|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Study author(s) and title** | **Study aims and context** | **Study design** | **Study participants** | **Evidence on teachers’ use of AI tools for RIEP purposes** |
| Prakasha et al. (2024) - User experiences of ChatGPT among engineering students, teachers, and working professionals in India | The study set out to explore the perceptions and experiences of science engineering students, teachers, and working professionals who had used ChatGPT in their work.  This study was conducted in India within a university engineering department. | Qualitative design involving semi-structured interviews with participants.  Snowball sampling was employed to recruit participants.  A narrative data analysis technique was used to analyse the interview data. | Engineering educators and professionals who are using ChatGPT regularly. This includes eight students studying computer science engineering, eight faculty members, and eight engineers working in the field.  Participants included three female students, three female faculty members, and two female working professionals. | Qualitative evidence:  Faculty 1 explained: “I use it for continuous learning, to get a different perspective about the same topic, and to get advanced information” (p.10).  Computer science teachers mentioned: “they used it for many purposes, such as creating class assignments; researching; developing guided student feedback and FAQs for repetitive, mundane tasks; composing emails and letters; lesson planning; and creating innovative assignments rather than traditional assignments and testing” (p.12). |
| Ulla et al. (2023) - 'To generate or stop generating response': Exploring EFL teachers' perspectives on ChatGPT in English language teaching in Thailand | This study explored EFL teachers’ perceptions of using ChatGPT as a potential language-learning tool.  It considered the affordances, pedagogical benefits, and drawbacks of ChatGPT in the context of English language instruction as perceived by EFL teachers in Thailand. | A qualitative design was used. Data was collected using an online questionnaire and semi-structured interviews.  Purposive sampling was used to recruit the study participants. All participants needed to have used ChatGPT for 3-4 months before the study.  Thematic analysis was used to analyse the data. | 17 EFL teachers teaching in universities in Thailand were included in the sample. Only three participants volunteered for the follow-up face-to-face interview. | Interview evidence:  Teachers explained: “that although ChatGPT can possibly answer all their questions, especially on academic research and creating lesson templates and activities, it does not give them everything they need” (p. 176).  Participant 17 explained: “As a teacher, I would have always the opportunity to use ChatGPT to ask questions, like right away answers to my questions. I do research, especially if I am writing the literature review, ChatGPT can help. So, I think it is really beneficial, but I always see that I don't depend on it because it is artificial intelligence. We could not trust the words if everything ChatGPT is giving is valid and reliable. Yeah, it gives us something, but it is not everything” (p. 176).  Teachers also “pointed out ChatGPT’s lack of authenticity and reliability in the information it shares” (p. 176).  As shared by Participant 17, “although ChatGPT offers prompt information retrieval, there exists apprehension over the authenticity and dependability of the information it produces”. Participant 17 acknowledged further that: “ChatGPT lacks the capability to do source verification, requiring cross-referencing of the information it presents with reliable sources” (p. 176). |
| Galindo-Domínguez et al. (2023) – An analysis of the use of artificial intelligence in education in Spain: The in-service teacher’s perspective | This study surveyed primary, secondary, and higher education teachers to understand their usage of AI tools in the classroom.  Research was conducted across different regions of Spain with educators working at primary, secondary, and higher education institutions. | The participants were selected through probabilistic cluster sampling, with each cluster representing a specific region in Spain.  A questionnaire was developed to capture demographic and personal characteristics of the teachers, along with a Scale for Assessing teachers’ attitude toward Artificial Intelligence in Education. Two open-ended questions were also posed: “What AI tools have you used for your class or in your class?” and “For what purposes have you used these tools?" | A total of 445 teachers from Spain took part in the study, with an average age of 45.96 (SD = 10.76) and varying years of experience, averaging at 17.38 (SD = 11.50).  In terms of gender, there were 249 female participants and 196 male participants. | The functions for which teachers use AI tools were found to vary depending on the education level. Teachers in primary and secondary education primarily use these tools for creating various content such as games, presentations, notes, and exercises. Teachers in higher education tend to utilize AI tools for both academic purposes that benefit themselves (e.g., information retrieval) and their students (e.g., explaining how AI works, allowing students to experiment with AI tools, or enabling students to create images). AI tools are also employed by teachers for research-related purposes, including text translation and data analysis. |
