

ChatGPT: A tool for students and teachers in the teaching-learning process

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Abstract: In an era where artificial intelligence is redefining the global education landscape (Pagliara, Mura, 2025), the use of chatbots, such as ChatGPT, in the school context represents an educational opportunity. As a form of "innovative" artificial intelligence, ChatGPT is becoming widely used in the learning process (Sortino, 2025). This study aims to evaluate the effectiveness of ChatGPT in the teaching-learning process and the perceptions that students and teachers have of the learning resulting from the use of this tool. This study was conducted during the 2024/2025 school year in a secondary school in the province of Naples and involved 203 students and 74 teachers. The transformative potential of ChatGPT as an educational tool is highlighted. Despite limitations in replicability due to the small number of participants, the length of the research, and the fact that this work was implemented in a single school, the results suggest that the continued use of ChatGPT must be ensured to support student learning. ChatGPT must also be used flexibly and seamlessly throughout the teaching-learning process as an intelligent tutor, learning partner, and educational tool. ChatGPT improves student engagement (Laudadio, 2025), promotes cognitive autonomy (Baldassarre, Sarcina, Cuzzi, 2025) and empowers teachers as co-designers of learning (Dogan, 2025), as well as fostering inclusion (Dettori, Letteri, 2025).

Keywords: ChatGPT; teaching-learning process; inclusion.



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1. Introduction

The use of generative artificial intelligence tools like ChatGPT is rapidly growing among students. This tool, in the school context, could represent a revolution because it can "innovate" the way students learn and interact with knowledge (Ma, Chen, Konomi, 2026).

This phenomenon highlights the need to promote a conscious and critical use of this technology, in order to foster the development of responsible digital skills and prevent risks such as the loss of cognitive autonomy.

The adoption of tools like ChatGPT allows students to obtain immediate feedback, practice various topics, and improve communication and writing skills. However, the use of these technologies must be guided by an educational strategy that enhances their benefits without neglecting the associated risks (Falzone, 2025; Bucini, 2024; Montanucci, Peconi, 2024).

More than 50% of students use ChatGPT as a study assistant, highlighting a growing dependence on these digital tools (Puglisi, 2025). This widespread use emphasizes the importance of promoting informed use, highlighting their limitations and encouraging active learning. It is essential that teachers and parents foster a critical and understanding-oriented approach (D'Ambrosio, 2025), rather than simply copying information. Training programs and dedicated workshops can help develop digital skills and integrate the use of artificial intelligence in a balanced way, enhancing students' analytical, synthesis, and critical thinking skills.

Furthermore, it is important to emphasize that artificial intelligence in schools must be included within a pedagogical project that promotes intellectual autonomy (Ranieri, 2024). Technology must be a support tool, not a substitute for personal reasoning. Only in this way can we ensure that students develop fundamental skills to face the challenges of the 21st century responsibly and knowledgeably.

2. L'Intelligenza Artificiale nell'Istituzione Scolastica

The integration of AI-based tools in schools represents a significant shift in the way we learn and teach. The growing use of ChatGPT in formal, informal, and non-formal contexts (Fedeli et al., 2024) requires schools to promote the conscious use of AI, ensuring it provides effective and responsible support. The conscious use of AI in schools allows for personalized learning, as well as providing immediate feedback by enriching exercises with insights that stimulate critical thinking and creativity.

From this perspective, the use of these technologies does not replace the role of the teacher, but rather enhances their skills, assuming the role of guidance and support (Ferrantino, Scarano, 2024). For this to happen, teachers must be trained in the use of AI, so as to maximize its potential and not overlook ethical aspects and potential critical issues (for example, technological dependence). Teacher training should include teaching methodologies that foster critical thinking, ethical analysis of digital technologies, and the ability to distinguish between reliable and false information (Dicataldo et al., 2025). The use of programs that encourage the conscious use of digital resources allows for the proper balance between technology and learning, enabling teachers to contribute to a school environment in which artificial intelligence is a tool for learning, capable of enhancing students' autonomy and critical thinking. Creating a balanced approach, therefore, serves as a guarantee for the use of artificial intelligence in schools, which is understood as a tool for cultural and human growth. This teaches students to recognize AI as a useful support tool (De Mutiis, 2024), and not as a source of dependency aimed at encouraging inappropriate behavior.

