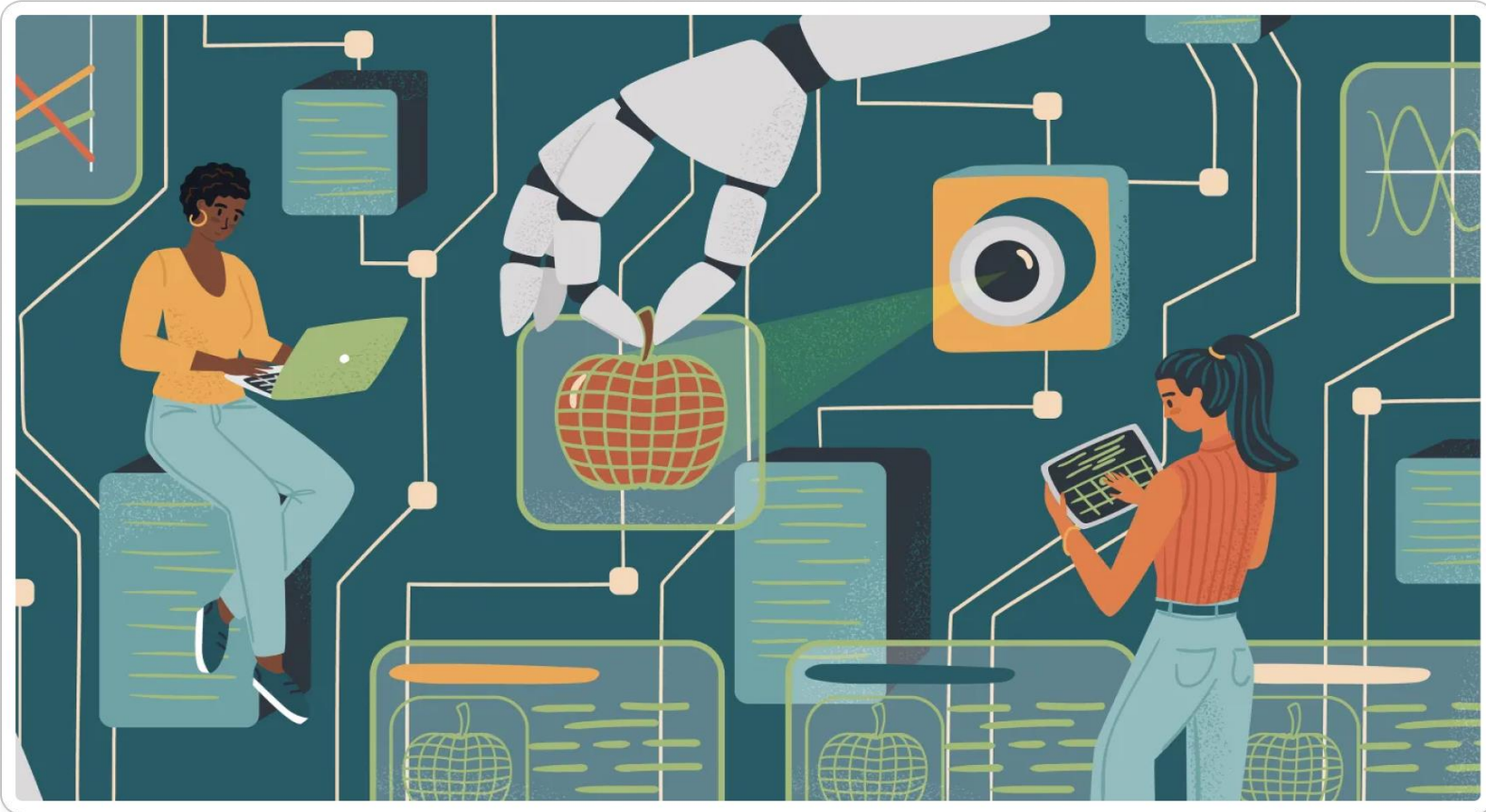


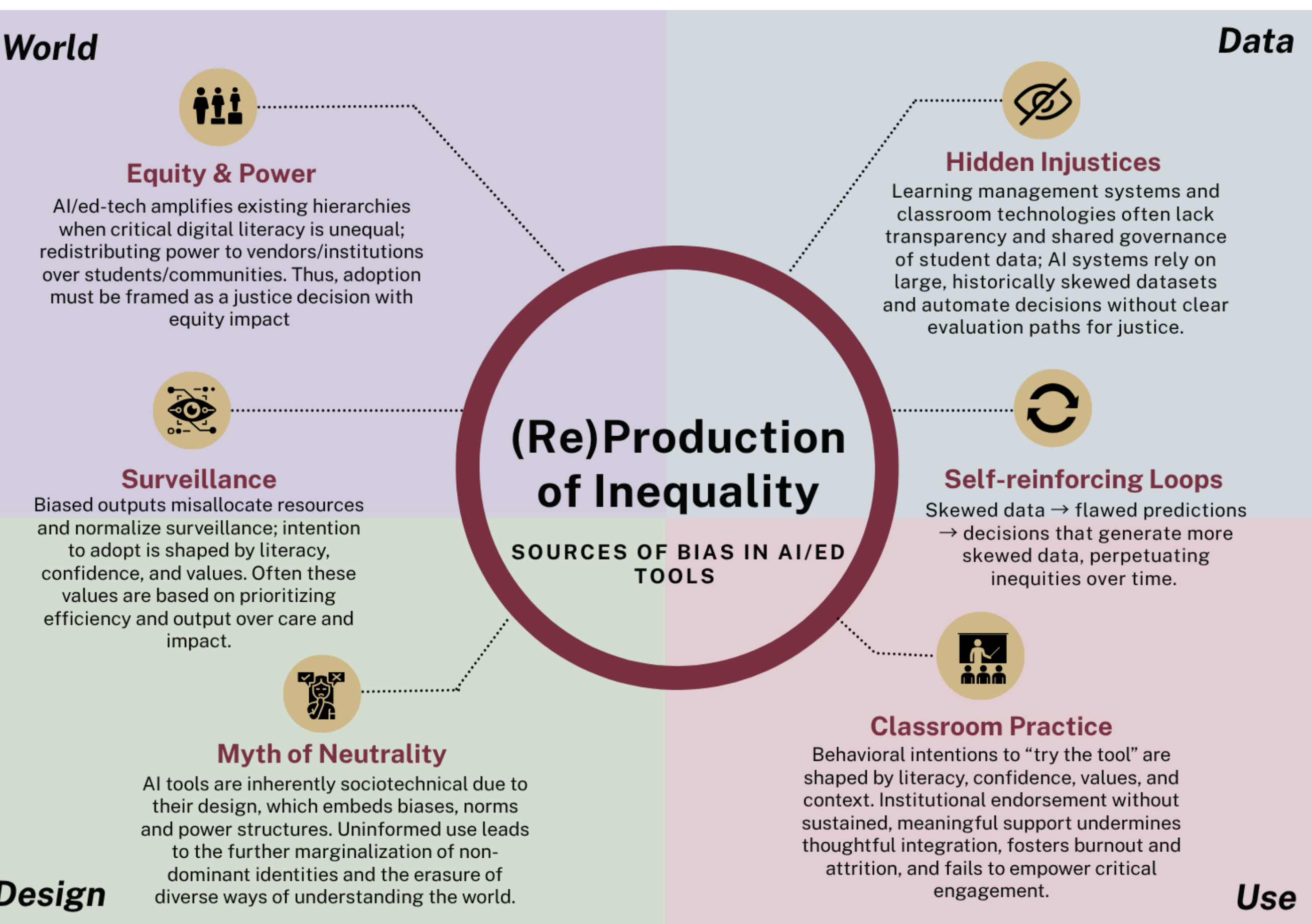
Empowering Future Educators: Exploring Multidimensional Factors Shaping Pre-service Teachers' Intentions to use AI