| Govindarajan & Christuraj (2023) - Opportunities and challenges of using ChatGPT in the ELT scenario of Utas, Nizwa, Oman | The study explored the opportunities and challenges of using ChatGPT in the context of English Language Teaching (ELT) in a university in Oman. | A qualitative design was used in this study.  Data collection methods included a narrative literature review and semi-structured interviews with participants. | Participants were ten EFL teachers (eight male & two female) from the General Foundation Program of a university in Oman.  The foundation program trains students in English language skills and prepares them for learning all their graduation courses in English.  All these participants have experience using ChatGPT for their own or professional use and readily agreed to the interview when approached. | One of the most significant benefits mentioned by the respondents is the “easier access to specific resources”, as ChatGPT can quickly provide educators with relevant information and sources, saving them time and effort. Additionally, it was thought that the platform offers “access to current research topics and specific materials”, allowing participants to stay up-to-date with the latest research and access materials that may have been previously difficult to obtain.  A threat mentioned by participants was the “use of non-reliable resources generated by ChatGPT”. The resource materials created by ChatGPT may not always be reliable as there is no reference to the source.  An education opportunity mentioned by the respondents was the possibility to find “new ideas and clarifications”. ChatGPT can provide new ideas for teachers about the skills and topics they want to prepare and clarify difficult concepts too.  ChatGPT technology can facilitate the “integration of more learner-centered materials and activities”, promoting active learning and engagement. Teachers can also leverage ChatGPT to “encourage the preparation and use of learner-specific study materials”, enabling learners to engage with language learning materials that are relevant and specific to their needs.  Teachers in UTAS, Nizwa started using ChatGPT for getting level appropriate reading practice texts (in-line with the theme taught in each unit). By “contextualizing study materials to the level and context of learners”, ChatGPT can provide language learners with relevant and engaging content that matches their proficiency level and interests. |
| Gustilo et al. (2024) - Algorithmically-driven writing and academic integrity: exploring educators' practices, perceptions, and policies in AI era | This study involved an investigation into the affordances and encumbrances of ADWTs, and their implications for academic integrity.  Research was carried out at a leading university in the Philippines with participants who are active in teaching and research. | A quantitative design was employed.  This design included a cross-sectional survey research. | The present study recruited 100 educators through snowball sampling.  The initial 60 respondents sent the survey link to their primary, secondary, or tertiary education colleagues. A clear majority (77%) of the respondents are teaching faculty. | Figure 5 presents responses to the question ‘these tools are useful in my research tasks’. Over 60% of educators agree or strongly agree that AI tools are useful in performing research tasks.  Results shown in table 3 highlight educators concerns for using AI for research. 25 participants expressed concerns over the reliability, authenticity, accuracy, and validity of outputs. For example, “Many of its suggested sources are not searchable on Google, websites, and databases. It also produces inconsistent data analysis of quantitative data”.  These tools may only sometimes provide accurate and reliable responses; hence, they might lead to inaccurate outcomes in teaching or research (20 respondents).  There is also some concern about inequality resulting in disparity in research quality: “Unequal access to AI-powered DWTs raises concerns about disparities in research quality and opportunities, as financial resources and technological infrastructure may vary across researchers and institutions*”*. |
| Moorhouse & Kohnke (2024) -  The effects of generative AI on initial language teacher education: The perceptions of teacher educators | This study investigates how teacher educators perceive the effects of gen AI on initial language teacher educators.  Research was conducted in Hong Kong government funded universities. | The study followed an interpretivist paradigm.  Data collected through semi-structured interviews.  Data analysed through using inductive thematic analysis. | 13 teacher educators from Hong Kong government funded universities.  6 female, 7 male with between 3-25 years’ experience in teacher education. | Study findings suggest that “teachers are likely to be able to adapt to using gen AI tools in the same way as they have evolved to use Google search, leading to better utilisation of AI tools to support teaching and learning” (p. 5).  Although the participants showed acute awareness that GenAI tools will affect their professional practice, most expressed a lack of competence in using them. Daphne and Steven had used GenAI tools in their research, while the other participants had ‘experimented’ with ChatGPT and other tools but had not used them in any professional tasks. |