Student awareness of AI must begin early in their education. It must occur through practical activities and discussions regarding the correct use of digital tools. Therefore, teachers can organize workshops and reflection sessions to foster a critical and informed approach, respecting each student's learning pace. Obviously, schools must implement clear and shared regulations to prevent abuse and promote ethical use (Pellegrini, Sebastiani, 2024). Guidelines and training programs dedicated to teachers and students must be developed to effectively and responsibly integrate new technologies. Furthermore, it is important to encourage monitoring and evaluation of the effects of AI use in education, to identify effective practices and continuously improve the approach. Consistent with the above, these actions are necessary to

promote and create a balance between the potential of AI and the development of critical thinking and student autonomy.

3. ChatGPT a scuola

Education is a constantly evolving field, constantly seeking innovative methods to improve the teaching-learning process (Berardinetti, Rossi, Toto, 2025). In this context, ChatGPT, a generative language model based on artificial intelligence, emerges as a revolutionary tool.

ChatGPT possesses the ability to generate coherent and relevant responses, allowing it to interact with students and teachers in a conversational manner.

Table 1. ChatGPT Main Features

ChatGPT Main Features	
Language comprehension	ChatGPT can understand natural language and process it to generate relevant responses. This means students and teachers can ask questions in their own words, without the need for specific keywords or phrases.
Answering questions	ChatGPT can answer a wide range of questions, from factual to opinion-based. It can also provide explanations and examples to help students understand difficult concepts.
Text generation	ChatGPT can generate text in various formats, including paragraphs, bullet points, and summaries. This can be useful for students writing essays or reports, as ChatGPT can provide suggestions and feedback on their writing.

These features (see Table 1) make ChatGPT an ideal tool for schools, as it can provide instant feedback to students and, consequently, help them learn according to their needs.

Using ChatGPT in a school context requires that the school defines the teaching objectives, which is why it is necessary to specify how this tool can support specific learning objectives. Therefore, it is essential to establish that ChatGPT represents a complementary tool to traditional methodologies. Specifically in the teaching process, this Chatbot can be used for continuous learning assessment, as it is capable of monitoring and simultaneously modifying proposals based on feedback and results (Heung, Chiu, 2025). For this to be implemented, teachers must be trained in the use of ChatGPT to maximize the benefits derived from its use.

4. Job Description

Education systems are evolving toward increasingly personalized and student-centered models (Pagliara, 2025). Artificial intelligence is perfectly aligned with this shift, thanks to its ability to adapt content, offer real-time feedback, and automate administrative burdens, making it an ideal catalyst.

This work was implemented in a secondary school in the province of Naples, involving 203 students and 74 teachers. The research was conducted during the 2024/2025 school year, beginning in September 2024 and concluding in May 2025. In September 2024, the school implemented a structured professional development program that included intensive workshops on prompt engineering, AI ethics, machine learning literacy, and educational data analytics. All of this was done to adequately prepare teachers for the integrated use of ChatGPT in their teaching (lesson planning, creating assessment rubrics and personalized teaching strategies, etc.).

Students were divided into an experimental group and a control group. The difference between the two groups is that the former requires the use of ChatGPT in collaboration with the teacher for at least one hour per day for each subject, while the latter group implemented a teaching program that did not include the use of the chatbot. Specifically, the teaching activities that introduce Artificial Intelligence education into the classroom (experimental group) are aimed at training students in the critical and responsible use of AI. To this end, teachers interacted with students using ChatGPT in a prudent and informed manner, attempting to help the class understand some of the opportunities and challenges this emerging technology presents. During the lesson, teachers and students interacted with ChatGPT, acting as a tutor-assistant, to answer specific questions, ultimately to encourage an initial critical discussion on a given topic.

