



Work Package 2: Diagnosis

D2.2 DIAGNOSIS REPORT ON TEACHERS

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Deliverable D2.2 Diagnosis report on teachers

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ABSTRACT	<p>This report presents findings from a survey of 677 teachers across seven European countries (France, Ireland, Italy, Lithuania, Luxembourg, Slovenia, and Spain) examining the integration of Generative AI (GenAI) in education and its relationship to data literacy. The survey reveals that although the teachers make extensive professional use of GenAI (e.g., for lesson planning and creating materials), its use with students in the classroom remains limited. Teachers perceive students as frequent GenAI users both for schoolwork and personal purposes, creating an urgent need for guidance. The concept of data literacy is poorly understood by teachers, often conflated with general critical thinking or information literacy. Teachers recognize GenAI's benefits for content creation and personalized learning but have concerns about overreliance, erosion of core skills, misinformation, and academic integrity. While teachers view teaching ethical issues related to GenAI use as important, they have limited confidence in explaining GenAI mechanisms, data provenance, and privacy implications, and rarely describe concrete pedagogical approaches to ethics in GenAI use beyond basic verification. Few of the schools in which the teachers work have GenAI policies. Many teachers expressed an interest in professional development in subject specific GenAI training, though there were fewer who expressed an interest in training focussed on GenAI for data literacy. The findings will inform development of the AI-DL framework and training package, highlighting needs for practical, subject-specific materials integrating data literacy concepts with GenAI pedagogy.</p>
KEYWORDS	Generative AI, data literacy, teacher professional development, secondary education

Dissemination level		
PU	Public	X
PP	Restricted to project partner (including the Commission)	
RE	Restricted to a group defined by the consortium (including the Commission)	
CO	Confidential, only for members of the consortium (including the Commission)	

Executive Summary

Purpose and Methodology

Within the framework of the Erasmus+ AI-DL project, this report presents findings from an online survey of 677 teachers teaching a wide range of subjects across seven European countries (France, Ireland, Italy, Lithuania, Luxembourg, Slovenia, and Spain). The criteria for the selection of teachers were that they were teaching students aged 16-18, that they had an interest in GenAI and data literacy and that they were willing to participate in the AI-DL project's training activities. The survey explored how Generative AI (GenAI) technologies are currently being utilized in classrooms, with particular focus on their integration within data literacy.

The survey comprised six sections covering teacher background information, current classroom practice using GenAI, perceptions and concerns, data literacy and GenAI, GenAI for teaching data literacy, and teacher support and future needs. Responses were collected through both multiple-choice and open-ended questions, with analysis conducted by H2 Learning in collaboration with national teams.

Key Findings

Current Use of GenAI

Teachers demonstrated substantial experience using GenAI for professional purposes. Approximately 41% used GenAI weekly to support teaching, learning, and assessment, with 15% using it daily. ChatGPT was the most commonly used tool across all countries, followed by Gemini and Copilot, with a total of 43 tools being mentioned. The most common use for GenAI was for creating instructional materials (85%), followed by lesson planning, administrative tasks, and supporting inclusion.

Teachers reported that students use GenAI extensively both for schoolwork (57% frequently) and in their personal lives (50% frequently).

A significant gap exists between teachers' professional use and classroom use of GenAI with students. Only 4% of teachers reported using GenAI frequently with students, while 36% used it occasionally. The most common student-facing applications included supporting writing, research activities, and language learning.

Data Literacy Understanding

The concept of data literacy seemed to be poorly understood by many teachers. While 31% report that data literacy is addressed in their subject curriculum, examination of their descriptions of how it was addressed often shows an identification of data literacy with general critical thinking or with information literacy. Teachers sometimes interpreted data literacy as reading comprehension and critical evaluation of sources rather than explicitly working with data.

When data literacy is explicitly taught, it varies significantly by subject area. Mathematics, sciences, and informatics teachers framed it procedurally through topics such as statistical data analysis and data mining. Humanities and language teachers emphasized critical media literacy, addressing

misinformation and bias. Social sciences teachers included analysis of economic and social indicators, drawing conclusions and making forecasts.

Teachers broadly agreed with the proposed definition of data literacy as "the ability to read, interpret, evaluate, and communicate data in context - using critical thinking, domain knowledge, and ethical reasoning to make informed decisions". However, many found this definition too abstract and recommended clearer explanations with concrete examples, others suggested it was too difficult (or too 'idealistic') to implement with their students. On the other hand, some argued that it did not sufficiently foreground the concept of 'data' rather than 'information', and they suggested expanding it to include data collection and data processing methods.

Perceptions of Benefits and Risks

Teachers identified several key benefits of GenAI: supporting content creation (45%), improving critical thinking about tool use (42%), preparing students for workplace tools (42%), and enhancing personalized learning (41%). However, they also recognized substantial risks.

The teachers were asked about risks both for teachers and students. The most frequently indicated concerns included overreliance on GenAI tools (57% for teachers, 68% for students), erosion of writing and research skills (48% and 54%), and misinformation (45% and 63%). Academic integrity and plagiarism concerns were particularly acute in relation to students (74%). The least chosen option related to bias issues (30% for teachers, 36% for students).

Environmental impact emerged as an important concern in the open responses. Teachers also noted concerns about students' emotional reliance on AI and students' expectation of instant results without effort.

Most teachers thought that teaching ethical issues linked to GenAI is crucial, including sustainability, data sovereignty, bias, misinformation, plagiarism, and copyright (55% said it was extremely important, and 23% that it was important).

In their own practice, 66% of teachers said they always or often checked the accuracy of GenAI-generated content before using it in teaching, but only 44% said they regularly checked for potential bias.

Data Literacy and GenAI Integration

Most teachers thought that students do not understand how GenAI tools generate content, including the role of training data, algorithms, and model limitations.

Only 21% of teachers reported having used GenAI to support teaching data literacy, though this varied significantly by country.

Teacher Confidence and Support Needs

Teachers reported limited confidence in key areas of data literacy and GenAI. Only 27% felt very or somewhat confident in explaining where training data comes from, 42% in explaining how student

data may be used or stored by GenAI tools, and 39% in supporting students to make critical and ethical decisions about GenAI use.

Despite recognizing the importance of ethical issues, when asked to elaborate on how they addressed this the teachers did not describe concrete classroom practices beyond basic verification and academic integrity discussions.

Only 11% of teachers said they worked in schools with GenAI policies or guidelines, though 26% reported policies are in development. This lack of institutional clarity may limit teachers' willingness to experiment with GenAI in classroom settings.

Professional Learning Preferences

The surveyed teachers showed strong interest in taking part in professional development activities related to GenAI and data literacy, with 64% of teachers indicating they would definitely or probably participate in such learning opportunities. However, they indicated a clear preference for training focused on GenAI applications in their subject area (63%) over developing data literacy specifically (37%).

Choices for preferred formats included guides, resources, and lesson materials (37%), followed by online learning (35%), blended learning (31%), and face-to-face sessions (27%). Teachers requested practical support covering assessment redesign, GenAI fundamentals, verification routines, and subject-specific exemplars.

Implications for AI-DL Project

The survey responses indicated that surveyed teachers possess substantial experience with GenAI and commitment to critical approaches, which provides a foundation for development. However, significant gaps exist in understanding data literacy concepts, the integration GenAI into learning activities, and addressing ethical dimensions beyond basic verification, which indicates areas where professional development is needed.

The AI-DL competence framework and training package developed within the project should prioritize clear, accessible conceptualization of data literacy with subject-specific examples, practical pedagogical designs for classroom integration, ready-to-use materials addressing ethical dimensions, and verification routines that go beyond fact-checking. Materials should be discipline-sensitive, recognizing that subject cultures shape how GenAI is understood and used.

The AI-DL project materials should explicitly connect data literacy competences to GenAI use and demonstrate relevance across all subjects through concrete, practical examples that teachers can implement.

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1. Introduction

This report presents the results of an online survey completed by 677 teachers across the seven participating countries. The survey aimed to explore how Generative AI (GenAI) technologies are currently being utilized in classrooms, focusing specifically on their impact and integration within data literacy education. The goal was to gather insights on when and how teachers engage with and address data generated by GenAI tools as well as their awareness of the ethical implications of this use.

The analysis of the responses to this survey informed the development of the AI-DL competence framework (D2.3) and will inform the development of the training package for teachers as part of WP3.

The project is adopting a co-creation approach with schools to develop the data literacies of school leaders, teachers and students when using GenAI technologies. Teachers will be supported to develop their data literacy competences and then empowered to act as multipliers in developing the data literacy competences of their students. The survey sent to teachers constitutes the first step in consultation with the teachers in this co-creation process.

The report presents the methodology of the survey in Section 2, followed in Section 3 by an analysis of the responses organised under eight themes:

- Current Classroom Practice using GenAI
- Perceptions and Concerns with GenAI
- Defining data literacy
- Teaching data literacy
- Data Literacy and GenAI
- GenAI for teaching data literacy
- Teachers' confidence in supporting students in the areas of data literacy and GenAI
- Teacher support and future needs.

Section 4 presents the implications of these results for developing the AI-DL framework and the training package.

Annex 1 presents the survey instrument, and Annex 2 presents additional data from the survey for reference purposes.

2. Methodology

Teachers from seven countries took part in this survey: France, Ireland, Italy, Lithuania, Luxembourg, Slovenia, and Spain. The Ministries of Education of each country identified a number of schools to take part in this study, and the schools then identified the teachers who would participate. This was not a representative sample of teachers within a country, but rather a sample consisting of schools and teachers who were teaching classes of students aged 16-18, who had a known interest in the use of GenAI in education and an interest in data literacy and who were willing to participate in the project, including possible participation in the training course that will be designed, and to help devise suitable illustrative scenarios of the use of the AI-DL framework.

The schools were selected in different ways by each country – sometimes based on previous contacts, and sometimes on the expertise of regional organisations. Schools selected teachers based mainly on their interest in the project. Some countries reported specific sample profiles, for example Slovenia selected mainly IT/technology specialists and Spain selected teachers so as to ensure diversity of school contexts and participant profiles, and, further, asking that each participating school form a Community of Practice (CoP) with a defined composition including 3–4 teachers from different disciplines, ideally including one STEM teacher and others from social sciences, arts/creative subjects, physical education, and/or humanities, and one member of the school leadership team.

2.1 The survey

The survey was designed in English by H2 Learning, reviewed by partners in the project, and subsequently revised. The survey had six sections covering Background information, Current classroom practice using GenAI, Perceptions and concerns with GenAI, Data Literacy and GenAI, GenAI for teaching data literacy, and Support and future needs, and consisted of a mix of multiple-choice questions and open questions (see Annex 1). The survey was implemented in SurveyMonkey¹ in English, then translated into the other six languages of the project, and the links to the survey sent out to the teachers by the national teams from the Ministries of Education in each country. The responses to the multiple-choice questions were analysed by H2 Learning who then produced guidelines for the national teams on how to analyse and report on the responses to the open questions and also asked them to produce a summary analysis for their country. Those national reports together with the analysis of the multiple-choice questions form the basis of the present report.

The number of respondents and schools per country is shown in Table 1.

¹ SurveyMonkey - <https://www.surveymonkey.com/>

	Respondents	Schools
France	174	9
Ireland	33	5
Italy	79	11
Lithuania	27	5
Luxembourg	43	4
Slovenia	80	5
Spain	241	11
All	677	50

Table 1 (Q1) Respondents per country

Most of the data in this report is presented in terms of percentages – either of the national sample, or of the total sample. These % are always calculated in terms of the respective total sample sizes not in terms of the number of actual responses (so ‘skipped’ responses are included in the totals).

The main part of the report will show either summary tables with the overall figures, or bar charts showing the distribution between countries. If additional detail is required, then Annex 2 contains the full data summaries by country arranged in order of the survey question number.

2.2 The teachers

Table 2 shows that the majority of the teachers who took part in the survey were teaching 16–18-year-old students – who are the target group for this project. For all countries, the majority of teachers are female, and most have taught for more than 10 years, though the proportions differ from country to country (see Annex 2).

Age groups of students taught	%	Gender	%	Years teaching	%
10-12	23%	Female	61%	0-2 years	3%
13-15	67%	Male	34%	3-5 years	13%
16-18	74%	Other/skipped	5%	6-10 years	14%
Skipped	1%			11-20 years	30%
				21+ years	40%
				Skipped	1%

Table 2 (Q3, Q4, Q5) Background information

Table 3 shows the distribution of the main subject areas taught. A wide variety of subjects are represented, with the largest single group being language teachers. There were some national variations, in particular, the groups from Ireland and Lithuania contained a significant number of technology and computer science teachers (30% and 26% respectively). Among the teachers who selected 'other' as an option were VET teachers, business studies teachers, and guidance related roles. The French participants included a significant number of 'professeurs documentalistes' (school-librarians). Of the Luxembourg respondents three mentioned the arts, including one mention of the theatre. A significant proportion of the Italian teachers who selected the option 'other' were inclusion and support teachers working with students with disabilities.

	All
Languages	22%
Sciences (i.e. Biology, Chemistry, Physics)	15%
Mathematics (i.e. Mathematics and Applied Mathematics)	11%
Arts (i.e. Art, Literature, Music, Media Studies)	7%
Humanities (i.e. History, Geography, Philosophy, Political Studies)	17%
Technology and Computer Science (i.e. Information Technology, Informatics, Digital Media, Design and Technology)	15%
Physical Education and Health (i.e. Physical Education, Health Education)	4%
Other (Please specify)	18%
Skipped	1%

Table 3 (Q3) Main subjects(s) taught

3. Results and analysis

This section discusses the results of the survey in eight sections, moving from a consideration of GenAI in the classroom, to discussion of GenAI and data literacy, and concluding with a consideration of professional learning needs.

3.1 Current classroom practice using GenAI

This section will firstly look at the teachers' perception of their students' use of GenAI outside school and in school and at teachers' report of how often and in what ways they use GenAI, and then how teachers use GenAI in the classroom.