| Bhaskar & Rana (2024) - The ChatGPT dilemma: unravelling teachers’ perspectives on inhibiting and motivating factors for adoption of ChatGPT | This study investigates teachers’ adoption of ChatGPT for educational purposes.  Study was conducted with teachers working across HEIs of Uttarakhand region in India. | The study followed an interpretative phenomenological approach.  Qualitative data was collected through interviews. | The sample included 48 teachers working in HEIs in India. | Insights from the interviews with the teachers reveal:  Due to the speedy generation of the output and handling multiple aspects at a time, it results in efficiency and timesaving. It can be used for note preparation, generating case-lets, write-ups or brief summaries of contemporary research topics, it can be done all in a few seconds (p. 8).  Additionally, Respondent 44 explained: “Due to shortage of time, I am unable to conduct a thorough search on the contemporary topics of research, ChatGPT optimizes the search process and generates ideas” (p. 8).  Processing a large amount of information in a short span by ChatGPT has provided a huge relief to university teachers (p. 8). |
| Uribe et al. (2024) - Artificial intelligence chatbots and large language models in dental education: Worldwide survey of educators | The study set out to explore dental educators' insights about the potential of AI chatbots in dental education and to gather their perspectives on their feasibility, benefits, and challenges.  Cross-national survey research. | Cross-sectional study conducted via an online survey.  Gathering data from dental educators worldwide using a convenience sampling approach.  The research team disseminated the survey to personal contacts and professional associations via direct email, WhatsApp groups, and posts on professional networks on social media platforms such as Twitter and LinkedIn. | The survey received a total of 1516 visits from participants. Of those visits, 428 individuals completed the survey, resulting in a response rate of 28%.  The median age of the respondents was 45 years old. The median number of years of educational experience was 16. About half (53%) of the respondents identified as female, 47% as male.  The respondents represented 66 countries, with the highest proportion from the United States (21%), followed by Chile (15%) and Egypt (4%). | Survey respondents believed AI could enhance dental education in knowledge acquisition (74.3%), research (68.5%), clinical decision-making (63.6%), assessment (60.0%), clinical skills training (38.8%), and other areas (10.0%), including administrative tasks, diagnostics, and critical decision-making.  Respondents perceived that AI chatbots’ role would primarily enhance knowledge acquisition, research, and clinical decision-making, mirroring the broader medical education literature. Facilitating information gathering, evidence-based literature access.  Respondents also reported potential instances of misuse:  Misuse of AI tools for research and assessment purposes. Lack of validity, reliability, and evidence. Lack of a research base and evidence to support the use of AI in dental education. |
| ElSayary (2023) - An investigation of teachers' perceptions of using ChatGPT as a supporting tool for teaching and learning | This study sought to investigate teachers' perceptions of using ChatGPT as a supporting tool for teaching and learning.  Study was conducted with Grade 6–12 teachers working in different private schools in Dubai and Abu Dhabi in the UAE | The study employs an explanatory sequential mixed method design.  Purposive sampling was used to recruit all participants. Eligible participants needed to use ChatGPT in teaching and learning or attend a workshop on how to use ChatGPT in education.  A survey was used to collect quantitative data.  Semi-structured interviews were used to understand teachers' in-depth perceptions, thoughts, and opinions about using ChatGPT in their teaching practices. | 40 grade 6–12 teachers working in different private schools in Dubai and Abu Dhabi in the UAE. Of the participants who attended, 62.50% (25) were females and 37.50% (15) were males.  The range of age differed among participants. The majority were between 35 and 44 years old to form 72.50% (29), 45–54 years old, forming 15% (6) and the least was 25–34 years old, representing 12.50% (5).  Participants (*n* = 7) selected for the interviews were the teachers who participated in the survey and stated that they attended the training on using ChatGPT as a tool for teaching and learning. | Interview participants mentioned ChatGPT is helpful in scaffolding content and supporting learning experiences, and some mentioned that it could be an advanced version of Google Search.  One interviewee explained: “Comparing ChatGPT with Google search, I spend time combining information and tailoring them to develop creative ideas in my lesson plan, and sometimes I am not confident with what I develop. However, ChatGPT helps in this process, and I learn from the ideas generated as it explains how and why the lesson is tailored in a certain way, saves our time, and reduces efforts.”  Participant T1 explained: ChatGPT helped generate assessments and evaluations of students' performances aligned with the learning objectives and provided examples of best practices that can be incorporated into lesson plans.  