

A ChatGPT AI-implemented compound didactic scenario and pedagogical reflection theory

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► ABSTRACT

Individual and social development through school learning highlights a crucial need in the current era, especially within the Greek educational context. However, the need to support new teaching practices and innovations in the education system, while also implementing strategies to assist students with mild Special Needs within the same educational environment, makes this task even more challenging. Additionally, a game-changing leader in innovation is Artificial Intelligence (AI), which steadily but aggressively builds a strong presence in educational practice by bringing the future into the present. Consequently, a substantial academic debate has developed. It continues in the field, with varying optimistic or even restrictive views on how AI could positively impact humanity- articularly among middle school students -by enhancing cognitive skills, addressing learning difficulties, and fostering intrinsic and mental development through the mature use of AI as a learning tool. Nonetheless, many key factors could significantly influence this area. In the current context, possible skepticism about education is being closely examined through the implementation of a teaching approach that combines religion classes with modern Greek history for 3rd-grade Junior High School students, using the ChatGPT AI tool for instructional purposes. The focus topic is: “Athanasios Diakos’ contribution to the Greek Revolution of 1821 ACE and his relation to the church, presented using ChatGPT”. ChatGPT is a well-known AI tool that students can easily access, allowing a religion teacher to adopt a different teaching and learning approach. Students can subsequently reflect on their active participation in uncovering information and critically applying it to build understanding. This reflection theory process is a broad psychological and pedagogical tool that distinguishes between AI’s function and human engagement. The latter plays a significant role in the long-term development of Greek students, both individually and socially.

Keywords: Reflection Theory, Chatgpt, Social Formation, Pedagogical Tool, Teaching Approach.

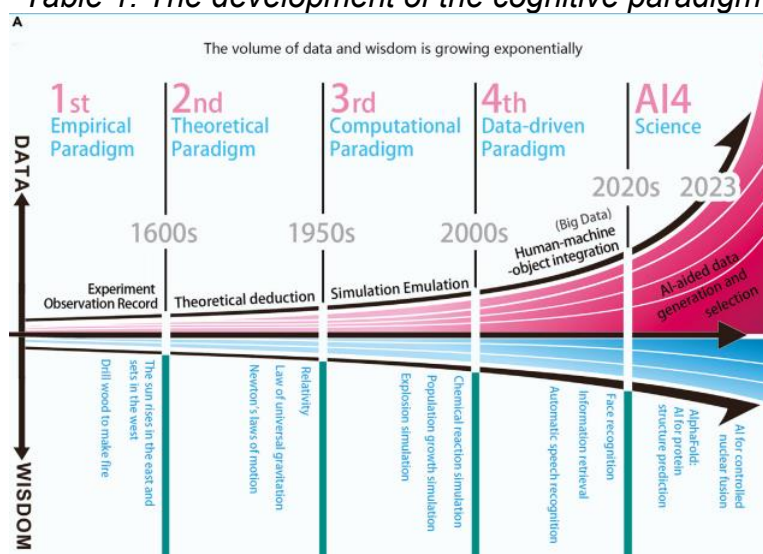
► INTRODUCTION

A school day in middle school is never the same. The mobility of students and teachers always creates a different and promising atmosphere, a slight anxiety about the curriculum that reflects the school board's teachers' educational scheduling, and a more trouble-free style among the students (Klugman, 2017: 31–32). Indeed, the new

creative air came in the form of new AI applications in the Greek educational realm, affecting the pedagogical approaches so far adopted in everyday teaching praxis (Williams et al., 2022: 325–327).

AI and its forms did not suddenly appear in education but were carefully developed (Williams et al., 2022), with many variations for each use. Science has integrated AI (Xu et al., 2023: 1–2) to support calculations, access large datasets, synthesize interdisciplinary information, categorize data, and suggest new research ideas. When humans lead, AI development is an art, considering high-tech system implications. Growing human research interests and intellect have driven AI, with computing creating scientific frameworks for its progress (Xu et al., 2023), as shown below:

