



Faculty Perspectives in the Use of AI Tool in Teaching Literature

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Abstract

This study examined faculty perspectives on the use of Artificial Intelligence (AI) tools in teaching literature in higher education institutions in Quezon City, Philippines. A qualitative research design grounded in descriptive phenomenology was employed to explore the lived experiences of literature faculty who have integrated AI into their instructional practices. Twelve faculty members were selected through purposive sampling based on defined inclusion criteria. Data were collected through semi-structured interviews and analyzed using Giorgi's phenomenological method. Findings revealed that AI tools were primarily perceived as pedagogical support mechanisms that enhanced instructional preparation, facilitated the generation of discussion prompts, and assisted in clarifying complex literary texts. However, ethical tensions related to academic integrity, authorship, overreliance, and algorithmic bias were consistently expressed. Faculty members reported adapting assessment strategies and strengthening dialogic classroom practices to preserve interpretive rigor. Professional identity negotiation emerged as a central theme, as educators balanced technological innovation with the preservation of human-centered interpretive authority. The essence of faculty perspectives suggests that AI integration in literature education is a reflective and negotiated process. AI was not positioned as a replacement for literary interpretation but as a supplementary tool requiring critical mediation. The study underscores the need for institutional guidelines, structured professional development, and curriculum refinement to ensure responsible AI integration in humanities education.

Keywords: Artificial Intelligence, Literature Teaching, Faculty Perspectives, Phenomenology, Higher Education, Generative AI, Humanities Education

1. Introduction

Literature education remains central in higher education because it develops critical thinking, interpretive skills, and cultural awareness. Through engagement with diverse literary texts, students analyze historical contexts, ethical tensions, and social realities. Literary competence requires the ability to derive meaning through analytical reasoning supported by strong linguistic proficiency. Since language functions as the primary medium of literature, limited language mastery may restrict interpretive depth and classroom dialogue.

In the Philippine setting, literature instruction integrates national heritage, postcolonial perspectives, and multilingual realities. Faculty members are expected to contextualize canonical and contemporary texts while guiding students toward critical engagement with societal issues. Such responsibilities demand



continuous pedagogical refinement and professional development. The rapid expansion of digital technologies has intensified this demand. Digital platforms, multimodal texts, and interactive tools have reshaped classroom practices and expanded access to literary materials.

Artificial Intelligence (AI) represents a significant development in this transformation. AI-driven tools offer personalized learning pathways, automated feedback, and adaptive assessment mechanisms. The integration of AI in education presents both opportunities and structural challenges. In developing contexts, uneven infrastructure and limited digital readiness may create disparities in access and implementation. Sustainable adoption therefore requires both technological capacity and teacher preparedness (Pedro et al., 2019).

Research indicates that many educators possess limited technical knowledge of AI applications, yet they acknowledge its potential to support instructional practice (Chounta et al., 2022). AI tools can assist in lesson planning, content generation, multilingual engagement, and formative assessment. However, concerns persist regarding ethical implications, algorithmic bias, overreliance, data privacy, and the possible erosion of critical thinking. These tensions highlight the importance of examining faculty perspectives in AI integration.

Recent scholarship emphasizes the need to incorporate foundational AI training into teacher education programs to promote responsible and effective implementation (Ismail et al., 2024). Models of teacher–AI collaboration have also been proposed to enhance instructional effectiveness while maintaining human pedagogical authority (Mujiono, 2023). Emotional and professional responses to AI adoption are influenced by institutional support structures and digital literacy development (Liu & Chang, 2024). These findings underscore the complexity of AI integration in instructional settings.

Despite expanding literature on AI in education, research focusing specifically on literature faculty remains limited. Existing studies largely emphasize STEM disciplines or general language learning contexts rather than humanities instruction. Literature classrooms involve interpretive nuance, dialogic exchange, and ethical reflection, which may be uniquely affected by AI tools. Understanding how faculty perceive and navigate these changes is therefore essential.

