

# IMCL Special Session Proposal

## Title

*AI and Primary Education (K-6): Practices, Perceptions, Policies, Burdens and Drawbacks. A holistic approach*

## Acronym

*[Prim-AI]*

## Overview

*The rapid integration of Artificial Intelligence (AI) into educational ecosystems is fundamentally reshaping teaching and learning. While much academic discourse focuses on higher or secondary education, the primary education sector (K-6) presents unique pedagogical, developmental, and ethical challenges. Young learners interact with technology differently, requiring tailored approaches that balance innovation with child safety and cognitive well-being.*

*This special session aims to provide a holistic forum for researchers, educators, and policymakers to critically examine the multifaceted impact of AI on primary education. Moving beyond techno-optimism, the session invites contributions that explore not only innovative practices but also the systemic burdens, ethical dilemmas, and practical drawbacks of this digital transition.*

*We welcome empirical studies, theoretical frameworks, and case studies addressing, but not limited to, the following themes:*

- **Practices & Methodologies:** Innovative AI utilization, child-centric interface design, gamification, and digital storytelling in K-6.
- **Perceptions & Literacy:** Views of students, teachers, and parents; fostering AI literacy and prompt engineering readiness for young learners.
- **Policies & Ethics:** Educational frameworks, data privacy, academic integrity, and moral issues regarding AI deployment.
- **Burdens & Drawbacks:** Cognitive and psychological impacts on early development, the "black box" problem, equity issues, and teacher technological burnout.

*By critically addressing both the promises and the pitfalls, this session seeks to outline sustainable pathways for a human-in-the-loop, inclusive, and ethically grounded AI transformation in primary classrooms.*

## Topics

*Topics are (but not limited to):*

*Best practices in AI utilization for teaching and learning*

*Perceptions of students, teachers, parents*

*Educational policies and frameworks*

*Teaching methodologies*

*Ethical and Moral issues*

*Cognitive and Psychological Impacts on Young Learners*

*The "Black Box" Problem & Academic Integrity in Primary School*

*Teacher Burnout and Technological Burden*  
*AI Literacy and Prompt Engineering for Young Learners*  
*Teacher Professional Development (TPD) & AI Readiness*  
*Digital Divide and Equity in AI-Assisted Education*  
*AI for Special Education Needs (SEN) and Inclusion*  
*Designing Child-Centric AI Tools and Interfaces*  
*Generative AI vs. Traditional Educational Software*

## **Program Committee**

### **Chair(s)**

*Tharrenos Bratitsis, University of Western Macedonia, Greece, bratitsis@uowm.gr*

### **Members**

*Sofia Chatzileontiadou, Democritus University of Thrace, Greece, schatzil@eled.duth.gr*  
*Stavros Demetriades, Aristotle University of Thessaloniki, Greece, sdemetri@csd.auth.gr*  
*Yannis Dimitriadis, University of Valladolid, Spain, yannis@tel.uva.es*  
*Emmanouel Fokides, University of the Aegean, Greece, fokides@aegean.gr*  
*Anthi Karatrantou, University of Patras, Greece, akarat@upatras.gr*  
*Ioannis Kazanidis, Democritus University of Thrace, Greece, kazanidis@cs.duth.gr*  
*Eleni Korosidou, University of Western Macedonia, Greece*  
*Apostolos Kostas, University of the Aegean, Greece, apkostas@aegean.gr*  
*George Koutromanos, National and Kapodistrian University of Athens, Greece, koutro@primedu.uoa.gr*  
*Anastasios Mikropoulos, University of Ioannina, Greece, amikrop@uoi.gr*  
*Christos Panagiotakopoulos, University of Patras, Greece, cpanag@upatras.gr*  
*Stamatis Papadakis, University of Crete, Greece, stpapadakis@uoc.gr*  
*Kostas Skordoulis, National and Kapodistrian University of Athens, Greece, kskordul@primedu.uoa.gr*  
*Panagiotis Tsiotakis, University of Peloponnese, Greece, ptsiotakis@uop.gr*  
*Menelaos Tzifopoulos, University of Western Macedonia, Greece*  
*George Zacharis, Aristotle University of Thessaloniki, Greece, gzacharis@nured.auth.gr*  
*Nikolaos Zaranis, University of Crete, Greece, nzaranis@edc.uoc.gr*  
*George Fesakis, University of the Aegean, Greece, gfesakis@aegean.gr*