Volume 16 / Issue 01
June, 2026
Pp : 170 -192

Journal of Educ Research
National Institute for Research in Education
ISSN: 2253- 0282/ E-ISSN: 2710-8104

Constructing the Pedagogical Teacher Identity in the Age of Artificial Intelligence: The Dialectics of Epistemic Authority and the Reshaping of Educational Relationships within the Classroom

Ammar Yousef Alwaheidi
Full Education Program (UNRWA), Palestine
ammarwh@gmail.com

Receipt date: 20/05/2026 **Acceptance date: 07/06/2026** **Publication date: 30/06/2026**

Abstract:

This study investigates the construction of pedagogical teacher identity in the age of artificial intelligence (AI), focusing on traditional foundations and the transformations AI introduces to epistemic authority in classrooms. Historically, teacher identity rested on epistemic authority, moral exemplarity, and social status, which secured respect but limited adaptability. With AI integration, knowledge is redistributed among teachers, students, and technology, requiring a redefinition of educational relationships through dialogue and participation. The findings highlight a paradox: while AI weakens teachers' symbolic and social authority, it strengthens their ethical and philosophical role as human safeguards against technological dominance. Teachers thus face a critical choice—either remain confined to traditional identity or reconstruct their professional selves to meet contemporary demands. The study concludes that effective strategies must combine technical competence, ethical guidance, social participation, and institutional support, ensuring teacher identity evolves on flexible, human-centered foundations that preserve the deeply human essence of education in a technologically advancing world.

Keywords: Pedagogical Teacher Identity, Artificial Intelligence in Education, Epistemic Authority, Educational Relationship, Pedagogical Strategies.

Introduction and Research Problem:

Over the past two decades, the world has witnessed an unprecedented epistemic revolution driven by technological advancements, foremost among them artificial intelligence (AI). AI has transcended its role as a mere technical tool to become a new epistemic structure that reshapes humanity's relationship with science and knowledge. This transformation has generated a qualitative shift in modes of thinking and education, where the challenge is no longer access to information but rather the ability to analyze, critique, and reproduce it within meaningful contexts (OECD, 2026).

Accordingly, education in the age of AI faces fundamental challenges that extend beyond superficial digitization. The educational process is now compelled to redefine the roles of its primary actors, particularly the teacher. The teacher is no longer a transmitter of knowledge but has become an architect of the learning experience and a leader of cognitive processes within the classroom (Chattopadhyay, 2020).

Recent studies indicate that teachers face epistemic competition from intelligent systems that provide students with instant solutions, such as text generation, mathematical problem solving, and information synthesis. Capabilities once exclusive to humans are now accessible through AI tools, necessitating a reconsideration of the pedagogical teacher identity (El Sharawy, 2025).

This competition, however, does not imply the exclusion of teachers but rather their repositioning within a new framework, where they assume responsibility for training students in twenty-first-century skills such as critical thinking, ethical awareness, and responsible interaction with technology (UNESCO, 2024).

Moreover, epistemic authority within the classroom is no longer monopolized by the teacher but is distributed among students, technology, and the teacher, creating a new dialectic regarding who possesses and directs knowledge. This dialectic places teachers before the challenge of reconstructing their epistemic authority in a manner that ensures balance between human and machine (Selim, 2026).

Consequently, the pedagogical teacher identity is no longer static but is in a state of continuous formation, influenced by technological, social, and philosophical transformations. This evolving identity requires a philosophical-pedagogical approach that examines the relationship between epistemic authority and professional identity (Aitani, 2026).

Hence, the significance of this research lies in its attempt to explore how the pedagogical teacher identity can be reconstructed in the age of AI, seeking to understand how teachers can reconstitute themselves as educational and philosophical agents capable of confronting technological challenges without losing their central role.

The study also highlights the educational relationship within the classroom, which is no longer unidirectional but has become a dialectical, multi-actor interaction where students engage simultaneously with teachers and technology.

Accordingly, the research problem can be articulated in the following question:

How can the pedagogical teacher identity be reconstructed in light of the transformations in epistemic authority imposed by AI, and what is the impact of these transformations on reshaping the educational relationship within the classroom?