This study explores faculty perspectives in the use of AI tools in teaching literature within Philippine higher education. By examining lived experiences, perceived affordances, professional concerns, and pedagogical adaptations, the research contributes to a deeper understanding of how AI reshapes literature instruction. Insights from this inquiry may inform curriculum development, institutional policy, and responsible AI integration in humanities education.

Aim of the Study

This study aimed to examine faculty perspectives on the use of Artificial Intelligence (AI) tools in teaching literature in higher education institutions in the Philippines. Specifically, it sought to explore how literature professors experience, interpret, and integrate AI technologies in their instructional practices, and how these experiences influence their pedagogical approaches, professional roles, and ethical considerations.

Research Questions

1. How do faculty members describe their experiences in using AI tools in teaching literature?



2. What perceived benefits and challenges do faculty members associate with the integration of AI in literature instruction?
3. How does the use of AI tools influence faculty members' pedagogical strategies and classroom practices in literature teaching?
4. What ethical, professional, and instructional concerns emerge from faculty members' use of AI in literature education?
5. What implications do faculty perspectives suggest for curriculum development, faculty training, and institutional policy regarding AI integration in humanities education?

Theoretical Framework

This study was anchored in **Narrative Theory** and **Critical Theory**, framed within a phenomenological orientation to examine faculty perspectives in the use of Artificial Intelligence (AI) tools in teaching literature. These theories provided complementary lenses for understanding how literature professors interpret, negotiate, and reflect on their experiences with AI integration in instructional practice.

Narrative Theory posits that individuals construct meaning through stories that organize experience into coherent structures. Human understanding is shaped through narrative forms that connect events, actions, and identities over time (Bruner, 2018). In educational contexts, narrative functions not only as a literary device but also as a framework for identity formation and pedagogical reflection. Faculty members interpret their professional journeys, classroom practices, and technological adaptations through personal and institutional narratives. The integration of AI in literature teaching becomes part of this evolving professional story, influencing how educators perceive their roles, responsibilities, and instructional strategies. Narrative identity theory further emphasizes that individuals construct their professional identities through reflective interpretation of lived experiences (Ricoeur, 1984). In this study, faculty perspectives on AI were understood as narrative constructions that reveal how educators position technology within their pedagogical philosophies.

Critical Theory provided a second analytical lens. Rooted in emancipatory inquiry, Critical Theory interrogates power structures, institutional norms, and sociotechnical systems that shape educational practice (Freire, 2019; Giroux, 2022). The introduction of AI in literature education raises questions concerning authority, authorship, academic integrity, and technological mediation of knowledge. AI tools may enhance instructional efficiency, yet they also reshape epistemological control and decision-making processes in the classroom. Critical pedagogy emphasizes dialogue, reflexivity, and the development of critical consciousness (Freire, 2019). From this perspective, faculty engagement with AI must be examined not merely as technological adoption but as a negotiation of power, agency, and ethical responsibility within academic environments.

The convergence of Narrative Theory and Critical Theory enabled a multidimensional interpretation of faculty perspectives. Narrative Theory illuminated how educators construct meaning from their experiences with AI, while Critical Theory examined the broader institutional and ethical implications of AI integration. Together, these frameworks supported a phenomenological exploration of lived experiences, allowing the study to capture both personal meaning-making and structural critique.

Through this theoretical grounding, the study positioned faculty not simply as users of AI tools but as reflective agents who interpret, question, and reshape technological practices within literature education.