All teachers agreed that using ChatGPT for lesson planning includes differentiating instruction and creating personalized education plans for students. They added that they could use ChatGPT to generate questions or prompts aligned with Bloom's taxonomy, which can help challenge students at different levels of cognitive complexity.  Participant T1 reported some challenges of using AI tools: …ensuring that the resources and ideas generated by ChatGPT are accurate, relevant, and appropriate for the specific context and learners. The accuracy of the responses depends on the input's quality and the task's complexity.  Participant T3 added: ChatGPT may not always provide perfect responses. Therefore, teachers should monitor the accuracy of responses provided by ChatGPT and correct any inaccuracies or misunderstandings.  Participant T4 explained: “I believe teachers should still carefully review and evaluate the content generated by ChatGPT to ensure that it meets their instructional goals and objectives. The information generated is limited to the information gathered”. |
| Kartal (2024) - The influence of ChatGPT on thinking skills and creativity of EFL student teachers: a narrative inquiry | To investigate the impact of ChatGPT use on the critical thinking and creative skills of EFL student teachers.  The study was conducted in a public university in Turkey. | Narrative inquiry methodology was used.  Weekly written narratives about how participants used ChatGPT in their classrooms and how it affected their ability to think critically and creatively were required of student instructors.  Individual and group interviews with the student instructors were undertaken in addition to the narratives.  Individual semi-structured interviews with each student teacher were done at the conclusion of the semester.  The two groups of student teachers were selected through simple random sampling from a pool of 20 groups. | The study sample comprised of 12 student teachers.  The age of the participants ranged from 21 to 26 years old. Participants were enrolled in an English language teaching programme at a public university in Turkey. | Interviewees explained using ChatGPT as a teaching tool has a wide range of advantages. It enables rapid access to pertinent material, which can improve learning by giving opportunity to examine diverse viewpoints on a subject, simplify complicated ideas, and develop innovative ideas for tasks. According to one educator, “I could get help for critical incidents that are related to not only teaching content but also classroom management’, and ‘It can design activities for different levels”.  Another issue that was raised was the difficulty in telling the difference between one’s own thoughts and AI-generated information, which might impair the capacity for autonomous thought. Participants emphasised the significance of juggling their usage of ChatGPT with independent research and their own critical thought.  According to the interview findings, it’s essential to strike a balance between AI-generated information and original ideas in order to avoid becoming overly dependent on technology and to preserve critical thinking skills. One participant highlighted co-creation with these words: “ChatGPT should be a supplementary resource rather than primary sources of information. Also, best result can be achieved by working together. For example, a brainstorming activity with ChatGPT is very useful”. To verify accuracy and prevent bias, participants suggested cross-referencing the AI-generated information with other reliable sources, such as textbooks, articles, and course materials.  Additionally, they emphasised the value of actively participating in conversations with teachers and peers to confirm the facts and refute any discrepancies. According to one participant, “I always make sure to compare the content generated by ChatGPT with other sources and engage in discussions with my colleagues to ensure its accuracy and credibility”. |
| Chiu (2023) - The impact of Generative AI (GenAI) on practices, policies, and research direction in education: a case of ChatGPT and Midjourney | Study aimed to investigate how GenAI and a Midjounery programme changed a school education provision from teachers’ perspective.  The research was conducted in China across multiple primary and secondary schools. | Purposeful sampling was used to select participants.  Before collecting the qualitative data, all participants attended one 2-hour seminar and two 3-hour workshops on ChatGPT and Midjournery run by the project leader.  The participants completed an open-ended questionnaire to express their views on the four key domains and two major learning outcomes outlined in the conceptual framework.  After the survey, the project leader and two research assistants conducted and audio recorded 14 focus groups (4-5 per group) with the participants (mean duration: 86 minutes). | Collected different views from teachers working across 30 primary and secondary schools. The schools have different backgrounds in terms of students’ academic ability (including weak to strong academic performance).  2-4 teachers were recruited from each school, resulting in 88 teacher participants. Their ages ranged from 25 to 59 years old; 43 of them were female and 45 were male.  Fourteen of them were English Language teachers, 12 were Chinese Language, 13 were mathematics, 13 were science, 14 were humanities, 14 were technology, and 8 were art, physical education, and music. Moreover, thirty-nine of them were school leaders (i.e., subject panel, vice-principal or principal). | The participants suggested that ChatGPT could support school educational decision-making with evidence and recommendations. For example, what activities should be used by students with attention deficit hyperactivity disorder? What is a positive educational policy? This is because ChatGPT can provide analyzed data from different resources as evidence or recommendations to the management team for decision-making.  School leaders explained they needed to learn more about how ChatGPT can help them analyse data for decision making. |
