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Uses and Applications of Artificial Intelligence in Teaching Practice: Benefits, Challenges, and Future Expectations among Teachers

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ABSTRACT

Artificial Intelligence (AI) has rapidly expanded within educational environments, creating new opportunities for teaching while simultaneously raising pedagogical, ethical, and institutional challenges. Understanding how teachers are incorporating these technologies into their professional practice is essential for promoting their effective and responsible use. The objective of this study was to analyze the use of Artificial Intelligence tools in teaching practice, as well as the benefits, challenges, and perceptions associated with their implementation in educational contexts. A quantitative, descriptive, and cross-sectional design was employed. Data were collected through an online questionnaire administered to 31 Mexican teachers from different educational levels, disciplinary areas, institutional contexts, and teaching modalities. Descriptive statistics were used to analyze frequencies and percentages related to AI use, applications, training experiences, perceived benefits, challenges, and future expectations. The results indicate that Artificial Intelligence is increasingly integrated into teaching practice, particularly for lesson planning, instructional material development, academic research, and organizational tasks. ChatGPT emerged as the most frequently used tool, while the most commonly perceived benefits included time savings, improved instructional materials, and greater efficiency in professional activities. Ethical concerns, academic integrity, reliability of AI-generated information, and insufficient training were identified as the principal challenges. Despite these concerns, participants recognized the importance of Artificial Intelligence for the future of education and expressed intentions to increase its use in their professional practice. The findings suggest that AI is increasingly perceived as a valuable support resource for teaching; however, its successful integration requires teacher training, ethical guidance, institutional support, and pedagogical strategies that promote critical and responsible use.

***Keywords*:** generative artificial intelligence; educational technology; teacher training; digital education; educational innovation; higher education.

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RESUMEN

La Inteligencia Artificial (IA) se ha expandido rápidamente en los entornos educativos, creando nuevas oportunidades para la enseñanza y, al mismo tiempo, planteando desafíos pedagógicos, éticos e institucionales. Comprender cómo los docentes incorporan estas tecnologías en su práctica profesional es fundamental para promover su uso eficaz y responsable. El objetivo de este estudio fue analizar el uso de herramientas de Inteligencia Artificial en la práctica docente, así como los beneficios, desafíos y percepciones asociados a su implementación en contextos educativos. Se empleó un diseño cuantitativo, descriptivo y transversal. Los datos se recopilaron mediante un cuestionario en línea aplicado a 31 docentes mexicanos de diferentes niveles educativos, áreas disciplinares, contextos institucionales y modalidades de enseñanza. Se utilizaron estadísticas descriptivas para analizar frecuencias y porcentajes relacionados con el uso de la IA, aplicaciones, experiencias de capacitación, beneficios percibidos, desafíos y expectativas futuras. Los resultados indican que la Inteligencia Artificial se integra cada vez más en la práctica docente, particularmente en la planificación de lecciones, el desarrollo de materiales didácticos, la investigación académica y las tareas organizativas. ChatGPT surgió como la herramienta más utilizada, mientras que los beneficios percibidos con mayor frecuencia incluyeron ahorro de tiempo, mejora de los materiales didácticos y mayor eficiencia en las actividades profesionales. Las preocupaciones éticas, la integridad académica, la fiabilidad de la información generada por IA y la formación insuficiente se identificaron como los principales desafíos. A pesar de estas preocupaciones, los participantes reconocieron la importancia de la Inteligencia Artificial para el futuro de la educación y expresaron su intención de aumentar su uso en su práctica profesional. Los resultados sugieren que la IA se percibe cada vez más como un valioso recurso de apoyo para la enseñanza; sin embargo, su integración exitosa requiere formación docente, orientación ética, apoyo institucional y estrategias pedagógicas que promuevan un uso crítico y responsable.

***Palabras clave*:** inteligencia artificial generativa; tecnología educativa; formación del profesorado; educación digital; innovación educativa; educación superior

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INTRODUCTION

The rapid expansion of Artificial Intelligence (AI) has transformed the way information is accessed, produced, and communicated across multiple sectors, including education. In recent years, generative AI tools such as ChatGPT, Gemini, Copilot, DALL-E, DeepL, and Grammarly have become increasingly available to teachers and students, allowing the creation of texts, images, presentations, translations, and other educational resources in a matter of seconds (May, 2024; Çayak, 2024).

Their incorporation into educational environments has generated both enthusiasm and concern. On one hand, these tools offer opportunities to improve lesson planning, instructional material design, information retrieval, administrative efficiency, and access to personalized learning experiences. On the other hand, they raise questions regarding academic integrity, plagiarism, reliability of generated content, ethical use, and the development of critical and creative thinking skills among students (UNESCO, 2025; Christ-Brendemühl, 2024).

Although research on Artificial Intelligence in education has grown considerably, much of the current discussion focuses on its technological capabilities rather than on how teachers are actually integrating these tools into their daily practice. Understanding teachers' experiences is particularly relevant because they are responsible not only for adopting new technologies but also for determining how these technologies influence teaching, learning, assessment, and student development.

For this reason, it is necessary to examine how teachers currently use Artificial Intelligence, the benefits they perceive, the challenges they encounter, and the expectations they hold regarding its future role in education. Such information may contribute to the design of institutional strategies, training programs, and educational policies aimed at promoting a responsible and effective integration of AI into teaching practice.

