Logos Universality Mentality Education Novelty: Social Sciences
ISSN: 2284-5747 | e-ISSN: 2458-1054
Covered in: ERIH PLUS, CEEOL, J- GATE, CrossRef, CrossCheck, Google Scholar, Ideas RePeC, Econpapers, Socionet, KVK, WorldCat, ICI Journals Master List - Index Copernicus.

2025, Volume 14, Issue 1, pages: 1-17 | doi: https://doi.org/10.18662/lumenss/14.1/112

AI and the Pedagogical Shift: Adaptability Strategies for Algerian EFL Teachers

Djahida ABDERRAHMANE [1]*
Nawal MEBITIL [2]

[1] Dr., Mustapha Stambouli-Mascara University, Algeria;
https://orcid.org/0009-0005-9930-629X;
djahida.aberrahmane@univ-mascara.dz
[2] Prof. Dr., Mustapha Stambouli-Mascara University, Algeria;
https://orcid.org/0000-0003-2076-2910;
naouel.mebitil@univ-mascara.dz
* corresponding author:
djahida.aberrahmane@univ-mascara.dz

Abstract: *Through a quantitative research approach, the current study examines the critical role of adaptability in permitting teachers to tailor their instructional methods to today's digital age demands. It investigates the key strategies that teachers adopt to embrace AI-driven tools and emerging technologies. The findings collected from a random sample of 13 EFL teachers at the English department of Mustapha Stambouli-Mascara University, Algeria, indicate that while the majority of the teachers acknowledge that adaptability has a unique impact on their well-being, self-efficacy, and the efficiency of teaching practices, the rate of adaptability is still low and basic. In this vein, these findings underscore the significance of understanding teachers' adaptation strategies to keep educational systems evolving to track technological advancements. They also highlight the importance of adaptability as a key ability and skill to be promoted among teachers so that it enables them to cope with the age of digital evolution. Hence, there is a need for systematic implementation of ongoing professional development support.*

Keywords: *adaptability; AI age; Algerian EFL teachers; professional development; strategies.*

How to cite: Abderrahmane, D. & Mebitil, N. (2025). AI and the pedagogical shift: adaptability strategies for Algerian EFL teachers. *Logos Universality Mentality Education Novelty: Social Sciences, 14*(1), 1-17. https://doi.org/10.18662/lumenss/14.1/112

©2025 Published by In Manifest Network in partnership with LUMEN Publishing. This is an open access article under the CC BY-NC-ND license http://creativecommons.org/licenses/by-nc-nd/4.0/

Introduction

Embracing digital technologies into education requires endless efforts. Today, teachers are facing unprecedented challenges and opportunities to adapt their roles and teaching practices as technology is constantly evolving, specifically with the rise of Artificial Intelligence (AI). This transformation has significantly altered teachers' pedagogical performances, yet it presents complex challenges to instruction effectiveness, teachers' willingness, motivation, and equity in technology use and access. Teachers' sense of adaptability is the crucial factor of teacher resilience and flexibility, particularly when higher educational institutions opt for using AI-driven tools for plagiarism detection software and applications and automated grading systems. These evolving technologies demand teachers to adapt the available tools to get the realm advantages such as automating administrative tasks, minimising grading efforts in the analysis of large datasets, and offering personalised learning experiences to their students. In light of this transition from face-to-face and paper methods to more online and blended educational practices, teachers are the key agents. On one hand, teachers can resist change; however, others can view embracing technology as an opportunity for learning and professional growth from another hand. In this vein, investigating teachers' adaptability in this digital age becomes a necessity for helping those who do not accept change and meet the needs of 21st-century classrooms and students. To meet this aim, the following research questions are asked:

1- How can Algerian EFL teachers enhance their adaptability to embrace AI tools and track technological advancements in education?
2- What are their educational strategies for adaptation to cope with this digital age?

Hypothesising that,

- Algerian EFL Teachers' adaptability to technological advancements is predicted to correlate with their digital competence and the adequate support they receive within their faculty.
- Algerian EFL Teachers' self-regulated learning, collaboration, constant research and trial, and ongoing training can be viewed as the key elements of teachers' adaptability in the face of digital age demands.