Conceptual Framework

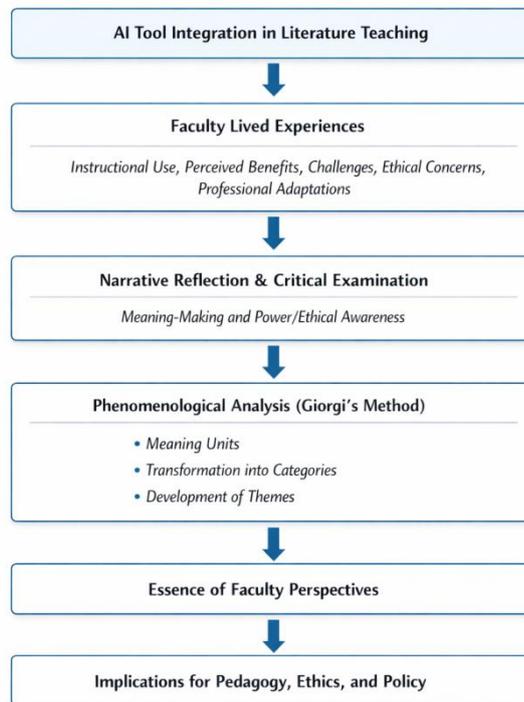


Figure 1. Conceptual Framework of the Study: Faculty Perspectives on AI Tool Integration in Literature Teaching

Figure 1 presents the conceptual framework guiding the study on faculty perspectives in the use of AI tools in literature instruction. The framework illustrates a structured phenomenological process beginning with **AI tool integration in literature teaching** as the initiating instructional context.

The second level highlights **faculty lived experiences**, which constitute the central phenomenon of the study. These experiences include instructional practices, perceived benefits, challenges encountered, ethical considerations, and professional adaptations resulting from AI use.

The framework then situates these experiences within **narrative reflection and critical examination**. Through Narrative Theory, faculty interpret their professional journeys and meaning-making processes. Through Critical Theory, they examine power relations, ethical tensions, and institutional implications surrounding AI integration.

The analytical core of the framework is **Giorgi's phenomenological method**, where experiences are systematically transformed into meaning units, clustered into categories, and synthesized into themes. This process leads to the identification of the **essence of faculty perspectives**, which represents the distilled understanding of how AI shapes literature teaching.

Finally, the framework culminates in **implications for pedagogy, ethics, and institutional policy**, demonstrating how phenomenological insights inform instructional refinement, responsible AI adoption, and strategic educational decision-making.

2. Review of Related Literature



Literature teaching in higher education has been positioned as a site of interpretation, dialogue, and ethical judgment. Texts have been treated as cultural artifacts that require contextual reading and reflective discussion. Classroom practice has been shaped by close reading and guided interpretation, while digital resources have been used to widen access to texts and supporting materials. In recent work, literature and language classrooms have been described as spaces where higher order thinking and interpretive depth have been strengthened through structured analysis and discussion, rather than through recall-based tasks (Alsup, 2018). This orientation has remained relevant in Philippine and similar multilingual contexts, where reading proficiency and critical engagement have been treated as core outcomes of literature instruction.

AI adoption in education has been examined as a policy and practice issue, with attention given to infrastructure, teacher readiness, and inequality risks. In the UNESCO working paper, AI has been framed as a tool that can support personalization and assessment, yet it has also been linked to new forms of digital divide when governance and capacity building are weak (Pedro et al., 2019). In higher education research syntheses, the field has been described as fast-growing but uneven, with repeated calls made for stronger ethics, collaboration, and research rigour (Bond et al., 2024). A large-scale review of AI in education has also mapped dominant applications such as intelligent tutoring, analytics, and conversational agents, while persistent concerns have been recorded around privacy, transparency, and bias (Wang et al., 2024). With generative AI, policy guidance has emphasized human-centred safeguards, age-appropriate regulation, institutional rules on use, and teacher capacity development (Miao & Holmes, 2023).

