

CHATGPT AND AI IN K-12 EDUCATION: VIEWS AND PRACTICES OF GREEK TEACHERS

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Abstract

The study aims to explore teachers' views and practices on the use of ChatGPT in education, analyzing survey answers from 106 teachers about effectiveness, challenges, and possible opportunities. Findings suggest a moderate level of familiarity with ChatGPT, alongside a high potential for the facilitation of personalized learning. Moreover, concerns regarding data privacy, algorithmic bias, and the necessity for adequate training and support were reported as significant challenges. This research underscores the need for rigorous teacher training, the formulation of relevant policies, and support towards an effective and ethical use of AI in education.