This study examines the role of adaptability in enabling Algerian EFL teachers to effectively navigate educational challenges and setbacks, particularly in response to AI revolution. This study shifts focus towards

understanding how EFL teachers adapt to AI-driven changes and challenges rather than a broader focus on developing digital literacy within the Algerian context. By assessing EFL teachers' adaptability, this study provides practical insights to promote their resilience and professional growth to track the evolving landscape of AI from a macro level. At a micro level, it also shows the importance of adaptability skills to meet learners' changing needs and classroom requirements as they develop. The study's findings significantly contribute to the design and development of tailored training programmes that equip teachers with the necessary literacy and adaptability skills. Moreover, it informs decision-makers about the challenges and required support for successful integration of AI. Overall, addressing digital technologies-related issues and teachers' responses to the change they present is pivotal to maximise the advantages of AI-enhanced tools usage in higher education and ensure an inclusive and effective learning experience for both students and teachers.

Teachers' adaptability and AI-enhanced education

Teachers are the frontlines facing the emergent advances of educational generative AI. They have to make pedagogical advantages of it to impact significantly learning and teaching in higher education. In this regard, adaptability has become a key concept to adapt to the rapid technological advancements; enabling teachers to adjust themselves to new conditions and changes. Precisely, the effective application of AI is associated with an individual ability to react flexibly and respond in constructive ways to challenges, unprecedented situations, and new environments (Collie and Martin, 2016). However, on a broader scale, teachers are at the early stages of exploring the initial AI systems' uses and affordances of AI tools which are limited to supporting teachers to reduce workloads through automating tasks, assessment, feedback, and plagiarism detection (Baker & Smith, 2019).

In the context of language learning, previous research has extensively investigated the positive impact of incorporating GenAI in generating content for educational purposes, suggesting teaching strategies tailored to learners' needs, personalising learning experiences, and enhancing learners' and teachers' effectiveness in the learning process (Huang, 2021; García-Peñalvo, 2023). Moreover, studies showed that GenAI can provide teachers immediate and accurate assessment services through automating grading (González-Calatayud et al., 2021). They have the potential to be a feedback resource in education as well (Banihashem et al., 2024; Steiss et al., 2024). Yet, little attention has been directed to examine the extent to which teachers are able to meet the rapid evolution of AI tools and how to integrate them in creating

adaptive learning environments to remain effective and relevant. There are some concerns about how the new AI applications can be applied to improve learners' high-order-skills and boost teachers' self-esteem, well-being, and autonomy at the same time. Considering these issues, it is essential to understand how possibly teacher respond and regulate themselves to the swift growth of AI. Taken all these into account, it seems appropriate to understand the concept of adaptability and its components to understand the complexity of AI use in educational settings; from theoretical and practical perspectives.

Within education, adaptability is recognised as an indispensable element for teachers who become obliged to accommodate their teaching methods with respect to evolving technological advancements and educational demands. In the teaching profession, adaptability is critical for teachers to work in the classroom, staff room, and beyond (Collie & Martin, 2016). It refers to teachers' ability to adapt to the evolving landscape of language teaching methodologies, techniques, and resources of instruction to the evolving needs of 21st-century students and classroom requirements, particularly in the view of technological advancements. These educational transformative potentials pertained to adaptability strategies hold immense competencies to revolutionise their teaching approaches and students' engagement and allow them to keep up-to-date with technological trends. Martin et al. (2012) stated that adaptability refers to an individual's capacity to "constructively regulate psycho-behavioural functions in response to new, changing, and/or uncertain circumstances, conditions, and situations" (p.66). In this respect, adaptability is often viewed as a process that involves cognitive, behavioural, and emotional components which are required to assess, identify, and execute appropriate responses (Dweck & Leggett, 1988).

Emerging from Martin et al.'s (2012) tripartite model of adaptability, this latter emphasises modifying one's thinking, behaviour, and emotions involving problem-solving, decision-making, task execution, self-regulation, and feelings-management. In more detail, this model consists of three components, including cognitive adaptability, which requires regulating thoughts to find connections between new material and familiar topics. It permits the person to think and be flexible about the problems found with the need for change to find and apply appropriate solutions. Behavioural adaptability refers to adjusting one's behaviours and actions according to the faced requirements through implementing variable and new strategies and acquiring new competencies and skills to cope with challenges. It includes asking other helpful persons of great knowledge and relevant resources in the area of novelty. Emotional adaptability involves individuals' psychological resilience and regulation of feelings such as anxiety, fear, and resistance to

maintain more positive and balanced emotions despite constraints. These three elements interact in ways that enable the individual to respond and navigate the new changes in their environments successfully. In the academic context, adaptability has proved to provide positive outcomes among students and teachers. Results showed that the more they are adaptable, the greater control they have over their educational performances and achievements (Martin et al., 2013). In similar research, findings show that adaptability positively increases job satisfaction, school enjoyment, and self-esteem (Collie et al., 2017).

