

# Chapter 10

## Redefining the Role of Educators in GenAI-Supported Classrooms

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### ABSTRACT

*This chapter explores the evolving role of educators in Generative Artificial Intelligence (GenAI)-supported classrooms. As GenAI tools become more increasingly prevalent in educational practices, educators' roles are shifting from being primary knowledge providers to serving as learning advisors, critical evaluators, and mediators between learners and technological resources. This chapter outlines key benefits of GenAI integration, such as personalized learning, enhanced feedback mechanisms, expanded accessibility, and reduced workload. It also addresses significant concerns, including threats to educator authority, learner over-reliance on AI, algorithmic bias, privacy risks, and diminished human connection. To keep up with these transformations effectively, the chapter presents strategies for empowering educators through comprehensive professional development, supportive institutional policies, and human-centered teaching practices. It suggests a balanced approach where AI serves as a supportive tool and educators' essential authority and expertise are preserved.*

### INTRODUCTION

Education is on the brink of a profound transformation, driven by the rapid advancement and integration of Generative Artificial Intelligence (GenAI) into

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classrooms around the world (Samala et al., 2024). This technological evolution is not merely an addition to existing educational tools; it is fundamentally reshaping the core dimensions of teaching, learning, and pedagogical practices that have remained relatively stable across generations (Tillmanns et al., 2025). As GenAI tools become increasingly accessible without temporal or spatial constraints, conventional educational paradigms and the established roles of educators within contemporary learning environments necessitate alteration (Giannakos et al., 2024).

Historically, educators have been positioned as the primary knowledge providers in the classroom. In this conventional model, educators serve as the central figures of the learning process as they activate learners' schemata, transfer information, provide supportive activities, and assess their progress. However, GenAI tools, including language models and AI-driven tutoring systems, have begun to change this long-standing dynamic (Mishra et al., 2025). As these technologies offer alternatives for accessing knowledge and create new options for content generation, assessment, and personalized learning, the way education is conducted and delivered requires reshaping (Tariq, 2024). Similarly, learners use AI systems to complete tasks and assignments, solve complex problems, and create individualized learning materials (Ayeni et al., 2024; Gligorea et al., 2023). As a result, the educators' traditional roles as the sole authority and source of knowledge becomes blurred (Jensen & Dikilitas, 2025).

This shift does not diminish the significance of educators; instead, it necessitates a re-evaluation of their roles (Creely, 2024). As GenAI tools are supportive in completing various tasks, conventionally performed by educators such as answering questions, providing explanations, and giving feedback, educators are called upon to develop existing competencies and gain new ones by embracing expanded responsibilities (Law, 2024). They are expected to become facilitators of AI-mediated learning, critical evaluators of AI-generated content, and designers of learning experiences (Chang & Sun, 2024). Throughout this transformation, it remains essential to preserve the irreplaceable human factor in education as technology serves as a complement rather than a replacement (Henriksen et al., 2025).

In this chapter, there are three primary objectives:

1. To examine how educators' roles are transforming in response to the integration of GenAI tools in educational settings
2. To analyze the benefits and challenges of GenAI implementation in classrooms through evidence-based examples
3. To develop practical strategies for empowering educators to effectively navigate this technological transition while preserving essential human elements in education

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