

Transforming Classroom Pedagogy through Generative AI: Challenges, Opportunities, and Future Directions

Ma Yue^{*}, Amelia Alias, Nurfaradilla Nasri

Faculty of Education, Universiti Kebangsaan Malaysia, Jalan Temuan, 43600, Bangi, Selangor, Malaysia

* Corresponding Author Email: P154332@siswa.ukm.edu.my

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Abstract

The recent development of generative artificial intelligence (AI) has led to new opportunities to change pedagogy in the classroom, especially in the field of higher education. This paper will discuss how generative AI will transform teaching and learning processes through the identification of its opportunities, challenges, and future prospects. A qualitative research design was adopted, and the data were gathered in semi-structured interviews involving 20 participants, both undergraduate students and university lecturers with experience using the generative AI tool, ChatGPT. The results indicate that generative AI can be used to improve personalized learning and student engagement; it can be used to increase teaching efficiency through real-time feedback and adaptive support. Nevertheless, the research also points to some essential issues, such as the problem of academic integrity, the excessive use of AI, and the possible deterioration of the critical thinking abilities of students. These results bring to the fore the dual nature of generative AI as an enabler and disruptor in learning situations. This research work has a contribution to the literature as it is providing a balanced and integrative point of view that correlates the empirical findings with the theoretical frameworks such as constructivism and the Technology Acceptance Model. It also suggests implications and recommendations to educators and institutions, such as the necessity to implement AI integration in a pedagogically controlled manner, reform assessment plans, and AI literacy creation. In general, the research highlights that the effective implementation of generative AI requires not only technological prowess but also considered pedagogical planning and institutional preparedness, which can be used as informative in the future of education in the digital era.

Keywords: Generative Artificial Intelligence, Classroom Pedagogy, Personalized Learning, Student Engagement, Academic Integrity, Higher Education

Introduction

The sudden development of artificial intelligence (AI) and especially the generative AI platforms like ChatGPT have started to restructure the educational environment fundamentally. Contrary to the conventional educational technologies, which are mostly used

to deliver content, generative AI has the potential to generate human-like text, offer real-time feedback, and mimic interactive learning settings. Consequently, its incorporation into the classroom pedagogy has elicited a lot of interest among educators, researchers and policymakers all over the world. This technological transformation cannot be called an incremental one; it is a breakthrough in the conceptualization of teaching and learning and the practice.

Over the last few years, schools, colleges, and universities have become interested in implementing generative AI to improve the efficiency of teaching and student learning achievements. In the case of instructional aids, an AI-based system can help create instructional resources, provide students with individual feedback, and encourage them to do their own research. These abilities are very much consistent with modern-day pedagogy which focuses on student-centered learning, active learning, and individualized teaching. Generative AI in this regard is frequently framed as a potent catalyst of pedagogical transformation, whereby it will be possible to leave behind the old paradigm of teacher-led learning in favor of more adaptive and interactive learning.

Nevertheless, even in the face of such bright opportunities, the introduction of generative AI into classroom practice is not uncontroversial. There is a mounting number of publications that raise serious issues of concern in the area of academic integrity, excessive use of AI-generating material, and the possible loss of critical thinking and problem solving capabilities in students. As an illustration, AI technologies can be used to do homework with minimum thinking, and it casts doubts on originality and the quality of learning. Furthermore, the presence of algorithmic bias, misinformation, and ethics are also significant problems that make the implementation of generative AI in education difficult. These issues imply that though generative AI can bring significant advantages, its use should be thought-out and pedagogically reasonable.

The other essential problem is the willingness of teachers and schools to embrace the use of generative AI in education successfully. It is not always the case that teachers are well-trained and supported to apply AI tools into their pedagogy. Unless properly guided, it is possible that generative AI will be applied in a superficial manner, instead of as an instrument in augmenting deep learning. Moreover, the current evaluation techniques might no longer be sufficient in assessing the original work by the students in the AI-assisted learning setting, which, in turn, would require reconsidering the evaluation strategies.

Although the use of generative AI in the educational process is becoming more and more popular, the gap in the literature concerning the understanding of the opportunities and challenges of integrating this method into the sphere of classroom education is quite significant. A significant part of the literature is inclined to consider the benefits of AI integration or the risks related to its implementation, and these aspects are usually discussed separately. A more holistic and integrative approach that views the issue of generative AI redefining pedagogical practices critically is needed to overcome its limitations in a more objective manner.