Figures 1 and 2 show that teachers in all seven countries think that students frequently use GenAI for schoolwork or personal learning, as well as in their personal lives outside the classroom, reporting that 57% of students used GenAI for schoolwork or personal learning frequently, with similar patterns of use across all countries and similar rates for use by pupils in their everyday lives.

Figure 3 shows that 41% of teachers reported using GenAI weekly to support teaching, learning and assessment, with a significant proportion (15%) using it daily. The percentage were similar across all countries, with the exception of the French teachers, where 34% did not use GenAI for educational purposes.

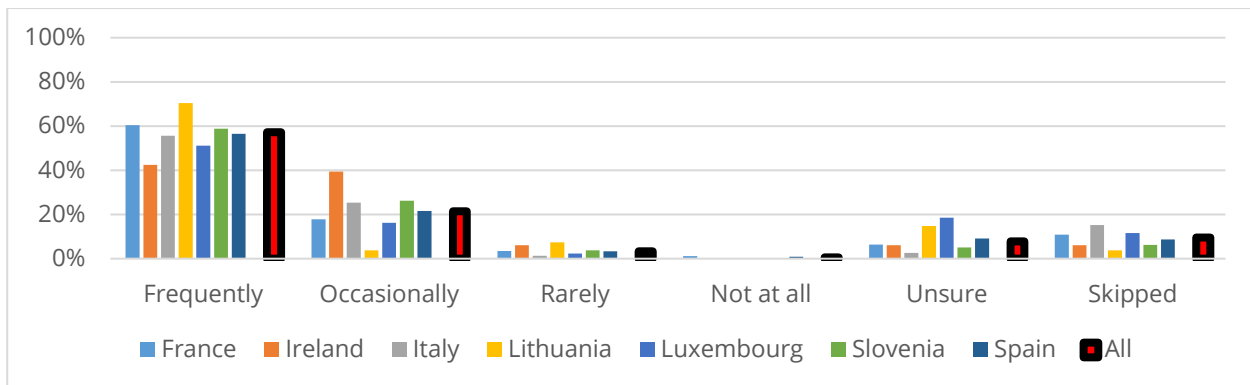


Figure 1 (Q11) To your knowledge, to what extent are your students using Generative AI for schoolwork or personal learning?

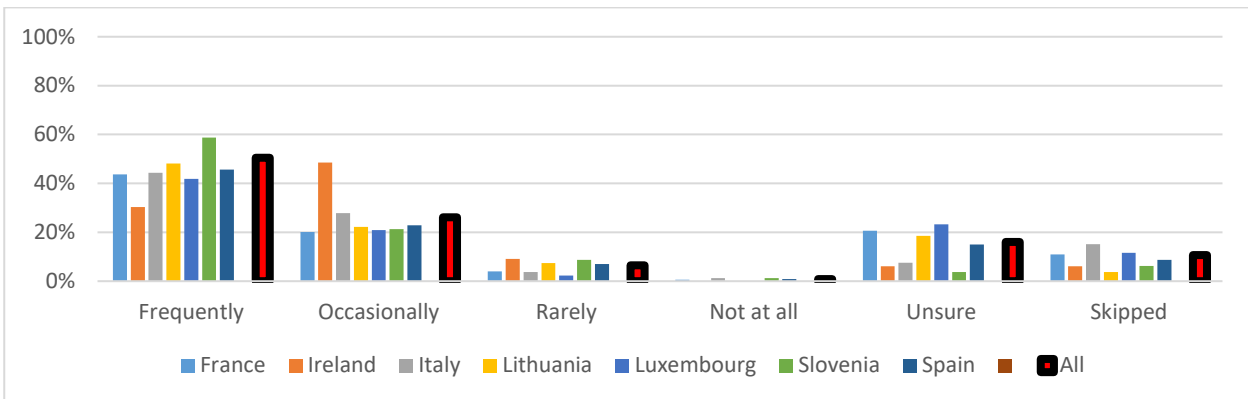


Figure 2 (Q12) To your knowledge, to what extent are your students using Generative AI in their daily lives i.e. outside classroom use?

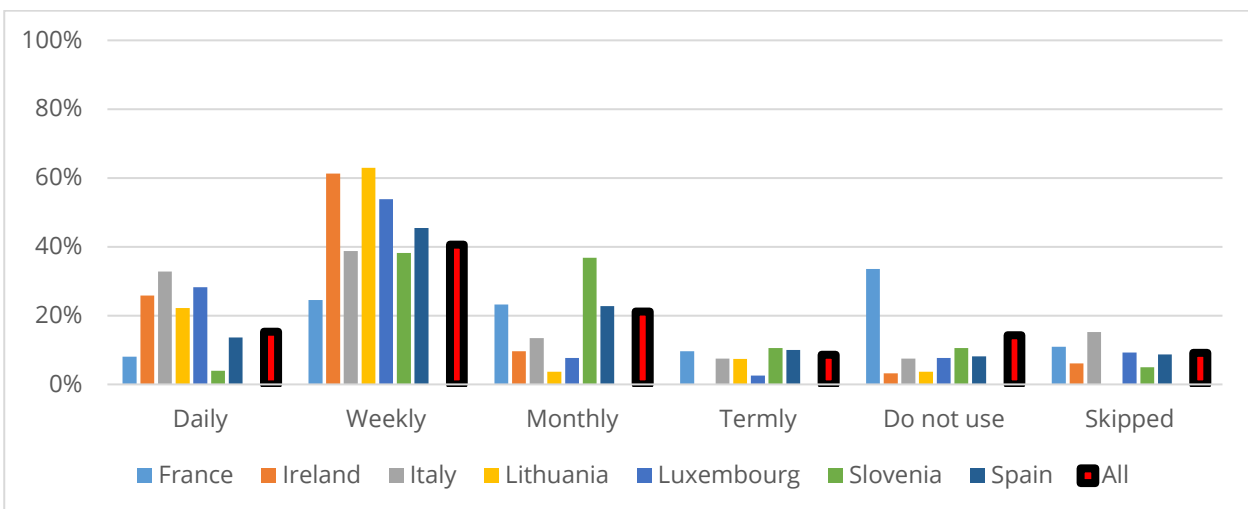


Figure 3 (Q6) How frequently do you use GenAI to support learning, teaching and assessment?

When asked which GenAI tools they used, ChatGPT was the most common answer across all countries with Gemini and Copilot the next most widely used. The responses to the question asking about other GenAI tools that they used (see Table 4) included a wide variety of tools: general purpose conversational tools such as ChatGPT, creative or presentation tools such as Gamma and Canva, educational specific tools, and subject specific tools which include an AI or GenAI element. This wide variety probably reflects individual teachers' choices and perhaps suggests a lack of coordination at school or system level, as only 11% of teachers reported that their school currently has policies or guidelines supporting the use of GenAI (see section 3.8 below).

Adobe	Brisk	Canva	Caramel	ChatGPT	Claude
Copilot	Curipod	Datorium.Ai	DeepL	DeepSeek	Diffit
EditAI	Fobizz	Gamma AI	Gemini	Genially	GitHub
Grok	Kahoot	Le Chat	Logbook	LTX Studio	Magic
MathGPT	Midjourney	Mistral AI	Mizou	Nolej	Notebook
Padlet	Pearltrees	Perplexity	Pulc	Quizlet	Quizziz
Scite	Study	Suno	Teachino	TeachMate	Universal
Wooflash					

Table 4 (Q7) Tools mentioned by teachers

When the teachers were asked what tasks they were using GenAI for, creating instructional materials came top, with lesson planning, administrative tasks and supporting inclusion next in popularity. There was some variation between countries, with Irish teachers reporting higher levels of use for all categories.

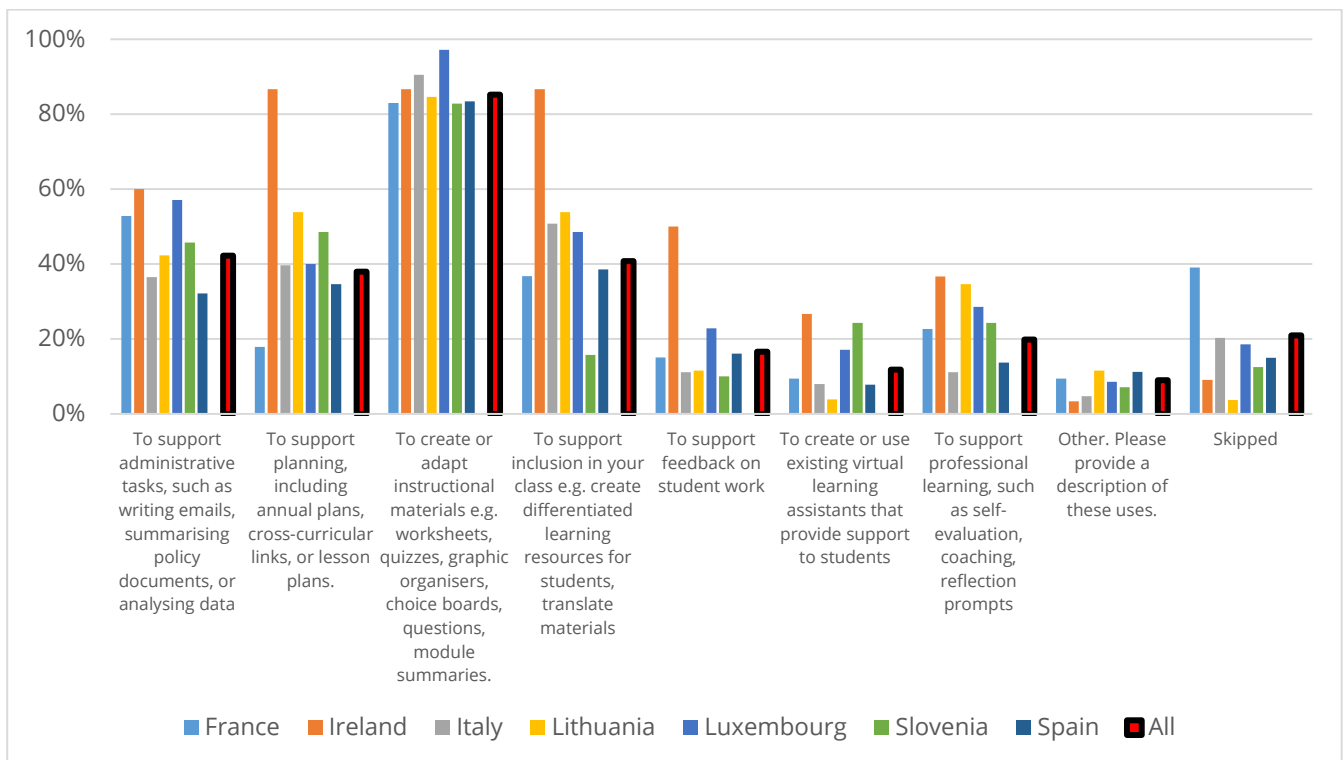


Figure 4 (Q8) If you use GenAI tools, which tasks do they assist you in completing?

There were relatively few 'other' responses to the question about tasks where GenAI tools were used, but those responses that were given reflect an interesting range of applications going outside those offered as options in the survey question itself. These included:

- Image generation, visual classroom representations
- Writing programming code (by computer science teachers and students)
- Faster data search, searching for and organizing data in the desired format
- Brainstorming, idea generation
- Create concept maps, diagrams, and structured outlines to support learning and understanding of complex content.
- Exploring alternative pedagogical approaches
- A tool for inclusion, differentiation, and accessibility for students with learning difficulties and disabilities
- Translation
- Use of GenAI during laboratory activities
- Support for experimental research design
- Using GenAI to scaffold student writing, including drafting, collecting ideas, structuring paragraphs, and enriching vocabulary and sentence structure
- Verification of the accuracy of writings
- Using AI with students to examine the limits of AI. Teachers mention showing flawed translations, analysing weak or biased outputs, or using AI to prompt discussion and critical thinking
- Using GenAI to detect whether students had generated a text with AI
- A small number of responses express reluctance or refusal to use generative AI at all.

Whilst the responses discussed so far suggest a fairly widespread use of GenAI in education, Figure 5 shows that when asked whether they used GenAI in class with their students that the picture looks very different. The most common responses were ‘not yet but interested’ (39%), and ‘occasionally’ (36%). Only in Ireland did a significant number of teachers say ‘frequently’ (27%) and on the other hand 18% of French teachers said they would not use GenAI.

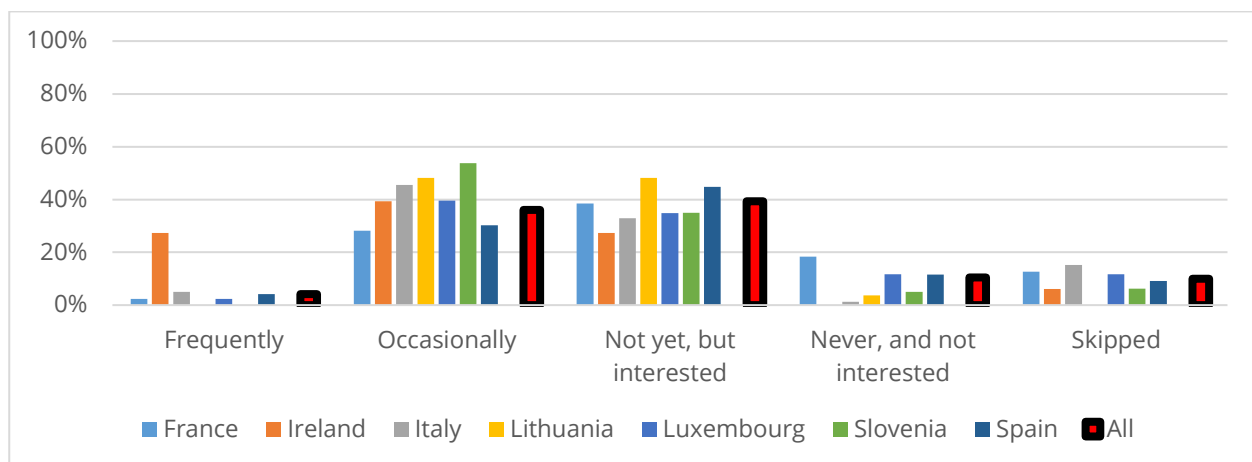


Figure 5 (Q9) Do you use GenAI tools in class with your students?

