



Interview Analysis

Date	January 2025
Location	Passo de Camaragibe - AL
Goal	To present the results of interviews conducted with the teachers participating in the Passo Project at the end of 2024

Data was collected through semi-structured interviews conducted between September and November 2024, with 53 teachers participating in the Passo Project, corresponding to 91% of the total participants. This analysis aims to understand the primary uses of technological tools, perceived benefits, and challenges faced by teachers throughout the project. Below, we present the main results related to the qualitative and quantitative analysis of the interviews.



Qualitative Analysis

1. Improvement in Lesson Quality and Planning

One of the most significant changes observed by teachers was the improvement in lesson planning and diversification. The use of ChatGPT allowed for greater agility in developing lesson plans and better adaptation of activities to local realities and children's needs. Teachers highlighted how the tools expanded their pedagogical repertoire and facilitated the implementation of more creative and contextualized practices.

GPT has helped us a lot with our lesson plans. It provides ready-made lesson plans, and we can adapt them according to our class, our themes, to better meet the needs of our children (Maria das Candeias).

Oh, it was really helpful for planning because it gives a lot of ideas using objects that you sometimes wouldn't even imagine using in the classroom, right? Like, I looked up how to work with the ocean theme using different materials, and it suggested using seashells. It's really interesting because we live in the city, but the ocean is very close, and we rarely go. So, I found this suggestion interesting both for me and for the children (Débora Patrícia).

Using the tablet was essential for my planning, helping me understand things better, especially the playful aspects of working with the kids. Sometimes we don't always have a game in mind to come up with on the spot, right? And sometimes I struggle with certain topics to be covered. So, I look it up, and it helps me a lot (Cássia Fernanda).

It's helping me create my lesson plans. I take the ideas and use them to build my planning. It provides different ideas. Sometimes we're stuck without an idea of what to plan, but as we read through the plans, we start generating new ideas. It helps us do things differently, expand our horizons, and move away from just photocopied activities (Vitória).

2. Activities Adaptation

The use of ChatGPT proved to be particularly valuable for personalizing activities and addressing students with different needs. Teachers reported being able to adapt lesson plans for different age groups, learning stages, and specific contexts, promoting greater classroom inclusion.

I can use it because I have some students who struggle with this. I really have some students who have difficulty with attention and comprehension. Sometimes, what I



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teach doesn't reach them the same way it does with others. So, we always have to adapt, and sometimes we wonder, "Oh no, how do I move forward now?" Then we go to the ChatGPT, and it helps a lot (Maria Gabriela).

Since my classroom is a multi-grade class with four different levels, I have to adapt the topics according to their age. So, this site (ChatGPT) is also very helpful, as it provides many suggestions tailored to the child's age (Zoraia).

I have a class with three different levels of students. Some are reading almost fluently, managing to read short sentences. I have a large group of about eight students who can read two- and three-syllable words, and I also have some students still in the process of learning letters, tracing them, and recognizing syllables and words. Once I started using ChatGPT with a tablet this year, I found that my lesson planning and idea generation became much easier. When I realized my class had these three different levels, I consulted it and asked what I should do. I remember searching for a didactic sequence for children struggling with letter recognition, and it provided games to work on that. One of them was the alphabet game, where children identify the first letter of a picture. For the more advanced students, who always crave more challenges, it suggested games like "Secret Word," where they combine the first letters of images to form words. This was an idea I got through ChatGPT. (...) I also used it a lot with my student who has autism. By asking GPT, it gave me some game ideas. As I mentioned, sometimes we can't create materials ourselves, but I was able to find similar games online (Emilly Luíza).



Image 1. Activity adapted with the help of ChatGPT



3. Perception of professionalization and appreciation

Technological tools not only facilitated pedagogical work but also contributed to a greater sense of professionalization and recognition among teachers. Many emphasized how the tablets and their participation in the project helped them organize their work and feel more valued as educators.

The tablet has truly been a blessing. In fact, I was even saying that I don't feel like giving it back because it holds so much of my work. This is really where my work is. It has been and continues to be very useful. I actually use it when there are presentation projects for parents in the school courtyard—it's always there. I always make sure to include it. I record interviews with students so parents can watch them (...) It has helped me a lot and continues to do so (Joselma).