| Alammari (2024) - Evaluating generative AI integration in Saudi Arabian education: a mixed-methods study | Study investigated the ramifications of implementing GAI in the higher education context of Saudi Arabia. | Research employed a mixed-method approach, combining quantitative data collection through surveys and qualitative data collection through interviews to gather insights from educators in Saudi institutions.  In evaluating generative AI integration in Saudi Arabian education, participants were systematically chosen and recruited to ensure a representative sample reflective of the targeted educational context. | A total of 140 participants responded to the survey. The participants were educators in Saudi higher institutions. After removing incomplete or missing data, 125 were used for the analysis.  Qualitative data was collected by conducting detailed interviews with three experienced educators in higher education in Saudi Arabia. | After seeking out survey respondents’ perceptions of GAI integration in education, participants explained GAI tools have enhanced their professional development (4.25 mean score out of 5; SD 1.23).  Participant 2 reflected on the impact of GAI on their growth: “Personally, I've found that integrating GAI into my teaching has been a significant boon for my professional development. It has forced me to adapt, learn new technology, and explore innovative teaching methods, which has been a fulfilling and intellectually stimulating journey.” (p. 8)  A recurring theme underscored the necessity for a balanced approach, promoting utilizing both traditional and AI-based sources. Additionally, participants deliberated on GAI’s impact on professional development, emphasizing the need to adapt and acquire proficiency in new technologies within the educational landscape (p. 9). |
| Hasanein & Sobaih (2023) - Drivers and Consequences of ChatGPT Use in Higher Education: Key Stakeholder Perspectives | Research sought to examine the perceptions of educational stakeholders (i.e., students, faculty, and education leaders) regarding ChatGPT use in higher education, especially its drivers and various consequences.  Research was conducted in Saudi Arabia higher education context. | A qualitative methodology was used. Purposive sampling was employed.  Interviews were conducted with students and educators at public universities in Saudi Arabia. | Participants included students, academics, and leaders in the Management, Accounting, Finance, Economics and Quantitative Methods departments.  Interviews were conducted with 85 students. There were more male participants (82%) than female (18%), due to the limited accessibility of female students to KSA.  These were followed by 32 interviews with faculty members, followed by interviews with 21 education leaders and experts.  There was almost equal participation of male and female academics, but we saw the limited participation of female leaders | It was reported that ChatGPT may assist the faculty in explaining challenging concepts more effectively, ensuring that their teaching resonates with students, allowing educators to stay up-to-date with the latest research, and pedagogical techniques. |
| Davis and Lee (2023) - Prompt: ChatGPT, Create My Course, Please! | This case study aimed to use ChatGPT to create curriculum topics and lesson plans for a course focusing on AI and education for graduate school students.  Research was conducted in a university in southwest Korea. | The study employed a case study methodology.  To study the AI design of a course, all topics taught during the semester were generated through prompts in ChatGPT.  Two types of research data were collected: (1) each participant’s early-semester and end-of-semester individual interviews and (2) each participant’s four reflection journals throughout the semester. | Participants included three graduate students (one middle school and one high school teacher), and one university IRB Officer), one in a master’s program, and two in a doctoral program enrolled at a university in southwest Korea.  The class was designed for all graduate students in the Department of Education, but only students studying Educational Technology registered for the course.  The age range of the participants spanned from the mid-thirties to late forties, and all had prior professional experience in educational settings. | A limitation mentioned by participants was the potential for outdated or inaccurate information. When using ChatGPT, users are informed that the AI system’s training data will extend only up to September 2021, limiting its ability to offer current updates in technology.  The AI approach generated false research articles by well-known authors and journals in the field with complete DOI numbers. These inaccuracies made it unsuitable for finding external reading materials for graduate-level coursework. The risk of outdated or incorrect information was an issue when using AI to generate lesson plans and activities. |
