

Is There a Teacher in Class? AI Assistance and Changing Pedagogy

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Abstract

There is an immeasurable integration of AI into diverse aspects of human ventures. The domain of Education is one in which AI is challenging as well as supporting the undertakings of both teachers and students. The conventional teacher-centric approach is being replaced by blended educational platforms. Amidst AI's high quality automation and enhanced accuracy, there exists a growing concern about human agency. In this context, the various debates on the question of the relevance and importance of teachers are not uncommon in the world of academia. The objective of this study is to analyse the evolving roles of teachers in HE institutions as facilitators and mentors in nurturing holistic learner development - academic, emotional, social, and ethical - within an increasing technology-integrated academic framework of AI tools and multimodal systems. This study adopts a qualitative and explanatory research design to examine the key themes like AI-enabled teaching-learning, pedagogical reforms, changing roles of educators and the Human-AI synergy. It is conceptual and focusses on critically evaluating the secondary sources, including academic articles, books, policy documents, reports on artificial intelligence in education, and the consultation of online resources. Besides considering appropriate pedagogical frameworks, the theoretical insights related to Constructivism and Transhumanism are also included in the discussion. There is a strong concluding remark on the success of adopting hybrid teaching-learning atmosphere, where teachers primarily impart value-based holistic education.

Keywords: *AI, Constructivism, Human-AI Synergy, Transhumanism, Teacher Roles*

Introduction

There is an immeasurable integration of AI into diverse aspects of human ventures. The domain of Education is one in which the proliferation of AI tools has totally transformed the teaching – learning scenario across the globe. With relentless force, AI is challenging as well as facilitating the endeavours of both teachers and students. It is reforming pedagogy patterns by Personalized System of Instruction (PSI) and questions the authority of Factory-model education and rote learning.

AI is highly teacher-friendly as it has automated many of teachers' tasks and created quality time for the teachers to focus on their teaching mission. Hence the clerical task of administrative workload, manual attendance maintenance and student assessment do not pose a threat to the teachers' prep schedule. Dr. Biji Kumar (2025) documented that the "Indian School Management System (ISMS), developed by a Pune-based start-up, uses AI to optimise various administrative functions across 850+schools. The system automatically

generates optimal timetables considering teacher availability, subject requirements, and classroom constraints. It also uses facial recognition for attendance tracking and predictive analytics for resource allocation” (p.19).

On the other hand, the prudent integration of various AI tools and platforms into conventional teaching methodology has emboldened the teaching community to embrace dynamic instructional approaches. To mention a few examples, Eduaide.ai is a teacher-friendly designer of lesson plans and generator of instructional materials without compromising on the required standards of the curriculum. Curipod produces interactive lessons that involve student contribution. Quizizz is an AI-powered quiz-builder whereas ChatGPT and Gemini are versatile generative AI Chatbots that provide round the clock service for planning, automated support and individual assistance.

Amidst AI's high quality automation and enhanced accuracy, there is growing apprehension that a teacher's role will be threatened, feasibly leading to a kind of digital monopoly. But the underlying speculation is that “AI isn't here to replace teachers. It's here to support them enhancing professional judgment while educators bring creativity, empathy, and ethics to the classroom” (McGriff, 2025, Demystifying AI, para. 2).

Review of Related Literature

The overwhelming interference of the composite network of AI systems and tools into our learning framework has drastically automated the teachers' workspace and personalized learning patterns by fostering learner-centric pedagogy. Hence the conventional teacher-student relationship, which rested on a hierarchical structure with the teacher as the fountainhead of knowledge and the student as a compliant 'receiver', is being dismantled in contemporary educational contexts. In the present scenario of techno-enhanced teaching-learning systems, the teacher-student relationship is therefore reconfigured into a collaborative and mutually complementing system that demands the intellectual and creative engagements of both. There is an essential need to resolve the conflict between automation and human agency.