We feel more seen, more valued, you know? When I get home and need to work, I open my tablet and do what I need to do. I plan lessons, organize student records. Before, I had things scattered on my phone, in my notebook... It was all confusing. Now, everything is on the tablet, which is dedicated solely to work (Júnia).

It's nice to see that the training sessions are designed specifically for us. Before, we would attend trainings that didn't really feel relevant to our work (G.).



Image 2. Teacher demonstrates how she organizes all her work materials on the tablet.



4. Improvements in Teachers' Daily Lives and the Classroom

The technologies introduced by the project have brought significant advancements to teachers' routines, helping with task organization, classroom management, time management, and facilitating research. The positive impact has been reflected in both teaching practices and student behavior.

It's been like this... Compared to last year, I often struggled with planning because I needed a lot of time to sit down and think—'Wow, this week I need to work on...' For example, this week I worked on the theme of traffic. I had to sit down, search the internet, and really think. Not that I don't do that now, but this is an extra tool. Now, I open the site, grab my tablet, go into the app, and search for a didactic sequence for five-year-olds on the topic of traffic. I also enter the BNCC¹ competencies, and it provides them based on the activity—of course, always reinforcing Passo de Camaragibe—so it tailors activities to our community. Since we work mostly with low-income children from the outskirts, it helps bring learning into their real-world context (...). I also use the tablet a lot beyond just ChatGPT. It's not only useful for planning but also for our digital gradebook. Many teachers don't have computers, and the tablet is easier to carry. If I travel, for example, I can take it with me and continue planning (Emilly Luíza).

It makes the teacher's life easier and helps us. We no longer have to run around chasing materials. We feel more prepared to carry out the proposed activities. Before, I had to store everything—apps, content, lessons—on my phone. By the end of the year, when we had to send in photos of our work, my phone was a mess, mixed with personal and student pictures. Now, everything is organized on the tablet (Marta).

5. Potential Impact on Students

Teachers reported significant improvements in students' learning and behavior. The use of technology has made lessons more dynamic, modern, and aligned with children's needs, fostering greater engagement and pedagogical intention.

Everything has become easier and more enjoyable. Working with the tablet is truly indescribable because the children now pay more attention in class. It has made everything more engaging, improving the classroom experience for both the children and us (Júnia).

We've improved the way we teach because the tablet gives us new ideas. We have our own approach, but when we search, sometimes we find even better ideas (Iranilda).

¹ BNCC is the Brazilian National Common Core Curriculum



It has helped a lot because some days the students are very restless. I sit with them in a circle and use the tablet to tell stories or do different activities, which really captures their attention (Geovanna).

The tablet has been essential for me because it allows me to do research and make my lessons more dynamic (Elisa).

Before, everything was more traditional. Now, everything is more modern. The tablet helps us modernize our lessons, and I can easily adapt them (Daniela).

It provides lessons tailored to the children's age group, but I believe it can be useful for other levels as well. Each teacher can adjust it based on their students' needs. The children love it. The activities are engaging and appropriate for their age, nothing boring. For me, it has been amazing (Maria Valdenice).

We always strive to innovate, and the tablet constantly provides different lesson plans, helping us break free from routine. It has been a great improvement—now we have diverse lesson plans (Jaqueline).

6. Various Uses

Beyond lesson planning and activity adaptation, teachers highlighted many other uses for the tablet. The main ones include: filling out the online gradebook, taking photos and documenting student activities, writing reports, showing images and videos related to a lesson, and storytelling.

I also use it to document classroom moments and play some music. Sometimes, the phone isn't enough to show certain images, but with the tablet, I can quickly search for them, and it has been very helpful (Ladja).

It really helps me a lot. I use it extensively for music activities, I keep my gradebook entirely online with it, and I also store all my portfolio photos there. I also use it for researching activities (Joselma).

The tablet has been essential in our work. It has helped us a lot, both for research and for working with students. It has been a great support because we can show images, look up stories that we sometimes can't find in books. We do our research on it, and having access to a tablet allows us to use it in many different ways for teaching (Maria Vitória).



