

Lingering Guilt and Cautious Adoption: Examples of Post-Secondary Instructors' Perception of Generative Artificial Intelligence

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ABSTRACT

Instructors play a unique role in today's university setting, straddling the line between practicing teachers and professors in academia, specifically in the College of Education. This perspective helps bridge the gap between academic professors and practicing teachers in public schools. Therefore, we investigated five instructors' experiences with generative artificial intelligence (genAI) to better understand its effects on today's teachers. While their experiences with genAI varied slightly, the exploratory study highlights the instructors' progress from initial skepticism and experimentation to evaluation, reflection on emotional response, and, finally, cautious adoption. We present this data not to generate generalizable results, but to show how instructors use these tools and how they respond to the development of this technology. Here, we present their stories to understand their experiences.

Keywords: AI, GenAI, Instructors, Negative Emotions

Within colleges of education, instructors often occupy unique positions (De Vlieger et al., 2018). Often contextualized as non-tenured instructional faculty with years of teaching experience in both K-12 and postsecondary institutions, instructors offer students firsthand perspectives and research-tempered objectivity. They make up for what they lack in doctoral studies with extensive practical experience. Moreover, these instructors often carry heavy course loads and interact with more students in their programs (De Vlieger et al., 2018). Their opportunities to support the field of education and positively impact students' learning are evident in their college classrooms, driven by the criticality and self-reflection needed to maintain relevant and effective learning experiences for students. However, external factors can often alter the fundamental ways one views professional obligations and the best ways to meet the needs of students embarking on a new profession (Sawyer, 2014).

Instructors play an important role in both K-12 and postsecondary education. With a clear understanding of the positions preservice teachers will soon hold in schools and communities, instructors recognize how consequential those roles will be (Becher, 2019). With these high stakes come high expectations, not just for students but also for themselves and for the quality of education they provide. When a new technology emerges, such as generative artificial intelligence (genAI), that forces society to reevaluate how it interacts and makes decisions in daily life, those implications do not stop at the classroom door. Across these five instructors, participants often described feeling obligated to provide students with the best possible learning experiences. This obligation is not merely for the sake of their college students but also for the sake of these students' future pupils (Becher, 2019).

Since 2022, the teaching landscape has shifted for both teachers and students with the introduction of genAI (Sawyer & Aga, 2024). Many researchers have identified a growing trend toward using these tools among both students and practicing teachers (e.g., Opesemowo, 2025; Samala et al., 2024). This has led many college instructors to reckon with its use by both students and teachers. In this evolving technological landscape, instructors must consider genAI through several lenses: their students, the practicing educators with whom their students interact, and themselves as preservice teacher educators. Adapting to such an evolving technological landscape for their preservice teachers has proven difficult, as genAI can seemingly outpace the more cautious approaches many instructors take. This is not to say instructors are ill-prepared for the task; their caution is

grounded in practical, informed observations and experiences, with the quality of their students' learning as their top priority. Technology has often moved faster than we can respond to it within societal contexts, and education is no different.

Multiple researchers have identified that genAI can produce biased responses (Wu, 2023), inaccurate data (Sawyer & Aga, 2024), and potentially dangerous suggestions (Sawyer et al., 2025). However, the more open and honest conversations there are about the implications of using genAI in education, the more context students receive to experience not only the limitations of this technology but also the power of their own critical thinking (Yoon et al., 2024). GenAI is an immensely powerful and influential technology, and in teacher education, it has compounding implications.

For this study, five instructors, each with 10-30 years of experience teaching K-12 or postsecondary education, were investigated to determine the following research questions:

1. What experiences have instructors had around the use of genAI in their postsecondary classrooms?
2. What commonalities are seen across the instructors' experiences?

Each instructor developed genAI activities for their college courses and formed general dispositions toward genAI based on their experiences in the college classroom. In this paper, we present their views on using genAI to help others understand this population and to support efforts to reach similar educator demographics when promoting the cautious use of genAI tools in their classrooms.