Collie and Martin (2016) listed that adaptability allows teachers to:

a) To respond effectively to the various needs of the students via adjusting lesson pace, adapting the learning activities, and searching for resources for better illustration;
b) To cope with unprecedented situations in the classroom, such as feelings of anxiety, frustration, and anger and think more about solving the problem;
c) To interact appropriately with colleagues under situations of change;
d) To regulate the lesson content and teaching when time is pressing;
e) To integrate continually new knowledge into their teaching practices.

In this light of potential, adaptable teachers are regularly involved in professional learning to be able to continuously evolve to address shifts in curriculum, policy, students' needs, and technological advancements. They are better positioned to handle the dynamicity and complexity of modern classrooms, where technology integration presents a constant demand for change (Collie & Martin, 2016). Such transformation and flexibility shed light on the concept of innovative teacher behaviour, which refers to "a process in which new ideas are generated, created, developed, applied, promoted, realised, and modified by employees in order to benefit role performance" (Thurlings et al., 2015,1). As a sub-component of adaptability, innovative teacher behaviour requires a planned procedure with a particular aim of improving performance (Collie & Martin, 2016). Speaking about adaptability, innovative teacher behaviour helps teachers respond to the rapid changes in technology and pedagogical knowledge to promote innovation in schools and among students and to ensure teachers remain adaptable and digitally competent (Thurlings et al., 2015). Importantly, the success of technology integration and AI-enhanced learning tools, in particular, largely depends on teachers' ability to adapt to these tools and cope with educational environments of novelty. The role of adaptability is beyond flexibly making appropriate adjustments to teaching and learning practices and tailoring instructional methods. It is a large process of educational transformation and

adaptation to global demands with respect to teachers' responses and functioning in the workplace. To gain deep insights, adaptability is investigated as a salient factor for teachers' adaptation and support of resilience.

Methods

The current study employed a quantitative research approach. Data were collected by administering an online questionnaire to a random sample of 13 EFL teachers in the Department of English Language at Mustapha Stambouli Mascara University (Algeria) during the academic year 2024-2025. ESP, Didactics, Civilisation, Research Methodology, Literature, and Translation Studies are areas of participants' expertise with a range of five to more than twenty years of teaching experience.

The online questionnaire encompasses four rubrics. The first one aims to gather information about respondents' characteristics. The second section is set to describe teachers' perceptions and willingness to change. The third section covers the adaptability strategies used among teachers to cope with technological advancements. The last part of the questionnaire sheds light on adaptability improvement procedures and prospects.

Descriptive statistics was used to analyse the quantitative data in this study. With the use of Google Forms, data were organised and tabulated for analysis. Observing the differences of percentages of collected data from the selected sample permit to test the hypotheses, make predictions, and draw conclusions about the larger population.

Results

The purpose of this section is to present and analyse the obtained data.

EFL teachers' perceptions and willingness to change

Algerian EFL teachers' response towards change, novelty, and uncertainty imposed by technological advancements in educational settings needs closer scrutiny. In this study, informants were asked to describe their reaction and willingness to use new technological materials such as AI-enhanced tools.