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I use it for storytelling, showing images, and now we also use it for the online gradebook. And now, during report-writing season, we've realized how much it helps (Severina).



Image 3. Teacher using the tablet to document classroom activities.



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Image 4. Teacher using the tablet to show images to students.



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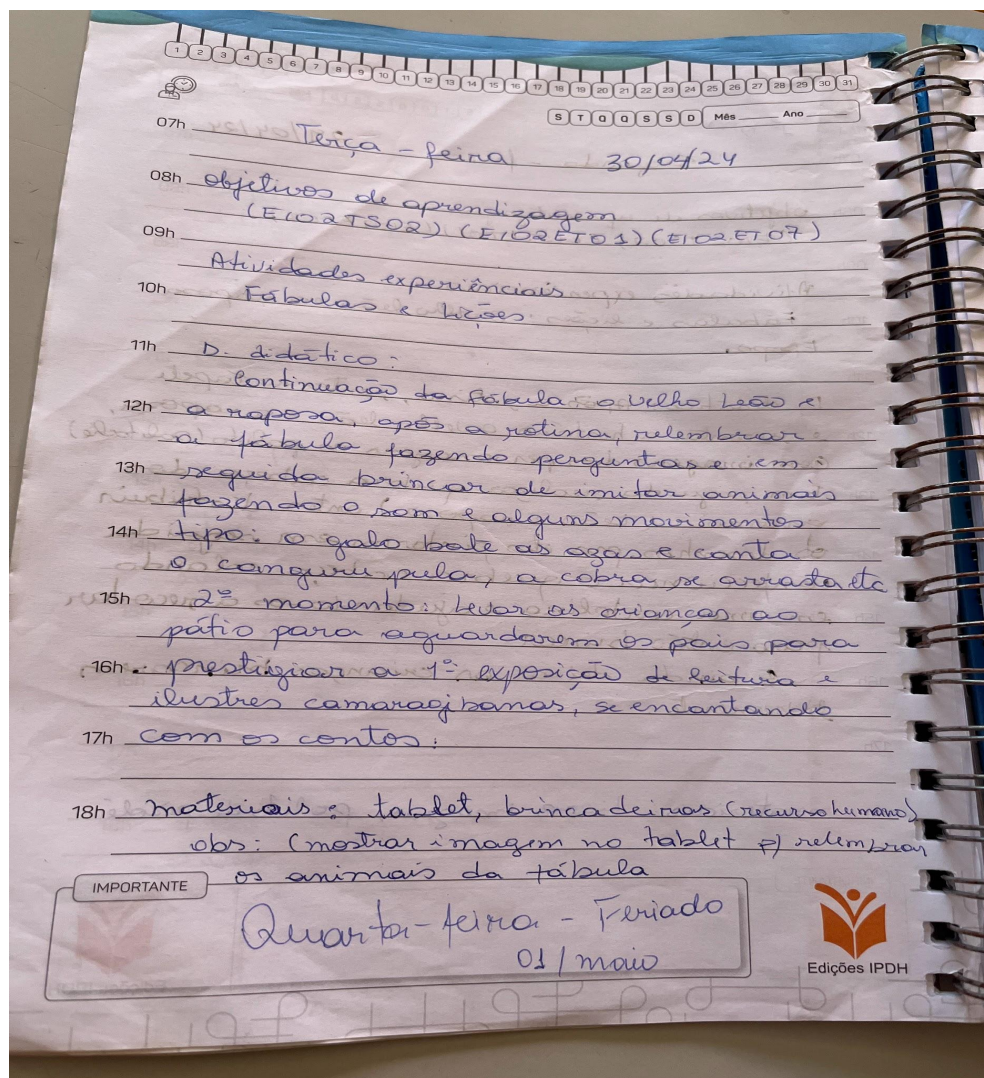


Image 5. Lesson plan of a teacher who incorporates tablet use into her planning. In this case, she included the tablet as one of the necessary materials for the lesson and wrote that she would use it to display images.

