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Artificial Intelligence Literacy: Narratives of Social Studies Teachers in Private School Settings

Sheila G. Gubat

Department of Education – Jireh Alliance School Of Kidapawan City

ABSTRACT

The integration of artificial intelligence (AI) in education is transforming teaching and learning experiences, yet its adoption presents challenges that require deeper exploration. This study employs a qualitative phenomenological design to investigate how private school teachers in Kidapawan City conceptualize AI's role in education. Using thematic analysis, insights were gathered from 20 teachers, focusing on their experiences, strategies, and concerns related to AI integration. Findings reveal that AI enhances teaching by streamlining administrative tasks, personalizing learning experiences, and fostering student engagement. However, challenges such as limited teacher training, resource constraints, and ethical concerns hinder its full implementation. Teachers emphasize the importance of AI literacy for critical thinking and responsible use, ensuring students understand both the benefits and risks of AI-driven technologies. Additionally, integrating engaging and interactive strategies, such as storytelling and problem-solving, simplifies AI concepts and makes learning more accessible. The study highlights the need for targeted professional development programs and infrastructure support to maximize AI's educational benefits. Findings suggest that educational institutions should invest in teacher training, curriculum development, and AI literacy programs to bridge knowledge gaps and promote responsible AI use. Future research should explore effective pedagogical approaches and address equity concerns in AI integration across diverse learning environments.

INTRODUCTION

Teaching is best effective when it is coupled with artificial intelligence. It cannot be denied that AI is dominating the parlance of teaching. Teachers and students alike used it to further enhance their skills. Aside from that AI helps teachers to expand their horizon and in making teaching-learning in Social Studies full of surprises.

Artificial Intelligence has been widely used in teaching (Fitria, 2021). For example, in the teaching of Social Studies, teachers' literacy played a crucial role in making the delivery of learning memorable for the learners (Chen et al., 2020). They are able to internalize the value of the lesson and could be able to apply it contextually.

As a matter of fact, AIs have brought significant changes into the society (Southgate, 2019; Chen et al., 2020). Its ever-ever changing structure presented that is crucial in the literacy of social studies teachers. It is all known that many teachers and students have been using this for the purpose of learning, but other have been engaging to escape from the difficulties of the lessons.

Nevertheless, studies related to AIs are situated within the boundary of education (Kang, 2022; Sperling et al., 2024), on the competencies (Long & Magerko, 2020), and on the AI literacy education among students (Mertala et al., 2022). Although, a similar study was conducted by Yetisensoy and Rapoport (2023), however, it applied the quantitative approach. The current study will explore qualitative-phenomenology; thus, the gap of the study is presented.

More importantly, this study is crucial for the teachers. Their literacy towards Artificial Intelligence will lead them to be more responsible of its usage. Above all, this will listen the narratives of the social studies teachers in the private schools in the Schools Division of Kidapawan City.

Research Questions

This study aims to determine the artificial intelligence literacy among the private school elementary school teachers teaching social studies. Specifically, it answers the following questions:

Phase 1. Exploring Perceptions and Challenges: Understanding of teachers' perspectives and experiences integrating artificial intelligence in Social Studies

1. How do social studies teachers in private school settings perceive the importance of integrating artificial intelligence literacy?
2. How do social studies teachers in private school settings conceptualize artificial intelligence and its implications for society?

3. What are the experiences and challenges faced by social studies teachers in private schools when teaching artificial intelligence literacy?

METHODOLOGY

This chapter provides the overview of the research design, locale of the study, research instrument, research participants, data gathering procedure, data analysis, and ethical considerations.

Research Design

This study utilized qualitative-phenomenology in investigating the artificial intelligence literacy among the social studies teachers. In particular, qualitative is an approach wherein there is no need to apply numerical value in orders to interpret the data. Usually, it uses the responses, narratives, pictures, and documents in order to make meanings (Hennink et al., 2020).

At one hand, phenomenology seeks to understand the experiences of people. In particular, the gathering of the data involves in-depth interviews, observations, and analysis of the informants' descriptions and reflections in order to discover themes, patterns, and structures underneath their lived experiences. It emphasizes the importance of bracketing or setting aside preconceptions and biases to approach the phenomenon with openness and curiosity, allowing the essence of the experience to emerge through the exploration of participants' perspectives (Alase, 2017).

