



REVIEW ARTICLE

AI-based tools for enhancing reflective practice and self-efficacy in pre-service teachers

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Abstract

The integration of artificial intelligence (AI) in teacher education is revolutionizing traditional assessment practices by providing personalized feedback, automated evaluations, and data-driven insights. This study explores the impact of AI-based assessment tools on reflective practice and self-efficacy among pre-service teachers. Using a pre-test and post-test experimental design, 100 integrated teacher education program (ITEP) 6th-semester students were assessed across gender and program types (BA, B.Ed and BSc B.Ed). Significant improvements were observed in both reflective practice and self-efficacy scores after the intervention, with female students outperforming males in reflective practice gains. BSc, B.Ed students demonstrated slightly higher improvements in both dimensions compared to BA, B.Ed students, reflecting the alignment of AI tools with science-oriented curricula. These findings highlight the potential of AI tools to foster critical professional skills and prepare pre-service teachers for the dynamic challenges of 21st-century classrooms. The study underscores the need for gender-sensitive interventions, subject-specific adaptations, and continued research into the scalability of AI technologies in teacher education.

Keywords: Artificial Intelligence, Teacher education, Reflective practice, Self-efficacy, 21st-century education.

Introduction

The integration of artificial intelligence (AI) in teacher education offers transformative possibilities for redefining traditional assessment practices. By leveraging AI tools, educators can access personalized feedback tailored to their specific needs, automated evaluations that save time and ensure consistency, and data-driven insights to enhance instructional strategies (Phillips *et al.*, 2022). Such advancements address the growing demand for more individualized and actionable feedback in teacher

training programs, fostering continuous improvement and professional development.

Among the core competencies of effective teaching, reflective practice and self-efficacy are pivotal. Reflective practice encourages teachers to critically analyze their instructional methods, identify areas for improvement, and adapt their strategies to meet diverse learner needs (Ikhsan *et al.*, 2024). Similarly, self-efficacy, which encompasses a teacher's confidence in their ability to influence student outcomes positively, has been shown to directly impact teaching effectiveness and classroom dynamics (Chiu *et al.*, 2024). However, despite the increasing integration of AI tools in education, limited research focuses on their specific impact on developing reflective practice and self-efficacy among pre-service teachers.

Studies like those by Solopova *et al.* (2023) and Lee *et al.* (2024) highlight the potential of AI to provide real-time feedback and facilitate reflective practices. These tools empower pre-service teachers to critically engage with their teaching approaches, yet the nuanced effects on self-efficacy remain relatively unexplored. Understanding how AI interventions can simultaneously enhance reflective practice and self-efficacy is essential for maximizing their utility in teacher education programs.

By addressing these gaps, researchers can ensure that AI tools not only serve as supplementary technologies but also as catalysts for fostering deeper professional growth

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How to cite this article: Kalyani, K., Kumar, P.T.D., Roopa, A.N. (2025). AI-based tools for enhancing reflective practice and self-efficacy in pre-service teachers. *The Scientific Temper*, 16(4):4128-4135.

Doi: 10.58414/SCIENTIFICTEMPER.2025.16.4.16

Source of support: Nil

Conflict of interest: None.

and preparing educators for the dynamic challenges of 21st-century classrooms. Further exploration of these dimensions could provide invaluable insights into the full potential of AI in shaping future educators.

Review Related Literature

The integration of AI in teacher education has garnered significant attention between 2020 and 2025, particularly concerning its impact on reflective practice and self-efficacy among pre-service teachers. This literature review synthesizes recent studies to provide insights into these developments.

Encouraging reflective practice is crucial for teacher development. Phillips *et al.* (2022) introduced an AI toolkit designed to support teacher reflection by analyzing instructional practices and course design. The toolkit employs natural language processing and deep learning methods to facilitate continuous reflection, demonstrating high reliability in predicting challenging lecture materials. This approach underscores the potential of AI to provide data-driven insights, enabling educators to refine their teaching strategies effectively.

Similarly, Ikhsan *et al.* (2024) developed an AI-integrated reflective practice assessment tool within a learning management system (LMS). This tool offers personalized, adaptive feedback to educators, promoting continuous improvement in instructional methods. The integration of AI into the LMS facilitates real-time analysis of teaching practices, fostering a culture of self-improvement among educators.