Accordingly, the objective of this study was to analyze the use of Artificial Intelligence tools in teaching practice, as well as the benefits, challenges, and perceptions associated with their implementation in educational contexts.

LITERATURE REVIEW

Artificial Intelligence and Generative AI

Artificial Intelligence (AI) has evolved from a specialized technological field into a widely accessible resource with applications across multiple sectors, including education. According to May (2024), AI refers to the capacity of computer systems to perform tasks traditionally associated with human intelligence, such as reasoning, decision-making, problem-solving, and content generation. Similarly, Abbass (2021) defines AI as the automation of cognition, emphasizing its ability to replicate processes that were historically considered exclusive to human thought.

Among the different branches of AI, generative Artificial Intelligence has gained particular relevance due to its ability to create original content in response to user prompts. Generative AI systems are capable of producing text, images, audio, video, and other digital resources through deep learning and neural network architectures (Çayak, 2024). The accessibility of these tools has significantly increased their adoption in educational environments, where teachers and students use them for information retrieval, content creation, communication, and academic support.

The rapid expansion of generative AI has transformed the relationship between users and information. Tasks that previously required extensive time and technical expertise can now be completed in a matter of seconds, creating new opportunities for productivity while simultaneously raising questions about academic integrity, originality, and responsible use.

Artificial Intelligence in Teaching Practice

The integration of Artificial Intelligence into educational settings has generated substantial interest due to its potential to support teaching and learning processes. Recent studies indicate that AI applications are increasingly used to assist with lesson planning, instructional material development, content adaptation, academic writing support, assessment design, and personalized learning experiences (Chan & Lee, 2023; Christ-Brendemühl, 2024).

Among the most commonly used tools are conversational systems such as ChatGPT, Gemini, Claude, DeepSeek and Copilot, which facilitate information retrieval, content generation, and idea development. Image generation platforms, automatic translators, writing assistants, and AI-enhanced educational platforms have also become valuable resources that support various aspects of teaching practice.

These tools enable teachers to produce educational materials more efficiently, access updated information, and explore innovative instructional approaches that respond to the demands of contemporary educational environments (Çayak, 2024).

The growing availability of AI-powered resources has also expanded opportunities for creativity and instructional innovation. Teachers can generate multimedia content, create personalized learning materials, and design educational experiences that would previously have required considerable time and technical expertise. Consequently, AI is increasingly viewed not only as a technological resource but also as a tool capable of supporting pedagogical decision-making and improving educational productivity.

Teachers' Perceptions and Adoption of Artificial Intelligence

The growing presence of Artificial Intelligence in educational environments has generated increasing interest in understanding how teachers perceive and adopt these technologies. Research suggests that educators generally recognize the potential of AI to support instructional activities, enhance productivity, and facilitate access to educational resources. However, teachers' perceptions are often influenced by factors such as technological competence, prior experience, institutional support, and concerns regarding ethical and pedagogical implications (Chan & Lee, 2023).

The adoption of Artificial Intelligence in education is not determined solely by the availability of technological tools. Rather, it depends on teachers' willingness to integrate these resources into their professional practice and their confidence in using them effectively. Çayak (2024) found that positive attitudes toward Artificial Intelligence are closely associated with higher levels of AI literacy, suggesting that teachers who better understand the capabilities and limitations of these technologies are more likely to adopt them in educational contexts.

At the same time, research indicates that teachers tend to maintain a balanced perspective regarding Artificial Intelligence. While many educators acknowledge its potential to improve instructional efficiency and support teaching activities, they also express concerns related to academic integrity, reliability of AI-generated information, data privacy, and the possible impact of these technologies on students' critical thinking and independent learning processes (Christ-Brendemühl, 2024; UNESCO, 2025).

Consequently, understanding teachers' perceptions is essential for identifying factors that facilitate or hinder AI adoption and for designing training initiatives that promote its responsible and pedagogically meaningful use.

As Artificial Intelligence continues to evolve, teachers' perceptions and experiences will play a crucial role in determining how these technologies are integrated into educational practice. Examining educators' attitudes, expectations, and concerns provides valuable insights into current adoption patterns and contributes to a deeper understanding of the opportunities and challenges associated with AI in contemporary education.

Opportunities and Challenges of Artificial Intelligence in Education

The implementation of Artificial Intelligence in educational contexts presents both opportunities and challenges. Research has highlighted several potential benefits, including greater efficiency in lesson planning, improved access to information, enhanced quality of instructional materials, support for personalized learning, and the automation of routine tasks that consume significant amounts of teachers' time (Chan & Lee, 2023; Çayak, 2024).

At the same time, the growing use of AI has generated important ethical and pedagogical concerns. UNESCO (2025) emphasizes the need to ensure that AI applications are used responsibly and transparently within educational systems. Among the principal concerns identified in the literature are academic dishonesty, plagiarism, data privacy, algorithmic bias, and the reliability of AI-generated information. These challenges require educational institutions to establish clear guidelines and provide adequate training for both teachers and students.