When asked what tasks students use GenAI for in class Figure 6 shows that the main tasks were to support student writing and to support research activities.

The descriptions provided in the 11% of 'other' responses show a wide range of additional tasks:

- Some describe more student-centred and autonomous uses of GenAI. Teachers report that students use GenAI to autonomously create vocabulary lists, correct their own texts, and generate individualised error lists, supporting personalised practice and reflection. In addition, GenAI is used for self-assessment alongside teacher feedback, highlighting its role as a formative learning aid rather than a replacement for instructional guidance.
- One interesting response describes using GenAI to scaffold student writing, including drafting, collecting ideas, structuring paragraphs, and enriching vocabulary and sentence structure.
- Some responses expand on material creation by mentioning idea generation, alternative pedagogical approaches, and visual classroom representations. Several describe the use of GenAI in content production creating visuals (images/posters/graphic material): and other media (video/music/lyrics), for example students creating videos with their own voices combined with historical images.
- Teachers from both Slovenia and Lithuania described the use of GenAI to compensate for lack of textbooks. In Lithuania this was for creating notes and topic summaries based on teacher-provided criteria whilst textbooks were not yet available after curriculum updates. In Slovenia, DeepL or other translation tools were used for materials that are only available in English.
- Solving mathematical problems.
- Use of GenAI as an assistant in a programming environment.
- Students learning how to structure prompts for GenAI tools and compare results.
- Critical activities, such as comparing outputs, identifying bias, or understanding how AI systems work.

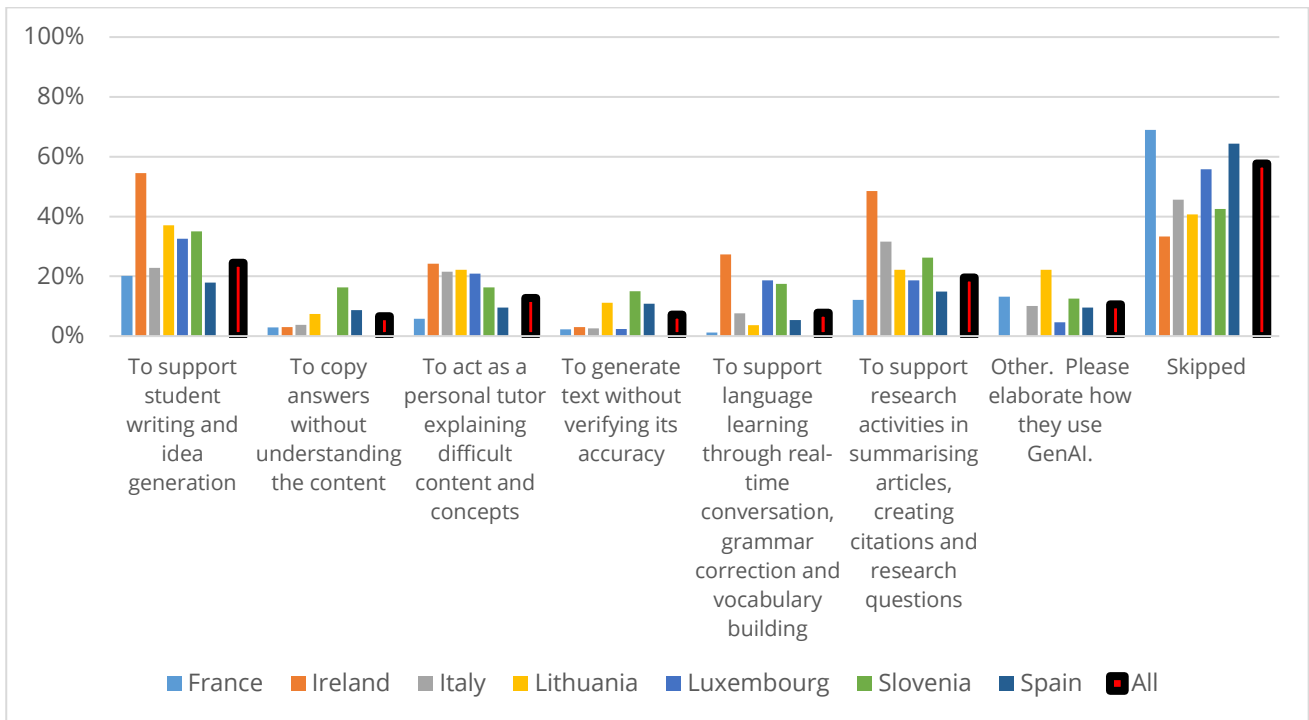


Figure 6 (Q10) If you answered frequently or occasionally to Q9, what tasks do your students typically use GenAI tools for in your class?

3.2 Perceptions and concerns with GenAI

In this section we look at the perceived benefits and risks of using GenAI.

Figure 7 shows that the main benefits most often selected were ‘to support content creation’ (45%), followed by ‘improve critical thinking in relation to using these tools’ (42%) ‘prepare students for using such tools’ (42%) and ‘enhance personalisation of learning’ (41%), though there are variations between countries in their identification of benefits.

Whilst some of the responses to the option to describe other tasks just restated the benefits covered by the predefined options, some responses provided new insights:

- Some qualified the perceived benefits of GenAI by stressing that they are conditional on meaningful and well-guided use – highlighting a gap between intended pedagogical use and actual classroom realities.
- Some expressed general scepticism or actual downsides of use, and some said they did not see any benefits.
- Some responses raised concerns about the environmental and sustainability implications of GenAI technologies.

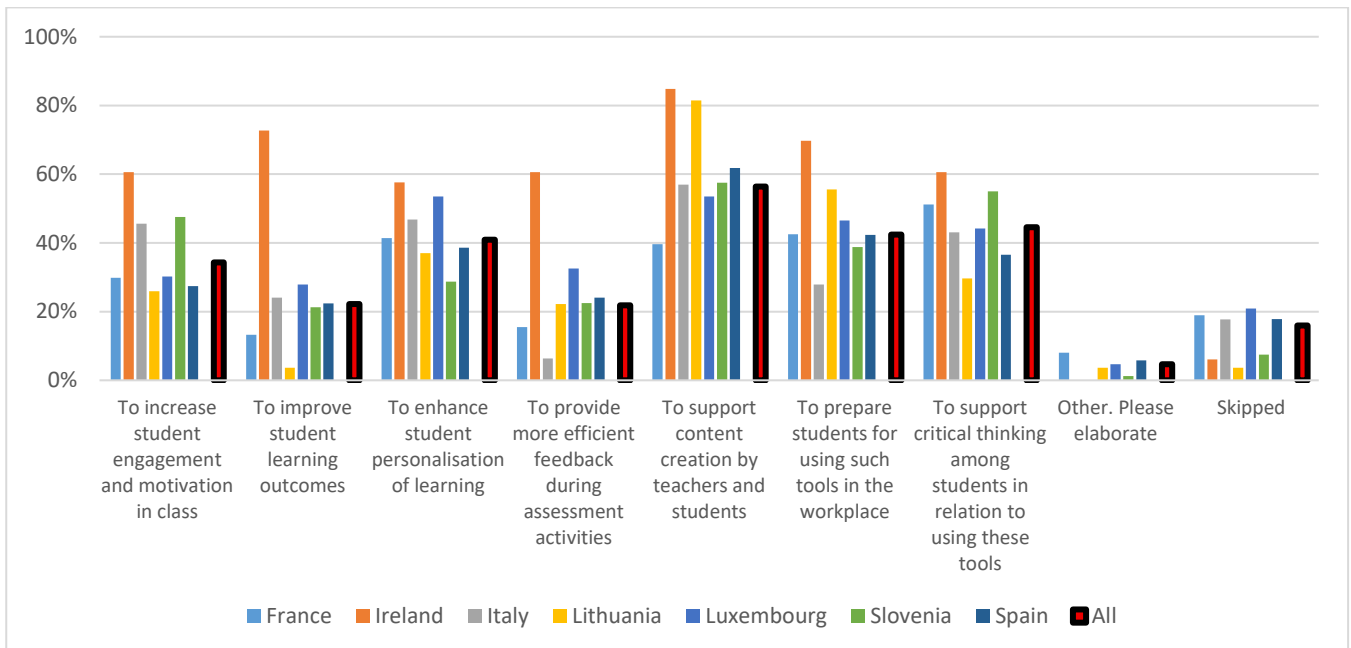


Figure 7 (Q13) Identify the benefits in using GenAI for teaching, learning and assessment in your school. (Please select the statements that you agree with), with the least being to improve student learning outcomes

In the survey, two questions were asked about the perceived risks associated with GenAI, one about risks for teachers and one about risks for students. These questions offered similar options but were differently worded, and a comparison of the wordings and results is shown in Table 5. All of the pre-defined options were seen as important. The most often selected risks were ‘overreliance on these tools’, ‘erosion of writing skills and research skills’ and ‘data privacy issues’. Selected least often were the options ‘bias issues’ and ‘reduced motivation and academic self-sufficiency’. There were some variations between countries with the Irish teachers more likely to select each of the options and French and Italian teachers least likely. Teachers were more likely to identify risks for students than they were for teachers with the biggest differences in the areas of ‘academic integrity and plagiarism’ and ‘misinformation’.

Additional aspects noted in response to the ‘other’ option included:

- Environmental impact and high consumption of resources associated with GenAI technologies.
- Noting that the extent of the pre-defined risks is highly dependent on how GenAI is used.
- Time cost of verification.
- Academic integrity concerns resulting in discarding any assessment not done under strict supervision, undermining longer research/writing assignments.
- Concerns about the erosion of complex thinking competences associated with GenAI use, whilst noting that this is not inevitable but depends on the pedagogical design and manner of use.

- A major risk is students not perceiving any risk at all, along with low engagement (not reading what the AI produces)
- Uncritical use (leading to uniformity of thinking and reduced personal contribution)
- Bias and representation (e.g., lack of female representation)
- Students feel that they need results instantly, there is no delayed gratification, they are growing to expect something to happen immediately with little effort
- Students focus on the final product, when the primary objective is to mobilise their knowledge to achieve it. They obtain results without having put in place what will enable them to learn
- Emotional reliance on GenAI - seeing AI as a 'companion' and no longer sharing academic and personal difficulties with adults
- Concerns about screen exposure.

Q14. Identify the risks associated with using GenAI use by teachers in your school		Q15. Identify the concerns and risks associated with Generative AI use by students in your school.	
	All	All	
Academic integrity and plagiarism	45%	74%	Cheating and plagiarism: Students might submit GenAI-generated work as their own
Misinformation	45%	63%	False or misleading information: GenAI tools can sound confident but give wrong answers
Hallucinated (i.e. inaccurate) content creation	47%	47%	Hallucinations / Made-up content: Sometimes GenAI generated content contains facts, sources, or quotes that don't exist
Overreliance on these tools	57%	68%	Overdependence on GenAI: Relying too much on these tools can limit independent thinking
Reduced opportunities for critical thinking	41%	62%	Reduced critical thinking if students don't question or analyse GenAI output
Erosion of writing skills and research skills	48%	54%	Weaker writing and research skills: Using GenAI too often can reduce practice with core academic skills
Data privacy issues	33%	31%	Privacy concerns: GenAI tools may collect or store personal or student data
Bias issues	30%	36%	Bias in responses: GenAI can reflect unfair or unbalanced viewpoints found in its training data
Reduced motivation and academic self-efficacy	24%	31%	Reduced motivation or confidence: Students may feel less capable if they believe GenAI can "do it better"
Other. Please elaborate	2%	3%	Other risks: Please describe any additional concerns or issues you've noticed.
Skipped	15%	15%	Skipped

Table 5 (Q4, Q15) Risks associated with using GenAI

3.3 Defining data literacy

The teachers were presented with a possible definition of data literacy: “Data literacy is the ability to read, interpret, evaluate, and communicate data in context - using critical thinking, domain knowledge, and ethical reasoning to make informed decisions” and were asked to comment on the definition.

Most teachers agreed with the proposed definition though a number of reservations were raised.

1. Too abstract /complex

A significant number of teachers said the definition is too abstract, too long, too complex, overly detailed, insufficiently clear, or incomplete. They doubted that students would understand it. They felt the definition would benefit from clearer explanations, concrete examples, and links to classroom practice.

Some argued that the definition is more about thought processes than actual procedures. It needs more emphasis on specific tasks: like collecting, organizing, critical analysis of data and visualizing data.

2. Terminology

Some teachers thought that the terms “domain knowledge”, “ethical reasoning”, and “in context” were unclear and should be removed or changed.

3. Refinements

Suggested refinements included:

- Emphasise evaluation/critical thinking in a context of misinformation and bias, add the idea of ‘questioning’, and include prompt formulation as part of the competence
- Address environmental considerations
- Maybe could include across "multiple sources" in this definition
- One respondent argued for a stronger focus on data producers and power structures rather than solely on information consumption.

4. Importance of a focus on ‘data’

Some respondents emphasised the importance of foregrounding ‘data’ rather than ‘information’. They stressed the need for more explicit reference to data, mentioning data collection, access to information, data processing methods. This might include understanding data sources and collection, e.g., where the data comes from, how it was collected, who has written it and what potential bias it may include.

5. Data literacy is not familiar to some teachers

It is likely that the concept of data literacy as a conceptual framework is not yet fully established or meaningful for all teachers. Some responses reveal unfamiliarity with the concept of data literacy itself, sometimes confusing it with general critical thinking or with the capabilities of AI systems rather than human skills.

6. Feasibility

A number of respondents said that the definition was “too idealist”, ‘utopian’, or ‘difficult’. They doubted that students would be willing or able to fully develop such a complex competence or engage in the sustained effort required for informed decision-making, particularly in the present context where AI systems are increasingly performing cognitive work on their behalf, and where the use of GenAI may actually undermine data literacy and critical thinking.

3.4 Teaching data literacy

When asked about data literacy only 31% of respondents said that data literacy was addressed in their subject curriculum. There was some variation between countries with Lithuania having the highest rate (51%) of teachers saying that it was included in their subject curriculum.

