Artificial Intelligence Supported Applications: Awareness Levels of Primary School Teacher

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ABSTRACT This study examined the awareness levels of classroom teachers regarding artificial intelligence-supported applications. The study is based on a descriptive causal comparison method. The study group, determined by the appropriate/convenient sampling method, consists of 204 teachers working in the Zonguldak Province of Turkey in the 2023-2024 academic year. The data were obtained with a demographic information form and a general attitude scale towards artificial intelligence. The obtained data were analyzed using t-test, Anova test and Tukey test techniques and comparisons were made. The research findings showed that classroom teachers' awareness of artificial intelligence applications was high. In addition to this result, there was no difference between the teachers in terms of gender, educational status and desire to do postgraduate education, but a significant difference was observed in favor of teachers with 1-5 professional experience.