imagine learning

Research Report

The 2023 Educator AI Report:

Perceptions, Practices, and Potential

Research Conducted by Michael Hallowell, Market Research Manager
September 2023

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Study Details

Primary Objectives

- What are educators' perceptions of the use of artificial intelligence (AI) in the classroom?
- How do educators approach AI in the classroom?

Method

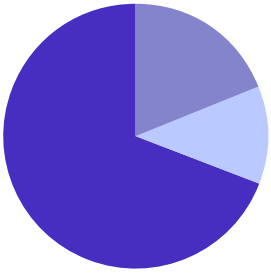
Web-based quantitative survey, approximately 7 minutes in length

Sample

Sample sourced from the Teachers' Lounge

Response

161
total participants



Incentive

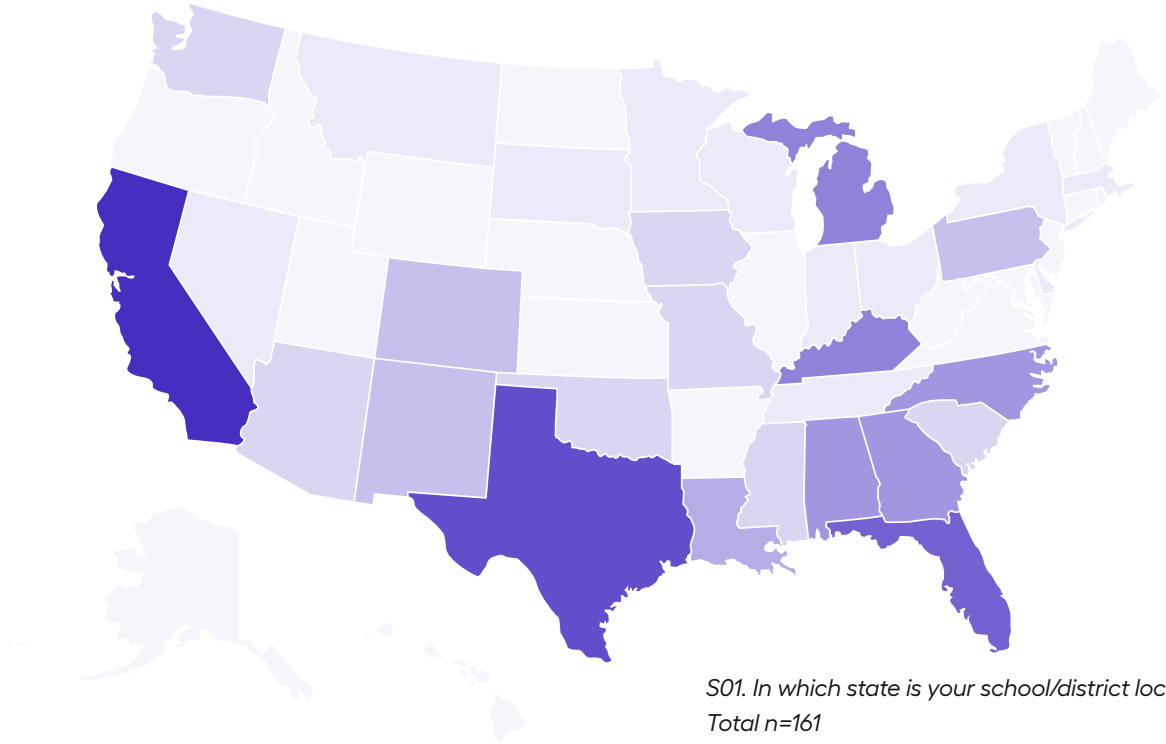
$10 gift card to the first 100 qualified participants who complete the survey

Fielding

August 25 – September 8, 2023

Demographic Overview:

Geographic Distribution



S01. In which state is your school/district located?
Total n=161

California	14%	Oklahoma	2%
Texas	11%	Indiana	1%
Florida	9%	Massachusetts	1%
Kentucky	6%	Minnesota	1%
Michigan	6%	Nevada	1%
Alabama	5%	Tennessee	1%
Georgia	5%	Arkansas	1%
North Carolina	5%	Delaware	1%
Louisiana	4%	Montana	1%
Colorado	3%	New York	1%
New Mexico	3%	Ohio	1%
Pennsylvania	3%	South Dakota	1%
Arizona	2%	Wisconsin	1%
Mississippi	2%		
South Carolina	2%		
Washington	2%		
Iowa	2%		
Missouri	2%		

Executive Summary

Use of Generative AI in the Classroom

- Approximately **33%** of educators **report using generative AI** in their classrooms for tasks such as **crafting assessments**, **developing lesson plans**, **instructional content creation**, and **even grading**.
    - However, **66% of teachers who have not yet adopted generative AI cite a lack of familiarity** as their primary impediment to implementation.
- Only **15%** of educators surveyed **feel prepared to oversee generative AI use**, with **32%** expressing they **are not prepared at all**.
- While **48%** of respondents **acknowledge the positive potential of generative AI**, **28% remain uncertain** about its advantages and disadvantages.
- **33%** of educators **believe they have the necessary support when incorporating generative AI**, with **training sessions being identified as the most beneficial** resource for facilitating adoption.
- **Future plans for generative AI usage reflect current trends**, with educators primarily focusing on assessment creation, lesson planning, and instructional materials development.
- **65% mention a lack of familiarity as the primary obstacle to the future utilization** of generative AI, with **48%** of respondents **also expressing ethical concerns**.
- **Educators surveyed indicate a disparity between themselves/students and districts/schools regarding the use of generative AI** with ~60% very/likely to use compared to ~40% respectively.

Educator Perception of Generative AI

- Educators who have used generative AI in the classroom report the impact is mixed, with **44%** of those surveyed **believing that the use of generative AI has helped alleviate their workloads** and made their jobs easier and **38%** reporting that they **are undecided**.
- Interestingly, **those who haven't yet used generative AI hold similar expectations regarding its impact to those who have already used it** (40% a lot/somewhat easier).
- However, **72%** of educators **are very/concerned about an increase in plagiarism and cheating** due to generative AI.
    - At least **60%** express **concern that it will negatively impact students' independent thinking, writing, and research skills**.
- Skepticism about generative AI's potential to bring teachers back to the profession is high, with **only 19%** of educators surveyed **indicating AI would promote reconsideration**.
- **52% are uncertain of generative AI's impact on DEI**. However, **90% believe that generative AI will contribute to making education somewhat or more accessible**.

