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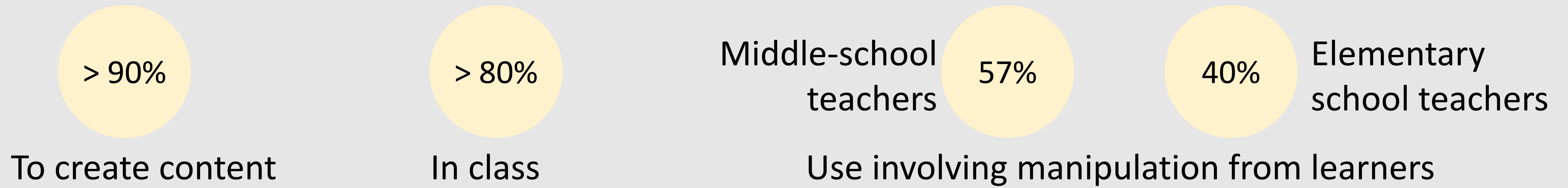
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Acceptability of technology involving artificial intelligence among future teachers

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Use of digital technologies by French teachers (PROFETIC, 2018, 2019)



Study

UTAUT questionnaire

AI-technology use in education

- From 0 to 10
- Performance expectancy (PE)
- Effort expectancy (EE)
- Social influence (SI)
- Facilitating conditions (FC)
- Intention to use (IU)



List of pedagogical tasks

Participants had to indicate how much they think AI could be useful in these cases (from 0 to 10).

Participants

- 406 French future teachers (master degree)
- 282 women, 122 men, 2 responded « other »
- Mean age = 25.63, SD = 6.91
- 213 in elementary school formation
- 193 in middle-school formation
- Control variable: prior experience with new technology

Results and Discussion

Elementary school teachers :

- **Performance expectancy**
- **Generating course content**
- **Help in assisting students**
- **Help for detecting learning difficulties**

- Elementary school teachers seem more willing to accept the help from AI for tasks implying no interaction with students.
- Maybe elementary school teachers consider their job as more focused on teacher-students interaction (guidance and support) than middle-school teachers (cf. Midgley et al., 1995).
- AI may represent a bigger threat (job disappearance in favor of AI) for elementary school teachers (cf. Mirbabaie et al., 2021).