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The rapid advancement of artificial intelligence (AI) presents new possibilities for enhancing creative art teaching in early childhood education (ECE). However, limited research has explored how Hong Kong ECE preservice teachers adopt AI tools in authentic teaching contexts, particularly during practicum experiences. This study investigates Hong Kong ECE preservice teachers' beliefs and perceptions regarding the use of AI in creative art teaching during their practicum. It examines their confidence in using AI, perceived impact on teaching ability, beliefs about young children's creativity and learning, and intentions to integrate AI into instructional design.

Using a mixed approach design, data were collected from approximately 50 ECE preservice teachers undertaking school-based practicum through structured questionnaires and semi-structured interviews. Key dimensions included technological confidence, pedagogical self-efficacy, perceived usefulness of AI, and concerns about developmental appropriateness. Preliminary findings indicate generally positive attitudes toward AI, with confidence levels varying according to prior exposure and perceived competence. The study highlights the need for practicum-informed AI training in ECE teacher education.