Another recurring concern involves the potential impact of AI on the development of higher-order cognitive skills. The increasing capacity of AI systems to generate academic content raises questions regarding students' engagement in critical thinking, analysis, reflection, and creative problem-solving processes. Christ-Brendemühl (2024) argues that universities must develop policies and pedagogical strategies that maximize the benefits of AI while minimizing its risks, ensuring that technology functions as a support tool rather than a substitute for learning.

Given the growing presence of Artificial Intelligence in educational environments, understanding how teachers perceive, use, and evaluate these technologies is essential.

Their experiences provide valuable evidence regarding current adoption patterns, training needs, perceived benefits, and the challenges associated with integrating AI into teaching practice.

METHODOLOGY

Research Design

This study adopted a quantitative, descriptive, and cross-sectional design aimed at examining the use of Artificial Intelligence (AI) tools in teaching practice. The research focused on identifying patterns related to the frequency of AI use, the types of tools employed, the educational activities in which they are applied, teachers' training experiences, perceived benefits, challenges, and future expectations regarding the role of AI in education.

A descriptive approach was considered appropriate because the purpose of the study was not to establish causal relationships among variables, but rather to provide an overview of current practices and perceptions associated with the use of Artificial Intelligence among teachers from different educational contexts.

Population and Sample

The target population consisted of Mexican teachers aged 20 years and older who were actively engaged in teaching activities at different educational levels and institutional contexts. Participants included teachers from public and private institutions, as well as educators working in face-to-face, blended, hybrid, and online teaching modalities.

A non-probability convenience sampling strategy was employed, as participants were selected based on accessibility and their willingness to participate in the study (Hernández, Fernández, & Baptista, 2006). This sampling approach was considered appropriate due to the exploratory and descriptive nature of the research, whose purpose was to identify current patterns of Artificial Intelligence use in teaching practice rather than to generalize findings to the entire population of teachers.

The final sample consisted of 31 teachers from diverse disciplinary areas, including Humanities, Social Sciences, Economic and Administrative Sciences, Exact Sciences, Physical and Mathematical Sciences, Biological and Health Sciences, and Arts. This diversity allowed the study to gather perspectives from educators working in different academic fields and teaching contexts.

Although the sample size was limited, the data provide an initial approximation to how teachers are incorporating Artificial Intelligence tools into their professional practice. Therefore, the findings should be interpreted as exploratory evidence that contributes to understanding current trends, perceived benefits, challenges, and future expectations regarding the use of AI in educational settings.

Data collection instrument

Data were collected through a structured questionnaire administered online using Google Forms (Jaiswal, 2024). The instrument consisted of 18 questions organized into seven sections addressing participants' demographic characteristics, frequency of AI use, types of tools employed, educational applications, training experiences, perceived benefits, challenges, and future expectations regarding Artificial Intelligence in educational settings.

The questionnaire included multiple-choice questions, Likert-type scales, and closed-ended items designed to obtain descriptive information about teachers' experiences with AI. The instrument was developed based on the literature reviewed and aligned with the objectives of the study. Prior to its administration, the questionnaire was reviewed by three experts in educational research and educational technology to assess content validity, clarity, relevance, and consistency with the research objectives.

Procedure. Online Braille Converter that uses English Braille is the primary tool for this action plan. The system recognizes words and, using algorithms, translates them into Braille. The English language teachers can download the phrases in four different styles of Braille conversion. Essentially, the platform used is Edmodo, on November, December, February, and March. The platform helped to upload a sentence of reflection. Six-morning groups were involved, and three-afternoon groups participated in the current research; they used three questions to make students reflect.

RESULTS AND DISCUSSION

Data Analysis

Data were analyzed using descriptive statistics, including frequencies and percentages, in order to identify trends and patterns related to the use of Artificial Intelligence in teaching practice. The results are presented through tables and graphical representations that facilitate the interpretation of teachers' responses regarding AI applications, perceived benefits, challenges, training experiences, and future expectations.

RESULTS

Participant Characteristics

The sample consisted of 31 teachers from diverse educational contexts. Regarding age, the largest proportion of participants (35.5%) were between 51 and 60 years old, followed by those aged 20 to 30 years (29%), while the remaining participants were distributed across other age groups. Most respondents worked in private educational institutions (64.5%), whereas 29% reported working in public institutions and 6.5% indicated teaching in both sectors. Concerning disciplinary areas, the majority of participants were affiliated with Humanities (67.7%), followed by Social Sciences (22.6%) and Economic and Administrative Sciences (19.4%). Representation from Exact Sciences, Physical and Mathematical Sciences, Biological and Health Sciences, and Arts was comparatively lower. In terms of teaching modality, most participants reported teaching in face-to-face environments (90.3%), while smaller proportions indicated involvement in hybrid (29%), online (25.8%), and blended learning settings (9.7%). These characteristics reflect a diverse group of educators from different professional backgrounds and teaching contexts.

As illustrated in Figure 1, 35.5% of participants reported using Artificial Intelligence tools several times per week, while 29% indicated occasional use. Lower percentages were observed for daily use and less frequent use. These findings suggest that AI tools have become part of the regular professional practice of a substantial proportion of the teachers surveyed.