Figure1. Algerian EFL Teachers' Response to Adopting New Technological Materials

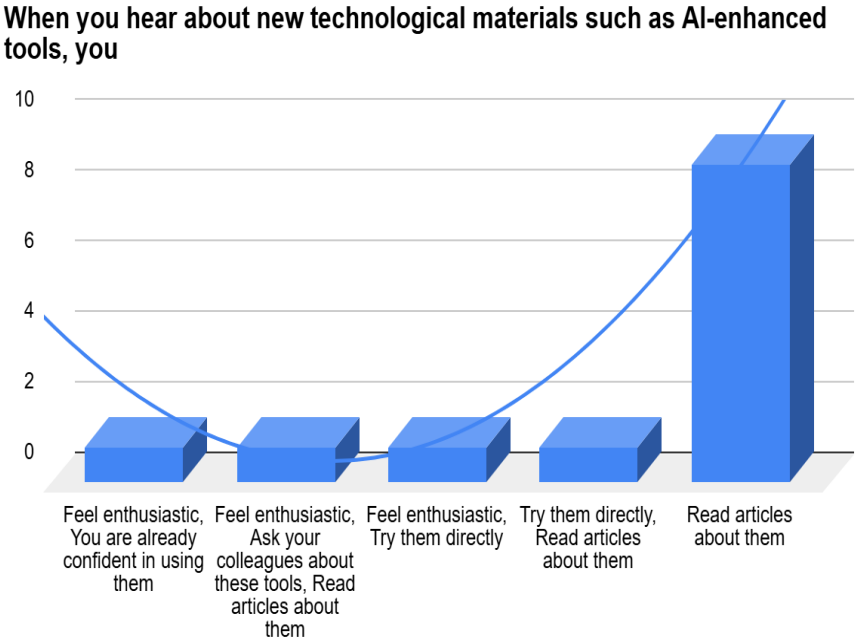
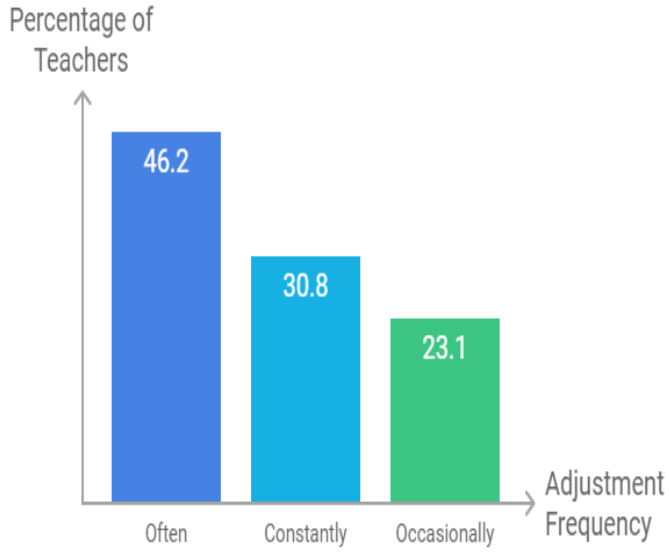


Figure 1 categorises participants' reactions into two main areas: Their attitudes towards the new digital tools and their adopted methods of learning about these resources. In terms of willingness, the majority (61.5%) of the participants feel enthusiastic when they hear about a new technological material. This explains why61.5% of them are relatively proactive in engaging in direct experiments with such materials. Their excitement and enthusiasm are mirrored in their behaviours of engagement.

Regarding learning methods about these innovations, over half (53.8%) of the informants prefer to read articles as a source of knowledge. 23.1% of them seek support from their colleagues, and an equal proportion (23.1%) of the respondents prefer attending conferences to familiarise themselves with these innovations. Interestingly, data reveal that the minority (15.4%) of the participants expressed enough confidence to try this new digital material directly. As observed, none of the participants ignored these materials or felt that the faculty imposed them. These results indicate that EFL teachers have enthusiastic engagement, proactive experimentation with innovations, and active participation in manipulating and adopting these tools into their teaching and learning practices.

To gather deeper insights, EFL teachers were asked about the frequency of adjusting their teaching methods to cope with the recent educational demands of integrating technology (Figure2)

Figure 2. Algerian EFL Teachers' Familiarity and Frequency of Methodological Adjustments



In response to technology integration, Figure 2 demonstrates that 46.2% of the participants often adjust their teaching methods from one hand. On the other hand, 30.8% of them have constant adaptations. Meanwhile, 23.1% of the informants expressed occasional adjustments. The findings emphasise that teachers have regularly adapted their instructional strategies to incorporate innovations and AI-enhanced tools as a case. This variation suggests that there is a necessity for addressing the tech-savvy gap among teachers and the other barriers, such as limited infrastructure with the scarcity of training to attain full adaptation to the evolving landscape of education and the immense transformative potentials that modern technologies hold today.

Algerian EFL teachers' adaptability strategies

Such awareness and commitment allow teachers to seek new strategies for improving their teaching practices and learning experiences to keep up with contemporary educational demands. In this light, EFL teachers were asked to specify the adopted strategies for coping with such requirements to

meet the 21st-century needs of the students and classrooms to remain relevant and effective.

As a part of gathering information related to EFL teachers' cognitive adaptability strategies, participants were asked to rate the frequency of using the listed strategies. Findings were displayed as percentages on a four-point scale ranging from (always) to (rarely).