Parent/Community Perceptions of Generative AI

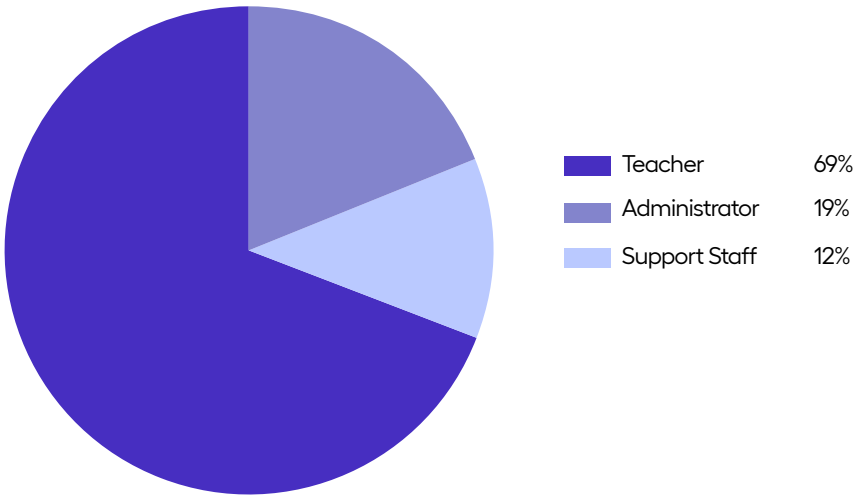
- **Educators report minimal perceived support from parents and the community** (13% very/supportive) and believe they are reluctant to support the integration of generative AI in the classroom.
- Parent and community **top concerns revolve around potential issues of cheating (66%) and a decrease in student engagement with their schoolwork (55%)** resulting from the use of generative AI.
- To address these concerns, **educators have offered various strategies, with a primary focus on enhancing AI knowledge among parents and ensuring clear, consistent communication** about how generative AI is used in educational settings.

Demographic Overview

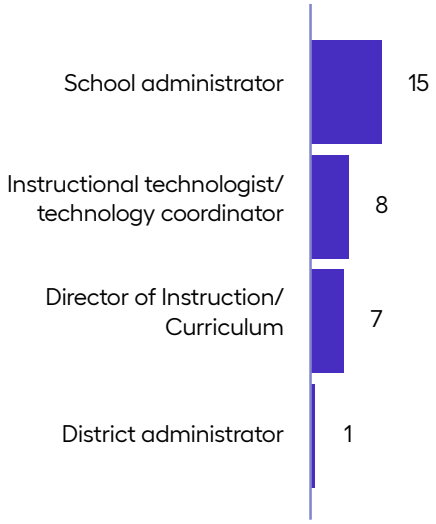
Role by Counts

Total

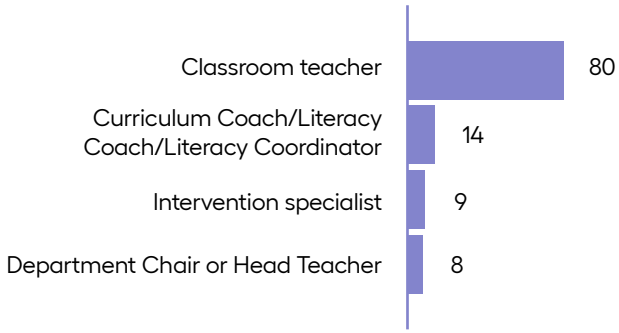
n=161



ADMINISTRATOR ROLES (N=31)



TEACHER ROLES (N=111)



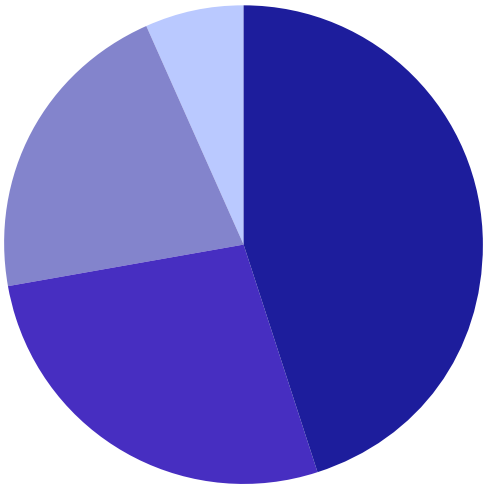
***SUPPORT STAFF (N=19)**

S02. Which position best describes your current position or your primary responsibilities?
Total n=161; Administrators n=31; Teachers n=111; Support Staff n=19

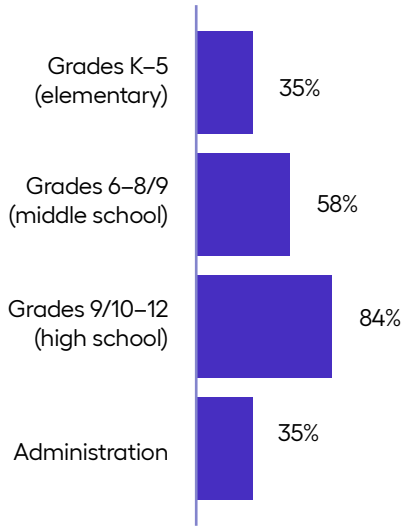
Grade Responsibility

Total

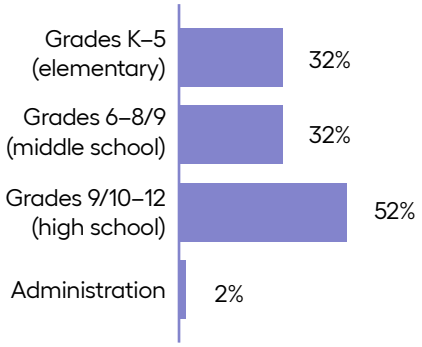
n=161



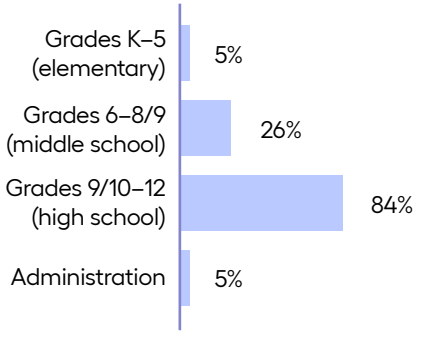
ADMINISTRATOR ROLES (N=31)



TEACHER ROLES (N=111)



*SUPPORT STAFF (N=19)

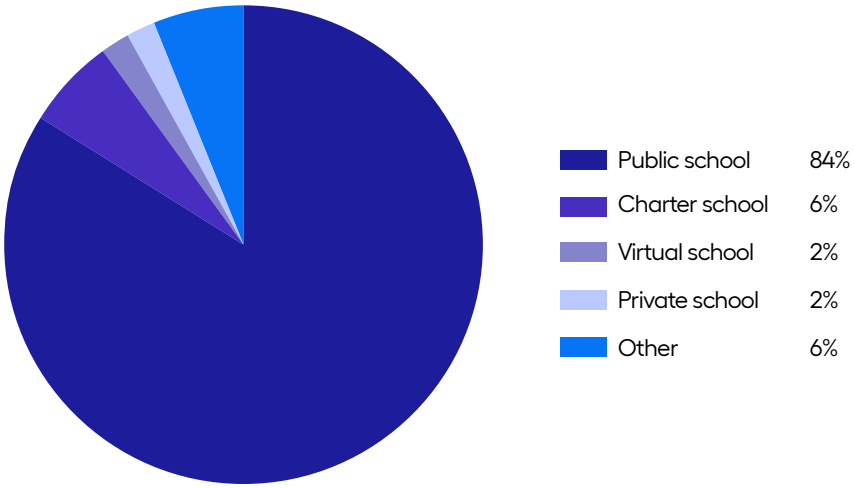


*S03. Which grade levels are you responsible for providing or overseeing instruction? (Please select all that apply.) *Note: Base size less than 30; Interpret data with caution.*