 **Wendy Rodriguez**
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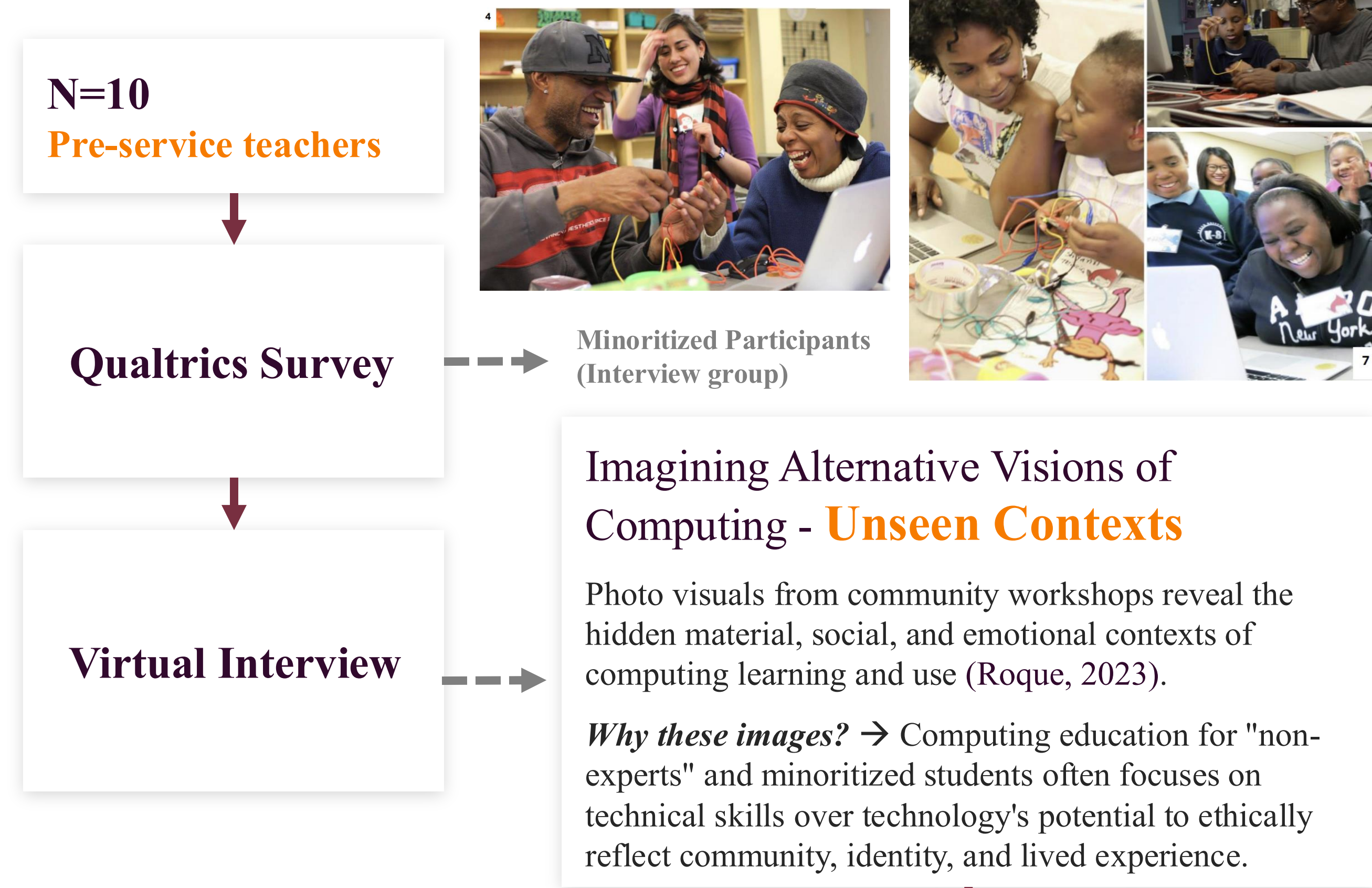
 **Alysia Roehrig**
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Technology and Education



