

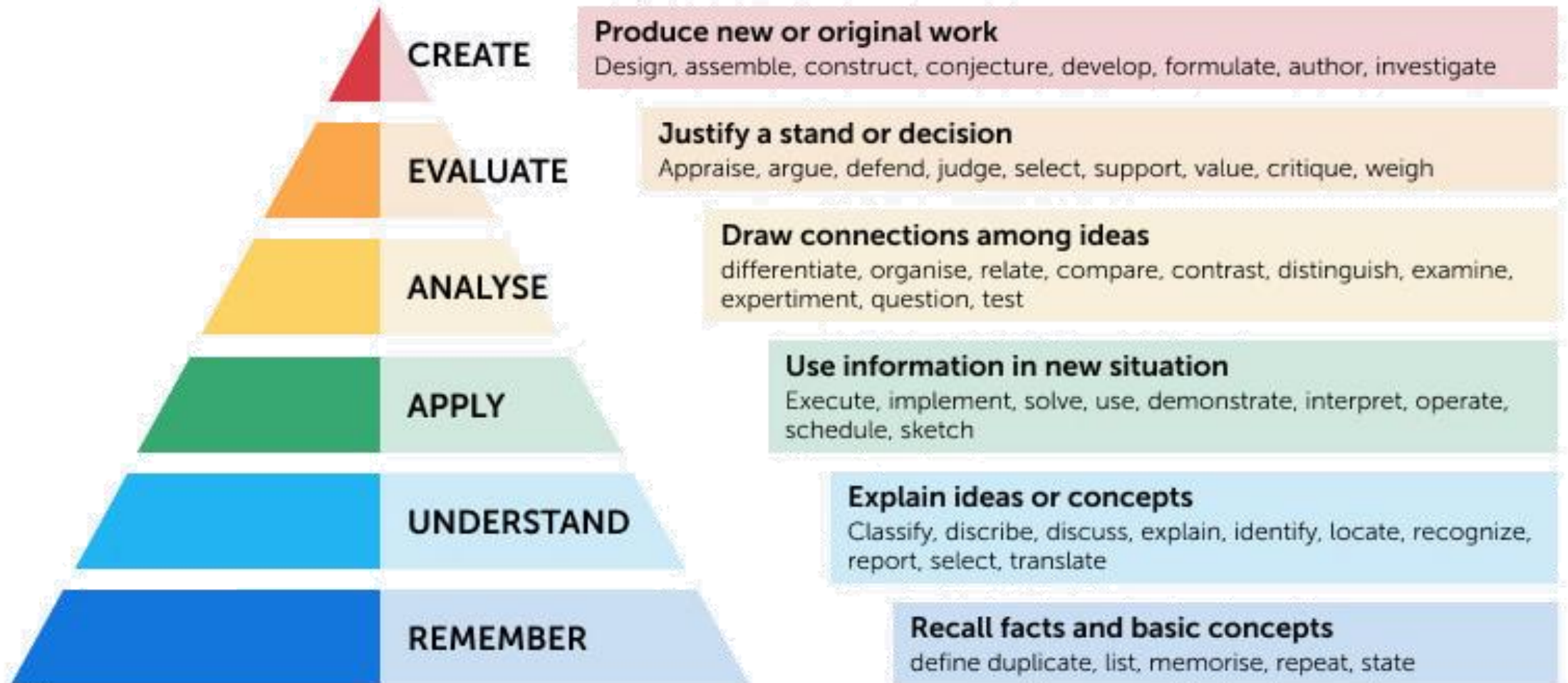


Didattica e AI: una prospettiva pedagogica

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& Prof. Gerald Knezek (University of North Texas - US)**

Apprendere e apprendere

Bloom's Taxonomy



Intelligenza artificiale (generativa) in educazione



Jain, J., & Samuel, M. (2025). Bloom Meets Gen AI: Reconceptualising Bloom's Taxonomy in the Era of Co-piloted Learning. Preprints.
<https://doi.org/10.20944/preprints202501.0271.v1>