| Derakhshan & Ghiasvand (2024) - Is ChatGPT an evil or an angel for second language education and research? A phenomenographic study of research-active EFL teachers' perceptions | This study investigated how research active EFL teachers perceive ChatGPT and its potentials for L2 learning, teaching, assessment, and research.  Research was conducted in higher education context in Iran. Participants were teaching English in different state universities in Tehran majoring in applied linguistics and English language literature. | This study used a phenomenographic research design.  Semi-structured interviews were conducted in this study.  The participants were selected through purposive sampling. | The participants of this study included 30 EFL teachers, who were active in L2 research and practice.  The sample included both genders (males = 17, 56 %, females = 13, 43%) with their ages spanning from 30 to 51 years (M = 39.65, SD = 6.10).  They were teaching English in different state universities in Tehran majoring in applied linguistics and English language literature. | Teacher 6 explained: I think this bot is good enough for research in that it can save our time finding resources and information related to our research topic.  Teacher 16 stated: To me one of the first uses of ChatGPT in L2 research is educating basic researchers on how to create a first draft of their essays and articles. Although it is not flawless, it can place the first foundation stones.  Some participants explained: AI tools and help to supplement traditional teaching approaches (5 respondents). |
| Tapan-Broutın (2024) - Exploring Mathematics Teacher Candidates' Instrumentation Process of Generative Artificial Intelligence for Developing Lesson Plans | Investigated how mathematics teacher candidates utilize ChatGPT during the lesson planning process.  Conducted in Turkey in a higher education context. | This research is qualitative research and is designed as a case study.  Pre-service mathematics teachers who had no initial experience of preparing lesson plans with ChatGPT were considered as the unit of analysis.  Prior to the research, structured interviews were conducted with teacher candidates.  After all participants accessed ChatGPT, they were provided with instructions to integrate ChatGPT into the process of developing a lesson plan for teaching a subject of their choice at the middle school level.  The data collection tools used in the study included participants’ journals filled out at least once a week when interacting with AI, screenshots of participants’ conversations with ChatGPT, and participants’ lesson plans. | The participants included ten mathematics teacher candidates enrolled in the second year of a state university in western Turkey.  All the participants were female. | As shown in table 3, a tutor-type utilization, 8 teachers reported using generative AI tools to “Obtaining the scientific knowledge” and 10 teachers reported using the tools to “Obtaining the pedagogical knowledge”. Teachers’ used prompts such as ““How can I teach algebra to students?”  Guide-type utilization was used to “consult for ideas” (10 teachers) and “seeking for suggestions” (10 teachers). In this type of utilization, teacher candidates consult ChatGPT for ideas and employ methods such as accepting and filtering appropriate suggestions to create a new, original, and personalized lesson plan according to their own schemes.  Four teachers reported: “Seeking for complementary information to satisfy his/her expectations”.  Findings showed that some teacher candidates had used ChatGPT to seek approval for their ideas; this type of utilization is referred to as “validator-type utilization”. In this type of utilization, teacher candidates expressed their own ideas for a specific task and sought validation from ChatGPT.  Similarly, T8, in her journal, used the following statements regarding the validator-type utilization of ChatGPT: “I wanted to ask if the material is suitable for the 7th-grade level, and it told me that the material is appropriate for the 7th-grade level and can provide effective learning through the use of proper teaching methods”.  The analysis revealed that when there were deficiencies or inaccuracies in the response generated by ChatGPT, teacher candidates requested corrections or adjustments from ChatGPT to align it with their requirements. The statements mentioned by T5 in her journal regarding the adjuster-type utilization are as follows: “No matter how much I tried to provide detailed information, it couldn’t come up with anything logical, or rather, the story wasn’t really relevant to the subject”.  In this way, teacher candidates approached ChatGPT to obtain a lesson plan suitable for themselves by explaining their limitations and desires and requesting a plan aligned with that content. For instance, T5 stated her requirements (e.g., the subject of factoring), desires (e.g., compatibility with the 5E instructional model, using an interesting story to grab attention), and limitations (e.g., one class hour) regarding the lesson plan she wanted to create, and asked ChatGPT to generate a plan that satisfies all these conditions.  The modifications made by the teacher candidates to the lesson plans generated by ChatGPT primarily included structural changes, changes related to classroom management, changes related to pedagogical knowledge, changes related to content knowledge, and changes related to technological content knowledge. |