A survey of the existing research perspectives shows that the Intelligent Tutoring Systems that evolved as Computer-assisted instruction combined Artificial Intelligence with the educational objectives in order to revolutionize the sphere of education. Seymour Papert, a pioneer of AI and Constructionist movement in education, explored technology-engaged learning, and emphasized the influence of Play (or Game) in the cognitive development of children. Papert advocated the sensible use of technological instruments that expedite innovative thinking. This learner-centric approach transformed learners from passive receivers of knowledge into innovative thinkers. Neil Selwyn, Professor and researcher, did extensive research work on the need to integrate Digital media into learning at schools and universities. Over three decades, Selwyn has critically explored the vital areas including AI, automation and data-driven modes that redefine the landscape of education.

Wayne Holmes, scholar in AIED, claimed the dynamism of AI in amplifying teaching through efficient automation, and motivated the educators to engage in much advanced pedagogical practices. In the same way, Rosemary Luckin, Professor of Learner Centred Design at the UCL Knowledge Lab, University College London, emphasized the harmonizing impact of Human Intelligence and Artificial Intelligence. Melanie Mitchell, neither blatantly optimistic nor dismissive, discussed genuine concerns about the limitations

of AI. She observed that even the sophisticated AI technologies lack deep human understanding and resourcefulness that define human intelligence.

Much of the existing literature survey focusses on the judicious introduction of AI tools into education, while the recent researchers and academicians discuss the dangers of profuse integration of AI and its ensuing tensions about adhering to research ethics and academic integrity. Considering the available scholarship, the study aims to explore the importance of AI assistance in transforming pedagogic roles and responsibilities within the technology-enabled educational setup. With digitised classrooms and AI emerging as co-teachers and instructors, the study strongly addresses the sparsely discussed research gap concerning the teacher assuming the role of ethical guide and mentor.

Research Questions

RQ1) What roles do teachers undertake in AI-enabled classroom?

RQ2) How is pedagogy progressing with the integration of AI?

RQ3) How do teachers maintain engagement and agency in AI-enabled classroom?

RQ4) How can academic honesty and research integrity be maintained?

Thesis Statement

The objective of this study is to explore the crucial role of teachers as facilitators in nurturing holistic learner development - academic, emotional, social, and ethical - within a rising technology-integrated academic framework of AI tools and multimodal systems

Methodology

This study adopts a qualitative and explanatory research design to examine the key themes like AI-enabled teaching-learning, pedagogical reforms, changing roles of educators and the Human-AI synergy. It is conceptual and focusses on critically evaluating the accessible scholarly opinions on AI and pedagogy.

The research is based on secondary sources, including academic articles, books, policy documents, reports on artificial intelligence in education, and the consultation of online resources. The analysis aims to combine diverse perspectives instead of quantifying the findings based on data collection.

The study incorporates appropriate pedagogical and critical theory, while also focussing upon Constructivism and Transhumanism to examine and understand how AI offers new mapping replacing the conventional ideas on teaching and learning.

Analysis

AI's unparalleled influence on the education sector is redesigning the responsibilities and attitudes of both teachers and students, motivating them to adopt a combined work culture in a physical-digital space. In this hybrid workspace, learning mandates an interactive mode and the classroom is no longer a place to assert power dynamics. The teacher ceases to be the authoritative figure, allowing the learners to hone their critical thinking skills. The learners no longer adhere to standardized textbooks and engage in conventional modes of

assessment. The process of knowledge acquisition, which aligns with the tenets of Constructivism, is enabled through critical thinking, revisiting of prior knowledge, questioning and brainstorming sessions. This mode converts learning into an enterprising activity, permitting students to challenge, change and upgrade their understanding through intellectual sharing.

Lev Vygotsky pointed out that the cognitive development is influenced and shaped by cultural context and social and interactions. Vygotsky identified a gap between what a learner does independently and how he / she can improve through external scaffolding. This gap is bridged by the More Knowledgeable Other (MKO) who is conventionally a teacher or sometimes a peer. But in AI-supported classrooms, the MKO's role is not only played by the human teacher, but also by the powered AI tools. Although the human teacher continues to be the emotional mentor, the AI systems enrich the teaching-learning process through its ground-breaking contribution.