Table 2. Characteristics of the experimental and control groups

Experimental Group		Age	Control Group	
class	Students n.		class	Students n.
V A LS	23	+/- 18	V A LSA	21
IV A LS	19		IV A LSA	24
V B LS	21		V B LSA	18
IV B LS	20		IV B LSA	19
V C LS	18		V C LSU	20
Tot. 101			Tot. 102	
Teaching with ChatGPT			"Traditional" teaching	

This study aims to:

- evaluate ChatGPT in student learning;
- analyze students' perceptions of learning resulting from the use of ChatGPT;
- analyze teachers' perceptions of learning resulting from the use of ChatGPT.

To analyze teachers' and students' perceptions of the usefulness, trust, and associated risks of using ChatGPT in their teaching practices, a semi-structured online questionnaire was administered at the beginning and end of the intervention via Google Forms. The questionnaire guaranteed anonymity and informed consent for the use of the data for research purposes (via an accompanying text). It consists of four macro-areas (A - B - C - D) for a total of 30 items. The questions were analyzed quantitatively using a 4-point Likert scale and SPSS v. 28.0 software. Finally, MAXQDA v. 28.0 software was used. 2024 to identify significant co-occurrences and their frequency.

Table 3. Characteristics of the questionnaire administered to teachers.

Sections	Subjects
A	General knowledge and attitudes towards AI (7 items)
B	Use of AI in educational and non-educational contexts (7 items)
C	Knowledge and use of ChatGPT (11 items)
D	Concerns, Limitations and Needs (5 items)

The questions were selected based on their consistency with the teachers' perceptions of the feedback activated via ChatGPT and their overall satisfaction and interest in the experience. The questionnaire administered is shown below.

Table 4. Questionnaire regarding teachers' perceptions of learning resulting from the use of ChatGPT

Section A	General knowledge and attitudes towards AI
1	I know and use artificial intelligence
2	I believe AI is relevant to the world of education
3	I feel sufficiently informed about the applications of AI in teaching
4	I am interested in learning more about AI in education.
5	I believe that AI has and will have a significant impact on the teaching profession in the coming years.
6	I am curious about intelligent technologies applied to learning
7	Ritengo di avere competenze digitali adeguate per integrare strumenti basati su IA nella mia pratica
Section B	Use of AI in educational and non-educational contexts
8	I use AI-based tools in my daily life (e.g., voice assistants, automated suggestions, intelligent translators)
9	I use AI tools for professional activities that are not strictly educational (documentation, time management, etc.)
10	I have experimented with AI tools at least once in the classroom with my students
11	I believe that AI tools can improve the effectiveness of my teaching activities
12	I believe that AI can support students in their learning
13	I occasionally recommend advanced digital tools to students, including AI-based ones.
14	I believe that using AI in the classroom requires strong critical thinking skills from students.
Section C	Understanding and using ChatGPT
15	I know ChatGPT
16	I can clearly explain what ChatGPT does
17	I have personally used ChatGPT at least once
18	I use ChatGPT to prepare teaching materials (lessons, exercises, tests, etc.)
19	I use ChatGPT to generate ideas or suggestions for instructional design
20	I have used ChatGPT with my students in class activities
21	I believe ChatGPT is a potentially useful tool for personalizing learning
22	I believe ChatGPT can support students in producing texts (summaries,

	research, arguments)
23	I believe it is important to teach students to use ChatGPT consciously and critically
24	I feel comfortable using ChatGPT in an educational context
23	I have participated in training courses on the use of ChatGPT or AI for teaching
Section D	Concerns, Limitations and Needs
26	I have doubts or concerns about the risks associated with students' use of ChatGPT
27	I believe that ChatGPT and similar tools may encourage plagiarism or misuse by students
28	I believe that the use of ChatGPT requires strong ethical guidance
29	I believe I need additional training to effectively integrate ChatGPT into my teaching practice
30	It would be helpful to discuss experiences with other teachers using ChatGPT

As with teachers, the questionnaire also analyzed students' perceptions of the usefulness, trust, and risks associated with using ChatGPT in their teaching practices. The questionnaire administered below is provided.