7. Difficulties

Despite the progress, challenges were also reported, including teacher's lack of time, initial resistance to technology, the need for greater training support, and infrastructure issues (such as the lack of internet in schools). Peer and school coordination support stood out as an effective way to assist those facing more difficulties.



As I mentioned, I'm managing to use it fluently. I think it's also because I'm more active in technology, I know how to search for things, and I find it easier to develop with the tablet. So, I try to help my colleagues who don't have as much ease with it (Emilly Luíza).

I didn't even know we were using it. Then I found out when someone mentioned that a certain teacher was doing it and that it was working well. She already had it all detailed, planned out for all five days, the entire week. I said, 'Wow, I didn't know about this.' That's when I spoke to the coordinator, but with all the rush of filling out the daily records, there was no time for her to sit down with me and explain it properly. But she said, 'If you want, I can explain it to you.' I said, 'Okay, but not right now (Milva).

I had a lot of difficulty; I'm still not very familiar with using these devices. (...) I haven't used the tablet much because there's no internet in my classroom. So, I don't use it much, only at home for lesson planning. Even then, we plan as a group, so I don't use it very often. I check with a colleague—one of us plans for a week and then sends it to the other via the tablet. So, we take turns each week. I mostly use it just for planning (J).

I have some difficulty, but little by little, I'm figuring it out. My colleagues are mostly up to date with it, so when I have a question, my colleague in the next classroom helps me a lot. She tries to create the lesson plan directly on the tablet by herself. Then I say, 'No, I didn't understand.' And she says, 'Come here, I'll show you.' I have a bit more time when the students are having their snack, so I take attendance directly on the tablet. If something comes up, I add it right away. I'm trying, you know? Slowly, I'll get there (Renata).

As for ChatGPT, it's been difficult for me because I really struggle with technology. Unfortunately, I need a lot of help so we can continue with this wonderful project (Cássia).

It was easy. I didn't have any difficulties. And we always have support from the coordinator, who is always there for us. Whenever we have any questions, we go to her. She is our support (Cássia Fernanda).

The qualitative analysis highlights that the introduction of tablets and ChatGPT has brought significant contributions to early childhood education in Passo de Camaragibe. These tools have facilitated lesson planning, promoted greater student engagement, and expanded pedagogical possibilities. However, the reported challenges reinforce the importance of investing in ongoing training and infrastructure to enhance the achieved results.



Quantitative Analysis

1. Use of ChatGPT and Tablets

Lesson planning

Most teachers use ChatGPT primarily for lesson planning. Around 75% mentioned this as the tool's main function, followed by lesson and activity adaptation (34%) and generating activity ideas (25%).

