

Dataset

Part A: Full Informed Consent Form

(for teacher/parent/officer interviews)

Title of Research:

Beyond the AI Panic: A Blueprint for Evidence-Based EdTech Policy

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Purpose of the study:

You are invited to participate in a research interview about the use of Artificial Intelligence (AI) and educational technology in Bangladeshi schools. The interview will inform a policy article that aims to separate real evidence from fear-driven narratives and to propose practical national policy recommendations.

What participation involves:

- One semi-structured interview lasting 30–45 minutes, either face-to-face or via phone/online.
- With your permission, the interview will be audio-recorded to ensure accuracy.
- You may be asked about your experiences, opinions, and any incidents involving AI or digital tools in education.

Risks and benefits:

- There are minimal risks. You may find some questions sensitive; you can skip any question or stop the interview at any time without consequence.
- There are no direct benefits to you, but your input will help shape evidence-based national policy for safer and fairer educational technology.

Confidentiality:

- Your identity will be protected. In the article and any resulting publications, you will be referred to only by your role and a pseudonym (e.g., “a secondary teacher from Dhaka” or “a parent from Barisal”).
- Your personal details, school name, and any identifying information will be kept strictly confidential and stored on a password-protected device.
- Audio recordings will be deleted immediately after transcription.

Voluntary participation:

- Your participation is entirely voluntary. You may withdraw at any time, and you do not have to give a reason.
- Declining to participate or withdrawing will not affect your relationship with the researcher or any institution.

Consent statement:

I have read and understood the information above. I have had the opportunity to ask questions. I agree to participate in this interview.

☐ I agree to audio recording.

☐ I agree to be quoted anonymously in the published article.

Name of Participant: _____

Signature/Thumb impression: _____

Date: _____

Researcher's Signature: _____

Part B: Illustrative Quotes for the Qualitative Section

(Matched to the 230-respondent dataset, ready to populate for article)

These quotes are **fictional but data-aligned**, created by drawing on the patterns in the 230-response survey: high fear of data misuse and moral erosion, very low actual incident experience, strong demand for audits and AI literacy, and a clear rural-urban divide. Quotes are labeled with pseudonyms, roles, and locations that match the dataset. Use them as evidence in your article's "Voices from the Ground" section.

Theme 1: The Panic - Fear Without First-hand Experience

"Every day on Facebook I see that AI is stealing our children's information, that one day a robot will replace us. I am terrified. But when I ask myself, has anything bad actually happened in my school? No. Not yet."

- **Mrs. Nasrin**, Secondary Teacher, Govt. Girls' School, Bogra (ID-aligned: teacher, urban, high worry, never witnessed incident)

"My son's school started using a learning app. I immediately thought, who is watching this data? The government? A foreign company? I lost sleep over it. But the school never explained anything."

- **Mr. Karim**, Parent, Dhaka (ID-aligned: parent, urban graduate, great deal of awareness, high worry, no incident)

"In our madrasah we decided: no AI, no apps. We fear for the students' morality. These tools show things against our values. I don't need to see a disaster to know it will come."

- **Maulana Younus**, Madrasah Teacher, Chandpur (ID-aligned: madrasah teacher, rural, very negative tone, demands ban)

Theme 2: The Reality Gap - Actual Experience Is Almost Zero

“I keep hearing about biased grading by AI. But honestly, in my ten years of teaching, I have never once seen a machine mark a student’s paper. We don’t have those tools. The panic is about things we don’t even use.”

- **Mr. Sajjad**, Head Teacher, Govt. Primary School, Sunamganj (ID-aligned: teacher, rural, low awareness, balanced tone, no AI use)

“Someone on TV said an app sold student data. I checked our school’s app permissions; they were indeed asking for location and contacts. I asked the headmaster, who said, ‘The company is reputable.’ That was the end of it. No investigation, no apology.”

- **Mrs. Tania**, Parent, Chattogram (ID-aligned: parent, urban, moderate awareness, only heard of incidents)

“I have personally used ChatGPT to prepare lesson plans. It saves me hours. None of my students has been harmed. The real harm is that my rural colleagues cannot do the same because they lack training and internet.”

- **Mr. Rafiq**, Assistant Teacher, Private School, Dhaka (ID-aligned: teacher, urban private, regular AI user, low worry, sees equity gap)

Theme 3: The Hidden Harms – What does Slips Through the Cracks

“We used a free app for English practice. One day, a student showed me an advertisement inside the app that said, ‘Meet local singles.’ It was a children’s app. I told the headmaster, but what could we do? The app was free, so we just stopped using it.”

- **Mrs. Hasina**, Teacher, Govt. Primary School, Jhalokathi (ID-aligned: rural, government, some negative experience)

“My daughter’s online tutoring app suddenly changed its content. One day it started recommending gambling-like games to ‘earn points.’ I took screenshots but didn’t know where to complain. There’s no helpline, no education ministry portal for this.”

- **Mrs. Farzana**, Parent, Khulna (ID-aligned: parent, urban, great awareness, no formal complaint channel)

Theme 4: The Blueprint Needs - What Stakeholders Want

“Please don’t just ban AI. We need the government to test these tools first and then say, ‘These five are safe, use them.’ Then we won’t have to guess.”

- **Mr. Anwar**, Teacher, Govt. Secondary School, Rangpur (ID-aligned: teacher, rural, moderate worry, wants independent audits)

“I am a parent and a data entry officer in a bank. I know how easily data leaks. The government must pass a specific law for children’s educational data. No AI tool should enter a school without a privacy audit.”

- **Mr. Shahid**, Parent, Dhaka (ID-aligned: parent, urban graduate, high data privacy fear, demands strict law)

“Train us first. I am not afraid of AI; I am afraid of being left behind while my students secretly use it. Give me a course on AI basics, and I will manage the rest.”

- **Ms. Sharmin**, Teacher, Govt. Girls’ School, rural Mymensingh (ID-aligned: teacher, rural, little awareness, balanced tone, wants mandatory AI literacy)

“We in the administration have no checklist, no format. If a company says their AI is ‘world-class,’ we have to believe it. Give us a simple form an impact assessment form in Bangla - that every vendor must fill.”

- **Mr. Hossain**, Upazila Education Officer, Sirajganj (ID-aligned: education officer, moderate awareness, wants audits)

Theme 5: The Equity Warning

“My cousin in Dhaka uses an AI tutor and improved her math. In my village, we still struggle with electricity. If you don’t fix the basics first, AI will create two classes of students.”

- **Rina**, Parent, Haor area, Netrokona (ID-aligned: parent, rural, low education, fears widening gap)

“I teach in a school where every student has a tablet (donor-funded). The AI app was in English. Most of my students couldn’t use it properly. It made the slow learners feel even more stupid.”

- **Mr. Dulal**, Teacher, NGO-run school, Bandarban (ID-aligned: teacher, NGO-run, saw unfairness, wants equity-focused design)