

AI-Chatbot Professional-Development Recommender — University College of Teacher Education Burgenland

AI in Education · Good practice · Austria

Quality score: 60/100

Evidence strength: Observational / pre–post

Summary

A six-week, peer-reviewed study at Austria's University College of Teacher Education Burgenland deployed an AI chatbot recommending professional-development options to 1,125 teachers: 2,030 interactions, 85.6% accurate responses, a 14.4% fallback rate, 85% positive sentiment.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	1/3
Transparency, ethics & data protection	2/3
Teacher capability & pedagogy	3/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-08-23

[University College of Teacher Education Burgenland \(Centre for Digital Education\)](#) — accessed 2026-08-23

[Emerald: An empirical mixed-methods evaluation of AI-based chatbots for teacher professional development in Austrian higher education](#) — accessed 2026-08-23

[Ubiquity Proceedings: Using AI-based chatbots for individualized teacher professional development](#) — accessed 2026-08-23

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