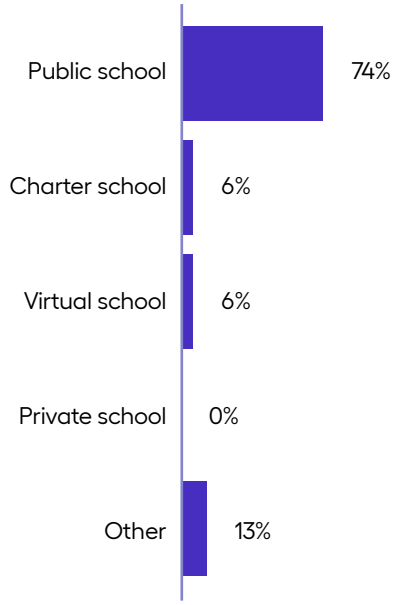
School Type

Total

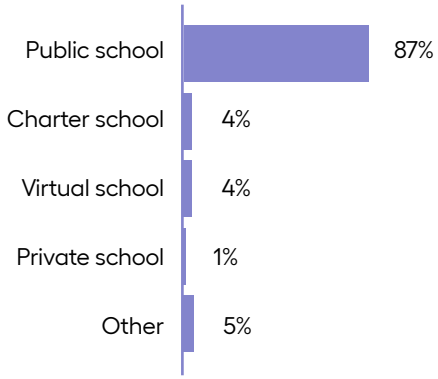
n=161



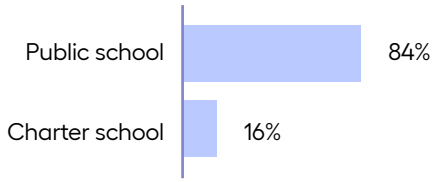
ADMINISTRATOR ROLES (N=31)



TEACHER ROLES (N=111)



*SUPPORT STAFF (N=19)



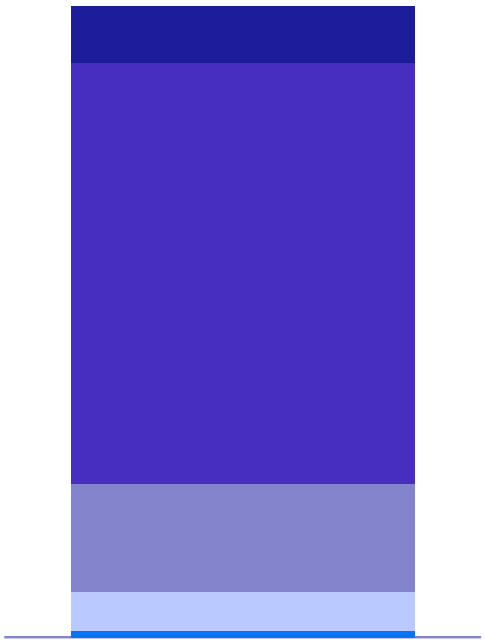
S04. Which of the following best describes your school or district?
**Note: Base size less than 30; Interpret data with caution.*

Detailed Survey Results

AI Overview

Roughly 75% of those surveyed are familiar with AI based on the definition provided.

Familiarity with AI in General Education



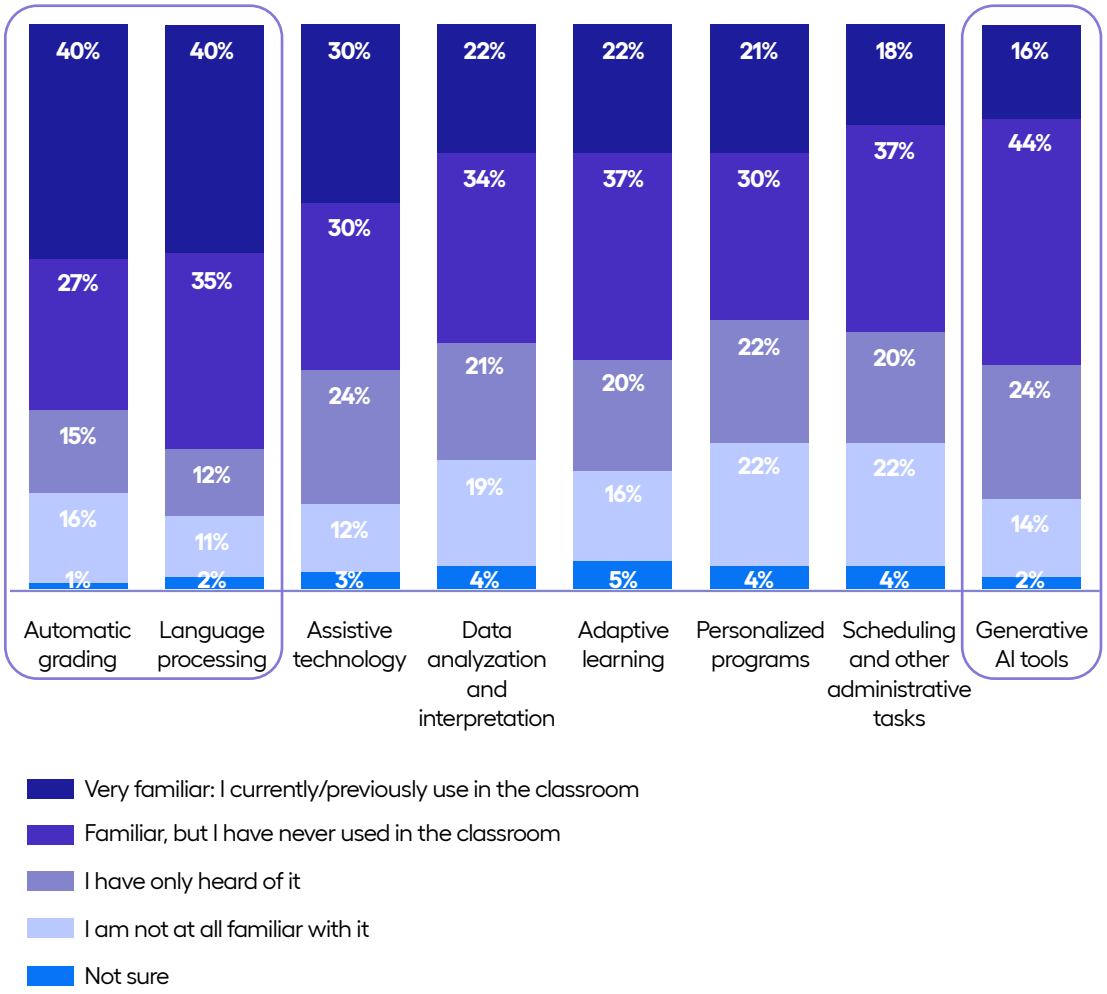
Very familiar	9%
Familiar	66%
I have only heard the term AI	17%
I am not at all familiar with AI	6%
Not sure	1%