Figure 1. Use frequency of Artificial Intelligence Tools

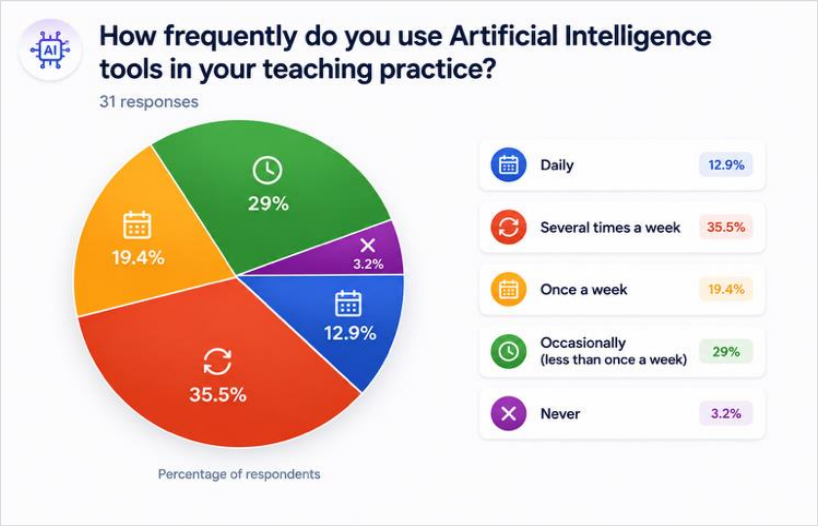
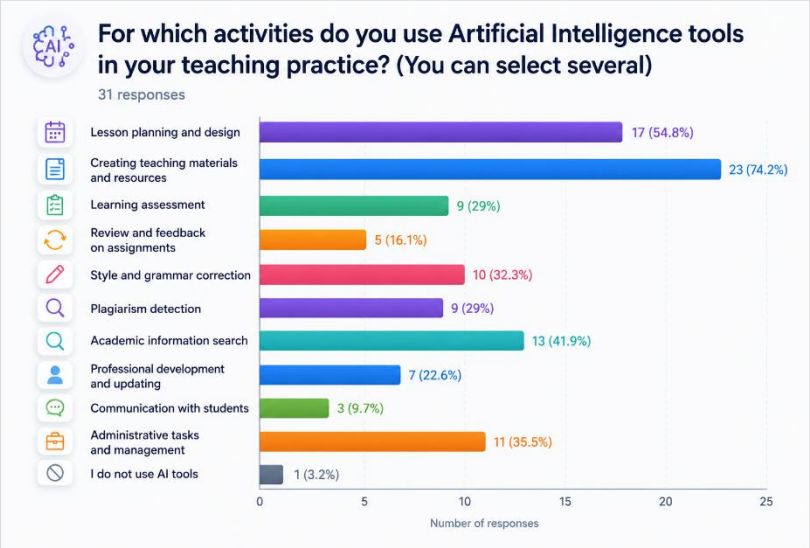


Figure 2 illustrates the educational activities for which teachers most frequently employ Artificial Intelligence tools. The most commonly reported applications were the development of teaching materials, lesson planning, academic research, and administrative tasks. Activities related to student feedback and communication were reported less frequently, indicating that teachers currently prioritize AI as a tool for instructional preparation and content development.

Figure 2. Types of activities where Artificial Intelligence is applied



As shown in Figure 3, ChatGPT was identified as the most frequently used Artificial Intelligence tool among participants. Other commonly reported resources included image-generation platforms and automatic translation tools. In contrast, educational platforms and writing assistants exhibited lower levels of adoption within the sample.

Figure 3. Most applied Artificial Intelligence tools in teaching practice

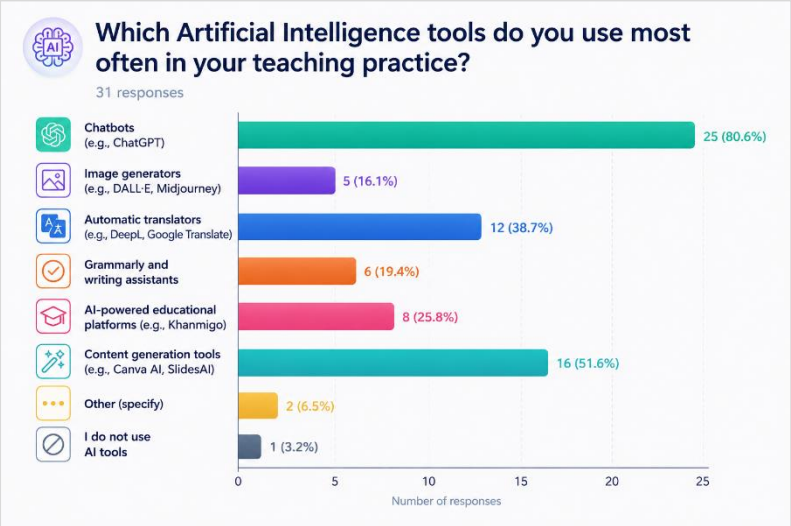
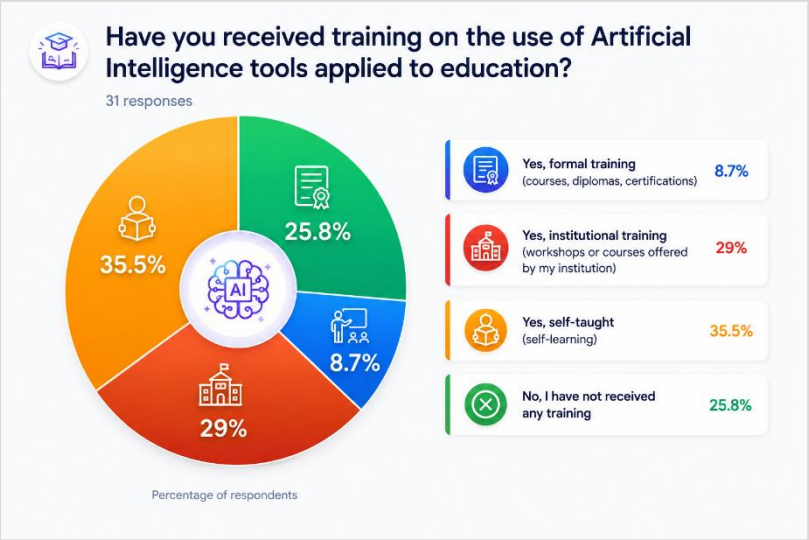