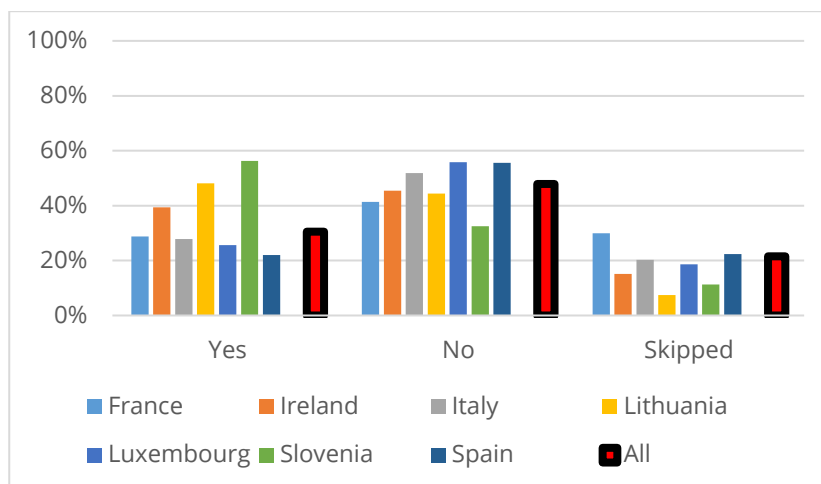


Figure 8 (Q19) Is data literacy currently addressed in your subject curriculum?

Teachers were then asked what aspects of data literacy were currently addressed in their subject. The responses to this question revealed a complex picture of the incorporation of data literacy within subject areas.

Data literacy was rarely reported as an explicit element of the curriculum or discussed as being taught as a transversal competence. However, elements of data literacy were described across subjects, often focussing on critical thinking, interpretation, and responsible data use.

The teaching of data literacy sometimes depended on individual teacher choice rather than explicit curricular guidance leading to uneven and informal implementation across subjects.

Whilst many teachers said that data literacy is included in their subject curriculum, their descriptions of how this is done sometimes suggest that they understand data literacy in quite a broad sense – citing skills such as reading comprehension, critical thinking, ethical thinking, and online search as examples of data literacy, while not distinguishing between the concepts of data and information. When teachers described ‘data literacy in the curriculum, they frequently interpreted it as information literacy and critical reading (reading/interpreting, evaluating, citing), rather than explicitly identifying data-specific practices.

Teachers in specific subject areas described embedding different aspects of data literacy.

- In mathematics, sciences, and informatics science data literacy is framed in procedural terms, focusing on statistical data analysis, data generation, interpretation, modelling, and data mining
- In history data literacy involves collecting, analysing, and creatively presenting information from historical sources, historiography texts, and modern media; critically evaluating media representations of history
- Teachers in humanities and language-related subjects emphasise critical media literacy, addressing misinformation, bias, manipulation, and the socio-technical mechanisms behind media and algorithms
- Media and Information Literacy Education (EMI - MIL) emphasises work on information reliability, misinformation, bias, and critical evaluation of sources
- Civic and Moral Education (EMC) was also mentioned, mainly in relation to ethics, personal data, and societal issues, although these aspects are often implicit
- Social sciences include analysis of economic and social indicators, drawing conclusions, and making forecasts.

Sometimes data literacy was described as embedded within project-based and interdisciplinary learning, linking curricular content to real-world issues such as sustainability, ethical data use, and AI's environmental impact.

Some respondents mapped the elements of data literacy they taught against the elements of the proposed definition. The aspects of definition, reading and interpreting data and applying critical thinking were well represented in these mappings, whilst ethical reasoning, data collection, and decision-making based on data were mentioned less often.

3.5 Data literacy and GenAI

The survey asked a series of questions looking at how certain relevant data literacy aspects were perceived in the context of GenAI. We found that the great majority of teachers thought that it was important to teach about ethical issues linked to GenAI (e.g. sustainability, data sovereignty issues, bias, misinformation, plagiarism, copyright) (Figure 10). However, most teachers did not think that their students understood how GenAI tools generate content (Figure 9).

In terms of their own work, most teachers 'always' or 'often' (66%) checked the accuracy of GenAI generated content before using it in teaching (Figure 12), but they were less concerned by bias – only 44% of teachers 'always' or 'often' checking on potential bias in GenAI content (Figure 11).

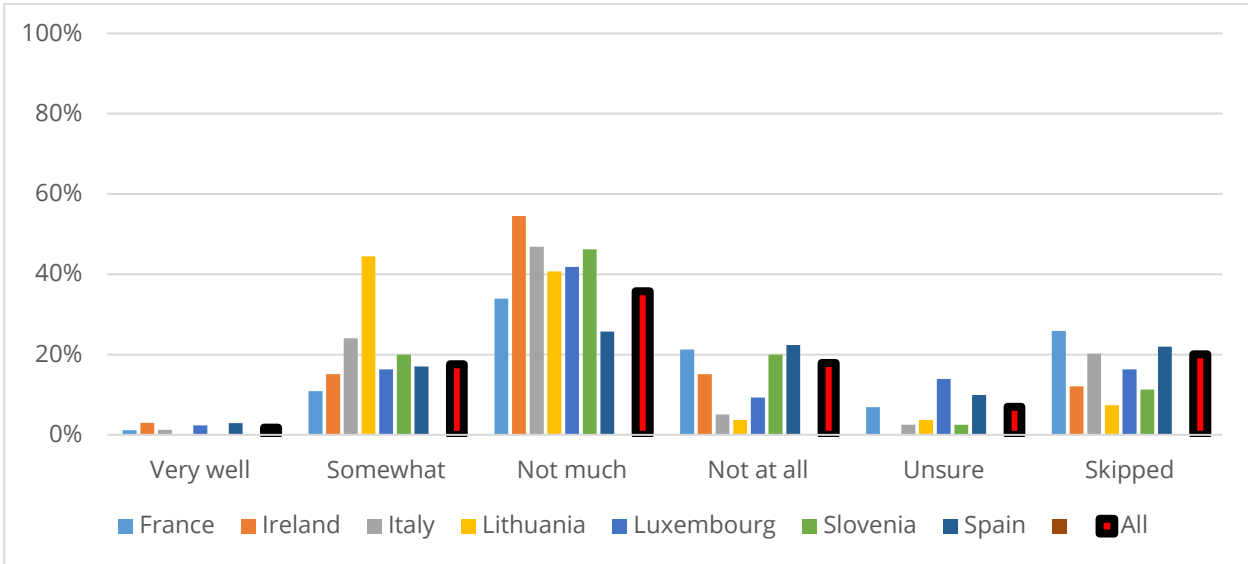


Figure 9 (Q20) To what extent do you believe your students understand how GenAI tools generate content (e.g., the role of training data, algorithms, and model limitations)?

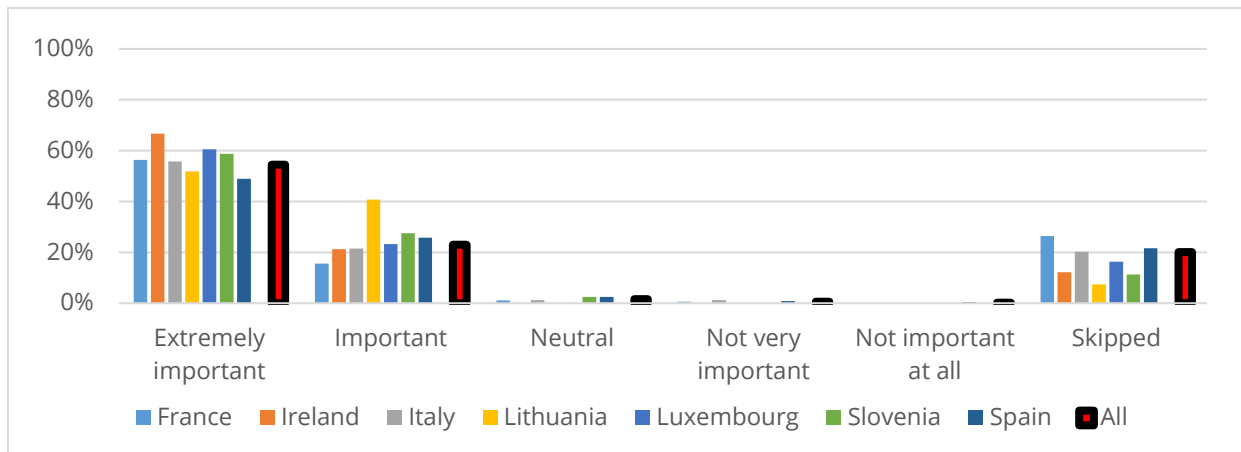


Figure 10 (Q24) Is it important to teach students about ethical issues (e.g. sustainability, data sovereignty issues, bias, misinformation, plagiarism, copyright) linked to GenAI?

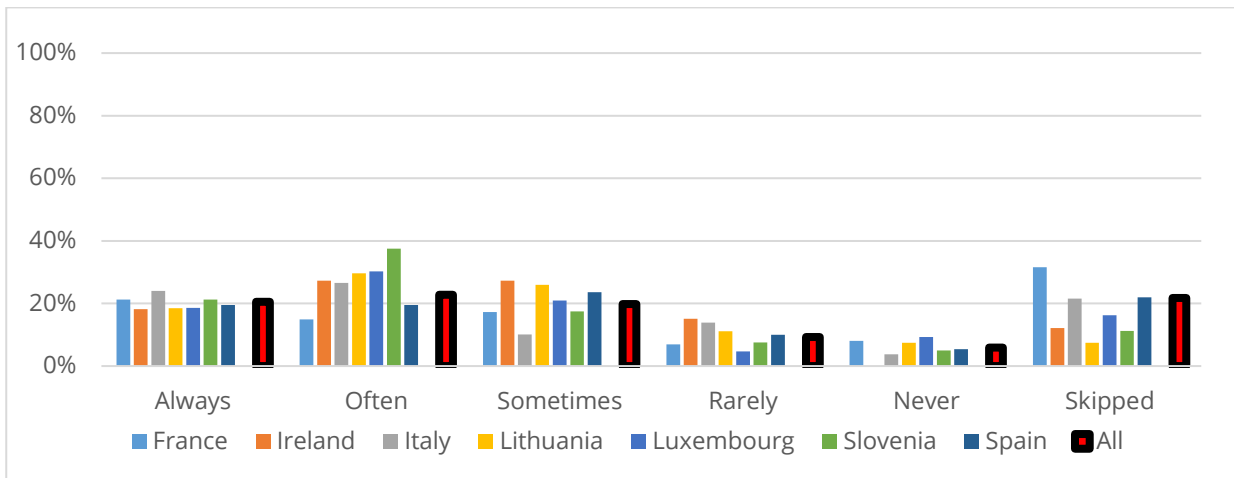


Figure 11 (Q22) Do you check for potential bias in GenAI-generated content when using it yourself or with students?

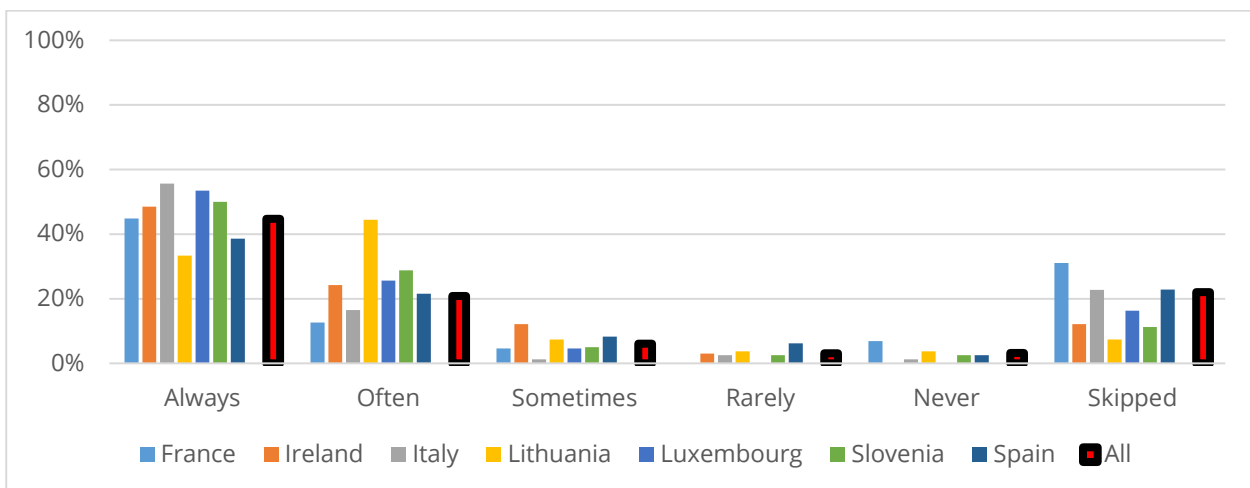


Figure 12 (Q23) Do you verify the accuracy or reliability of GenAI-generated content before using it in your teaching.

3.6 GenAI for teaching data literacy

The responses to the question about whether they had used GenAI to support the teaching of data literacy varied significantly between countries (Table 6), with Lithuania (44%) having more positive responses than others, Ireland (24%), Italy (23%) and Luxembourg (23%) at an intermediate position and Slovenia (13%), Spain (9%) and France (9%) low numbers of positive responses.

Teachers were then asked in what ways they had used GenAI to support the teaching of data literacy (Figure 13), and there were much higher responses to this question with an average of 50% saying that they had used GenAI to generate activities, quizzes or assignments for data literacy. It seems most likely that many teachers misunderstood this question and answered it in respect to their normal teaching activities rather than those related to data literacy. However, the number (10%) who said they had used GenAI to create datasets for students, while low, is significant in showing that this

is an activity which is already being carried out by some teachers. Teachers also showed willingness to use other GenAI in other types of tasks related to data literacy (Figure 14).