LITERATURE REVIEW

Artificial intelligence is defined as any tool that simulates human intelligence, a term Alan Turing coined in 1950 (Stryker & Kavlakoglu, 2024). For this investigation, generative artificial intelligence was defined as a subset of artificial intelligence that generates knowledge based on training provided by its creators (Kanbach et al., 2024). The ever-growing nature of genAI has affected postsecondary instructors and professors because of the availability and ease of tools marketed for everyday use and education (Ding et al., 2023). We are currently living in what researchers call a genAI boom, in which multiple genAI programs are being developed and frequently updated to better support users in understanding and training (Storm, 2025). For example, Kanmigo is the genAI program created by Khan Academy (<https://www.khanmigo.ai/>). Other examples of genAI include Claude AI, Julius AI, ChatGPT, Gemini, my Snapchat AI, and many more. Each of these tools is marketed to the public as a way to train people to support a specific kind of outcome. For example, Claude AI and Julius AI are advertised as trained to reason more effectively; however, despite these programs and the tools' ease of use, they do not guarantee that the tools themselves are safe, effective, and accurate (Anthropic, 2025).

Multiple researchers have identified environmental concerns about the energy use of data centers for these new programs (e.g., Mhlanga, 2025; The Guardian, 2025). For example, Mhlanga (2025) noted that efficiency improvements in AI often cause a "rebound effect," in which lower energy costs per task lead to increased overall demand for AI and, thus, higher total emissions. The AI Now Institute (2025) also highlighted that the rapid growth in computational demand suggests that large-scale AI adoption is creating serious issues around energy use, carbon emissions, and overall environmental sustainability. Chouksey et al. (2026) describe the green paradox, explaining that tools meant to solve environmental problems can damage the environment in the process. Researchers have also found that individuals who use genAI are at higher risk of their information becoming less private (e.g., Safety Index, 2025). For example, most genAI tools, such as ChatGPT, require that all input data be used to train future versions of the tool, so anything provided to the tool is now the property of the genAI program (OpenAI, 2025). Users can opt out of these stipulations; however, many are unaware that when they modify a cute photo of themselves, their image is used as data to train future genAI.

Researchers have also found that these tools' responses may be inaccurate and that they arguably cannot even determine the truth (e.g., Sawyer, 2024; Vincent, 2023). For example, researchers tested eight generative artificial intelligence tools on a single multiplication problem, and only one produced the correct answer. Seven genAI tools confidently gave incorrect answers and could not explain how they made the errors (Sawyer & Aga,

2025). In response to this feedback, researchers argue that genAI's ability to produce correct answers will improve over time as it receives further updates. Currently, students and teachers must work hard to determine the validity of any response the tool produces (Sawyer & Aga, 2025).

Researchers have also found that answers from genAI tools can be biased and harm minority populations (e.g., Baum & Villasenor, 2023; Murphy, 2019; Wu, 2023). GenAI tools were trained on human-provided information, which was arguably biased in its construction; therefore, when the tool constructs knowledge, it creates information from a biased dataset (Murphy, 2019). Despite these concerns, researchers have found that both students and teachers use it regularly, and it is becoming more common in our classrooms (e.g., Author, 2024; Goodwin, 2025).

Instructors must better understand this tool and how to use it to support our future teachers' needs. Although little is known about instructors' perspectives on genAI use, their knowledge, experience, and course loads will shape how future teachers and students use it. Therefore, understanding instructors' perspectives will help bridge the gap between practicing teachers' and professors' views of genAI.

METHODOLOGY

Five instructors and one associate professor collaborated on this exploratory case study (Mills et al., 2010) to answer our research questions about how the instructors used genAI in their university classes. An exploratory case study “investigates distinct phenomena characterized by a lack of detailed preliminary research, especially formulated hypotheses that can be tested, and/or by a specific research environment that limits the choice of methodology” [Mills et al., p. 1]. The first widely used public genAI, ChatGPT, became available in 2022, so we selected this approach because genAI is so new and changing so rapidly that we wanted the data to speak for itself. This IRB-approved study used a three-step process, beginning with a single researcher surveying the five instructors about their personal experiences. Each was asked to answer the following questions:

1. Describe a time when you observed AI being used in the classroom. This could be experiences in your own college classroom with preservice teachers, out in the field among current elementary practitioners, or relayed by students through their practicum experiences (i.e., what practicum students are seeing their cooperating teachers use). This vignette is a story-like account of your experience, with all identifying information omitted.
2. What did this experience teach you about working with students and AI?
3. If you have more than one vignette to share, please follow the two steps above for each vignette.