Consequently, this paper will discuss the disruptive nature of generative AI in classroom pedagogy based on its main opportunities, challenges, and future projections. Specifically, this study pursues the following objectives:

- To examine the ways in which generative AI can promote personalized and student-centered learning in classroom pedagogy;
- To identify the key pedagogical and ethical challenges that accompany the use of generative AI in teaching and learning; and
- To formulate practical and theoretical implications that support the successful and pedagogically sound implementation of generative AI in education.

Through a critical and holistic approach, this research is relevant to the current debate on AI in learning, and it offers useful insights to teachers, colleges, and policymakers.

The rest of this paper will be structured as follows. The following part is a literature review of the available information on generative AI and its application in the education field, presenting major theoretical insights and practical results. This is then succeeded by the description of the research methodology. The following parts provide the key results and discussion based on the opportunities, challenges, and pedagogical change. Lastly, the implications of the paper to practice and future research directions are provided.

Literature Review

Generative AI in Education

The educational aspect of generative AI involves utilizing AI to create material that is subsequently learnt and applied to generate additional material.<|human|>2.1 Generative AI in Education Generative AI in the education field entails using AI to produce content that is then studied and used to produce more content.

With the advent of generative artificial intelligence (AI) and especially large language models, especially chatbots like ChatGPT, has come a new paradigm in the educational technology field. As compared to the previous AI systems, which were more focused on automation and data processing, generative AI can be used to create a human-like response, provide interactive learning, and enable the construction of knowledge. The recent research has attracted attention to the increased utilization of generative AI in education where it is applied to create content, provide tutoring or automated feedback (Zawacki-Richter et al., 2019; Kasneci et al., 2023).

Gen AI has seen more and more applications in the educational sector at the higher education level to improve the efficiency and engagement of the teaching process and student interaction. To use an example, AI-based systems could help students to write essays, describe difficult concepts, and answer questions in real-time. These features help make the learning process more adaptable and reactive. Generative AI can be seen as a way to enhance access to knowledge by eliminating constraints in time, place, and teaching materials, which is expected to make this field of use significantly more beneficial (see recent empirical studies, e.g., Dwivedi et al., 2023).

Nevertheless, the implementation of generative AI in education is still not even and situational, despite its rapid adoption. Though AI-driven tools have been adopted by some institutions as a component of the digital transformation strategy, others are hesitant

because of the issues of academic integrity, data privacy, and the credibility of AI-generated information. This distortion implies that generative AI is not only a technological change, but also a pedagogical and institutional issue, which should be viewed critically.

Classroom Pedagogy Transformation

Generative AI integration is closely associated with the overall changes in the nature of pedagogical practices, especially the shift towards the student-centered learning model. The conventional classroom pedagogy has been described as being largely one-way in terms of knowledge being delivered by the teacher to the student. On the contrary, modern pedagogical approaches focus on active learning and learner control, co-construction of knowledge (Constructivism).

Generative AI facilitates this change by being a more interactive and personalized learning process. Students are also able to dialogue with AI systems and find other possible explanations and get instant feedback, which allows them to become more active participants in the process of learning. This is in line with constructivism which asserts that learning would be best when students play an active role in the building of knowledge by engaging in interactions and reflection.

In addition to this, generative AI can support adaptive learning environments, when content is modified based on the needs of individual learners. To illustrate, AI technologies have the power to change the difficulty, give individual explanations, and offer specialized assistance according to the performance of students. This individualized orientation is viewed as one of the primary elements of contemporary pedagogy and has been associated with a better learning outcome and student satisfaction (Holmes et al., 2022).

However, there is no such thing as an unlimited change in pedagogy with the help of generative AI. Those who oppose AI have made the argument that although it can be used to facilitate active learning in principle, AI could be used in practice to promote passive learning behaviors when students become over-dependent on AI generated responses and do not think critically. As such, generative AI has a pedagogical effect that varies based on the integration of technology into instructional design, rather than just the technology.

Generative AI opportunities in Classroom Learning

The increasing amount of literature also sheds light on some of the main opportunities that the application of generative AI in classrooms implies. Among the greatest benefits, it is possible to mention its possibility to support individualized learning. Individualized feedbacks, recommendation of customized learning materials, and customization of explanations are some of the aspects that generative AI can deliver to students based on their learning styles. This kind of individualization is not easy to be accomplished in a conventional classroom, especially in large classes where the instructor might be unable to target the specific needs of the students.

