



STIAEM

Slow Tech Innovation

AI, Ethics and
New Teaching Methods

SURVEY TRANSLATION KIT



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



İSTANBUL - ESENLER
İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜ



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PROJECT STIAEM INFORMATION

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TEACHERS			
Unique code	English item	Greek Item	Expert Ceck Item
TP_01	In which country is your school located?	Σε ποια χώρα βρίσκεται το σχολείο σας;	
	Greek - Lithuania - Italy - Spain - Turkey	Ελλάδα - Λιθουανία - Ιταλία - Ισπανία - Τουρκία	
TP_02	What is your gender?	Ποιο είναι το φύλο σας;	
	Female - Male - Prefer not to say	Γυναίκα - Άνδρας - Προτιμώ να μην απαντήσω	
TP_03	What is your age group?	Σε ποια ηλικιακή ομάδα ανήκετε;	
	Under 25 - 25–34 - 35–44 - 45–54 - 55 or older	Κάτω των 25 ετών - 25–34 ετών - 35–44 ετών - 45–54 ετών - 55 ετών ή μεγαλύτερος/η	
TP_04	How many years of teaching experience do you have?	Πόσα έτη διδακτικής προϋπηρεσίας έχετε;	
	Less than 5 years - 5–15 years - 16–25 years - More than 25 years	Λιγότερο από 5 έτη - 5–15 έτη - 16–25 έτη - Περισσότερο από 25 έτη	
TP_05	At which school level do you primarily teach?	Σε ποια βαθμίδα εκπαίδευσης διδάσκετε κυρίως;	
	Lower Secondary School (Middle School / ISCED 2) - Upper Secondary School (High School / ISCED 3) - Vocational / Technical School (ISCED 3) - Other	Γυμνάσιο (Κατώτερη Δευτεροβάθμια / ISCED 2) - Γενικό Λύκειο (Ανώτερη Δευτεροβάθμια / ISCED 3) - Επαγγελματικό Λύκειο / Τεχνική Εκπαίδευση (ΕΠΑΛ / ISCED 3) - Άλλο	
TP_06	What is your main subject area?	Ποιος είναι ο κύριος γνωστικός σας τομέας;	

	STEM (Mathematics, Physics, Chemistry, Biology, Technology, IT) - Humanities & Arts (Literature, History, Philosophy, Foreign Languages, Art) - Social Sciences (Geography, Economics, Law, Psychology) - Physical Education - Support / Special Needs Education	STEM (Μαθηματικά, Φυσική, Χημεία, Βιολογία, Τεχνολογία, Πληροφορική) - Ανθρωπιστικές Επιστήμες & Τέχνες (Λογοτεχνία, Ιστορία, Φιλοσοφία, Ξένες Γλώσσες, Καλλιτεχνικά) - Κοινωνικές Επιστήμες (Γεωγραφία, Οικονομικά, Νομική, Ψυχολογία) - Φυσική Αγωγή - Ειδική Αγωγή / Παράλληλη Στήριξη	
TP_08	Which statement best describes your relationship with technology in the classroom?	Ποια δήλωση περιγράφει καλύτερα τη σχέση σας με την τεχνολογία στην τάξη;	
	I avoid it when possible; it often distracts students. - I use it mainly for administrative tasks or basic presentations. - I regularly use it to support my lectures (e.g., videos, digital boards). - I constantly experiment with new apps, hybrid methods, and AI tools.	Την αποφεύγω όταν είναι δυνατόν· συχνά αποσπά την προσοχή των μαθητών. - Τη χρησιμοποιώ κυρίως για διοικητικές εργασίες ή βασικές παρουσιάσεις. - Τη χρησιμοποιώ τακτικά για να υποστηρίξω τη διδασκαλία μου (π.χ. βίντεο, ψηφιακοί πίνακες). - Πειραματίζομαι συνεχώς με νέες εφαρμογές, υβριδικές μεθόδους και εργαλεία Τεχνητής Νοημοσύνης (ΤΝ).	
The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Strongly disagree) to 5 (Strongly agree):	Παρακαλούμε δηλώστε τον βαθμό συμφωνίας σας με τις ακόλουθες δηλώσεις χρησιμοποιώντας την κλίμακα από 1 (Διαφωνώ απόλυτα) έως 5 (Συμφωνώ απόλυτα):	
TCH_COMP_01	I can use artificial intelligence tools easily.	Μπορώ να χρησιμοποιώ εργαλεία τεχνητής νοημοσύνης με ευκολία.	
TCH_COMP_02	I can identify appropriate AI tools to evaluate students' performance.	Μπορώ να εντοπίζω τα κατάλληλα εργαλεία ΤΝ για την αξιολόγηση της επίδοσης των μαθητών.	

TCH_COMP_03	I have sufficient knowledge and skills in the use of artificial intelligence tools.	Διαθέτω επαρκείς γνώσεις και δεξιότητες στη χρήση εργαλείων τεχνητής νοημοσύνης.	
TCH_COMP_04	I can design efficient learning environments using artificial intelligence tools.	Μπορώ να σχεδιάζω αποδοτικά μαθησιακά περιβάλλοντα χρησιμοποιώντας εργαλεία τεχνητής νοημοσύνης.	
TCH_COMP_05	I have the necessary knowledge and skills to integrate artificial intelligence tools into my future courses.	Έχω τις απαραίτητες γνώσεις και δεξιότητες για να ενσωματώσω εργαλεία τεχνητής νοημοσύνης στα μελλοντικά μου μαθήματα.	
TCH_COMP_06	I can prepare course content using artificial intelligence tools.	Μπορώ να προετοιμάζω εκπαιδευτικό υλικό χρησιμοποιώντας εργαλεία τεχνητής νοημοσύνης.	
TCH_COMP_07	For each achievement, I can decide which artificial intelligence tool can be used more effectively.	Για κάθε μαθησιακό στόχο, μπορώ να αποφασίζω ποιο εργαλείο τεχνητής νοημοσύνης μπορεί να χρησιμοποιηθεί πιο αποτελεσματικά.	
TCH_COMP_08	I know how to get support from artificial intelligence tools to solve any problem I encounter.	Γνωρίζω πώς να λαμβάνω υποστήριξη από εργαλεία τεχνητής νοημοσύνης για την επίλυση προβλημάτων που αντιμετωπίζω.	
TCH_COMP_09	I am careful to use artificial intelligence tools in a way that ensures active participation of students in the lesson.	Φροντίζω να χρησιμοποιώ τα εργαλεία τεχνητής νοημοσύνης με τρόπο που διασφαλίζει την ενεργό συμμετοχή των μαθητών στο μάθημα.	
TCH_COMP_10	I am ready to produce teaching materials using artificial intelligence tools.	Είμαι έτοιμος/η να παράγω διδακτικό υλικό χρησιμοποιώντας εργαλεία τεχνητής νοημοσύνης.	
TCH_COMP_11	I follow artificial intelligence tools that will contribute to my professional development.	Παρακολουθώ εργαλεία τεχνητής νοημοσύνης που θα συμβάλουν στην επαγγελματική μου ανάπτυξη.	
TCH_COMP_12	I get support from artificial intelligence tools to carry out in-class activities.	Λαμβάνω υποστήριξη από εργαλεία τεχνητής νοημοσύνης για τη διεξαγωγή δραστηριοτήτων εντός της τάξης.	
TCH_COMP_13	I follow the developments regarding artificial intelligence tools closely.	Παρακολουθώ στενά τις εξελίξεις σχετικά με τα εργαλεία τεχνητής νοημοσύνης.	

TCH_COMP_14	I consider the relevant learning outcomes when choosing the artificial intelligence tools I will use.	Λαμβάνω υπόψη τα σχετικά μαθησιακά αποτελέσματα όταν επιλέγω τα εργαλεία τεχνητής νοημοσύνης που θα χρησιμοποιήσω.	
TCH_COMP_15	I can access information faster with artificial intelligence tools.	Μπορώ να έχω ταχύτερη πρόσβαση σε πληροφορίες με εργαλεία τεχνητής νοημοσύνης.	
TCH_COMP_16	I get support from artificial intelligence tools to solve a problem I encounter in daily life.	Λαμβάνω υποστήριξη από εργαλεία τεχνητής νοημοσύνης για την επίλυση προβλημάτων στην καθημερινή ζωή.	
TCH_COMP_17	I am willing to prepare teaching materials using artificial intelligence tools.	Είμαι πρόθυμος/η να προετοιμάσω διδακτικό υλικό χρησιμοποιώντας εργαλεία τεχνητής νοημοσύνης.	
TCH_COMP_18	I attend seminars and events about new artificial intelligence tools to improve myself.	Παρακολουθώ σεμινάρια και εκδηλώσεις για νέα εργαλεία τεχνητής νοημοσύνης για την αυτοβελτίωσή μου.	
TCH_COMP_19	I believe that it is necessary to use artificial intelligence tools for the courses I will teach.	Πιστεύω ότι είναι απαραίτητο να χρησιμοποιώ εργαλεία τεχνητής νοημοσύνης στα μαθήματα που θα διδάξω.	
TCH_COMP_20	Artificial intelligence tools save time in completing my work.	Τα εργαλεία τεχνητής νοημοσύνης εξοικονομούν χρόνο στην ολοκλήρωση της εργασίας μου.	
TCH_COMP_21	I think artificial intelligence tools will save time.	Πιστεύω ότι τα εργαλεία τεχνητής νοημοσύνης θα εξοικονομήσουν χρόνο.	
TCH_COMP_22	I think artificial intelligence tools are important for education.	Πιστεύω ότι τα εργαλεία τεχνητής νοημοσύνης είναι σημαντικά για την εκπαίδευση.	
TCH_ANX_23	The use of artificial intelligence tools in education negatively affects students' attitudes towards the lesson.	Η χρήση εργαλείων τεχνητής νοημοσύνης στην εκπαίδευση επηρεάζει αρνητικά τη στάση των μαθητών απέναντι στο μάθημα.	
TCH_ANX_24	The use of artificial intelligence tools in education negatively affects students' academic success.	Η χρήση εργαλείων τεχνητής νοημοσύνης στην εκπαίδευση επηρεάζει αρνητικά την ακαδημαϊκή επιτυχία των μαθητών.	

TCH_ANX_25	I think artificial intelligence tools will reduce the quality of the education I provide.	Πιστεύω ότι τα εργαλεία τεχνητής νοημοσύνης θα μειώσουν την ποιότητα της εκπαίδευσης που παρέχω.	
TCH_ANX_26	The use of artificial intelligence tools in education can make the learning process boring.	Η χρήση εργαλείων τεχνητής νοημοσύνης στην εκπαίδευση μπορεί να κάνει τη μαθησιακή διαδικασία βαρετή.	
TCH_ANX_27	The use of artificial intelligence tools in education concerns me.	Η χρήση εργαλείων τεχνητής νοημοσύνης στην εκπαίδευση με ανησυχεί.	
TCH_ANX_28	I think artificial intelligence tools are not suitable for me.	Πιστεύω ότι τα εργαλεία τεχνητής νοημοσύνης δεν είναι κατάλληλα για μένα.	
TCH_ANX_29	I do not use artificial intelligence tools unless necessary.	Δεν χρησιμοποιώ εργαλεία τεχνητής νοημοσύνης εκτός εάν είναι απαραίτητο.	
TCH_ANX_30	I think that the use of artificial intelligence tools in education will increase the success of students.	Πιστεύω ότι η χρήση εργαλείων τεχνητής νοημοσύνης στην εκπαίδευση θα αυξήσει την επιτυχία των μαθητών.	
TCH_UTIL_31	I think that evaluations made with artificial intelligence tools will provide more accurate information about students' learning processes.	Πιστεύω ότι οι αξιολογήσεις που γίνονται με εργαλεία τεχνητής νοημοσύνης θα παρέχουν ακριβέστερες πληροφορίες για τις μαθησιακές διαδικασίες των μαθητών.	
TCH_UTIL_32	Artificial intelligence tools are useful for daily life.	Τα εργαλεία τεχνητής νοημοσύνης είναι χρήσιμα για την καθημερινή ζωή.	
TCH_UTIL_33	I use artificial intelligence tools to guide students.	Χρησιμοποιώ εργαλεία τεχνητής νοημοσύνης για να καθοδηγήσω τους μαθητές.	
TCH_UTIL_34	I enable students to evaluate their own learning processes using artificial intelligence tools.	Δίνω τη δυνατότητα στους μαθητές να αξιολογήσουν τις δικές τους μαθησιακές διαδικασίες χρησιμοποιώντας εργαλεία τεχνητής νοημοσύνης.	
TCH_UTIL_35	The use of artificial intelligence tools increases my chances of solving the problems I encounter.	Η χρήση εργαλείων τεχνητής νοημοσύνης αυξάνει τις πιθανότητές μου να επιλύσω τα προβλήματα που αντιμετωπίζω.	

