



## Technological Literacy Without Age Limits: An Empirical Study of AI Training in The Lithuanian Teacher Population

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### Abstract

Can a two-hour, hands-on workshop move an age-diverse teaching workforce from curiosity to confident, equitable use of AI? This study probes that implementation gap in Lithuania, where anxieties about a digital divide and an aging profession remain acute. The evaluation tested whether short, practice-based professional development (PD) shifts AI self-efficacy, perceived usefulness, and intention to use: which instructional features drive change; whether age moderates effects; how leadership support conditions outcomes and whether immediate intention predicts uptake three weeks later. Using a quasi-experimental pre-post design with a three-week follow-up, in-service teachers completed applied AI tasks aligned to authentic classroom scenarios. Workshops reliably increased self-efficacy and perceived usefulness and, in turn, heightened intentions to use AI – post-test intention predicted reported use at follow-up. Age did not independently depress intention at three weeks, but instead, a boundary condition hiding in plain sight proved decisive: leadership support! Under weak support, older teachers reported weaker intentions and slower adoption, but with visible endorsement, time allowances, and collegial help, age-group differences flattened. These results suggest that brief, practice-rich PD can unlock motivation – if embedded in supportive school climates. It remains compelling to probe which micro-design moves within a two-hour workshop tip intention into sustained practice, and how much support is “just enough” to neutralize age-linked hesitations. The presentation will unpack these patterns and highlight surprising non-effects alongside robust

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