Explanatory Sequential Design

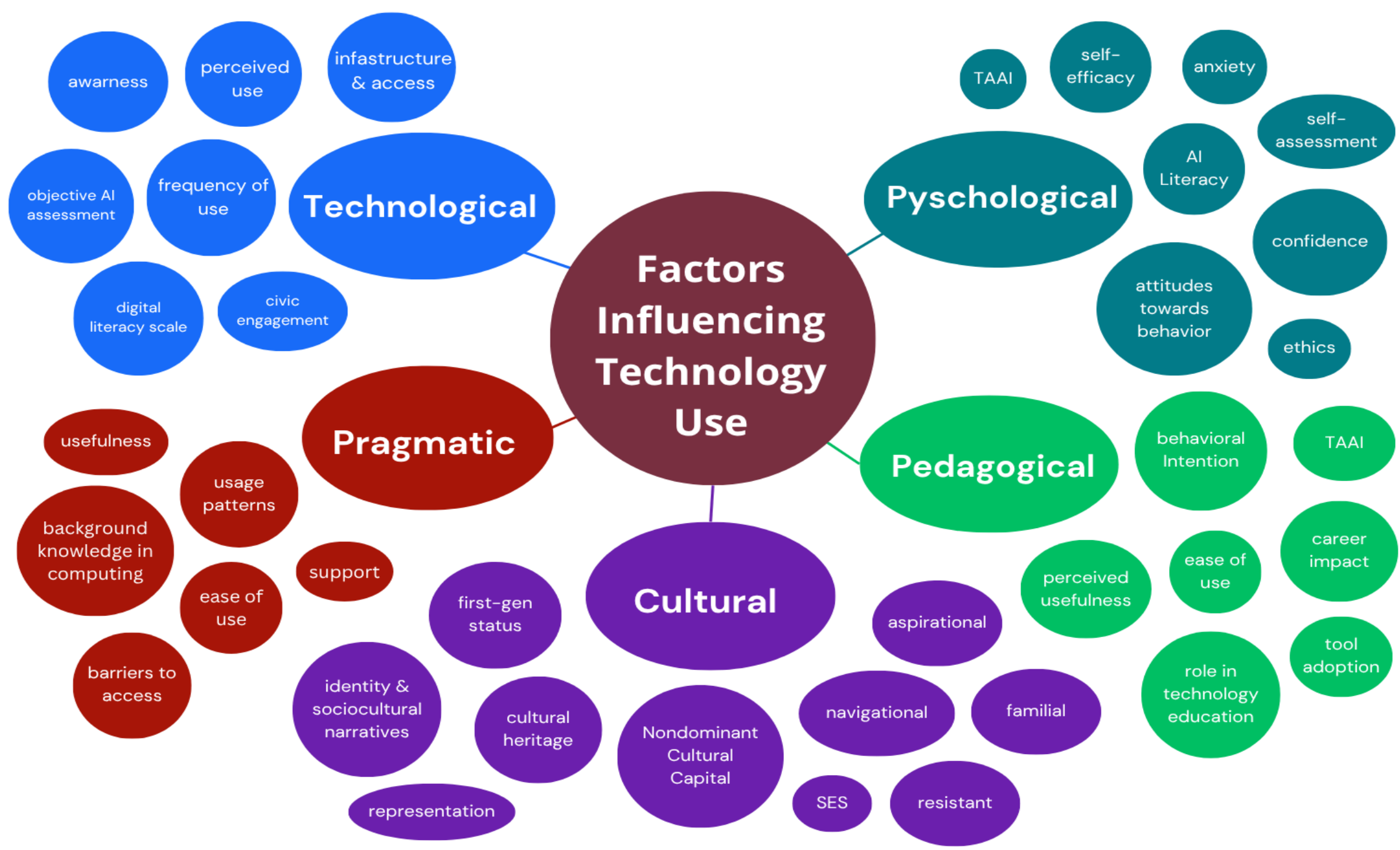


Sample Questions

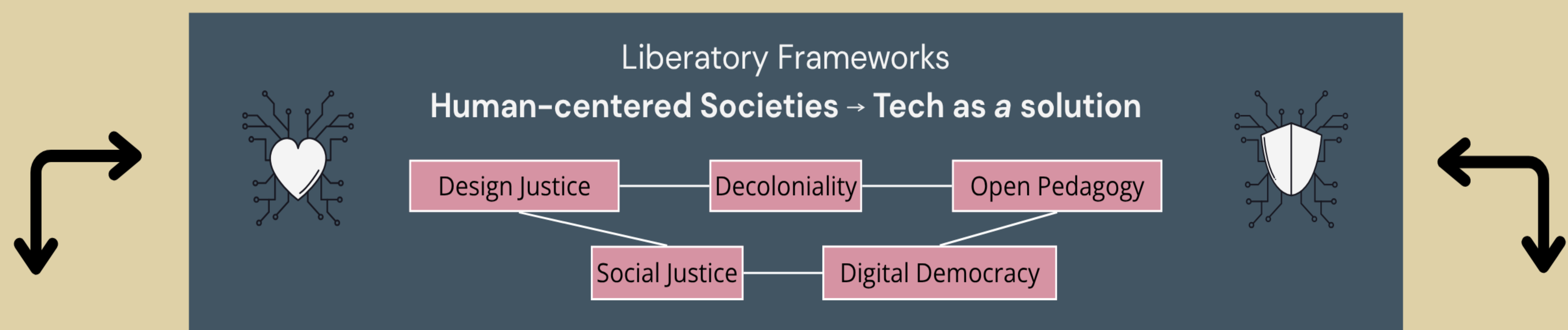
- Do you think emotions like joy, frustration, or pride shape meaningful learning experiences? If so, how?
- When thinking about educational technology, whose perspectives or experiences do you think are most commonly reflected?
- Can you think of a moment in your everyday life where technology either empowered or limited your voice, choices, or opportunities?