On the other hand, this is qualitative since it focuses only on the artificial intelligence literacy among elementary teachers who teach social studies. Correspondingly, this will explore the concept of phenomenology since it will uncover the lived experiences of these teachers on AI literacy. The conduct of this study will provide a deeper understanding of AIs role in teaching-learning process.

Locale of the Study

This study was conducted in Kidapawan City. Specifically, among the private elementary schools.

Research Instrument

The researcher used important instruments in the gathering of the data. A camera or a phone will be used in recording the responses of the informants. Also, the researcher will use the pen and paper to write down her observations. Above all, an interview guide question will be used to gather the necessary data.

Research Participants

The participants of the study were chosen using the purposive sampling. In particular, the researcher used the criterion-based sampling. Hence, the following criteria were applied in the selection of the informants:

1. An elementary teacher;
2. Specializes in Social Studies; and
3. Teaching in one of the private schools in Kidapawan City

Data Analysis

Thematic analysis is a method of qualitative analysis used to identify, analyze, and report patterns (themes) within data. It involves systematically organizing and interpreting qualitative data, such as interview transcripts, focus group discussions, or written documents, to uncover underlying themes or patterns of meaning.

RESULTS AND DISCUSSIONS

This chapter presents the findings of the study, analyzing the insights of private school teachers in Kidapawan City on the integration of AI in education through thematic analysis.

Themes on Social Studies teachers in private school settings perceive the importance of integrating artificial intelligence literacy

AI's Impact on Society and Ethical Considerations. Private school social studies teachers recognize the importance of AI literacy in preparing students for a rapidly evolving world. They perceive AI as a tool that enhances critical thinking, ethical reasoning, and societal awareness, ensuring students understand both its benefits and risks. By integrating AI discussions into their lessons, teachers aim to foster responsible digital citizenship and equip learners with the skills to navigate an AI-driven society. Their perspectives highlight the need for professional development and curriculum support to effectively teach AI concepts.

Educational policies should encourage the integration of AI tools in Social Studies to streamline teachers' workload, improve instructional efficiency, and enhance student engagement.

Integrating AI into the Social Studies curriculum is important because it can simplify educators' work. Teachers recognize the potential of AI tools to enhance learning experiences and personalize instruction. (IDI 1 Q 1.1)

Integrating AI into the Social Studies curriculum can enhance student learning by simplifying complex tasks, allowing learners to focus on critical thinking and deeper analysis.

AI is important into Social Studies curriculum because it makes the learners' tasks easier. (IDI 3 Q 1.1)

The integration of AI literacy in social studies education is increasingly recognized as crucial for preparing students to engage with ethical and societal challenges posed by artificial intelligence. Studies suggest that AI influences social structures, decision-making, and privacy, requiring educators to equip students with critical thinking skills to assess both its benefits and risks (Zawacki-Richter et al., 2019). Research highlights that private school teachers, who often have more curriculum flexibility, perceive AI literacy as a tool for fostering responsible digital citizenship and ethical awareness (Selwyn & Aagaard, 2021). By embedding AI discussions into social studies, teachers help students navigate the complexities of automation, bias, and data ethics, ensuring they are prepared for an AI-driven society (Luckin, 2018).

AI Literacy for Critical Thinking and Responsible Use. Social studies teachers in private schools view AI literacy as essential for developing critical thinking and responsible decision-making among students. They believe that understanding AI's influence on society helps learners analyze information, question biases, and make ethical choices in an increasingly digital world. By integrating AI literacy, teachers aim to prepare students to engage thoughtfully with technology rather than passively consuming it. Their perspective underscores the need for structured AI education to foster informed and responsible digital citizenship.

Teaching AI in Social Studies helps students build critical thinking skills. It allows them to see how technology affects society. It also guides them to become responsible users in a digital world.

Teaching AI in Social Studies matters because it helps students think critically about technology, recognize its impact on daily life, and become responsible users. (IDI 4 Q 1.1)

AI literacy in Social Studies helps students see its impact on society, politics, and the economy. It promotes critical thinking about privacy, ethics, and fairness. Learning about AI prepares students to engage responsibly in a technology-driven world.