TCH_UTIL_36	The use of artificial intelligence tools increases my productivity.	Η χρήση εργαλείων τεχνητής νοημοσύνης αυξάνει την παραγωγικότητά μου.	
The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all capable) to 5 (Fully capable):	Παρακαλούμε δηλώστε το επίπεδο ικανότητάς σας χρησιμοποιώντας την κλίμακα από 1 (Καθόλου ικανός/ή) έως 5 (Απόλυτα ικανός/ή):	
DIG_INF_1.1	How capable do you feel of searching for information online using using advanced strategies (e.g., operators, filters) rather than just the first page of Google?	Πόσο ικανός/ή αισθάνεστε να αναζητάτε πληροφορίες στο διαδίκτυο χρησιμοποιώντας προηγμένες στρατηγικές (π.χ. τελεστές, φίλτρα) αντί να περιορίζεστε μόνο στην πρώτη σελίδα της Google;	
DIG_SAF_4.2	How well can you manage privacy settings on social media and protect your sensitive data online?	Πόσο καλά μπορείτε να διαχειριστείτε τις ρυθμίσεις απορρήτου στα μέσα κοινωνικής δικτύωσης και να προστατεύσετε τα ευαίσθητα δεδομένα σας στο διαδίκτυο;	
DIG_INF_1.2	How capable do you feel of distinguishing fake news from real news and verifying the reliability of a source?	Πόσο ικανός/ή αισθάνεστε να διακρίνετε τις ψευδείς ειδήσεις (fake news) από τις πραγματικές και να επαληθεύετε την αξιοπιστία μιας πηγής;	
DIG_SAF_4.3	How capable do you feel of avoiding "technostress" and maintaining a healthy balance between online and offline life?	Πόσο ικανός/ή αισθάνεστε να αποφεύγετε το «τεχνο-στρες» και να διατηρείτε μια υγιή ισορροπία μεταξύ διαδικτυακής και πραγματικής ζωής;	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at all) to 5 (Full control):	Παρακαλούμε δηλώστε τον βαθμό κατανόησής σας χρησιμοποιώντας την κλίμακα από 1 (Καθόλου) έως 5 (Πλήρως/Απόλυτα):	

DIG_CRE_3.4	To what extent do you understand the logic behind how programs or AI algorithms work (e.g., how ChatGPT "thinks")?	Σε ποιο βαθμό κατανοείτε τη λογική πίσω από τον τρόπο λειτουργίας των προγραμμάτων ή των αλγορίθμων ΤΝ (π.χ. πώς «σκέφτεται» το ChatGPT);	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all) to 5 (Completely):	Παρακαλούμε δηλώστε το επίπεδο ελέγχου σας χρησιμοποιώντας την κλίμακα από 1 (Κανένας έλεγχος) έως 5 (Πλήρης έλεγχος):	
DIG_COM_2.6	How much do you feel in control of your online reputation and the digital traces you leave on social media?	Πόσο έλεγχο αισθάνεστε ότι έχετε στη διαδικτυακή σας φήμη και στα ψηφιακά ίχνη που αφήνετε στα μέσα κοινωνικής δικτύωσης;	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at aware) to 5 (Fully aware):	Παρακαλούμε δηλώστε το επίπεδο επίγνωσής σας χρησιμοποιώντας την κλίμακα από 1 (Καθόλου ενήμερος/η) έως 5 (Πλήρως ενήμερος/η):	
DIG_SAF_4.4	How aware are you of the environmental impact of technologies (consumption, waste) and able to adopt sustainable behaviors?	Πόσο ενήμερος/η είστε για τις περιβαλλοντικές επιπτώσεις των τεχνολογιών (κατανάλωση, απόβλητα) και ικανός/ή να υιοθετήσετε βιώσιμες συμπεριφορές;	
DIG_PRO_5.4	How aware are you of what you cannot do digitally and how you could learn it (updating/upskilling)?	Πόσο ενήμερος/η είστε για το τι ΔΕΝ γνωρίζετε να κάνετε ψηφιακά και πώς θα μπορούσατε να το μάθετε (αναβάθμιση δεξιοτήτων/upskilling);	

SD01	The school provides access to an advanced AI assistant that generates detailed lesson plans, visually appealing slides, and personalized assessments in seconds. The materials produced by the AI are objectively of high quality, often better and more up-to-date than those you could produce yourself in the limited time available. However, by using them, you realize you are gradually losing deep mastery of the content and your personal touch on your teaching.	Το σχολείο παρέχει πρόσβαση σε έναν προηγμένο βοηθό ΤΝ που δημιουργεί λεπτομερή σχέδια μαθήματος, οπτικά ελκυστικές διαφάνειες και εξατομικευμένες αξιολογήσεις σε δευτερόλεπτα. Το υλικό που παράγεται από την ΤΝ είναι αντικειμενικά υψηλής ποιότητας, συχνά καλύτερο και πιο ενημερωμένο από αυτό που θα μπορούσατε να παράγετε εσείς στον περιορισμένο διαθέσιμο χρόνο. Ωστόσο, χρησιμοποιώντας το, συνειδητοποιείτε ότι χάνετε σταδιακά τη βαθιά κυριότητα του περιεχομένου και την προσωπική σας σφραγίδα στη διδασκαλία.	
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	A) I use AI to produce all teaching materials. My role evolves: I am no longer a content creator, but a facilitator managing efficient resources for the students' benefit. B) I use AI to generate the "draft" or structure of the lessons to save time, but I dedicate time to reviewing and inserting personal anecdotes to "humanize" the content. C) I use AI only for brainstorming or finding sources, but I write the lessons and create the slides personally. I believe that the teacher's creative effort is the only way to convey true passion. D) I avoid using AI for planning. I prefer lessons that may be visually less "spectacular," but are built entirely on my experience and the direct relationship with the class, without algorithmic intermediaries.	A) Χρησιμοποιώ την ΤΝ για να παράγω όλο το εκπαιδευτικό υλικό. Ο ρόλος μου εξελίσσεται: δεν είμαι πλέον δημιουργός περιεχομένου, αλλά διευκολυντής που διαχειρίζεται αποδοτικούς πόρους προς όφελος των μαθητών. B) Χρησιμοποιώ την ΤΝ για να δημιουργήσω το «προσχέδιο» ή τη δομή των μαθημάτων για να εξοικονομήσω χρόνο, αλλά αφιερώνω χρόνο για να ελέγξω και να εισάγω προσωπικά παραδείγματα ώστε να «εξανθρωπίσω» το περιεχόμενο. C) Χρησιμοποιώ την ΤΝ μόνο για καταιγισμό ιδεών (brainstorming) ή εύρεση πηγών, αλλά συγγράφω τα μαθήματα και δημιουργώ τις διαφάνειες προσωπικά. Πιστεύω ότι η δημιουργική προσπάθεια του εκπαιδευτικού είναι ο μόνος τρόπος μετάδοσης πραγματικού πάθους. D) Αποφεύγω να χρησιμοποιώ την ΤΝ για τον σχεδιασμό. Προτιμώ μαθήματα που μπορεί να είναι οπτικά λιγότερο «θεαματικά», αλλά βασίζονται εξ ολοκλήρου στην εμπειρία μου και στην άμεση σχέση με την τάξη, χωρίς αλγοριθμικούς μεσολαβητές. visualmente menos "espectaculares", pero que estén construidas enteramente sobre mi experiencia y la relación directa con la clase, sin intermediarios algorítmicos.	
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SD02	Your school introduces a 24/7 'AI Tutor' for students to use at home. The system is extremely effective: it explains concepts with infinite patience, personalizes exercises, and students' test scores are visibly improving. However, you notice a significant side effect: students have stopped coming to you for help, questions, or guidance. The direct human relationship and the 'educational alliance' between teacher and student are being replaced by an efficient machine-student interaction.	Το σχολείο σας εισάγει έναν "Εκπαιδευτή ΤΝ" διαθέσιμο 24/7 για χρήση από τους μαθητές στο σπίτι. Το σύστημα είναι εξαιρετικά αποτελεσματικό: εξηγεί έννοιες με άπειρη υπομονή, εξατομικεύει τις ασκήσεις και οι βαθμοί των μαθητών βελτιώνονται αισθητά. Ωστόσο, παρατηρείτε μια σημαντική παρενέργεια: οι μαθητές έχουν σταματήσει να έρχονται σε εσάς για βοήθεια, ερωτήσεις ή καθοδήγηση. Η άμεση ανθρώπινη σχέση και η «παιδαγωγική συμμαχία» μεταξύ εκπαιδευτικού και μαθητή αντικαθίστανται από μια αποτελεσματική αλληλεπίδραση μηχανής-μαθητή.	
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	A) I fully support the tool. If students are learning better and faster, the method doesn't matter. It frees me from repetitive explanations, allowing me to focus on assessment. B) I embrace the AI Tutor but redefine my role. I use class time exclusively for debates and group work, accepting that the 'transfer of knowledge' is now delegated to the AI. C) I limit the use of the AI Tutor. I require students to discuss their doubts with me first, because I believe that the emotional connection and the struggle of learning together are more important than efficient performance. D) I advise against using it. I believe that frustration and waiting for an answer are part of the growth process. A machine cannot offer the empathy and role-modeling that are the core of true education.	A) Υποστηρίζω πλήρως το εργαλείο. Αν οι μαθητές μαθαίνουν καλύτερα και γρηγορότερα, η μέθοδος δεν έχει σημασία. Με απαλλάσσει από επαναλαμβανόμενες εξηγήσεις, επιτρέποντάς μου να επικεντρωθώ στην αξιολόγηση. B) Αποδέχομαι τον AI Tutor αλλά επαναπροσδιορίζω τον ρόλο μου. Χρησιμοποιώ τον χρόνο της τάξης αποκλειστικά για συζητήσεις και ομαδικές εργασίες, αποδεχόμενος/η ότι η «μετάδοση της γνώσης» έχει πλέον ανατεθεί στην ΤΝ. C) Περιορίζω τη χρήση του AI Tutor. Απαιτώ από τους μαθητές να συζητούν τις απορίες τους πρώτα μαζί μου, επειδή πιστεύω ότι η συναισθηματική σύνδεση και η προσπάθεια της κοινής μάθησης είναι πιο σημαντικές από την αποτελεσματική επίδοση. D) Συμβουλεύω κατά της χρήσης του. Πιστεύω ότι η απογοήτευση και η αναμονή για μια απάντηση είναι μέρος της διαδικασίας ωρίμανσης. Μια μηχανή δεν μπορεί να προσφέρει την ενσυναίσθηση και το πρότυπο συμπεριφοράς που αποτελούν τον πυρήνα της πραγματικής εκπαίδευσης.	
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SD03	You assign a take-home essay. A student submits an excellent paper but honestly admits to using ChatGPT to generate the logical structure and polish the style, although they wrote the core content themselves. The school policy is unclear on this matter.	Αναθέτετε μια γραπτή εργασία για το σπίτι. Ένας μαθητής υποβάλλει ένα εξαιρετικό δοκίμιο, αλλά παραδέχεται ειλικρινά ότι χρησιμοποίησε το ChatGPT για να δημιουργήσει τη λογική δομή και να βελτιώσει το ύφος, αν και έγραψε το βασικό περιεχόμενο ο ίδιος. Η πολιτική του σχολείου είναι ασαφής σχετικά με αυτό το θέμα.	
	A) I evaluate it positively: he used an available tool intelligently to improve his output. It is a future skill. B) I accept it, but with a grade penalty because part of the cognitive work (the structure) was delegated to the machine. C) I ask him to redo it without AI: the goal of school is to learn how to structure thinking independently, not to use a cognitive "prosthesis." D) I consider it plagiarism/cheating: AI should have no role in producing assignments meant to assess skills.	A) Το αξιολογώ θετικά: χρησιμοποίησε έξυπνα ένα διαθέσιμο εργαλείο για να βελτιώσει το αποτέλεσμα του. Είναι μια δεξιότητα του μέλλοντος. B) Το αποδέχομαι, αλλά με μείωση βαθμολογίας επειδή μέρος της γνωστικής εργασίας (η δομή) ανατέθηκε στη μηχανή. C) Του ζητώ να το ξανακάνει χωρίς ΤΝ: ο στόχος του σχολείου είναι να μάθει να δομεί τη σκέψη του αυτόνομα, όχι να χρησιμοποιεί ένα «γνωστικό δεκανίκι». D) Το θεωρώ λογοκλοπή/αντιγραφή: η ΤΝ δεν θα πρέπει να έχει κανέναν ρόλο στην εκπόνηση εργασιών που προορίζονται για την αξιολόγηση δεξιοτήτων.	
Unique code	English item	Italian Item	Expert Ceck Item
TP_01	In which country is your school located?	In quale paese si trova la sua scuola?	

