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HEA Teaching and Learning Conference December 2025

Leading Change Together: Building the Future of Teaching and Learning in Higher Education

Defending Human Teaching Expertise in the Age of AI: A Call to Action

Institute of Art, Design + Technology Dún Laoghaire

Institution(s) and Partner Organisations Involved

Institute of Art, Design + Technology, Dún Laoghaire. Led by IADT Head of Teaching and Learning, Academic Planning Office

Contributor(s)

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What level(s) of your institution does this work affect?

- Module level
- Across multiple modules Programme level
- Across multiple programmes Academic unit/school/faculty level
- Across multiple units/schools/faculties Institutional level
- Across multiple institutions

Date and Timeframe

Ongoing

Alignment and Focus

Focus

- Education for Sustainable Development (ESD)

Frameworks, Policies, or Strategies Aligned

Ten Considerations for Generative Artificial Intelligence Adoption in Irish Higher Education by the (HEA 2024), Generative AI in Higher Education Teaching and Learning: Sectoral Perspectives (O Sullivan et al. HEA 2025), Guidance for generative AI in education and research (UNESCO 2023), AI and the future of education: Disruptions, dilemmas and directions - Shaping the use of AI in education through collective dialogue (UNESCO 2025), UN SDG #4 Quality Education

Discipline

- Education
- Information and Communication Technologies
- Teaching and Learning

Impact, Lessons Learned and Future Directions

Impact and Evidence of Success

IADT research profile:
https://research.iadt.ie/en/persons/patricia-gibson/
Gibson P (2025). Invited Talk at UNESCO Digital Teaching and Learning Week
CSET Collective, (2025). Critical studies of education and technology ... reasons to be hopeful? Monash University. Report.
https://doi.org/10.26180/29265038.v1
Gibson, P. (2025) [In Press]. Pedagogy of AIED. In: W. Holmes and C. Pelletier, eds., The Handbook of Critical Studies of Artificial Intelligence and Education. Cheltenham, UK: Elgar Handbooks series.
Gibson, P. (2023). Enacting Empowerment Through an Automated Teaching Event: A Posthuman and Political Perspective. Postdigital Science and Education. doi:https://doi.org/10.1007/s42438-022-00346-9.

Future Plans and Sustainability

I will continue to work with communities of local and global educators in the field of Critical Approaches to EdTech. These include The Networked Learning Consortium where I am currently reviewing submissions for the forthcoming 2026 conference. I will continue working with the Critical Approaches to Artificial Intelligence in Education (CAI&ED) Community. We have recently completed the soon to be published Handbook of Critical Studies of Artificial Intelligence and Education. I was invited to UNESCO Paris Headquarters in September 2025 to present my book chapter and take part in discussions around our educational futures. See my IADT research profile for a more comprehensive overview: https://research.iadt.ie/en/persons/patricia-gibson/

Top Tips

- These questions depict desirable features of good teaching with AI
- These are not universal rules since the nature of teaching with AI is heavily contextualised
- The questions are designed to provoke human teachers to critically appraise their AI pedagogies

Initiative Description

Aims and Objectives

- Critically appraise AI in Education to generate awareness and understanding around the human and social impact of AI Bring a transdisciplinary perspective to AI in Education
- Recognise and value the irreplaceable expertise of the human teacher
- A Framework of 5 Guidelines for AI in Education: A call to action to provoke human educators to consider how they might work with AI in ways that are educationally desirable

Outline or Description

This theoretical framework draws on my published research to take a critical approach to Artificial Intelligence (AI) in education. It comprises four defining features that are designed to raise awareness and provoke discussion amongst teachers, students, institutional policy makers and educational technologists around the nature and purpose of teaching in the age of AI. The framework seeks to embrace a more values-based concept of what good teaching should look like. Each of the features is accompanied by a question that functions as a Call to Action. The questions are designed to provoke human educators to consider how they might work with AI in education in ways that are educationally desirable.

Political Values: To what extent and on what terms is your teaching directed and controlled by AI? (Gibson, 2024)

AI driven educational technologies have the power to control human behaviour through their ownership and analysis of the huge volumes of user-generated data. This datafication of education is of a cyclical nature. New data-driven theories of learning emerge, which are in turn coded into the educational technologies, academic institutions purchase these technologies, pedagogic practices are influenced by the use of these technologies, data-driven insights produce the evidence to create policy, which, in turn, feeds back into and validates the learning theories. Furthermore, this over-reliance on factual information to create evidence-based educational policies and practices erodes human judgements around what is educationally desirable.

Ethical Values: How might you generate student awareness around the algorithmic agency of AI? (Gibson, 2023)

AI is an active agent in shaping our knowledge systems. However, AI hallucinates and is prone to bias and prejudice. We must push back against the encroaching political forces of AI monopolising our educational practices. Freedom in the future is contingent to our understanding of the technologies we use, how they work, why they work as they do, who controls them and what value systems they embody. This is an ethical response in its aim to generate understanding around the political forces within our relational encounters with AI.

Pedagogical Values: How might your educational activities be developed to be more collaborative, rather than individualistic?(Gibson, 2025)

In education, we tend to conceptualise AI as a personalised one-to-one private tutor whose primary function is to facilitate the transmission of knowledge in an efficient and scalable manner with little consideration for the messiness and unpredictability of the lived experience of teaching with AI. This individualistic approach positions AI as a neutral tool and the human teacher and students as passive objects. To embrace a more collaborative approach is to position all entities as active subjects. In this capacity, knowledge is generated in and through the relational encounters.

Social Values: How might you and your students become involved in the design and development of your AI technologies?(Gibson, 2023)

Teachers should become more involved in shaping their educational technologies to become more pedagogically driven, reflective of our value systems, and respectful of the democratic boundaries between humans and technology. Human teachers might work with computer programmers, philosophers, political theorists, designers, and sociologists at an institutional level.

References

Gibson, P. (2025) [In Press)]. Pedagogy of AIED. In: W. Holmes and C. Pelletier, eds., The Handbook of Critical Studies of Artificial Intelligence and Education. Cheltenham, UK: Elgar Handbooks series.

Gibson, P. (2024). Orchestrating Good Educational Relationships With(in) Automated Teaching: A Posthuman Perspective. Networked Learning Conference, 14(1).

Gibson, P. (2023). Enacting Empowerment Through an Automated Teaching Event: A Posthuman and Political Perspective. Postdigital Science & Education.