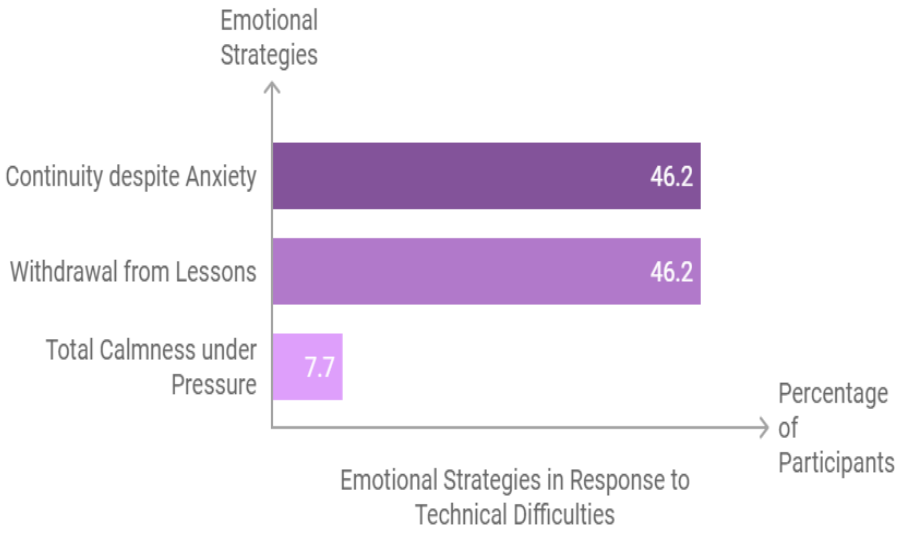
Table 1. Cognitive Adaptability Strategies

	Percentage			
In new situations while working with new technologies, do you?	**Always**	**Often**	**Sometimes**	**Rarely**
Manage your thinking and expectations in such new situations	46.15%	46.15%	7.69%	00%
Make connections between new technological tools and similar materials you have used before	7.69%	53.85%	30.77%	7.69%
Think about new options to assist you in a new situation	30.77%	53.85%	15.83%	00%

Table 1 illustrates that the majority of the participants are actively adapting cognitive management strategies. Due to the fact that findings indicate that the majority (92.7%) of them manage their thinking and expectations while using new technologies in their teaching practices. In similar lines, over half (53.85%) of the informants constantly and (30.77%) often make connections with previous experiences of technology use so that they are able to understand and navigate the new materials. Over 84% of the respondents regularly seek new options and solutions in new situations.

It is vital to point out that mindset flexibility helps teachers react adequately in situations of uncertainty when approaching technological materials. In this regard, participants were asked about the way they respond to a technical problem that they face during a lesson while using technological tools.

Figure 3. Emotional adaptability strategies



As observed in Figure 3, 46.2% of the participants mentioned that despite feeling anxious when they face technical problems while using the technological tools in the classroom, they continued the lesson with one hand. On the other hand, 46.2% of them prefer to stop the lesson. Only the minority (7.7%) stated that they stay calm. Results show three different emotional strategies: continuity despite anxiety, withdrawal from lessons, and total calmness under pressure. This indicates that teachers' emotional regulation and confidence are subject to their capacity to find solutions without interrupting the flow of the lesson and their competence in managing technological tools.

Both cognitive and emotional skills of resilience allow teachers to opt for behaviours to ensure the flow of the lesson and minimise technical disruptions in tech-enhanced classrooms. Teachers were questioned to identify the strategies that they undertake to overcome unprecedented situations while using such technologies.

