ARTIFICIAL INSTRUCTION? TEACHING AND LEARNING IN THE AGE OF AI

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ChatGPT, Meta AI, Google Gemini - These are just a few of the big names we often hear when discussing Artificial Intelligence (AI). The integration and utilization of artificial intelligence (AI) in in educational settings is quickly affecting and reshaping teaching and learning practices (Singh, 2025; Yadav, 2025; Vashishth, et. al., 2024; Chen, 2020).

As AI tools become more accessible, teachers are increasingly using them to streamline administrative tasks, personalize instruction, and improve lesson delivery. At the same time, students are becoming more knowledgeable and aware of AI technologies, which is starting to change how they engage with schoolwork as well as their study habits.

For teachers, AI offers a range of benefits that can significantly improve classroom management and lesson planning (Patrik & Ilona, 2024; Neuenschwander & Chiodo, 2024)). Teachers can now generate presentations or even quizzes with a click or two. Such tasks were not possible years ago, but with AI, they have become a lot easier to accomplish.

While these tools allow teachers to focus more time on meaningful interaction with students, this growing trend also brings challenges. Without proper training, some teachers may feel pressure to adopt the integration of AI in the teaching-learning process. This is true especially for seasoned teachers who are reluctant to use technology and are happy to stick with the traditional tools they have in the classroom.

The situation is concerning on the student side. As students gain access to generative AI tools like ChatGPT, they are discovering new ways to seek help, brainstorm ideas, or even write entire essays. Students now go to class with accomplished homework thanks to ChatGPT or Claud-Math-Solver. This growing awareness can be empowering and alarming at the same time. Students who struggle with traditional instruction may find AI to be a helpful supplement and a quick way to comply with school requirements.

But the real problem that arises from the use of AI is about dependency and academic integrity. Some students may rely heavily on AI to complete their assignments and projects, which could eventually weaken their critical thinking, writing, and problem-solving skills (Zhai, et. al., 2024).

This trend makes schools rethink their assessment methods and consider how to promote authentic learning, especially today, when answers are just one click or tap away. Teachers must also be considerate when encouraging students to use AI to complete a task, as they may come from different backgrounds and may have unequal access to AI tools that may widen the existing gaps in educational equity.

The ever-growing use of AI in schools is changing how the primary educational stakeholders such as teachers and students approach learning. While it is true that it holds great promise for improving instruction and expanding student access to knowledge, it also requires careful attention to issues of dependence, fairness, academic honesty, and integrity. Schools must focus not just on integrating technology but on providing awareness of the responsible use of technology, particularly AI.

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