The other opportunity is that of improving student engagement. Interactive AI systems can enable students to be curious and motivated by asking questions, exploring, and getting answers instantly, as it helps them gain interest in their work. It has been studied that these

interactive learning environments are linked to increased engagement and better academic achievement (Dwivedi et al., 2023).

Besides this, generative AI can enhance the efficiency of the teaching process by automating many routine activities, including grading, content generation, and feedback. It allows the teachers to devote more time to the higher-order teaching processes, including helping the students discuss and think critically. Institutionally, there is also the potential of AI-led tools to bring about cost-efficiency and scalability in education.

Although these benefits exist, it is necessary to note that such advantages of generative AI are not necessarily achieved. To implement it successfully, it is important to pay attention to aligning technological capabilities and pedagogical goals. In the absence of such alignment, there is a possibility that AI tools can be applied in a superficial manner to produce limited educational effects.

Challenges and Ethical Concerns

Although the prospect of generative AI is quite broad, it also creates significant challenges that have been debated broadly in recent literature. Academic integrity is one of the most significant issues. AI systems have the capacity to produce high-quality text and this has created a challenge in differentiating between original student work and AI-aided products. This creates the issue of plagiarism, authorship and assessment validity.

The other significant risk is the danger of excessive AI reliance. Learners might also be addicted to AI resources to complete tasks and find the solutions and cannot be able to develop critical thinking and learn independently. Some researchers have cautioned that overuse of AI can cause cognitive offloading, where students depend on technology instead of having profound thinking.

The discussion of the generative AI in education also includes ethical concerns as an essential factor. Bias, misinformation, and untransparency in AI systems are the issues that have been identified as potential risks. As an illustration, AI-created content can be biased based on the training data and provide incorrect or misinformed information. Moreover, the obscurity of AI algorithms renders the process of creating outputs hard to comprehend, which creates a problem of accountability and trust.

Furthermore, the willingness of the teachers to use generative AI is a major obstacle. There is a shortage of teachers with the required skills, training and institutional backup to successfully incorporate AI in their pedagogies. It emphasizes the relevance of professional growth and policy direction towards responsible AI adoption.

Theoretical Review: Constructivism and Technology Acceptance

In order to have a clearer picture of integrating generative AI into classroom pedagogy, it is appropriate to refer to the topical theoretical frameworks. Constructivism offers a background view, which concentrates on the active nature of learners in their knowledge construction, as it depends on interaction and experience. Generative AI conforms to this view as it allows two-way communication and customized content navigation.

Moreover, the Technology Acceptance Model (TAM) provides the understanding of the process of AI technologies adoption by educators and students. The TAM identifies perceived usefulness and perceived ease of use as the determinants of technology adoption. Generally, in the case of generative AI, users tend to embrace AI tools when they feel that they are useful and convenient to work with. Recent reports indicate that although students are likely to embrace AI tools effortlessly, teachers can be more resistant because of the reliability and pedagogical issues.

Nevertheless, these two theoretical approaches also note possible limitations. Constructivism presupposes an active interaction, and it might not be the case when students are passive consumers of AI. On the same note, TAM fails to adequately explain ethical issues and institutional determinants that affect the use of AI. Thus, to comprehend the complicated nature of generative AI in education, a more integrative approach is required.

On the whole, according to the current literature, there is great potential of the use of generative AI in classroom pedagogy to provide personalized, interactive, and efficient learning experience. Nevertheless, the change is also associated with a lot of difficulties regarding academic integrity, ethical aspects, and pedagogical practices. Notably, the existing studies tend to study these aspects independently, and the study should take the form of a more interconnected approach, where both opportunities and challenges are taken into account. This paper fills this gap by giving a detailed examination of generative AI in classroom pedagogy and its future trajectory.