Figure 4. Behavioural adaptability strategies

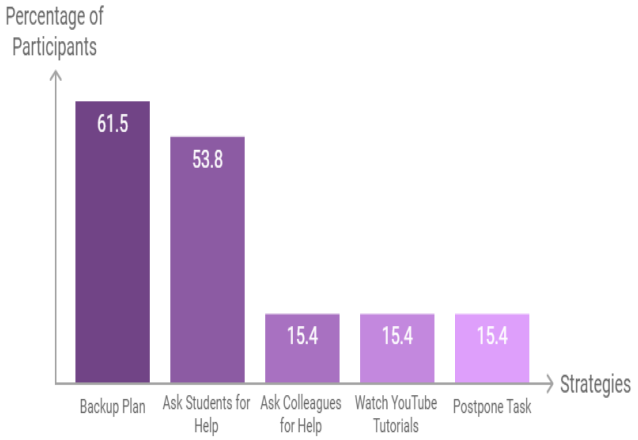
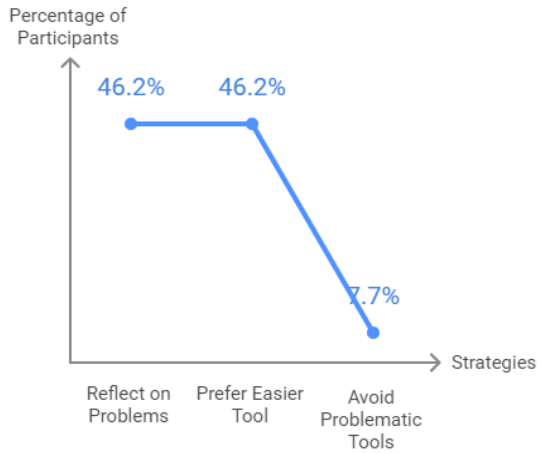


Figure 4shows that the majority (61.5%) of the participants usually have a backup plan. More than half (53.8%) of them ask for help from their students. 15.4% of the participants reveal that they immediately ask their colleagues for assistance when they encounter technical problems while using these educational technologies. Equally, 15.4% of them watch YouTube tutorials to figure out the issue. Moreover, 15.4% of them stated that they prefer to postpone the task in such problem situations. Preparedness, collaborative problem-solving, and reliance on further online tools seem to boost teachers' resilience and flexibility to overcome disruptions.

Figure 5. EFL teachers' reflections and future protects



As noticed in Figure 5, 46.2% of the participants mentioned that they reflect on the problems that they face while using technological tools in the classroom. Equally, 46.2% of them prefer to find an easier tool. Only the minority (7.7%) stated that they avoid using such materials. Such reflection on the adopted technological material encompasses problem-solving and decision-making strategies that bring together all three mentioned strategies of adaptability through metacognitive thinking, practical evaluation, and enthusiasm for continuous use.

Discussion

The obtained data reveal comprehensive insights about how Algerian EFL teachers respond to changes in innovation. The findings underscore a high level of direct engagement with new technologies among teachers with multiple learning preferences about these tools, including self-training, reading articles, peer collaboration, and conference attendance. However, the minority have self-confidence while using new digital technologies. This highlights the gap that exists between willingness, openness to innovation, and personal competence. In fact, it can be understood that despite this disparity, teachers have a sense of adaptability, which manifests in the amount of effort they devote to learning about such materials. Exceeding these lines of analysis, despite the limited engagement of a number of teachers due to constraints such as a lack of adequate infrastructure and limited proficiency, EFL teachers expressed a high degree of responsiveness; that is, the great majority of the participants are actively engaged in regularly adapting their teaching practices in response to embracing technological materials. This reflects their recognition of the importance of incorporating modern tools into instruction.

In this light, Algerian EFL teachers opted for multiple strategies to ensure their adaptability to the age of evolution. In this study, results highlight teachers' high degree of cognitive adaptability strategies, especially when they approach strategic management of their thoughts. They also suggest that such skill of adjusting expectations indicates teachers' mindset growth and resilience in applying pre-knowledge to face the fast-evolving landscape of digital technologies; therefore, they are able to adapt to new situations through identifying challenges and applying adequate solutions. In the same vein of interpretation, self-regulation and adjusting goals strategies permit teachers to be mentally prepared to handle unexpected situations. Moreover, drawing on prior experiences of use as a reflective strategy increases a sense of familiarity, allows teachers to minimise the cognitive load of learning about the new tools, and helps them enhance their adaptability. By doing so, teachers are highly

proactive and engaged in innovative problem-solving strategies when encountering new technology-based tasks.

Besides, in responding to such technological advancements, Algerian EFL teachers consistently apply a set of emotional strategies for the sake of maintaining teaching continuity when technical deficiencies are encountered. For instance, calmness under pressure and developing emotional resilience despite anxiety avoid interruption and ensure lesson flow. Having cognitive and emotional adaptability strategies helps teachers develop adequate behavioural adaptability strategies to cope with unexpected situations, including planning contingent plans, asking for external help from students or colleagues, and turning to self-directed learning options and online resources such as YouTube. In this view, it is possible to state that EFL teachers' preparedness demonstrates a high level of adaptability, encourages teacher-students and teachers-teacher collaboration, and enhances self-direction. These findings are consistent with those of Hong (2012), suggesting that emotional intelligence and resilience prevent teachers from being burned out, and this justifies why some of them remain effective and relevant. Others struggle in challenging environments, and Hong calls them leavers or stayers. In addition, the results of this study corroborate the findings of Zhao et al. (2002), who emphasise that teachers' characteristics such as self-efficacy, beliefs, competencies, and confidence enable teachers to adapt to attain the educational goals and overcome the factors that may threaten the success of classroom technology innovations' implementation.

