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### **Editor**

Prof. S. D. Osaat

Department of Educational Foundations

University of Port Harcourt, P.M.B 5323, Port Harcourt, Rivers State, Nigeria.

[Sunday.osaat@uniport.edu.ng](mailto:Sunday.osaat@uniport.edu.ng)

[osaatsundan@gmail.com](mailto:osaatsundan@gmail.com)

+234 803 673 1057

+234 703 440 6894

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[yamuhammad99@gmail.com](mailto:yamuhammad99@gmail.com)

### **Abstract**

*All along teaching has been conceptualized in a conventional, traditional and normal condition. We are today in a digitalized world, characterized by Artificial Intelligence (AI) and Robotics. It may be argued whether digitalization would not decontextualize the role of teachers and redefine teaching. Will teaching and teachers as epitomized in the foregoing continue to be relevant? Have the virtual class, Google virtual learning outfits, the blended learning package not redefined teaching? Is teaching and teachers not replaceable in the face of digitalization and robotic? To say it subtly, will teachers continue to be relevant in the face of advancement of technology and its application to teaching and learning? Will the overwhelming increase in prevalence of Artificial Intelligence and Robots not replace teachers in the near future? The paper analysed and discussed these issues philosophically and suggested otherwise in the light of the roles and responsibilities of teachers and teaching profession. However, the paper admitted that teachers will be forced by the AI prevalence, digitalization of knowledge and generation of the millennials to change their teaching methods in line with AI and technological advancements. It therefore argues along the line of the response of teachers to digitalization to enhance teaching profession.*

### **Introduction**

When a person imparts information or skills to another, it is common to describe the action as teaching. Imparting may mean to share experiences or communicating information, for instance, lecture. Teaching is regarded as both an art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher in creating a worthwhile situation in the classroom to enable students to learn. As a science, it sheds light on the logical, mechanical, or procedural steps to be followed to attain an effective achievement of goals. Different educationists hold different ideas regarding the concept of teaching.

“Teaching is intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter”.

Morrison (1934), Dewey (1934) expressed this concept of teaching by an equation. “Teaching is learning as selling is to buying”. In the words of John Brubacher<sup>1</sup>, “Teaching is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing so”. B.O. Smith defined teaching as “Teaching is a system of actions intended to induce learning”.

According to Gage<sup>2</sup>, “Teaching is a form interpersonal influence aimed at changing the behaviour potential another person”. Smith<sup>3</sup> in 1963 further extended the definition of teaching Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify (such as techniques and strategies of teaching.

Edmund Amidon<sup>4</sup> defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities”. Davis et al<sup>5</sup>., Gagne et al<sup>6</sup>. and Gage<sup>7</sup> have contributed significantly to defining this concept, and their views could be summarized as follows: Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. It is always possible to modify, improve and develop the new teaching-learning activities, and hence the flexibility is in-built into the system; and “The terminal behaviour of the learner in terms of learning structures can be established by appropriate teaching environments.

The foregoing definitions of conceptions of teaching centralises the definition of teaching towards the interpersonal relationships between the teacher and students. The definitions suggest the indispensable role of a teacher in the teaching learning process. However, in the current era of technology of Artificial Intelligence one may ask the relevance of the definitions. This argument is relevant by considering certain statements involving the concept of teaching. For example, consider the following statement: An electric shock taught the boy a lesson. In this case, the question is where does the interpersonal relationship lies? This suggests the need for re conceptualisation of teaching beyond the interpersonal relation of a teacher and the student towards a new concept of a more general conception involving the computer machine and students.

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<sup>1</sup> Brubacher (1939). Modern Philosophies of Education, in Rajagopalan , I. (2019). Concept of Teaching [Review of Concept of Teaching]. International Journal of Education, 7(2), 6-8.