Transhumanism also advocates the use of technology in augmenting human capacities and enhancing human condition. One of the leading thinkers, N. Katherine Hayles, challenged the anthropocentric idea by introducing the revolutionary Integrated Cognitive Framework (ICF), which proposes that the concept of cognition is no longer distinctively human but includes all living and artificial systems. She envisions how humans and technology are co-evolving and transforming one another. Donna Haraway dismantled the rigid boundaries between man and machine, and supported hybridity and techno-cultural learning environments. In her seminal essay titled "The Cyborg Manifesto", the author uses the metaphor of Cyborg to break the human-machine dichotomy and further claims the reality of hybridity in the modern world. She remarked that, "Late twentieth-century machines have made thoroughly ambiguous the difference between natural and artificial, mind and body, self-developing and externally designed, and many other distinctions that used to apply to organisms and machines. Our machines are disturbingly lively, and we ourselves frighteningly inert" (Haraway, 1985, p. 69).

Bruno Latour, in *We Have Never Been Modern* (1991), discussed the multiple presence of the human, natural, political, cultural and technological as the 'imbroglio' which can never be separated or purified. This chaotic reality, according to Latour, is the Hybrid. In addition, Latour's new theoretical approach Actor Network Theory (ANT) explains a reality where human and non-human demand equal importance and evince unique capabilities to actively contribute towards structuring social life.

Although these thinkers did not discuss exclusively on the association between humans and technology, their theoretical scholarship strengthen our understanding on the unavoidable interdependence between the two.

Findings and Discussion

AI as Instructional Tool

Having contextualized the importance of educational theories that support AI assistance and changing pedagogy, it is essential to delineate how AI performs the task of an instructional tool. To cite a few, the First draft Generator is a versatile AI Assistant that facilitates the preparation of teacher's lesson plan, generates quiz questions and MCQs with key, and also creates rubrics for assessment. Besides playing multiple roles of a paraphraser, summarizer, social media writer, website writer and video script writer, this AI engine ensures quality writing.

The MagicSchool AI platform is specially designed to meet the needs of K - 12 teachers in terms of inquiry-based 5E Model Lesson comprising Engage, Explore, Explain, Elaborate, Evaluate pattern, assessment creation, and communication. Diffit is yet another AI-enabled differentiation tool that helps teachers create customized resources to cater to the needs of heterogeneous learners representing different grade levels.

Giving effective and timely feedback is another vital responsibility that helps learners fill the gap between their academic goals and progress. The formative feedbacks should not be intimidating but constructive, achievable and goal-oriented. The Gradescope is an assessment platform exclusively used by the Universities for STEM subjects. It is a neural network that competently scans handwritten-work and clusters the similar ones. Hence the grading time is saved, and the teacher effectively re-uses the rubrics. Instructors create on-the-fly rubrics that consistently update the scores of already submitted work.

This systematic feedback becomes an expedient follow-up for average scorers and slow learners to methodically work towards their achievable goals. The feedback can positively influence the learners to recognize their strengths and identify areas of improvement. Based on these feedback reports, the human teacher can render alternative and focussed guidance, gradually allowing the learner to adopt self-corrective endeavour that falls in line with the anticipated performance. This in turn positively reflects upon the learner's attitude towards self-appraisal, allowing renewed insights to overcome challenges and hazards. Considering the growing need for genuine, unbiased and consistent assessment reports, the incomparable technological support can certainly assist the human teacher in her / his mission to nurture the new generation of learners.

ETS e-rater is an AI engine which uses Natural Language Processing (NLP) to evaluate grammar, usage, writing style vocabulary density, organisation of ideas and analyses if the written text addresses the chosen topic. Besides, this e-rater houses constant feedback mechanism to monitor the academic improvement of the learners.

