Description	Complementing OER 6.1.1, the resource focuses on the home phase of the flipped classroom and on what happens when the student studies alone with a generative tutor. It defines the design constraints that prevent cognitive delegation — maieutics, chains of questions, no terminal answer — and links home preparation to collaborative in-class discussion. The practical focus is an oversight design made of use pacts, traces and opening checks.
Keywords	generative AI tutor; flipped classroom; maieutics; question chains; cognitive delegation; home preparation; collaborative discussion; oversight design
Language	EN (English)
Affiliation	Panevėžys "Vyturys" Progymnasium - Lithuania
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-6.1.2
Citation	Panevėžys "Vyturys" Progymnasium. (2026). *Generative AI as a Home Personal Tutor for Collaborative In-Class Discussion* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. ISTE / ASCD. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences (PNAS), 111(23), 8410-8415. https://doi.org/10.1073/pnas.1319030111 Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. The Journal of Economic Education, 31(1), 30-43. https://doi.org/10.1080/00220480009596759 Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. Educational Research Review, 30, 100314. https://doi.org/10.1016/j.edurev.2020.100314 van Alten, D. C. D., Phielix, C., Janssen, J., & Kester, L. (2019). Effects of flipping the classroom on learning outcomes: A meta-analysis. Educational Research Review, 28, 100305. https://doi.org/10.1016/j.edurev.2019.05.003
Educational Level	Secondary School
Associated Module /	Module 6 - Classroom Practice and Authentic Assessment / Video

MOOC Video Lesson	6.1 - Active Methodologies & Flipped Classroom
Learning Objectives	Recognise the promise and the risks of AI as a home tutor in the flipped classroom; define the design constraints that prevent cognitive delegation (maieutics, chains of questions, no terminal answer); link assisted home preparation to collaborative in-class discussion, safeguarding traceability and equity.
Rights	Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)
Date Available	14/09/2026
Date Modified	