
Findings and recommendations

What do people in our organisation think about using artificial intelligence, and where should we begin?

Client

Example School (fictitious)

Method

Group Concept Mapping

Participants

34 (teachers, school leaders, board members)

Statements

63, organised into 7 themes

Delivered by

ConceptAtlas

Status

Sample report

This is a sample report. It shows what a ConceptAtlas project delivers: findings, evidence and recommendations. The figures come from a **simulated** example project with fictitious participants and are not the outcome of a study that was carried out.

In brief

Thirty-four participants contributed 63 statements, sorted them by relatedness and rated them on impact and feasibility. Seven themes emerged. These are the five things that stand out.

- **There is more agreement about where to start than expected.** AI literacy scores high on importance and highest of all on feasibility, and it is also the most sharply delineated of the seven themes.
- **The weightiest theme is the least feasible.** Ethics and risks receives the highest impact score and the lowest feasibility. The group sees the importance clearly, but does not see how.
- **Where there is no shared understanding, acting feels unattainable.** Precisely the two themes participants agree on least receive the lowest feasibility scores.
- **The easiest win is the least important one.** Workload and efficiency is the most feasible and scores lowest on impact. Organisations often start there, and that is rarely the right reason.
- **Assessment is the silent bottleneck.** The theme scores low on its own, but holds back two others for as long as it does not move with them.

The core recommendation: start with AI literacy because that is where support and shared understanding coincide, raise ethics to board level because individual schools cannot resolve it themselves, and on equity invest first in shared understanding before choosing measures.

The picture in seven themes

The themes do not come from the facilitator but from the participants' own sortings. Impact and feasibility are averages on a scale of 1 to 7. The last column shows how unambiguous a theme is: the lower the number, the more participants agree on what it covers.

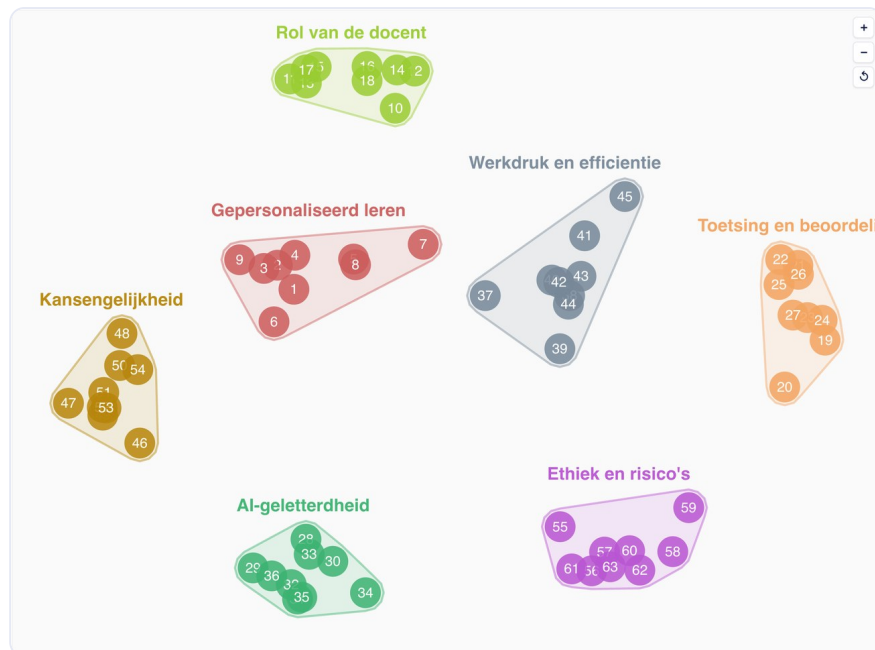
THEME	IMPACT	FEASIBILITY	CLARITY	POSITION
● AI literacy	5,93	5,53	0,29	Start here
● Personalised learning	5,69	5,24	0,41	Start here
● Role of the teacher	5,63	4,84	0,42	Start here, with care
● Ethics and risks	6,05	3,08	0,49	Highest importance, hardest
● Equity of opportunity	5,84	4,21	0,48	High importance, little grip
● Assessment	5,34	3,86	0,41	Precondition
● Workload and efficiency	4,84	5,95	0,38	Easy, least urgent

Averaged across all themes: impact 5.62 and feasibility 4.67. Those two averages form the dividing lines used above to determine what scores high or low.