Teacher and faculty perspectives have been treated as central because AI tools are mediated through everyday pedagogy. In a study on teachers' perceptions in Estonia, limited prior knowledge of AI was reported, yet AI was viewed as potentially useful when aligned with classroom needs and adequate support was provided (Chounta et al., 2022). For generative AI in particular, opportunities have been described in drafting, feedback support, and idea generation, while risks have been emphasized in academic integrity, shallow learning, and overdependence on automated outputs (Kasneci et al., 2023). Empirical work has also shown that teacher perceptions can remain cautious when concerns about reliability, workload, and unintended consequences are salient (Alwaqdani, 2025). These patterns have justified the need for qualitative inquiry focused on literature faculty, since interpretive disciplines rely on meaning-making, authorship, and ethical reasoning that may be uniquely disrupted or reshaped by AI tool use (Chounta et al., 2022; Miao & Holmes, 2023).

4. Findings and Discussion

The phenomenological analysis revealed that faculty perspectives on the use of AI tools in teaching literature were structured around four major themes: (1) AI as Pedagogical Support, (2) Ethical and Academic Tensions, (3) Professional Adaptation and Identity Negotiation, and (4) Institutional and Developmental Implications.

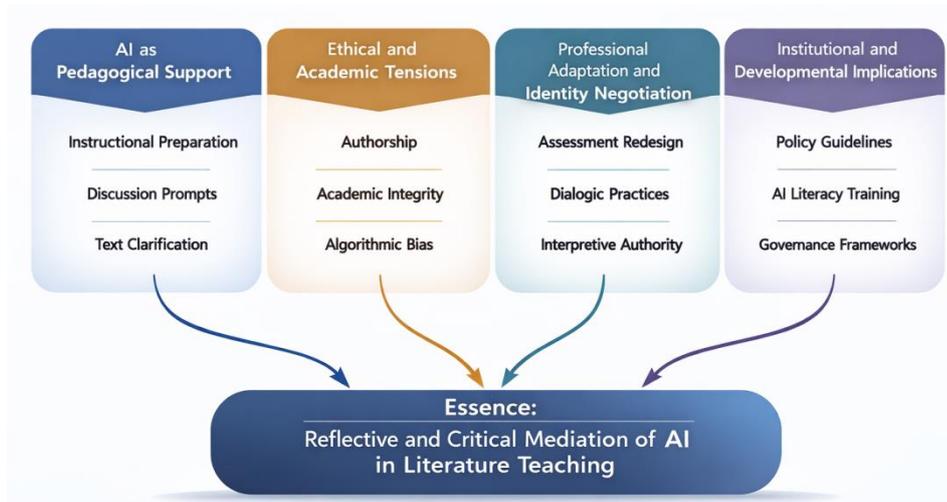


Figure 2. Thematic Flow Toward the Essence of Faculty Perspectives on AI Integration in Literature Teaching

Figure 2 illustrates the interpretive progression of themes identified through phenomenological analysis. The figure presents a structured flow beginning with the four emergent themes and culminating in the distilled essence of faculty perspectives. It visually represents how individual thematic categories are not isolated findings but interconnected dimensions of a unified experiential structure.

The first thematic layer reflects **AI as Pedagogical Support**, where faculty recognized AI as an instructional aid that enhances preparation and classroom engagement. This theme establishes the functional context of AI integration.

The second theme, **Ethical and Academic Tensions**, introduces the reflective concerns associated with AI use, including issues of authorship, academic integrity, and potential overdependence. This layer demonstrates that pedagogical adoption is accompanied by ethical scrutiny.

The third theme, **Professional Adaptation and Identity Negotiation**, captures how faculty reconfigured teaching strategies and assessment practices to preserve interpretive rigor. It reflects the dynamic adjustment of professional identity in response to technological integration.

The fourth theme, **Institutional and Developmental Implications**, expands the perspective beyond the classroom. It highlights the need for structured policies, professional development, and institutional guidance.

These themes converge toward the central essence: **reflective and critical mediation of AI in literature teaching**. The figure emphasizes that faculty perspectives are shaped by a balanced engagement with innovation and responsibility. AI integration is portrayed not as a linear adoption process but as a reflective negotiation grounded in pedagogical values and ethical awareness.

