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ARTIFICIAL INTELLIGENCE IN THE CLASSROOM: REDEFINING TEACHING SKILLS

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Abstract

Artificial intelligence (AI) is reshaping educational practices, requiring teachers to acquire new competencies and engage with complex ethical issues. This qualitative study explores the perceptions and practices of 28 Lebanese schoolteachers regarding AI integration. While 82% were familiar with AI, only 29% applied it instructionally. Key barriers included limited training, lack of institutional support, and ethical concerns such as data privacy and algorithmic bias (UNESCO, 2021; Zawacki-Richter et al., 2019). Teachers emphasized the need for professional development aligned with pedagogical goals (Holmes et al., 2022; Luckin et al., 2016). Three profiles emerged—reluctant users, early adopters, and critical skeptics—highlighting varied readiness. Findings call for reflective, ethically informed teacher training (Castañeda & Selwyn, 2018).

Keywords: Artificial Intelligence, Teacher Training, Digital Competencies, Ethics