Preparing Teachers for AI Classrooms

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Academic Insights

This qualitative study explores pre-service teachers' perceptions of AI integration, AI literacy development, and self-directed learning through semi-structured interviews analyzed thematically within teacher education contexts.

The findings highlight tensions between perceived instructional benefits and ethical concerns, revealing gaps in institutional support, practical experience, and ethical preparation for AI-enhanced teaching.

Apply This Now

Embed structured opportunities for hands-on AI exploration within teacher education programs.

Add This in Your Lesson

Integrate ethical discussion and data-privacy scenarios into AI-focused teacher training activities.

Avoid This Mistake

Framing AI literacy as a purely technical skill disconnected from pedagogical judgment.

Keywords

AI literacy; Teacher education; Pre-service teachers; Ethical AI; Self-directed learning

Reference

Kohnke, L., Zou, D., Ou, A. W., & Gu, M. M. (2025). *Preparing future educators for AI-enhanced classrooms: Insights into AI literacy and integration*. Computers and Education: Artificial Intelligence, 8, 100398. https://doi.org/10.1016/j.caeai.2025.100398

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