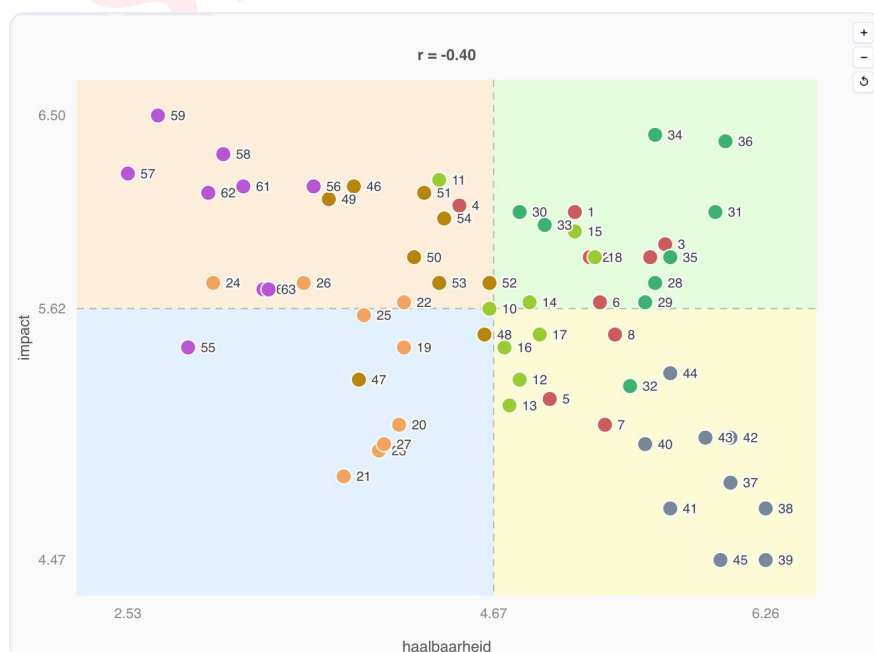
The map and the scores are input for the conversation, not its outcome. The interpretation below was drafted by the facilitator and should be tested and enriched with the group in a working session.

The map and the prioritisation

Two images the findings rest on. Both come directly from the analysis.



The concept map. Each dot is a statement. Statements often sorted together lie close to one another; the outlines are the seven themes. The positions come from the participants' sortings, not from a predetermined classification.



The go-zone. Every statement plotted on impact (vertical) against feasibility (horizontal). The lines sit at the averages. The top right holds what is considered both important and feasible: that is where to start. The top left holds what is important but difficult, and that is where governance effort makes the most difference.

Findings

FINDING 1

There is more agreement about where to start than expected

AI literacy scores above average on importance (5.93) and highest of all themes on feasibility (5.53). More importantly: it is by far the most unambiguous theme (0.29). That number says something the averages do not. It means participants who sorted this topic understood the same thing by it. The highest-rated statement within this theme is that digital basic skills are shifting upwards for everyone (6.41).

Where importance, feasibility and shared understanding coincide, the chance of implementation is greatest. This is the logical starting point.

FINDING 2

The weightiest theme is the least feasible

Ethics and risks receives the highest impact score of all themes (6.05) and the lowest feasibility (3.08), a difference of nearly three points. The highest-rated statement of the entire study sits here: that clear agreements are needed about responsible use of AI (6.50).

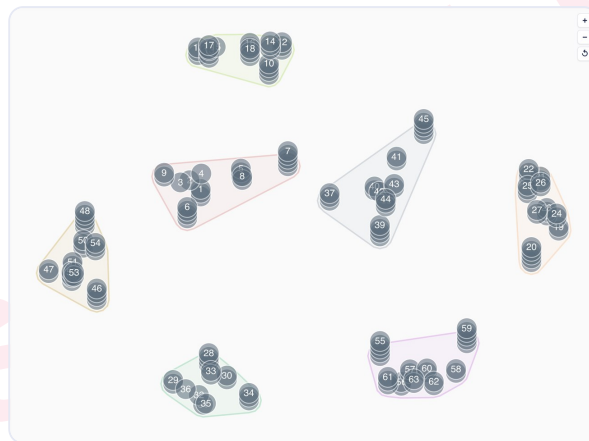
This combination is not a reason to leave the theme alone; it is precisely the signal that the group needs something here that it cannot organise itself. An individual teacher or school cannot set a framework for responsible use. This is exactly where a board adds value.

FINDING 3

Where there is no shared understanding, acting feels unattainable

The two themes participants agree on least, Ethics and risks (0.49) and Equity of opportunity (0.48), are precisely the two with the lowest feasibility scores (3.08 and 4.21). That relationship is striking and useful: as long as people understand different things by a theme, acting on it also seems harder.

The first intervention here is therefore not an action plan but building shared understanding. Sharpening the topic changes the judgement about feasibility along with it.



Clarity made visible. The same map, now with stack height as a measure of clarity. Flat stacks belong unmistakably to their theme; tall stacks sit between themes and were placed differently by different participants.

FINDING 4

The easiest win is the least important one

Workload and efficiency scores highest on feasibility (5.95) and lowest on impact (4.84). It is the only theme that falls below the average importance. Yet this is often where organisations begin, precisely because it produces quick results.