These themes emerged through systematic transformation of meaning units following Giorgi's method (Giorgi, 2009).



Table 1. Summary of Emergent Themes and Core Meanings

Theme	Core Description	Representative Focus
AI as Pedagogical Support	AI functions as an instructional aid that enhances preparation and engagement	Prompt generation, text clarification, formative feedback
Ethical and Academic Tensions	Concerns regarding authorship, integrity, bias, and overreliance	Academic honesty, authenticity, algorithmic limitations
Professional Adaptation and Identity Negotiation	Faculty adjust assessment and teaching strategies in response to AI use	Redesigning tasks, reinforcing dialogic interpretation
Institutional and Developmental Implications	Need for policy clarity and structured training	AI guidelines, professional development

Table 1 presents a structured summary of the major themes that emerged from the phenomenological analysis. The table serves as an analytical map that synthesizes faculty experiences into organized thematic categories while preserving the qualitative integrity of the study. It does not quantify responses; rather, it condenses the interpretive findings into coherent thematic representations.

The first column identifies the overarching themes derived from the transformation and clustering of meaning units using Giorgi's phenomenological method. These themes reflect the central patterns found across participant narratives. The second column provides a concise description of each theme's core meaning, capturing the essence of faculty perspectives within that thematic domain. The third column highlights representative focal areas or dimensions that illustrate how each theme manifested in instructional practice.

The theme AI as Pedagogical Support reflects faculty recognition of AI as a supplementary instructional tool. This theme encapsulates how AI facilitated lesson preparation, generated discussion prompts, and clarified complex texts. The table condenses these experiences into a clear conceptual category while preserving their instructional relevance.

The theme Ethical and Academic Tensions represents concerns expressed by faculty regarding authorship, academic integrity, overreliance, and potential algorithmic bias. This theme underscores the reflective caution adopted by participants and highlights the ethical dimension of AI integration.

The theme Professional Adaptation and Identity Negotiation captures how faculty adjusted their assessment strategies and classroom practices in response to AI use. It reflects the ongoing negotiation between technological innovation and the preservation of interpretive authority within literature teaching.

The theme Institutional and Developmental Implications emphasizes the broader structural context. Faculty perspectives extended beyond classroom practice to institutional policies, professional development needs, and governance frameworks.

Overall, Table 1 functions as a synthesis tool. It provides readers with a consolidated overview of the analytic structure before the detailed thematic discussion. The table strengthens clarity, transparency, and coherence in the presentation of qualitative findings without reducing the richness of participant narratives.

AI as Pedagogical Support



Faculty members described AI tools as practical instructional aids that enhanced efficiency and facilitated classroom preparation. AI applications were used for generating discussion prompts, summarizing literary texts, creating formative assessments, and suggesting interpretive angles. Participants reported that AI tools helped scaffold student understanding, particularly when texts were linguistically complex or culturally distant.

These findings align with prior research indicating that educators perceive AI as a supportive instrument when integrated thoughtfully into practice (Chounta et al., 2022). Generative AI systems have been shown to assist in drafting feedback and providing alternative explanations, which may enhance accessibility and engagement (Kasneji et al., 2023). Faculty in this study emphasized that AI did not replace interpretive dialogue but functioned as a supplementary resource to initiate deeper discussion.

However, participants consistently maintained that interpretive authority remained with the instructor. AI-generated outputs were treated as preliminary materials subject to critical scrutiny rather than definitive interpretations. This perspective reflects a human-centered orientation to AI integration, consistent with policy recommendations advocating guided and supervised use (Miao & Holmes, 2023).

Ethical and Academic Tensions

A second theme concerned ethical complexity and academic integrity. Faculty expressed concern about overreliance on AI-generated analyses, which could diminish original interpretation and weaken critical reading practices. Some participants reported uncertainty in detecting AI-assisted submissions, raising questions about authorship and authenticity.