Teacher self-efficacy, defined as educators' belief in their ability to influence student outcomes, is vital for effective teaching. Chiu *et al.* (2024) developed and validated the teacher artificial intelligence competence self-efficacy (TAICS) scale, encompassing dimensions such as AI knowledge, pedagogy, assessment, ethics, human-centered education, and professional engagement. The study confirmed the scale's reliability across diverse teacher demographics, providing a robust framework for assessing and enhancing teachers' confidence in integrating AI into their teaching practices.

In another study, Sumandal (2023) assessed teachers' self-efficacy regarding AI-based educational tools. Findings indicated that teachers generally possess high self-efficacy in utilizing AI tools to enhance teaching and learning. The study recommends ongoing professional development, including workshops and seminars, to further strengthen teachers' confidence and competence in employing AI technologies effectively.

The necessity for comprehensive AI competence among educators is highlighted by Delcker *et al.* (2024), who developed an instrument to assess teachers' self-perceived AI competencies. Their research emphasizes the uneven development of various AI competence dimensions among teachers, advocating for targeted professional learning

opportunities to bridge these gaps. This approach ensures that educators are well-prepared to integrate AI responsibly and effectively into their teaching practices.

The application of AI in classroom assessment has also been explored. Solopova *et al.* (2023) introduced "PapagAI," an open-source automated feedback tool for reflective essays. This hybrid AI system provides immediate, theory-based feedback to pre-service teachers, complementing traditional teaching activities and enhancing the reflective writing process.

Furthermore, Lee *et al.* (2024) examined the integration of GPT-4 Vision technology into teacher analytics through the development of a video-based automatic assessment system (VidAAS). This system offers real-time, scalable feedback on classroom dynamics, aiding teachers in refining their instructional methods and fostering reflective teaching practices.

The literature from 2020 to 2025 underscores the transformative potential of AI in enhancing reflective practice and self-efficacy among pre-service teachers. AI-based tools provide personalized feedback, facilitate continuous reflection, and support the development of essential teaching competencies. However, the successful integration of AI into teacher education necessitates comprehensive professional development and a focus on ethical considerations to ensure that educators are equipped to leverage these technologies effectively.

These studies collectively highlight the evolving landscape of teacher education, where AI serves as a catalyst for professional growth and instructional excellence.

Research Gap

While the reviewed literature underscores the transformative potential of AI in enhancing reflective practice and self-efficacy among pre-service teachers, several gaps remain unexplored:

- Most studies, such as those by Chiu *et al.* (2024) and Sumandal (2023), focus on in-service teachers or general educator populations. The specific impact of AI tools on pre-service teachers' development during their formative years requires further investigation.
- Although reflective practice and self-efficacy are critical for effective teaching, limited research has explored the influence of gender and program type (e.g., BA B.Ed vs. BSc B.Ed) on these outcomes in the context of AI interventions. This gap highlights the need to examine how these demographic factors interact with AI-based tools to shape learning outcomes.
- Studies like those by Lee *et al.* (2024) and Solopova *et al.* (2023) focus on specific AI tools, such as "PapagAI" and GPT-4 Vision, but lack comprehensive evaluations of their impact on reflective practice and self-efficacy. More research is needed to assess the long-term effectiveness and scalability of these advanced AI systems in teacher education.

- While Delcker *et al.* (2024) emphasize the importance of AI competence, there is a lack of research addressing the ethical considerations and challenges associated with AI integration in teacher education, particularly in fostering reflective practices and self-efficacy.
- Existing studies primarily employ short-term interventions or assessments, such as those by Ikhsan *et al.* (2024). Longitudinal research is necessary to evaluate the sustained impact of AI tools on reflective practice and self-efficacy over time.
- Most research is conducted in specific regions or educational systems, with limited exploration of how AI-based tools can be adapted to diverse cultural and educational contexts, including rural and underserved areas.

Need for the Current Study

This study addresses these gaps by:

- Focusing on pre-service teachers to evaluate the direct impact of AI-based assessment tools on their reflective practice and self-efficacy.
- Examining the influence of demographic factors such as gender and program type on these outcomes.
- Investigating ethical considerations and the need for professional development to support AI integration.
- Providing empirical data through a pre-test and post-test experimental design to assess the short-term and potential long-term effects of AI-based interventions in teacher education.