Artificial Intelligence has undoubtedly become an obligation to sophisticate human existence. The question about its vitality is extraneous and preposterous because its transformative power is augmenting every aspect of modern life. Many researchers and academicians have underscored AI's long-term importance and dynamism. Rane et al. (2025) emphasized that the applications of AI in HE curricula can offer sustainable educational approach: "The AI technology can also offer an efficient way of institutionalizing institutions of higher learning towards fulfilling their aspirations of sustainability besides boosting teaching and learning outcomes" (p. 6). It is also observed that AI-powered tools are bringing about a vibrant makeover and so, "AI in education should be viewed as a collaborative partner that augments teaching expertise, rather than a replacement" (McGriff, 2025, Conclusion section, para. 1). Although AI's high-quality automation and enhanced accuracy exhibit genuine concerns and apprehension over teacher agency, the positive speculation is that "the future of education lies in thoughtfully blending technological assistance with irreplaceable human wisdom" (McGriff, 2025, Conclusion section, para. 2).

Pedagogical Expertise and Changing Roles

In an AI-assisted educational situation, the teachers are expected to evolve with exceptional pedagogical expertise along with the updated knowledge of the AI systems. The educators

need to seamlessly collaborate with the generative AI keeping in mind the individual requirements of the learners and their academic objectives and learning outcomes. Working within this framework of complementary support, a classroom can become a productive place of knowledge-sharing and the conventional teacher-centred approach is replaced with the teacher playing the new role of a collaborator.

Teacher as Custodian of Customized Resources:

Gone is the day when a teacher used to adopt similar instructional practices and offer standardized learning materials to a class of 60 – 70 students. The Factory-model education that comprised of rigid schedules for raising passive learners has paved way for independent learners with academic flexibility. In an AI-assisted teaching-learning situation, teachers are incorporating hybrid models that privilege personalized and adaptive learning resources. Although the AI tools perform the role as content generator, the human teacher ensures quality, relevance and curates the resources depending upon the needs of learners. Based on the learning objectives, the teacher tailors the machine-generated content and affirms the unavoidable human involvement in spite of the machine's prospective support. This interpersonal interaction and human concern foster not only academic efficiency but also emotional wellbeing among learners. According to the insights and recommendations issued by the US Educational Technology in May 2023, "To succeed with AI as an enhancement to learning and teaching, we need to always center educators (ACE). Practically speaking, practicing "ACE in AI" means keeping a humanistic view of teaching front and center" (25).

Teacher as Ethical Guide

The objective of education centres upon the holistic growth of an individual, with sustained attention to intellectual, social, and ethical commitment. A balanced integration of these aspects nurtures individuals into responsible citizens, expanding their outlook from a self-centred vision to a larger obligation towards society at large. Whether it is the Gurukul or the Google classroom, the imposing presence of the teacher can never be overlooked as it is the teacher who constructs the ethical backbone of education. The teacher is not a mere instructor but a mentor and role model.

The professional experience and decisions that get manifested in the teacher's work culture can greatly influence the learner, and the latter understands how prudently the teacher interprets and adapts rather than blindly incorporating the machine-generated content. Hence, it is true that the human teacher in collaboration with the AI systems can enliven the class room, and inspire the teachers and the learners to become active participants rather than passive consumers of information. The teacher's meticulous attempts to process data, assure its significance and convert them into bespoke learning resources that align with the eclectic demands of the learners show how classrooms are essentially human-centred spaces that engender positive peer energy and competence.

In compliance with the ethical requirements, the teacher's foremost responsibility is to sensitize the learners on the necessity to preserve moral standards and avoid misconduct. Plagiarism is offense as it violates academic integrity and fosters unethical research practices. It is the teacher who imparts the importance of AI literacy, and motivates learners to embrace techno-based educational systems efficiently without transgressing its ethical border. By providing right mentoring and guidance, the teacher functions to maintain academic honesty among learners. The learners can also be informed on the availability of AI-supported trustworthy plagiarism checkers.