Main Research Question:

How can the pedagogical teacher identity be reconstructed in light of the transformations in epistemic authority imposed by AI, and what is the impact of these transformations on reshaping the educational relationship within the classroom?

1 .Sub-questions:

1. What are the features of the traditional pedagogical teacher identity prior to the age of AI?

2. How has AI transformed epistemic authority within the classroom?

3. What are the implications of these transformations for the teacher’s identity and pedagogical role?

4. What pedagogical strategies can be employed to construct a new teacher identity and reshape the educational relationship within the classroom?

Research Significance:

1. *Theoretical and Philosophical Significance:* This study enriches educational and philosophical literature by addressing the concept of pedagogical teacher identity within the context of contemporary technological transformations. It introduces a novel problem concerning the human–machine relationship in the classroom and reconceptualizes epistemic authority as a dialectical space for meaning-making rather than mere control.

2. *Educational Significance:* The study contributes to the educational field by emphasizing the teacher's role in the age of AI, where responsibilities extend beyond knowledge transmission to fostering critical thinking, ethical awareness, and responsible technological engagement.

3. *Epistemic and Institutional Significance:* With epistemic authority now distributed among students, technology, and teachers, institutions must reconsider their policies and training programs to empower teachers in reconstructing their professional identities.

4. *Social and Cultural Significance:* Teacher identity is not merely professional but also social and cultural, tied to societal status. In the age of AI, this identity faces challenges that may diminish the teacher's standing unless pedagogical roles are reaffirmed.

5. *Practical Significance:* The study proposes practical strategies for teachers to reconstruct their identities, including skill development, innovative pedagogical approaches, and redefined classroom relationships.

6. *Future-Oriented Significance:* By analyzing the dialectics of epistemic authority, the study offers foresight into the future of education under AI, raising questions about teacher autonomy

and institutional adaptability while preserving the human dimension of education.

Research Objectives:

1. To analyze the features of the traditional pedagogical teacher identity prior to AI, by examining the philosophical and educational foundations that shaped it.

2. To interpret the transformations introduced by AI in epistemic authority within the classroom, focusing on the shift of knowledge centers from teacher to technology and student.

3. To identify the implications of these transformations for the teacher's identity and role, including changes in professional and social status.

4. To propose practical pedagogical strategies for constructing a new teacher identity and reshaping classroom relationships, ensuring balance between human and technology.

Methodology:

The study employs a descriptive–analytical method to examine the traditional pedagogical teacher identity and interpret AI-induced transformations in epistemic authority. It also adopts a philosophical–critical approach to analyze the dialectics of human–technology relations and their impact on teacher identity. Additionally, a foresight-oriented methodology is utilized to propose future visions and practical strategies for reconstructing teacher identity.

Research Terminology:

- Pedagogical Teacher Identity:

Conceptual Definition: Refers to the set of values, knowledge, and skills that define the teacher's professional character and guide pedagogical practices within the classroom, reflecting intellectual, social, and cultural belonging (Beijaard, Meijer, & Verloop, 2004).

Operational Definition: In this study, pedagogical identity refers to the professional and intellectual self-image that teachers construct in response to the challenges of AI, and how they redefine their educational and philosophical roles within the classroom.

- Artificial Intelligence:

Conceptual Definition: AI is the ability of computational systems to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, and decision-making (Russell & Norvig, 2021).

Operational Definition: In this study, AI refers to intelligent tools and technologies introduced into the classroom that act as competitors or complements to teachers in producing and directing knowledge.

- Epistemic Authority:

Conceptual Definition: Epistemic authority is the capacity to control the production, distribution, and direction of knowledge, granting its holder a distinguished position within educational or social contexts (Foucault, 1980).

Operational Definition: In this study, epistemic authority refers to the teacher's role in managing knowledge within the classroom and how this role is reshaped by the presence of AI as a new epistemic actor.

- Educational Relationship:

Conceptual Definition: The educational relationship is the structured interaction between teacher and student within a learning context, aimed at achieving cognitive, emotional, and social development (Freire, 1996).

Operational Definition: In this study, the educational relationship refers to the new interaction among teacher, student, and technology within the classroom, and how this relationship is reshaped by the influence of AI.