Table 5. Questionnaire regarding students' perceptions of learning resulting from the use of ChatGPT

Section A	General knowledge and attitudes toward AI
1	I have heard of artificial intelligence
2	I believe AI is an important technology in today's society
3	I am interested in understanding how AI works
4	I believe AI can be useful for learning new content
5	I feel comfortable using digital applications that include AI-based functions
6	I believe AI will become increasingly important for schools and the workplace of the future
7	I think I have sufficient digital skills to use AI-based tools
Section B	Use of AI in educational and non-educational contexts
8	I use AI-based tools in my daily life (e.g., voice assistants, automated suggestions, intelligent translators)
9	I use applications that use AI to translate text or speech
10	I use AI tools to organize or manage personal tasks (calendars, intelligent apps, etc.)
11	I ask for help from AI tools to understand difficult concepts or academic topics
12	I sometimes use AI to write or improve personal texts (messages, emails, posts)
13	The use of AI makes some daily tasks easier and more effective Quick
Section C	Knowledge and Use of ChatGPT
14	I know ChatGPT

15	I know what ChatGPT is for and how it works
16	I have personally used ChatGPT at least once
17	I use ChatGPT to search for information
18	I use ChatGPT to have school topics explained that I don't understand
19	I use ChatGPT to do exercises or do homework
20	I use ChatGPT to generate texts and creative ideas
21	I think ChatGPT is a useful study aid
22	I think ChatGPT helps me better understand the topics taught in school
23	I sometimes use ChatGPT at school during lessons (with or without teacher guidance)
Section D Concerns, Limitations and Needs	
24	I think it's important to know how to use ChatGPT correctly and responsibly
25	I understand that ChatGPT can make mistakes or provide inaccurate information
26	I check the information obtained from ChatGPT before using it in homework
27	I believe that using ChatGPT without thinking can reduce my ability to learn
28	I think teachers should explain how to use AI critically
29	I would like for schools to There were activities to learn how to use AI consciously
30	I believe AI should be used as a study aid, not as a substitute for my personal commitment

Table 6. Likert scale used to evaluate the questionnaire regarding the perception that teachers and students have regarding learning resulting from the use of ChatGPT

4-point Likert scale	
1	Not at all / Never
2	A little / Rarely
3	Somewhat / Sometimes
4	A lot / Often

Finally, to evaluate ChatGPT as a tool to be used in the student learning process, the following teaching proposal was implemented exclusively for the experimental group for at least one hour a day.

Table 7. Type of teaching proposal: co-led by teacher/ChatGPT

Stages of the proposal	Description
Teaching proposal design	Designing a teaching proposal in small groups on a specific educational topic
Generating a teaching proposal with ChatGPT	Creation of the same assignment by ChatGPT (same assignment given to stu-

	dents)
	a) Evaluate the product developed by ChatGPT
Analysis of work done by ChatGPT (individual and group reflection)	b) Compare the product developed by ChatGPT with that of their own group
	c) Identify the strengths and weaknesses of the product developed by ChatGPT
Analysis of student work by ChatGPT	Correction and evaluation of the assignment by ChatGPT. Providing feedback (strengths and any areas for improvement)
Individual and group reflection and possible revision of work done	Reflection on the feedback received from ChatGPT and implementation of any transformative processes

5. Data analysis and discussion

Data analysis revealed that both teachers and students require training in the use of ChatGPT. Specifically, teachers believe ChatGPT is useful for responding to students' requests for innovative proposals, although some see this tool as a relief: a tool to reduce assessment time and simplify lesson planning; others see it as a threat, wondering whether artificial intelligence could ultimately undermine their purpose. In reality, what artificial intelligence provides in terms of data, teachers offer in depth. What it generates in terms of content, teachers transform into context.

Professional development is the starting point of this work, which is why it is necessary to encourage teachers to use advanced technologies in teaching to introduce students to the use of AI. Teachers, in addition to having knowledge of the functioning and application of this tool, can use it as a multidisciplinary support: it provides materials and ideas for interdisciplinary projects (combining different subjects and developing transversal skills). Furthermore, ChatGPT can be used to support assessment, as well as for creating tests and assessments. Specifically, it can create tests, quizzes, and assessments on specific topics, with different question types (multiple choice, open-ended, true/false, etc.). Finally, it can also be used in the marking and assessment phase, providing suggestions for grading tests and assisting in the objective evaluation of student performance.