Oregon State University (2024). Bloom's taxonomy revisited.
<https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/blooms-taxonomy-revisited/>

Intelligenza artificiale (generativa) in educazione

CREARE

VALUTARE

ANALIZZARE

APPLICARE

CAPIRE

RICORDARE



PUPAZZ-ARE

(Ventriloquising)

Rintracciare informazioni



Nessun giudizio/azione cognitiva
è attivato/a

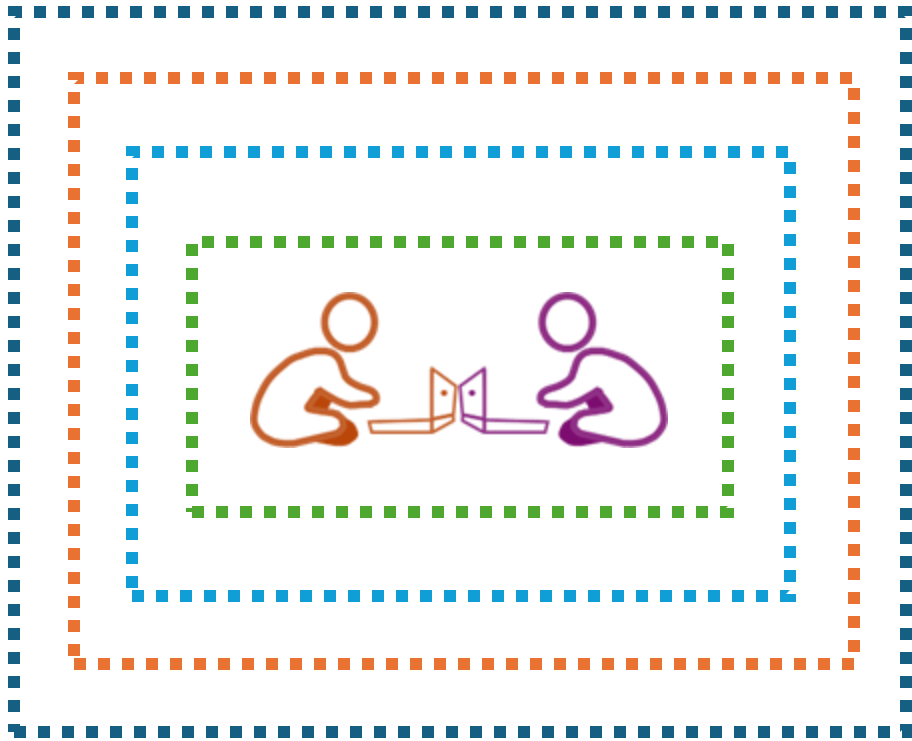




Ruoli proposti per GenAI	Ruoli dell'insegnante/umano
- Riassunti, mappe concettuali, flashcard, supporto alla stesura di progetti - Assistenza nelle riflessioni degli studenti, feedback, individuazione degli errori - Generazione di prospettive alternative / prompt di approfondimento	L'insegnante revisiona, fornisce feedback umano, cura le creazioni degli studenti, utilizza le analisi dei log dell'IA/strumenti per riflettere e migliorare la lezione successiva
Assistenza in tempo reale (gli studenti possono "chiedere all'IA" se bloccati) Generazione di domande al volo, prompt adattivi Visualizzazioni, simulazioni, supporto nella risoluzione di problemi - Feedback istantaneo / suggerimenti guidati	L'insegnante facilita, guida, progetta attività collaborative; usa gli output dell'IA per arricchire la discussione o adattare la lezione in tempo reale
- Generare riassunti, appunti guidati, spiegazioni multiple - Creare mini-quiz interattivi - Fornire supporto/scaffolding o suggerimenti - Anteprime personalizzate o adattamento dei contenuti	L'insegnante seleziona i contenuti principali, dà il contesto, monitora gli studenti, assicura la qualità dell'output dell'IA

ICAP framework

(Chi & Wylie, 2014)