<sup>2</sup> Gage (1963), in Rajagopalan , I. (2019). Concept of Teaching. Ibid

<sup>3</sup> Smith (1963), Ibid

<sup>4</sup> Amidon (1967), Ibid

<sup>5</sup> Davis et al<sup>5</sup>. (1962), Ibid

<sup>6</sup> Gagne et al<sup>6</sup>. (1974), Ibid

<sup>7</sup> Gage<sup>7</sup> (1978), Ibid

Another argument raised in the current debate on Ai in education is on the aims of education; teachers way of preparing students for future life and labour market.

### **How do Teachers prepare students for a labor market?**

If you look back through human history, it used to be that the job you did was the same job that your parents did and that would be true for generations. Then [with the] industrial revolution, you might not do the same job that your parents did, but you would at least be doing the same job for your whole working life. Over the past decade, that's no longer the case. People often change careers.

We shouldn't be educating our students to do a particular job. We now need to be educating our students to be able to be flexible, to be able to retrain themselves, to be able to learn how to learn ... because the nature of that job may change over the next few years<sup>8</sup>. Or you may find that you need to be able to jump to a new career partway through. Being empowered to learn how to learn, a lot of that is literacy with technology and literacy with artificial intelligence. Artificial intelligence is going to impact a lot of jobs going forward. The question we should all be asking is: how can it be used to improve education to make it more effective? How can we find ways to make teachers more efficient at teaching; students more efficient at learning?

Has digitalization not redefined the time and space of teaching and learning – the teaching/learning landscape-the so-called learning environment?? – smart phones, smart boards, smart classrooms, virtual classrooms<sup>9</sup>. There are two contrasting views on this debate: Arguments and Counter-arguments on the issue. Because of the increasing prevalence and invasion of AI and Robots the question of whether robots can replace teachers keeps arising. Anthony Seldon, Vice-Chancellor of the University of Buckingham, predicts that robots will replace teachers by 2027, less than a decade away. Some say that robots can never replace teachers because teachers inspire us.

The arguments further. Some argue that robots will never be able to take the place of teachers because they inspire us. Others, however, believe that "inspirational robots" are viable and that they may be tailored to each student's unique learning style. Social connection between students, instructors, administrators, and parents is enhanced by close cooperation. Individuals require a sense of belonging and meaningful connections, both of which cannot be provided by a machine. The truth is that the more individuals are linked to technology, the more they are disconnected from other people. Hundreds of kindergarten classes around some countries like China now use KeeKo<sup>10</sup>, a little robot that tells stories, sets logic problems, and responds with facial expressions when pupils grasp topics. The robots are part of a major drive in the country to make AI-powered technologies a world leader.

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<sup>8</sup> Shehu (2023); The role of Stakeholders in Teacher Motivation, A lead paper presented at the first national Conference of the National Teacher Institute Kaduna on the theme: Redirecting the Focus of Education stakeholders Toward Modern Processes of Producing competent, educated and Professional Teacher in Nigeria, NTI, Kaduna 20-22 Dec. 2023

<sup>9</sup> Ibid

<sup>10</sup> KeeKo (2018). Robot Teacher, "Keeko" Invades Chinese Kindergartens. Retrieved from NDTV: <https://www.ndtv.com/world-news/robot-teacher-keeko-invades-chinese-kindergartens-1908138>

By the end of 2022, generative AI technologies based on large language models had become easily accessible and increasingly widespread. As disruptive technologies, their full impact and range of applications are still unfolding. Education is one of the six key areas of generative AI application identified by Chiarello et al<sup>11</sup>, alongside human resources, programming, office automation, social media, and search engines. In education, generative AI offers new possibilities for teaching and assessment, such as personalized tutoring, automated feedback, and adaptive systems<sup>12</sup>. However, these innovations also present significant challenges that educators must navigate to ensure that all learners benefit from AI-driven innovations. Specifically, educators are called to tackle, among other things, the changing dynamics of teacher-student communication, the shifting nature of their role, ethical concerns in assessment, and the impact of generative AI on intercultural understanding in increasingly diverse education settings.

