

Generative AI Can Harm Teaching — A 14-School RCT of a ChatGPT Teaching Assistant in Turkey

AI in Education · Good practice · Türkiye

Quality score: 40/100

Evidence strength: Randomised controlled trial

Summary

A randomized trial of 193 teachers and 2,816 students across 14 Turkish schools found a GPT-4o teaching assistant left average achievement unchanged but significantly lowered both achievement and confidence among students of already lower-performing teachers, and made classes fee

Key dimensions

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

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-08-07

[University of Pennsylvania \(Wharton School / Duckworth Lab\)](#) — accessed 2026-08-07

[SSRN working paper](#) — accessed 2026-08-07

[The Hechinger Report coverage](#) — accessed 2026-08-07

[EdTech Innovation Hub coverage](#) — accessed 2026-08-07

Cite this — Evidoria. *Generative AI Can Harm Teaching — A 14-School RCT of a ChatGPT Teaching Assistant in Turkey*. Persistent ID: fc553296-2a84-45dc-9bd2-566adbb5eaad.