The data collected shows that teachers understood that ChatGPT must be conceived as a valid tool, which, as such, cannot replace the role of the teacher, especially with regard to aspects such as classroom management, building relationships with students, and encouraging a positive learning environment.

Despite this, teachers highlighted the need for ongoing training resources to keep them up-to-date on the latest educational methodologies and teaching technologies.

Another aspect that emerged concerns the perception, among both students and teachers, of the possibility, through the use of ChatGPT, of optimizing the time needed to automate repetitive tasks. Indeed, thanks to this tool, it is possible to draft

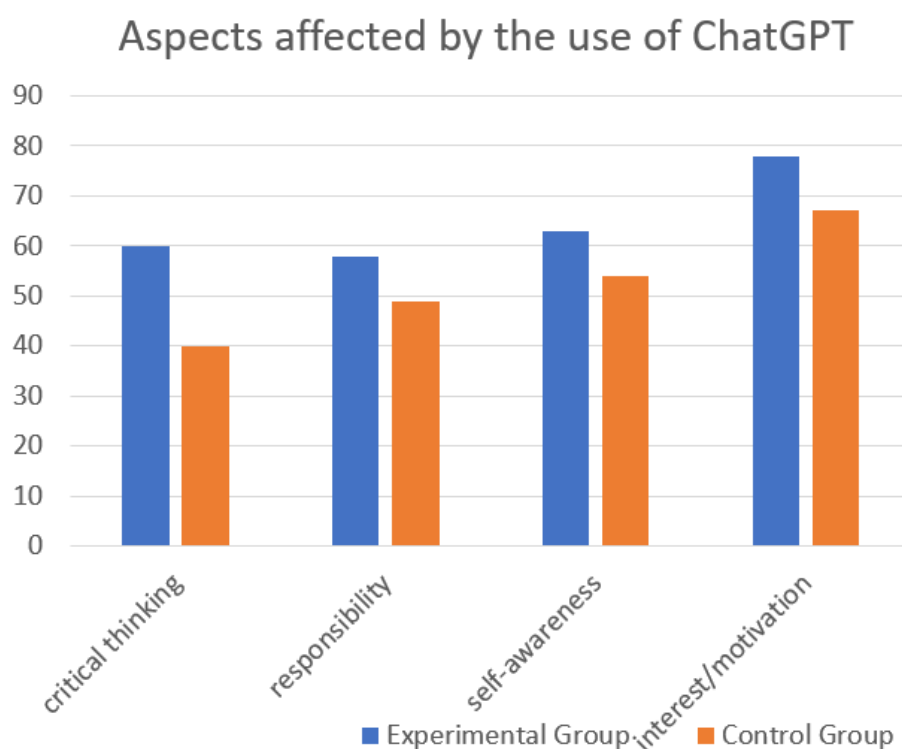
reports, complete evaluation forms, and prepare administrative documents, reducing the bureaucratic workload for teachers.

At the end of the study, teachers' perceptions changed from "a useless tool used by students to cheat and not study" (a shared belief among 51 out of 74 teachers) to "the use of ChatGPT can revolutionize teaching, making it more efficient, personalized, and engaging" (the view of 62 out of 74 teachers). By integrating this technology, teachers can dedicate more time to teaching and interacting with students, improving the educational experience for everyone.

Regarding students' perceptions of ChatGPT, it emerged that many believed they knew how to use it appropriately in various contexts (formal, informal, and non-formal), while during the study, students' perceptions of ChatGPT's use were superficial and inconclusive. They also understood the importance of using prompts appropriately through specific requests so that ChatGPT can provide clear explanations suited to the student's level of understanding (facilitating the comprehension of complex concepts) or help address and solve specific problems (guiding the student through the various steps).