Asked about other possible activities using GenAI for data literacy many answers related to the use of GenAI in education more widely and are not reported here. Several other responses express hesitation or refusal to use GenAI with students. Responses that did relate to data literacy included:

- Analysing datasets or producing and critiquing tables and graphs
- Data transformation and filtering
- Comparing homework or historical essays with AI-generated versions, structured presentation, creating summaries with AI on a given topic and content, generating images
- Using GenAI tools to retrieve and analyse data from real-life situations taken from the official statistics portal. The tools could interpret the data, create charts, and formulate insights. It would also be possible to ask them to create and solve real-life math problems based on the obtained data
- Data synthesis, cross-checking of various GenAIs with the same prompt, or the same GenAIs for different users
- Prompt iteration & analysing outputs
- Encouraging students to habitually and critically question information generated by GenAI through independent research and verification
- Building/training machine learning models (using tools such as Teachable Machine, MachineLearningForKids, and Scratch)
- Virtual tutor
- Simplifying complex concepts.

Have you used GenAI to support the teaching of data literacy?	Yes
France	9%
Ireland	24%
Italy	23%
Lithuania	44%
Luxembourg	23%
Slovenia	13%
Spain	9%
All	21%

Table 6 (Q26) Used GenAI to support teaching of data literacy

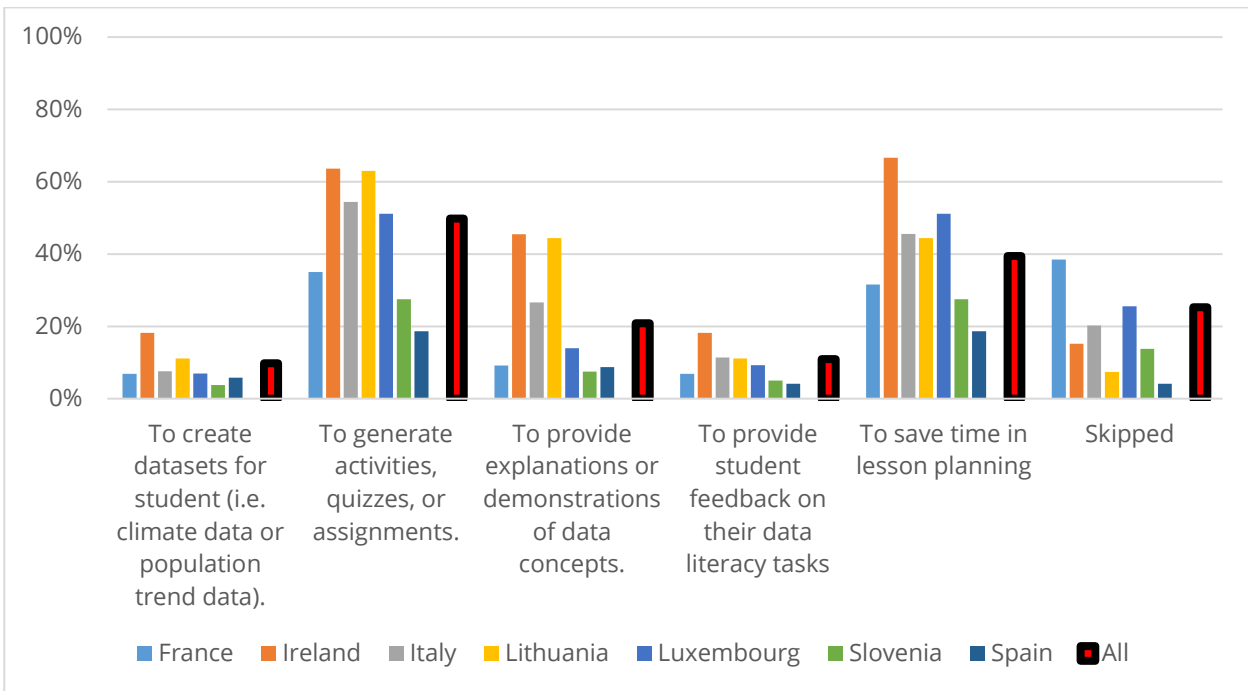


Figure 13 (Q27a) GenAI tools could be used in a variety of ways to assist you in teaching data literacy, which of the following do you already use?

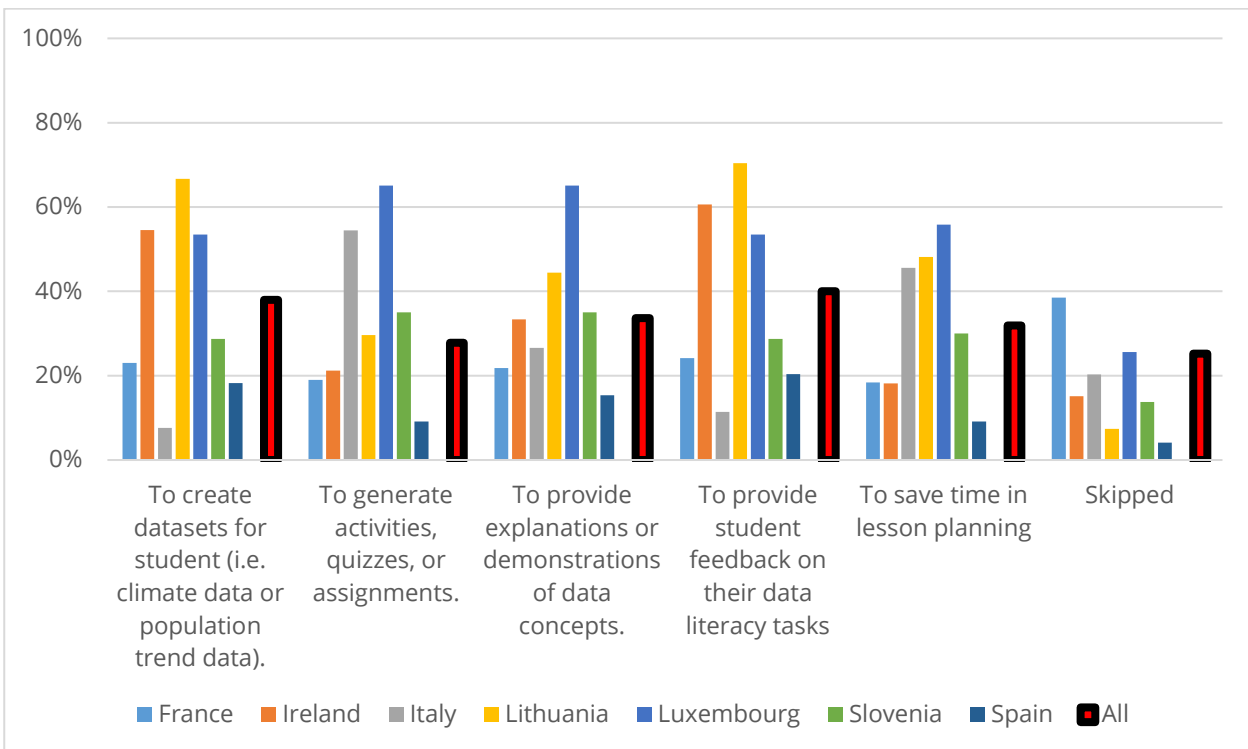


Figure 14 (Q27b) GenAI tools could be used in a variety of ways to assist you in teaching data literacy, which of the following would you consider using in the future

3.7 Teachers' confidence in supporting students in the areas of data literacy and GenAI

The survey asked teachers about their confidence in supporting various aspects of data literacy and GenAI. Firstly, when asked about how confident they were in explaining where the data used to train GenAI tools comes from, 4% said 'very confident' and 23% said 'somewhat confident' (Figure 15). When asked whether they were confident in explaining to students how their own data (e.g., prompts, inputs, location status, learning performance data, health metrics etc.) may be used or stored by GenAI tools, 11% said 'very confident' and 31% said 'somewhat confident' (Figure 16). Whilst these percentages demonstrate some degree of confidence, they clearly signal important areas for further professional development.

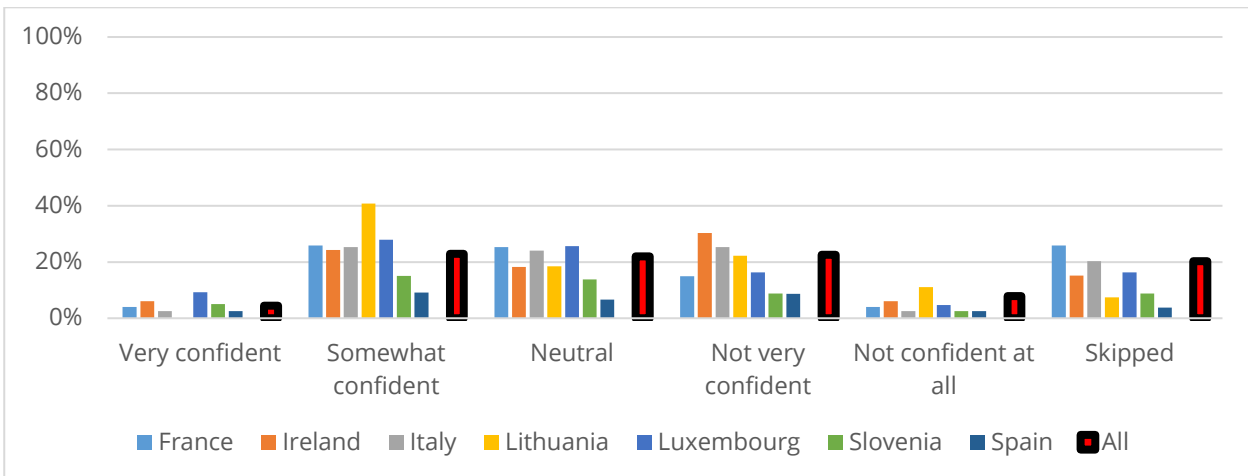


Figure 15 (Q21) How confident are you in explaining where the data used to train GenAI tools comes from?

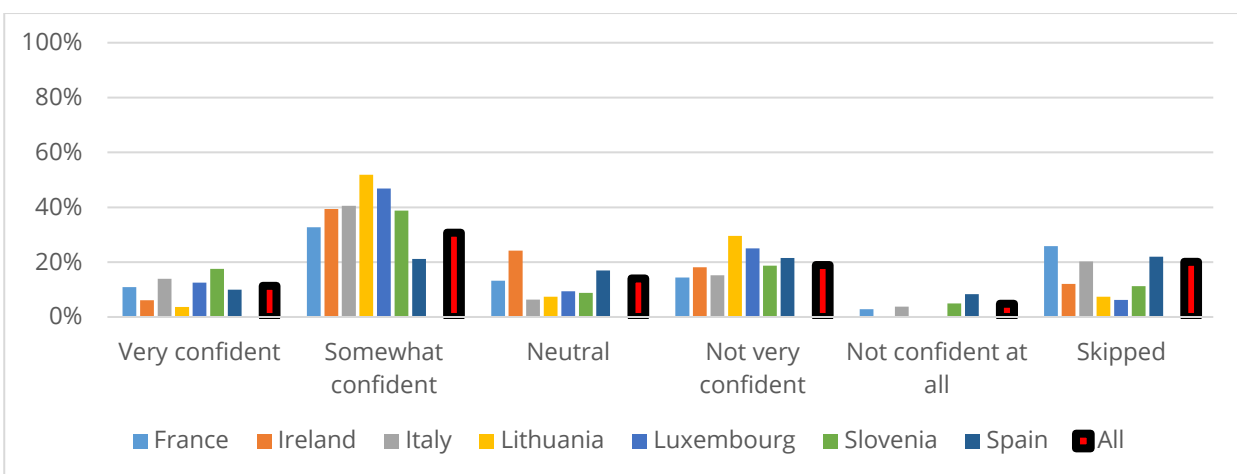


Figure 16 (Q25) Are you confident in explaining to students how their own data (e.g., prompts, inputs, location status, learning performance data, health metrics etc.) may be used or stored by GenAI tools?

Turning to critical and ethical issues, when asked about how confident they felt about supporting students in making critical and ethical decisions about using GenAI in their learning and their everyday lives, 8% said ‘very confident’, and 31% said ‘somewhat confident’ (Figure 17), again indicating a need for further professional development.

When asked to describe an example of how they have helped students make an ethical decision when using GenAI only a small number of teachers responded. Many of the responses related to the critical analysis of GenAI generated outputs (discussion of verification, transparency, and academic honesty), others to the role of GenAI in learning, stressing that AI should be used to support understanding rather as a source of content, and a number discussed environmental and social impacts.

As shown above in Figure 10 (Q24), teachers think it is important to teach students about ethical issues (e.g. sustainability, data sovereignty issues, bias, misinformation, plagiarism, copyright) linked to GenAI, and it may be that their lack of confidence in doing this is because they lack concrete classroom routines to address these issues.

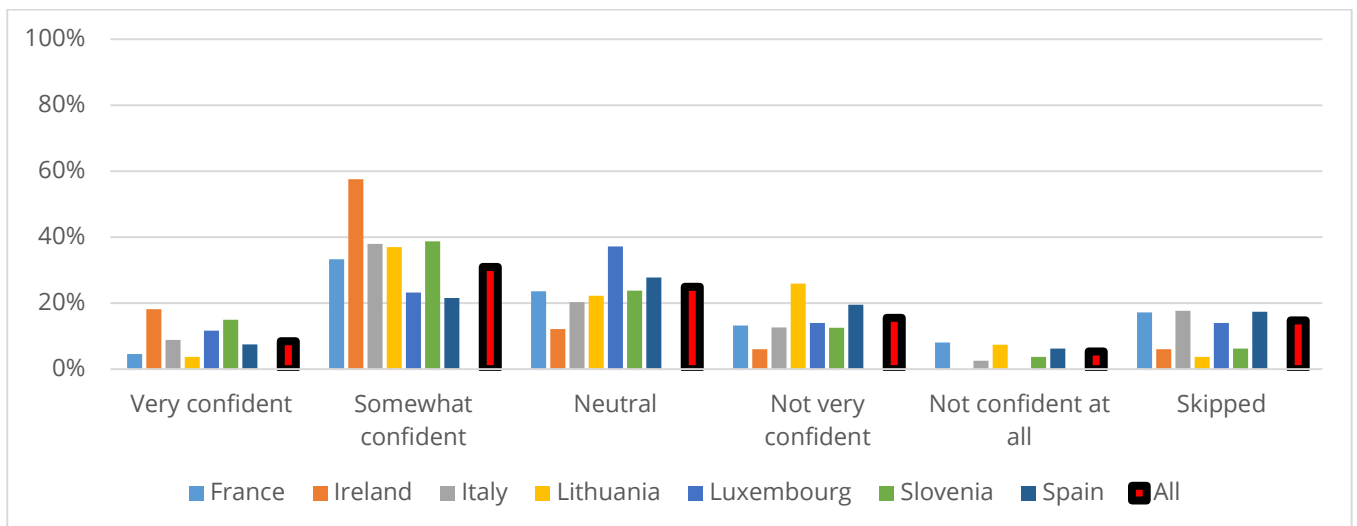


Figure 17 (Q16) How confident do you feel about supporting students in making critical and ethical decisions about using GenAI in their learning and their everyday lives?