Figure 4 presents participants' training experiences related to Artificial Intelligence. Approximately 35.5% reported being self-taught in the use of AI tools, while 25% had received institutional training through courses or workshops. Additionally, 25.8% indicated having received no formal preparation related to Artificial Intelligence. These findings reveal considerable variation in teachers' professional preparation regarding AI adoption.

Figure 4. Training received related to Artificial Intelligence tools



As presented in Figure 5, the most frequently reported benefit of Artificial Intelligence was the reduction of time devoted to lesson planning and preparation (71%). Participants also highlighted improvements in the creativity and quality of teaching materials (67.7%), better organization of classes and instructional resources (48.4%), and enhanced access to updated information (48.4%). Benefits associated with assessment processes and student feedback were reported less frequently.

Figure 5. Benefits of Artificial Intelligence in teaching practice

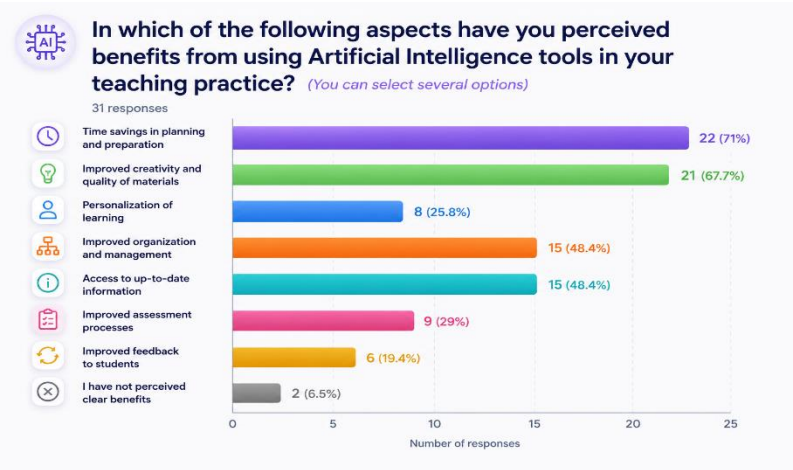
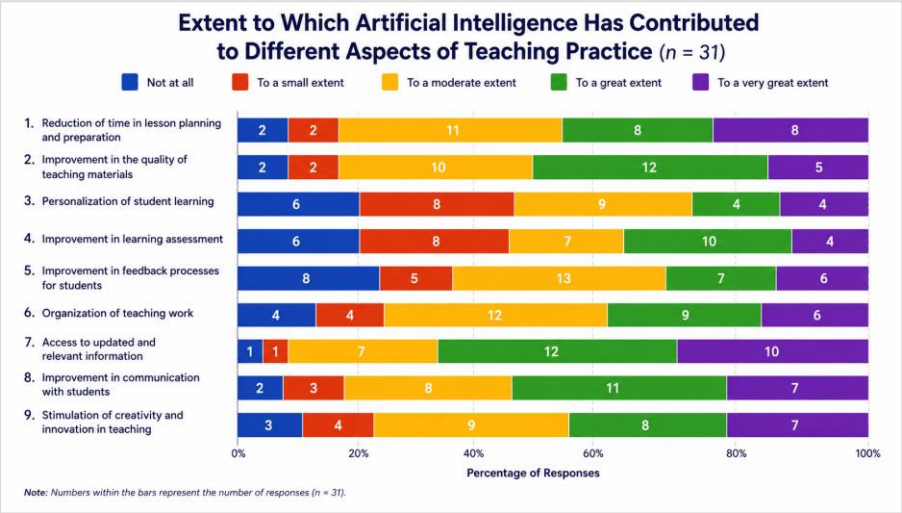


Figure 6 shows participants' perceptions regarding the extent to which Artificial Intelligence contributes to different aspects of teaching practice. The most positively evaluated dimensions were the improvement of teaching materials, the reduction of time dedicated to lesson planning and preparation, and the organization of teaching activities. Overall, participants reported moderate to high levels of perceived contribution across the dimensions analyzed.