As a part of adaptability strategies, teachers have self-assessment by reflecting on the adopted material and how well-undertaken decisions are. Precisely, this whole process of reflection and adjustments promotes teachers' professional growth. For a thorough discussion, these findings and interpretations align with Clarke & Hollingsworth's (2002) model of professional growth, which includes when teachers reflect on a challenging situation that occurred recently in their classroom and evaluate the extent to which they adapted and adjusted their thinking, emotions, and behaviours to manage these challenges effectively to experiment with these new ideas for future success when a situation like arises.

Overall, the three components are not seen as separate elements, yet they overlap so that they enhance teachers' resilience to change in general and overcome problems in a given situation. For instance, when teachers manage their emotions of anger, fear, and anxiety (emotional adaptability), they will search for alternative solutions and be able to regulate their behaviours accordingly (behaviour adaptability); in both components, thinking about possibilities to help them through is a pivotal key (cognitive adaptability). As

described above, incremental beliefs rather than an entity of beliefs support teachers' adaptability (Dweck, 2016). In turn, these capacities and strategies enhance teachers' leadership styles and their adaptability and make them more autonomous in making choices at work, seeking answers, attempting to understand encountered issues, and increasing confidence (Klassen et al., 2011).

In the Algerian EFL teaching context, where technology is recognised as a powerful means of instruction, teachers need to have enough knowledge of how to implement the available digital tools and resources in ways that bring the content of the curriculum in conjunction with the process of learning. As the findings reveal, despite the strategies that EFL teachers are adopting, the rate of their adaptability is still basic and low, especially when they feel anxious about managing technical pitfalls. Understanding the mechanism and promising potentials of these technologies and developing teachers' digital competence through adequate training can help teachers adopt adequate strategies for integration and adaptation to the constant changes. By doing so, teachers will reap the full benefits and maximum advantages of the present AI-enhanced tools of today's digital age.

Based on these data and interpretations and thinking about revolutionising EFL teaching, it is vital to point out that innovative approaches to professional development are highly required, including teachers' digital literacy development, fostering supportive technology-enhanced educational environment, collaborative approach adoption, and training programmes development as main areas of improvements. To meet this end, online courses can offer large accessibility to online courses that can contribute to upskilling teachers to manipulate many digital tools. Encouraging a sense of community at the workplace through discussions and formal and informal collaboration assures the sharing of expertise and peer training. EFL teachers need to have direct experiments with educational practices via planned workshops and conferences. Moreover, much attention should be directed to updating training programmes by taking into consideration teachers' proficiency assessment and analysing their needs to identify areas of focus and priority. Content selection and development and pedagogical knowledge improvement have to be important elements while training teachers.

Conclusion

To track the fast-evolving landscape of technology, adaptability strategies are recognised as a key for Algerian EFL teachers to adapt to this AI age. They seem to yield significant benefits to education, EFL teaching in particular, and have a tremendous impact on the future of language

pedagogies. In this regard, EFL teachers at Mascara University represented the sample study. Findings obtained from an online questionnaire underscore that teachers have high levels of cognitive and behavioural adaptability strategies with a moderate degree of emotional skills of adaptation. In fact, the majority of the teachers have a strong degree of resilience and willingness to adopt the new technologies into their classroom by focusing on the continuity and flow of lessons and developing a collaborative approach among students and colleagues. It seems possible to state that teachers' adaptability boosts their self-efficacy and increases their flexibility to cope with the AI revolution and keep up with the tech trends (Jennings & Greenberg, 2008).

To conclude, these insights provide comprehensive feedback on the necessity of providing adequate training to ensure ongoing professional growth and successful technology integration into Algerian Higher Education. Clarke and Hollingsworth's (2002) model of professional growth remains; however, an extremely powerful framework for technology integration, encompassing reflection, adaptation, and experimentation with new ideas, can be effective for fostering a culture of ongoing professional development in education. To sum up, considering EFL teachers' adaptability strategies in network-based teaching settings where AI-driven tools are among the means of the learning design process has a strong influence on teachers' involvement, engagement, and effectiveness.