MEASURES

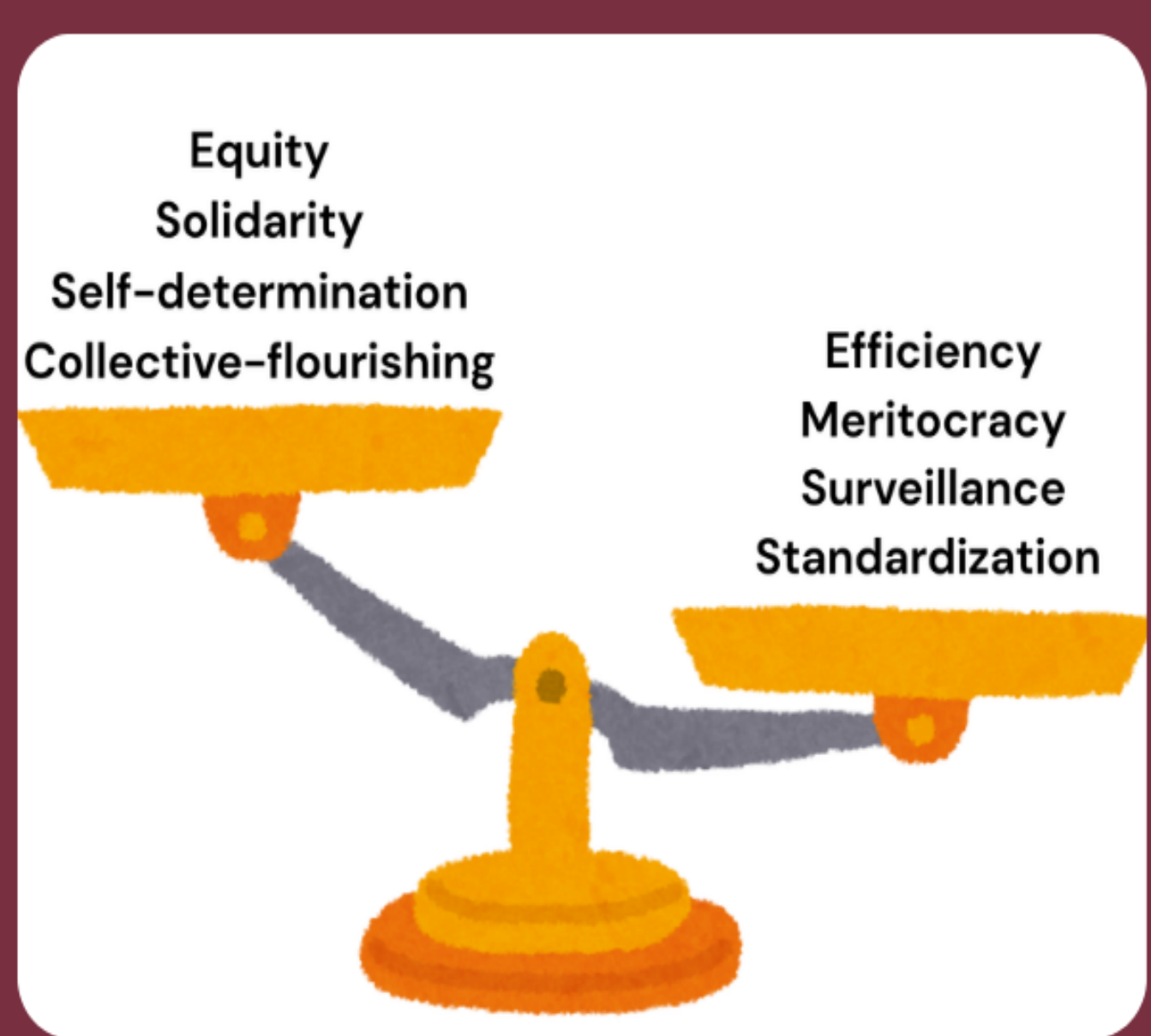


Question the tool, shape the future: Critical AI use keeps people, not algorithms, at the center.