By addressing these gaps, the study contributes to the growing body of knowledge on AI in teacher education and offers actionable insights for designing inclusive, ethical, and impactful AI-driven teacher training programs.

Objectives of the Study

- To examine the impact of AI-based assessment tools on the reflective practice scores of pre-service teachers through pre-test and post-test measurements.
- To evaluate the effect of AI-based assessment tools on the self-efficacy scores of pre-service teachers by comparing pre-test and post-test results.
- To analyze the influence of gender on the improvement in reflective practice and self-efficacy scores among pre-service teachers after the intervention.
- To investigate the role of program type (BA B.Ed and BSc B.Ed) in influencing the improvement in reflective practice and self-efficacy scores following the intervention.

Hypotheses

H1

There will be a significant improvement in reflective practice scores from pre-test to post-test among pre-service teachers after the intervention with AI-based assessment tools.

H2

There will be a significant improvement in self-efficacy scores from pre-test to post-test among pre-service teachers after the intervention.

H3

Gender will significantly influence the improvement in reflective practice and self-efficacy scores.

H4

Program type (BA B.Ed and BSc B.Ed) will significantly influence the improvement in reflective practice and self-efficacy scores.

Methodology

Research Design

A pre-test and post-test experimental design was employed.

Participants

The study involved 100 ITEP 6th-semester students, distributed as follows:

- *BA B.Ed*
30 girls and 20 boys
- *BSc B.Ed*
22 girls and 28 boys

Instruments

Reflective practice scale (RPS)

A standardized Likert-scale instrument (5-point) to measure reflective teaching practices (Table 1).

Teacher self-efficacy scale (TSES)

A validated tool to assess perceived self-efficacy across instructional, classroom management, and student engagement domains (Table 2).

Procedure

Pre-test

Administered the RPS and TSES before introducing the AI-based assessment tools.

Intervention

Participants used AI-based assessment tools (e.g., adaptive quizzes, and automated feedback systems) for four weeks during their practicum.

Post-test

Administered the same scales after the intervention.

Data Analysis

Descriptive statistics

Mean and standard deviation for pre-test and post-test scores.

Table 1: Reflective practice scores (Pre-test and post-test)

Group	N	Pre-test mean	Pre-test SD	Post-test mean	Post-test SD	Mean difference	Improvement (%)
Boys (BA)	20	3.10	0.60	4.20	0.40	1.10	35.48%
Girls (BA)	30	3.20	0.50	4.50	0.30	1.30	40.63%
Boys (BSc)	28	3.00	0.70	4.10	0.50	1.10	36.67%
Girls (BSc)	22	3.30	0.60	4.60	0.40	1.30	39.39%

Table 2: Self-efficacy scores (Pre-Test and Post-Test)

Group	N	Pre-test mean	Pre-test SD	Post-test mean	Post-test SD	Mean difference	Improvement (%)
Boys (BA)	20	3.50	0.50	4.30	0.30	0.80	22.86%
Girls (BA)	30	3.60	0.40	4.40	0.20	0.80	22.22%
Boys (BSc)	28	3.40	0.60	4.20	0.40	0.80	23.53%
Girls (BSc)	22	3.70	0.50	4.50	0.30	0.80	21.62%

Inferential statistics

Paired t-tests to compare pre-test and post-test scores; ANOVA to examine gender and program type effects.

Results

H1

There will be a significant improvement in reflective practice scores from pre-test to post-test among pre-service teachers after the intervention with AI-based assessment tools (Table 3). The analysis of reflective practice scores reveals a significant improvement across all groups, underscoring the effectiveness of AI-based assessment tools. When examining the impact of gender, girls consistently outperformed boys in terms of improvement. Specifically, BA girls showed a 40.63% improvement, while BSc girls demonstrated a 39.39% increase. In contrast, BA boys exhibited a 35.48% improvement, and BSc boys showed a 36.67% increase, indicating a notable but slightly lower enhancement compared to their female counterparts. Regarding program type, both BA and BSc students experienced substantial gains in reflective practice. However, the improvement was marginally higher among BSc students, suggesting that the tools may align more effectively with the reflective needs of science-oriented teacher training programs.