Q1. First off, how familiar are you with the use of artificial intelligence (AI) in general education? Total n=161

General Education AI was defined as follows:
Artificial Intelligence (AI) refers to the simulation of human intelligence processes by computer systems. AI is being used in education in various ways, from chatbots that provide 24/7 student support to personalized learning algorithms that adapt to each student's needs. AI-powered tools are also being used to automate administrative tasks, such as grading assignments and providing feedback. Additionally, AI is being used to analyze large amounts of data to identify patterns and insights that can inform the development of new educational strategies and policies.

In terms of AI classroom tools, participants are most likely to have experience with automatic grading and language processing — few report experience using generative AI.

Familiarity with AI Classroom Tools



Q2. Thinking more specifically, how familiar are you with the following tools/materials that make use of artificial intelligence (AI) in the classroom? Total n=161

Use of Generative AI in the Classroom

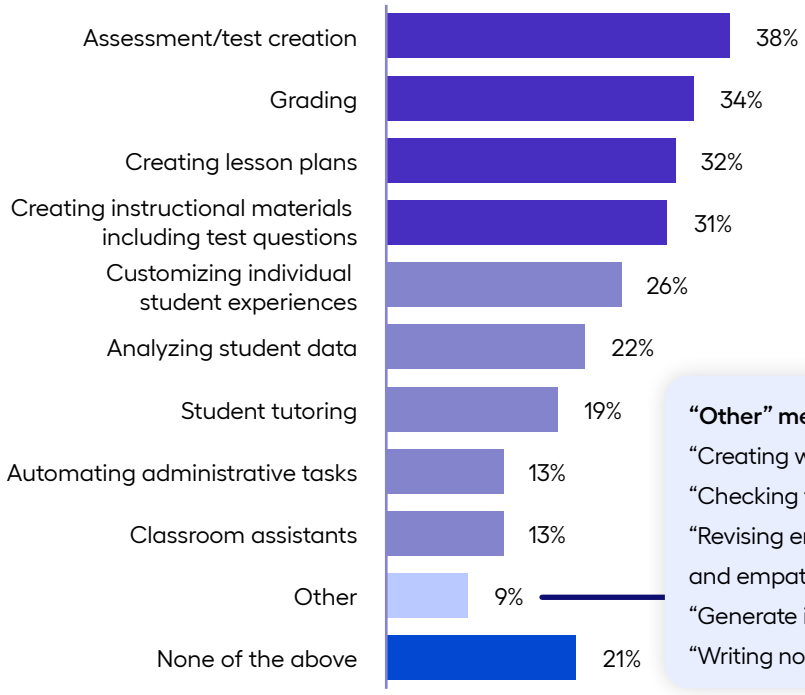
Generative AI was defined as follows:
Generative AI (such as Chat GPT, Bard, DALL-E, etc.) is a type of artificial intelligence technology that broadly describes machine learning systems capable of generating text, images, code or other types of content, often in response to a prompt entered by a user.

Generative AI models are increasingly being incorporated into online tools and chatbots that allow users to type questions or instructions into an input field, upon which the AI model will generate a human-like response.

Roughly one-third of teachers surveyed currently use generative AI for the creation of assessments/tests, lesson plans, and instructional materials, as well as grading.

Current Generative AI Uses

Teachers Only



High school educators surveyed are **much less likely** to use generative AI for customizing individual student experiences and tutoring.

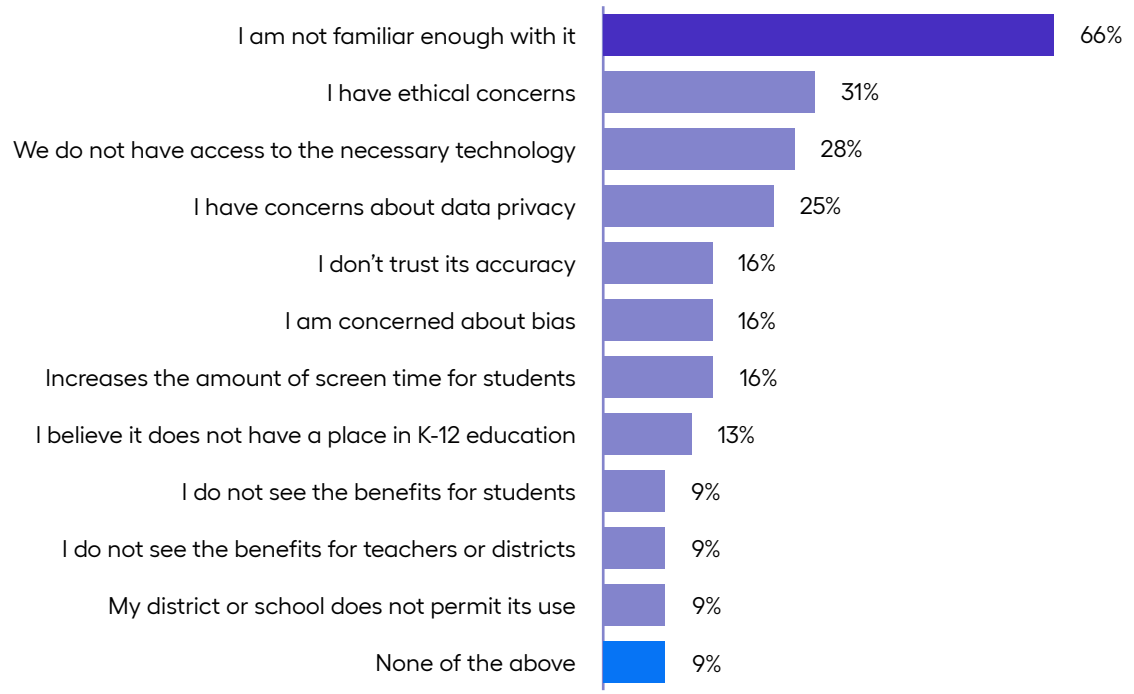
"Other" mentions include:
"Creating writing samples at different levels."
"Checking the likelihood of plagiarism."
"Revising emails to parents in a professional and empathetic tone."
"Generate ideas for research."
"Writing notes to students before AP Testing."

Q3. Which of the following ways have you used Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Teachers who have used AI in the classroom n=68

Two-thirds of teachers surveyed, who do not currently use AI in the classroom, report a lack of familiarity as the primary obstacle to utilization.