	Greek - Lithuania - Italy - Spain - Turkey	Grecia - Lituania - Italia - Spagna - Turkia	
TP_02	What is your gender?	Qual è il suo genere?	
	Female - Male - Prefer not to say	Donna - Uomo - Preferisco non rispondere	
TP_03	What is your age group?	A quale fascia d'età appartiene?	
	Under 25 - 25–34 - 35–44 - 45–54 - 55 or older	Meno di 25 anni - 25–34 anni - 35–44 anni - 45–54 anni - 55 anni o più	
TP_04	How many years of teaching experience do you have?	Quanti anni di esperienza di insegnamento ha?	
	Less than 5 years - 5–15 years - 16–25 years - More than 25 years	Meno di 5 anni - 5–15 anni - 16–25 anni - Più di 25 anni	
TP_05	At which school level do you primarily teach?	In quale livello scolastico insegna principalmente?	
	Lower Secondary School (Middle School / ISCED 2) - Upper Secondary School (High School / ISCED 3) - Vocational / Technical School (ISCED 3) - Other	Scuola Secondaria di Primo Grado (Scuola Media / ISCED 2) - Scuola Secondaria di Secondo Grado (Scuola Superiore - Licei, Tecnici / ISCED 3) - Istruzione e Formazione Professionale (IeFP / Professionali / ISCED 3) - Altro	
TP_06	What is your main subject area?	Qual è la sua area disciplinare principale?	
	STEM (Mathematics, Physics, Chemistry, Biology, Technology, IT) - Humanities & Arts (Literature, History, Philosophy, Foreign Languages, Art) - Social Sciences (Geography, Economics, Law, Psychology) - Physical Education - Support / Special Needs Education	STEM (Matematica, Fisica, Chimica, Biologia, Tecnologia, Informatica/TIC) - Umanistica e Artistica (Lettere, Storia, Filosofia, Lingue Straniere, Arte) - Scienze Sociali (Geografia, Economia, Diritto, Psicologia, Scienze Umane) - Scienze Motorie - Sostegno	

TP_08	Which statement best describes your relationship with technology in the classroom?	Quale affermazione descrive meglio il suo rapporto con la tecnologia in classe?	
	I avoid it when possible; it often distracts students. - I use it mainly for administrative tasks or basic presentations. - I regularly use it to support my lectures (e.g., videos, digital boards). - I constantly experiment with new apps, hybrid methods, and AI tools.	La evito quando è possibile; spesso distrae gli studenti. - La uso principalmente per compiti amministrativi o presentazioni di base. - La uso regolarmente per supportare le mie lezioni (es. video, LIM/pannelli digitali). - Sperimento costantemente nuove app, metodi ibridi e strumenti di IA.	
The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Strongly disagree) to 5 (Strongly agree):	Indichi il suo grado di accordo con le seguenti affermazioni utilizzando la scala da 1 (Fortemente in disaccordo) a 5 (Fortemente d'accordo):	
TCH_COMP_01	I can use artificial intelligence tools easily.	Riesco a utilizzare gli strumenti di intelligenza artificiale con facilità.	
TCH_COMP_02	I can identify appropriate AI tools to evaluate students' performance.	So identificare gli strumenti di IA appropriati per valutare le prestazioni degli studenti.	
TCH_COMP_03	I have sufficient knowledge and skills in the use of artificial intelligence tools.	Dispongo di conoscenze e abilità sufficienti nell'uso degli strumenti di intelligenza artificiale.	
TCH_COMP_04	I can design efficient learning environments using artificial intelligence tools.	Sono in grado di progettare ambienti di apprendimento efficienti utilizzando strumenti di intelligenza artificiale.	
TCH_COMP_05	I have the necessary knowledge and skills to integrate artificial intelligence tools into my future courses.	Possiedo le conoscenze e le abilità necessarie per integrare gli strumenti di intelligenza artificiale nei miei corsi futuri.	
TCH_COMP_06	I can prepare course content using artificial intelligence tools.	Riesco a preparare i contenuti del corso utilizzando strumenti di intelligenza artificiale.	

TCH_COMP_07	For each achievement, I can decide which artificial intelligence tool can be used more effectively.	Per ogni obiettivo formativo, so decidere quale strumento di intelligenza artificiale può essere utilizzato più efficacemente.	
TCH_COMP_08	I know how to get support from artificial intelligence tools to solve any problem I encounter.	So come ottenere supporto dagli strumenti di intelligenza artificiale per risolvere eventuali problemi che incontro.	
TCH_COMP_09	I am careful to use artificial intelligence tools in a way that ensures active participation of students in the lesson.	Faccio attenzione a utilizzare gli strumenti di intelligenza artificiale in modo da garantire la partecipazione attiva degli studenti alla lezione.	
TCH_COMP_10	I am ready to produce teaching materials using artificial intelligence tools.	Sono pronto/a a produrre materiali didattici utilizzando strumenti di intelligenza artificiale.	
TCH_COMP_11	I follow artificial intelligence tools that will contribute to my professional development.	Seguo gli strumenti di intelligenza artificiale che possono contribuire al mio sviluppo professionale.	
TCH_COMP_12	I get support from artificial intelligence tools to carry out in-class activities.	Mi faccio supportare dagli strumenti di intelligenza artificiale per svolgere attività in classe.	
TCH_COMP_13	I follow the developments regarding artificial intelligence tools closely.	Seguo da vicino gli sviluppi riguardanti gli strumenti di intelligenza artificiale.	
TCH_COMP_14	I consider the relevant learning outcomes when choosing the artificial intelligence tools I will use.	Prendo in considerazione i relativi obiettivi di apprendimento quando scelgo gli strumenti di intelligenza artificiale da utilizzare.	
TCH_COMP_15	I can access information faster with artificial intelligence tools.	Riesco ad accedere alle informazioni più velocemente grazie agli strumenti di intelligenza artificiale.	
TCH_COMP_16	I get support from artificial intelligence tools to solve a problem I encounter in daily life.	Ricorro agli strumenti di intelligenza artificiale per risolvere problemi che incontro nella vita quotidiana.	
TCH_COMP_17	I am willing to prepare teaching materials using artificial intelligence tools.	Sono disposto/a a preparare materiali didattici utilizzando strumenti di intelligenza artificiale.	

TCH_COMP_18	I attend seminars and events about new artificial intelligence tools to improve myself.	Partecipo a seminari ed eventi sui nuovi strumenti di intelligenza artificiale per migliorarmi.	
TCH_COMP_19	I believe that it is necessary to use artificial intelligence tools for the courses I will teach.	Credo che sia necessario utilizzare strumenti di intelligenza artificiale per i corsi che insegnerò.	
TCH_COMP_20	Artificial intelligence tools save time in completing my work.	Gli strumenti di intelligenza artificiale mi fanno risparmiare tempo nel completare il mio lavoro.	
TCH_COMP_21	I think artificial intelligence tools will save time.	Penso che gli strumenti di intelligenza artificiale faranno risparmiare tempo.	
TCH_COMP_22	I think artificial intelligence tools are important for education.	Penso che gli strumenti di intelligenza artificiale siano importanti per l'istruzione.	
TCH_ANX_23	The use of artificial intelligence tools in education negatively affects students' attitudes towards the lesson.	L'uso di strumenti di intelligenza artificiale nell'istruzione influisce negativamente sull'atteggiamento degli studenti verso la lezione.	
TCH_ANX_24	The use of artificial intelligence tools in education negatively affects students' academic success.	L'uso di strumenti di intelligenza artificiale nell'istruzione influisce negativamente sul successo scolastico degli studenti.	
TCH_ANX_25	I think artificial intelligence tools will reduce the quality of the education I provide.	Penso che gli strumenti di intelligenza artificiale ridurranno la qualità dell'istruzione che offro.	
TCH_ANX_26	The use of artificial intelligence tools in education can make the learning process boring.	L'uso di strumenti di intelligenza artificiale nell'istruzione può rendere noioso il processo di apprendimento.	
TCH_ANX_27	The use of artificial intelligence tools in education concerns me.	L'uso di strumenti di intelligenza artificiale nell'istruzione mi preoccupa.	
TCH_ANX_28	I think artificial intelligence tools are not suitable for me.	Penso che gli strumenti di intelligenza artificiale non siano adatti a me.	
TCH_ANX_29	I do not use artificial intelligence tools unless necessary.	Non utilizzo strumenti di intelligenza artificiale a meno che non sia necessario.	

TCH_ANX_30	I think that the use of artificial intelligence tools in education will increase the success of students.	Penso che l'uso di strumenti di intelligenza artificiale nell'istruzione aumenterà il successo degli studenti.	
TCH_UTIL_31	I think that evaluations made with artificial intelligence tools will provide more accurate information about students' learning processes.	Penso che le valutazioni effettuate con strumenti di intelligenza artificiale forniranno informazioni più accurate sui processi di apprendimento degli studenti.	
TCH_UTIL_32	Artificial intelligence tools are useful for daily life.	Gli strumenti di intelligenza artificiale sono utili per la vita quotidiana.	
TCH_UTIL_33	I use artificial intelligence tools to guide students.	Utilizzo strumenti di intelligenza artificiale per guidare/orientare gli studenti.	
TCH_UTIL_34	I enable students to evaluate their own learning processes using artificial intelligence tools.	Metto gli studenti nelle condizioni di valutare i propri processi di apprendimento utilizzando strumenti di intelligenza artificiale.	
TCH_UTIL_35	The use of artificial intelligence tools increases my chances of solving the problems I encounter.	L'uso di strumenti di intelligenza artificiale aumenta le mie possibilità di risolvere i problemi che incontro.	
TCH_UTIL_36	The use of artificial intelligence tools increases my productivity.	L'uso di strumenti di intelligenza artificiale aumenta la mia produttività.	
The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all capable) to 5 (Fully capable):	Indichi il suo livello di capacità utilizzando la scala da 1 (Per nulla capace) a 5 (Pienamente capace):	
DIG_INF_1.1	How capable do you feel of searching for information online using advanced strategies (e.g., operators, filters) rather than just the first page of Google?	In che misura si sente capace di cercare informazioni online utilizzando strategie avanzate (es. operatori booleani, filtri) invece di fermarsi alla prima pagina di Google?	

DIG_SAF_4.2	How well can you manage privacy settings on social media and protect your sensitive data online?	Quanto riesce a gestire le impostazioni della privacy sui social media e a proteggere i suoi dati sensibili online?	
DIG_INF_1.2	How capable do you feel of distinguishing fake news from real news and verifying the reliability of a source?	In che misura si sente capace di distinguere le notizie false (fake news) da quelle reali e di verificare l'affidabilità di una fonte?	
DIG_SAF_4.3	How capable do you feel of avoiding "technostress" and maintaining a healthy balance between online and offline life?	In che misura si sente capace di evitare il "tecno-stress" e di mantenere un sano equilibrio tra vita online e offline?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at all) to 5 (Full control):	Indichi il suo grado di comprensione utilizzando la scala da 1 (Per nulla) a 5 (Completamente):	
DIG_CRE_3.4	To what extent do you understand the logic behind how programs or AI algorithms work (e.g., how ChatGPT "thinks")?	Fino a che punto comprende la logica alla base del funzionamento dei programmi o degli algoritmi di IA (es. come "pensa" ChatGPT)?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all) to 5 (Completely):	Indichi il suo livello di controllo utilizzando la scala da 1 (Nessun controllo) a 5 (Pieno controllo):	
DIG_COM_2.6	How much do you feel in control of your online reputation and the digital traces you leave on social media?	Quanto controllo sente di avere sulla sua reputazione online e sulle tracce digitali che lascia sui social media?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at aware) to 5 (Fully aware):	Indichi il suo livello di consapevolezza utilizzando la scala da 1 (Per nulla consapevole) a 5 (Pienamente consapevole):	

DIG_SAF_4.4	How aware are you of the environmental impact of technologies (consumption, waste) and able to adopt sustainable behaviors?	Quanto è consapevole dell'impatto ambientale delle tecnologie (consumo, rifiuti) e capace di adottare comportamenti sostenibili?	
DIG_PRO_5.4	How aware are you of what you cannot do digitally and how you could learn it (updating/upskilling)?	Quanto è consapevole di ciò che NON sa fare digitalmente e di come potrebbe impararlo (aggiornamento/upskilling)?	
SD01	The school provides access to an advanced AI assistant that generates detailed lesson plans, visually appealing slides, and personalized assessments in seconds. The materials produced by the AI are objectively of high quality, often better and more up-to-date than those you could produce yourself in the limited time available. However, by using them, you realize you are gradually losing deep mastery of the content and your personal touch on your teaching.	La scuola fornisce accesso a un assistente IA avanzato che genera piani lezione dettagliati, slide visivamente accattivanti e valutazioni personalizzate in pochi secondi. I materiali prodotti dall'IA sono oggettivamente di alta qualità, spesso migliori e più aggiornati di quelli che lei potrebbe produrre da solo/a nel tempo limitato a disposizione. Tuttavia, utilizzandoli, si rende conto di perdere gradualmente la padronanza profonda del contenuto e il suo tocco personale nell'insegnamento.	