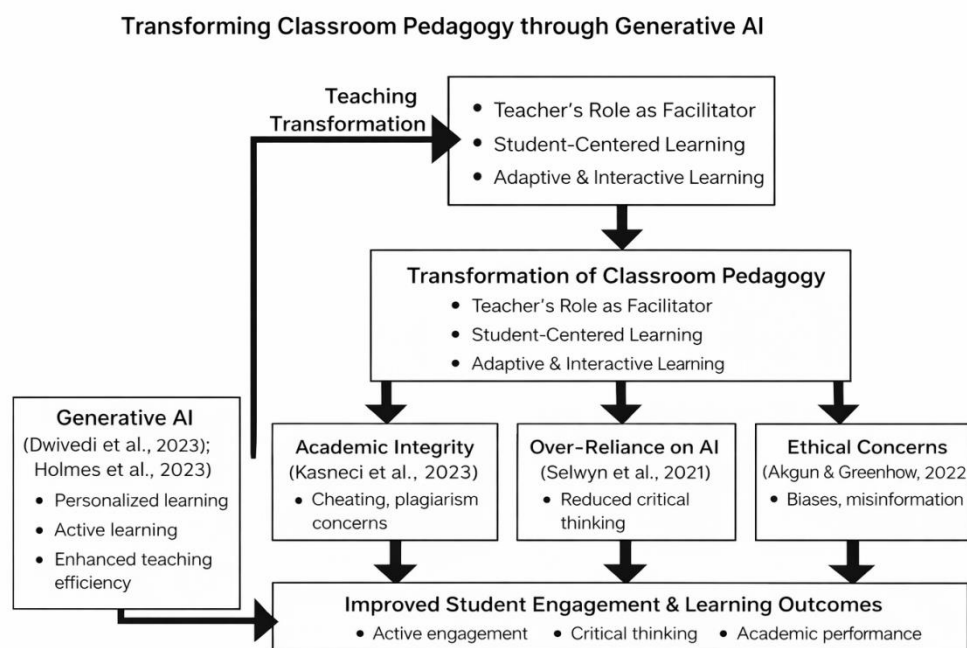


Figure 1: Conceptual Framework

Methodology

Research Design

The research design in this paper is qualitative research, which aims at discussing how generative AI is revolutionizing the classroom pedagogy and how it is being viewed in terms of opportunities, challenges and future implications. Qualitative method has been deemed suitable in this study because it would enable a thorough insight into the experience, perceptions, and views of the participants regarding the application of the generative AI in the learning process.

To be more precise, the method of the semi-structured interview is used in this study, allowing the researcher to be flexible in the data collection process and, at the same time, ensuring that major themes connected to the use of generative AI, its impact on pedagogies, and the challenges thereof are addressed consistently. This is a common practice in the educational research sector whereby it has been applied to elicit subtle information that cannot be fully realized using quantitative techniques.

Participants and Sampling

This research involved 20 participants comprising of 12 undergraduate students and 8 university lecturers of higher educational institutions. Purposive sampling was used to select the participants because this sampling technique enables the researcher to select individuals who have had pertinent experience on the phenomenon he is investigating.

Each respondent was already familiar with generative AI tools, including ChatGPT, and had used them in the course of teaching or learning. The combination of students and lecturers would guarantee the representation of a more detailed picture of the integration of generative AI in different perspectives.

In order to bring about diversity, the respondents were recruited in various fields of study, such as business, education, and information technology. Such diversification makes the data even more enriching and enables a wider scope of interpretation of findings.

Data Collection

The collection of data was done in the form of semi-structured interviews in a span of four weeks. Each of the interviews was around 20-30 minutes long and was held either physically or through communication means available online, depending on the availability of the participants.

Using the objectives of the research and available literature, an interview guide was made. The guide contained open-ended questions, which were created to bring out the experiences and perceptions of the participants towards generative AI in the classroom. Interview questions can be of the form:

What is your experience in using generative AI in learning or teaching activities?

What is the value you have gained by using generative AI?

What do you find problematic or difficult about its use?

What do you think is the impact of generative AI on learning behavior and critical thinking of students?

Interviews were to be made in English and then recorded with the permission of the participants and later transcribed to facilitate analysis.

Data Analysis

The thematic analysis was performed to analyze the collected data, as it is widely accepted (Braun & Clarke, 2006). It is a technique of determining, examining, and reporting patterns (themes) in qualitative data.

There were a number of steps involved in the analysis. First, every interview transcript was read several times so as to be familiar with the data. Second, preliminary codes were created to record significant parts of the data addressing the research questions. Third, these codes were put into larger themes, including opportunities, challenges, and pedagogical transformation.