Current Barriers to Use of AI

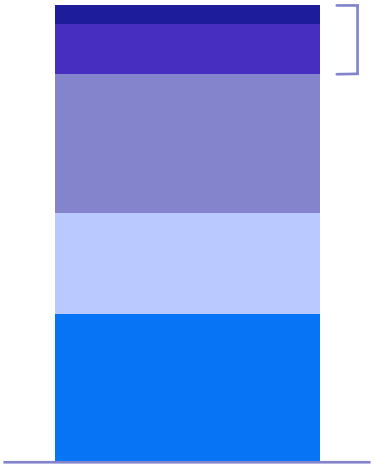
Teachers Only



Q4. Why have you not used Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Please select all that apply. Teachers who have NOT used AI in the classroom n=32

Very few educators surveyed feel prepared to oversee generative AI use. More than twice that amount (32%) report they are not prepared at all.

Preparedness to Oversee Generative AI Use in the Classroom



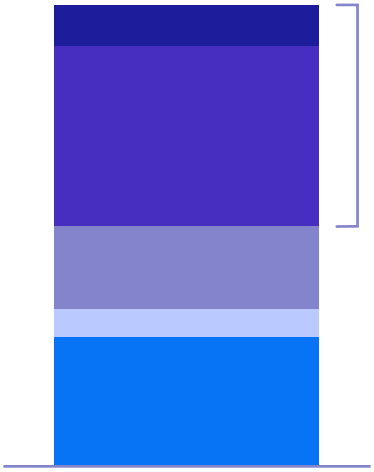
15%
of those surveyed are very/prepared to oversee generative AI in the classroom.

Very prepared	4%
Prepared	11%
Somewhat prepared	30%
Slightly prepared	22%
Not at all prepared	32%

Q5. In your opinion, how prepared are you or those you oversee to use Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom? Total n=161

While close to half of those surveyed see the positive potential of generative AI, 28% are unsure of its pros or cons.

Impact of Generative AI in the Classroom



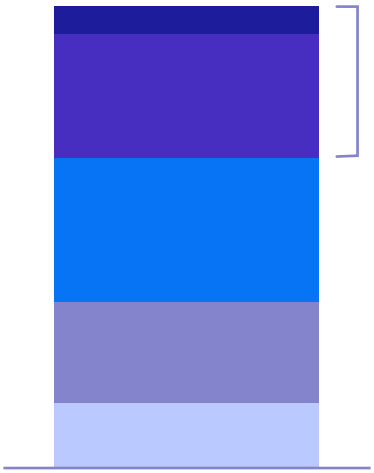
48%
of those surveyed see the overall impact of generative AI in the classroom as very/somewhat positive.

Very positive	9%
Somewhat positive	39%
Somewhat negative	18%
Very negative	6%
Not sure	28%

Q6. Will the potential of Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) have an overall positive or negative impact in the classroom? Total n=161

Only one-third of those surveyed agree they have the support needed when implementing generative AI.

Ability to Address Generative AI Implementation Issues



33%
Strongly/ Somewhat agree

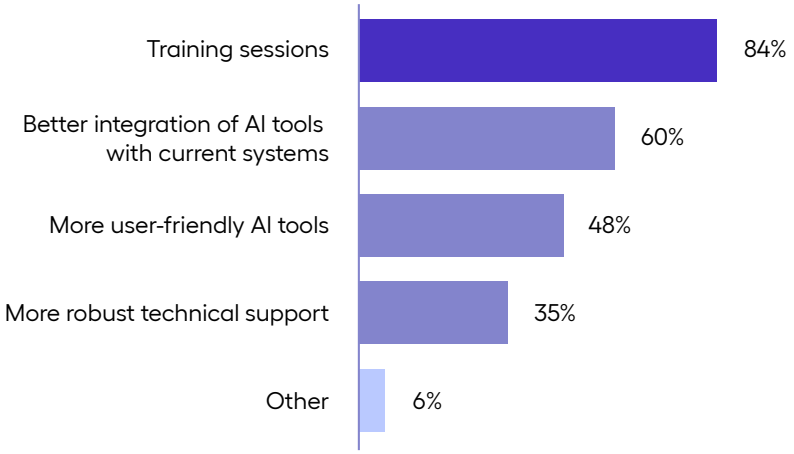
High school educators surveyed are **much more likely** to "strongly disagree" with their school's ability to address implementation issues.

Strongly agree	6%
Somewhat agree	27%
Neither agree nor disagree	31%
Somewhat disagree	22%
Strongly disagree	14%

Q7. And how much do you agree or disagree that you or those you oversee, have the tools, and support necessary to address any issues (such as data and security) with the implementation of Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.)? Total n=161

Only one-third of those surveyed agree they have the support needed when implementing generative AI — the majority perceive training sessions as the most useful tools in supporting generative AI implementation.

Most Useful Tools to Support Generative AI Implementation

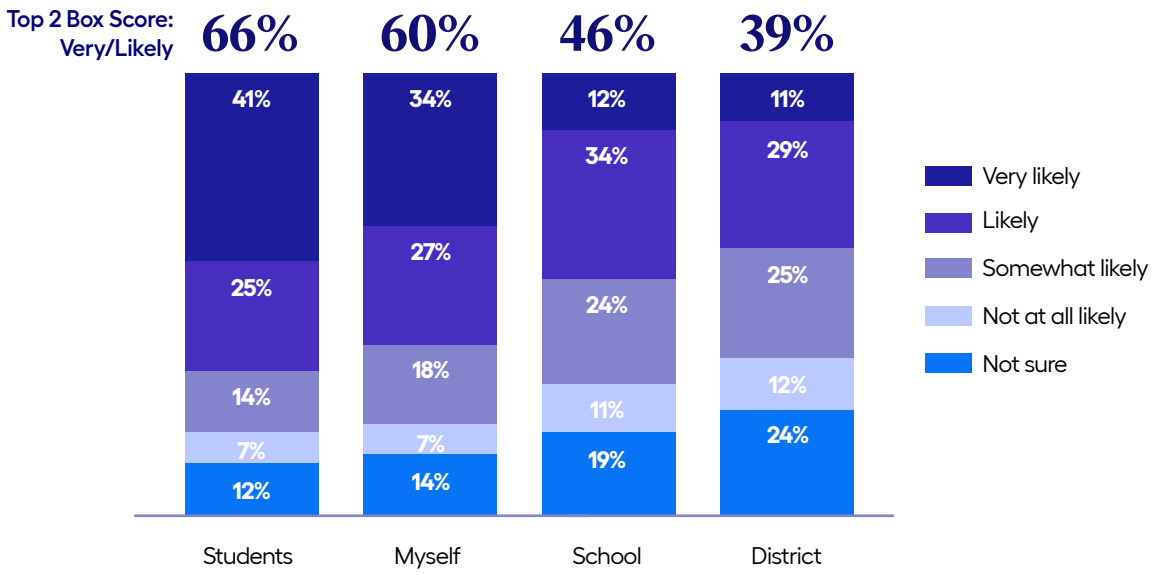


K–8 educators surveyed are **much more likely** to report more user-friendly AI tools as being most helpful.