Integrating AI literacy into Social Studies helps students understand how AI impacts society, politics, and the economy. It encourages critical thinking about issues like privacy, ethics, and fairness. By learning about AI, students are better prepared to engage thoughtfully in a technology-driven world. (IDI 5 Q 1.1)

AI education helps students develop awareness, skepticism, and informed decision-making skills for the modern world.

By incorporating AI education, we empower students to navigate the modern world with awareness, skepticism, and informed decision-making. (IDI 6 Q 1.1)

AI literacy plays a crucial role in fostering critical thinking and responsible digital engagement among students, particularly in social studies education. Research indicates that AI impacts decision-making processes, media consumption, and civic engagement, making it essential for students to develop analytical skills to evaluate AI-driven information critically (Ng et al., 2021). Private school educators, who often have greater flexibility in curriculum design, recognize the need to integrate AI literacy to help students navigate ethical dilemmas, misinformation, and algorithmic biases (Selwyn & Aagaard, 2021). By embedding AI discussions into social studies, teachers empower students to become responsible digital citizens capable of making informed decisions in an AI-driven world (Luckin, 2018).

AI as a Necessary Skill for the Digital Age. Social studies teachers in private schools recognize AI literacy as a crucial skill for navigating the digital age. They perceive it as necessary for students to understand how AI shapes economies, politics, and social interactions. By integrating AI literacy, teachers aim to equip learners with the ability to critically assess digital information and adapt to technological advancements. This perspective highlights the growing need for education systems to prepare students for an AI-driven future.

AI literacy in Social Studies helps young learners understand its impact on society, use it responsibly, and prepare for the future.

Integrating AI literacy into the Social Studies curriculum in elementary school is not just about teaching technical skills but empowers young learners to understand AI's impact on society, engage in responsible AI use, and prepare for a future shaped by this transformative technology. (IDI 7 Q 1.1)

Students must understand its capabilities, limitations, and ethical implications to become responsible citizens.

Integrating AI literacy is crucial because AI is transforming society, impacting governance, economics, and social interactions. Students need to understand AI’s capabilities, limitations, and ethical implications to become informed and responsible citizens in an increasingly AI-driven world. (IDI 8 Q 1.1)

It encourages critical thinking, responsibility, and readiness for a world shaped by AI.

It is important to integrate Artificial Intelligence literacy into Social Studies because it helps students better understand and analyze history, society, and technology. In this way, they learn to be more critical, responsible, and prepared for a world where AI plays a significant role in everyday life. (IDI 11 Q 1.1)

Artificial intelligence has become a fundamental skill for navigating the digital age, making AI literacy essential in education. Studies highlight that AI influences various aspects of society, including economics, politics, and communication, necessitating its integration into the social studies curriculum (Luckin, 2018). Private school educators recognize that equipping students with AI literacy fosters digital competence, preparing them to critically engage with AI-driven technologies and societal changes (Ng et al., 2021). By embedding AI concepts into social studies, teachers help students develop analytical and ethical reasoning skills, ensuring they can adapt to an increasingly AI-driven world (Selwyn & Aagaard, 2021).

AI's Impact on Society and Ethical Considerations. AI literacy is essential for understanding its impact on society and ethical considerations. Teachers in private schools recognize that AI influences decision-making, privacy, and social structures, requiring students to critically evaluate both its benefits and risks. By integrating AI literacy, educators aim to foster responsible digital citizenship and ethical awareness in an increasingly automated world. This approach ensures that students are prepared to navigate the societal challenges and moral dilemmas posed by AI technologies.

Integrating AI literacy into the Social Studies curriculum in elementary school is not just about teaching technical skills but empowers young learners to understand AI's impact on society, engage in responsible AI use, and prepare for a future shaped by this transformative technology. (IDI 7 Q 1.1)

Students gain a deeper understanding of historical patterns, global perspectives, and ethical decision-making in a world shaped by technology.

It helps students engage with historical patterns, global perspectives, and ethical decision-making in a technologically evolving world. (IDI 9 Q 1.1)

Developing critical thinking skills helps learners become responsible and gain a deeper understanding of history, society, and technology in an AI-driven world.

