


Chapter 1

The AI Classroom

Genie Effect:


Empowering Educators for Smarter Teaching and Personalized Engagement

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ABSTRACT

The rapid integration of Artificial Intelligence (AI) in higher education is redefining the role of educators and institutional functions. Using hermeneutic phenomenology

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and Interpretative Phenomenological Analysis (IPA), this study explores how AI technologies influence learning, through the lived experiences of educators from various countries. The findings showcase the AI-LPE (Learning, Pedagogy, Ethics) framework to critically examine AI's dual potential, as a powerful teaching assistant and a source of institutional challenge. Findings highlight three thematic areas including AI-Driven Learning Tools, enhancing student engagement, creativity and personalization; Pedagogical Integration, where faculty evolve toward mentorship and adaptive instruction; and Ethical Governance, addressing concerns over data privacy, algorithmic bias, and academic integrity. This chapter offers practical, research-informed strategic solutions for academic leaders, educators and policymakers, underscoring the importance of human-centered AI implementation for institutional effectiveness.

1. BACKGROUND OF THE STUDY: AI IN EDUCATION

What does the future look like? This question has intrigued thinkers, philosophers, and scientists throughout the ages. Today, we live in a time marked by extraordinary progress. Technologies that were once considered pure science fiction just a few decades ago have now become part of our everyday life. Slowly but surely, the way we learn and educate also has kept pace with these breakthroughs. With recent breakthroughs in generative AI and large language models, artificial intelligence (AI) has evolved into a powerful tool across various fields including human resources, banking, learning and education (Selwin et al., 2024; Hwang et al., 2020; Li & Gu, 2023). Today we have futuristic AI tools including chatbots and virtual assistants that can generate learning materials, address student queries for 24/7 support, provide targeted feedback as well as streamline administrative work (Holmes et al., 2019; Winkler et al., 2023a). As AI brings us new and improved applications in education, the shift towards a student-centred learning environment is accelerating (Aad & Hardey, 2025; Winkler et al., 2023b). While some may imagine a future where AI takes a central role in education, many researchers emphasize that AI's purpose cannot be to replace human teaching, but rather to enhance and support their efforts. While algorithms can effectively handle tasks like grading or resource curation, the empathic, creative, and critical-thinking dimensions of teaching remain uniquely human. Human-centred AI (HCAI) frameworks reinforce the importance of accountability, equity, and transparency in technology integration (Shneiderman, 2020a; Shneiderman, 2020b; Li & Gu, 2023; Chedrawi et al., 2024).

This paper contends that AI via smart prompts, personalized activities, and interactive engagement can function as an “ultimate teaching assistant” when applied along with sound pedagogical design (Abdelwahab et al., 2023). Drawing on exist-

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