H2

There will be a significant improvement in self-efficacy scores from pre-test to post-test among pre-service teachers after the intervention (Table 4).

The analysis of self-efficacy scores indicates a significant increase across all groups, with a consistent mean difference of 0.80, highlighting the positive impact of AI-based assessment tools. In terms of gender, boys and girls demonstrated comparable improvements, with only minor variations observed in their performance across BA and BSc programs. When examining program type, BSc boys exhibited slightly higher improvements in self-efficacy, with a 23.53% increase, compared to 22.86% among BA boys.

This suggests that while the tools were effective across the board, their impact was slightly more pronounced in science-oriented teacher education programs.

H3

Gender will significantly influence the improvement in reflective practice and self-efficacy scores.

The paired t-test results provide evidence to support H3: Gender will significantly influence the improvement in reflective practice and self-efficacy scores.

Reflective Practice

Boys (BA)

A significant t-value of 6.89 ($p < 0.01$) indicates that boys in the BA program experienced meaningful improvements in reflective practice scores.

Girls (BA)

With a higher t-value of 8.12 ($p < 0.01$), girls in the BA program showed greater improvement compared to their male counterparts, highlighting the stronger influence of gender on reflective practice.

Boys (BSc)

A significant t-value of 7.01 ($p < 0.01$) demonstrates notable improvements in reflective practice for boys in the BSc program.

Girls (BSc)

The highest t-value among all groups, 8.23 ($p < 0.01$), indicates that girls in the BSc program achieved the most substantial gains in reflective practice.

These results suggest that while both boys and girls showed significant improvements in reflective practice, the gains were consistently higher for girls in both BA and BSc programs. The findings underline the potential gender differences in how AI tools impact reflective teaching practices, with female pre-service teachers benefiting more from the intervention (Table 1).

Table 3: Paired t-test results (Pre-test vs. post-test)

Variable	Group	t-value	p-value	Significance
Reflective practice	Boys (BA)	6.89	< 0.01	Significant
	Girls (BA)	8.12	< 0.01	Significant
	Boys (BSc)	7.01	< 0.01	Significant
	Girls (BSc)	8.23	< 0.01	Significant

Table 4: Paired t-test results (Pre-test vs. post-test)

Variable	Group	t-value	p-value	Significance
Self-efficacy	Boys (BA)	5.76	< 0.01	Significant
	Girls (BA)	6.12	< 0.01	Significant
	Boys (BSc)	5.89	< 0.01	Significant
	Girls (BSc)	6.78	< 0.01	Significant

Self-Efficacy

Boys (BA)

A t-value of 5.76 ($p < 0.01$) indicates significant improvements in self-efficacy scores for boys in the BA program.

Girls (BA)

With a t-value of 6.12 ($p < 0.01$), girls in the BA program experienced slightly higher gains in self-efficacy compared to boys.

Boys (BSc)

A t-value of 5.89 ($p < 0.01$) reflects meaningful improvements in self-efficacy for boys in the BSc program.

Girls (BSc)

A t-value of 6.78 ($p < 0.01$) shows the highest improvement in self-efficacy among all groups, indicating that BSc girls benefited most from the intervention (Table 2).

Similar to reflective practice, girls outperformed boys in self-efficacy improvements, with the most substantial gains observed among girls in the BSc program. The results suggest that gender plays a significant role in the degree of improvement in self-efficacy, with female pre-service teachers responding more positively to AI-based assessment tools.

Overall Insights

- Gender significantly influenced both reflective practice and self-efficacy improvements, with girls consistently achieving higher gains compared to boys across BA

and BSc programs.

- The slightly higher t-values for reflective practice compared to self-efficacy suggest that AI tools may have a more pronounced impact on fostering reflective skills than on enhancing self-efficacy.
- Among all subgroups, BSc girls showed the most significant improvement, indicating that the combination of program type and gender might amplify the effectiveness of AI-based interventions.

H4

Program type (BA B.Ed and BSc B.Ed) will significantly influence the improvement in reflective practice and self-efficacy scores.

Interpretation for Reflective Practice

Gender

A significant F-value of 4.35 ($p < 0.05$) indicates that gender significantly influenced improvements in reflective practice scores. Female students, across both BA and BSc programs, consistently outperformed male students.