It is important to integrate Artificial Intelligence literacy into Social Studies because it helps students better understand and analyze history, society, and technology. In this way, they learn to be more critical, responsible, and prepared for a world where AI plays a significant role in everyday life. (IDI 11 Q 1.1)

Awareness of both the benefits and drawbacks of artificial intelligence helps learners engage with AI responsibly in the social studies curriculum.

Including AI in the social studies curriculum helps students understand both the benefits and drawbacks of artificial intelligence. (IDID 12 Q 1.1)

Artificial intelligence (AI) is reshaping society, influencing decision-making, privacy, and ethics, making AI literacy essential in social studies education (Luckin, 2018). Social studies teachers in private schools recognize the need to equip students with critical thinking skills to analyze AI's societal impact and ethical dilemmas (Selwyn, 2019). Research highlights that AI literacy fosters responsible digital citizenship, enabling students to engage thoughtfully with AI-driven technologies (Aoun, 2017). By integrating AI discussions into the curriculum, educators help students navigate the challenges and opportunities of an AI-driven world while emphasizing ethical considerations (Holmes et al., 2021).

Themes on Social Studies teachers in private school settings perceive the importance of integrating artificial intelligence literacy

Global Theme	Organizing Theme	Basic Theme
Importance of integrating artificial intelligence literacy	AI's Role in Enhancing Learning and Teaching	AI as a Tool for Educational Innovation
	AI Literacy for Critical Thinking and Responsible Use	Developing Analytical and Ethical AI Awareness
	AI as a Necessary Skill for the Digital Age	Preparing Students for a Technology-Driven Future
	AI's Impact on Society and Ethical Considerations	Understanding AI's Influence on Society and Morality

Themes on experiences and challenges faced by Social Studies teachers in private school when teaching artificial intelligence literacy

Lack of Resources and Infrastructure. Social Studies teachers in private schools face challenges in teaching artificial intelligence literacy due to limited resources and infrastructure. Many schools lack access to the necessary technology, making it difficult to integrate AI concepts into lessons. Teachers struggle to find suitable materials that match the learning needs of their students. Without proper support, they find it hard to create engaging and effective AI lessons.

Challenges in teaching AI literacy can lead to misunderstandings and reduced student engagement, making learning less effective.

The challenges I have experienced are the following: a.) There are errors in teaching such as the data required. b.) Lack of student interest. (IDI 5 Q 2.1)

Difficulty in teaching AI literacy may result in confusion among young learners and limit their understanding of its role in society.

Teaching AI literacy in elementary social studies can be tricky. It's hard to explain difficult ideas to young kids, and sometimes they worry about AI taking over jobs. Finding good, age-appropriate resources is tough, and not all schools have the technology needed for AI lessons. (IDI 10 Q 2.1)

The difficulty of teaching AI in elementary school may hinder effective learning and limit students' awareness of its benefits and risks.

It is difficult to teach AI in elementary school because: simple materials are needed, teachers need to be trained, computers and the internet are needed, teaching needs to be interesting, the good and bad effects of AI need to be explained, and it needs to be integrated into the existing curriculum. (IDI 14 Q 2.1)

Teaching AI in elementary school may slow its integration into the curriculum and limit students' understanding of its impact.

It is difficult to teach AI in elementary school because: simple materials are needed, teachers need to be trained, computers and the internet are needed, teaching needs to be interesting, the good and bad effects of AI need to be explained, and it needs to be integrated into the existing curriculum. (IDI 15 Q 2.1)

Integrating artificial intelligence (AI) literacy into education faces significant challenges due to inadequate resources and infrastructure. A study by Navarro (2024) highlights that many schools in the Philippines lack effective computer labs and suffer from slow internet connections, hindering technology integration in teaching. Additionally, research by UNESCO (2023) emphasizes that the technological revolution has transformed the educational sector, yet many institutions struggle with adopting AI due to insufficient resources and infrastructure. Addressing these infrastructural deficits is crucial for the successful incorporation of AI literacy in educational settings.

Limited Teacher Training and Knowledge. Many teachers find it difficult to teach artificial intelligence literacy because they have little training and knowledge. They struggle to explain AI concepts clearly and confidently. Without proper training, they feel unprepared to answer student questions. This makes it hard for them to create meaningful learning experiences.

The lack of standardized curriculum and resources may hinder effective AI literacy instruction and make it harder for teachers to keep up with advancements.