In order to increase the credibility of the analysis, the themes were revised and edited to be consistent and coherent. Each theme was supported with representative excerpts of the participants so that they could give evidence to the findings.

Ethical Considerations

Ethical considerations were properly dealt with in the process of the research. They all were made aware of the purpose of the study and gave an informed consent before taking part. The involvement was on a voluntary basis and the participants were promised to leave the study any time without any penalty.

In order to maintain the privacy and confidentiality of participants, all the personal information was anonymized and when reporting findings, the pseudonyms were employed. The information obtained was utilised with academic intentions.

Trustworthiness and Validity.

In order to make the study trustworthy, some strategies were adopted. First, semi-structured interviews were used as a way of improving the credibility of results because the participants were able to elaborate their opinion. Second, the support of transferability was facilitated by making the research context and participants comprehensively described.

Further, the fact that the process of data analysis was transparent and systematic ensured dependability, whereas confirmability was considered by basing the interpretations on the answers of the participants instead of bias on the part of the researcher.

Results

The following is the overview of the findings

The thematic analysis of the interview data has shown that there are four key themes, including (1) the improved personalized learning, (2) the improved student engagement, (3) the concerns about the academic integrity, and (4) the oversaturation with the use of generative AI. All of these themes demonstrate both possibilities and difficulties of implementing generative AI into the classroom pedagogy.

Theme 1: Improved Individualized Learning.

Most of the student participants indicated that using generative AI led to a better learning experience with the help being explained automatically and custom-made. About 80 percent (n= 10/12) student respondents mentioned that AI tools assisted them in comprehending complex concepts at their speed.

One student participant stated:

It can be said that when a person does not comprehend something, they can rely on AI and get a clear answer right now and it is like having his or her own tutor who will be available at any moment.

In the same vein, lecturers were open to the fact that differentiated instruction can be facilitated by generative AI:

Learning rates vary among students. AI can be used to mitigate that disparity by providing individualized support.

According to these findings, generative AI is important in supporting adaptive and personalized learning experiences, which is consistent with the existing evidence on the significance of personalization in enhancing learning outcomes.

Theme 2: Greater Student Engagement.

It was noted by both students and lecturers that generative AI fosters the active learning process and the increase in engagement levels. About three-quarters of the respondents (n = 15 of 20) claimed that students feel more inclined to ask questions and search the topics in autonomy using AI.

One of the lecturers stated:

The generally silent students in the classroom will be more active when they have the opportunity to communicate with AI first and gain confidence.

The interaction aspect of AI was also highlighted by students:

What is more interesting is that an AI will allow me to ask questions without being embarrassed.

These reactions show that generative AI aids in transitioning to student-centered learning, where learners are active participants in the learning process instead of the passive receivers of information.

Theme 3: Academic Integrity Concerns.

Although the positive effects were realized, the issue of academic integrity became a significant challenge, especially with lecturers. About 70% of lecturers (n = 6 of 8) indicated that they had a challenge in differentiating original work and AI generated work among the students.

According to one lecturer:

It is getting difficult to know whether students really learn it or they are simply using AI to finish their work.

This problem was also admitted by students:

Some learners simply regurgitate what AI provides without giving it a second thought.

These outcomes can help underscore the importance of new assessment methods and policies to provide academic integrity in the AI-assisted learning setting.

Theme 4: Excessive Generative AI Dependency

The dependency on AI tools was also another problematic situation that was revealed to be quite harmful to the development of critical thinking in students. About 65 percent of the

respondents (n=13 out of 20) were worried that the overuse of AI might decrease independent learning.

One of the participants wrote:

Independence Sometimes I use AI too often and fail to solve the problem myself.

The same was raised by lecturers:

Through over-reliance on AI, it is possible that the students will become incapable of critical thinking. This theme indicates that though generative AI can be of great help, its abuse can impede the creation of the necessary cognitive abilities.

Table 2

Summary of Themes

Theme	Description	Supporting Evidence
Personalized Learning	AI provides tailored support	80% students
Engagement	Increased interaction	75% participants
Academic Integrity	Difficulty detecting AI work	70% lecturers
Over-reliance	Reduced critical thinking	65% participants

Conclusion of the Findings

Generally, the results suggest that generative AI can affect classroom pedagogy in two ways. Although it improves personalization and interaction, it also brings about issues of academic dishonesty and student addiction. Such findings can be used to develop the further discussion of the ways of successful implementation of generative AI into the educational practice.