Table 1. The development of the cognitive paradigm



In the large European Union Community, educational prosperity is closely tied to AI achievements across most of its member countries, with a strong desire to maintain high academic standards and prestige through the AI Act Requirements (Kalodanis et al., 2024: 281). Hence, the Greek educational intranet has been set ablaze with a wealth of peculiar information and directions for every school unit regarding AI school programs held by several middle education units across Greece, lifelong seminars for educators on related topics, and many conferences organized to delve into the same experience (Polak et al., 2022: 1–7). In addition, it is not regarded as awkward at all; the emerging expectation of using AI during the teaching process in class. So, teachers across most disciplines hear the bell and adjust their teaching accordingly, cultivating numerous inquiries and theoretical approaches, such as: *How can AI function or facilitate the teaching model? How familiar are students with AI? Is AI utility in the educational realm ethical or non-ethical? How could AI promote knowledge and experience in school?* The questions, as mentioned earlier, are just a sample of the new optimization process that has begun in the Greek educational reality, affecting, or even questioning, the teachers' gained teaching experience (Dagdilelis, 2018: 109–110). However, academically speaking, AI questioning opens a new spectrum of research and application, always promising to improve teachers' skills, equipping them with practical teaching tools to use appropriately (Dagdilelis, 2018).

According to motivation theory, the internal drive to improve professional performance and attitude positively impacts the workplace by increasing both the quality and quantity of output (Liu et al., 2022: 923). It helps build an appealing self-image by expressing inner motives that align with peers' perspectives, creating a creative cycle that benefits everyone. This is particularly relevant to AI's educational potential, enabling students to expand on their existing knowledge (Ausubel, 2000). Teachers can develop a positive attitude towards AI by selecting its most useful features for everyday teaching. Guided by motivation theory, the researcher experimented with AI (Williams et al., 2022b: 325–383), creatively adapting it for interdisciplinary teaching in Religion and History for C-grade students, using AI as a tool (2022b). Initially, the idea operated in a multiplicative manner for the researcher, who then reframed it by providing colleagues with a specific lecture on the concept's know-how to measure attitudes (Athanasiaades, 2021: 149). The topic was part of last year's effort to connect ecclesiastical figures linked to the Orthodox Church with the Greek people's revolutionary struggle to gain independence from Ottoman rule (Wallace & Lambropoulos, 2021: 572). The selected title is: "Athanasios Diakos' contribution to the Greek Revolution of 1821 ACE and his relation to the church, presented using ChatGPT". Last year, the researcher studied Papaflesas and his dedication to the 1821 revolution, in an interdisciplinary presentation without AI support. However, the proposed teaching continuity aimed to enhance student learning as good and innovative practice and was well received by the school board. A detailed analysis will be provided in the methodology section.

The inquiries emphasize a solid theoretical and practical foundation, particularly in education. AI, integrated into high-tech digital engineering, supports scientific and academic work through specialized algorithms (Xu et al., 2023). It extracts extensive data, categorizes it, produces diagrams, and offers analytical perspectives on references. Teachers can access and use the necessary educational information easily. Finished plans also assist educators in delivering their content more effectively.

Ethical issues emerge about AI's use for students, as AI can generate responses to questions, tasks, and writing, often exploited to avoid effort (Zhang et al., 2022: 5–7). Students' ethical norms break down not just regarding responsibilities but also regarding fairness among classmates, highlighting disparities. AI's capabilities risk turning learning into a hypnotic distraction, potentially reducing education. However, some research suggests AI influences students' psychological attitudes and may aid cognitive recovery (Wang et al., 2022: 63). This contradiction presents an interesting area for further study.

Similarly, this issue extends to educators and students alike, as AI promises to fix and complete all assigned tasks. Of course, there is always a way out of this complex maze, as Zhang et al. (2022) propose: systematic teacher supervision of students during their school projects, accompanied by appropriate motivation. Teachers in middle education are steadily familiarised with their student population and have many opportunities to learn the pros and cons of each student during their own classes, to estimate the quality and quantity of their school performance, and to enhance it effectively. According to Barley & Waller (2005: 10), the encouragement results seem to be tremendous, according to the following charts:

Table 2. Comparison of Disruptive Behavior Prior to and During Intervention in Social Studies Class (Burley & Waller, 2005: 10)