1. Features of the Traditional Pedagogical Teacher Identity Prior to the Age of Artificial Intelligence:

The traditional pedagogical teacher identity was historically associated with the concept of the "knowledge transmitter," whereby the teacher was regarded as the primary source of information, responsible for organizing and delivering it to students. This perception reinforced the teacher's position as the supreme epistemic authority within the classroom, a notion reflected in classical curricula that emphasized rote learning over interaction (Abdel Halim, 2022).

On the other hand, Western literature emphasized the teacher's professional identity as a product of social and cultural interactions rather than a mere functional role. Beijaard and colleagues noted that teacher identity is shaped through educational experiences, self-perceptions, and relationships with students and society (Beijaard, Meijer, & Verloop, 2004).

Furthermore, Foucault argued that the epistemic authority exercised by teachers in traditional contexts was not merely educational but part of a broader social system, wherein authority was reproduced through education, making the teacher a bearer of identity that extended beyond the classroom into society (Foucault, 1980).

Traditional teacher identity was also linked to moral and religious values, with teachers perceived as ethical role models before being knowledge transmitters, thereby granting their role a pedagogical dimension that transcended formal education (Al-Taie, 2021).

Freire pointed out that the traditional educational relationship was unidirectional, with teachers imposing their knowledge upon students. This reflected an identity based more on control than dialogue, rendering education a tool for reproducing existing social structures (Freire, 1996).

Nevertheless, some Arab scholars contend that this traditional identity was not entirely negative, as it afforded teachers a prestigious social status and positioned them as custodians of knowledge and symbolic authority, thereby reinforcing societal respect for them (Salem, 2020).

It can thus be argued that the traditional teacher identity rested on three pillars: epistemic authority, moral exemplarity, and social status-elements that shaped the collective image of teachers for decades.(AlKhalili, 2019)

One study suggested that this identity was tied to the industrial conception of education, where teachers were viewed as part of a production system aimed at graduating students with specific skills, rendering their role more functional than creative (Hargreaves, 2000).

The traditional teacher identity appeared relatively stable, changing only very slowly, as it was governed by social and institutional structures and lacked strong external factors threatening it, unlike today's challenges posed by AI (Day, 2004).

Additionally, some scholars argued that traditional teacher identity was built upon experiential seniority, with veteran teachers perceived as more influential, thereby linking identity to age and experience rather than technical competence (Al-Shammari, 2022).

In Western literature, teacher identity was often associated with the notion of the "expert teacher," who possessed and monopolized knowledge, reproducing it through curricula, which positioned students as passive recipients (Goodson, 1992).

Conversely, Arab studies highlighted the teacher's paternal authority, portraying them as educational fathers guiding students, thus framing the educational relationship as one of obedience rather than dialogue (Al-Hashimi, 2020).

Educational literature also indicated that traditional teacher identity was constructed upon institutional affiliation, with teachers defining themselves through the institutions they served rather than through individual self-conceptions (Kelchtermans, 2009).

Traditional teacher identity was further tied to religious and social missions, with teachers perceived as carriers of values and national identity, extending their role beyond education into socialization (Al-Najjar, 2021).

From a philosophical perspective, some scholars argued that traditional teacher identity reflected classical educational philosophy, which conceptualized knowledge as a commodity transferred from teacher to student, with little regard for the student's role in knowledge production (Biesta, 2010).

This identity had been subject to criticism for decades, as it was considered a barrier to creativity and innovation, positioning students passively and privileging rote learning over critical thinking (Giroux, 1983). Teacher identity was also linked to political authority, with education serving as a tool for reproducing power structures, and teachers functioning as part of this system (Al-Zahrani, 2022).

From a sociological perspective, some scholars noted that traditional teacher identity granted teachers high status but simultaneously constrained them, as they were expected to embody ideal role models, limiting their individual freedom (Day & Kington, 2008).

It is also noteworthy that traditional teacher identity was constructed upon academic specialization, with teachers defining themselves by the subjects they taught, thereby linking identity more to disciplinary knowledge than to pedagogy (Shulman, 1987).