Discussion

Personalized Learning Takes Place when Generative AI is Used as an Enabler

The results of this paper suggest that the generative AI is also useful in promoting personalized learning because most of the student participants have said that they have learned better with instant feedback and customized explanations. This can be linked with the previous studies which indicated that AI-based systems could be used in helping learners adapt to their needs through the use of information (Holmes et al., 2022; Dwivedi et al., 2023). Theoretically, the findings can be explained by the constructivist learning theory, which states the significance of active learning and personal knowledge building. Generative AI also allows learners to dynamically engage with content, seek alternative explanations and learn at their own pace. This is not limited by the possibilities of the standard classroom environment, in which a teacher might not be in a position to give a personalized attention to every student. Nevertheless, it is necessary to mention that personalization does not necessarily ensure effective learning. The students can use the AI generated explanations without thinking critically of the information without a proper guidance. Thus, although generative AI can be used to improve personalization, its educational quality is determined by the manner of its incorporation into the structured learning activities.

Facilitating Active and Student-Centered Learning

The other important result is that generative AI promotes student-centered learning and engagement since the participants noted that they felt more engaged and eager to learn their subject matter on their own. This is in favor of the thesis that AI can transform the classroom dynamics towards passive knowledge delivery to active participation.

The given finding aligns with the current literature, which emphasizes the importance of digital technologies in facilitating learner autonomy and engagement (Zawacki-Richter et al., 2019; Kasneci et al., 2023). Providing students with the opportunity to pose questions without any restrictions and to be answered instantly, generative AI breaks the participation barriers, especially to students who might feel embarrassed to talk in a traditional classroom environment.

Further, the change is an indication of a wider pedagogical change where the teacher loses the role of a provider of knowledge to the role of a facilitator of learning. As it can be seen in this paper, lecturers admitted that AI tools could supplement their teaching by helping students to investigate things on their own.

However, this change brings up some valuable concerns as well. Although AI can motivate active learning, there is a danger that students can tend to gain superficial learning as long as they do not reflect on the answers that AI generated. This implies that teachers should ensure that they develop learning experiences that encourage active learning and not passive consumerism.

Academic Integrity and Assessment Problems

In spite of the mentioned advantages, the results also raise the concerns regarding the academic integrity, especially in the case of lecturers. The challenge of the inability to differentiate between original student work and AI-generated content is one of the emerging challenges in modern education.

This is a popular topic of many recent studies, which underline that generative AI erases the line between authorship and support (Kasneci et al., 2023). These concerns are supported by the results of this research since students and lecturers admitted the possibility of misuse.

These difficulties demand a reconsideration of conventional assessment practices, pedagogically. Traditional tasks, which are closely tied to written results, might not be adequate any longer in terms of assessing the knowledge of students. Alternatively, other assessment methods like oral test, project based learning and in class activities might prove better in maintaining academic integrity.

Moreover, organizations should come up with specific rules and regulations on how generative AI should be used. In the absence of these frames, the danger of educational fraud can compromise the academic worth of AI integration.

Over-Relying and the Threat of Critical Thinking

The other issue that is particularly problematic in this work is the excessive reliance on generative AI that can have an adverse effect on the critical thinking and problem-solving abilities of students. This observation aligns with the issues that have been expressed in earlier studies about cognitive offloading in the sense that people are dependent on external aids instead of thinking on their own (Selwyn, 2022).

According to the respondents in this research, they feared that over reliance on AI would make students less analytical, evaluative, and synthesising of information. This is especially

an issue in tertiary education, in which acquisition of higher order thinking skills is a major learning outcome.

Theoretically, this problem raises a question to the constructivist learning assumptions, which are based on active knowledge building. In case students attach excessive importance to AI, the learning process can be reduced to passive instead of interactive.

Thus, there is a need to create a balance between the advantages of generative AI and the cognitive stimulation of the students. Teachers must also work towards making students rely on AI as an aids tool and not as a substitute to think, such as by asking students to reflect, justify, and critique AI-generated answers.

Pedagogical Transformation Implications

In general, the results of the current study indicate that generative AI is not a technological instrument, but a pedagogical change agent. It redefines the teacher and the students roles and encourages more dynamic and interactive learning atmosphere and questions the current educational practices.