Q8. Which of the following types of support would be most helpful in providing a smoother transition towards using more or new Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in your teaching process? (Please select all that apply.) Total n=161

Most perceive districts and schools as less likely to embrace new generative AI when compared to educators and students.

Likelihood to Use New Generative AI in the Classroom

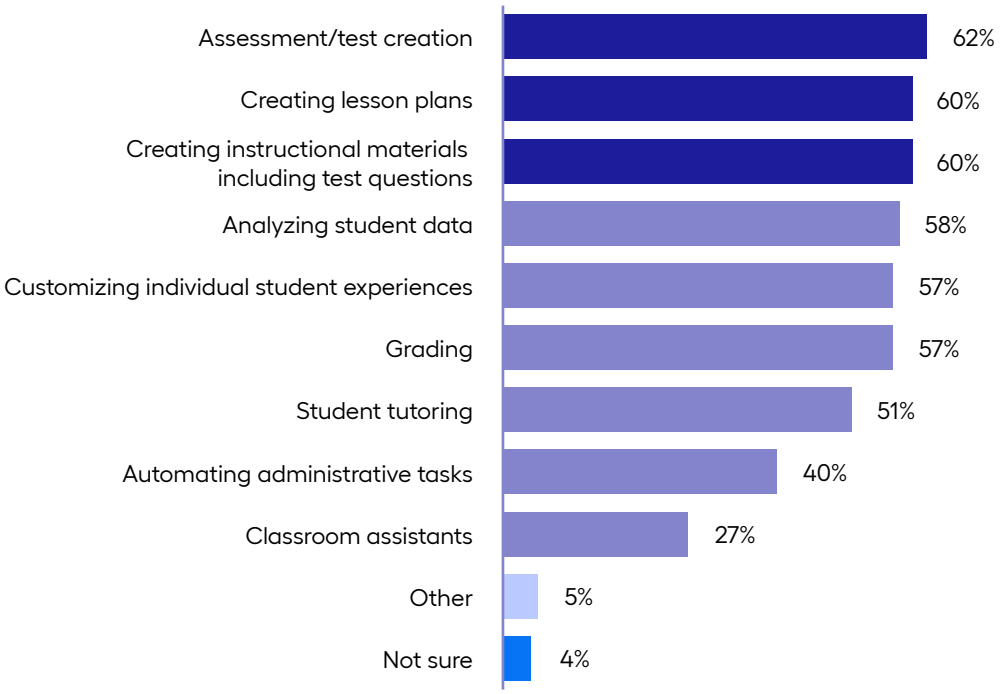


Q9. How likely are the following to use/adopt new Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom in the future? Total n=161

Future usage of generative AI reflects current usage, with teachers most likely to focus on creation of assessments/tests, lesson plans, and instructional materials using generative AI.

Current Generative AI Uses

Teachers Only



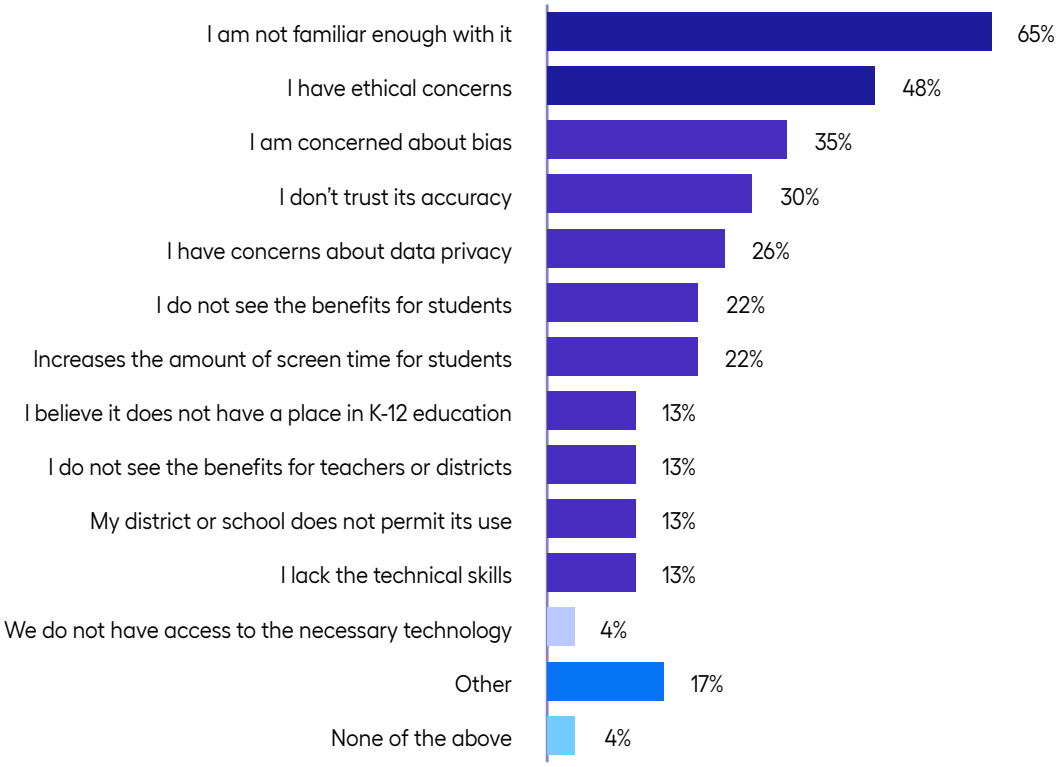
In the future, K–8 educators surveyed are **much more likely** to use generative AI for creating lesson plans and high school educators are **much less likely** to use AI to customize individual student experiences.

Q10. Which of the following ways do you think you will use Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom in the future? Please select all that apply. Teachers who are likely to use Generative AI in the classroom n=77

Lack of familiarity continues to be a key barrier to future use — almost half also cite ethical concerns as an obstacle to use.

Future Barriers to Use of AI

Teachers Only



*Base size less than 30; Interpret results with caution

*Q11. Why do you think you will not use Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), in the classroom, in the future? Please select all that apply. *Teachers who are NOT likely to use Generative AI in the classroom n=23*

Educator Perceptions of Generative AI

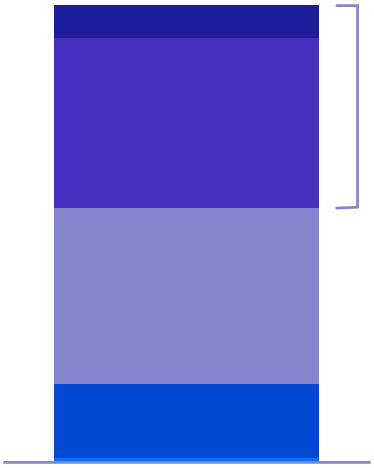
Generative AI was defined as follows:
Generative AI (such as Chat GPT, Bard, DALL-E, etc.) is a type of artificial intelligence technology that broadly describes machine learning systems capable of generating text, images, code or other types of content, often in response to a prompt entered by a user.

