

20 - 22 February 2026

Barcelona , Spain

Integrating Generative AI for History Instruction in Primary Education: Evidence from a Case Study to 6th Graders

Despina Banti , Dimitrios Papakostas

International Hellenic University, Greece

Abstract

The study investigates the impact of integrating Generative Artificial Intelligence (GenAI) tools into the History lesson on student motivation in a 6th-grade primary school setting, focusing on the historical unit of the Exodus of Messolongi. Adopting a case study design with a convenience sample of 15 students at the Kato Nevrokopi Primary School, the research utilized a modified version of the ARCS Model (Attention, Relevance, Confidence, and Satisfaction) via the Instructional Material Motivation Survey (IMMS) questionnaire. The quantitative analysis revealed a significant positive effect across all four dimensions, with mean scores consistently high on a 5-point Likert scale ($M > 4.10$) and high internal consistency ($\alpha > 0.716$). Specifically, Relevance ($M = 4.17$) and Satisfaction ($M = 4.16$) showed slight superiority over Attention ($M = 4.14$) and Confidence ($M = 4.11$), indicating that the GenAI-aided material was strongly perceived as connected to students' interests and resulted in an enjoyable, effective learning experience. The findings suggest that GenAI can foster engaging and personalized educational experiences in primary education, though the limited, non-probabilistic sample dictates the need for future, more extensive quantitative and qualitative research.

Keywords: Artificial Intelligence, Generative AI, Chat GPT, Education, History, Primary Education, ARCS Model, Exodus of Messolonghi, Convenience Sampling