Most Common Applications of ChatGPT

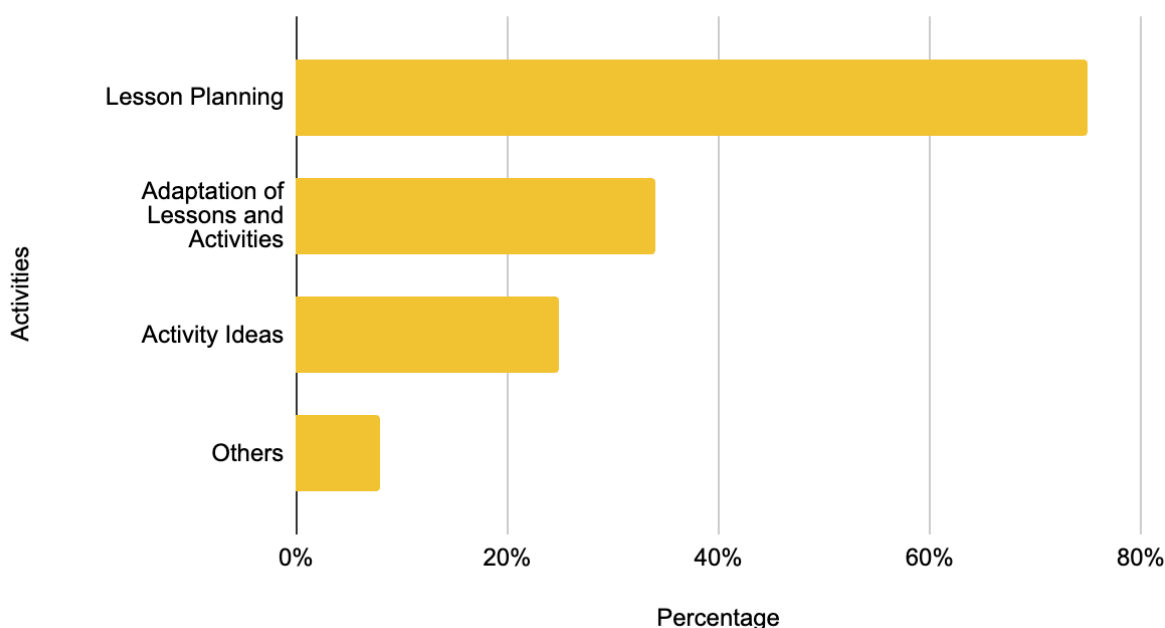


Image 6. The chart presents the main ways teachers use ChatGPT, indicating the percentage of participants who reported each type of application.

Tablet use

Beyond lesson planning, tablets are frequently used for logging information in the GEP (school management system), commonly referred to as the "online journal" (56%), playing educational songs and videos (36%), conducting research (30%), storytelling (21%), and photographing completed activities (20%).



Most Common Applications of the Tablet

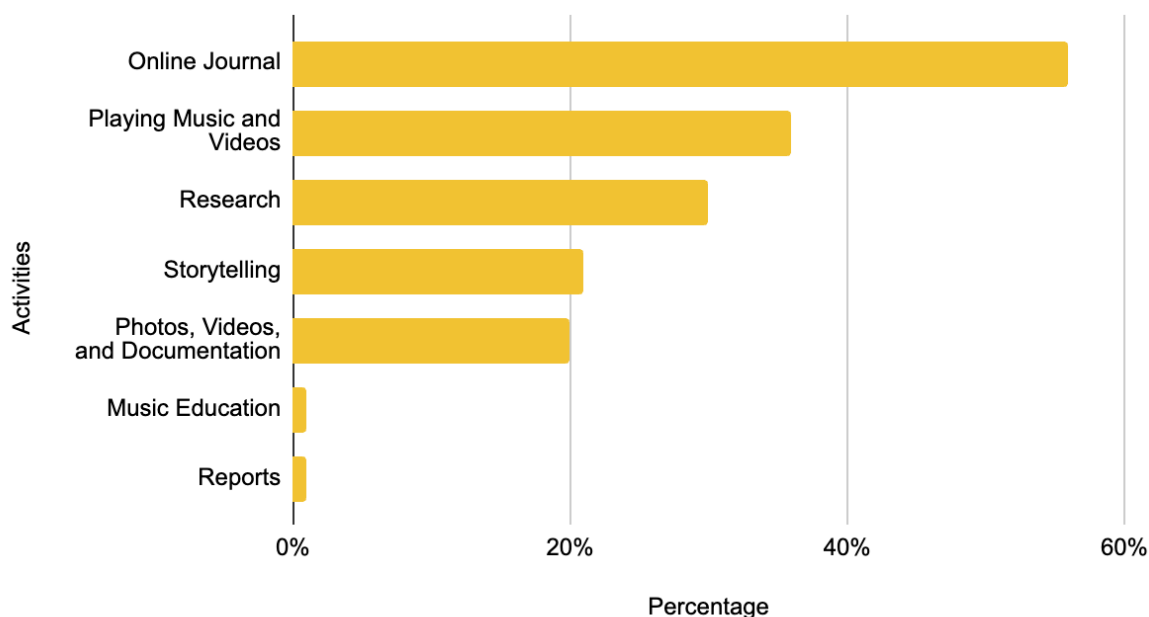


Image 7. The chart presents the main ways teachers use tablets, beyond lesson planning, indicating the percentage of participants who reported each type of application.