These concerns echo broader scholarly discussions regarding generative AI in education. Risks associated with large language models include superficial engagement, misinformation, and erosion of independent analytical development (Kasneji et al., 2023). UNESCO policy guidance has similarly emphasized the importance of transparency, regulation, and institutional safeguards to prevent misuse (Miao & Holmes, 2023).

Participants also discussed potential bias embedded in AI-generated responses. They noted that literature interpretation is culturally situated, and AI systems trained on global datasets may not always reflect local or postcolonial perspectives. This observation aligns with concerns raised in systematic reviews regarding algorithmic bias and uneven representation in AI systems (Bond et al., 2024; Wang et al., 2024). Faculty therefore adopted cautious strategies, encouraging students to critique AI outputs rather than accept them uncritically.

Professional Adaptation and Identity Negotiation

Faculty members described AI integration as reshaping aspects of their professional roles. Some participants reported that AI tools reduced time spent on routine preparation tasks, enabling greater focus on interpretive dialogue. Others described a need to redesign assessments to emphasize in-class analysis and oral discussion to maintain academic integrity.

These adaptive strategies reflect the dynamic interaction between teacher identity and technological change. Research has shown that educators often view AI as both opportunity and disruption, requiring negotiation between innovation and professional responsibility (Chounta et al., 2022). Faculty in this study framed AI not as a replacement for teaching expertise but as a catalyst for pedagogical refinement.



Professional development was identified as a significant factor influencing confidence in AI use. Participants who engaged in informal learning or peer collaboration reported greater clarity in establishing boundaries for AI integration. This finding supports recommendations that teacher education and institutional training are essential for responsible AI adoption (Pedro et al., 2019).

Institutional and Developmental Implications

The final theme highlighted institutional responsibility. Faculty members emphasized the need for clear policies on AI usage, academic integrity guidelines, and structured professional development programs. In the absence of institutional frameworks, uncertainty regarding appropriate use was reported.

These observations correspond with international calls for governance structures to guide AI implementation in education (Miao & Holmes, 2023). Reviews of AI in higher education have emphasized the importance of ethics, collaboration, and systemic oversight to ensure equitable and responsible deployment (Bond et al., 2024). Faculty perspectives in this study therefore extend beyond classroom practice to institutional strategy.

Overall, the essence of faculty perspectives revealed a balanced stance. AI was recognized as a pedagogical support tool capable of enhancing engagement and efficiency. At the same time, ethical vigilance and critical mediation were viewed as indispensable. Faculty positioned themselves as reflective gatekeepers who guide AI use while preserving the interpretive depth and dialogic character of literature education.

The findings suggest that effective AI integration in literature teaching depends not solely on technological capacity but on critical literacy, institutional governance, and professional reflexivity.

5. Conclusion

This study examined faculty perspectives on the use of AI tools in teaching literature through a phenomenological approach. The findings indicate that AI integration in literature classrooms is approached with measured acceptance rather than uncritical enthusiasm. Faculty members recognized AI as a pedagogical support tool that can enhance instructional preparation, generate discussion prompts, and provide alternative explanations for complex texts. However, AI was not viewed as a substitute for interpretive authority or professional expertise.

The essence of faculty perspectives revealed a strong commitment to maintaining the dialogic and analytical nature of literature instruction. AI outputs were treated as supplementary materials subject to critique rather than definitive interpretations. Faculty emphasized the importance of preserving originality, contextual sensitivity, and critical engagement within classroom practice. Ethical concerns related to authorship, academic integrity, and overreliance were consistently identified as areas requiring careful management.

Professional adaptation emerged as a central theme. Faculty members described redesigning assessments and strengthening in-class discussions to ensure that interpretive depth remains central to literature teaching. AI integration was framed as a catalyst for pedagogical reflection rather than displacement. The study underscores that effective implementation depends on faculty mediation, institutional clarity, and ongoing professional development.