Another aspect that emerged from the students' perceptions is the ability that ChatGPT has to reduce the fear of being judged. In this sense, this tool is perceived as a safe space in which the student can freely express their thoughts without fear of the judgement of others (either the teacher or their peers).

Figure 1. Aspects improved by using ChatGPT in the learning process.



ChatGPT should be understood as an "exploratory partner," a "tutor" who does not lead the lesson but collaborates and provides personalized support. Vygotsky supported the idea that learning occurs most effectively within a Zone of Proximal

Development (ZPD), where students, with the help of a more experienced peer, can achieve much more effective results than they would on their own. In this sense, ChatGPT acts as a 21st-century manifestation of the "expert" (Vygotsky, Cole, 2018).

This study observed that the use of ChatGPT in the learning process resulted in 60% of the experimental group's critical thinking improving at the end of the study compared to the control group (40%).

Regarding sense of responsibility, 58% of the experimental group's students engaged in the learning process, compared to 49% in the control group.

In terms of self-awareness, 63% of students in the experimental group were engaged, compared to 54% in the control group.

Finally, in terms of interest and participation, 78% of students in the experimental group were engaged, compared to 67% in the control group.

These data demonstrate how, when implemented correctly, artificial intelligence allows teachers to structure complex concepts more effectively, transforming traditional classrooms into dynamic ecosystems. ChatGPT therefore serves as a useful teaching aid for teachers in the preparation of teaching materials, particularly for generating detailed lesson plans, outlines of teaching units, and weekly or monthly schedules based on the learning objectives and established school curricula. This allows teachers to personalize learning for each student with varying levels of understanding (including simplified materials and advanced content). Finally, the resources needed for independent learning are provided through the administration of exercises and extra activities such as practice exercises, supplementary readings, and projects to deepen the knowledge acquired in class.

Another aspect that emerged was the capacity for engagement and motivation that comes from the ChatGPT teaching approach. Thanks to it, teachers can propose innovative and engaging teaching methods, encouraging ongoing interaction, which facilitates communication between teachers and students, making it more fluid and continuous.

6. Conclusions

In recent years, the spread of artificial intelligence has led to genuine educational innovation. One of the most significant advances in AI is the development of natural language processing (NLP), which has enabled machines to understand human language and generate coherent responses. Among these technologies is ChatGPT.

Today's society is no longer divided between online and offline, but appears as a continuum between the two, a true onlife citizenship (Pancioli, Rivoltella, 2023).

The educational benefits observed in this work, resulting from the activities co-led with ChatGPT, have resulted in improved learning and developed school autonomy, maintaining the irreplaceable role of the teacher, regardless of the technological progress achieved by teachers and students.

Teachers play a crucial role in ensuring that students do not simply externalize their thinking. Specifically, it has been observed that when students use ChatGPT, it is the teacher's role to stimulate reflection, thus fostering the process of metacognition.

ChatGPT represents a significant advance in education, offering a more personalized and interactive approach to learning (Falzone, 2025). Its ability to provide on-demand instructional assistance and adapt to different learning styles makes it a valuable tool for students and teachers. With proper implementation and integration

into the curriculum, ChatGPT can enrich the educational experience and facilitate more effective and engaging learning.

The results of this study have demonstrated that the use of ChatGPT improves the student learning experience and provides support to teachers, promoting:

- personalized learning;
- student engagement;
- teacher support.

These ChatGPT applications in schools have a significant impact on student learning and teacher support.

A teacher's job is to teach students to think critically, analyze information, and develop problem-solving skills. In this regard, ChatGPT can offer data and resources, but it cannot replace the process of developing critical thinking skills that only a teacher can effectively guide. Therefore, ChatGPT represents a powerful support tool that can improve the efficiency and quality of teaching, but it cannot replace the fundamental importance of teachers. They are irreplaceable for their role in personalizing teaching, managing classroom dynamics, and developing students' social and critical thinking skills. Using ChatGPT as an ally, teachers can focus on what they do best: inspiring, guiding, and educating future generations by fostering the relationship between digital cognitive capital and personal cognitive capital.

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