Adapting ChatGPT-Generated Content

76% of teachers who use ChatGPT report adapting the tool's suggestions to meet the specific needs of their classes, reflecting a high degree of personalization. The adjustments made by teachers relate to the class, theme, individual student needs (such as disabilities or learning difficulties), local context, available materials, and alignment with the BNCC curriculum. The frequency of these adaptations, relative to all participants, can be seen in the following chart:



Types of Adjustments Most Made with ChatGPT

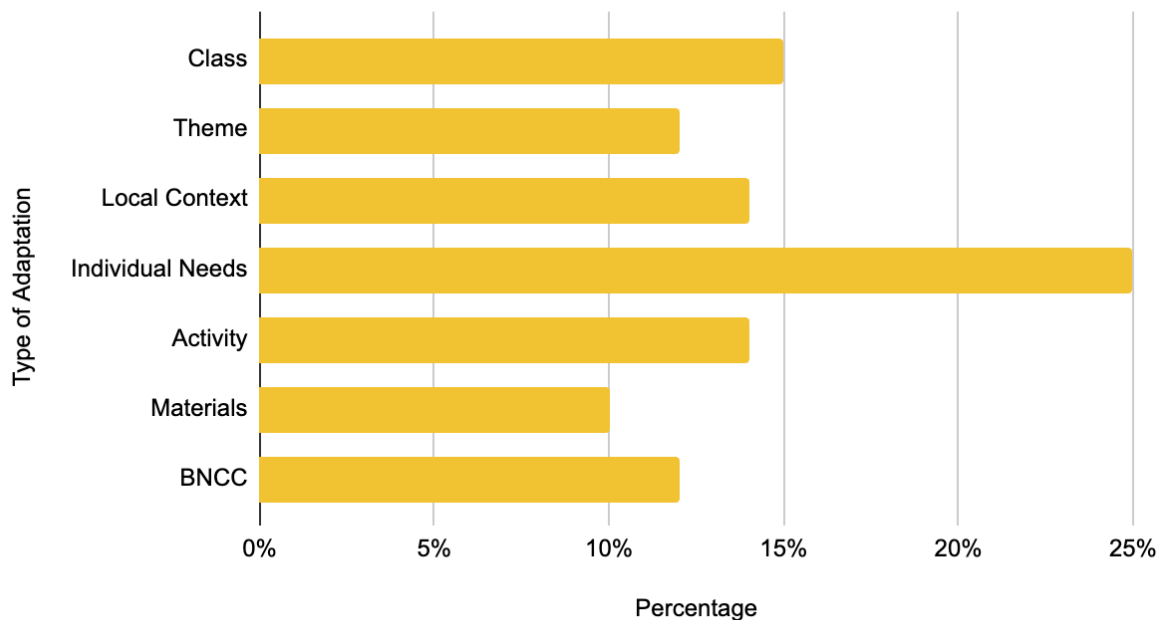


Image 8. The chart presents the main types of adaptations made by teachers using ChatGPT, highlighting the percentage of participants who mentioned each type of adjustment in their pedagogical practice.

Difficulties

Approximately 42% of teachers faced only initial difficulties in using ChatGPT or tablets. Around 35% reported having no difficulties with the tools since the beginning of the project, while 21% of the interviewed teachers still experience technical challenges with the tablet and/or ChatGPT.