Generative AI models are increasingly being incorporated into online tools and chatbots that allow users to type questions or instructions into an input field, upon which the AI model will generate a human-like response.

Almost half of educators surveyed think the use of generative AI has eased the burden of their jobs.

Current Impact on Job from Use of Generative AI

Teachers Only



44%
A lot/ Somewhat easier

A lot easier	7%
Somewhat easier	37%
Neither easier nor harder	38%
Somewhat harder	16%
A lot harder	1%

Q12a. How has the use of Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom impacted your job? AI has made my job … ; Q13a. Why? Please be as detailed as possible. Teachers who have used AI in the classroom n=68

"Everything is premade, and I only need to modify something very little. I have spent the last 17 years creating my own materials all year long and this allows me to actually teach the content, talk about it and demonstrate it. I am not as worn out."

"It will take some load off the teacher as far as creating assessments, assignments, and doing student analysis."

"It has helped with small tasks, but it has too many bugs at this point and is not reliable enough. It does have great potential though."

"Being able to target specific skills for individual students has been a great help. Automated grading saves so much time for me as a teacher."

"It makes objective grading easier, but it makes grading writing harder. It helps with scheduling and reminding me of upcoming tasks."

"It is more of a wash for me. I use it to assist with grading but then I go back and recheck it anyway. I also worry about my students using it to cheat their way through assignments."

"We are only beginning to use AI within the classroom as educators, so it's hard to say how it will positively impact our daily lives. Students are using it, so we have to teach them how to use it in order to learn and make them think."

"Easier for simple fixes and adapting to kids' knowledge. Super frustrating when tech fails, and teacher tries to fix it without human interaction being available."

"I think kids use these things often, so learning without them is harder. Attention spans have gotten lower, therefore students know they can use these tools to finish assignments."

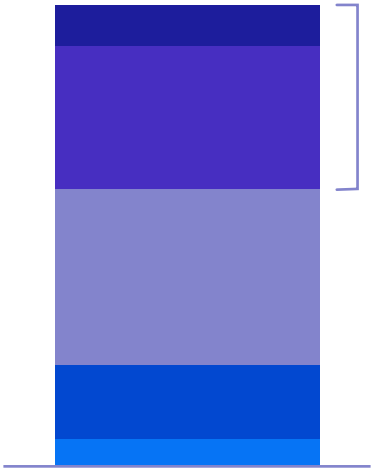
"It now requires a second scan using an AI detector app."

"It is hard to decide whether a student wrote the essay or is it AI-generated."

Educators who have yet to use generative AI in the classroom have a very similar expectation of its impact compared to those who have already used it.

Perceived Impact of Generative AI on Job

Teachers Only



40%
A lot/
Somewhat
easier

A lot easier	9%
Somewhat easier	31%
Neither easier nor harder	38%
Somewhat harder	16%
A lot harder	6%

Q12b. How do you think the use of Generative AI Tools (such as Chat GPT, Bard, DALL-E, etc.) in the classroom will impact your job? AI has made my job … ; Q13b. Why? Please be as detailed as possible. Teachers who have not used AI in the classroom n=32

"With proper instruction in using AI there will be less that I will have to do on the computer, and I can spend more time with the students."

"I could see it reducing time spent on things, so long as I had proper training and minimal requirements/added tasks."

"A lot of the 'little things' that take up too much time (like creating assessments) will be taken care of. There is no reason to re-invent the wheel so it's a perfect alternative!"

"Reliable auto grading would save time. It is possible that having AI write things like test questions could also save time but I'm not sure the technology is ready yet."

"While AI will provide additional resources to students and instructors, it will also open up a whole new 'opportunity' that teachers and students will need to verse themselves in for use and safety."

"I am not sure how it works and how it can be used. I first need to understand it before I can say how it will impact me in the classroom."

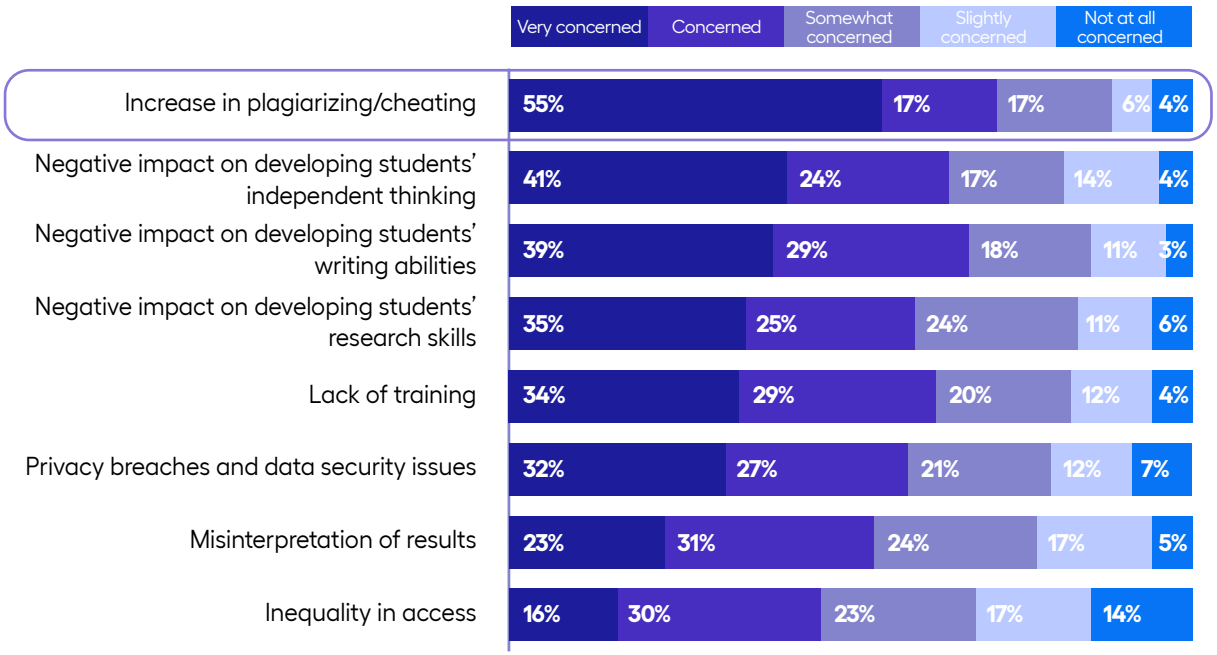
"I don't believe that a machine can authentically replace the experience of interaction between a teacher and student."