The research group's only non-instructor collected the data for this investigation through a survey. Each instructor provided vignettes describing how they used genAI in the classroom and their perspectives on the concepts.

The six researchers analyzed the data using thematic analysis (Braun & Clarke, 2012), with open coding to understand instructors' personal perspectives on genAI in the university classroom. During this phase, each researcher coded attributes independently; they brought questions to the full research team until we had 100% agreement on the coding. The analysis involved reviewing the survey responses in full multiple times to become familiar with major patterns, meanings, and discrepancies. We constructed codes such as negative emotions, cheat, guilt, frustration, lack of trust, monster, issues with technology, critical, and simplistic nature. We subdivided the codes into three major themes: Personal Guilt, Negative Emotions Towards the GenAI Tool, and Issues Found with GenAI Responses, as shown in Table 1. All responses fit within the identified four themes, and instructors provided examples of how they used genAI in their classrooms, with all themes expressing emotional views of the tool.

Table 1 Definition of Instructors' Data Analysis

Theme	Definition	Codes	Examples
Personal Guilt	When instructors feel guilty about using genAI tools to simplify their lives.	Cheat and Guilt	For now, though, that “cheat” was one I was able to make, even if it left lingering guilt in its wake.
Negative Emotions Towards the GenAI Tool	When instructors display negative feelings towards the genAI tool based on past experiences.	Negative emotions, Monster, Critical, and Frustration	With all that being said, I feel I have an obligation to ‘take the mask off the monster’ and continue to explore the critical use of genAI to not only reduce its improper usage, but promote ethical and responsible leverage of this technology to enhance teachers’ ability to facilitate worthwhile and high-quality learning for their students.
Issues Found from with GenAI Responses	When instructors show they're upset with the genAI tool's output.	Repetitive, Robotic, Issues with the Technology and Simplistic Nature/	Asking AI to create a “types of assessment” sort was comical because the result was a horribly worthless, repetitive, robotic list of assessment examples.

Reflexivity Statment

We adopted the perspective of Miller and Pedro (2006), which emphasized the importance of teachers reflecting on their values and biases to make their beliefs visible. Miller et al. (2006) explained that when teachers step back and consider their actions, they can see more clearly how and why they implement specific actions. Therefore, this exploratory case study centered on the instructor's reflection process. As educator-researchers, we approached the investigation with prior experience, expectations, and concerns about the role of genAI in higher education. Our insider status provided direct access to rich experimental data and contextual understanding; however, it also created the possibility that existing biases and past experiences could influence data interpretation. We recognized that our perspectives ranged from cautious enthusiasm to concern about ethical implications, academic integrity, and pedagogical effectiveness. To enhance reflexivity throughout the study, we held ongoing discussions about our assumptions, documented analytical decisions through memo writing, and collaboratively reviewed emerging themes. We discussed differences in interpretation until we reached consensus and attended to experiences that challenged the dominant narrative. We maintained an audit trail of coding to promote transparency. We acknowledge that the findings reflect the situation-specific experiences of the five instructors and are not intended to represent all faculty experiences with genAI; rather, the study provides an exploratory account of how a group of educators understood and navigated the integration of genAI within their own professional practice.

Findings

Each instructor shared a personal story about using genAI and teaching with genAI. Three common themes emerged across the vignettes, centered on the instructors' emotional responses and the targets of those emotions. First, individuals reflected on their emotional responses toward themselves as they chose to use genAI tools. Next, the instructors identified their emotions toward the tool itself as they had their students use it in the classroom. Finally, participants reflected on the tool's responses. We present this data not to generate generalizable results but rather to provide evidence of how instructors are using these tools and how they respond to the development of this technology. Here, we present their stories to understand their experiences.

Personal Reflections

The first theme that emerged from the data was instructors' personal emotional responses to using the genAI tool. Multiple participants described using genAI as almost a cheat; in their past experiences, they often spent hours organizing and creating new information from data, so when software helped with that process, they felt guilty for not putting in the effort themselves. For example, the following vignette demonstrates how guilt was a central theme in personal reflections.