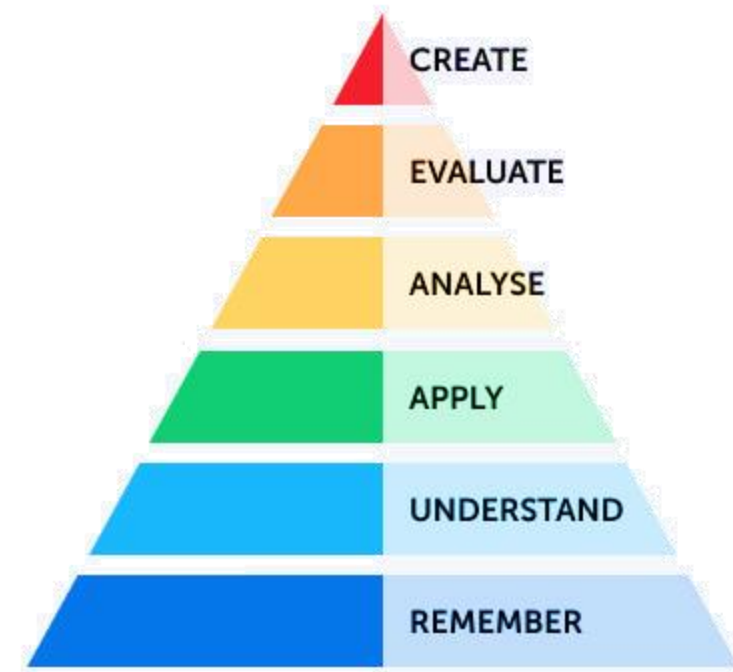


INTERACTIVE

CONSTRUCTIVE

ACTIVE

PASSIVE



Research Interests:

Gerald Knezek (littl.unt.edu)