	A) I use AI to produce all teaching materials. My role evolves: I am no longer a content creator, but a facilitator managing efficient resources for the students' benefit. B) I use AI to generate the "draft" or structure of the lessons to save time, but I dedicate time to reviewing and inserting personal anecdotes to "humanize" the content. C) I use AI only for brainstorming or finding sources, but I write the lessons and create the slides personally. I believe that the teacher's creative effort is the only way to convey true passion. D) I avoid using AI for planning. I prefer lessons that may be visually less "spectacular," but are built entirely on my experience and the direct relationship with the class, without algorithmic intermediaries.	A) Uso l'IA per produrre tutti i materiali didattici. Il mio ruolo si evolve: non sono più un creatore di contenuti, ma un facilitatore che gestisce risorse efficienti a beneficio degli studenti. B) Uso l'IA per generare la "bozza" o la struttura delle lezioni per risparmiare tempo, ma dedico tempo a revisionare e inserire aneddoti personali per "umanizzare" il contenuto. C) Uso l'IA solo per il brainstorming o per trovare fonti, ma scrivo le lezioni e creo le slide personalmente. Credo che lo sforzo creativo del docente sia l'unico modo per trasmettere vera passione. D) Evito di usare l'IA per la pianificazione. Preferisco lezioni forse visivamente meno "spettacolari", ma costruite interamente sulla mia esperienza e sulla relazione diretta con la classe, senza intermediari algoritmici.	
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SD02	Your school introduces a 24/7 'AI Tutor' for students to use at home. The system is extremely effective: it explains concepts with infinite patience, personalizes exercises, and students' test scores are visibly improving. However, you notice a significant side effect: students have stopped coming to you for help, questions, or guidance. The direct human relationship and the 'educational alliance' between teacher and student are being replaced by an efficient machine-student interaction.	La sua scuola introduce un "Tutor IA" disponibile 24/7 per l'uso domestico degli studenti. Il sistema è estremamente efficace: spiega i concetti con pazienza infinita, personalizza gli esercizi e i voti degli studenti stanno visibilmente migliorando. Tuttavia, nota un effetto collaterale significativo: gli studenti hanno smesso di venire da lei per aiuto, domande o orientamento. La relazione umana diretta e l'"alleanza educativa" tra insegnante e studente vengono sostituite da un'efficiente interazione macchina-studente.	
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	A) I fully support the tool. If students are learning better and faster, the method doesn't matter. It frees me from repetitive explanations, allowing me to focus on assessment. B) I embrace the AI Tutor but redefine my role. I use class time exclusively for debates and group work, accepting that the 'transfer of knowledge' is now delegated to the AI. C) I limit the use of the AI Tutor. I require students to discuss their doubts with me first, because I believe that the emotional connection and the struggle of learning together are more important than efficient performance. D) I advise against using it. I believe that frustration and waiting for an answer are part of the growth process. A machine cannot offer the empathy and role-modeling that are the core of true education.	A) Supporto pienamente lo strumento. Se gli studenti imparano meglio e più velocemente, il metodo non importa. Mi libera dalle spiegazioni ripetitive, permettendomi di concentrarmi sulla valutazione. B) Accetto il Tutor IA ma ridefinisco il mio ruolo. Uso il tempo in classe esclusivamente per dibattiti e lavori di gruppo, accettando che la "trasmissione della conoscenza" sia ora delegata all'IA. C) Limito l'uso del Tutor IA. Richiedo agli studenti di discutere i loro dubbi prima con me, perché credo che la connessione emotiva e la fatica dell'imparare insieme siano più importanti di una performance efficiente. D) Sconsiglio di usarlo. Credo che la frustrazione e l'attesa di una risposta siano parte del processo di crescita. Una macchina non può offrire l'empatia e il modello comportamentale che sono il nucleo della vera educazione.	
SD03	You assign a take-home essay. A student submits an excellent paper but honestly admits to using ChatGPT to generate the logical structure and polish the style, although they wrote the core content themselves. The school policy is unclear on this matter.	Assegna un saggio da svolgere a casa. Uno studente consegna un elaborato eccellente ma ammette onestamente di aver usato ChatGPT per generare la struttura logica e rifinire lo stile, sebbene abbia scritto lui stesso il contenuto centrale. La politica scolastica non è chiara al riguardo.	

	A) I evaluate it positively: he used an available tool intelligently to improve his output. It is a future skill. B) I accept it, but with a grade penalty because part of the cognitive work (the structure) was delegated to the machine. C) I ask him to redo it without AI: the goal of school is to learn how to structure thinking independently, not to use a cognitive "prosthesis." D) I consider it plagiarism/cheating: AI should have no role in producing assignments meant to assess skills.	A) Lo valuto positivamente: ha usato uno strumento disponibile in modo intelligente per migliorare il suo output. È una competenza del futuro. B) Lo accetto, ma con una penalizzazione nel voto perché parte del lavoro cognitivo (la strutturazione) è stata delegata alla macchina. C) Gli chiedo di rifarlo senza IA: l'obiettivo della scuola è imparare a strutturare il pensiero autonomamente, non usare una "protesi cognitiva". D) Lo considero plagio/imbroglio: l'IA non dovrebbe avere alcun ruolo nella produzione di compiti destinati a valutare le competenze.	
Unique code	English item	Lithuanian Item	Expert Ceck Item
TP_01	In which country is your school located?	Kuoje šalyje yra jūsų mokykla?	
	Greek - Lithuania - Italy - Spain - Turkey	Graikija - Lietuva - Italija - Ispanija - Turkija	
TP_02	What is your gender?	Kokia jūsų lytis?	
	Female - Male - Prefer not to say	Moteris - Vyras - Nenoriu nurodyti	
TP_03	What is your age group?	Kokia jūsų amžiaus grupė?	
	Under 25 - 25–34 - 35–44 - 45–54 - 55 or older	Iki 25 metų - 25–34 metai - 35–44 metai - 45–54 metai - 55 metai ar daugiau	
TP_04	How many years of teaching experience do you have?	Kiek metų pedagoginio darbo stažo turite?	

	Less than 5 years - 5–15 years - 16–25 years - More than 25 years	Mažiau nei 5 metai - 5–15 metų - 16–25 metai - Daugiau nei 25 metai	
TP_05	At which school level do you primarily teach?	Kuriame ugdymo lygmenyje daugiausia dirbate?	
	Lower Secondary School (Middle School / ISCED 2) - Upper Secondary School (High School / ISCED 3) - Vocational / Technical School (ISCED 3) - Other	Pagrindinis ugdymas (5–10 klasės / Progimnazija / ISCED 2) - Vidurinis ugdymas (Gimnazija III-IV klasės / ISCED 3) - Profesinis mokymas (Profesinė mokykla / ISCED 3) - Kita	
TP_06	What is your main subject area?	Kokia yra jūsų pagrindinė mokomoji sritis?	
	STEM (Mathematics, Physics, Chemistry, Biology, Technology, IT) - Humanities & Arts (Literature, History, Philosophy, Foreign Languages, Art) - Social Sciences (Geography, Economics, Law, Psychology) - Physical Education - Support / Special Needs Education	STEM (Matematika, Fizika, Chemija, Biologija, Technologijos, Informacinės technologijos) - Humanitariniai mokslai ir menai (Literatūra, Istorija, Filosofija, Užsienio kalbos, Dailė) - Socialiniai mokslai (Geografija, Ekonomika, Teisė, Psichologija) - Fizinis ugdymas - Pagalba mokiniui / Specialusis ugdymas	
TP_08	Which statement best describes your relationship with technology in the classroom?	Kuris teiginys geriausiai apibūdina jūsų santykį su technologijomis pamokose?	
	I avoid it when possible; it often distracts students. - I use it mainly for administrative tasks or basic presentations. - I regularly use it to support my lectures (e.g., videos, digital boards). - I constantly experiment with new apps, hybrid methods, and AI tools.	Vengiu jų, kai įmanoma; dažnai tai blaško mokinių dėmesį. - Naudoju jas daugiausia administracinėms užduotims ar paprastoms prezentacijoms. - Reguliariai naudoju jas dėstymui (pvz., vaizdo įrašai, skaitmeninės lentos). - Nuolat eksperimentuoju su naujomis programėlėmis, hibridiniais metodais ir DI įrankiais.	

The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Strongly disagree) to 5 (Strongly agree):	Prašome nurodyti, kiek sutinkate su šiais teiginiais, naudodami skalę nuo 1 (Visiškai nesutinku) iki 5 (Visiškai sutinku):	
TCH_COMP_01	I can use artificial intelligence tools easily.	Galiu lengvai naudotis dirbtinio intelekto įrankiais.	
TCH_COMP_02	I can identify appropriate AI tools to evaluate students' performance.	Galiu parinkti tinkamus DI įrankius mokinių pasiekimams vertinti.	
TCH_COMP_03	I have sufficient knowledge and skills in the use of artificial intelligence tools.	Turiu pakankamai žinių ir įgūdžių naudotis dirbtinio intelekto įrankiais.	
TCH_COMP_04	I can design efficient learning environments using artificial intelligence tools.	Galiu kurti efektyvias mokymosi aplinkas naudodamas (-a) dirbtinio intelekto įrankius.	
TCH_COMP_05	I have the necessary knowledge and skills to integrate artificial intelligence tools into my future courses.	Turiu reikiamų žinių ir įgūdžių integruoti dirbtinio intelekto įrankius į savo būsimus kursus.	
TCH_COMP_06	I can prepare course content using artificial intelligence tools.	Galiu parengti kurso turinį naudodamas (-a) dirbtinio intelekto įrankius.	
TCH_COMP_07	For each achievement, I can decide which artificial intelligence tool can be used more effectively.	Kiekvienam pasiekimui galiu nuspręsti, kuris dirbtinio intelekto įrankis gali būti panaudotas efektyviau.	
TCH_COMP_08	I know how to get support from artificial intelligence tools to solve any problem I encounter.	Žinau, kaip pasitelkti dirbtinio intelekto įrankius, kad išspręščiau bet kokią iškilusią problemą.	
TCH_COMP_09	I am careful to use artificial intelligence tools in a way that ensures active participation of students in the lesson.	Stengiuosi naudoti dirbtinio intelekto įrankius taip, kad būtų užtikrintas aktyvus mokinių dalyvavimas pamokoje.	
TCH_COMP_10	I am ready to produce teaching materials using artificial intelligence tools.	Esu pasirengęs (-usi) rengti mokymo medžiagą naudodamas (-a) dirbtinio intelekto įrankius.	

TCH_COMP_11	I follow artificial intelligence tools that will contribute to my professional development.	Domiuosi dirbtinio intelekto įrankiais, kurie prisidės prie mano profesinio tobulėjimo.	
TCH_COMP_12	I get support from artificial intelligence tools to carry out in-class activities.	Naudujuosi dirbtinio intelekto įrankių pagalba vykdydamas (-a) veiklas klasėje.	
TCH_COMP_13	I follow the developments regarding artificial intelligence tools closely.	Atidžiai seku naujienas, susijusias su dirbtinio intelekto įrankiais.	
TCH_COMP_14	I consider the relevant learning outcomes when choosing the artificial intelligence tools I will use.	Rinkdamasis (-asi) dirbtinio intelekto įrankius, atsižvelgiu į atitinkamus mokymosi rezultatus.	
TCH_COMP_15	I can access information faster with artificial intelligence tools.	Su dirbtinio intelekto įrankiais galiu greičiau pasiekti informaciją.	
TCH_COMP_16	I get support from artificial intelligence tools to solve a problem I encounter in daily life.	Pasitelkiu dirbtinio intelekto įrankius sprendamas (-a) kasdieniame gyvenime kylančias problemas.	
TCH_COMP_17	I am willing to prepare teaching materials using artificial intelligence tools.	Esu linkęs (-usi) rengti mokymo medžiagą naudodamas (-a) dirbtinio intelekto įrankius.	
TCH_COMP_18	I attend seminars and events about new artificial intelligence tools to improve myself.	Dalyvauju seminaruose ir renginiuose apie naujus dirbtinio intelekto įrankius, siekdamas (-a) tobulėti.	
TCH_COMP_19	I believe that it is necessary to use artificial intelligence tools for the courses I will teach.	Tikiu, kad mano dėstomuose kursuose būtina naudoti dirbtinio intelekto įrankius.	
TCH_COMP_20	Artificial intelligence tools save time in completing my work.	Dirbtinio intelekto įrankiai taupo laiką atliekant darbus.	
TCH_COMP_21	I think artificial intelligence tools will save time.	Manau, kad dirbtinio intelekto įrankiai sutaupys laiko.	
TCH_COMP_22	I think artificial intelligence tools are important for education.	Manau, kad dirbtinio intelekto įrankiai yra svarbūs švietimui.	