Figure 6. Aspects of teaching practice where Artificial Intelligence has had influence



As shown in Figure 7, ethical concerns represented the most frequently reported challenge associated with the use of Artificial Intelligence in teaching practice (67.7%). Other prominent concerns included distrust regarding the quality or origin of AI-generated information (58.1%) and insufficient training in the use of these technologies (54.8%). These findings indicate that concerns extend beyond technical issues and include pedagogical and ethical considerations.

Figure 7. Challenges of Artificial Intelligence application in teaching practice

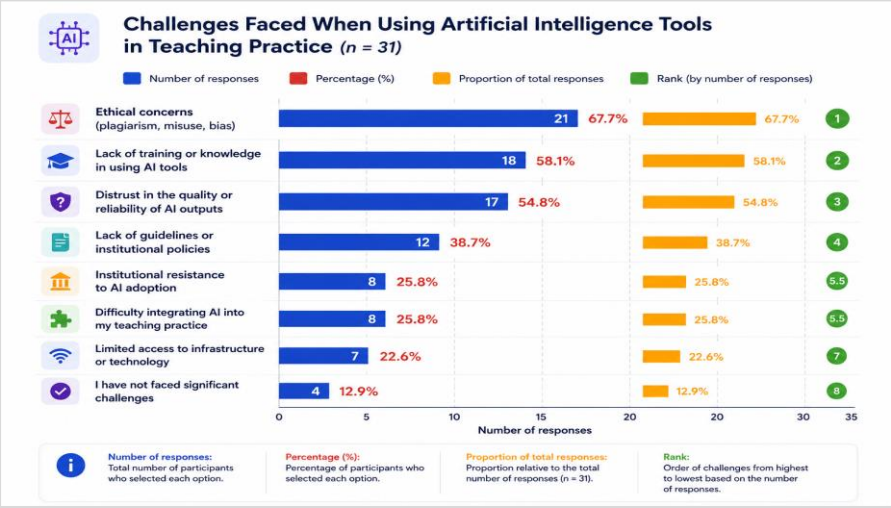
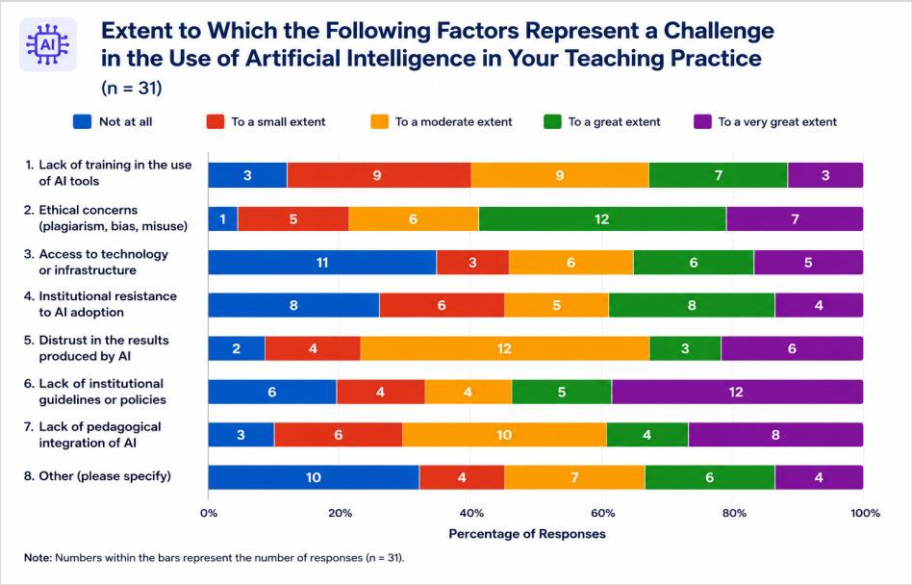


Figure 8 presents participants' evaluations of the extent to which specific issues represent challenges in their teaching practice. Ethical concerns, including plagiarism and academic integrity, received the highest levels of concern among respondents. Other dimensions, such as training needs and information reliability, were also perceived as important challenges associated with the integration of Artificial Intelligence into educational contexts.

Figure 8. Specific aspects that represent a challenge of Artificial Intelligence application in teaching practice



As illustrated in Figure 9, most participants considered Artificial Intelligence to be highly relevant for the future of education. Specifically, 58.1% rated it as very important, while 32.3% considered it highly important. Only a small proportion assigned lower levels of importance, indicating broad recognition of AI's growing role in educational environments.