3.8 Teacher support and future needs

The survey asked whether the respondent's school currently has policies or guidelines supporting the use of GenAI (Table 7). Only 11% of teachers were in schools with policies or guidelines, though a further 26% said that guidelines were in development.

	All
Yes	11%
No	26%
In development	26%
Not sure	16%
Skipped	21%

Table 7 (Q29) Does your school currently have policies or guidelines supporting the use of GenAI?

When asked if they would participate in professional learning opportunities in relation to GenAI and data literacy, the majority (64%) said 'definitely' or 'probably' (Table 8). And when asked if they would like 'professional learning related to GenAI in their subject area', or to 'the application of GenAI to develop data literacy', 63% opted for GenAI in their subject area, and 37% to the application of GenAI to develop data literacy (Table 9).

	All
Definitely	31%
Probably	33%
Not sure	9%
Probably not	4%
Definitely not	2%
Skipped	21%

Table 8 (Q30) Would you participate in professional learning opportunities in relation to GenAI and data literacy?

	All
The use of GenAI in your subject area	63%
The application of GenAI to develop data literacy	37%
Other, please elaborate	3%
Skipped	31%

Table 9 (Q31) If yes, would you like professional learning related to?

When respondents chose 'other' as an option, then the areas mentioned included:

- Data analysis and report preparation
- How AI works and sustainability
- Finding trustworthy, verifiable sources and responsible use
- Application of GenAI for process automation
- Greater focus on GenAI, if with data, then its analysis with GenAI
- How the erosion of students' thinking competences can be prevented when using GenAI
- How to detect the use of AI tools among students in assessed work
- Assessment and feedback, evaluation practices in the context of GenAI
- Risks
- Responsible use & information literacy (credible sources/verification)
- Ethics / problematic aspects
- Productivity/bureaucracy

These options show a preponderance of AI issues rather than data literacy issues, primarily looking to explore pedagogical changes in the context of GenAI use. This adds further emphasis to the already noted preference for professional learning in GenAI in their subject area over professional learning in the application of GenAI to develop data literacy. This is a challenge for the AI-DL project whose focus is on data literacy and care will need to be taken to keep on board those who are really looking for more GenAI training rather than involvement with data literacy.

Teachers were also asked for their preferred format for this professional learning, and whilst all the suggested forms had support, the use of guides, resources and lesson materials was marginally the most popular. Preferences differed to some degree between countries, with Irish and Lithuanian teachers selecting most proposed formats more often.

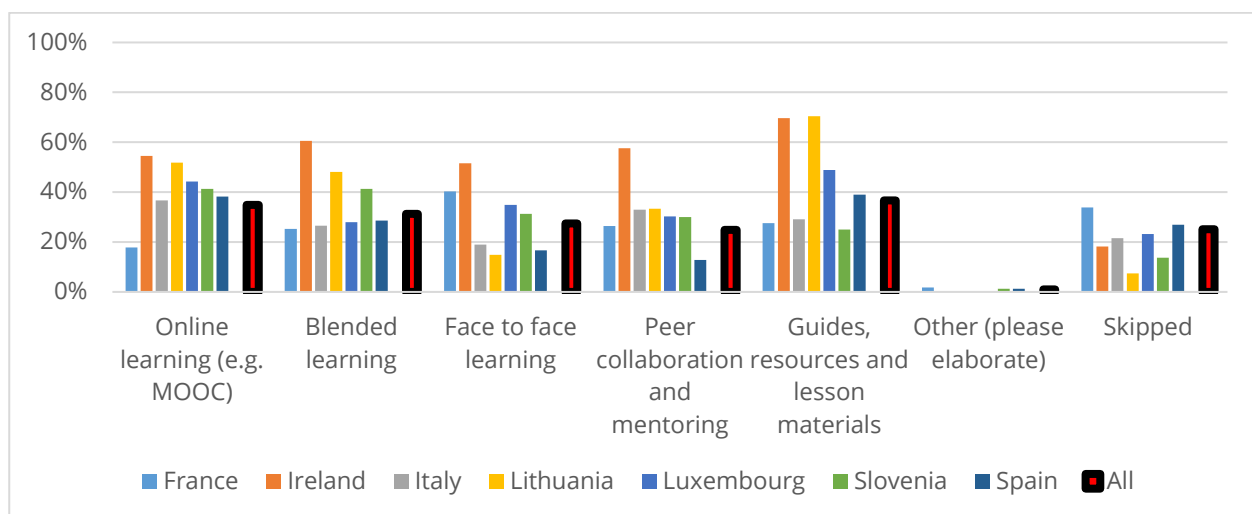


Figure 18 (Q32) What kind of professional learning or support would help you integrate GenAI more effectively into your teaching practices?

There were few suggestions for other formats, including:

- Sovereign and effective tools with support for colleagues in learning how to use them
- Short, practical video microlearning
- Hands-on support for task/project design
- Support to rapidly map tasks to criteria/competencies and manage student projects integrating GenAI.

4. Conclusions

Each of the seven AI-DL teams who analysed the open questions for their country provided a reflection based on the survey responses for their country, including the main lessons for the AI-DL project. What follows is a synthesis of those reports together with perspectives derived by the H2 Learning team examining the data as a whole.

The results of the survey show a fairly consistent picture across all seven participating countries. The surveyed teachers have significant experience in using GenAI for professional purposes, and a commitment to critical approaches to the use of GenAI. However, the use of GenAI with students is limited, and teachers have a strong interest in developing more pedagogically oriented uses of GenAI. The concept of 'data literacy' is not well understood though aspects of data literacy are embedded in the range of subjects they teach. There is lack of understanding by students and, perhaps, to some extent by teachers, of the role of data in GenAI and of issues around personal data. Teachers lack knowledge of pedagogical approaches that can use GenAI to explore data literacy.

The following discussion presents the aspects of this summary organised in terms of the following themes: Use of GenAI, Data literacy, Risks and ethics, School policies, and Professional Learning Needs.

4.1 Use of GenAI

GenAI is currently used by teachers primarily as a support tool for their own professional practice, notably for lesson preparation, content structuring, and idea generation. The development of AI-DL resources can build on the basis of this widespread experience of GenAI use. However, there is a gap between how teachers are using GenAI and what they understand about the data concepts behind it that needs to be addressed.

Teachers in all seven countries say that students are already using GenAI in and out of school which creates a need for shared norms (what is allowed, what must be declared, and what constitutes unacceptable use) and for assessment approaches that remain meaningful when GenAI is available. Teachers comment that students increasingly expect immediate results, which may impact motivation and learning depth, and that teachers need to be supported in managing student expectations, fostering metacognitive skills, and ensuring assessment integrity. AI-DL outputs should include practical strategies for academic integrity (e.g., process evidence, in-class components, oral defence, reflection on choices, and transparency about AI assistance).

Despite the fact that teachers report their own use of GenAI for professional purposes as extensive, and that they perceive students as making widespread use of GenAI both in and outside school, they do not report high levels of use of GenAI with their students in school.

Student-facing use of GenAI is infrequent and remains exploratory. Even when students do use GenAI in class, this is typically limited to writing support, idea generation, language learning, and verification exercises. These practices are often highly mediated by teachers, with students taking part in

structured activities such as demonstrations, guided comparisons, and verification exercises, and autonomous student use appears limited. There are few examples of deeper integration into inquiry, assessment, or collaborative knowledge-building.

The use of GenAI with students is likely to vary according to the subject being taught, and so one-size-fits-all approaches to pedagogic approaches to integrating GenAI are unlikely to work, as subject cultures will shape how GenAI is understood and used. So, the AI-DL project outputs need to be discipline-sensitive, explicitly demonstrating how AI and data literacy connect to all subjects.

Many teachers show interest in using GenAI with their students but they need guidance, examples, and institutional clarity to do so safely and effectively. The AI-DL project should help teachers integrate GenAI into classroom activities involving teacher-student collaboration, especially those related to data literacy, and should focus on developing and showcasing pedagogical designs where GenAI is used to support critical thinking, reflection, verification, and data-informed reasoning, rather than merely speeding up task completion.

4.2 Data Literacy

Many teachers report that data literacy is already part of their curriculum. However, in examining their descriptions of what they do it seems that for many teachers data literacy is not yet a strong explicit curriculum focus and is often interpreted as 'critical reading' rather than 'working with data' and they often associate it with reading, interpreting information, and critical thinking. For some, data literacy means statistics and data analysis; for others, it involves misinformation, media bias, and ethical data use. Few of the teachers' responses explicitly reference the full cycle of data literacy: interpreting, evaluating, and communicating data in context and making decisions with ethical reasoning. Very few teachers explicitly connect data literacy to GenAI in their responses.

The AI-DL project should not assume a common understanding of data literacy, we need to explicitly distinguish between reading comprehension, fact-checking, etc. and 'data literacy', and should work towards a clear, accessible, and practice-oriented conceptualisation, illustrated through subject-specific examples. Data literacy should be framed not only as a technical skill set, but as a critical competence for navigating AI-generated and data-driven information.

AI-DL should offer cross-curricular exemplars that make data literacy tangible (datasets, data quality, bias, interpretation, communication) and connect it explicitly to GenAI (that is, why provenance, evidence, and context matter).

The survey showed clear gaps in students' understanding of how GenAI works (training data, algorithms, limitations) and how their personal data may be used or stored by GenAI tools. However, teachers often lack confidence in their ability to explain these concepts. There is a clear opportunity here for AI-DL to create ready to use assets for these training needs.

4.3 Risks and ethics

Ethics should not be treated as an add-on, but as an integral part of data literacy and AI use - linked to citizenship education, sustainability, and democratic participation. Teachers showed particular concern in relation to GenAI about unreliable outputs, misinformation, and over-reliance.

The AI-DL products should prioritise simple, repeatable verification routines that work across tools: triangulation, source tracing, checking for inconsistencies, and explicit bias checks. Classroom activities that demonstrate errors/hallucinations and encourage critical evaluation can serve as core training exemplars.

Teachers endorse the importance of teaching ethical issues linked to GenAI, but they struggled to describe concrete classroom practice beyond academic integrity (“AI as support, not replacement”), thinking critically and verification (fake news, sources), and provided few examples addressing broader ethical themes (data privacy, algorithmic bias, selection of training data, sustainability, value conflicts, data sovereignty). The strategies teachers currently use to address these risks are quite basic. The teachers know that GenAI is risky, but they don't necessarily have the knowledge to explain why or how those risks happen at a technical level or what the methods of addressing the risks might be. The AI-DL project could provide frameworks that go beyond simple fact-checking, and could provide ready-to-run scenarios, discussion protocols, and assessment rubrics so that ethical reasoning becomes teachable and observable across subjects.

Across all seven countries, teachers consistently identify misinformation and hallucinations, over-reliance on AI, erosion of writing and research skills, bias in AI outputs and plagiarism and academic integrity issues as areas of concern. However, teachers' own practice is not always consistent, and though most regularly check the accuracy of GenAI outputs fewer check for bias.

Teachers also raised the issue of environmental impact, including references to energy consumption and ecological cost, which had not been one of the options presented in the survey. This is an area AI-DL outputs should address. A few respondents raised concerns about students developing an “emotional reliance” on AI.

4.4 School policies

Few schools had clear GenAI policies in place, though more have policies in the process of development. A significant number of teachers were unsure whether there were policies in place which may limit willingness to experiment. The AI-DL project might be able to propose a school policy template (usage limits, privacy, academic integrity, assessment adaptations) to help to clarify expectations.

4.5 Professional Learning Needs

The teachers were interested primarily in professional development related to GenAI application in their subject area, with fewer looking for professional development related to GenAI to develop data literacy.

Many teachers frame GenAI as a way to reduce workload and improve productivity and as support for inclusion (adapting materials, translating, simplifying, differentiating). So, the AI-DL training may be more engaging for them if it begins with these use cases and then moves on to issues related to data literacy teaching such as verification, bias awareness, privacy-safe practices, ethical reasoning.

Suggested content

- Some teachers suggested general pedagogical topics such as: How to use AI without undermining thinking? How to maintain rigour, ethics, and integrity? How to support student agency and critical judgement? These suggestions indicate that AI-DL professional learning should combine hands-on, subject-specific guidance with deeper pedagogical reflection.
- Addressing assessment practices was widely suggested as a topic for professional training. Teachers want help with assessment and academic integrity including assessment redesign, designing tasks that reward thinking and process, not just outputs, oral defence, transparency protocols, strategies for detecting or managing GenAI use.
- GenAI fundamentals including how GenAI works, what training data is, how outputs are generated, how to explain these concepts to students. Build Explainability Modules: Design short, student-facing lessons and demos to improve understanding of GenAI mechanics and data provenance linked to classroom activities.
- Concrete data literacy exemplars across subjects, explicitly including ethical reasoning and context.
- Prompt literacy as a transferable skill (iterative prompting, evaluating outputs, documenting decisions).
- Verification routines (for hallucinations, misinformation, source tracing, bias checks). Promote Verification Habits: Embed simple checklists for accuracy, bias, and privacy into all resources and PL.