After completing all other possible tasks, including reorganizing my teaching cart and putting a new costume on my cart goose (do not ask), it was finally time to comb through mid-semester student feedback. This back-burner task included reading 80 responses to identify the throughlines and organizing all this information in a way that was both easy to communicate and easy to use. While I wanted the information and knew how to manage it, the time involved made it feel heavy and caused my ADHD brain to push it off. As I opened up the spreadsheet with a long sigh, a thought crept in. It felt like cheating, but could ChatGPT do the work for me?

With a furtive glance at my office door, I opened it up. I copied the results for the question, "What is working well for you so far this semester?" I pasted them with the prompt: Organize these thoughts based on theme. As if by magic, those ellipses appeared, followed by rapidly flowing lines of text. Feedback was organized under headings and themes that had emerged. Underneath a question: Would you like to add graphics? Do not mind if I do! Would you like to organize this in a table? Absolutely-sign me up! A task that would have taken 45 minutes or an hour was done in between sips of coffee.

However, without those hours spent, how could I ensure that it was an accurate reflection of their feedback? With this gnawing thought, I followed the same steps with the other questions. I pasted the beautifully curated tables into my next class' slide deck with the qualifier "Thanks ChatGPT!". In class that week, we took time each class to look at the results. I asked students whether their responses were reflected in the themes. Yes was the overwhelming response, and where the answer was not yes, there was space to offer clarification. Could it be that not all students felt comfortable sharing? Absolutely! Could it be that students' ideas were lost in the technological shuffle? - sure. For now, though, that "cheat" was one I was able to make, even if it left lingering guilt in its wake. (Instructor B)

Other instructors echoed this unease and guilt about the tools when reflecting on their own college experiences. Their self-reflection highlighted how guilt can translate into agency to support the new student population during this rapidly changing environment.

As someone in their 40s, it's obvious that the context of being a college student has shifted significantly since my time as an undergraduate. While I'm sure we can survey time immemorial and find similar generational observations, genAI represents one of the fastest shifts in technology use and evolving literacies in education and learning. This has fundamentally changed how students view their coursework and academic obligations.

When I reflect with other educators of similar age, a common observation is how different our undergraduate experiences would have been with this tool at our fingertips. Reflecting on the seemingly arbitrary assignments, papers, and projects that consumed so many hours of my youth, I can almost lament my students' adoption of genAI as part of their workflow. Yet something unsavory lurks beneath the surface of genAI that I can't reconcile. The seductive appeal of quick, easy answers that genAI provides is a new frontier. Yet, like all inanimate objects, genAI has no inherent will and can be wielded ignorantly in profoundly impactful ways. When looking at our lowest common denominator, the student who willingly misuses genAI to complete assignments, we have to consider whether our courses allow them to succeed in this context. This has important implications not only for how to approach the use of genAI in the college classroom, but also for the expectations and rigor set for students in their coursework. If genAI can answer all the questions I ask my students, am I asking them the right questions? When our students abuse or misuse this technology, they deprive themselves of the intended learning experiences. Yet I realized that simple prohibitions and reinforcing those expectations did little more than address infractions after the fact. For this reason, educators must account for the shifting learning context in the shadow of genAI. (Instructor A)

When instructors reflected on using genAI tools, they reported feeling uncomfortable and guilty about even considering them in their teaching.

Reflections on the GenAI Tools

The next theme in the data supported the view that these instructors held a negative perspective toward genAI tools, even when they used or taught them. For example, each instructor described the tools as something to be cautious of or even feared. They might teach the use of genAI tools, but in a way that highlighted the tools' flaws. Many viewed the genAI tools as a monster to be understood rather than a tool to be controlled, as seen in the following vignette.

As an individual, my professional use of genAI remains relatively limited. I use it for quick comparisons and reorganizing existing sources, as I find its ability to generate tables and organize data in easily understandable formats useful. However, it remains only a step toward further research to ensure factual accuracy.