In conclusion, the traditional teacher identity prior to the age of AI was founded upon the duality of epistemic authority and moral exemplarity. However, it was limited in its adaptability to rapid transformations, which justifies the necessity of reconstructing it today (Hargreaves & Fullan, 2012).

2. Critical Analytical Commentary:

The educational literature reveals that the traditional pedagogical teacher identity was strong in terms of social status and epistemic authority but rigid, grounded in rote learning and control rather than dialogue and creativity. Arab studies emphasized moral and religious dimensions, while Western studies focused on institutional and philosophical aspects. This divergence illustrates that traditional identity was multidimensional yet limited in its capacity to confront technological change. The central critique is that it hindered student participation and maintained the teacher's absolute authority, rendering

it incapable of responding to the transformations imposed by AI today. Thus, reconstructing pedagogical identity is not merely an optional reform but a philosophical and educational necessity.

3. The Role of Artificial Intelligence in Shaping Transformations in Epistemic Authority within the Classroom:

Artificial intelligence has introduced a qualitative shift in the nature of epistemic authority within the classroom. The teacher is no longer the sole source of knowledge, as technology has become capable of providing students with immediate access to information. This transformation has reduced the teacher's monopoly over knowledge and created a state of distributed epistemic authority among multiple actors (UNESCO, 2024).

Some scholars argue that AI has not completely stripped teachers of authority but has reshaped it, positioning teachers as guides responsible for directing students in how to engage with digital knowledge rather than merely presenting it (Selim, 2026).

Western studies highlight that AI tools such as *ChatGPT* and *Google Gemini* can now generate texts and analyses, enabling students to access complex answers without direct reliance on teachers (Luckin, 2018).

Additionally, Arab researchers contend that this transformation compels teachers to rebuild their authority by emphasizing critical thinking skills, since AI provides knowledge but does not ensure students' awareness of how to use it effectively (Al-Najjar, 2023).

Freire underscores that genuine education is not based solely on knowledge transmission but on critical dialogue. The advent of AI has made such dialogue even more essential, as students now possess multiple sources of knowledge requiring guidance (Freire, 1996).

However, some studies suggest that AI may weaken teacher authority if they fail to prepare themselves to adapt to these changes, as students may turn to technology instead of teachers, thereby creating a gap in the educational relationship (Chattopadhyay, 2020).

Hargreaves argues that epistemic authority in the age of AI is distributed among teachers, technology, and students, requiring teachers to shift from being "owners of knowledge" to "coordinators of learning" (Hargreaves & Fullan, 2012).

Recent studies also confirm that AI enhances student autonomy by granting them the ability to research and analyze independently, thereby reducing their total reliance on teachers (OECD, 2026). Consequently, epistemic authority is no longer unidirectional but dialectical, with students interacting simultaneously with technology and teachers, creating new classroom dynamics (El Sharawy, 2025).

Moreover, some scholars argue that AI may strengthen student authority, as students can now challenge teachers with new information, compelling teachers to be more prepared for discussion (Aitani, 2026).

AI also redefines the notion of "reliable knowledge," which is no longer tied exclusively to teachers but depends on students' ability to verify information from multiple sources (Russell & Norvig, 2021).

Conversely, some Arab researchers warn that this transformation may erode students' trust in teachers if they fail to provide added value beyond what technology offers (Al-Taie, 2022).

Educational studies suggest that AI requires teachers to become "epistemic guides," helping students select accurate information from the vast amount of available data (Kelchtermans, 2009).

In the Arab context, some scholars argue that AI may weaken the symbolic authority of teachers, as they are no longer the sole source of knowledge, necessitating a reconstruction of the educational relationship based on participation rather than control (Al-Zahrani, 2023).

From a philosophical perspective, Biesta asserts that epistemic authority in the age of AI must be reformulated as participatory authority, with teachers viewed as coordinators of dialogue rather than owners of knowledge (Biesta, 2010). AI also introduces ethical challenges to epistemic authority, as it may provide inaccurate or biased

information, making the teacher's role in verification and correction more critical (UNESCO, 2024).