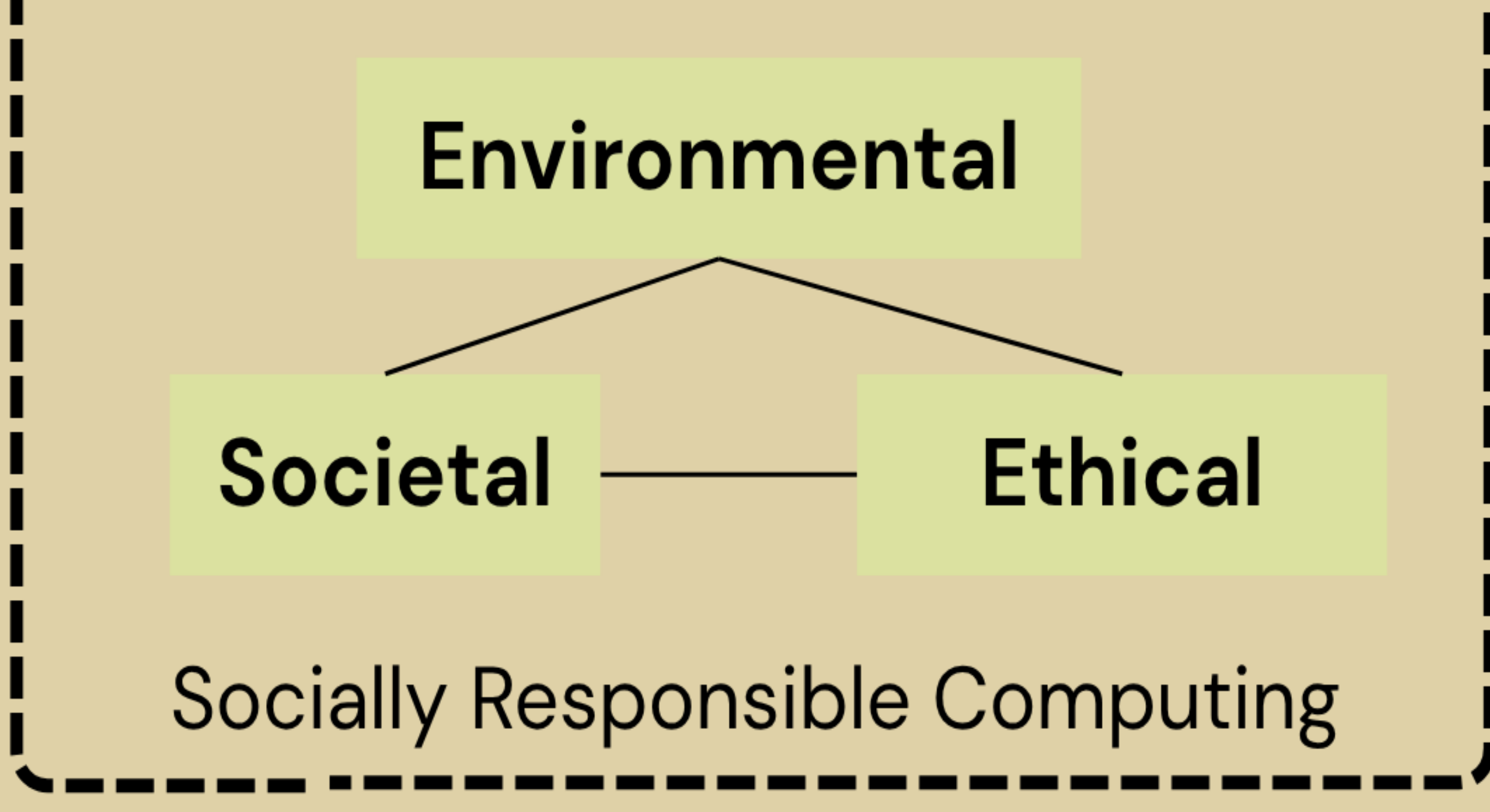
Structural Pillar

Key characteristics of prevailing tech use + design



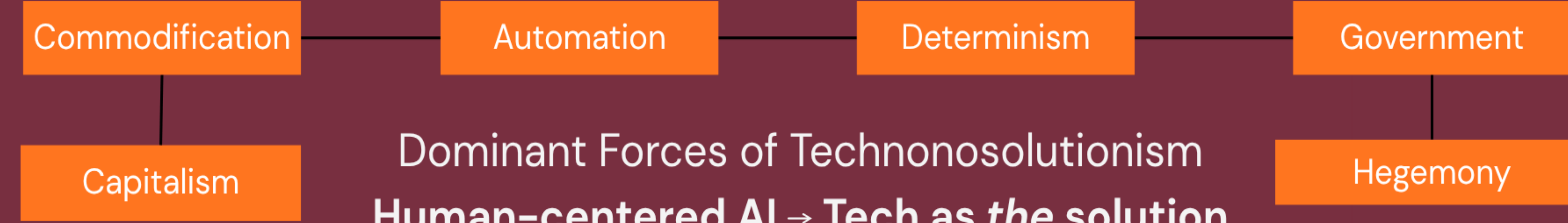
What is being prioritized?

Technology in Education



Ideological Pillar

- Recognition** → Whose knowledges, cultures, and identities are (de)valued?
- Distribution** → Who gets access, resources, and opportunities?
- Procedural** → Who shapes design, policy, and pedagogy? How is technology used?
- Transformational** → How can tools actively dismantle oppression and create liberatory futures?



Take a picture to download the full list of references and recommended literature!

Perceived vs. Proven AI Literacy → Do self-ratings match actual skills?

Data visual – ongoing due to data collection

What Drives Adoption → How AI use, cultural capital, and digital literacy shape intent to integrate AI

Data visual

Perspectives on AI → Balancing Productivity, Reliability, and Socio-Economic Risk

Participants so far have shared that AI's core function as an information processor creates both **advantages and liabilities**. The same features that make it efficient and productive, like speed and broad access to information, also raise **concerns about job security, dependence, and the quality of its output**.

AI's automated processing, while powerful for generating information, is linked to worries about a decline in originality and creativity. This is further complicated by AI's limited contextual understanding, which requires users to provide very specific instructions.

(Re)Imagining Just Futures



(Illustration by Vreni Stollberger)

Reframe expertise

Treat students' and teachers' lived knowledge as legitimate technical evidence to reveal where tool assumptions collide with classroom realities. Participatory co-design can help fight erasure.

Build critical capacity

Expand teacher preparation from "how to use" to "how to evaluate/refuse" or "why am I using" (e.g., bias audits, data governance basics, and reflective routines that keep human judgment and critical evaluation central).



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