That is a trap: progress then gets confused with meaning. Let this theme ride along with the other tracks instead of turning it into a programme of its own.

FINDING 5**Assessment is the silent bottleneck**

Assessment scores below average on both axes (5.34 and 3.86) and could easily drop off the agenda. Yet it bears directly on the two themes that do sit at the top. As long as the way of assessing does not move with them, it undermines both personalised learning and AI literacy: pupils are then judged in a way that runs counter to how they are expected to learn.

A theme that scores low on its own can be a precondition for the themes that score high. That is exactly the kind of relationship an average does not reveal.

FINDING 6**The teacher is central to the desired picture**

Within the theme Role of the teacher, the highest-rated statement is that the teacher gains more time for individual attention (6.21). That motif recurs in other themes too. The group therefore does not see technology as replacing the teacher, but as something that should make room for the work they consider to matter most.

That is a usable starting point for communication: it makes the case for AI defensible in terms the team itself put forward.

Recommendations

Six recommendations, in order of execution. They follow from the findings above and are intended as a proposal to the group, not as a decision.

Why feasibility weighs more heavily than importance. The two scales do not simply measure two opinions. In the behavioural theory of Fishbein and Ajzen, importance corresponds to the evaluation of the outcome, and feasibility to what Ajzen calls *perceived behavioural control*: the judgement of whether you can actually bring it about. The latter is the stronger predictor of whether people genuinely act. For a theme scoring high on importance and low on feasibility there is therefore little point in stressing its importance again; that is already high. What helps is increasing control: a framework, a mandate, time and resources. The recommendations below are built on that order.

1

Start with AI literacy and make it concrete within one school year

This is where importance, feasibility and shared understanding coincide. Define what every member of staff and every pupil should be able to do by the end of the year, and assign ownership. Use this track at the same time to gain experience with the way of working.

2

Raise ethics and responsible use to board level

The group asks for clear agreements and at the same time considers them hard to achieve. That is a framework-setting task. Draw up a concise framework with a small mixed working group, and let schools fill it in rather than reinvent it.

3

On equity, invest first in shared understanding

The theme is important but diffuse. First organise a session that answers the question of what exactly we mean by it, before measures are chosen. Then measure again to see whether the picture has sharpened.

Recommendations, continued

4 **Treat assessment as a precondition, not a separate project**

Tie the conversations about assessment to the track on personalised learning. That prevents assessment practice from quietly undoing the new educational design.

5 **Let workload ride along**

Name time saved as a welcome by-product of the other tracks, but do not make it a programme in its own right. According to the group itself it is the least urgent theme.

6 **Repeat the measurement in a year**

This study is a baseline measurement. Repeating it with the same focus prompt shows whether the shared picture has shifted, and whether the themes that now seem unattainable have come closer. That is also the most convincing account of the effort invested.

Accountability and limitations

How this came about

Participants contributed ideas in response to a focus prompt, sorted the statements by substantive relatedness and rated them on impact and feasibility. The approach follows Group Concept Mapping as described by Kane and Trochim (2007). Multidimensional scaling places statements that were often sorted together close to each other; clustering turns these into themes. The theme names were set by the group, not by the algorithm.

Quality of the map

The stress value of 28.5 falls within the range customary for this type of map (15 to 35; Rosas and Kane, 2012) and indicates that the two-dimensional representation reflects the underlying sortings reasonably faithfully. The split-half reliability of 0.98 sits well above the usual threshold of 0.80 (Rosas and Kane, 2012): if you split participants randomly into two halves, both halves produce virtually the same map. The outcome therefore does not depend on who happened to take part.

What these figures are not

Impact and feasibility are judgements of the group, not measured effects. They say what these participants expect and consider important, not what demonstrably works. The clarity measure says something about agreement within the group, not about the correctness of a view.

The map is moreover input for a conversation and not a substitute for one. The value emerges only when the group interprets the themes itself and confirms, sharpens or rejects the recommendations.

Available data

All underlying data are available as CSV: the similarity matrix, the distances, the positions on the map, the scores per statement and the assignment to themes. Every step is therefore traceable, and the analysis can be independently checked or reused.

Sources

- Kane, M., en Trochim, W. (2007). *Concept Mapping for Planning and Evaluation*. Sage.
- Rosas, S. R., en Kane, M. (2012). Quality and rigor of the concept mapping methodology: a pooled study analysis. *Evaluation and Program Planning*.
- Trochim, W. (1989). An introduction to concept mapping for planning and evaluation. *Evaluation and Program Planning*.
- Fishbein, M., en Ajzen, I. (1975). *Belief, Attitude, Intention and Behavior*. Addison-Wesley.
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*.

ConceptAtlas delivers Group Concept Mapping for boards, schools, universities and research consortia. The analysis runs on our own server in the Netherlands.

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