

Opinions and attitudes of prospective primary school teachers on the use AI applications in education



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Abstract

The surge in the popularity of Artificial Intelligence (AI) applications has created significant interest in their potential integration into primary education. The primary objective of this paper is to investigate the viability and optimal strategies for implementing AI technologies across diverse subjects, while concurrently assessing the opinions and attitudes of future educators toward the integration of AI in their pedagogical practices. Through a nuanced exploration of their perspectives, the study aims to uncover the readiness, concerns, and expectations of the upcoming generation of educators, shedding light on the socio-cultural dynamics surrounding AI adoption in educational contexts. The research method is based on an online questionnaire taken by students from the Faculty of Teacher Education, University of Zagreb.

The findings of this research contribute to the ongoing discourse on AI in education by offering a nuanced understanding of its potential benefits and challenges. This knowledge is crucial for shaping informed policies, designing effective teacher training programs, and ensuring responsible and ethical implementation of AI applications in primary education. As technology continues to evolve, this research serves as a foundational exploration into the intricate dynamics between AI, education, and ethical considerations.

Key words

AI applications, education, ICT, prospective teachers

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