Legitimate concerns about the strain on natural resources, human infrastructure, and societal shifts exist well beyond the context of genAI use in education. GenAI is a technology with far-reaching impacts and impending implications across many aspects of our daily lives, society, and culture. With all this in mind, I am unable to view genAI as a benign or benevolent addition to our social, cultural, and educational context. When educators use genAI in the planning and teaching process, they assume an additional risk and pass it on to those who depend on them to provide meaningful, factual, and effective educational experiences. I feel I have an obligation to 'take the mask off the monster' and continue to explore the critical use of genAI not only to reduce its improper use, but also to promote the ethical and responsible use of this technology to enhance teachers' ability to facilitate worthwhile, high-quality learning for their students. (Instructor A)

Other instructors also experienced negative emotions toward the tool and taught it with similar caution, specifically reinforcing that students needed to build their own confidence in the content before they could use the tool. As shown in the following vignette, the instructors viewed genAI as a tool that required better understanding, highlighting the need for the human element in education.

An area where I have found some success is encouraging students to use AI to review their lesson plans, not just for flow and grammar, but as a final review tool. At first, students seemed surprised when I instructed them to prompt AI with specific questions like "Do all my activities align with my objectives?" and "Are my assessment strategies meaningful and purposeful?" After editing, students shared their results in small groups, prompting further editing to ensure developmentally appropriate practice.

While this exercise allowed students to make thoughtful edits and polish their lesson plans, the real power lay in showing students the importance of their own creative stamp and the irreplaceable human element in lesson planning. When I asked, "Did AI do a better job than you?" the answer was clear: No, it did not. Students agreed that AI lacked the creativity, contextual understanding, and personal knowledge of the students being served. This exercise ultimately helped my students gain confidence in their abilities and reinforced the awareness of a job well done.

I have found that students are quite surprised when I instruct them to use AI. "Wait, you are telling us we can use it?" is a common reaction at first. With some explaining of firm expectations, students seem grateful that I allow them to use AI as a tool and an idea generator. For instance, if a student wants to use a game for assessment but is stuck on where to get started, I encourage them to ask AI for suggestions. If they need a song or an art project, AI is a great way to get them thinking and help them overcome creative blocks. In all of this, the most successful outcome has been hammering home the point that AI is a starting point for enhancing, not replacing, creativity. (Instructor D)

Overall, the instructors had a negative view of genAI tools, and each identified ways to highlight the tools' failings to students to support cautious use in the future.

Reflections on the GenAI Responses

Another prevalent theme in the data was that individuals felt genAI could not create the exact product they needed. Many viewed the time they spent crafting prompts, entering data, asking the tool to do the job, and repeating the process until it produced something comparable to what they could produce themselves as a waste. As you can see from the following vignette, the instructor held negative emotions toward the responses generated by the genAI tool.

In some ways, I have found the use of AI to be a massive waste of time. Asking AI to create a “types of assessment” sort was comical because the result was a horribly worthless list of repetitive, robotic assessment examples. I created my own sort, recognizing that I had asked AI to create an assessment on an assessment that ended up being completely inauthentic.

Another time waster for me was asking AI to create a final exam based on the objectives listed in my syllabus. AI created thirty polished questions, from which I used just one. AI was able to cover the course objectives, but with very little of the depth that I expect to see in a final exam. Realizing my own worth as a course instructor, I took time to do what I should have done from the beginning: write my own exam questions that required students to reflect on their own experiences and learning. (Instructor C)

The instructors also said they felt almost obligated to teach this tool in their classrooms because restricting it would likely draw more attention to its use. Therefore, as the following vignette highlights, instructors believed they needed to take time away from normal classroom activities to teach the new technology because of potential future consequences.

With some individuals, telling them not to do something often does not have the desired effect. In fact, I often speculate whether it drives some towards the prohibited behavior. In society, there are both explicit and implicit expectations regarding honesty. If we view a classroom community as a microcosm, we can examine how broader societal factors affect our students and their academic work. This applies directly to the use of genAI. Its use has become prevalent and consequential in a remarkably short time, and its influence on education has left institutions reeling from uncertainty, misunderstanding, overconfidence, and the erosion of what many people see as the fundamental knowledge and skills needed to be a successful student and person. (Instructor E)

Therefore, we found that many instructors saw genAI tools as something they had to deal with, reinforcing the view that genAI responses took more effort to get what was needed in today's classrooms.