Figure 9. Perceived Importance of Artificial Intelligence for the Future of Education

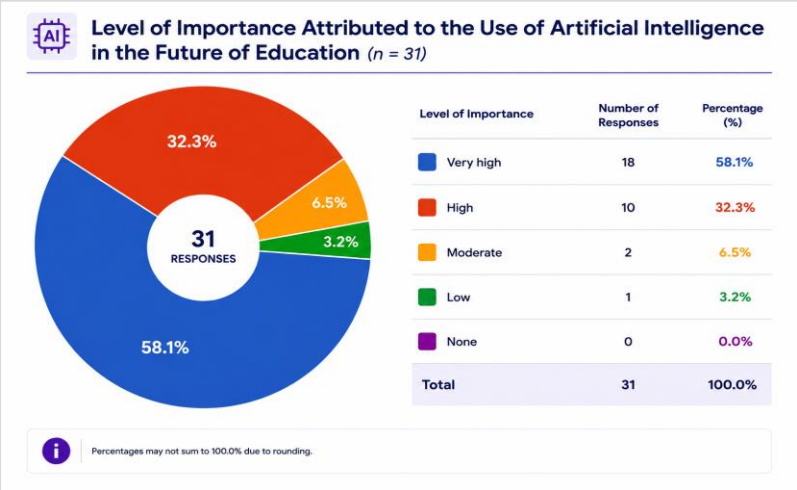
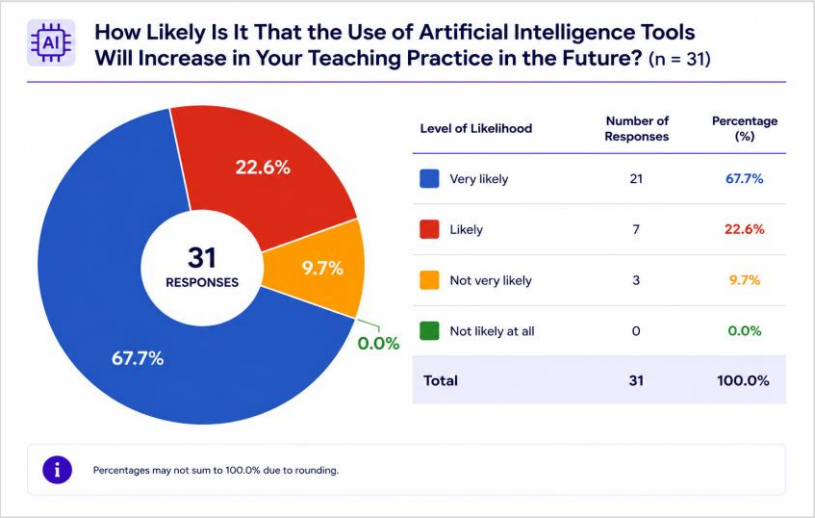


Figure 10 shows participants' expectations regarding the future use of Artificial Intelligence in their professional practice. Most respondents (67.7%) indicated that they expect to increase their use of AI tools in the future. This finding suggests a growing willingness among teachers to continue exploring and incorporating Artificial Intelligence into their teaching activities despite the challenges previously identified.

Figure 10. Expected Future Use of Artificial Intelligence in Teaching Practice



DISCUSSION

The findings indicate that Artificial Intelligence is progressively becoming part of teachers' professional practice, although its adoption remains heterogeneous. A substantial proportion of participants reported using AI tools several times per week, suggesting that these technologies are no longer perceived as experimental resources but as tools that support everyday educational activities. This finding is consistent with Chan and Lee (2023), who reported growing interest among educators in adopting generative AI technologies for teaching and learning purposes. The results suggest that AI is gradually becoming integrated into educational practice, although its use still depends on individual experience, familiarity with technology, and perceived usefulness.

ChatGPT emerged as the most frequently used Artificial Intelligence tool among participants, followed by image-generation platforms and automatic translators. Similar trends have been reported by Christ-Brendemühl (2024), who identified generative AI applications as some of the fastest-growing technologies in higher education due to their accessibility and versatility.

The predominance of these tools may be explained by their capacity to provide immediate support for information retrieval, content generation, and instructional design. This finding suggests that teachers tend to prioritize technologies that offer practical solutions to everyday teaching needs and that can be incorporated into existing instructional processes without requiring extensive technical expertise.

Regarding educational applications, participants reported using Artificial Intelligence primarily for lesson planning, instructional material development, academic research, and organizational tasks. These findings are consistent with Çayak (2024), who found that teachers generally perceive AI as a resource that facilitates professional activities and improves efficiency. From a pedagogical perspective, the concentration of AI use in planning and content development suggests that teachers continue to reserve decision-making, classroom interaction, and student support for their own professional judgment. Rather than replacing the teacher's role, AI appears to function as a tool that assists in the preparation and organization of teaching activities.

The benefits identified by participants further reinforce this interpretation. Reduced lesson planning time, improved quality of instructional materials, greater organizational efficiency, and enhanced access to updated information were among the most frequently reported advantages. Similar benefits have been documented in previous studies examining the educational applications of generative AI (Çayak, 2024; Christ-Brendemühl, 2024). These findings suggest that Artificial Intelligence may contribute to optimizing routine and time-consuming tasks, potentially allowing teachers to devote more attention to activities that require direct interaction with students, such as mentoring, feedback, and the facilitation of learning experiences.

An important finding concerns participants' perceptions of the contribution of Artificial Intelligence to different aspects of teaching practice. The strongest positive evaluations were associated with instructional material development, lesson preparation, and organizational processes. These results are aligned with previous research indicating that teachers tend to perceive greater value in AI applications that directly support instructional efficiency and resource development (Chan & Lee, 2023). The fact that most dimensions received moderate to high evaluations suggests that participants recognize the potential of AI across multiple aspects of teaching practice, although they do not perceive its contribution as equally strong in all areas.