Some scholars further argue that AI may enhance the authority of educational institutions at the expense of individual teachers, since technology is closely tied to broader educational policies (Al-Shammari, 2023).

From a sociological perspective, Day notes that epistemic authority in the age of AI has become more fragile, as it is no longer vested in a single individual but distributed among multiple actors, creating a new balance (Day, 2004).

AI also redefines the relationship between students and knowledge, as students have become more capable of producing knowledge themselves, thereby diminishing traditional teacher authority (Luckin, 2018).

In sum, AI has introduced radical transformations in epistemic authority within the classroom, rendering it distributed and dialectical. This compels teachers to reconstruct their role as coordinators and guides rather than sole proprietors of knowledge (Hargreaves & Fullan, 2012).

Critical Analytical Commentary:

The educational literature demonstrates that AI has profoundly transformed epistemic authority within the classroom. Teachers no longer monopolize knowledge, which is now distributed among students, technology, and teachers. Arab studies emphasize the erosion of teachers' symbolic authority, while Western studies focus on redefining their role as coordinators of learning. The central critique of these transformations is that they may weaken teachers' status if they fail to adapt, yet they simultaneously open the door to a more participatory identity. The primary paradox lies in AI granting students epistemic autonomy while simultaneously creating ethical and epistemic challenges that necessitate teacher intervention. Thus, reconstructing epistemic authority is essential to ensure balanced educational relationships in the age of technology.

4. Implications of Transformations on Pedagogical Teacher Identity and Role

The transformations introduced by artificial intelligence have redefined the pedagogical teacher identity. Teachers are no longer mere transmitters of knowledge; they are now required to act as facilitators and guides of learning. This shift compels teachers to rethink their pedagogical role in alignment with a new epistemic reality (Hargreaves & Fullan, 2012).

These transformations have weakened the traditional status of teachers, as students have become capable of independently accessing knowledge, thereby reducing their reliance on teachers as the sole source of information (Luckin, 2018).

Moreover, teacher identity has become more complex, requiring the integration of digital and technological skills into professional identity—skills that were not part of traditional identity (Selim, 2026).

Teachers now face challenges in maintaining their symbolic authority, as their role is threatened unless they adapt to AI tools (Al-Zahrani, 2023).

In this context, Freire argues that teachers must shift from epistemic authority to partners in dialogue, a perspective consistent with AI-driven transformations, where absolute control over knowledge is no longer possible (Freire, 1996).

Some scholars suggest that these transformations provide teachers with new opportunities to rebuild their identity by focusing on critical and creative thinking skills—dimensions that technology cannot fully replicate (Biesta, 2010). Teacher identity has thus become dynamic, continuously evolving in response to technological and social challenges, making it more flexible than its traditional counterpart (Day, 2004).

Recent studies emphasize that the teacher's role is increasingly tied to ethical responsibility, as teachers are expected to guide students in the responsible use of AI tools (UNESCO, 2024). Consequently, teacher identity is no longer based solely on knowledge but on the

ability to manage educational dialogue and direct students toward conscious engagement with technology (Chattopadhyay, 2020).

Additionally, some scholars argue that these transformations may enhance teacher status if AI is employed as a supportive tool rather than perceived as a competitor (El Sharawy, 2025). Teacher identity is now linked to adaptability, with teachers who integrate technology into their practices perceived as more effective (Russell & Norvig, 2021).

Conversely, Arab scholars caution that these transformations may erode teachers' social authority, as they are no longer viewed as the sole custodians of knowledge (Al-Taie, 2022).

Studies also indicate that teacher identity is increasingly tied to the ability to manage complex learning environments, where students interact simultaneously with teachers and technology (Kelchtermans, 2009). These transformations may push teachers to redefine themselves as educational leaders rather than mere institutional employees (Al-Najjar, 2023).

From a philosophical perspective, Foucault suggests that the epistemic authority lost by teachers can be transformed into organizational authority, with teachers managing knowledge rather than monopolizing it (Foucault, 1980).

Teacher identity has also become more vulnerable to psychological challenges, as teachers face pressure to prove their value against technology (Day & Kington, 2008). These transformations should reinforce the teacher's role as a moral guide, restoring the ethical dimension of identity (Salem, 2020).