TCH_ANX_23	The use of artificial intelligence tools in education negatively affects students' attitudes towards the lesson.	Dirbtinio intelekto įrankių naudojimas švietime neigiamai veikia mokinių požiūrį į pamoką.	
TCH_ANX_24	The use of artificial intelligence tools in education negatively affects students' academic success.	Dirbtinio intelekto įrankių naudojimas švietime neigiamai veikia mokinių akademinius pasiekimus.	
TCH_ANX_25	I think artificial intelligence tools will reduce the quality of the education I provide.	Manau, kad dirbtinio intelekto įrankiai sumažins mano teikiamo išsilavinimo kokybę.	
TCH_ANX_26	The use of artificial intelligence tools in education can make the learning process boring.	Dirbtinio intelekto įrankių naudojimas švietime gali paversti mokymosi procesą nuobodžiu.	
TCH_ANX_27	The use of artificial intelligence tools in education concerns me.	Dirbtinio intelekto įrankių naudojimas švietime man kelia nerimą.	
TCH_ANX_28	I think artificial intelligence tools are not suitable for me.	Manau, kad dirbtinio intelekto įrankiai man netinka.	
TCH_ANX_29	I do not use artificial intelligence tools unless necessary.	Nenaudoju dirbtinio intelekto įrankių, nebent tai būtina.	
TCH_ANX_30	I think that the use of artificial intelligence tools in education will increase the success of students.	Manau, kad dirbtinio intelekto įrankių naudojimas švietime padidins mokinių sėkmę.	
TCH_UTIL_31	I think that evaluations made with artificial intelligence tools will provide more accurate information about students' learning processes.	Manau, kad vertinimai, atlikti naudojant dirbtinio intelekto įrankius, suteiks tikslesnės informacijos apie mokinių mokymosi procesus.	
TCH_UTIL_32	Artificial intelligence tools are useful for daily life.	Dirbtinio intelekto įrankiai yra naudingi kasdiniame gyvenime.	
TCH_UTIL_33	I use artificial intelligence tools to guide students.	Nauduju dirbtinio intelekto įrankius mokiniams konsultuoti/nukreipti.	

TCH_UTIL_34	I enable students to evaluate their own learning processes using artificial intelligence tools.	Suteikiu galimybę mokiniams patiems įsivertinti savo mokymosi procesus naudojant dirbtinio intelekto įrankius.	
TCH_UTIL_35	The use of artificial intelligence tools increases my chances of solving the problems I encounter.	Dirbtinio intelekto įrankių naudojimas padidina mano galimybes išspręsti kylančias problemas.	
TCH_UTIL_36	The use of artificial intelligence tools increases my productivity.	Dirbtinio intelekto įrankių naudojimas didina mano darbo našumą.	
The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all capable) to 5 (Fully capable):	Prašome įvertinti savo gebėjimus skalėje nuo 1 (Visiškai negebu) iki 5 (Visiškai gebu):	
DIG_INF_1.1	How capable do you feel of searching for information online using using advanced strategies (e.g., operators, filters) rather than just the first page of Google?	Kiek gebate ieškoti informacijos internete naudodami pažangias strategijas (pvz., operatorius, filtrus), o ne tik pirmąjį „Google“ puslapį?	
DIG_SAF_4.2	How well can you manage privacy settings on social media and protect your sensitive data online?	Kaip gerai gebate valdyti privatumo nustatymus socialiniuose tinkluose ir apsaugoti savo jautrius duomenis internete?	
DIG_INF_1.2	How capable do you feel of distinguishing fake news from real news and verifying the reliability of a source?	Kiek gebate atskirti melagingas naujienas (fake news) nuo tikrų ir patikrinti šaltinio patikimumą?	
DIG_SAF_4.3	How capable do you feel of avoiding "technostress" and maintaining a healthy balance between online and offline life?	Kiek gebate išvengti „technostreso“ ir išlaikyti sveiką pusiausvyrą tarp gyvenimo internete ir realybėje?	

	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at all) to 5 (Full control):	Prašome įvertinti savo supratimą skalėje nuo 1 (Visiškai nesuprantu) iki 5 (Visiškai suprantu):	
DIG_CRE_3.4	To what extent do you understand the logic behind how programs or AI algorithms work (e.g., how ChatGPT "thinks")?	Kiek suprantate logiką, kaip veikia programos ar DI algoritmai (pvz., kaip „mąsto“ „ChatGPT“)?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all) to 5 (Completely):	Prašome įvertinti savo kontrolės lygį skalėje nuo 1 (Jokios kontrolės) iki 5 (Pilna kontrolė):	
DIG_COM_2.6	How much do you feel in control of your online reputation and the digital traces you leave on social media?	Kiek jaučiate, kad kontroliuojate savo reputaciją internete ir skaitmeninius pėdsakus, kuriuos paliekate socialiniuose tinkluose?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at aware) to 5 (Fully aware):	Prašome įvertinti savo sąmoningumą skalėje nuo 1 (Visiškai nesuvokiu) iki 5 (Visiškai suvokiu):	
DIG_SAF_4.4	How aware are you of the environmental impact of technologies (consumption, waste) and able to adopt sustainable behaviors?	Kiek suvokiate technologijų poveikį aplinkai (vartojimas, atliekos) ir gebate laikytis tvaraus elgesio?	
DIG_PRO_5.4	How aware are you of what you cannot do digitally and how you could learn it (updating/upskilling)?	Kiek suvokiate, ko NEMOKATE daryti skaitmeninėje erdvėje ir kaip galėtumėte to išmokti (kvalifikacijos kėlimas / upskilling)?	

SD01	The school provides access to an advanced AI assistant that generates detailed lesson plans, visually appealing slides, and personalized assessments in seconds. The materials produced by the AI are objectively of high quality, often better and more up-to-date than those you could produce yourself in the limited time available. However, by using them, you realize you are gradually losing deep mastery of the content and your personal touch on your teaching.	Mokykla suteikia prieigą prie pažangaus DI asistento, kuris per kelias sekundes sukuria detalius pamokų planus, vizualiai patrauklias skaidres ir personalizuotas užduotis. DI sukurta medžiaga yra objektyviai aukštos kokybės, dažnai geresnė ir naujesnė nei ta, kurią patys galėtumėte parengti per ribotą laiką. Tačiau naudodami ją suprantate, kad pamažu prarandate gilų turinio išmanymą (meistriškumą) ir asmeninį indėlį į dėstymą.	
	A) I use AI to produce all teaching materials. My role evolves: I am no longer a content creator, but a facilitator managing efficient resources for the students' benefit. B) I use AI to generate the "draft" or structure of the lessons to save time, but I dedicate time to reviewing and inserting personal anecdotes to "humanize" the content. C) I use AI only for brainstorming or finding sources, but I write the lessons and create the slides personally. I believe that the teacher's creative effort is the only way to convey true passion. D) I avoid using AI for planning. I prefer lessons that may be visually less "spectacular," but are built entirely on my experience and the direct relationship with the class, without algorithmic intermediaries.	A) Naudoju DI visai mokymo medžiagai rengti. Mano vaidmuo keičiasi: esu nebe turinio kūrėjas, o fasilitatorius, valdantis efektyvius išteklius mokinių labui. B) Naudoju DI pamokų „juodraščiui“ ar struktūrai generuoti, kad sutaupyčiau laiko, bet skiriu laiko peržiūrai ir asmeninių pavyzdžių įterpimui, kad „sužmogničiau“ turinį. C) Naudoju DI tik idėjų paieškai (brainstorming) ar šaltinių radimui, bet pamokas rašau ir skaidres kuriu pats (-i). Tikiu, kad mokytojo kūrybinės pastangos yra vienintelis būdas perteikti tikrą aistrą. D) Vengiu naudoti DI planavimui. Pirmenybę teikiu pamokoms, kurios vizualiai galbūt mažiau „įspūdingos“, bet paremtos tik mano patirtimi ir	

		tiesioginiu ryšiu su klase, be algoritminių tarpininkų.	
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SD02	Your school introduces a 24/7 'AI Tutor' for students to use at home. The system is extremely effective: it explains concepts with infinite patience, personalizes exercises, and students' test scores are visibly improving. However, you notice a significant side effect: students have stopped coming to you for help, questions, or guidance. The direct human relationship and the 'educational alliance' between teacher and student are being replaced by an efficient machine-student interaction.	Jūsų mokykla pristato visą parą veikiančią „DI Korepetitorijų“, kurį mokiniai gali naudoti namuose. Sistema itin efektyvi: aiškina sąvokas su begaline kantrybe, personalizuoja pratimus, o mokinių testų rezultatai akivaizdžiai gerėja. Tačiau pastebite reikšmingą šalutinį poveikį: mokiniai nustojo kreiptis į jus pagalbos, klausimų ar patarimų. Tiesioginis žmogiškasis ryšys ir „pedagoginis aljansas“ tarp mokytojo ir mokinio keičiamas efektyvia sąveika tarp mašinos ir mokinio.	
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	A) I fully support the tool. If students are learning better and faster, the method doesn't matter. It frees me from repetitive explanations, allowing me to focus on assessment. B) I embrace the AI Tutor but redefine my role. I use class time exclusively for debates and group work, accepting that the 'transfer of knowledge' is now delegated to the AI. C) I limit the use of the AI Tutor. I require students to discuss their doubts with me first, because I believe that the emotional connection and the struggle of learning together are more important than efficient performance. D) I advise against using it. I believe that frustration and waiting for an answer are part of the growth process. A machine cannot offer the empathy and role-modeling that are the core of true education.	A) Visiškai palaikau šį įrankį. Jei mokiniai mokosi geriau ir greičiau, metodas nesvarbus. Tai išlaisvina mane nuo pasikartojančių aiškinimų ir leidžia susikonscentruoti į vertinimą. B) Priimu DI Korepetitorių, bet iš naujo apibrėžiu savo vaidmenį. Pamokų laiką skiriu tik diskusijoms ir darbui grupėse, susitaikydamas (-a), kad „žinių perdavimas“ dabar deleguotas DI. C) Ribuju DI Korepetitoriaus naudojimą. Reikalauju, kad mokiniai pirmiausia aptartų neaiškumus su manimi, nes tikiu, kad emocinis ryšys ir bendro mokymosi pastangos yra svarbesnės už efektyvų rezultatą. D) Nepatariu jo naudoti. Manau, kad frustracija ir atsakymo laukimas yra augimo proceso dalis. Mašina negali pasiūlyti empatijos ir elgesio modelio, kurie yra tikrojo ugdymo pagrindas.	
SD03	You assign a take-home essay. A student submits an excellent paper but honestly admits to using ChatGPT to generate the logical structure and polish the style, although they wrote the core content themselves. The school policy is unclear on this matter.	Užduodate parašyti rašto darbą (esė) namuose. Mokinys pateikia puikų darbą, bet sąžiningai prisipažįsta, kad naudojo „ChatGPT“ loginei struktūrai generuoti ir stiliui patobulinti, nors pagrindinį turinį parašė pats. Mokyklos politika šiuo klausimu nėra aiški.	