The challenges I encountered when teaching social studies include a lack of standardized curriculum and resources, lack of internet access (sometimes), and the rapid pace of AI advancements that I can’t cope up. (IDI 1 Q 2.1)

Without formal training in AI security teachers may struggle to teach the subject with confidence and accuracy.

Lack of formal training in AI security, making it difficult to confidently teach the subject. (IDI 8 Q 2.1)

Limited knowledge, lack of materials, and unequal access to technology may prevent effective AI instruction and create learning gaps among students.

Teaching students about AI in social studies class is hard for a few reasons. Teachers often don't know enough about AI or have the right materials. Explaining complicated AI ideas to young kids is tricky. Not all kids have the same access to computers and the internet, making it unfair. AI changes so fast that teachers have to constantly learn new things. (IDI 11 Q 2.1)

Educators face significant challenges in integrating artificial intelligence (AI) literacy into their teaching due to limited training and knowledge. A systematic review by Pujeda (2023) indicates that many teachers lack the digital competencies necessary to effectively adopt AI technologies in educational settings. Similarly, research by Chiu and Chai (2020) highlights that inadequate professional development hinders teachers' ability to integrate AI into their pedagogy. Addressing these training gaps is essential for the successful incorporation of AI literacy in education.

Pedagogical Challenges and Teaching Methods. Teaching artificial intelligence literacy is challenging because educators must find effective ways to simplify complex concepts. They struggle to make lessons engaging and suitable for different learning levels. Without proper strategies, students may lose interest or feel overwhelmed. Teachers must constantly adjust their methods to ensure meaningful learning.

A teacher's higher skill level in AI may create a gap in learning and make it harder for students to keep up.

The challenge is that a teacher might be more skilled at using AI instructions than the students. (IDI 3 Q 2.1)

Students may struggle to develop a clear understanding of AI ethics which can limit their ability to make informed decisions about its impact on society.

One challenge I’ve encountered is helping students understand the ethical implications of AI and how it affects society, as it’s a complex topic for them to grasp. (IDI 16 Q 2.1)Limited knowledge about AI and its connection to history and society may affect learning and engagement in Social Studies.

Some of the challenges include the limited knowledge of students about AI, the difficulty of connecting AI concepts to history and society, and the lack of appropriate teaching materials for AI in Social Studies. (IDI 17 Q 2.1)

Integrating artificial intelligence (AI) literacy into education presents significant pedagogical challenges. A study by Chiu and Chai (2020) emphasizes the necessity for clear guidelines on AI education in K-12 settings, highlighting the absence of a standardized competency framework. Furthermore, research by Pujeda (2023) indicates that many teachers lack the digital competencies required to effectively adopt AI technologies in their teaching practices. Addressing these challenges is essential for the successful integration of AI literacy in educational settings

Themes on experiences and challenges faced by Social Studies teachers in private school when teaching artificial intelligence literacy

Global Theme	Organizing Theme	Basic Theme

Experiences and challenges on the teaching of AI literacy	Lack of Resources and Infrastructure	Insufficient access to technology and AI tools
	Limited Teacher Training and Knowledge	Lack of professional development in AI literacy
	Pedagogical Challenges and Teaching Methods	Difficulty in simplifying AI concepts for students

Themes on Social studies teachers in private school settings conceptualize artificial intelligence and its implications for society

AI's Role in Daily Life and Convenience. AI plays a growing role in daily life with both benefits and challenges. It enhances convenience through automation, personalized learning and decision-making. It also affects privacy, job security and social interactions. Teaching AI literacy helps students navigate an AI-driven world responsibly and ethically.

AI improves learning and makes tasks easier for students and teachers.

The following are the impacts of AI: Can enhance the learning experience and increase efficiency and productivity. (IDI 1 Q 3.1)

In the same manner, access to cellphones and laptops helps students understand lessons better.