Overall, AI integration in literature education is best understood as a negotiated and reflective process. Its value lies not in automation but in how it is critically guided and ethically contextualized within humanities instruction.

6. Implications for Practice and Policy

The findings of this study carry important implications for literature instruction, faculty development, and institutional governance. First, AI integration in literature classrooms requires intentional pedagogical framing. AI tools should be positioned as support mechanisms that assist analysis rather than replace interpretive engagement. Faculty should explicitly model how AI-generated content can be evaluated, questioned, and refined through critical discussion. This approach reinforces analytical rigor while promoting responsible digital literacy.

Second, assessment design must be reconsidered in light of AI accessibility. Greater emphasis may be placed on in-class analysis, oral interpretation, reflective journals, and process-oriented tasks that highlight students' thinking development. Such strategies can strengthen authenticity and reduce overreliance on automated outputs.

Third, institutional policy development is essential. Clear guidelines on acceptable AI use, citation practices, and academic integrity standards should be established. Without institutional clarity, faculty members may face uncertainty in enforcing ethical boundaries. Policies should balance innovation with accountability and be communicated transparently to both faculty and students.

Fourth, structured professional development programs are necessary to build AI literacy among literature educators. Training should move beyond technical orientation and address ethical reasoning, bias awareness, and pedagogical alignment. Faculty confidence and competence in AI use directly influence the quality of classroom integration.

Finally, humanities education must preserve its core values of interpretive depth, contextual sensitivity, and dialogic engagement. AI integration should be guided by these principles rather than by efficiency alone. The long-term impact of AI in literature teaching will depend on how effectively institutions and educators sustain critical mediation while embracing technological advancement.

7. Limitations of the Study

Several limitations should be acknowledged. First, the study was conducted among a small group of literature faculty members within higher education institutions in Quezon City. While the participants provided rich and reflective accounts, the findings may not fully represent the perspectives of literature faculty in other regions or institutional contexts.

Second, the study relied on self-reported experiences obtained through interviews. Although phenomenological inquiry values subjective description, responses may have been influenced by personal reflection, recall bias, or socially desirable framing. Observational data or document analysis were not included, which may have provided additional contextual insight.

Third, the study focused specifically on faculty perspectives. Student experiences and institutional leadership perspectives were not examined. Including these groups could offer a more comprehensive understanding of how AI integration affects literature instruction across multiple stakeholders.



Fourth, the rapid evolution of AI tools presents an inherent limitation. Faculty experiences captured during the period of data collection may shift as technologies, institutional policies, and familiarity with AI continue to develop.

Despite these limitations, the study offers meaningful insights into the lived realities of faculty navigating AI integration in literature education.

Directions for Future Research

Future studies may expand the scope to include comparative investigations across disciplines, institutions, or regions. Examining differences between humanities and STEM faculty perspectives could deepen understanding of how disciplinary values shape AI integration.

Research incorporating student perspectives would provide complementary insight into how AI influences learning behaviors, interpretive development, and academic integrity. Mixed-method designs combining phenomenological interviews with classroom observations or document analysis may also strengthen empirical depth.

Longitudinal research could explore how faculty perceptions evolve over time as institutional policies mature and technological familiarity increases. Additionally, future studies may examine the development of structured AI literacy programs tailored specifically to literature and language educators.

Such investigations would contribute to a broader understanding of how AI reshapes interpretive pedagogy while preserving the foundational values of humanities education.

Declarations

A. Credit Authorship Contribution Statement

Author: Conceptualization, Methodology, Data Analysis, Writing – Original Draft, Validation, Review & Editing.

B. Ethical Statement

Informed consent was obtained from all participants. Data privacy compliance followed Republic Act 10173 (Data Privacy Act of 2012) and ISO/IEC 27001 standards.

C. Declaration of Competing Interest

The author declares no competing financial interests.

D. Data Availability Statement

Data are available upon reasonable request.

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