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Reframing AI in Teacher Preparation: Preservice Teachers' Agency, Ethics, and Equity through a Critical Technology Lens

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Abstract

The growing use of artificial intelligence in teacher education has created new opportunities for lesson planning, instructional design, assessment, and professional learning. At the same time, it has raised important questions about teacher autonomy, ethical responsibility, equitable access, cultural relevance, and the growing influence of technology providers on educational practice. While much of the current research focuses on AI literacy, readiness, and perceived usefulness, fewer studies examine how preservice teachers understand these broader social and professional implications.

This study explores preservice teachers' perceptions of artificial intelligence in teacher preparation through the lens of Critical Theory of Technology. The study focuses on four main areas: professional autonomy and agency, institutional and technical conditions, equity and power, and ethical responsibility. A cross-sectional mixed-methods design will be used with preservice teachers at Kuwait University. Data will be collected through a bilingual Arabic-English questionnaire combining Likert-scale items with open-ended questions.

The study aims to identify the conditions under which AI is perceived as supporting or constraining future teachers' professional judgment and to examine concerns related to access, bias, language, cultural relevance, privacy, and institutional expectations. Findings are expected to contribute to a more critical understanding of AI integration in teacher education and to inform the development of more responsible, equitable, and context-sensitive approaches to preparing future teachers for AI-enhanced educational environments.

Keywords: Artificial Intelligence, Preservice Teachers, Teacher Education, Ethics, Critical Theory of Technology