Despite these benefits, participants identified several challenges associated with the integration of Artificial Intelligence into education. Ethical concerns, including plagiarism and academic integrity, emerged as the most frequently reported challenge. This finding is consistent with UNESCO (2025), which emphasizes that the rapid expansion of AI in educational settings requires the development of ethical guidelines, responsible-use policies, and mechanisms that protect academic integrity. The prominence of plagiarism concerns among participants suggests that teachers continue to view authorship and originality as central issues in the context of AI-supported learning environments.

Concerns regarding the reliability of AI-generated information also received considerable attention. Participants expressed reservations about the accuracy and trustworthiness of the information produced by Artificial Intelligence systems. Similar concerns have been identified by Christ-Brendemühl (2024), who argues that the increasing availability of generative AI requires users to critically evaluate generated content rather than accepting it uncritically. These findings highlight the importance of developing digital literacy competencies that enable both teachers and students to assess the quality, validity, and relevance of AI-generated information before incorporating it into academic activities.

Another significant finding relates to teachers' preparation for the use of Artificial Intelligence. Although many participants reported being self-taught, a substantial proportion indicated limited or no formal training. This result supports previous observations by Chan and Lee (2023) and Çayak (2024), who identified professional development as a critical factor influencing AI adoption in educational contexts. The findings suggest that the incorporation of Artificial Intelligence into teaching practice may be occurring more rapidly than the implementation of institutional training initiatives. Consequently, educational institutions face the challenge of providing professional development opportunities that address not only the technical use of AI tools but also their pedagogical, ethical, and disciplinary implications.

Finally, despite the challenges identified throughout the study, participants overwhelmingly recognized the importance of Artificial Intelligence for the future of education and expressed intentions to increase its use in their professional practice. This finding is particularly relevant because it demonstrates that teachers do not perceive AI solely as a source of risk or uncertainty. Rather, they appear to recognize both its opportunities and its limitations.

Similar trends have been reported by Chan and Lee (2023), who found that educators acknowledge the transformative potential of generative AI while simultaneously expressing concerns about its implications. The coexistence of positive expectations and critical concerns suggests that teachers are adopting a balanced perspective toward Artificial Intelligence, recognizing its value as an educational resource while remaining aware of the responsibilities associated with its use.

Overall, the findings indicate that Artificial Intelligence is increasingly perceived as a valuable support tool for teaching practice. However, its successful integration requires more than technological access. Consistent with UNESCO (2025) and Christ-Brendemühl (2024), the results suggest that teacher training, ethical guidance, institutional support, and pedagogical reflection will play a central role in determining whether Artificial Intelligence contributes to meaningful learning experiences or simply becomes another technological resource within educational environments.

CONCLUSION

The findings of this study indicate that Artificial Intelligence has become an increasingly relevant component of contemporary teaching practice. Although levels of adoption vary among educators, the results show that AI tools are already being incorporated into a wide range of professional activities, particularly those related to lesson planning, instructional material development, academic research, and organizational tasks. These findings suggest that Artificial Intelligence is gradually transitioning from an emerging technology to a practical resource that supports everyday educational activities.

The study also demonstrates that teachers perceive important benefits associated with the use of Artificial Intelligence, especially in terms of efficiency, access to information, and the quality of instructional resources. Rather than replacing the professional role of educators, participants appear to view AI as a tool that can support and optimize teaching processes. This perception highlights the potential of Artificial Intelligence to contribute positively to educational practice when used critically and responsibly.

At the same time, the findings reveal significant challenges related to the integration of Artificial Intelligence into education. Ethical concerns, academic integrity, plagiarism, and the reliability of AI-generated information remain important issues for teachers.

These concerns suggest that the successful implementation of Artificial Intelligence requires not only technological adoption but also the development of institutional policies, ethical guidelines, and pedagogical strategies that promote responsible use.

Another relevant conclusion is the gap identified between the growing use of Artificial Intelligence and the limited formal training available to many educators. A considerable proportion of participants reported learning to use these tools independently, highlighting the need for professional development initiatives that address technical, pedagogical, and ethical dimensions of AI integration. Educational institutions have an important role to play in supporting teachers as they adapt to increasingly technology-rich learning environments.

Despite the challenges identified, participants overwhelmingly recognized the importance of Artificial Intelligence for the future of education and expressed intentions to increase its use in their professional practice. This finding suggests that educators are aware of the transformative potential of AI and acknowledge its growing influence on teaching and learning processes.

This study is subject to certain limitations. The use of a non-probability convenience sample and the relatively small number of participants limit the generalizability of the findings. In addition, the sample was predominantly composed of teachers from Humanities disciplines, private educational institutions, and face-to-face teaching environments. Consequently, the results may not fully reflect the experiences and perceptions of educators from other disciplinary fields, institutional contexts, or teaching modalities. Therefore, the findings should be interpreted as an exploratory contribution to understanding the use of Artificial Intelligence in teaching practice rather than as representative of the broader teaching population.

Future research should continue examining the pedagogical implications of Artificial Intelligence in educational settings, particularly regarding assessment practices, academic integrity, teacher training, and the development of critical thinking skills among students. Additional studies involving larger and more diverse samples may contribute to a deeper understanding of how Artificial Intelligence is transforming teaching and learning processes across educational contexts.

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