



STIAEM

Slow Tech Innovation

AI, Ethics and
New Teaching Methods

DETAILED PLAN FOR DATA COLLECTION IN VARIOUS COUNTRIES



Università di Foggia
Studi Umanistici, Lettere, Beni Culturali,
Scienze della Formazione



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2025-1-IT02-KA220-SCH-000365213

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PROJECT STIAEM INFORMATION

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DETAILED PLAN FOR DATA COLLECTION IN VARIOUS COUNTRIES

This document serves as the practical instruction manual for the execution of the data collection phase across partner countries, focusing exclusively on the "how" and "when" of operations.

The objective is to ensure that every partner acts synergistically, collecting homogeneous data to enable the comparability of findings originating from each country.

Adherence to this operational plan is, therefore, a contractual obligation: failure to produce required "evidence" (e.g., a missing attendance sheet or a number of surveys below the established minimum) jeopardizes the funding for the entire Work Package for both the individual partner and the consortium.

The plan defines four fundamental pillars for activity management for each partner:

- **Temporal Workflow:** The chronological schedule of activities and the time windows within which actions must be completed. Establishing definite deadlines is essential to guarantee the synchronization of the consortium and enable global comparative analysis without delays.
- **Sampling Quotas:** The definition of minimum numerical targets (the exact number of teachers, students, and stakeholders to be involved). These figures are not merely indicative; rather, they represent the minimum threshold necessary to ensure the scientific validity of the research and full compliance with the parameters approved by the National Agency.
- **Evidence Kit:** The mandatory documentation package required to certify the completion of activities. To maximize efficiency, quantitative data collection (Google Forms) will be centralized and supervised by the Lead Partner (University of Foggia). Conversely, partners will bear the responsibility for producing and archiving qualitative materials (minutes, photos, national reports) within the dedicated folders on Google Drive.
- **Management and Privacy Protocols:** Procedures for data processing and GDPR compliance. While the quantitative survey is structured to be natively anonymous, qualitative activities—which must be conducted in person—require the prior collection of signed informed consent forms, ensuring full compliance with European data protection regulations.

1. Temporal workflow

The operational transition from the design phase to field research is conceived as an organic process of scientific maturation. The STIAEM project adopts a Sequential

Explanatory Design, a methodological choice that transforms data collection into a multistage pathway wherein each result informs the subsequent phase.

From this perspective, the research is not implemented as a monolithic block but is articulated in two distinct stages: an initial quantitative phase, essential for establishing a statistical baseline and mapping large-scale trends, followed by a targeted qualitative phase. The latter is designed to intervene subsequently with the aim of "explaining" and delving deeper into the narratives and complexities emerging from the quantitative data, thereby ensuring a holistic understanding of AI integration within European schools.

Process Phase	Period	Priority Evolutionary Action	Synchronization Objective
Fieldwork Phase 1: Quantitative	January – April 2026	Activation of large-scale research. Distribution of centralized Google Forms (managed by UNIFG) to the partners' school networks.	Output: Raw statistical dataset and monitoring of sampling targets.
Analysis and Result Mapping	May 2026	Processing of statistical data and production of National Quantitative Reports to identify emerging critical issues.	Output: Documented evidence and baseline for the qualitative phase.
Qualitative Implementation & National Reporting	June 2026 .	Development and launch of qualitative protocols (Focus Groups, Interviews) and drafting of the National Research Reports.	Output: National Research Reports, meeting minutes, and workshop evidence.

Table 1: Strategic Progression Timeline for WP2 Data Collection case studies.

2. Sampling Quotas

To ensure operational sustainability and scientific rigor, the STIAEM project sampling plan adopts a non-probabilistic purposive sampling strategy (convenience sampling).

This methodological choice allows the consortium to leverage the institutional and territorial networks already active among the partners, optimizing recruitment timelines and guaranteeing access to highly profiled target groups.

The original plan, initially proposed by the University of Foggia, was refined through an internal validation process based on an Adhesion Form. The analysis of the feedback revealed a structural diversity among the partners (Universities, School Offices, and individual Schools), leading to the definition of a system of differentiated quotas by cluster. This approach ensures that each institution contributes according to its actual outreach capacity, without compromising the global statistical validity of the dataset.

2.1 The Cluster-Based Differentiated Quota System

To guarantee the sustainability of the research without compromising its scientific rigor, the sampling plan has been modulated according to a "differentiated quotas by cluster" approach. This system assigns each partner to one of two groups based on their declared operational capacity:

Group	Teacher Target (min)	Student Target (min)	Stakeholders (min)
Cluster A	80 – 100 responses	> 150 responses (Ages 14-19)	3 – 5 key figures
Cluster B	40 – 50 responses	80 – 100 responses (Ages 11-19)	3 – 5 key figures

Table 2: Differentiated sampling quotas by operational Cluster.

The table defines the minimum recruitment thresholds for the quantitative phase. Cluster A, comprising entities with broad territorial networks, acts as the primary driver for statistical significance, while Cluster B ensures direct and in-depth data collection within the school environment.

2.2 Target Groups and Operational Requirements

The sampling focuses on three fundamental pillars, each functional to a specific dimension of the STIAEM model:

- **Teachers (Primary Target):** As the core of the research, Cluster A partners will utilize regional networks to reach a cross-sectional sample, while Cluster B partners will focus on their internal staff and local satellite schools.