They now have a cellphone or laptop to use. Students will understand the lesson better because it is timely for them. (IDI 3 Q 3.1)

Also,

AI can assist teachers by automating tasks like grading, providing personalized feedback, and identifying students who need extra support. This frees up teachers to focus on more engaging and individualized instruction, fostering deeper student-teacher relationships. (IDI 7 Q 3.1)

Correspondingly,

AI can boost productivity and innovation by automating tasks, optimizing supply chains, and creating new industries. (IDI 9 Q 3.1)

The integration of artificial intelligence (AI) into daily life has significantly influenced educational practices, particularly within social studies classrooms in private school settings. AI-powered tools, such as intelligent tutoring systems and adaptive learning platforms, personalize instruction by analyzing individual student performance and tailoring content to meet diverse learning needs, thereby enhancing student engagement and comprehension. For instance, Alshammari and Al-Enezi (2024) found that AI applications significantly improved the learning outcomes of pre-service social studies teachers, indicating AI's potential to transform educator training. Additionally, AI assists educators by automating administrative tasks like grading and lesson planning, allowing teachers to allocate more time to interactive and student-centered activities.

Balancing AI and Human Decision-Making. AI influences decision-making in many aspects of life but human judgment remains essential. Relying too much on AI can lead to ethical concerns and a lack of critical thinking. Understanding AI's strengths and limitations helps in making fair and informed choices. Teaching the balance between AI and human reasoning prepares students for responsible decision-making.

During the course of the interview, it was shared that:

It can bring both profound benefits and serious challenges to society. (IDI 18 Q 3.1)

More importantly,

There are good sides and bad sides of using AI, but I think we have to rely on our own will. (IDI 19 Q 3.1)

Furthermore, an informant revealed that:

Everybody will focus on theory and basis of AI. On the positive side, AI can automate tasks, improve efficiency, and help us solve complex problems. It can also personalize experiences and make information more accessible. (IDI 20 Q 3.1)

AI technologies offer substantial benefits, such as automating administrative tasks and providing data-driven insights, which can enhance educational leadership and classroom management. Wang (2021) emphasizes that AI's efficiency in processing and analyzing data can support educational leaders in making informed decisions, suggesting a symbiotic relationship where AI serves as an analytical tool while humans provide moral and ethical judgment. However, concerns arise that over-reliance on AI may diminish critical thinking skills among students, as highlighted by reports indicating a decline in original writing and analytical abilities due to increased AI usage in academic settings. Furthermore, ethical considerations, including data privacy and algorithmic bias, present challenges that necessitate careful integration of AI into educational practices (Kehinde-Awoyele & Adeowu, 2024).

Ethical Considerations and Risks of AI. Understanding the risks of technology helps in making responsible choices. Misuse of automated systems can lead to privacy violations and unfair treatment. Clear guidelines and critical thinking are necessary to prevent harm and ensure fairness. Teaching awareness of these risks prepares students to use technology ethically and responsibly.

Overreliance on AI-generated information can weaken students' critical thinking skills.

A negative impact is that students may become overly reliant on AI-generated information. (IDI 4 Q 3.1)

AI can create job displacement, privacy concerns, and accountability issues, requiring careful and fair use.

AI also has problems. It might take people's jobs, be unfair to some people, and violate people's privacy. It can be hard to know who's to blame when AI makes a mistake. We need to think carefully about how to use AI fairly and safely so everyone benefits. (IDI 11 Q 3.1)

It increases efficiency and job opportunities but also brings privacy, employment, and ethical concerns.

AI can improve efficiency, create new job opportunities, and enhance decision-making, but it also raises concerns about privacy, job displacement, and ethical issues. (IDI 12 Q 3.1)

Also, it simplifies tasks but may increase inequality and create challenges in privacy, jobs, and decision-making.

I think AI could make life easier by automating tasks, but it also has the potential to widen inequality and raise tough questions about privacy, jobs, and how we make decisions as a society. (IDI 16 Q 3.1)

And,

I think AI could make life easier by automating tasks, but it also has the potential to widen inequality and raise tough questions about privacy, jobs, and how we make decisions as a society. (IDI 17 Q 3.1)

The rapid integration of artificial intelligence (AI) across various sectors has raised significant ethical concerns and risks that warrant careful examination. A primary issue is the potential for AI to infringe upon privacy rights through extensive data collection and surveillance, leading to unauthorized use of personal information and erosion of individual autonomy (Sandel, 2020). Additionally, AI systems may perpetuate biases present in their training data, resulting in discriminatory outcomes that exacerbate social inequalities (Weidinger et al., 2021). The opacity of many AI algorithms further complicates matters, as the lack of transparency can undermine trust and accountability in AI-driven decisions (Kluge Corrêa et al., 2022). Moreover, the deployment of AI in critical areas such as healthcare and finance introduces risks of data manipulation and ethical dilemmas, especially when AI recommendations conflict with human judgment (Maccaro, 2023). Addressing these challenges requires the establishment of robust ethical frameworks, comprehensive regulatory measures, and ongoing interdisciplinary research to ensure AI technologies are developed and implemented in ways that uphold human dignity, fairness, and societal well-being (Hagendorff, 2024).