From a sociological perspective, Hargreaves argues that teacher identity is now tied to collective work, with teachers viewed as part of an educational network that includes technology, students, and institutions (Hargreaves, 2000). Teacher identity is also increasingly linked to continuous research, with teachers expected to be researchers of pedagogical practices rather than mere implementers (Goodson, 1992).

The implications of technological transformations have made the teacher's role more complex but simultaneously more vital, as teachers represent the human safeguard against technological dominance (Hargreaves & Fullan, 2012).

Critical Analytical Commentary:

Educational literature demonstrates that AI-driven transformations have radically reshaped pedagogical teacher identity. Arab studies emphasize the erosion of teachers' symbolic and social authority, while Western studies focus on redefining their role as facilitators and coordinators. The central critique is that these transformations may render teachers vulnerable if they fail to adapt, yet they also provide opportunities to rebuild a more flexible and dynamic identity. The paradox lies in AI weakening traditional authority while simultaneously reinforcing the teacher's ethical and pedagogical role. Thus, teacher identity in the age of AI is not merely threatened but open to reconstruction on new foundations.

5. Pedagogical Strategies for Constructing a New Teacher Identity and Reshaping Educational Relationships

The first strategy for constructing a new teacher identity lies in developing critical thinking skills, enabling teachers to train students to analyze AI-generated information rather than passively receiving it (Biesta, 2010).

Strengthening teacher identity also requires the conscious integration of technology into classroom practices, with AI tools employed as supportive aids rather than substitutes for teachers (Luckin, 2018).

Furthermore, constructing a new teacher identity necessitates an emphasis on ethical dimensions, with teachers responsible for guiding students toward responsible use of technology and avoiding inaccurate or biased information (UNESCO, 2024).

Teachers must also rebuild their relationships with students on the basis of participation, transforming the classroom into a space for interactive dialogue rather than rote instruction (Al-Najjar, 2023).

Freire argues that the core strategy lies in transforming educational relationships into dialogical ones, where teachers become partners in knowledge production, consistent with the demands of the AI era (Freire, 1996).

However, some scholars note that these strategies will only succeed if supported by educational institutions through continuous training programs for teachers on AI tools (Day, 2004). Thus, constructing a new teacher identity requires a comprehensive institutional strategy, including curriculum development and policy reform, ensuring alignment between teacher roles and technological transformations (Hargreaves & Fullan, 2012).

Recent studies emphasize that strengthening teacher identity requires a focus on creativity, with teachers expected to design innovative educational activities that surpass what technology can provide (Goodson, 1992). Accordingly, the core strategy lies in redefining the teacher's role as an educational leader rather than a mere transmitter of knowledge, thereby enhancing classroom relationships (Kelchtermans, 2009). Strengthening identity also requires teachers to act as researchers of pedagogical practices, continuously developing themselves through scientific inquiry and experimentation (Russell & Norvig, 2021).

In Western literature, effective strategies for constructing new teacher identity include fostering teamwork, with teachers viewed as part of an educational network comprising students, technology, and institutions (Hargreaves, 2000).

Arab scholars emphasize that strengthening identity requires reaffirming the teacher's ethical and social role, positioning them as role models in engaging with technology (Salem, 2020). Effective strategies also include developing classroom management skills in complex learning environments where students interact with multiple sources of knowledge (Selim, 2026).

A key condition for constructing this identity is teachers' ability to integrate cultural and social values into classroom practices, thereby preserving national identity (Al-Taie, 2022). This also involves

redistributing epistemic authority within the classroom, with teachers organizing rather than monopolizing knowledge (Foucault, 1980).

Some scholars argue that effective strategies include reinforcing the teacher's role as a moral guide, restoring the ethical dimension of identity (Al-Zahrani, 2023). From a sociological perspective, Hargreaves notes that successful strategies involve enhancing collaboration among teachers themselves, enabling them to share experiences in dealing with technology (Hargreaves, 2000). Strengthening teacher identity also requires enhancing autonomy, enabling teachers to make independent pedagogical decisions in response to technological challenges (Biesta, 2010).