Format

Responses showed strong preference for practical support: guides, ready-to-use resources, and short, concrete learning formats that help apply GenAI effectively without adding complexity. AI-DL should deliver modular content with templates and examples (lesson ideas, prompts, verification checklists, consent/data-minimisation advice, and “what to do tomorrow” guidance), supported by optional peer collaboration. Specific suggestions included:

- Tiered Professional Learning was also suggested: combining guides, blended micro-credentials, peer mentoring, and webinars, anchored to subject examples and data literacy outcomes.
- Differentiate materials based on teacher profiles. Part of AI-DL project content should be segmented by subject groups, as needs and usage practices differ.
- Create Subject-Specific Resources: Offer starter packs for major subjects, including datasets, prompts, verification routines, and formative rubrics.

Annex 1 – Survey

AI-DL Project Survey: Teachers’ Use of Generative AI in Secondary Education

Survey Introduction

Being data literate when using Generative AI

Data literacy is viewed as a core competency by the European Commission that all in society should develop, including young people in schools. Understanding of what is involved in data literacy is evolving, particularly with the arrival of generative AI (GenAI) in schools. Tools such as ChatGPT, Copilot, Gemini, and DALL E use data every day to create new digital content, ranging from text to images, videos, music, and coding. Today our understanding of data literacy is developing from being not only about numbers, graphs and/or statistics, to knowing how tools, such as GenAI, work and use data.

Teachers are increasingly using GenAI tools in schools for a variety of activities that range from content creation to supporting administrative tasks. There is also evidence that students are increasingly using these tools for a wide range of activities both in and out of school. There is a growing concern around how these tools are being designed as well as the content these tools are creating, in relation to misinformation, bias, plagiarism, racial and/or gender bias and copyright infringement,

The Ministries of Education from France, Ireland, Italy, Lithuania, Luxembourg, Slovenia and Spain, along with other organisations, are currently participating in an EU project titled *Data Literacy in the Age of AI in Education (AI-DL)*, where we are developing a framework and teacher professional learning experiences for teachers to develop data literacy skills through using GenAI.

In this survey we are interested in gathering the views of secondary school teachers who are using GenAI tools in their teaching practices, and their views on the ways in which their students are using GenAI. In addition, we want to gather teachers’ views on how to develop student **data literacy** when using GenAI tools. Your responses will help us better understand the opportunities, challenges, and teacher professional learning needs around the use of GenAI in schools. All responses will remain anonymous and may be used for the purpose of this project as well as for academic research and publication. No personally identifiable information will be disclosed at any stage.

1. Please indicate the country you are teaching in:

- France
- Ireland
- Italy
- Lithuania
- Luxembourg
- Slovenia
- Spain

2. Main subject(s) you teach:

- Languages
- Sciences (i.e. Biology, Chemistry, Physics)
- Mathematics (i.e. Mathematics and Applied Mathematics)
- Arts (i.e. Art, Literature, Music, Media Studies)
- Humanities (i.e. History, Geography, Philosophy, Political Studies)
- Technology and Computer Science (i.e. Information Technology, Informatics, Digital Media, Design and Technology)
- Physical Education and Health (i.e. Physical Education, Health Education)
- Other

3. What age groups of students do you teach (please tick the relevant boxes)

- 10-12
- 13-15
- 16-18

4. How long have you been teaching?

- 0–2 years
- 3–5 years
- 6–10 years
- 11–20 years
- 21+ years

5. Gender (optional):

- Female
- Male
- Other

Section 1: Current Classroom Practice using GenAI.

In this section we are going to capture teacher use of GenAI and perceived student's use.

6. How frequently do you use GenAI to support learning, teaching and assessment?
 - Daily
 - Weekly
 - Monthly
 - Termly
 - Do not use

7. Which GenAI tool do you use most frequently to support teaching, learning and assessment?

8. If you use GenAI tools, which tasks do they assist you in completing?
 - To support administrative tasks, such as writing emails, summarising policy documents, or analysing data
 - To support planning, including annual plans, cross-curricular links, or lesson plans.
 - To create or adapt instructional materials e.g. worksheets, quizzes, graphic organisers, choice boards, questions, module summaries.
 - To support inclusion in your class e.g. create differentiated learning resources for students, translate materials
 - To support feedback on student work
 - To create or use existing virtual learning assistants that provide support to students
 - To support professional learning, such as self-evaluation, coaching, reflection prompts
 - Other. Please provide a description of these uses.

9. Do you use GenAI tools in class with your students?
 - Frequently
 - Occasionally
 - Not yet, but interested
 - Never, and not interested

10. If you answered frequently or occasionally to Q9, what tasks do your students typically use GenAI tools for in your class?
 - To support student writing and idea generation
 - To copy answers without understanding the content
 - To act as a personal tutor explaining difficult content and concepts
 - To generate text without verifying its accuracy
 - To support language learning through real-time conversation, grammar correction and vocabulary building

- To support research activities in summarising articles, creating citations and research questions
- Other. Please elaborate how they use GenAI.

11. To your knowledge, to what extent are your students using Generative AI for schoolwork or personal learning?

- Frequently
- Occasionally
- Rarely
- Not at all
- Unsure

12. To your knowledge, to what extent are your students using Generative AI in their daily lives i.e. outside classroom use?

- Frequently
- Occasionally
- Rarely
- Not at all
- Unsure

Section 2: Perceptions and Concerns with GenAI

In this section we are going to gather your perceptions and concerns regarding GenAI.

13. Identify the benefits in using GenAI for teaching, learning and assessment in your school. (Please select the statements that you agree with)

- To increase student engagement and motivation in class
- To improve student learning outcomes
- To enhance student personalisation of learning
- To provide more efficient feedback during assessment activities
- To support content creation by teachers and students
- To prepare students for using such tools in the workplace
- To support critical thinking among students in relation to using these tools
- Other. Please elaborate

14. Identify the risks associated with using GenAI use by **teachers** in your school. (Please select the statements that you agree with)

- Academic integrity and plagiarism
- Misinformation

- Hallucinated (i.e. inaccurate) content creation
 - Overreliance on these tools
 - Reduced opportunities for critical thinking
 - Erosion of writing skills and research skills
 - Data privacy issues
 - Bias issues
 - Reduced motivation and academic self-efficacy
 - Other. Please elaborate
15. Identify the concerns and risks associated with Generative AI use by **students** in your school.
- Cheating and plagiarism: students might submit GenAI-generated work as their own.
 - False or misleading information: the output from GenAI tools may sound confident but actually give wrong answers.
 - Hallucinations / Made-up content: sometimes GenAI generated content contains facts, sources, or quotes that don't exist.
 - Overdependence on GenAI: relying too much on these tools can limit independent thinking.
 - Reduced critical thinking if students don't question or analyse GenAI output.
 - Weaker writing and research skills: using GenAI too often can reduce practice with core academic skills.
 - Privacy concerns: GenAI tools may collect or store personal or student data.
 - Bias in responses: GenAI output may reflect unfair or unbalanced viewpoints found in its training data.
 - Reduced motivation or confidence: students may feel less capable if they believe GenAI can "do it better."
 - Other risks: please describe any additional concerns or issues you've noticed.
16. How confident do you feel about supporting students in making critical and ethical decisions about using GenAI in their learning and their everyday lives?
- Very confident
 - Somewhat confident
 - Neutral
 - Not very confident
 - Not confident at all
17. Do you have an example of how you have helped students make an ethical decision when using GenAI? (Optional)

Section 3: Data Literacy and GenAI

In this section we are going to gather your views on the implications of data literacy for teaching about GenAI and the implications of GenAI for teaching data literacy.

18. Here is a possible definition of data literacy

Data literacy is the ability to read, interpret, evaluate, and communicate data in context - using critical thinking, domain knowledge, and ethical reasoning to make informed decisions.

Do you have any thoughts about this definition?

19. Is data literacy currently addressed in your subject curriculum?

- Yes
- No

If yes what aspects of data literacy are included in the curriculum?

20. To what extent do you believe your students understand how GenAI tools generate content (e.g., the role of training data, algorithms, and model limitations)?"

- Very well
- Somewhat
- Not much
- Not at all
- Unsure

21. How confident are you in explaining where the data used to train GenAI tools comes from?

- Very confident
- Somewhat confident
- Neutral
- Not very confident
- Not confident at all

22. Do you check for potential bias in GenAI-generated content when using it yourself or with students?

- Always
- Often
- Sometimes
- Rarely
- Never

23. Do you verify the accuracy or reliability of GenAI-generated content before using it in your teaching?

- Always
- Often
- Sometimes
- Rarely
- Never

24. Is it important to teach students about ethical issues (e.g. sustainability, data sovereignty issues, bias, misinformation, plagiarism, copyright) linked to GenAI?

- Extremely important
- Important
- Neutral
- Not very important
- Not important at all

25. Are you confident in explaining to students how their own data (e.g., prompts, inputs, location status, learning performance data, health metrics etc.) may be used or stored by GenAI tools?

- Very confident
- Somewhat confident
- Neutral
- Not very confident
- Not confident at all

GenAI for teaching data literacy

So far, we have asked for your views on the **use of GenAI** and the **implications of data literacy for teaching about GenAI**. Now we want to ask for your views about the **implications of GenAI for teaching data literacy**.

26. Have you used GenAI to support the teaching of data literacy?

- Yes
- No

27. GenAI tools could be used in a variety of ways to assist you in teaching data literacy, which of the following do you already use, or would you consider using in the future?

	Already use	I would consider using
To create datasets for student (i.e. climate data or population trend data).		
To generate activities, quizzes, or assignments.		
To provide explanations or demonstrations of data concepts.		
To provide student feedback on their data literacy tasks		
To save time in lesson planning		

28. If there are other ways you ask your students to use or would consider asking your students to use GenAI tools in work related to data literacy, then please describe them here.

Section 4: Support and Future Needs

In this section we wish to gather your views on what kind of additional supports you may need in relation to GenAI and data literacy.

29. Does your school currently have policies or guidelines supporting the use of GenAI?

- Yes
- No
- In development
- Not sure

30. Would you participate in professional learning opportunities in relation to GenAI and data literacy?

- Definitely
- Probably
- Not sure
- Probably not
- Definitely not

31. If yes, would you like professional learning related to?

- The use of GenAI in your subject area
- The application of GenAI to develop data literacy
- Other, please elaborate

32. What kind of professional learning or support would help you integrate GenAI more effectively into your teaching practices?

- Online learning (e.g. MOOC)
- Blended learning
- Face to face learning
- Peer collaboration and mentoring
- Guides, resources and lesson materials
- Other, please elaborate

Annex 2 – Summary of survey responses

Q2. Main subjects taught

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Languages	16%	12%	32%	11%	47%	28%	21%	22%
Sciences (i.e. Biology, Chemistry, Physics)	17%	21%	8%	11%	21%	20%	13%	15%
Mathematics (i.e. Mathematics and Applied Mathematics)	11%	6%	18%	15%	12%	15%	7%	11%
Arts (i.e. Art, Literature, Music, Media Studies)	9%	15%	6%	4%	9%	4%	7%	7%
Humanities (i.e. History, Geography, Philosophy, Political Studies)	11%	15%	11%	15%	16%	21%	22%	17%
Technology and Computer Science (i.e. Information Technology, Informatics, Digital Media, Design and Technology)	16%	30%	14%	26%	12%	14%	13%	15%
Physical Education and Health (i.e. Physical Education, Health Education)	2%	9%	6%	11%	0%	5%	2%	4%
Other (Please specify)	23%	33%	13%	15%	2%	3%	22%	18%
Skipped	1%	0%	1%	4%	0%	0%	0%	1%

Q3. Age groups of students taught

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
10-12	32%	21%	0%	48%	16%	24%	22%	23%
13-15	57%	97%	53%	63%	88%	50%	74%	67%
16-18	52%	100%	96%	56%	98%	66%	78%	74%
Skipped	3%	0%	0%	4%	0%	0%	0%	1%

Q4. Years taught

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
0-2 years	2%	6%	1%	4%	9%	3%	4%	3%
3-5 years	6%	15%	10%	19%	2%	15%	18%	13%
6-10 years	12%	12%	11%	0%	7%	11%	19%	14%
11-20 years	32%	33%	33%	11%	51%	19%	29%	30%
21+ years	48%	33%	43%	63%	30%	53%	29%	40%
Skipped	1%	0%	1%	4%	0%	0%	0%	1%

Q5. Gender

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Female	50%	64%	81%	74%	53%	66%	61%	61%
Male	44%	36%	15%	22%	37%	31%	34%	34%
Other/ skipped	6%	0%	4%	4%	9%	3%	5%	5%

Q6. How frequently do you use GenAI to support learning, teaching and assessment?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Daily	8%	26%	33%	22%	28%	4%	14%	15%
Weekly	25%	61%	39%	63%	54%	38%	45%	41%
Monthly	23%	10%	13%	4%	8%	37%	23%	21%
Termly	10%	0%	7%	7%	3%	11%	10%	9%
Do not use	34%	3%	7%	4%	8%	11%	8%	14%

Skipped	11%	6%	15%	0%	9%	5%	9%	9%
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Q7. Which GenAI tool do you use most frequently to support teaching, learning and assessment?

No quantitative data

Q8. If you use GenAI tools, which tasks do they assist you in completing?