This paper also offers a platform for researchers and educators to reflect on the impact of the artificial intelligence and technological shifts on classroom culture and to share pedagogical experiments that enhance teaching and assessing practices and to allow these to be easily shared with a broader audience of researchers and teachers alike. Important areas of discussion<sup>13</sup> focuses on the effective practices in integrating generative AI tools in classroom settings; successful strategies to support teaching, learning, and assessment with generative AI tools; real-time student feedback through AI-driven feedback mechanisms; critical discussions on academic integrity, critical thinking, authorship, and other ethical concerns related to generative AI in classroom teaching, assessment, and curriculum design; student engagement, participation, and collaborative learning in the AI-mediated classroom; educational materials, instructional sources, and teacher professional development in the AI mediated classroom; critical discussions on generative AI challenges to classroom culture (e.g., digital divide, power dynamics, and intercultural inequalities).

The paper seeks to raise concern and initiate philosophical arguments on the challenges of Teaching/Assessing with AI . For instance, GIFT-AIs are instructor- and student-tested ideas for effectively teaching and assessing a wide range of topics using generative AI. The goal of GIFT-AIs is to inspire readers to include and to experiment with AI in their teaching practices. A GIFT-AI may cover the following: a) original, single teaching activities; b) original teaching units that span several days or weeks; c) original teaching semester-long projects or approaches to an entire course; d) systematic, data-driven reflection of assessment practices that allow educators to monitor and support student learning as well as improve the

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<sup>11</sup> Chiarello et al (2024), Future applications of generative large language models: A data-driven case study on ChatGPT, <https://doi.org/10.1016/j.technovation>, Vol. 133. 2024.103002

<sup>12</sup> Jensen et al., (2024) in Guettala M. et al (2024) Generative Artificial Intelligence in Education: Advancing Adaptive and Personalized Learning August 2024 Acta Informatica Pragensia 13(3):460-489  
DOI:10.18267/j.aip.235

<sup>13</sup> UNESCO (2024): [The challenges and opportunities of Artificial Intelligence in education | UNESCO](https://www.unesco.org/en/articles/challenges-and-opportunities-artificial-intelligence-education)  
<https://www.unesco.org/en/articles/challenges-and-opportunities-artificial-intelligence-education>

quality of specific courses or overall programs<sup>14</sup>.

The Short Research Reports on Teaching/Assessing with AI (RESEARCH-AIs) RESEARCH-AIs offer researchers already active in advancing our understanding of the use of AI in educational settings the opportunity to present recent findings and classroom-based research agendas<sup>15</sup>. The goal of RESEARCH-AIs is to inform the scholarly community about current research developments, propose future research directions, and contribute to evidence-based practices for integrating AI in teaching and assessment. Reflections on Teaching/Assessing with AI (REFLECTION-AIs). REFLECTION-AIs are reflective pieces exploring the possibility of AI in teaching and assessing practices. They are intended to inspire meaningful, thought-provoking debates among educators. REFLECTION-AIs aimed at forward-looking, outlining potential trajectories in pedagogical practices, and/or provocative, discussing critical issues<sup>16</sup>. These reflective pieces may be based on a variety of approaches (including, for instance, auto ethnography, case studies, and historical analysis).

### **Conclusion and Implications**

The level of progress in AI development in the teaching learning process various challenges could be discussed in line with the concept of teaching itself and the relevance of teachers in the teaching and learning process. These challenges range from the reconceptualising the concept of teaching itself from a traditional perspectives to a modern one and advancement concept relevant with the current AI and technological advancements. It also challenges the conception of classroom or learning environment and the role of teacher in then teaching learning process. Despite the advancements in AI discussed above still teachers remain indispensable in the education process. This is because, teaching goes beyond a mere passing of information to include some sociological, psychological interpersonal; relationships which are very vital in the teaching process which are unfortunately among the major limitations of artificial intelligence (AI).

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<sup>14</sup> FRONTIERS (2022): [Teaching and Assessing with AI: Teaching Ideas, Research, and Reflections | Frontiers Research Topic \(frontiersin.org\)](https://www.frontiersin.org).

<sup>15</sup> Ibid



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