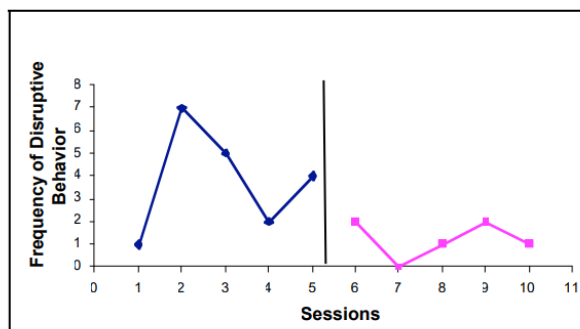
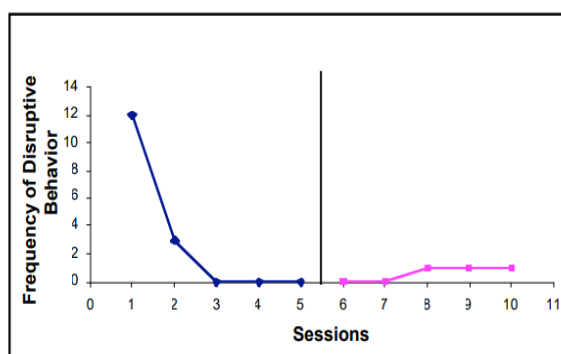


Table 3. Comparison of Disruptive Behavior Prior to and During Intervention in Language Arts Class (Burley & Waller, 2005: 10)



As indicated in the tables, monitoring AI-assisted teaching in Social and Art classrooms showed a notable rise in students' interest—up to 7.5 units for Social Studies and 12 for Art. This indicates that AI can effectively deliver didactic content for Religious Education (RE), enhancing student engagement and introducing a modern technology element to subject management. This improvement boosts the school's external reputation and develops students' skills. The AI teaching method shifts the focus to AI's functionality, fostering curiosity and representing a form of curriculum integration between RE and technology. The data also reveals a quantitative connection between Art and Social subjects, with a variation of 4 units (Burley & Waller, 2005: 10).

In Greek Middle Education, Religion teachers have seized great opportunities to enhance their teaching subject and objectives, despite the many critical engagements they have been forced to cope during their teaching carrier, since their roles and teaching content have undergone over the last fifteen years or so, due to governmental policy changes on the religion subject and its generic role in education (Liagkis, 2015: 94). The problem has ceased for the time being, although it has left its mark in the ambiguous structuring of the textbooks for the religion classes. Recently, school advisors have visited public schools to inform teaching boards about the multiple book development in Greece, which has finally led to the development of the religious subject in more prosperous but not problem-free ways. In the midst of great storms, religion teachers can find many creative teaching opportunities within their curriculum

(Karpouzis, 2024: 2–7). One of the features is AI, offering valuable teaching materials and methodologies to enrich colleagues' personal teaching vaults within the school board. Interdisciplinary approaches enhance their task force by linking religious topics with other disciplines, reinforcing the religion teacher's role as a crucial figure for opening new cognitive horizons. Religious Education (RE) can transform religious education into a catalyst for all disciplines (Daskalaki et al., 2024: 1–5). This experimental approach represents a serious educational effort.

► METHODOLOGY

Despite existing statistics on students' interest in enhancing their academic performance, which serve as a baseline for this study, there is always potential for new teaching methods and AI-related modifications within the same framework (Serrano et al., 2025: 507–527). ChatGPT, a widely recognized AI tool in educational and student communities, also satisfies the academic requirements for applying a specific teaching strategy (Halaweh, 2023: 1–2).

It functions as a search engine like Google, combining global databases for research. The key advantage is its free utility. Since the researcher lacked a premium version, initial inquiries were limited to essentials, and the ChatGPT project was reserved for a class presentation if needed.

The discussed topic is: *“Athanasios Diakos' contribution to the Greek Revolution of 1821 ACE and his relation to the church, presented using ChatGPT”*. The latter fits the History and RE of the C-Grade class. The didactic scheme is planned based on specific steps each time in the middle of October 2025, according to the table (4):

Table 4. Step-by-step didactic scheme

Steps	Actions	Duration	Total duration
1st	Presentation of the topic to students, definitions of the alignment between the two disciplines, and the importance of both in the cognitive realm and the ChatGPT AI.	5 min	45 min.
2nd	General question to the whole class regarding the personality or the fight performance of Athanasios Diakos.	5 min.	
3d	Initiation of the ChatGPT application and didactic frame through questioning ChatGPT. Students can also perform their own questioning ideas in class.	15 min.	
4th	Discussion and Cognitive enrichment of the material, as appropriate (according to students' needs).	5 min.	
5th	Working in Groups (WiG) based on a predesigned sheet by the RE teacher.	10 min.	
6th	Evaluation of the Process and Feedback by the students	5 min.	