Answer Choices	France	Ireland	Italy	Lithuania	Luxem bourg	Slovenia	Spain	All
To support administrative tasks, such as writing emails, summarising policy documents, or analysing data	53%	60%	37%	42%	57%	46%	32%	42%
To support planning, including annual plans, cross-curricular links, or lesson plans.	18%	87%	40%	54%	40%	49%	35%	38%
To create or adapt instructional materials e.g. worksheets, quizzes, graphic organisers, choice boards, questions, module summaries.	83%	87%	90%	85%	97%	83%	83%	85%
To support inclusion in your class e.g. create differentiated learning resources for students, translate materials	37%	87%	51%	54%	49%	16%	39%	41%
To support feedback on student work	15%	50%	11%	12%	23%	10%	16%	17%
To create or use existing virtual learning assistants that provide support to students	9%	27%	8%	4%	17%	24%	8%	12%
To support professional learning, such as self-evaluation, coaching, reflection prompts	23%	37%	11%	35%	29%	24%	14%	20%
Other. Please provide a description of these uses.	9%	3%	5%	12%	9%	7%	11%	9%

Skipped	39%	9%	20%	4%	19%	13%	15%	21%
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Q9. Do you use GenAI tools in class with your students?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Frequently	2%	27%	5%	0%	2%	0%	4%	4%
Occasionally	28%	39%	46%	48%	40%	54%	30%	36%
Not yet, but interested	39%	27%	33%	48%	35%	35%	45%	39%
Never, and not interested	18%	0%	1%	4%	12%	5%	12%	10%
Skipped	13%	6%	15%	0%	12%	6%	9%	10%

Q10. If you answered frequently or occasionally to Q9, what tasks do your students typically use GenAI tools for in your class?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
To support student writing and idea generation	20%	55%	23%	37%	33%	35%	18%	25%
To copy answers without understanding the content	3%	3%	4%	7%	0%	16%	9%	7%
To act as a personal tutor explaining difficult content and concepts	6%	24%	22%	22%	21%	16%	10%	13%
To generate text without verifying its accuracy	2%	3%	3%	11%	2%	15%	11%	7%
To support language learning through real-time conversation, grammar correction and vocabulary building	1%	27%	8%	4%	19%	18%	5%	8%
To support research activities in summarising articles, creating citations and research questions	12%	48%	32%	22%	19%	26%	15%	20%
Other. Please elaborate how they use GenAI.	13%	0%	10%	22%	5%	13%	10%	11%
Skipped	69%	33%	46%	41%	56%	43%	64%	58%

Q11. To your knowledge, to what extent are your students using Generative AI for schoolwork or personal learning?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Frequently	60%	42%	56%	70%	51%	59%	56%	57%
Occasionally	18%	39%	25%	4%	16%	26%	22%	21%
Rarely	3%	6%	1%	7%	2%	4%	3%	3%
Not at all	1%	0%	0%	0%	0%	0%	1%	1%
Unsure	6%	6%	3%	15%	19%	5%	9%	8%
Skipped	11%	6%	15%	4%	12%	6%	9%	10%

Q12. To your knowledge, to what extent are your students using Generative AI in their daily lives i.e. outside classroom use?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Frequently	44%	30%	44%	48%	42%	59%	46%	50%
Occasionally	20%	48%	28%	22%	21%	21%	23%	26%
Rarely	4%	9%	4%	7%	2%	9%	7%	7%
Not at all	1%	0%	1%	0%	0%	1%	1%	1%
Unsure	21%	6%	8%	19%	23%	4%	15%	16%
Skipped	11%	6%	15%	4%	12%	6%	9%	11%

Q13. Identify the benefits in using GenAI for teaching, learning and assessment in your school. (Please select the statements that you agree with)

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
To increase student engagement and motivation in class	30%	61%	46%	26%	30%	48%	27%	34%
To improve student learning outcomes	13%	73%	24%	4%	28%	21%	22%	22%
To enhance student personalisation of learning	41%	58%	47%	37%	53%	29%	39%	41%
To provide more efficient feedback during assessment activities	16%	61%	6%	22%	33%	23%	24%	22%
To support content creation by teachers and students	40%	85%	57%	81%	53%	58%	62%	56%
To prepare students for using such tools in the workplace	43%	70%	28%	56%	47%	39%	42%	42%
To support critical thinking among students in relation to using these tools	51%	61%	43%	30%	44%	55%	37%	45%
Other. Please elaborate	8%	0%	0%	4%	5%	1%	6%	5%
Skipped	19%	6%	18%	4%	21%	8%	18%	16%

Q14. Identify the risks associated with using GenAI use by teachers in your school. (Please select the statements that you agree with)

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Academic integrity and plagiarism	34%	85%	23%	67%	56%	44%	50%	45%
Misinformation	30%	91%	25%	48%	70%	65%	46%	45%
Hallucinated (i.e. inaccurate) content creation	45%	61%	42%	59%	60%	35%	48%	47%
Overreliance on these tools	52%	88%	47%	70%	70%	73%	51%	57%
Reduced opportunities for critical thinking	33%	67%	35%	48%	58%	40%	43%	41%
Erosion of writing skills and research skills	47%	67%	37%	67%	60%	45%	48%	48%
Data privacy issues	38%	45%	24%	44%	53%	28%	28%	33%
Bias issues	37%	55%	18%	22%	37%	20%	29%	30%
Reduced motivation and academic self-efficacy	15%	64%	18%	41%	30%	28%	24%	24%
Other. Please elaborate	3%	0%	0%	4%	5%	0%	2%	2%
Skipped	19%	6%	20%	4%	14%	6%	17%	15%

Q15. Identify the concerns and risks associated with Generative AI use by students in your school.

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Cheating and plagiarism: Students might submit GenAI-generated work as their own	76%	94%	62%	85%	74%	81%	70%	74%
False or misleading information: GenAI tools can sound confident but give wrong answers	65%	76%	44%	56%	77%	81%	59%	63%
Hallucinations / Made-up content: Sometimes GenAI generated content contains facts, sources, or quotes that don't exist	51%	45%	29%	37%	72%	55%	44%	47%
Overdependence on GenAI: Relying too much on these tools can limit independent thinking	66%	85%	58%	78%	77%	78%	65%	68%
Reduced critical thinking if students don't question or analyse GenAI output	60%	64%	52%	59%	77%	73%	61%	62%
Weaker writing and research skills: Using GenAI too often can reduce practice with core academic skills	56%	73%	39%	67%	58%	54%	53%	54%
Privacy concerns: GenAI tools may collect or store personal or student data	34%	36%	19%	30%	53%	33%	28%	31%
Bias in responses: GenAI can reflect unfair or unbalanced viewpoints found in its training data	44%	39%	18%	19%	51%	43%	32%	36%
Reduced motivation or confidence: Students may feel less capable if they believe GenAI can "do it better"	23%	55%	25%	41%	49%	28%	32%	31%
Other risks: Please describe any additional concerns or issues you've noticed.	3%	3%	0%	4%	7%	1%	3%	3%
Skipped	18%	6%	18%	4%	16%	6%	17%	15%

Q16. How confident do you feel about supporting students in making critical and ethical decisions about using GenAI in their learning and their everyday lives?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Very confident	5%	18%	9%	4%	12%	15%	7%	8%
Somewhat confident	33%	58%	38%	37%	23%	39%	22%	31%
Neutral	24%	12%	20%	22%	37%	24%	28%	25%
Not very confident	13%	6%	13%	26%	14%	13%	20%	16%
Not confident at all	8%	0%	3%	7%	0%	4%	6%	5%
Skipped	17%	6%	18%	4%	14%	6%	17%	15%

Q17. Do you have an example of how you have helped students make an ethical decision when using GenAI? (Optional)

No quantitative data

Q18. Here is a possible definition of data literacy Data literacy is the ability to read, interpret, evaluate, and communicate data in context - using critical thinking, domain knowledge, and ethical reasoning to make informed decisions. Do you have any thoughts about this definition?

No quantitative data

Q19. Is data literacy currently addressed in your subject curriculum?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Yes	29%	39%	28%	48%	26%	56%	22%	31%
No	41%	45%	52%	44%	56%	33%	56%	48%
Skipped	30%	15%	20%	7%	19%	11%	22%	22%

Q20. To what extent do you believe your students understand how GenAI tools generate content (e.g., the role of training data, algorithms, and model limitations)?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Very well	1%	3%	1%	0%	2%	0%	3%	2%
Somewhat	11%	15%	24%	44%	16%	20%	17%	18%
Not much	34%	55%	47%	41%	42%	46%	26%	36%
Not at all	21%	15%	5%	4%	9%	20%	22%	18%
Unsure	7%	0%	3%	4%	14%	3%	10%	7%
Skipped	26%	12%	20%	7%	16%	11%	22%	20%

Q21. How confident are you in explaining where the data used to train GenAI tools comes from?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Very confident	4%	6%	3%	0%	9%	5%	2%	4%
Somewhat confident	26%	24%	25%	41%	28%	15%	9%	23%
Neutral	25%	18%	24%	19%	26%	14%	7%	22%
Not very confident	15%	30%	25%	22%	16%	9%	9%	23%
Not confident at all	4%	6%	3%	11%	5%	3%	2%	8%
Skipped	26%	15%	20%	7%	16%	9%	4%	20%

Q22. Do you check for potential bias in GenAI-generated content when using it yourself or with students?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Always	21%	18%	24%	19%	19%	21%	20%	21%
Often	15%	27%	27%	30%	30%	38%	20%	23%
Sometimes	17%	27%	10%	26%	21%	18%	24%	20%
Rarely	7%	15%	14%	11%	5%	8%	10%	9%
Never	8%	0%	4%	7%	9%	5%	5%	6%
Skipped	32%	12%	22%	7%	16%	11%	22%	22%

Q23. Do you verify the accuracy or reliability of GenAI-generated content before using it in your teaching?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Always	45%	48%	56%	33%	53%	50%	39%	45%
Often	13%	24%	16%	44%	26%	29%	22%	21%
Sometimes	5%	12%	1%	7%	5%	5%	8%	6%
Rarely	0%	3%	3%	4%	0%	3%	6%	3%
Never	7%	0%	1%	4%	0%	3%	2%	3%
Skipped	31%	12%	23%	7%	16%	11%	23%	22%

Q24. Is it important to teach students about ethical issues (e.g. sustainability, data sovereignty issues, bias, misinformation, plagiarism, copyright) linked to GenAI?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Extremely important	56%	67%	56%	52%	60%	59%	49%	55%
Important	16%	21%	22%	41%	23%	28%	26%	23%
Neutral	1%	0%	1%	0%	0%	3%	2%	2%
Not very important	1%	0%	1%	0%	0%	0%	1%	1%
Not important at all	0%	0%	0%	0%	0%	0%	0%	0%
Skipped	26%	12%	20%	7%	16%	11%	22%	20%

Q25. Are you confident in explaining to students how their own data (e.g., prompts, inputs, location status, learning performance data, health metrics etc.) may be used or stored by GenAI tools?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Very confident	11%	6%	14%	4%	13%	18%	10%	11%
Somewhat confident	33%	39%	41%	52%	47%	39%	21%	31%
Neutral	13%	24%	6%	7%	9%	9%	17%	14%
Not very confident	14%	18%	15%	30%	25%	19%	22%	19%
Not confident at all	3%	0%	4%	0%	0%	5%	8%	5%
Skipped	26%	12%	20%	7%	6%	11%	22%	20%

Q26. Have you used GenAI to support the teaching of data literacy?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Yes	9%	24%	23%	44%	23%	13%	9%	21%
No	64%	61%	56%	48%	60%	33%	20%	58%
Skipped	27%	15%	22%	7%	16%	9%	4%	21%

Q27. GenAI tools could be used in a variety of ways to assist you in teaching data literacy, which of the following do you already use, or would you consider using in the future?

Already use	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
To create datasets for student (i.e. climate data or population trend data).	7%	18%	8%	11%	7%	4%	6%	10%
To generate activities, quizzes, or assignments.	35%	64%	54%	63%	51%	28%	19%	50%
To provide explanations or demonstrations of data concepts.	9%	45%	27%	44%	14%	8%	9%	21%
To provide student feedback on their data literacy tasks	7%	18%	11%	11%	9%	5%	4%	11%
To save time in lesson planning	32%	67%	46%	44%	51%	28%	19%	39%
Skipped	39%	15%	20%	7%	26%	14%	4%	25%

I would consider using	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
To create datasets for student (i.e. climate data or population trend data).	23%	55%	8%	67%	53%	29%	18%	38%
To generate activities, quizzes, or assignments.	19%	21%	54%	30%	65%	35%	9%	28%
To provide explanations or demonstrations of data concepts.	22%	33%	27%	44%	65%	35%	15%	34%
To provide student feedback on their data literacy tasks	24%	61%	11%	70%	53%	29%	20%	40%
To save time in lesson planning	18%	18%	46%	48%	56%	30%	9%	32%
Skipped	39%	15%	20%	7%	26%	14%	4%	25%

Q28. If there are other ways you ask your students to use, or would consider asking your students to use GenAI tools in work related to data literacy then please describe them here.

No quantitative data

Q29. Does your school currently have policies or guidelines supporting the use of GenAI?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Yes	10%	12%	22%	4%	12%	13%	7%	11%
No	24%	15%	25%	48%	12%	34%	26%	26%
In development	29%	45%	25%	0%	53%	31%	18%	26%
Not sure	11%	9%	8%	41%	5%	10%	24%	16%
Skipped	26%	18%	20%	7%	19%	13%	24%	21%

Q30. Would you participate in professional learning opportunities in relation to GenAI and data literacy?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Definitely	30%	67%	34%	52%	28%	28%	24%	31%
Probably	20%	15%	39%	33%	44%	46%	36%	33%
Not sure	11%	0%	4%	4%	2%	11%	12%	9%
Probably not	7%	0%	3%	4%	7%	3%	4%	4%
Definitely not	5%	0%	0%	0%	0%	0%	1%	2%
Skipped	26%	18%	20%	7%	19%	13%	24%	21%

Q31. If yes, would you like professional learning related to?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
The use of GenAI in your subject area	53%	82%	62%	85%	65%	81%	59%	63%
The application of GenAI to develop data literacy	30%	55%	39%	52%	44%	40%	34%	37%
Other, please elaborate	2%	3%	1%	7%	5%	3%	2%	3%
Skipped	41%	18%	28%	11%	30%	15%	34%	31%

Q32. What kind of professional learning or support would help you integrate GenAI more effectively into your teaching practices?

	France	Ireland	Italy	Lithuania	Luxembourg	Slovenia	Spain	All
Online learning (e.g. MOOC)	18%	55%	37%	52%	44%	41%	38%	35%
Blended learning	25%	61%	27%	48%	28%	41%	29%	31%
Face to face learning	40%	52%	19%	15%	35%	31%	17%	27%
Peer collaboration and mentoring	26%	58%	33%	33%	30%	30%	13%	25%
Guides, resources and lesson materials	28%	70%	29%	70%	49%	25%	39%	37%
Other (please elaborate)	2%	0%	0%	0%	0%	1%	1%	1%
Skipped	34%	18%	22%	7%	23%	14%	27%	25%