- **Students (Secondary Target):** While the priority remains the 14–19 age group, Cluster B partners are encouraged to include the 11–14 range to capture early dynamics of AI usage. Exceeding the 150-unit threshold for Cluster A is a Key Performance Indicator (KPI) for the robustness of the comparative analysis.
- **Stakeholders and Qualitative Phase:** All partners, regardless of cluster, must involve **3 to 5 key informants** (School Principals, Digital Animators, policy makers, or parent representatives). A mixed subgroup from the previous sample will then be selected for the subsequent qualitative phase of reflection on the pedagogical model.

3. Data Processing

The personal data management protocol of the STIAEM project is grounded in strict adherence to EU Regulation 2016/679 (GDPR), reflecting the partnership's ethical commitment to the principles of "Slow Tech," even within the dimension of privacy. The data protection strategy is structured differentially to address the specificities of the two research phases, simultaneously ensuring maximum security for participants and the full traceability of consents for institutional purposes.

Regarding the quantitative survey phase, privacy protection is guaranteed through a native anonymity approach. The data collection platform, centralized at the University of Foggia, is configured so as not to log IP addresses or other unique identifiers that could link responses to the identities of the involved teachers or students. This "Privacy by Design" approach ensures that the global statistical dataset consists exclusively of aggregate, non-sensitive information, facilitating the free expression of participants and simplifying administrative burdens for individual territorial partners.

In contrast, the qualitative investigation phase necessitates the active management of personal data due to the relational nature of focus groups, interviews, and workshops. In this context, each partner assumes the role of Data Processor for their respective territory, bearing the mandatory obligation to collect Informed Consent forms signed by every participant prior to the commencement of any in-person activity. Specifically regarding the involvement of minor students, consent must be signed by parents or legal guardians. These documents must transparently illustrate the research objectives, the voluntary nature of participation, and the right to revoke consent at any time, ensuring that the educational alliance between school and research is founded on awareness and respect for human agency.

From an operational and documentary standpoint, the archiving system follows a dual-safeguard strategy. Scans of the informed consents must be uploaded to the project's secure servers (Google Drive) to allow the Lead Partner to monitor the ethical compliance of the procedures. However, to guarantee the principle of risk minimization, the original paper documents must remain in the physical custody of the partner responsible for the collection. These originals must be stored in protected archives for a period of five years following the formal conclusion of the project, remaining available for potential audits by competent authorities. This protocol ensures that the transnational dimension of the STIAEM research does not compromise the security of

sensitive data, maintaining a constant balance between digital innovation and pedagogical responsibility.

4. Integrated Research And Development Schedule (January – August 2026)

The period between January and August 2026 represents the operational core of Work Package 2 and the driving force behind the entire research architecture of the STIAEM project. Although the formal timeline envisions a temporal overlap between investigative activities and technical development, the success of the initiative lies in the rigorous functional interdependence of these phases.

To avoid bottlenecks and guarantee the excellence of results, the Scientific Committee—composed of the University of Foggia, the University of Alicante, and the University of Zaragoza—has established a work method based on continuous exchange and the progressive release of evidence. This approach allows technical partners to operate in parallel with researchers, without waiting for the final release of formal reports.

I. Data Collection and Preliminary Analysis (Action 2 - Lead: Universidad de Alicante)

The first line of action, focused on data collection and case studies, must ensure rapid execution times to supply input to the entire consortium. Under the guidance of the University of Alicante, the transnational survey and the management of data flows from partner schools must conclude strictly by mid-March 2026.

This intermediate milestone is crucial as it allows the research team to process the first descriptive statistics as early as April. The early availability of this raw data allows other partners to calibrate training products and didactic materials based on real detected needs, guaranteeing a methodological precision that a standard sequential approach could not offer.

II. Iterative Pedagogical Model Design (Action 3 - Lead: Universidad de Zaragoza)

In parallel with the data collection phase, the University of Zaragoza coordinates the development of the AI-based pedagogical model. In this phase, the design of the STIAEM architecture is not understood as a static process, but as a cyclical evolution driven by data.

The research team structures the pedagogical framework by progressively integrating empirical evidence provided by the Alicante team. This iterative design mechanism ensures that, by the end of June, the final model is not only theoretically solid but perfectly aligned with the digital competencies and ethical attitudes actually observed in the teaching staff and European students.

III. Content Development and Educational Resources (Actions 4 & 5 - Lead: Esenler & USR Toscana)

The third strategic dimension concerns the operational production of training tools, which extends until the end of August 2026 to allow for the full refinement of materials. This phase is articulated via two convergent paths:

- Teacher Training: On one hand, Esenler İlçe Milli Eğitim Müdürlüğü assumes leadership of the teacher training development, handling the instructional design, syllabus definition, and the creation of video lessons and interactive quizzes.
- OER Repository: On the other hand, the Regional School Office (USR) for Tuscany guides the construction of the OER repository for AI, overseeing the structuring of the digital platform and resource selection.

Both partners operate in constant dialogue with the universities, translating pedagogical guidelines into digital tools ready for experimentation.



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