DISCUSSION

In this study, instructors approached genAI in similar ways. Each began with skepticism rooted in personal experience, then built their knowledge through personal experimentation. Next, they evaluated the tool's usefulness to determine whether the skepticism was warranted, which elicited specific emotional responses. Finally, each participant reached a conclusion based on their experience. The study includes a limited subset of participants with similar backgrounds, so the data are not generalizable. However, we speculate that the data could suggest a conceptual model based on the apparent progression identified in the vignettes.

Cautious Adoption Model

Based on the data, we observed commonalities across instructors' experiences and progression in using genAI tools, which we call the Cautious Adoption Model, as shown in Figure 1. Each instructor initially expressed skepticism toward the technology, defined as doubting the technology's claims before being provided with evidence. Next, instructors explored the tools based on their own experiences and what they had heard about the products. Then the instructor evaluated the product's usefulness and quality based on personal experience and expectations. From this exploration and evaluation, individuals experienced specific emotional responses, which we define as a natural reaction to using the technology that is shaped by their personal experiences and feelings, but the instructors had to reflect on why they were feeling to determine how to handle the genAI tools for their students. These vignettes suggest that instructors feel guilty using the tools and harbor lingering distrust from

past experiences, yet believe the tools are inevitable; thus, they must support their students even if they do not view them as immediately positive. The genAI models were cautiously or conditionally adopted in their classes, and they worked to teach their students how to understand and use the technology appropriately based on their own evaluation and emotional response. We know not everyone will adopt the tool or decide to use it, but our data supports cautious adoption among our participants. We know this model results from a case study exploration with limited data, but we believe further investigation could determine whether this progression occurs in others, as it did with our participants.