Themes on Social studies teachers in private school settings conceptualize artificial intelligence and its implications for society

Global Theme	Organizing Theme	Basic Theme
Conceptualizing artificial intelligence	AI's Role in Daily Life and Convenience	AI automates routine activities, enhances efficiency, and provides convenience in personal and professional settings.
	Balancing AI and Human Decision-Making	AI supports data-driven insights but requires human oversight to ensure ethical and fair outcomes.
	Ethical Considerations and Risks of AI	AI raises issues related to data privacy, surveillance, and potential biases in decision-making.

IMPLICATIONS

This chapter presents the implications for educational practice, implications for further research, and concluding remarks.

Implications for Practice

Educators should integrate AI into teaching by using interactive tools and real-world applications to enhance student engagement. Schools need to provide training programs to help teachers develop AI literacy and critical thinking skills. Addressing resource limitations is essential to ensure all students have equal access to AI learning opportunities. Ethical considerations must be included in lessons to prepare students for responsible AI use.

Developing AI-focused curricula will help students understand its applications across different fields and industries. Schools should incorporate project-based learning and hands-on activities to make AI concepts more relatable. Encouraging students to explore AI through research and collaboration will improve their problem-solving skills and innovation. These approaches will allow learners to see the real-world impact of AI and develop a deeper understanding of its benefits and challenges.

Collaboration between educators, policymakers, and technology experts is necessary to ensure effective AI integration in education. Schools should establish partnerships with tech companies and universities to provide teachers with updated knowledge and resources. Creating AI literacy programs for both students and educators will build confidence in using AI responsibly. A strong support system will help address pedagogical challenges and prepare students for an AI-driven future.

Implications for Future Research

Further studies should explore effective strategies for teaching AI in different educational settings. Research should examine how AI literacy impacts students' critical thinking and decision-making skills. Investigating the challenges teachers face in AI integration can help improve professional development programs. Studies should also focus on how AI affects equity in education and the digital divide among students.

Future research should examine the long-term effects of AI education on students' career readiness and adaptability to technological advancements. Exploring how AI influences student motivation and learning outcomes can help refine instructional approaches. Comparative studies across different regions and school types will provide insights into the best practices for AI integration. Understanding these factors will ensure that AI education remains relevant and beneficial for all learners.

Studies should also analyze ethical concerns related to AI in education, including issues of bias, privacy, and misinformation. Investigating how students perceive and interact with AI tools can help educators develop guidelines for responsible AI use. Research should assess the role of AI in personalized learning and its impact on student autonomy. Addressing these areas will contribute to creating a balanced and ethical AI-driven learning environment.

Concluding Remarks

AI is transforming education by enhancing learning experiences and creating new opportunities for students and teachers. Addressing challenges in teacher training and infrastructure is necessary to maximize AI's benefits. A balanced approach that considers ethical concerns and human decision-making will help students navigate an AI-driven world. Preparing learners with AI literacy ensures they are equipped for future challenges and opportunities.

Ensuring equitable access to AI education is essential to prevent widening the digital divide among students. Schools must implement inclusive strategies that provide all learners with the tools and knowledge needed to engage with AI effectively. Collaboration between educators, policymakers, and technology developers can create a learning environment that promotes both innovation and responsibility. By fostering AI literacy, education systems can empower students to use technology ethically and thoughtfully.

Ongoing research and adaptation are necessary to keep AI education relevant in a rapidly evolving technological landscape. Educators must continuously refine teaching methods to align with new developments in AI. Encouraging critical thinking and ethical awareness will help students become responsible digital citizens. By prioritizing these efforts, AI can become a powerful tool for positive change in education and society.

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