	A) I evaluate it positively: he used an available tool intelligently to improve his output. It is a future skill. B) I accept it, but with a grade penalty because part of the cognitive work (the structure) was delegated to the machine. C) I ask him to redo it without AI: the goal of school is to learn how to structure thinking independently, not to use a cognitive "prosthesis." D) I consider it plagiarism/cheating: AI should have no role in producing assignments meant to assess skills.	A) Vertinu tai teigiamai: jis protingai panaudojo prieinamą įrankį rezultatui pagerinti. Tai ateities įgūdis. B) Priimu darbą, bet sumažinu pažymį, nes dalis kognityvinio darbo (struktūravimas) buvo deleguota mašinai. C) Prašau perdaryti darbą be DI: mokyklos tikslas yra išmokyti struktūruoti mąstymą savarankiškai, o ne naudoti „kognityvinį protezą“. D) Laikau tai plagiatu / sukčiavimu: DI neturėtų atlikti jokio vaidmens rengiant užduotis, skirtas įgūdžiams vertinti.	
Unique code	English item	Spanish Item	Expert Ceck Item
TP_01	In which country is your school located?	¿En qué país se encuentra su centro educativo?	
	Greek - Lithuania - Italy - Spain - Turkey	Grecia - Lituania - Italia - España - Turquía	
TP_02	What is your gender?	¿Cuál es su género?	
	Female - Male - Prefer not to say	Mujer - Hombre - Prefiero no decirlo	
TP_03	What is your age group?	¿A qué grupo de edad pertenece?	
	Under 25 - 25–34 - 35–44 - 45–54 - 55 or older	Menos de 25 años - 25–34 años - 35–44 años - 45–54 años - 55 años o más	
TP_04	How many years of teaching experience do you have?	¿Cuántos años de experiencia docente tiene?	
	Less than 5 years - 5–15 years - 16–25 years - More than 25 years	Menos de 5 años - 5–15 años - 16–25 años - Más de 25 años	

TP_05	At which school level do you primarily teach?	¿En qué nivel educativo enseña principalmente?	
	Lower Secondary School (Middle School / ISCED 2) - Upper Secondary School (High School / ISCED 3) - Vocational / Technical School (ISCED 3) - Other	Educación Secundaria Obligatoria (ESO - ISCED) - Bachillerato (ISCED 3) - Formación Profesional (FP) - Grado Medio/Superior - ISCED 3) - Otro	
TP_06	What is your main subject area?	¿Cuál es su área de especialidad principal?	
	STEM (Mathematics, Physics, Chemistry, Biology, Technology, IT) - Humanities & Arts (Literature, History, Philosophy, Foreign Languages, Art) - Social Sciences (Geography, Economics, Law, Psychology) - Physical Education - Support / Special Needs Education	STEM (Matemáticas, Física, Química, Biología, Tecnología, Informática/TIC) - Humanidades y Artes (Lengua y Literatura, Historia, Filosofía, Idiomas, Artes) - Ciencias Sociales (Geografía, Economía, Derecho, Psicología) - Educación Física - Atención a la Diversidad / Educación Especial	
TP_08	Which statement best describes your relationship with technology in the classroom?	¿Qué afirmación describe mejor su relación con la tecnología en el aula?	
	I avoid it when possible; it often distracts students. - I use it mainly for administrative tasks or basic presentations. - I regularly use it to support my lectures (e.g., videos, digital boards). - I constantly experiment with new apps, hybrid methods, and AI tools.	La evito cuando es posible; a menudo distrae a los alumnos. - La uso principalmente para tareas administrativas o presentaciones básicas. - La uso regularmente para apoyar mis clases (ej. vídeos, pizarras digitales). - Experimento constantemente con nuevas apps, métodos híbridos y herramientas de IA.	

The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Strongly disagree) to 5 (Strongly agree):	Indique su grado de acuerdo con las siguientes afirmaciones utilizando una escala del 1 (Totalmente en desacuerdo) al 5 (Totalmente de acuerdo):	
TCH_COMP_01	I can use artificial intelligence tools easily.	Puedo utilizar herramientas de inteligencia artificial con facilidad.	
TCH_COMP_02	I can identify appropriate AI tools to evaluate students' performance.	Puedo identificar las herramientas de IA adecuadas para evaluar el rendimiento de los alumnos.	
TCH_COMP_03	I have sufficient knowledge and skills in the use of artificial intelligence tools.	Tengo conocimientos y habilidades suficientes en el uso de herramientas de inteligencia artificial.	
TCH_COMP_04	I can design efficient learning environments using artificial intelligence tools.	Puedo diseñar entornos de aprendizaje eficientes utilizando herramientas de inteligencia artificial.	
TCH_COMP_05	I have the necessary knowledge and skills to integrate artificial intelligence tools into my future courses.	Poseo los conocimientos y habilidades necesarios para integrar herramientas de inteligencia artificial en mis futuros cursos.	
TCH_COMP_06	I can prepare course content using artificial intelligence tools.	Puedo preparar contenidos del curso utilizando herramientas de inteligencia artificial.	
TCH_COMP_07	For each achievement, I can decide which artificial intelligence tool can be used more effectively.	Para cada objetivo de aprendizaje, puedo decidir qué herramienta de inteligencia artificial se puede utilizar de manera más efectiva.	
TCH_COMP_08	I know how to get support from artificial intelligence tools to solve any problem I encounter.	Sé cómo obtener apoyo de las herramientas de inteligencia artificial para resolver cualquier problema que encuentre.	

TCH_COMP_09	I am careful to use artificial intelligence tools in a way that ensures active participation of students in the lesson.	Tengo cuidado de utilizar las herramientas de inteligencia artificial de manera que se garantice la participación activa de los alumnos en la lección.	
TCH_COMP_10	I am ready to produce teaching materials using artificial intelligence tools.	Estoy preparado/a para producir materiales didácticos utilizando herramientas de inteligencia artificial.	
TCH_COMP_11	I follow artificial intelligence tools that will contribute to my professional development.	Sigo las herramientas de inteligencia artificial que contribuirán a mi desarrollo profesional.	
TCH_COMP_12	I get support from artificial intelligence tools to carry out in-class activities.	Me apoyo en herramientas de inteligencia artificial para llevar a cabo actividades en clase.	
TCH_COMP_13	I follow the developments regarding artificial intelligence tools closely.	Sigo de cerca los avances relacionados con las herramientas de inteligencia artificial.	
TCH_COMP_14	I consider the relevant learning outcomes when choosing the artificial intelligence tools I will use.	Tengo en cuenta los resultados de aprendizaje pertinentes al elegir las herramientas de inteligencia artificial que voy a utilizar.	
TCH_COMP_15	I can access information faster with artificial intelligence tools.	Puedo acceder a la información más rápidamente con herramientas de inteligencia artificial.	
TCH_COMP_16	I get support from artificial intelligence tools to solve a problem I encounter in daily life.	Recurso a herramientas de inteligencia artificial para resolver problemas que encuentro en la vida cotidiana.	
TCH_COMP_17	I am willing to prepare teaching materials using artificial intelligence tools.	Estoy dispuesto/a a preparar materiales didácticos utilizando herramientas de inteligencia artificial.	

TCH_COMP_18	I attend seminars and events about new artificial intelligence tools to improve myself.	Asisto a seminarios y eventos sobre nuevas herramientas de inteligencia artificial para mejorar mi formación.	
TCH_COMP_19	I believe that it is necessary to use artificial intelligence tools for the courses I will teach.	Creo que es necesario utilizar herramientas de inteligencia artificial para los cursos que impartiré.	
TCH_COMP_20	Artificial intelligence tools save time in completing my work.	Las herramientas de inteligencia artificial ahorran tiempo en la realización de mi trabajo.	
TCH_COMP_21	I think artificial intelligence tools will save time.	Pienso que las herramientas de inteligencia artificial ahorrarán tiempo.	
TCH_COMP_22	I think artificial intelligence tools are important for education.	Pienso que las herramientas de inteligencia artificial son importantes para la educación.	
TCH_ANX_23	The use of artificial intelligence tools in education negatively affects students' attitudes towards the lesson.	El uso de herramientas de inteligencia artificial en la educación afecta negativamente a la actitud de los alumnos hacia la lección.	
TCH_ANX_24	The use of artificial intelligence tools in education negatively affects students' academic success.	El uso de herramientas de inteligencia artificial en la educación afecta negativamente al éxito académico de los alumnos.	
TCH_ANX_25	I think artificial intelligence tools will reduce the quality of the education I provide.	Pienso que las herramientas de inteligencia artificial reducirán la calidad de la educación que imparto.	
TCH_ANX_26	The use of artificial intelligence tools in education can make the learning process boring.	El uso de herramientas de inteligencia artificial en la educación puede hacer que el proceso de aprendizaje sea aburrido.	

TCH_ANX_27	The use of artificial intelligence tools in education concerns me.	El uso de herramientas de inteligencia artificial en la educación me preocupa.	
TCH_ANX_28	I think artificial intelligence tools are not suitable for me.	Pienso que las herramientas de inteligencia artificial no son adecuadas para mí.	
TCH_ANX_29	I do not use artificial intelligence tools unless necessary.	No utilizo herramientas de inteligencia artificial a menos que sea necesario.	
TCH_ANX_30	I think that the use of artificial intelligence tools in education will increase the success of students.	Pienso que el uso de herramientas de inteligencia artificial en la educación aumentará el éxito de los alumnos.	
TCH_UTIL_31	I think that evaluations made with artificial intelligence tools will provide more accurate information about students' learning processes.	Pienso que las evaluaciones realizadas con herramientas de inteligencia artificial proporcionarán información más precisa sobre los procesos de aprendizaje de los alumnos.	
TCH_UTIL_32	Artificial intelligence tools are useful for daily life.	Las herramientas de inteligencia artificial son útiles para la vida cotidiana.	
TCH_UTIL_33	I use artificial intelligence tools to guide students.	Utilizo herramientas de inteligencia artificial para orientar a los alumnos.	
TCH_UTIL_34	I enable students to evaluate their own learning processes using artificial intelligence tools.	Facilito que los alumnos evalúen sus propios procesos de aprendizaje utilizando herramientas de inteligencia artificial.	
TCH_UTIL_35	The use of artificial intelligence tools increases my chances of solving the problems I encounter.	El uso de herramientas de inteligencia artificial aumenta mis posibilidades de resolver los problemas que encuentro.	
TCH_UTIL_36	The use of artificial intelligence tools increases my productivity.	El uso de herramientas de inteligencia artificial aumenta mi productividad.	

The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all capable) to 5 (Fully capable):	Por favor, indique su nivel de capacidad utilizando la escala del 1 (Nada capaz) al 5 (Totalmente capaz):	
DIG_INF_1.1	How capable do you feel of searching for information online using advanced strategies (e.g., operators, filters) rather than just the first page of Google?	¿En qué medida se siente capaz de buscar información online utilizando estrategias avanzadas (ej. operadores booleanos, filtros) en lugar de quedarse solo en la primera página de Google?	
DIG_SAF_4.2	How well can you manage privacy settings on social media and protect your sensitive data online?	¿Cómo de bien puede gestionar la configuración de privacidad en las redes sociales y proteger sus datos sensibles online?	
DIG_INF_1.2	How capable do you feel of distinguishing fake news from real news and verifying the reliability of a source?	¿En qué medida se siente capaz de distinguir noticias falsas (fake news) de noticias reales y verificar la fiabilidad de una fuente?	
DIG_SAF_4.3	How capable do you feel of avoiding "technostress" and maintaining a healthy balance between online and offline life?	¿En qué medida se siente capaz de evitar el "tecnoestrés" y mantener un equilibrio saludable entre la vida online y offline?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at all) to 5 (Full control):	Por favor, indique su grado de comprensión utilizando la escala del 1 (En absoluto) al 5 (Totalmente):	
DIG_CRE_3.4	To what extent do you understand the logic behind how programs or AI algorithms work (e.g., how ChatGPT "thinks")?	¿Hasta qué punto comprende la lógica detrás de cómo funcionan los programas o algoritmos de IA (ej. cómo "piensa" ChatGPT)?	

	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all) to 5 (Completely):	Por favor, indique su nivel de control utilizando la escala del 1 (Ningún control) al 5 (Control total):	
DIG_COM_2.6	How much do you feel in control of your online reputation and the digital traces you leave on social media?	¿Cuánto control siente que tiene sobre su reputación online y los rastros digitales que deja en las redes sociales?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at aware) to 5 (Fully aware):	Por favor, indique su nivel de consciencia utilizando la escala del 1 (Nada consciente) al 5 (Plenamente consciente):	
DIG_SAF_4.4	How aware are you of the environmental impact of technologies (consumption, waste) and able to adopt sustainable behaviors?	¿Cuán consciente es del impacto medioambiental de las tecnologías (consumo, residuos) y capaz de adoptar comportamientos sostenibles?	
DIG_PRO_5.4	How aware are you of what you cannot do digitally and how you could learn it (updating/upskilling)?	¿Cuán consciente es de lo que NO sabe hacer digitalmente y de cómo podría aprenderlo (actualización/upskilling)?	