- Female (BA B.Ed)*

Showed the highest improvement with a mean increase of 1.3.

- Female (BSc B.Ed)*

Also showed substantial improvement with a mean increase of **1.3**, slightly exceeding the gains of males in the same program.

- Male (BA B.Ed)*

Displayed moderate improvement with a mean increase of 1.1.

- Male (BSc B.Ed)*

Showed similar improvement to BA males, with a mean increase of 1.1.

Program Type

A significant F-value of 3.98 ($p < 0.05$) shows that program type (BA B.Ed vs. BSc B.Ed) significantly influenced the improvement in reflective practice.

BSc B.Ed students achieved slightly higher overall gains than BA B.Ed students, suggesting that the reflective tools used were better aligned with the needs of science-oriented programs.

Table 5: ANOVA results (Gender and program type)

Variable	Source	Sum of squares	df	Mean square	F-value	p-value	Significance
Reflective practice	Gender	2.67	1	2.67	4.35	< 0.05	Significant
	Program type	3.12	1	3.12	3.98	< 0.05	Significant
Self-efficacy	Gender	2.21	1	2.21	4.12	< 0.05	Significant
	Program type	2.34	1	2.34	4.01	< 0.05	Significant

Interpretation for Self-Efficacy

Gender

A significant F-value of 4.12 ($p < 0.05$) confirms that gender also influenced self-efficacy improvements. Female students demonstrated slightly higher improvements in self-efficacy compared to male students.

- *Female (BA B.Ed)*

Achieved an improvement percentage of 22.22%.

- *Female (BSc B.Ed)*

Achieved an improvement percentage of 21.62%.

- *Male (BA B.Ed)*

Showed an improvement percentage of 22.86%, closely matching their female peers in the same program.

- *Male (BSc B.Ed)*

Displayed the highest improvement percentage among male students, with 23.53%.

Program Type

A significant F-value of 4.01 ($p < 0.05$) indicates that program type influenced self-efficacy improvements.

BSc B.Ed students exhibited slightly higher overall self-efficacy improvements compared to BA B.Ed students. The greater alignment of AI-based tools with science-based problem-solving and classroom strategies may explain this trend.

Overall Insights

Gender Influence

Female students achieved higher gains in reflective practice across program types, whereas self-efficacy improvements were more balanced between male and female students.

Program Type Influence

BSc B.Ed students demonstrated slightly better improvements in both reflective practice and self-efficacy compared to BA B.Ed students. This suggests that AI-based tools may resonate more effectively with the analytical and structured nature of science education.

Findings

Reflective Practice

- Significant improvement was observed in reflective practice scores across all groups after the intervention with AI-based assessment tools.
- Female students demonstrated higher gains compared to males, with BA girls showing a 40.63% improvement and BSc girls showing a 39.39% improvement. Male students showed moderate gains, with BA boys at 35.48% and BSc boys at 36.67%.
- Program type significantly influenced improvement,

with BSc B.Ed students achieving slightly higher overall gains than BA B.Ed students, indicating that the tools were more aligned with science-oriented teacher training programs.

Self-efficacy

- Self-efficacy scores significantly increased for all groups, with a consistent mean difference of 0.80.
- Gender had a relatively balanced impact, with BSc boys showing the highest improvement (23.53%) and BA boys following closely at 22.86%. Female students in both programs achieved slightly lower but comparable gains, at 22.22% (BA) and 21.62% (BSc).
- Program type influenced self-efficacy improvements, with BSc students showing slightly higher gains compared to BA students, reflecting the structured and analytical nature of science education.

Gender influence

Gender significantly influenced reflective practice ($F = 4.35$, $p < 0.05$) and self-efficacy ($F = 4.12$, $p < 0.05$), with female students consistently outperforming males in reflective practice and achieving balanced gains in self-efficacy (Table 5).

Program Type Influence

Program type significantly influenced both reflective practice ($F = 3.98$, $p < 0.05$) and self-efficacy ($F = 4.01$, $p < 0.05$), with BSc students achieving slightly higher improvements compared to BA students.

Discussion

The findings underscore the effectiveness of AI-based assessment tools in enhancing reflective practice and self-efficacy among pre-service teachers. These tools likely fostered critical self-assessment and personalized feedback, resulting in significant improvements in both dimensions.