Difficulty in Using Technology

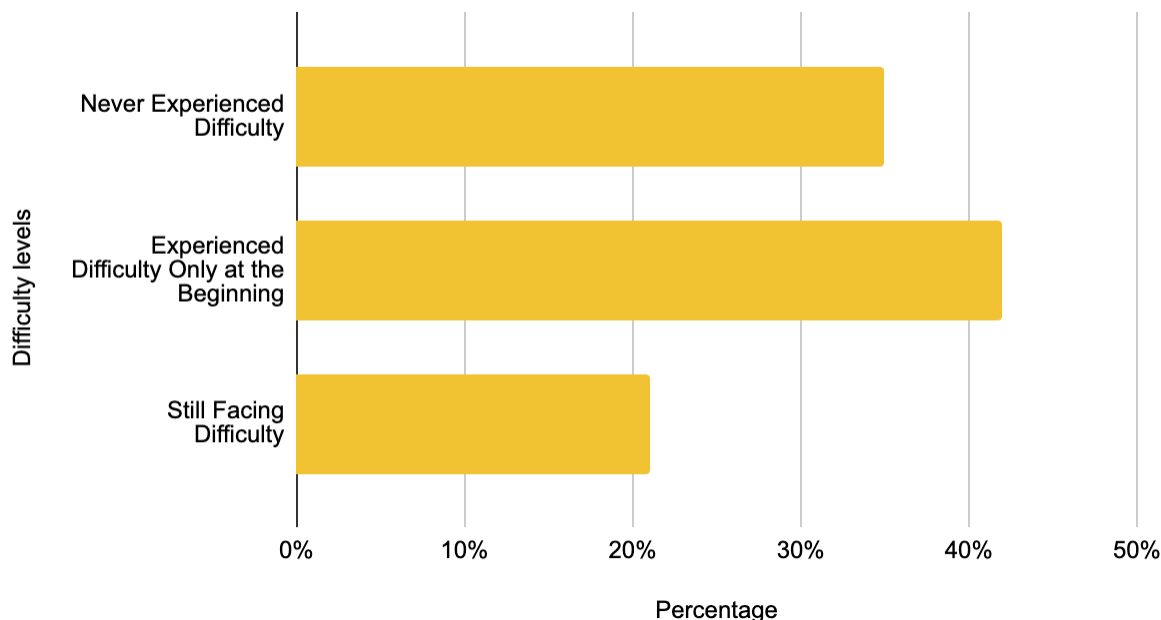


Image 9. The chart presents the levels of difficulty in using the tablet and/or ChatGPT, highlighting the percentage of participants who reported each level of difficulty.

2. Impact on Teaching

Perception of Positive Impact

The majority of teachers (80%) reported that the technologies introduced by the project have positively impacted their teaching practice, promoting greater creativity and efficiency in lessons.

Development of Contextualized Lessons

60% of teachers stated that, by using ChatGPT, they can design and/or adapt lessons that better fit the city's context, their students' specific needs, the materials available at school, and the uniqueness of their students.

Use for Students with Learning Difficulties or Disabilities

Around 25% of teachers mentioned using ChatGPT to adapt activities for students with specific difficulties. Although not the most common practice, these reports highlight ChatGPT's relevance as an inclusive tool.



3. Cross-Analysis

Use of Tools vs. Student Age Group

64% of teachers who still experience difficulties using the tablet and/or ChatGPT work with classes of children aged 0 to 3 years.

Teachers of mixed-age or older groups (4–5 years) tend to explore ChatGPT more for adapting activities and report fewer technical difficulties.

Training and Overcoming Difficulties

Teachers who participated in more training sessions were more likely to overcome initial challenges and use the tools effectively. Around 60% of teachers emphasized the importance of the training provided by the project in improving their use of the tools and overcoming initial difficulties. This highlights the importance of continuous training support within the project.

This quantitative analysis provides an overview of the results achieved with the implementation of ChatGPT and tablets in the Passo Project, showcasing both progress and the challenges faced by teachers. The data complement the qualitative analysis and suggest pathways for future improvements.



General conclusion

The analysis of interviews with teachers participating in the Passo Project suggests that the introduction of technologies such as tablets and ChatGPT has contributed positively to early childhood education in Passo de Camaragibe. These tools appear to have not only facilitated lesson planning and diversified pedagogical practices but also increased student engagement and enhanced teachers' ability to adapt activities to the specific realities and needs of their classrooms.

Both qualitative and quantitative data highlighted the project's positive impact on daily school routines, lesson quality, and teachers' sense of professional appreciation. Elements such as personalized lesson planning, the inclusive use of technology, and the support provided through training sessions have helped strengthen pedagogical practices.

However, significant challenges remain, including difficulties in using the tools, inadequate infrastructure—particularly limited internet access—and the need for ongoing support and encouragement to overcome technological barriers and sustain professional development. These factors reinforce the importance of investing in regular training and improving working conditions to maximize the project's impact.

Thus, the analysis demonstrates that the Passo Project has achieved meaningful results while also identifying areas for improvement and future adjustments to ensure the sustainability and expansion of the benefits that technology brings to early childhood education.