Technology Enhancements for K-12 teaching & learning

Gerald Knezek

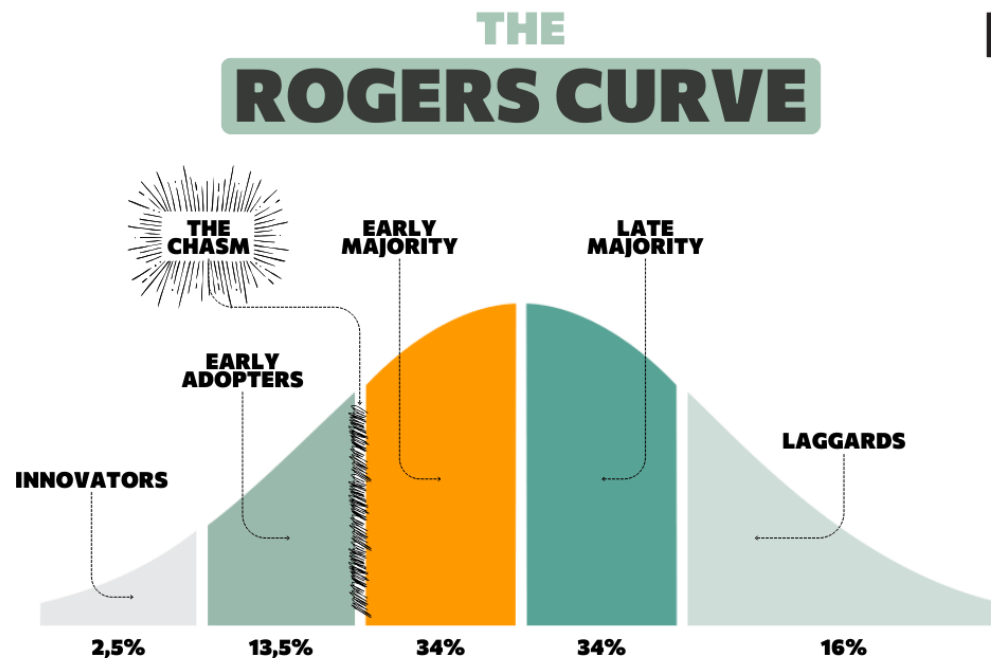
University of North Texas

University of Padova, Italy

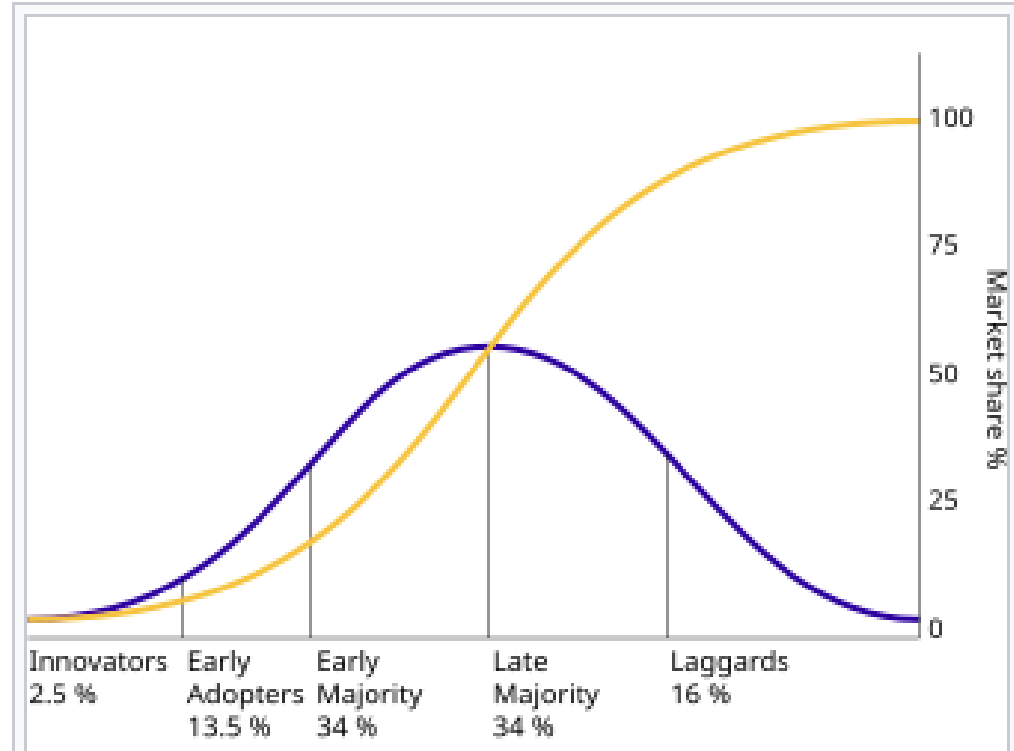
October 2025

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Rogers' Diffusion of Innovations



B



The diffusion of innovations according to Rogers. With successive groups of consumers adopting the new technology (shown in blue), its **market share** (yellow) will eventually reach the saturation level. The blue curve is broken into sections of adopters.

Fig. 3. Stages of Adoption of AI

Table 3.
Stages of Adoption of AI in Education

Stage	Stage Description
Stage 1: Awareness	I am aware that AI exists, but have not used it - perhaps I'm even avoiding it. I am anxious about the prospect of using AI.
Stage 2: Learning the process.	I am currently trying to learn the basics. I am sometimes frustrated using AI. I lack confidence when using AI.
Stage 3: Understanding and application of the process	I am beginning to understand the process of using AI and can think of specific tasks in which it might be useful.
Stage 4: Familiarity and confidence	I am gaining a sense of confidence in using AI for specific tasks. I am starting to feel comfortable using AI.
Stage 5: Adaptation to other contexts	I think about AI as a tool to help me, and am no longer concerned about it. I can use AI in many applications and as an instructional aid.
Stage 6: Creative application to new contexts	I can apply what I know about AI in the classroom. I am able to use it as an instructional tool and integrate it into the curriculum.

Note. Adapted from Christensen (2002) Stages of Adoption of Technology.

AI Enhanced Learning v1/n1 (Open Access)

<https://www.learntechlib.org/j/AIEL/v/1/n/1/> (Oct 2025)

Charting the Future: A Research Agenda for AI in Education

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Author notes

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Developing A Taxonomy for Attitudes Toward AI in Education

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