Specifically, the first step (table 4) provides an opportunity to introduce students to ChatGPT (Halaweh, 2023) and briefly describe its potential during the class. Besides, the use of AI in educational praxis brings a welcome breath of change to the everyday classroom routine. Therefore, in the second step, the cognitive fuel of the historical personality of Athanasios Diakos' introduction, through general questioning of students, promises a quick implication of related questions through ChatGPT and inspires a creative pedagogical anxiety for using it by making a novice educational ecosystem (Zamana, 2022: 1–2). The latter applies during the fourth step, since it concludes the core of the teaching regarding: a. The personality of Athanasios Diakos, illustration b. His interior attachment to Orthodox Christianity and the great idea of patriotism c. His combat against the Ottomans d. His relationship with the church and at the same time his great wish to fight against the enemies of the Greek Nation, and many other inquiry-related topics. Since the ChatGPT services were not premium, the AI's simple historical context could be enriched with the teacher's background, stimulating classroom interest in new questions. The WiG method used a material consolidation platform (Gordalla & Baumann, 2014) to foster love for the country, illustrate the character of men like Athanasios Diakos, and highlight a passion for Christ. The group task involved two questions on the sheet: a. What does Diakos' patriotism mean to you today? and b. What does Christ tell you about your life and neighbors today? The process ended with students sharing their impressions.

The researcher was concerned about which part of the present paper was better able to incorporate the theoretical *frame of reflection*. The part of the introduction seemed right from the start. Still, it doesn't serve as a natural continuation or coherence with the teaching plan to which it is essentially connected. On the other hand, the application itself as well as its value through the frame of reflection, are the main pillars of the whole teaching plan. Hence, the methodology was considered the most appropriate for the purpose.

When students used ChatGPT for step-by-step learning, they unconsciously opposed a full-time teaching machine serving their teacher. The teacher issued commands, and ChatGPT responded. Students mirrored this attitude in response to their RE teacher's instructions. The AI provided detailed knowledge from vast databases and complex algorithms. In this context, two reflections emerge: one from teachers or students and another from AI (Mossbridge, 2024: 1–4). Two opposite-directed reflections of knowledge power are coworking or competing (unconsciously from the human perspective so far) with one another. In addition, there is one more reflection working in the background regarding the ongoing information and data filling process of the AI by humans through the continuous upgrading of the databases, illustrated in figure (1) below:

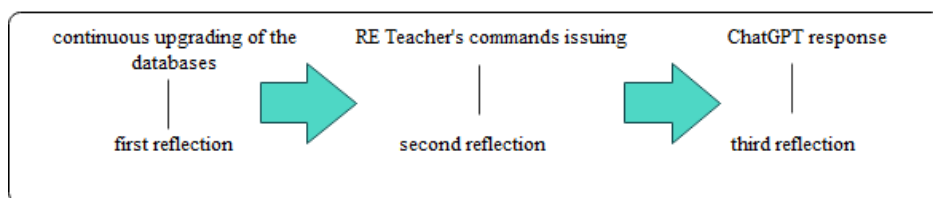


Figure 1. Working Reflections

As it is profound, three autonomous reflections are underway to connect and function in complete rational harmony. The AI databases are always up to date, 24/7,

on the latest developments in knowledge and ready to handle every user inquiry. The first arrow (fig. 1) primarily serves as a ready-to-use provider, whereas the others are more responsive. When continuously studying the above figure (1), the second reflection could interact as a prime one regarding the first, as it seems in figure (2) below:

