Analysis on the Study of Artificial Intelligence in Teaching

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KKEKSH, being in continuous monitoring and collaboration with Catholic schools throughout Albania, and adapting to the epochal shift in technology—especially artificial intelligence—has undertaken a study on the need to use artificial intelligence in teaching.

A questionnaire was prepared using Google Forms, which was answered by 63 staff members from 10 educational institutions, including:

1. Giuseppe Gras

2. Don Bosco

3. Father Shtjefën Gjeçovi

4. Sacred Heart of Christ

5. Vincenc Prendushi

6. Rogationists

7. Vincenc Prendushi

8. Murialdo Social Center

9. Rogationists Non-Public High School

The study focuses on four main sections.

Section 1 is based on general data, where the majority of respondents are female. It includes a wide range of ages, from under 30 to over 60, with fewer responses from those over 60. Educational backgrounds in teaching vary from pre-school to higher education, including vocational education. Teaching experience among the respondents ranges from five years and up, with most having between 11 and 20 years of experience.
Most respondents belong to social fields such as language arts, artistic expression, pedagogical support, social sciences, and history, while a smaller portion—about 20.6%—are from natural sciences such as mathematics and technology.

Section 2 refers to the perception and experience of using AI in teaching.
88.9% of respondents feel capable of independently using technology through AI tools.
52.4% can prepare lesson content using AI.

Regarding testing and assessing student knowledge, 49.2% partially agree. While teachers are generally well-versed in using AI and find it easy to use, they face challenges in designing and evaluating student tests. Additionally, question 14 shows that if an issue arises with didactic tools, 58.7% partially know how to seek help.

82.6% are able to create teaching materials with the help of AI.

91.5%, either fully or partially, are interested in AI tools that contribute to their professional development, indicating a strong need for continued improvement.

Now, with exposure to AI, 79.4% use AI support to carry out classroom activities, highlighting a need for teachers to update their knowledge not only in terms of finding activities but also in building their capacity through information selection and exposure to websites and programs that support teaching methodologies for engaging students.

68.3% express ongoing interest in seminars and involvement with new AI tools to improve their teaching skills. They not only appreciate the facilitation AI offers but also the time saved in organizing and planning methods.

They now believe that integrating AI tools is very important for education.

Section 3 includes perceptions and concerns about AI in teaching.

What stands out is that despite the evident benefits and facilitation AI offers (as seen in section 2), around 30.2% of respondents express concerns that AI may negatively affect student behavior and learning outcomes.

This is further supported by question 31, which specifically aims to assess the consistency of responses from section 2.

Question 31 asks whether AI tools lower the level of teaching quality:

– 36.5% disagree and do not believe AI reduces their teaching level

– 15.9% partially disagree

In support of this, 44.4% do not believe the learning process becomes boring through AI tools.

Section 4 focuses on the usefulness of AI in teaching.

– 30.2% think AI tools negatively affect student success

– 25.4% believe AI tools in teaching will improve student achievement

– 54% partially agree

Main Challenges Identified

On one hand, the teaching staff shows ease in preparing didactic materials, organizing lessons, and saving time using AI tools. On the other hand, there is skepticism regarding Gen Z and Gen Alpha students.

Despite their strong knowledge of AI, it is crucial how we approach these generations. Therefore, the main challenge for teachers today, despite their knowledge of AI, is understanding student profiles and the characteristics of Gen Z and Gen Alpha in order to adapt AI methods effectively and remain impactful.

Conclusions and Recommendations

– Artificial intelligence is now seen as a facilitative tool in both everyday life and teaching methodologies.

– Teachers have adapted to AI tools and express interest in learning more.

– Teachers still have doubts regarding the learning process.

Recommendations

– Continuous teacher training and capacity building for the use of AI tools

– Development of practical manuals for teachers on AI teaching methods

– Development of student manuals on digital citizenship and ethical use of technology

– Encouragement of AI use to promote more personalized and interactive teaching

– A platform for sharing best practices among Catholic institutions

Report prepared by

M.Sc Estela Pemaj