SD01	The school provides access to an advanced AI assistant that generates detailed lesson plans, visually appealing slides, and personalized assessments in seconds. The materials produced by the AI are objectively of high quality, often better and more up-to-date than those you could produce yourself in the limited time available. However, by using them, you realize you are gradually losing deep mastery of the content and your personal touch on your teaching.	El centro educativo proporciona acceso a un asistente de IA avanzado que genera planes de lecciones detallados, diapositivas visualmente atractivas y evaluaciones personalizadas en segundos. Los materiales producidos por la IA son objetivamente de alta calidad, a menudo mejores y más actualizados que los que usted podría producir por su cuenta en el tiempo limitado disponible. Sin embargo, al usarlos, se da cuenta de que está perdiendo gradualmente el dominio profundo del contenido y su toque personal en la enseñanza.	
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	A) I use AI to produce all teaching materials. My role evolves: I am no longer a content creator, but a facilitator managing efficient resources for the students' benefit. B) I use AI to generate the "draft" or structure of the lessons to save time, but I dedicate time to reviewing and inserting personal anecdotes to "humanize" the content. C) I use AI only for brainstorming or finding sources, but I write the lessons and create the slides personally. I believe that the teacher's creative effort is the only way to convey true passion. D) I avoid using AI for planning. I prefer lessons that may be visually less "spectacular," but are built entirely on my experience and the direct relationship with the class, without algorithmic intermediaries.	A) Utilizo la IA para producir todos los materiales didácticos. Mi rol evoluciona: ya no soy un creador de contenido, sino un facilitador que gestiona recursos eficientes en beneficio de los alumnos. B) Utilizo la IA para generar el "borrador" o la estructura de las lecciones para ahorrar tiempo, pero dedico tiempo a revisar e insertar anécdotas personales para "humanizar" el contenido. C) Utilizo la IA solo para lluvia de ideas (brainstorming) o encontrar fuentes, pero redacto las lecciones y creo las diapositivas personalmente. Creo que el esfuerzo creativo del docente es la única forma de transmitir verdadera pasión. D) Evito usar la IA para la planificación. Prefiero lecciones que quizás sean visualmente menos "espectaculares", pero que estén construidas enteramente sobre mi experiencia y la relación directa con la clase, sin intermediarios algorítmicos.	
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SD02	Your school introduces a 24/7 'AI Tutor' for students to use at home. The system is extremely effective: it explains concepts with infinite patience, personalizes exercises, and students' test scores are visibly improving. However, you notice a significant side effect: students have stopped coming to you for help, questions, or guidance. The direct human relationship and the 'educational alliance' between teacher and student are being replaced by an efficient machine-student interaction.	Su centro introduce un "Tutor IA" disponible 24/7 para que los alumnos lo usen en casa. El sistema es extremadamente eficaz: explica conceptos con paciencia infinita, personaliza ejercicios y las notas de los exámenes de los alumnos están mejorando visiblemente. Sin embargo, nota un efecto secundario significativo: los alumnos han dejado de acudir a usted en busca de ayuda, preguntas u orientación. La relación humana directa y la "alianza educativa" entre profesor y alumno están siendo reemplazadas por una interacción eficiente máquina-alumno.	
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	A) I fully support the tool. If students are learning better and faster, the method doesn't matter. It frees me from repetitive explanations, allowing me to focus on assessment. B) I embrace the AI Tutor but redefine my role. I use class time exclusively for debates and group work, accepting that the 'transfer of knowledge' is now delegated to the AI. C) I limit the use of the AI Tutor. I require students to discuss their doubts with me first, because I believe that the emotional connection and the struggle of learning together are more important than efficient performance. D) I advise against using it. I believe that frustration and waiting for an answer are part of the growth process. A machine cannot offer the empathy and role-modeling that are the core of true education.	A) Apoyo totalmente la herramienta. Si los alumnos aprenden mejor y más rápido, el método no importa. Me libera de explicaciones repetitivas, permitiéndome concentrarme en la evaluación. B) Acepto el Tutor IA pero redefino mi rol. Utilizo el tiempo de clase exclusivamente para debates y trabajos en grupo, aceptando que la "transferencia de conocimiento" ahora está delegada a la IA. C) Limito el uso del Tutor IA. Exijo a los alumnos que discutan sus dudas conmigo primero, porque creo que la conexión emocional y el esfuerzo de aprender juntos son más importantes que un rendimiento eficiente. D) Desaconsejo su uso. Creo que la frustración y la espera de una respuesta son parte del proceso de crecimiento. Una máquina no puede ofrecer la empatía y el modelo de conducta que son el núcleo de la verdadera educación.	
SD03	You assign a take-home essay. A student submits an excellent paper but honestly admits to using ChatGPT to generate the logical structure and polish the style, although they wrote the core content themselves. The school policy is unclear on this matter.	Usted asigna un ensayo para hacer en casa. Un alumno entrega un trabajo excelente pero admite honestamente haber usado ChatGPT para generar la estructura lógica y pulir el estilo, aunque escribió el contenido central él mismo. La política del centro no es clara al respecto.	

	A) I evaluate it positively: he used an available tool intelligently to improve his output. It is a future skill. B) I accept it, but with a grade penalty because part of the cognitive work (the structure) was delegated to the machine. C) I ask him to redo it without AI: the goal of school is to learn how to structure thinking independently, not to use a cognitive "prosthesis." D) I consider it plagiarism/cheating: AI should have no role in producing assignments meant to assess skills.	A) Lo evaluó positivamente: ha utilizado una herramienta disponible de manera inteligente para mejorar su resultado. Es una habilidad de futuro. B) Lo acepto, pero con una penalización en la nota porque parte del trabajo cognitivo (la estructura) fue delegada a la máquina. C) Le pido que lo rehaga sin IA: el objetivo de la escuela es aprender a estructurar el pensamiento de forma independiente, no utilizar una "prótesis cognitiva". D) Lo considero plagio/trampa: la IA no debería tener ningún papel en la producción de tareas destinadas a evaluar competencias.	
Unique code	English item	Turkish Item	Expert Ceck Item
TP_01	In which country is your school located?	Okulunuz hangi ülkede bulunmaktadır?	
	Greek - Lithuania - Italy - Spain - Turkey	Yunanistan - Litvanya - İtalya - İspanya - Türkiye	
TP_02	What is your gender?	Cinsiyetiniz nedir?	
	Female - Male - Prefer not to say	Kadın - Erkek - Belirtmek istemiyorum	
TP_03	What is your age group?	Hangi yaş grubundasınız?	
	Under 25 - 25–34 - 35–44 - 45–54 - 55 or older	25 yaş altı - 25–34 yaş - 35–44 ya - 45–54 yaş - 55 yaş veya üzeri	
TP_04	How many years of teaching experience do you have?	Kaç yıllık öğretmenlik deneyimine sahipsiniz?	

	Less than 5 years - 5–15 years - 16–25 years - More than 25 years	5 yıldan az - 5–15 yıl - 16–25 yıl - 25 yıldan fazla	
TP_05	At which school level do you primarily teach?	Hangi okul kademesinde ağırlıklı olarak ders veriyorsunuz?	
	Lower Secondary School (Middle School / ISCED 2) - Upper Secondary School (High School / ISCED 3) - Vocational / Technical School (ISCED 3) - Other	Ortaokul (ISCED 2) - Lise (Genel / Anadolu / Fen Lisesi - ISCED 3) - Mesleki ve Teknik Lise (Meslek Lisesi - ISCED 3) - Diğer	
TP_06	What is your main subject area?	Temel branşınız/alanınız nedir?	
	STEM (Mathematics, Physics, Chemistry, Biology, Technology, IT) - Humanities & Arts (Literature, History, Philosophy, Foreign Languages, Art) - Social Sciences (Geography, Economics, Law, Psychology) - Physical Education - Support / Special Needs Education	STEM / Sayısal (Matematik, Fizik, Kimya, Biyoloji, Teknoloji, Bilişim) - Beşeri Bilimler ve Sanat (Edebiyat, Tarih, Felsefe, Yabancı Diller, Sanat) - Sosyal Bilimler (Coğrafya, Ekonomi, Hukuk, Psikoloji) - Beden Eğitimi - Destek Eğitim / Özel Eğitim	
TP_08	Which statement best describes your relationship with technology in the classroom?	Sınıfta teknolojiyle olan ilişkinizi en iyi hangi ifade tanımlar?	
	I avoid it when possible; it often distracts students. - I use it mainly for administrative tasks or basic presentations. - I regularly use it to support my lectures (e.g., videos, digital boards). - I constantly experiment with new apps, hybrid methods, and AI tools.	Mümkün olduğunda kaçınıyorum; genellikle öğrencilerin dikkatini dağıtır. - Genellikle idari işler veya temel sunumlar için kullanırım. - Derslerimi desteklemek için düzenli olarak kullanırım (ör. videolar, akıllı tahtalar). - Sürekli olarak yeni uygulamalar, hibrit yöntemler ve YZ araçları denerim.	

The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Strongly disagree) to 5 (Strongly agree):	Lütfen aşağıdaki ifadelere katılma derecenizi 1 (Kesinlikle Katılmıyorum) ile 5 (Kesinlikle Katılıyorum) arasında puanlayınız:	
TCH_COMP_01	I can use artificial intelligence tools easily.	Yapay zeka araçlarını kolaylıkla kullanabilirim.	
TCH_COMP_02	I can identify appropriate AI tools to evaluate students' performance.	Öğrenci performansını değerlendirmek için uygun yapay zeka araçlarını belirleyebilirim.	
TCH_COMP_03	I have sufficient knowledge and skills in the use of artificial intelligence tools.	Yapay zeka araçlarının kullanımı konusunda yeterli bilgi ve beceriye sahibim.	
TCH_COMP_04	I can design efficient learning environments using artificial intelligence tools.	Yapay zeka araçlarını kullanarak verimli öğrenme ortamları tasarlayabilirim.	
TCH_COMP_05	I have the necessary knowledge and skills to integrate artificial intelligence tools into my future courses.	Yapay zeka araçlarını gelecekteki derslerime entegre etmek için gerekli bilgi ve beceriye sahibim.	
TCH_COMP_06	I can prepare course content using artificial intelligence tools.	Yapay zeka araçlarını kullanarak ders içeriği hazırlayabilirim.	
TCH_COMP_07	For each achievement, I can decide which artificial intelligence tool can be used more effectively.	Her bir kazanım için hangi yapay zeka aracının daha etkili kullanılabileceğine karar verebilirim.	
TCH_COMP_08	I know how to get support from artificial intelligence tools to solve any problem I encounter.	Karşılaştığım herhangi bir sorunu çözmek için yapay zeka araçlarından nasıl destek alacağımı biliyorum.	
TCH_COMP_09	I am careful to use artificial intelligence tools in a way that ensures active participation of students in the lesson.	Yapay zeka araçlarını, öğrencilerin derse aktif katılımını sağlayacak şekilde kullanmaya özen gösteririm.	
TCH_COMP_10	I am ready to produce teaching materials using artificial intelligence tools.	Yapay zeka araçlarını kullanarak öğretim materyalleri üretmeye hazırım.	

TCH_COMP_11	I follow artificial intelligence tools that will contribute to my professional development.	Mesleki gelişimime katkı sağlayacak yapay zeka araçlarını takip ederim.	
TCH_COMP_12	I get support from artificial intelligence tools to carry out in-class activities.	Sınıf içi etkinlikleri yürütmek için yapay zeka araçlarından destek alırım.	
TCH_COMP_13	I follow the developments regarding artificial intelligence tools closely.	Yapay zeka araçları ile ilgili gelişmeleri yakından takip ederim.	
TCH_COMP_14	I consider the relevant learning outcomes when choosing the artificial intelligence tools I will use.	Kullanacağım yapay zeka araçlarını seçerken ilgili öğrenme çıktılarını (kazanımları) dikkate alırım.	
TCH_COMP_15	I can access information faster with artificial intelligence tools.	Yapay zeka araçları ile bilgiye daha hızlı erişebilirim.	
TCH_COMP_16	I get support from artificial intelligence tools to solve a problem I encounter in daily life.	Günlük yaşamda karşılaştığım bir sorunu çözmek için yapay zeka araçlarından destek alırım.	
TCH_COMP_17	I am willing to prepare teaching materials using artificial intelligence tools.	Yapay zeka araçlarını kullanarak öğretim materyalleri hazırlamaya istekliyim.	
TCH_COMP_18	I attend seminars and events about new artificial intelligence tools to improve myself.	Kendimi geliştirmek için yeni yapay zeka araçları hakkındaki seminerlere ve etkinliklere katılırım.	
TCH_COMP_19	I believe that it is necessary to use artificial intelligence tools for the courses I will teach.	Vereceğim dersler için yapay zeka araçlarını kullanmanın gerekli olduğuna inanıyorum.	
TCH_COMP_20	Artificial intelligence tools save time in completing my work.	Yapay zeka araçları işlerimi tamamlarken zaman kazandırır.	
TCH_COMP_21	I think artificial intelligence tools will save time.	Yapay zeka araçlarının zaman kazandıracağını düşünüyorum.	
TCH_COMP_22	I think artificial intelligence tools are important for education.	Yapay zeka araçlarının eğitim için önemli olduğunu düşünüyorum.	