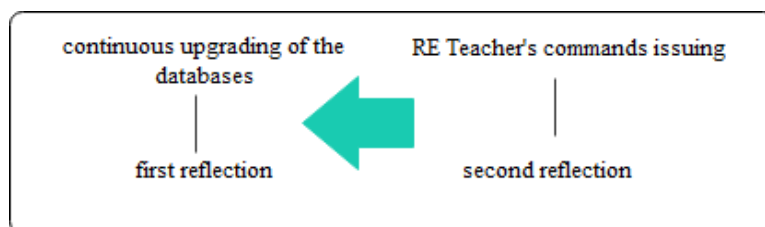


Figure 2. Opposite Reflection

The feedback may inform ChatGPT by capturing research interests or opinions as additional input. The third reflection is ignored to maintain human sovereignty. Behind the scenes, a specialised community actively intervenes in ChatGPT's AI processes (Mossbridge, 2024), showing that human contribution shapes the AI's output. Essentially, alongside the teacher-user, an allied teaching team contributes through AI as a medium. So, there is an actual projection of data by both sides (seeker and responder), taking the form of a mutual cognitive reflection. It is not a simple interaction through questioning and replying, but a dynamically formatted data platform that will be completed as long as the puzzle pieces of the project are correctly attached and fixed. In that case, reflection theory is considered a dynamic enhancement of the teaching and learning process through AI (Yuan & Hu, 2024). In the present teaching plan, that enhancement was present throughout.

► RESULTS

The reflection theory significantly influences students' and humans' attitudes. Reflection involves projecting and then externalising what is taken in (Radović et al., 2021: 139). Using this method in class, several notable results occurred, detailed below:

- The feeling of laziness about the historical part of the topic was transformed into anticipation, since the topic was not unilaterally articulated.
- Students' anxiety gradually gave way to great interest when ChatGPT was introduced into the classroom.
- Interest gave way to students' participation in formulating and typing the questions via the interactive board keyboard.
- Their inquiries didn't focus only on the teaching material but expanded to the general functionality of ChatGPT and AI in relation to human capabilities and interference.
- The communication attribute of the directed response of ChatGPT stimulated students' creativity all the more, and
- Students engaged with a more upgraded mood in the WiG process.

The climactic feeling highlights the teaching effect and procedure with AI help, but it also cultivated internal information processing, shaping, and student output (Cukurova, 2024: 1–2). Focus is on inner shaping, connected to the self. ChatGPT's

role in cognitive growth was evident (Cukurova, 2024). Discussions included Athanasios Diakos' Orthodox Church ties, youth shaping, his devotion in the liberation fight, the Alamana war, and related cognitive elements examined via ChatGPT. Nevertheless, one more question still drives the present scholar's research: *what might the inner formulation's impact be on humans during and after the AI encounter?* The latter is examined directly below.

► DISCUSSION

Cukurova (2024) illustrates clearly: *“Intelligence is not only about what is certain, decontextualized, disembodied, tokenised and reduced to its parts, so that it is predictable and controlled. It is also about understanding things that are fluid. It is about the ability to live with, and survive despite uncertainty, and that what we are seeing as parts may indeed be wholes at another level. Today, most AI we see in educational research and practice considers AI as tools that have been developed to replace decision-making processes through analysis of big data, and prediction of the best value for a designated outcome variable, which is conveyed through a user interface. Intelligence, in my opinion, is more than that”*. From the above, fluidity really matters. During education, the learning object is defined and much effort is spent on conveying knowledge, especially for exams. But the learning case should be more. Teaching and learning are different but connected to the social environment—both play roles in social formation. Students learn, feel, and shape themselves within this context. Teaching isn't just transferring knowledge, nor is learning just acquiring it; it's about humans adapting and thriving. Therefore, teaching and learning should constantly reframe and reflect for mutual benefit.

In addition, Boyd & Fales (1983) define the essence of reflection term used upwards: *“Reflective learning, a process through which learners critically assess their experiences to gain insights and improve future performance, holds a central role in educational theory and practice”*, which directly indicates the upgrading of human experience through teaching and learning approach by gaining more cognitive or even social feedback from their academic and social habitat. The puzzle of the reflection framework remains incomplete, as students' educational and social environments don't fully explain their intrinsic processes. Students shouldn't be seen as passive recipients of AI or other messages, which depend heavily on internalized familial, school, and social influences. Family, school, and social settings are interconnected, shaping internal development. AI machines, created for human interaction, are thus considered additional parameters in this intrinsic formation framework (Kundu & Bej, 2024: 2).