| Department for Education, UK Government (2024) - Generative AI in education: Educator and expert views | To explore the opportunities and risks for GenAI in education.  Focus on education at different levels across England. | This report draws on primary qualitative and quantitative research as well as published information from a range of government, academic and private sector organisations.  The methodologies underpinning the findings are varied, including weighted representative online panels, non-representative samples, and annual snapshot surveys. Interviews were also carried out with a sample of educators. | Educators working in 23 educational settings across England were interviewed.  Participants included two educators from early years, nine educators from primary schools, eight educators from secondary schools. four educators from further education (FE) institutions, three educators from higher education (HE) institutions and two educators from special schools and SEND provision.  DfE – School and Colleges Panel (April 2023 wave). | Generative AI applications reported by educators (n=280) included: research and writing aid; using GenAI tools to support research tasks, including researching a topic or concept and summarising articles, books and videos.  Teachers from a grammar school are currently experimenting with GenAI across a range of applications including content creation, language learning, as a homework and revision aid, and as a personal research assistant (such as for the Extended Project Qualification). |
| Al-Mughairi, H., & Bhaskar, P. (2024). Exploring the factors affecting the adoption AI techniques in higher education: insights from teachers' perspectives on ChatGPT | Research aims to study ChatGPT adoption from teachers’ perspectives. This study also investigated the specific factors that inhibit and motivate teachers to adopt ChatGPT for educational purposes.  The study is conducted at the University of Technology and Applied Sciences (UTAS), Oman. | Involved an interpretative phenomenological analysis.  Teachers who were aware of ChatGPT or using ChatGPT for educational purposes were only selected as a participant.  To gather data from the teachers, semi-structured in-depth interviews were conducted. | The final sample was restricted to 34 teachers from a higher education institution in Oman. | Teachers stated concerns regarding the reliability and accuracy of the information provided by ChatGPT. They emphasize that they need to check information generated by ChatGPT before incorporating it into their teaching practice. Teachers recognize that ChatGPT doesn’t possess the necessary expertise or contextual understanding required for producing high-quality and accurate literature reviews.  Respondent 7 explained: I have concerns about the reliability and accurateness of the data provided by ChatGPT. I need to be cautious and critically evaluate the information generated by ChatGPT to ensure its accuracy and reliability before incorporating it into their teaching practice.  Respondent 24 explained: I am worried about the incorrect or misleading responses generated by ChatGPT. Many times I noticed that information generated by ChatGPT is inaccurate, especially when I am using it for writing a literature review for research. I have to still depend on traditional sources for writing literature reviews.  Respondent 24 explained: The integration of ChatGPT for educational purposes has helped me in my professional development. I use ChatGPT mainly for teaching and research purpose. It is really helpful in exploring research ideas, suggesting research questions also giving impressive recommendations.  Respondent 25 explained: By exploring the use of ChatGPT, I have been able to enhance my technological skills and stay updated with emerging technologies, which has been invaluable for my professional development as a teacher. |
| Nguyen Thi Thu (2023) - EFL Teachers’ Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University | Study examined how EFL teachers at Van Lang University utilize ChatGPT in their language teaching practices.  Van Lang University is a private university in Vietnam. | An online questionnaire was used to collect quantitative data, while structured interviews were used to collect qualitative data.  Ten people were chosen to participate in structured interviews using the purposive and judgment sample approach.  An online questionnaire of 34 questions was offered to collect data for three study subjects, comprising one open-ended question, two multiple-choice questions, and 31 five-point Likert scale questions. | Twenty experienced professors responded to an online questionnaire given on the website of the Faculty of Foreign Languages. Instructors had extensive experience teaching writing and skill in using ChatGPT.  Qualitative data was acquired via structured interviews with ten instructors at Van Lang University who were chosen based on their expertise in utilizing ChatGPT to teach English to EFL students. | 10% of the interviewees employed ChatGPT in all of their lessons because they believed it to be an effective tool for recommending reading materials, summarizing concepts, and generating outlines for research-oriented courses.  Participant 7 explained: “I employ ChatGPT in teaching all lessons in the research methodology course since it is effective to help teachers summarize ideas in research articles, generalize outlines and provide different research products for reference”. |