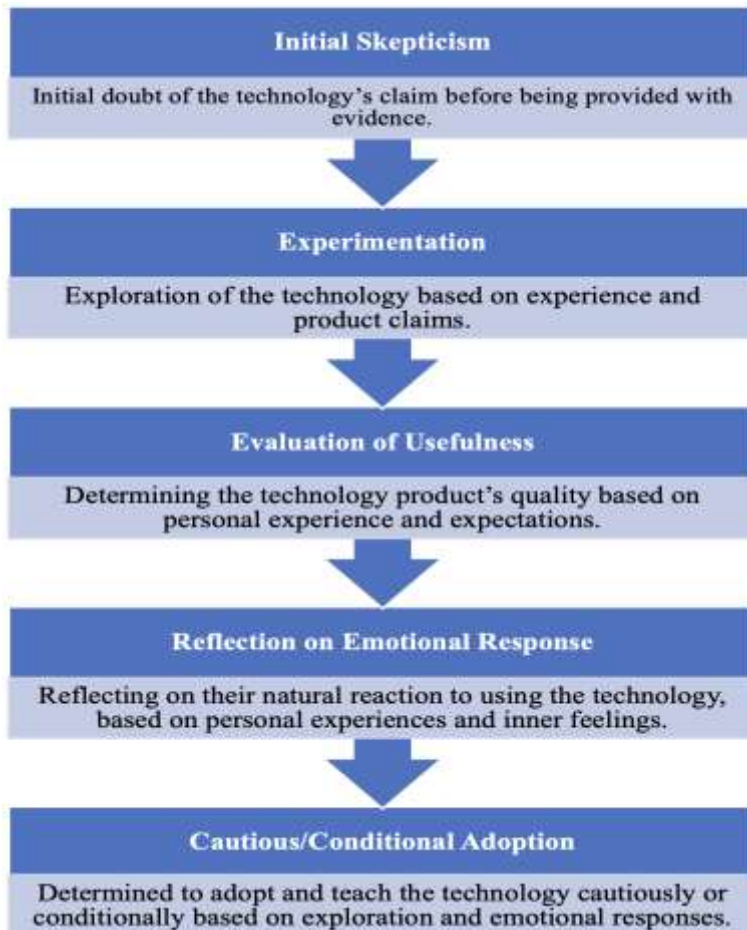


Figure 1: Cautious Adoption Model

Negative Emotions Response to GenAI

The data showed that many instructors experienced negative emotional responses as they progressed through the Cautious Adoption Model. Instructors initially felt guilt about its efficiency and ease, a reaction that often seemed rooted in truth, as they tried it and found the results left much to be desired. They then felt hesitant to use the tool, based on past experiences with new technology, and described teaching it reluctantly, as if wearing the mask of the monster. While some have found moderate success, either in reducing their own workload or in providing a learning opportunity for students, they have found this panacea tool has ultimately proved lacking, especially in fostering deep learning in their classrooms. The common feeling among these university instructors, reflected in these vignettes, is lingering distrust, ambiguous guilt, and a gut feeling that genAI is morally wrong, or at least ethically questionable. Despite these negative emotions, they still view it as inevitable and believe it requires personal evolution.

However, this reluctance and suspicion of genAI do not seem to be universally shared by all students. One instructor seemed to view students' use of the tool as inevitable, noting that had the tool been available in the early oughts, he would have used it as well. With this in mind, several instructors seemed to peel back the veneer and show students that, in fact, the emperor wears no clothes. Giving students the license to use it, along with guided reflection on its efficacy in classroom contexts, seemed a worthwhile approach.

Implications

The data in this small sample point to a recurring theme of negative emotions tied to using genAI. This raises the question: do more instructors share this feeling? Therefore, more research is needed to determine whether these negative emotions are widespread, but our data support the idea that research and professional development could explore cautions or conditional adaptations using the Cautious Adoption Model.

Professional development creators could model their activities around the progress to support cautious adoption. If individuals are working with instructors or practicing teachers who share similar experiences, we must first address the view that genAI is NOT a silver bullet and provide examples of how the tools can be used in the classroom, while supporting and acknowledging their skepticism. This could help individuals with initial skepticism reflect on their beliefs and explore how to teach students to use genAI cautiously.

By using the teacher's past experiences as a catalyst for addressing the use of genAI tools, this negative viewpoint can be used to support positive change in our classrooms. Namely, instructors can use these concrete examples of its limitations to instill caution in preservice teachers and temper the eagerness with which many students of this generation seem to be embracing genAI's efficiency and ease (Sawyer, 2024).

GenAI as NOT the New Silver Bullet

One possible implication is that generations who experience ever-changing technology are more skeptical because of past experiences with the "new silver bullet." Some instructors in this study share the sentiment that even if we use it, we are wasting a bottle of water to get the results; this brings us back to the guilt around using these tools. Having been in the classroom for some time, they have been sold overpromoted and underdelivered activities. This has led them to see genAI in a similar light.

A limitation of many of these new tools is that they cannot replicate the true nature of learning. Learning is an active process. Strategies, in and of themselves, are passive until practitioners put them into active use. A blurred line exists between promoting or requiring a new technology or strategy and the active effort and input needed for those strategies to be effective and worthwhile. At the end of the day, educators should always be critical and self-evaluative of their instructional methods and their effectiveness in the general classroom setting. From these experiences, many practitioners develop their own frameworks for what is successful for their students within the context of their schools, classrooms, and communities. Often, introducing new technologies disrupts the fundamental way we approach teaching, student work, and evaluation. The teacher's role does not fundamentally change; however, they must account for both proper and improper use of new technology. To do this, one must understand these tools.

Limitations

The limitations of this research include personal bias and selective memory. These personal stories can be influenced by each individual's views and overall belief in using genAI in the classroom. These stories were also recalled and documented after varying amounts of time had passed, which may have led to selective memory and distorted conclusions. Professional conversations about the use of AI in the classroom are necessary in 2026. Moreover, while these conversations remain professional, it is difficult not to infuse personal pedagogy into what instructors believe is the right "balance" in using genAI.

CONCLUSION

The overall message of this investigation is that instructors are a unique population that might view new technology with initial skepticism. They may need time to explore the tools, evaluate the product's claims, and reflect on their own emotions to determine how to implement the new technology for their future students. Through the reflection process, the instructors in our investigation came to the realization that genAI is an inevitable process that, despite having negative emotions towards it, still needs to be taught in their courses. By addressing these pre-existing negative perspectives, researchers can gather more information from others, helping future teachers and students succeed.

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