"If I am constantly trying to discern whether or not a student has done an assignment on their own, without the help of AI, that's going to add to the time it takes to do my job, in this case, grading."

"Students are using it to write essays. Until I am told that I will not teach writing and critical thinking skills to students I do not see how AI aligns with my responsibilities as a teacher."

72% of educators surveyed are very concerned/concerned with an increase in plagiarizing/cheating resulting from the use of generative AI.

Generative AI Outcome Concerns



Q14 Please rate your level of concern with each of the following potential outcomes of students using Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), in the classroom? Total n=161

Few educators surveyed think the use of generative AI in the classroom will bring teachers back to the profession.

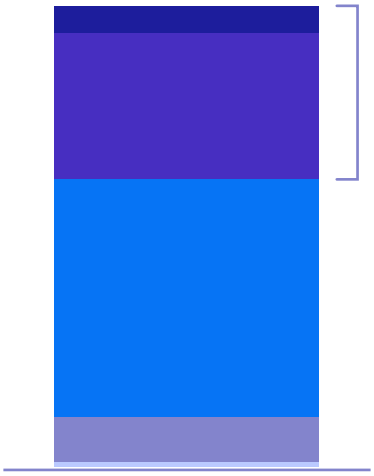
Impact of Generative AI on Bringing Back Teachers

High school educators surveyed are **much more pessimistic** regarding the ability of generative AI to bring teachers back to the classroom (43% said “no”).

Q15. Do you think the use of Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), in the classroom can help bring teachers back to the profession?Total n=161

While over half report that they are uncertain as to the impact of generative AI on DEI, 90% indicate that generative AI will make education somewhat/more accessible.

Impact of Generative AI on DEI



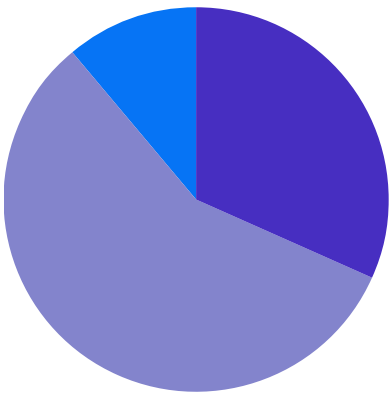
38%
Very/ Somewhat positive

Very positive	6%
Somewhat positive	32%
Neutral	52%
Somewhat negative	10%
Very negative	1%

High school educators surveyed are **much more likely** to be "neutral" regarding the impact of generative AI on DEI and **much less likely** to be "very positive."

Q16. What do you think Generative AI tools' (such as Chat GPT, Bard, DALL-E, etc.), impact on DEI (diversity, equity, and inclusion) in the classroom might be? Total n=161

Impact of Generative AI on Accessibility

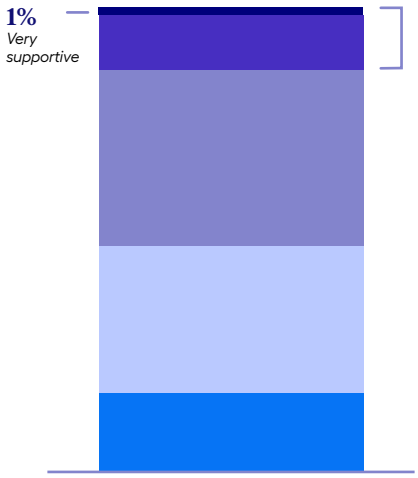


Yes, much more accessible	32%
Yes, somewhat more accessible	58%
No impact on accessibility	11%

Q17. Do you think Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), have the potential to make education more accessible for students with special needs? Total n=161

Parent & Community Perceptions of Generative AI

Parent/Community Support for Generative AI Use in the Classroom

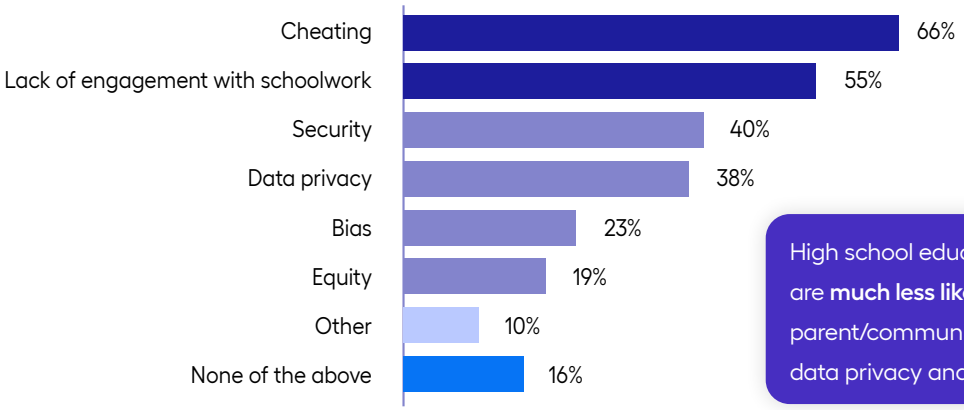


Very supportive	1%
Supportive	12%
Somewhat supportive	38%
Slightly supportive	32%
Not at all supportive	17%

Q18. Now thinking about the parents and the community, how supportive are they in the use of Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.), both at home and in school? Total n=161

Cheating and lack of engagement with schoolwork are believed to be the top concerns among parents/community regarding the use of generative AI.

Parent/Community Concerns with Generative AI



High school educators surveyed are **much less likely** to mention parent/community concern with data privacy and security.

Q19. What concerns, if any, have parents or the community raised regarding the use of Generative AI tools (such as Chat GPT, Bard, DALL-E, etc.)? Please select all that apply. Total n=161

Educators offered a variety of ways for schools to help alleviate parent concerns regarding AI, primarily focusing on AI knowledge-building coupled with clear and consistent communication with parents.

TRAINING AND EDUCATION:

- Hold informational sessions, workshops, and training modules to educate parents, teachers, and students on how AI will be used, its capabilities, limitations, and potential issues like plagiarism.

COMMUNICATION AND TRANSPARENCY:

- Communicate frequently, openly, and clearly about if, when, and how AI will be used. Explain policies, rules, and expectations around AI usage.

ESTABLISH POLICIES AND GUIDELINES:

- Create clear rules, policies, and protocols around acceptable vs. unacceptable uses of AI. Outline consequences for misuse and ensure teachers are informed about policies.

MONITOR AND LIMIT ACCESS:

- Ensure the ability to turn off AI features as needed. Limit AI usage for younger students. Use AI detection to prevent plagiarism. Require cameras on for tests and exams and disable the copy/paste function.

PARTNER WITH PARENTS:

- Get parent buy-in and make them part of the process. Give them access to classroom materials and AI tools to learn along with students. Keep them updated on student progress with consistent communications.

BALANCE BENEFITS AND LIMITATIONS:

- Present a balanced perspective on the pros and cons of AI and emphasize that AI doesn't replace learning or creative thinking but is a valuable tool in supporting learning.

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