Teacher as Stimulator of Critical thinking

The incorporation of sophisticated AI tools into classroom scenario has become a common practice to promote invigorating teaching and learning experiences. In this regard, the learners should understand the difference between passively consuming information and actively analysing it. In order to enable the students think critically, the teacher plays an inviolable part in kindling curiosity among learners. The theory of gravitational force was the scientific outcome of Isaac Newton's curiosity over the apple falling in a straight downward direction. Therefore, a teacher in an AI-enabled classroom can guide the learners towards inquiry-based learning and sharpen creative thinking, allowing free interplay of questioning, reasoning and mutual learning. They should be motivated to spend quality time analysing the resources critically, gauge its credibility and relevance, and comprehend its varied implications to make judgements and decisions. Besides, the current generation of students should be well-competent to meet the challenges at a global level. In a rapidly changing, technology-driven world, the learners should be equipped with other skills like innovative thinking, collaborative working and good communication. A teacher's role in tapping the higher order thinking skills among learners is appreciable and irreplaceable.

Drafting precise and focussed prompts is yet another task that requires teacher's guidance. The teacher, who effectively creates specific prompts, not generic, achieves the anticipated content. It has been identified that effective "ChatGPT usage requires strategic prompt engineering to achieve desired outcomes. For example, requesting "Create five discussion questions about the American Revolution for eighth-grade students focusing on cause-and-effect relationships" yields more targeted results than generic requests" (Ward, 2026, Educational Content section, para. 2). By helping the learners fix the objectives to contextualise their required resources, the teacher helps in fine-tuning or creating prompts, while constantly monitoring if the learners keep track of the resources so that continuity and revisions of the final version is done effectively. It is the teacher's duty to motivate students to critically examine the content and then adhere to its veracity.

Teacher's Classroom Management

It has been observed that, "Educators and technologists must work together to create a new educational paradigm where AI and human teachers operate as true partners. This vision sees teachers evolving into "learning architects" who orchestrate sophisticated educational experiences by leveraging AI tools while maintaining their crucial role as mentors and guides" (World Economic Forum, 2025). This statement defies the Human-AI incongruity, and highlights the synthesis of distinctive strengths of the human teacher and the efficacy of AI technology.

The teacher engagement lies primarily in the optimal use of AI tools in bringing about transformative teaching-learning experiences inside the classroom. For example, Carnegie Learning's MATHia platform combines teacher's guidance with sophisticated AI to analyse how students think through problems. With the help of LiveLab, teachers offer immediate intervention. The AI identifies specific skill gaps, allowing teachers to focus their attention while also maintaining the crucial human element in mathematics education (World Economic Forum, 2025). The AI-assisted classroom requires educators to be technically enriched and digitally adept enabling them to choose need-based AI tools and critically assess AI-generated content to meet the needs of learners.

The presence of AI systems alone can never humanize teaching-learning experiences, although AI simulates human conversations with the help of patterns. The Emotional Quotient of the human teacher is essential to address classroom stress, minimize negative peer pressure, build trust, improve academic growth and increase achievable goals. Hence, the teacher is accountable for cultivating teacher-learner interaction rather than automated machine-learner interaction, as the former accelerates not only academic but also social and emotional rapport. The human teacher adopts suitable instructional scaffolding techniques to guide the eclectic needs of diverse learners. Although AI involves in tutoring, teachers' scaffolding is important for academic development, inclusive classroom participation, social dynamics and mental wellbeing.

Research Questions Revisited

RQ1	In AI-assisted classroom, the teacher is the custodian of learning resources, regularly monitoring and customizing resources to meet the learners' needs. The teacher sharpens their critical thinking skills, fosters collaborative learning by maintaining quality tutoring, individuality and ethical standards.
RQ2	Pedagogy is progressing towards learner-centric methodology, drawing resourceful inputs using AI tools and educators focussing upon activities that require excellent evaluative and higher-order thinking skills. Adaptive digital platforms provide a self-paced, uninterrupted learning schedule. The educators are able to build rubrics that gel with educational objectives, and the availability of subsequent feedback systems afford sustained progress reports to the learners.
RQ3	Teacher engagement is challenging as the resources are universally accessible. However, the teacher's engaging personality, characterized by academic integrity, professional competence, emotional quotient and ethical principles, commands exceptional regard and attention of the learners. These dimensions of the teacher's personality add 'human-colour' in AI-enabled classrooms.
RQ4	The educators are responsible for sensitizing the learners on the institutional mission and vision statements. Besides, Digital literacy skills are to be taught alongside deft handling of AI tools. Extensive inputs on the consequences of plagiarism should be a part of academic learning and teaching. A teacher's impartial behaviour can greatly influence learners' positive behaviour and good conduct.