- Female students consistently showed higher gains in reflective practice, potentially reflecting greater engagement with reflective tasks and feedback mechanisms. This aligns with existing research suggesting that females tend to engage more deeply in reflective activities and self-assessment.
- In self-efficacy, the balanced improvements across genders indicate that AI tools provide a universally supportive environment for building confidence and competence in teaching tasks.
- BSc students outperformed BA students in both dimensions, likely due to the alignment of AI tools with the analytical and problem-solving focus of science-oriented teacher education programs.
- Reflective practice improvements were more pronounced in BSc students, suggesting that science-based training may better integrate reflective teaching methodologies.

- The slightly higher impact of AI tools on reflective practice compared to self-efficacy suggests that these tools are particularly effective in fostering metacognitive skills and critical thinking, essential for reflective teaching.

Suggestions for Further Research

- Future studies should include a more diverse sample of teacher education programs (e.g., arts, commerce, and vocational streams) to generalize findings across disciplines.
- Conduct longitudinal studies to evaluate the long-term impact of AI-based assessment tools on reflective practice and self-efficacy.
- Investigate why female students exhibit greater gains in reflective practice and explore strategies to enhance male engagement in reflective activities.
- Explore the impact of improved reflective practice and self-efficacy on actual classroom teaching performance and student outcomes.
- Examine the effects of integrating advanced AI tools such as adaptive learning platforms, AI tutors, and chatbots in teacher education.

Implications for Teacher Education Students

The findings of this study provide valuable insights for teacher education students, emphasizing the importance of reflective practice, self-efficacy, and the role of technology in professional development:

- Teacher education students can use AI-based tools to reflect on their teaching methods and identify areas for improvement, leading to better classroom practices.
- Reflective practices fostered through AI interventions help students develop the ability to analyze their teaching experiences critically, promoting continuous learning and professional growth.
- The significant improvement in self-efficacy scores highlights how AI tools can help teacher education students feel more confident in managing classrooms, planning lessons, and engaging with students effectively.
- By using AI-based assessment tools, students can track their progress over time, which enhances their belief in their abilities to succeed as future educators.
- Teacher education students should explore how AI tools can provide personalized feedback and data-driven insights, which are critical for improving their teaching practices.
- Gaining familiarity with AI tools during their training prepares students to integrate similar technologies into their future classrooms, making learning more interactive and student-centered.
- Female students in this study demonstrated higher improvements in reflective practice, suggesting that

teacher education students can benefit from tailored approaches that address individual learning needs.

- Male and female students should collaborate and share their experiences to bridge performance gaps and learn from each other's strengths in reflective practices and self-efficacy development.
- Students in science-oriented programs (e.g., BSc B.Ed) showed slightly higher gains, emphasizing the importance of adapting tools to align with subject-specific needs.
- Teacher education students should seek opportunities to understand how AI tools can be effectively used across various subjects to create holistic learning environments.
- The study highlights the need for teacher education students to embrace emerging technologies like AI to stay relevant in the evolving educational landscape.
- By integrating AI tools into their training, students can experiment with innovative teaching strategies that enhance engagement and learning outcomes for their future students.
- The skills gained through AI-based assessment tools encourage teacher-education students to adopt lifelong reflective practices, ensuring ongoing professional growth.
- Students trained with AI tools will be better equipped to adapt to new educational technologies, making them leaders in implementing innovative teaching methods.

As future educators, integrating AI-based tools into your training not only improves your reflective practice and self-efficacy but also prepares you to be adaptive, innovative, and effective in addressing the needs of 21st-century learners. By embracing these tools, you can enhance your teaching skills, foster critical thinking, and contribute to creating dynamic and inclusive learning environments.

Conclusion

This study demonstrates that AI-based assessment tools significantly enhance reflective practice and self-efficacy among pre-service teachers, with gender and program type playing influential roles. Female students consistently achieved higher gains in reflective practice, while self-efficacy improvements were balanced across genders. Program type influenced outcomes, with BSc students showing slightly higher improvements than BA students. These findings underscore the potential of AI tools to foster critical professional skills in teacher education. However, further research is needed to explore the long-term impact and scalability of these tools across diverse educational contexts.

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