Examining the previous context, Kundu & Bej (2024) argue: *“Findings revealed that the use of AI in schools can have both positive and negative impacts on the psychological well-being of students. Increased engagement, cognitive achievement, self-efficacy, learning autonomy, and decreased frustration are among the benefits of this strategy; nevertheless, over-reliance, anxiety, stress, social isolation, unstable mental health, and moral dilemmas, including privacy, bias, and justice, are among its drawbacks. Overall, the psychological impacts of AI use among school students are multifaceted, context-dependent and across grades”*. The authors have correctly focused on the cognitive and psychological processes students undergo when using AI, as well as the psychological consequences or impacts it may have on their overall school and social life. School life is not only a Vygotskian archetype, according to which

students, within the school, are destined to seek and learn the proper scientific articulation of a phenomenon and the right match of term and meaning (Tartas, 2015: 50), but it is more than that. School life purpose also aims to promote students' well-being, providing them with the intrinsic skills needed to build their own tools for happiness later. Unhappy people illustrate a background of failing schools. On the contrary, Happy people reflect a successful school unit (Govorova et al., 2020: 1–14).

AI's role in education benefits RE for two reasons: first, RE materials focus on moral insights rather than just scientific or cultural development; second, these insights help enhance human spirituality. While having a kind heart is more valuable than just knowledge, the real question is: what's the use of expertise if humanity can't become wiser and more compassionate?

Bellous (2021: 1) states that children's and students' spirituality is connected to the development of self-awareness. This was a key theme in Socrates' teachings, illustrated by the didactic analogies of gold, silver, and bronze used with young learners. Their spirituality was (and still is) shaped through introspection, which develops gradually as they mature mentally and psychologically, with teachers supporting this process. Introspection is the first step toward understanding the meaning of God's love and care for humanity. Children need love, care, and devotion (Krane et al., 2016: 378), and through the affection they receive, can give it back. Learning how to care for one another and provide care is essential to achieving God's conception and planning (Decock, 2015: 6), especially in the context of Christianity. Specifically, love is not just an emotion, as many think, but a powerful attribute that unites diverse beings without abrogating or marginalising any of them. Individuals build their personalities within a supportive system that promotes self- and social improvement. In the Church, supportive inclusion is fulfilled through pastoral care, which has grown during Greece's difficult times, reflecting love, compassion, justice, and liberty, and fostering love as the foundation of connection and partnership.

Reflecting connection and partnership -love and will as one- represents a major risk for the educational system, especially in Greece (and worldwide), as it prepares students for mental and psychological maturity through knowledge and interaction. Before students learn how to love, they first have to learn how to interact so that their love can develop of their own mature and natural will. Project learning activities in the school context, combining WiG and partnership (Shimabukuro, 2008: 508), as well as small-scale presentations of didactic material, gradually cultivate the essence of belonging and acceptance, no matter what (mistakes and failures are always on the run), thereby enhancing not only learning but also self-awareness and introspection-the main tools for seeking the presence of God. During the learning and group engagement effort, any tool is permissible as long as it serves a specific purpose. ChatGPT is considered such a tool, leading education one step closer to its existential goal (Yaumi, 2024: 1), without which human beings count the days before their extinction.

► CONCLUSIONS

After all the previous analytical engagement with the topic, essential overall conclusions emerged as follows:

- a) The ChatGPT implication cultivated a creative anxiety in students, since the utility of an advanced AI technology stimulated their research skills and learning

- curiosity.
- b) The engagement of students to ask ChatGPT questions regarding the class topic made them feel like coordinators of the process, using AI as a tool.
 - c) The integrated learning project combining History and RE discipline inspired them with the fact that knowledge of the past could be highly linked with Religion or Theology, producing new knowledge bases for novice start points and discussions.
 - d) The Working in Groups (WiG) method, which followed the teaching via ChatGPT, functioned as a catalyst, enhancing teamwork and communication among peers.
 - e) Through the usage of AI, intense academic criticism emerged, setting up the barriers of the relationship that has been built between technology and human beings. Limits begin to be set accordingly, though many questions remain, such as the issue of AI autonomy. However, AI remains an educational tool in use.
 - f) Cognition progress consists of one part of the learning process, while the other is the development of the inner self through private introspection.
 - g) Private introspection denotes private feedback for self-improvement and development, providing vivid links with other humans and society.
 - h) Self-awareness and social interaction both comprise fundamental elements that gradually guide individuals towards the initial steps of developing an interest in understanding and experiencing the divine presence through connection (Frohlich, 2020: 2–4). Religious Education (RE) should serve as the cornerstone of educational processes in Greece concerning this matter, not only today but also in the future.

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