But this change is not simple and one-dimensional. Generative AI has considerable potential when it comes to improving the learning process, but new challenges have emerged that should be addressed with a lot of care. Introducing AI into the classroom setting needs to be viewed as a wholesome process that takes into account the technological potential, pedagogical plans, moral aspects, and institutional reinforcement.

Notably, the findings suggest that AI literacy is necessary among students and instructors. The primary benefits of AI should be maximized, and its negative aspects should be minimized; to achieve that, it is necessary to understand how to make effective and responsible use of AI. This is consistent with the recent literature of literature that calls upon the need to incorporate AI-related skills in the education curricula.

Overall, this paper has shown that generative AI could revolutionize the classroom learning experience by making it more personalized and interactive. Nonetheless, its successful implementation requires a strategy of addressing key issues that arise concerning academic integrity, over-reliance, and ethical issues. The results can add to the more balanced perspective of generative AI in education, and become a starting point of future studies and practice.

Theoretical Implications

This research is valuable in providing a number of significant theoretical contributions to the academic literature on generative AI in the educational field. First, it contributes to the current body of knowledge by offering a comprehensive view that at the same time explores both possibilities and dangers of generative AI in classroom learning. Although in earlier research, the emphasis of the studies is usually on one of the two (e.g. personalization and efficiency, or academic integrity and ethical considerations), the current study is more balanced and holistic in its approach. In that way, it helps to build a better comprehension of the role played by generative AI in transforming the educational practice.

Second, the given research contributes to the practice of the constructivist learning theory within the framework of the developing AI technologies. Results indicate that active knowledge construction and learner autonomy are the main principles of constructivism that can be facilitated by generative AI. Nevertheless, a serious contradiction in the study is that, although AI can be used to make learning more interactive and student-centered, overdependence on AI can also destroy the intellectual involvement that constructivist theory promotes. This twofold impact gives a more sophisticated theoretical understanding of the impact of digital tools on the learning processes.

Third, the work is an addition to the Technology Acceptance Model (TAM) because it will show that the perceived usefulness and ease of use are not the only factors affecting the adoption of generative AI in educational institutions, as ethical concerns, pedagogical correspondence, and institutional support should also be considered. This implies that the conventional technology adoption models might have to be broadened to consider wider socio-pedagogical concepts when implemented on AI in education.

Lastly, this paper suggests a hypothetical interpretation of generative AI as the generator of pedagogical change, and not as an aiding feature. The research provides an addition to the theoretical discourse on the topic of digital transformation in education by connecting the generative AI with the changes in teaching roles, learning behaviors, and assessment practices. This viewpoint will promote future studies to shift beyond tool-based studies and to a more systemic study of AI-influenced educational change.

Practical Implications

The results of this research also have a number of practical implications to educators, educational institutions, and policy-makers who want to successfully incorporate generative AI into the classroom pedagogy.

To begin with, the pedagogical approach to the application of generative AI should be embraced by teachers who must consider that the application of the tool must correspond to learning goals and should not be taken separately. To help students critically use the AI-generated content, teachers must create learning tasks that involve the use of critical analysis, justification, and comparison of AI-generated work with student ideas. This will be able to reduce the dangers of being over-reliant and foster more learning.

Second, the assessment strategies in AI-supported learning settings should be reconsidered. Conventional forms of assessment, especially the ones that rely on written works, might no longer be correct indicators of student comprehension. In order to achieve academic integrity and genuine learning outcomes, educators ought to adopt other methods, including oral assessment, project-based assessment, and tasks in the classroom.

Third, professional development and training programs to improve AI literacy should be provided in institutions. Several educators do not know and are not able to apply generative AI in their pedagogical process today. Teachers can be empowered by providing training on the technical and pedagogical aspects of AI and enable them to use these tools in a more responsible manner.

Fourth, the educational leaders and policymakers are to provide specific ethical standards and governance systems to the use of generative AI in education. Such guidelines are expected to cover problems like academic honesty, privacy of data and responsible usage of AI so as to ensure that AI is deployed to aid the purpose of education.

Lastly, the students are supposed to be offered to be AI literate and possess critical thinking capabilities so that they can utilize the generative AI as an augmentative learning tool but not as a replacement of critical thinking. It is possible to implement AI literacy into the curriculum and make students aware of the power and constraints of AI technologies.

