

Semi-Structured Interview Guide for Erasmus+ Project on AI in Education (60-90 Min)

To ensure consistency and depth in our semi-structured interviews, we can use three types of questions, as outlined by Rossman and Rallis in *Learning in the Field: An Introduction to Qualitative Research* (2011):

- **Grand Tour Questions:** Broad, open-ended questions that invite participants to share their experiences, routines, or environments in detail. These help set the context and provide a comprehensive overview of the topic.
- **Core Questions:** The primary questions that directly address the central themes of the research. These are for gathering structured insights and ensuring comparability across interviews.
- **Follow-up Questions:** Used to probe deeper into responses, seeking clarification or further detail. These often arise naturally during the conversation, but I suggested a few already.

Introduction and Consent
1. Consent to Recording: ○ "Before we start, do you consent to this interview being recorded for research purposes?" ○ "You can stop the interview or ask to delete any part of the recording at any time." 2. Anonymity Preference: ○ "Would you prefer to be anonymized in the research report, or are you comfortable with your identity being disclosed?"
Section 1: Background Information
1. (Grand Tour Question) "Can you tell me a bit about yourself and your role in education?" ○ (Core Question) "What type of institution do you work in, and what is your main responsibility?" ○ (Core Question) "How long have you been working in education?" ○ (Follow-up) "Has your role changed over the years? If so, how?" 2. (Core Question) "Could you describe the typical learners you work with? (e.g., age group, number of students per session)" ○ (Follow-up) "How do you usually interact with your students during teaching?"
Section 2: Use of AI in Education
1. (Grand Tour Question) "Can you share your experiences with using AI in your teaching or management work?" ○ (Core Question) "How often do you use AI tools in your daily tasks?" ○ (Follow-up) "Can you give an example of an AI tool you use and how it helps you?" 2. (Core Question) "Do you see AI as something that will become more central to your teaching/training in the future?" ○ (Follow-up) "What would make you more likely to integrate AI into your work?" 3. (Core Question) "What has been your students' reaction to AI tools in education?" ○ (Follow-up) "Do you notice changes in students' engagement, performance, or motivation?" ○ (Follow-up) "Are there specific student groups that benefit more (or less) from AI tools?" 4. (Core Question) "What challenges, if any, have you encountered when implementing AI tools? Feel free to share specific examples." ○ (Follow-up Questions): 1. Technical Barriers: "Can you describe any technical difficulties you have faced while using AI tools? How did these challenges impact your teaching or workflow?" 2. Pedagogical Concerns: "In what ways do AI tools align with your teaching methods? Have you encountered any challenges in terms of engagement, curriculum integration, or instructional design?"

3. Ethical Concerns: "What are your thoughts on the ethical implications of AI in education? Are there any specific concerns you have regarding data privacy, bias in AI algorithms, or the potential over-reliance on technology?" 5. (Core Question) "How do your colleagues perceive AI in education?" o (Follow-up) Do they actively use AI tools? Why or why not?
Section 3: AI's Impact on Teaching and Learning
1. (Grand Tour Question) "From your perspective, what are the biggest advantages AI can bring to education?" - o (Core Question) "Do you think AI can help personalize learning experiences? Why or why not?" - o (Follow-up) "Can you share any success stories where AI had a positive impact on learning outcomes?" - o (Follow-up) "Have you encountered any situations where AI failed to improve learning outcomes or even had a negative impact? What were the challenges?" 2. (Core Question) "AI is often used to make learning more interactive, for example, through virtual assistants or gamification. Have you experienced or experimented with such tools?" - o (Follow-up) "How effective do you think these tools are in engaging students?" 3. (Core Question) "AI can help adapt content to diverse learning needs. Do you think this is an advantage in your teaching context?" - o (Follow-up) "Have you seen AI supporting students with different learning needs? If so, how?"
Section 4: AI in Administrative and Managerial Tasks
1. (Grand Tour Question) "Apart from teaching, have you used AI for administrative or managerial tasks?" - o (Core Question) "What kind of repetitive tasks in your work do you think AI could automate?" - o (Follow-up) "Would automation of these tasks help you focus more on teaching?" 2. (Core Question) "Do you think AI can help optimize teaching strategies by analyzing methodologies and student performance data?" - o (Follow-up) "Would you trust AI-generated insights to make changes in your teaching methods?" 3. (Core Question) "What concerns, if any, do you have about AI in educational management?" - o (Follow-up) "Do you think AI can help with compliance with data security laws?"
Section 5: Support and Training Needs
1. (Grand Tour Question) "What support or resources would help you feel more confident in using AI?" - o (Core Question) "Would you prefer face-to-face training, online courses, or other types of learning?" - o (Follow-up) "Have you participated in any AI training so far? If so, what was your experience?" 2. (Core Question) "What kind of AI features or tools would you like to see developed to better support educators?" - o (Follow-up) "If you could request one AI tool specifically for your needs, what would it be?"
Closing Questions
1. (Grand Tour Question) "Looking ahead, how do you see the role of AI evolving in education?" o (Follow-up) "Do you think AI will fundamentally change teaching, or just act as a supportive tool?" 2. (Core Question) "Is there anything else you would like to add regarding AI in education?"
Conclusion
• Thank you for your time and insights. • We can share the findings with you if you are interested. • Would you like to be contacted in case we have follow-up discussions or additional data collection where you can participate?