

Teaching in the Age of AI: Balancing the Human and the Digital

Ethical Guiding Principle

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Motto: “Use AI to *enhance* human learning, not *replace* it.”

If teachers encourage AI use with **clear boundaries, transparency, and educational intent**, it's not only ethical — it's responsible. But if it encourages **dependence or dishonesty**, it crosses into unethical territory.

As a teacher, I often feel like I am walking through a changing landscape, one where the familiar signs of learning are being rewritten before my eyes. The days when students relied solely on textbooks, discussions, and handwritten notes are fading into memory. In their place, artificial intelligence has entered the classroom — not as a distant dream, but as a daily companion. It listens, writes, explains, and sometimes even inspires. And yet, as much as I marvel at its potential, I also find myself asking: what do my students gain? What might they lose?

There is no denying that the power of AI has transformed education for the better. Tools such as **ChatGPT** allow students to explore ideas instantly, draft essays, or practice languages with a responsive partner that never tires. **Grammarly**, with its real-time feedback, helps students refine their writing, learn from mistakes, and gain confidence in their expression. Platforms like **Khanmigo** (Khan Academy's AI tutor) bring personalised tutoring to every learner, offering hints and guidance that once required a one-on-one session with a teacher. These technologies make knowledge more accessible, adaptable, and responsive than ever before. For students who struggle, they can be a lifeline — offering support beyond the limits of classroom time.

But alongside these gains lies a quieter loss. I see fewer drafts filled with crossed-out ideas and more polished paragraphs that seem to appear out of nowhere. The process of *getting there* — that messy, magical space where real thinking happens — sometimes disappears. I miss the moments when a student's face lights up after wrestling with a problem and finally finding the answer on his own. Now, the answer often arrives too easily, wrapped in perfect grammar and flawless phrasing, leaving little room for that joyful sense of discovery.

For us, the teachers, this new world demands change. We can no longer teach as we once did, assuming that information itself is the prize. Instead, we must teach **how to think, not just what to know**. We have to guide students to question the information they receive, to see AI as a tool, not a crutch. It means reshaping our lessons — encouraging collaboration, reflection, and creative thinking that no machine can replicate. It also means showing vulnerability ourselves: learning alongside our students, admitting when technology outpaces us, and modelling curiosity rather than control.

I have come to realise that our greatest task is not to resist these changes, but to humanise them. We must remind our students that understanding is more than instant answers — it's about connection, curiosity, and care. AI can provide knowledge, but only teachers can nurture wisdom.

AI may be the newest voice in our classrooms, but it should never drown out the most important one — the human voice of curiosity, empathy, and growth. As teachers, we stand at the crossroads of change, holding both the chalk of yesterday and the algorithms of tomorrow. Our task is not to compete with machines, but to teach our students how to stay wonderfully, courageously human in a digital world. If we can do that, then AI won't replace the teacher — it will remind the world just how much a good teacher still matters.