Conclusion

This paper aimed at analyzing the transformative potential of generative AI in classroom pedagogy by discussing its main opportunities, issues, and future. Basing on the qualitative data provided by students and lecturers, the conclusions indicate that generative AI has a great potential of transforming the teaching and learning practices. Specifically, the findings indicate that it can lead to better individual learning, facilitate a student-centered approach, and contribute to better efficiency in teaching. These results support the increasing popularity of generative AI as one of the potent instruments of modern education.

Meanwhile, other challenges described in this work include the issue of academic honesty, excessive dependence on AI technologies, and even the risk of losing the ability to think critically by students, which are also seen as critical issues of the integration of generative AI. These issues highlight the difficulty of integrating generative AI into learning environments and underscore that the advantages of generative AI will not be achieved without thoughtful pedagogical planning and institutional infrastructure.

Notably, the work is useful to the literature as it offers a balanced and holistic viewpoint that encompasses the benefits as well as the dangers of generative AI in learning. The study provides a more in-depth perspective on the impacts of AI on classroom pedagogy and learning behaviors by connecting empirical evidence and theoretical models like constructivism and technology acceptance. It also brings out the necessity to not only see generative AI as a technological innovation, but as a driver of pedagogical change on a larger scale.

In practice, the research highlights the significance of the creation of AI-based teaching solutions, redesign of assessment processes, and improving AI literacy levels of teachers and learners. All these are necessary measures that will ensure generative AI is applied in a manner that promotes meaningful learning, not compromising it.

This study has its limitations even though it has made contributions. The sample is quite small and restricted to a certain educational setting, which can impact the ability to generalize the results. Future studies might consider bigger cohorts, a mixed-methodology, or a longitudinal study to explore the effects of generative AI on education over the long term.

Conclusively, generative AI is a chance and a challenge to the contemporary education. It cannot be implemented successfully in the classroom pedagogy without the technological development, as well as careful pedagogical practices, ethical concerns, and institutional

preparedness. With education constantly changing in the digital age, the potential of generative AI and its relationship and utilization will be crucial in defining the future of teaching and learning.

Contributions of the Study

This study makes both a theoretical and a contextual contribution to the growing body of knowledge on generative AI in education. Theoretically, the research advances existing scholarship by moving beyond the prevailing tendency to examine the benefits and risks of generative AI in isolation, and instead offering an integrative account that situates empirical findings within established learning theory. By interpreting the data through the combined lenses of constructivism and the Technology Acceptance Model (TAM), the study demonstrates that generative AI can simultaneously enable active, learner-centered knowledge construction and, when over-used, undermine the very intellectual engagement that constructivism presupposes. This dual reading extends constructivist theory into the context of AI-mediated learning and shows that TAM's constructs of perceived usefulness and ease of use, while necessary, are insufficient to explain adoption unless they are complemented by ethical, pedagogical, and institutional considerations. In doing so, the study contributes a more nuanced theoretical framing of generative AI as a driver of pedagogical change rather than as a mere instructional tool, thereby enriching the conceptual vocabulary available to future researchers.

Contextually, the study contributes situated, first-hand evidence drawn from the lived experiences of both undergraduate students and university lecturers within authentic higher-education settings. Much of the existing literature on generative AI in education is conceptual, speculative, or based on a single stakeholder group; by capturing the perspectives of learners and instructors side by side across several disciplines, this research grounds the wider debate in concrete classroom realities. The findings show how generative AI is actually experienced in practice—supporting personalization and engagement while also raising tangible concerns about academic integrity and over-reliance—and thereby help translate abstract claims about AI's potential into context-sensitive understanding. In this way, the study plays a practical role in its context by informing how educators, institutions, and policymakers might design assessment, professional development, and AI-literacy initiatives that respond to the specific needs of higher education.

Taken together, these contributions are significant to existing knowledge because they bridge the divide between optimistic and cautionary accounts of generative AI, offering a balanced, theory-informed, and empirically grounded perspective that can guide both scholarship and practice. The study therefore provides a foundation upon which future researchers can build—through larger samples, mixed-methods designs, and longitudinal inquiry—while giving educators and decision-makers an evidence base for the responsible and pedagogically meaningful integration of generative AI in the classroom.

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