As this study was conducted, the researchers encountered a number of limitations. The first issue was linked to the sample size as it was limited to teachers Mustapha Stambouli-Mascara University, Algeria, only. This may not be representative and limit the generalisation of findings beyond the research's context. Moreover, the lack of qualitative data can be viewed as another issue. Further studies are then needed to explore students' adaptability strategies to technological advancements and the development of their soft skills to adapt to new educational demands.

References

Baker, & Smith. (2019). *EDUC-AI-Tion rebooted ? Exploring the future of artificial intelligence in schools and colleges.* https://media.nesta.org.uk/documents/Future_of_AI_and_education_v5_WEB.pdf

Banihashem, S. K., Kerman, N. T., Noroozi, O., Moon, J., &Drachsler, H. (2024). Feedback sources in essay writing: peer-generated or AI-generated feedback? *International Journal of Educational Technology in Higher Education*, *21*(1). https://doi.org/10.1186/s41239-024-00455-4

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, *18*(8), 947–967. https://doi.org/10.1016/s0742-051x(02)00053-7

Collie, R. J., & Martin, A. J. (2016). Adaptability: an important capacity for effective teachers. *Educational Practice and Theory*, *38*(1), 27–39. https://doi.org/10.7459/ept/38.1.03

Collie, R. J., Perry, N. E., & Martin, A. J. (2017). School context and educational system factors impacting educator stress. In T. M. McIntyre, S. E. McIntyre, & D. J. Francis (Eds.), *Educator stress: An occupational health perspective* (pp. 3–22). Springer International Publishing/Springer Nature. https://doi.org/10.1007/978-3-319-53053-6_1

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256–273. https://doi.org/10.1037/0033-295X.95.2.256

Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.

Jennings, P. A., & Greenberg, M. T. (2008). The Prosocial Classroom: teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79*(1), 491–525. https://doi.org/10.3102/0034654308325693

Hong, J. Y. (2012). Why do some beginning teachers leave the school, and others stay? Understanding teacher resilience through psychological lenses. *Teachers and Teaching*, *18*(4), 417–440. https://doi.org/10.1080/13540602.2012.696044

Huang, X. (2021). Aims for cultivating students' key competencies based on artificial intelligence education in China. *Education and Information Technologies*, *26*(5), 5127–5147. https://doi.org/10.1007/s10639-021-10530-2

García-Peñalvo, F. J. (2023). La percepción de la Inteligencia Artificial en contextos educativos tras el lanzamiento de ChatGPT: disrupción o pánico. *Education in the Knowledge Society (EKS)*, *24*, e31279-e31279..https://doi.org/10.14201/eks.31279

González-Calatayud, V., Prendes-Espinosa, P., & Roig-Vila, R. (2021). Artificial Intelligence for Student Assessment: A Systematic review. *Applied Sciences*, *11*(12), 5467. https://doi.org/10.3390/app11125467

Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology, 104*(1), 150–165. https://doi.org/10.1037/a0026253

Martin, A. J., Nejad, H., Colmar, S., & Liem, G. a. D. (2012). Adaptability: conceptual and empirical perspectives on responses to change, novelty and uncertainty. *Australian Journal of Guidance and Counselling*, *22*(1), 58–81. https://doi.org/10.1017/jgc.2012.8

Martin, A. J., Nejad, H. G., Colmar, S., & Liem, G. A. D. (2013). Adaptability : How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. *Journal Of Educational Psychology*, *105*(3), 728-746. https://doi.org/10.1037/a0032794

Steiss, J., Tate, T., Graham, S., Cruz, J., Hebert, M., Wang, J., Moon, Y., Tseng, W., Warschauer, M., & Olson, C. B. (2024). Comparing the quality of human and ChatGPT feedback of students' writing. *Learning and Instruction*, *91*, 101894. https://doi.org/10.1016/j.learninstruc.2024.101894

Thurlings, M., Evers, A. T., & Vermeulen, M. (2015). Toward a model of explaining teachers' innovative behaviour: A literature review. *Review of Educational Research, 85*(3)*,* 430-471. http://dx.doi.org/10.3102/0034654314557949

Zhao, Y., Pugh, K., Sheldon, S., & Byers, J. L. (2002). Conditions for classroom technology innovations. *Teachers College Record the Voice of Scholarship in Education*, *104*(3), 482–515. https://doi.org/10.1111/1467-9620.00170