Ultimately, constructing a new teacher identity requires a comprehensive strategy that integrates technical skills, ethical dimensions, and redefined educational relationships based on participation and dialogue (UNESCO, 2024).

Critical Analytical Commentary:

Educational literature reveals that strategies for constructing a new teacher identity encompass technical, ethical, social, and philosophical dimensions. Arab studies emphasize values and national identity, while Western studies focus on technical and creative skills. The central critique is that these strategies may remain theoretical unless supported by institutions through training programs and clear policies. The primary paradox lies in AI imposing technical challenges while the most effective solutions lie in reinforcing the human and ethical dimensions of teaching. Thus, constructing a new teacher identity does not merely mean keeping pace with technology but reaffirming the teacher's role as an educational and philosophical agent capable of reshaping classroom relationships.

6. General Conclusion:

- **Redefining Teacher Identity:** The pedagogical teacher identity is no longer static as in the past; it has become dynamic, shaped by technological and social transformations. AI has compelled teachers to reconstruct their professional and intellectual selves,

shifting from knowledge transmitters to facilitators of educational dialogue.

- **Transformations in Epistemic Authority:** Literature shows that epistemic authority within the classroom is no longer unidirectional but distributed among teachers, students, and technology. This shift has reduced teachers' monopoly over knowledge while simultaneously opening opportunities to reshape authority through critical and creative thinking.

- **Implications for Pedagogical Role:** These transformations have had dual effects on teacher identity and role: weakening symbolic and social authority on one hand, while reinforcing ethical and philosophical responsibilities on the other, positioning teachers as the human safeguard against technology. This paradox requires teachers to balance the loss of traditional elements with the acquisition of new, more relevant ones.

- **Pedagogical Strategies:** The study concludes that constructing a new teacher identity requires multidimensional strategies:

1. Technical: Conscious integration of AI tools into classroom practices.

2. Ethical: Guiding students toward responsible use of technology.

3. Social: Rebuilding educational relationships based on participation and dialogue.

4. Institutional: Providing training programs and supportive educational policies.

Thus, the pedagogical teacher identity in the age of AI is not merely threatened but open to reconstruction on more flexible and human-centered foundations. Teachers are no longer sole proprietors of knowledge, yet they retain the capacity to lead educational processes through dialogue, critique, and creativity. Reshaping classroom relationships is therefore a philosophical and pedagogical necessity to ensure education remains human in a technologically evolving world.

7. Conclusion:

This study addressed the pivotal issue of constructing pedagogical teacher identity in the age of AI by analyzing traditional identity features, examining technological transformations in epistemic authority within the classroom, assessing their implications for teacher identity and role, and proposing practical strategies for reconstruction.

The findings revealed that traditional teacher identity rested on three pillars: epistemic authority, moral exemplarity, and social status. While these elements granted teachers a respected societal position, they also rendered identity rigid and less adaptable to rapid transformations. With the advent of AI, knowledge is no longer monopolized by teachers but distributed among students, technology, and teachers, necessitating a redefinition of educational relationships based on participation and dialogue.

The study further demonstrated that these transformations produced dual implications: weakening symbolic and social authority while reinforcing ethical and philosophical roles. Teachers thus face a critical challenge: either remain confined within traditional identity or reconstruct their professional and intellectual selves to meet contemporary demands.

The research concluded that effective strategies for constructing a new teacher identity include technical integration of AI tools, ethical guidance, social reconstruction of relationships, and institutional support through training and policy reform. These strategies aim not only to adapt to technology but also to reaffirm the teacher's role as an educational and philosophical agent capable of leading learning processes.

The significance of this study lies in its provision of a philosophical and pedagogical framework for understanding current transformations and proposing practical solutions to help teachers and institutions confront AI challenges. It does not merely describe reality but seeks to anticipate the future of education and reaffirm the teacher's central role in knowledge production and guidance.

Recommendations:

Based on the findings and critical analysis of educational literature, the researcher recommends:

1. Strengthening continuous teacher training in AI tools to ensure adaptation to technological transformations without losing pedagogical roles.

2. Redesigning curricula to include interactive and dialogical activities, positioning students as partners in knowledge production rather than passive recipients.