Challenges and Concerns

Despite the rapidity in handling and performing multiple tasks, AI is incompetent in recognizing human emotions in spite of its capabilities as a simulator. AI is incapable of processing an individual's subjective experiences, although it can identify data-based simulations. It is here the human-centric scaffolding – academic, social and emotional – of a teacher or mentor becomes indispensable.

The Northwest Council for Computer Education (NCCE) identified the paramount importance of safeguarding Privacy and Security when AI is integrated into the classrooms. The Council recommended that the "Educational institutions have an obligation to

implement robust protection measures that comply with applicable privacy regulations and adequately safeguard student information” (NCCE, 2025, Privacy and Security section).

Owing to high automation and extreme sophistication, the AI system breaks down complicated tasks and coordinates rapid workflow, ensuring utmost accuracy without human interference. This might lead to increased technology-orientation, which could result in less human dependence and trust. AI tools undoubtedly improve the educational framework but can never replace human teachers, and “the future of education lies in empowering young learners to embrace and develop their uniquely human qualities – those unlikely to ever be replaced by technology” (World Economic Forum, 2023). Concurrently, excessive dependence on AI tools may lead to inadvertent plagiarism, causing the learner to violate professional ethics and trespass ethical boundaries. Another aspect of profuse machine dependence is intellectual lethargy, which can impair the cognitive skills of learners.

There are other challenges like lack of even accessibility to modern technologies, technological sophistication as prerogative of the powerful, and inadequate digital literacy to augment professional competence among educators:

We recognise the diversity of needs and challenges faced by teachers across the globe, particularly those living and working in contexts with multiple and complex vulnerabilities in African countries facing the most acute needs, Least Developed Countries (LDCs) and Landlocked Developing Countries (LLDCs) and Small Island Developing States (SIDS), as well as the specific challenges faced by middle- income countries, those affected by crisis, including conflicts and post-conflict situations. (UNESCO, 2025, p. 3)

Besides, there are quantitative research inputs that deal with humans’ inexplicable anxiety and fear or phobia towards technology, which is termed technophobia. All of these challenges can neither be overcome nor evaded, but they have to be addressed wisely as the future of Education demands that we “strengthen teachers’ digital and AI competencies through initial and continuous professional development so that education technologies may be co-created and utilized by teachers to amplify the relational and affective dimension of learning without replacing the creativity, core competencies and pedagogical knowledge of teachers” (UNESCO, 2025, p. 6).

Conclusion

The concluding observation of the study is a clarion call to the Educational stakeholders across the globe to enrich the present curriculum structure by emphasizing the importance of technology-friendly and human-centric academic environment. By assuring inclusivity, state-of-the-art practices, cultural sensitivity, social intelligence and emotional maturity, AI-embedded teaching-learning spaces can implement need-based and learner-centric methodologies in accordance with the benchmarks suggested in UN Sustainable Development Goal 4. In this fast-paced environment with highly mechanized access systems, life-long learning, collaborative academic initiatives and sustained progression can greatly improve cognitive abilities: “The Education 4.0 Taxonomy, paired with the World Economic Forum’s Global Skills Taxonomy (to which the Education 4.0 Taxonomy elements are seamlessly matched), provides a blueprint for holistic lifelong learning that can take place within, and beyond, the formal classroom setting” (World Economic Forum, 2023).

Learners become innovative thinkers - potential AI tool generators, system designers and workflow organisers - rather than indolent consumers of technological privileges. Nevertheless, the lasting impact of a technology-driven education depends on the convergence of human and technological 'actants' (borrowing Bruno Latour's term), allowing teachers to play the pivotal role in chiselling the social, moral and emotional dimensions of the learners' wellbeing.

Scope for further Extensive Research

- i) AI-powered Framework exclusively for Higher Secondary Education
- ii) AI in Medical Education
- iii) AI Tools for Slow Learners
- iv) AI-enabled Systems for the Differently-Abled

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