

Generative AI as a Teaching Partner for Personalised Learning Paths — Dar es Salaam and Dodoma, Tanzania

AI in Education · Good practice · Tanzania

Quality score: 40/100

Evidence strength: Moderate

Summary

A study of 120 Tanzanian secondary teachers (Dar es Salaam, Dodoma) using ChatGPT/Grok for lesson plans and quizzes found engagement rose 2.8→4.3/5 and test scores 61%→75% (paired pre/post, no control group), while candidly flagging rural infrastructure gaps.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	1/3
Transparency, ethics & data protection	0/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-07-12

[Open University of Tanzania](#) — accessed 2026-07-12

[Research in Learning Technology \(ALT, UK\)](#) — accessed 2026-07-12

[Journal of Issues and Practice in Education \(Open University of Tanzania\)](#) — accessed 2026-07-12

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