TCH_ANX_23	The use of artificial intelligence tools in education negatively affects students' attitudes towards the lesson.	Eğitimde yapay zeka araçlarının kullanımı, öğrencilerin derse karşı tutumlarını olumsuz etkiler.	
TCH_ANX_24	The use of artificial intelligence tools in education negatively affects students' academic success.	Eğitimde yapay zeka araçlarının kullanımı, öğrencilerin akademik başarısını olumsuz etkiler.	
TCH_ANX_25	I think artificial intelligence tools will reduce the quality of the education I provide.	Yapay zeka araçlarının, verdiğim eğitimin kalitesini düşüreceğini düşünüyorum.	
TCH_ANX_26	The use of artificial intelligence tools in education can make the learning process boring.	Eğitimde yapay zeka araçlarının kullanımı öğrenme sürecini sıkıcı hale getirebilir.	
TCH_ANX_27	The use of artificial intelligence tools in education concerns me.	Eğitimde yapay zeka araçlarının kullanımı beni endişelendiriyor.	
TCH_ANX_28	I think artificial intelligence tools are not suitable for me.	Yapay zeka araçlarının benim için uygun olmadığını düşünüyorum.	
TCH_ANX_29	I do not use artificial intelligence tools unless necessary.	Gerekli olmadıkça yapay zeka araçlarını kullanmam.	
TCH_ANX_30	I think that the use of artificial intelligence tools in education will increase the success of students.	Eğitimde yapay zeka araçları kullanımının öğrenci başarısını artıracağını düşünüyorum.	
TCH_UTIL_31	I think that evaluations made with artificial intelligence tools will provide more accurate information about students' learning processes.	Yapay zeka araçları ile yapılan değerlendirmelerin, öğrencilerin öğrenme süreçleri hakkında daha doğru bilgi sağlayacağını düşünüyorum.	
TCH_UTIL_32	Artificial intelligence tools are useful for daily life.	Yapay zeka araçları günlük yaşam için faydalıdır.	
TCH_UTIL_33	I use artificial intelligence tools to guide students.	Öğrencilere rehberlik etmek için yapay zeka araçlarını kullanırım.	

TCH_UTIL_34	I enable students to evaluate their own learning processes using artificial intelligence tools.	Öğrencilerin yapay zeka araçlarını kullanarak kendi öğrenme süreçlerini değerlendirmelerini sağlarım.	
TCH_UTIL_35	The use of artificial intelligence tools increases my chances of solving the problems I encounter.	Yapay zeka araçlarının kullanımı, karşılaştığım sorunları çözme şansımı artırır.	
TCH_UTIL_36	The use of artificial intelligence tools increases my productivity.	Yapay zeka araçlarının kullanımı üretkenliğimi artırır.	
The scale anchor	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all capable) to 5 (Fully capable):	Lütfen aşağıdaki konularda yetkinlik/beceri düzeyinizi 1 (Hiç yetkin değilim) ile 5 (Tamamen yetkinim) arasında bir ölçek kullanarak belirtiniz:	
DIG_INF_1.1	How capable do you feel of searching for information online using using advanced strategies (e.g., operators, filters) rather than just the first page of Google?	Sadece Google'ın ilk sayfasıyla yetinmeyip, gelişmiş stratejiler (ör. operatörler, filtreler) kullanarak internette bilgi arama konusunda kendinizi ne kadar yetkin hissediyorsunuz?	
DIG_SAF_4.2	How well can you manage privacy settings on social media and protect your sensitive data online?	Sosyal medyadaki gizlilik ayarlarını yönetme ve hassas verilerinizi çevrimiçi ortamda koruma konusunda ne kadar iyisiniz?	
DIG_INF_1.2	How capable do you feel of distinguishing fake news from real news and verifying the reliability of a source?	Sahte haberleri (<i>fake news</i>) gerçek haberlerden ayırt etme ve bir kaynağın güvenilirliğini doğrulama konusunda kendinizi ne kadar yetkin hissediyorsunuz?	
DIG_SAF_4.3	How capable do you feel of avoiding "technostress" and maintaining a healthy balance between online and offline life?	"Teknostres"ten kaçınma ve çevrimiçi-çevrimdışı yaşam arasında sağlıklı bir denge kurma konusunda kendinizi ne kadar yetkin hissediyorsunuz?	

	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at all) to 5 (Full control):	Lütfen anlama/kavrama düzeyinizi 1 (Hiç anlamıyorum) ile 5 (Tamamen anlıyorum) arasında bir ölçek kullanarak belirtiniz:	
DIG_CRE_3.4	To what extent do you understand the logic behind how programs or AI algorithms work (e.g., how ChatGPT "thinks")?	Programların veya YZ algoritmalarının nasıl çalıştığının arkasındaki mantığı (örneğin ChatGPT'nin nasıl "düşündüğünü") ne ölçüde anlıyorsunuz?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not at all) to 5 (Completely):	Lütfen kontrol düzeyinizi 1 (Hiç kontrolüm yok) ile 5 (Tam kontrolüm var) arasında bir ölçek kullanarak belirtiniz:	
DIG_COM_2.6	How much do you feel in control of your online reputation and the digital traces you leave on social media?	Çevrimiçi itibarınız ve sosyal medyada bıraktığınız dijital ayak izleriniz üzerinde ne kadar kontrol sahibi olduğunuzu hissediyorsunuz?	
	Please indicate your level of agreement with the following statement using the scale from 1 (Not control at aware) to 5 (Fully aware):	Lütfen farkındalık düzeyinizi 1 (Hiç farkında değilim) ile 5 (Tamamen farkındayım) arasında bir ölçek kullanarak belirtiniz:	
DIG_SAF_4.4	How aware are you of the environmental impact of technologies (consumption, waste) and able to adopt sustainable behaviors?	Teknolojilerin çevresel etkileri (tüketim, atık) konusunda ne kadar farkındasınız ve sürdürülebilir davranışları benimseme konusunda ne kadar yetkinsiniz?	
DIG_PRO_5.4	How aware are you of what you cannot do digitally and how you could learn it (updating/upskilling)?	Dijital olarak neleri YAPAMADIĞINIZIN ve bunları nasıl öğrenebileceğinizin (beceri geliştirme/upskilling) ne kadar farkındasınız?	

SD01	The school provides access to an advanced AI assistant that generates detailed lesson plans, visually appealing slides, and personalized assessments in seconds. The materials produced by the AI are objectively of high quality, often better and more up-to-date than those you could produce yourself in the limited time available. However, by using them, you realize you are gradually losing deep mastery of the content and your personal touch on your teaching.	Okul, saniyeler içinde ayrıntılı ders planları, görsel olarak çekici slaytlar ve kişiselleştirilmiş değerlendirmeler oluşturan gelişmiş bir YZ asistanına erişim sağlıyor. YZ tarafından üretilen materyaller objektif olarak yüksek kalitede, hatta kısıtlı zamanda sizin üretebileceğinizden daha iyi ve güncel. Ancak bunları kullandıkça, konuya olan derin hakimiyetinizi ve öğretimdeki kişisel dokunuşunuzu yavaş yavaş kaybettiğinizi fark ediyorsunuz.	
	A) I use AI to produce all teaching materials. My role evolves: I am no longer a content creator, but a facilitator managing efficient resources for the students' benefit. B) I use AI to generate the "draft" or structure of the lessons to save time, but I dedicate time to reviewing and inserting personal anecdotes to "humanize" the content. C) I use AI only for brainstorming or finding sources, but I write the lessons and create the slides personally. I believe that the teacher's creative effort is the only way to convey true passion. D) I avoid using AI for planning. I prefer lessons that may be visually less "spectacular," but are built entirely on my experience and the direct relationship with the class, without algorithmic intermediaries.	A) Tüm öğretim materyallerini üretmek için YZ kullanırım. Rolüm evriliyor: Artık bir içerik üreticisi değilim, öğrencilerin yararı için verimli kaynakları yöneten bir kolaylaştırıcıyım. B) Zamandan tasarruf etmek için derslerin "taslağını" veya yapısını oluşturmak üzere YZ kullanırım, ancak içeriği "insanileştirmek" için gözden geçirmeye ve kişisel anekdotlar eklemeye zaman ayırıyorum. C) YZ'yi sadece beyin fırtınası yapmak veya kaynak bulmak için kullanırım, ancak dersleri kendim yazar ve slaytları şahsen hazırlarım. Öğretmenin yaratıcı çabasının, gerçek tutkuyu aktarmanın tek yolu olduğuna inanıyorum. D) Planlama için YZ kullanmaktan kaçınırım.	

		Görsel olarak belki daha az "gösterişli" olan, ancak algoritmik araçlar olmadan tamamen kendi deneyimim ve sınıfla doğrudan ilişkim üzerine kurulu dersleri tercih ederim.	
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SD02	Your school introduces a 24/7 'AI Tutor' for students to use at home. The system is extremely effective: it explains concepts with infinite patience, personalizes exercises, and students' test scores are visibly improving. However, you notice a significant side effect: students have stopped coming to you for help, questions, or guidance. The direct human relationship and the 'educational alliance' between teacher and student are being replaced by an efficient machine-student interaction.	Okulunuz, öğrencilerin evde kullanması için 7/24 hizmet veren bir 'YZ Özel Eğitimci' (AI Tutor) sunuyor. Sistem son derece etkili: kavramları sonsuz bir sabırla açıklıyor, alıştırmaları kişiselleştiriyor ve öğrencilerin test puanları gözle görülür şekilde artıyor. Ancak önemli bir yan etki fark ediyorsunuz: öğrenciler yardım, soru veya rehberlik için size gelmeyi bıraktı. Öğretmen ve öğrenci arasındaki doğrudan insani ilişki ve 'eğitsel bağ', verimli bir makine-öğrenci etkileşimi ile yer değiştiriyor.	
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	A) I fully support the tool. If students are learning better and faster, the method doesn't matter. It frees me from repetitive explanations, allowing me to focus on assessment. B) I embrace the AI Tutor but redefine my role. I use class time exclusively for debates and group work, accepting that the 'transfer of knowledge' is now delegated to the AI. C) I limit the use of the AI Tutor. I require students to discuss their doubts with me first, because I believe that the emotional connection and the struggle of learning together are more important than efficient performance. D) I advise against using it. I believe that frustration and waiting for an answer are part of the growth process. A machine cannot offer the empathy and role-modeling that are the core of true education.	A) Aracı tamamen desteklerim. Öğrenciler daha iyi ve daha hızlı öğreniyorsa yöntemin önemi yoktur. Bu beni tekrarlayan açıklamalardan kurtarır ve ölçme-değerlendirmeye odaklanmamı sağlar. B) YZ Eğiťmeni'ni benimserim ancak rolümü yeniden tanımlarım. Sınıf zamanını yalnızca tartışmalar ve grup çalışmaları için kullanırım; 'bilgi aktarımının' artık YZ'ye devredildiğini kabul ederim. C) YZ Eğiťmeni'nin kullanımını sınırlarım. Öğrencilerin şüphelerini önce benimle tartışmalarını isterim, çünkü duygusal bağın ve birlikte öğrenme çabasının verimli performanstan daha önemli olduğuna inanıyorum. D) Kullanılmamasını tavsiye ederim. Hayal kırıklığının ve bir cevap beklemenin büyüme sürecinin bir parçası olduğuna inanıyorum. Bir makine, gerçek eğitimin özü olan empatiyi ve rol modellięi sunamaz.	
SD03	You assign a take-home essay. A student submits an excellent paper but honestly admits to using ChatGPT to generate the logical structure and polish the style, although they wrote the core content themselves. The school policy is unclear on this matter.	Eve bir kompozisyon ödevi veriyorsunuz. Bir öğrenci mükemmel bir ödev teslim ediyor ancak dürüstçe, temel içerięi kendisi yazmış olsa da mantıksal yapıyı oluşturmak ve üslubu düzeltmek için ChatGPT kullandığını itiraf ediyor. Okul politikasında bu konuda net bir kural yok.	

	A) I evaluate it positively: he used an available tool intelligently to improve his output. It is a future skill. B) I accept it, but with a grade penalty because part of the cognitive work (the structure) was delegated to the machine. C) I ask him to redo it without AI: the goal of school is to learn how to structure thinking independently, not to use a cognitive "prosthesis." D) I consider it plagiarism/cheating: AI should have no role in producing assignments meant to assess skills.	A) Olumlu değerlendiririm: Çıktısını iyileştirmek için mevcut bir aracı akıllıca kullanmış. Bu geleceğin bir becerisidir. B) Kabul ederim, ancak notunu kırım çünkü bilişsel çalışmanın bir kısmı (yapılandırma) makineye devredilmiş. C) YZ olmadan yeniden yapmasını isterim: Okulun amacı düşünceyi bağımsız olarak yapılandırmayı öğrenmektir, "bilişsel bir protez" kullanmak değil. D) Bunu intihal/kopya olarak kabul ederim: YZ'nin, becerileri değerlendirmeyi amaçlayan ödevlerin üretiminde hiçbir rolü olmamalıdır.	
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