3. Integrating ethical dimensions into classroom practices by guiding students toward responsible use of technology and avoiding blind reliance on digital information.

4. Developing psychological and social support programs for teachers to help them cope with pressures arising from competition with technology and to reinforce confidence in their new roles.

5. Enhancing the teacher's role as a pedagogical researcher by encouraging applied studies on AI integration in education, thereby contributing to pedagogical innovation.

6. Rebuilding classroom relationships on the basis of participation and dialogue, with teachers acting as coordinators of learning rather than monopolizers of knowledge.

7. Promoting collaboration among teachers and educational institutions to exchange best practices in dealing with AI.

8. Developing supportive educational policies that align teacher roles with technological transformations and provide necessary resources for adaptation.

9. Reinforcing teachers' cultural and social identity by embedding national and human values into classroom practices, thereby preserving the human dimension of education.

Bibliography List:

Abdel Halim, Mahmoud. (2022). Teacher Professional Identity in Contemporary Education. Cairo: Dar Al-Fikr Al-Arabi.

Aitani, K. (2026). Teacher and learner competencies in the era of AI. OECD Reports.

Al-Hashimi, Fouad. (2020). Patriarchal Authority in Arab Education. Beirut: Arab Center for Research.

Al-K halili, M. (2019). Teacher identity in Arab education systems. Journal of Educational Studies, 15(3), 45–62.

Al-Najjar, Mohammed. (2021). Teachers and National Identity: A Pedagogical Study. Cairo: Dar Al-Fikr.

Al-Najjar, Mohammed. (2023). Educational Relationships in the Age of Artificial Intelligence. Cairo: Dar Al-Fikr.

Al-Shammari, Abdullah. (2022). Educational Experience and the Construction of Teacher Identity. Riyadh: King Fahd National Library.

Al-Shammari, Abdullah. (2023). Teachers and Technology: Challenges to Professional Identity. Riyadh: King Fahd National Library.

Al-Taie, Sami. (2021). Teachers between Pedagogical Identity and Moral Authority. Baghdad: Dar Al-Hikma.

Al-Taie, Sami. (2022). Education and Identity in the Age of Digital Transformations. Baghdad: Dar Al-Hikma.

Al-Zahrani, Khalid. (2022). Education and the Reproduction of Authority in the Arab Context. Jeddah: Dar Alam Al-Kutub.

Al-Zahrani, Khalid. (2023). Teacher Identity in the Context of Technological Transformations. Jeddah: Dar Alam Al-Kutub.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Teaching and Teacher Education, 20(2), 107–128.

Biesta, G. (2010). *Good Education in an Age of Measurement: Ethics, Politics, Democracy*. Routledge.

Chattopadhyay, S. (2020). *Artificial intelligence and education: Rethinking knowledge systems*. Cambridge University Press.

Day, C. (2004). *A Passion for Teaching*. RoutledgeFalmer.

Day, C., & Kington, A. (2008). *Identity, well-being and effectiveness: The emotional contexts of teaching*. Pedagogy, Culture & Society, 16(1), 7–23.

El Sharawy, A. (2025). *The teacher in the era of artificial intelligence*. Academia.edu.

Foucault, M. (1980). *Power/Knowledge: Selected interviews and other writings, 1972–1977*. Pantheon Books.

Freire, P. (1996). *Pedagogy of the Oppressed*. Continuum.

Giroux, H. A. (1983). *Theory and Resistance in Education*. Bergin & Garvey.

Goodson, I. F. (1992). *Studying Teachers' Lives*. Routledge.

Hargreaves, A. (2000). *Four Ages of Professionalism and Professional Learning*. Teachers and Teaching: Theory and Practice, 6(2), 151–182.

Kelchtermans, G. (2009). *Who I am in how I teach is the message: Self-understanding, vulnerability and reflection*. Teachers and Teaching, 15(2), 257–272.

Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL Institute of Education Press.

OECD. (2026). *Education in the age of AI: From knowledge transfer to knowledge production*. OECD Publishing.

Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.

Salem, Nasser. (2020). *Teachers and Social Identity in Arab Societies*. Amman: Dar Al-Maseera.

Selim, H. M. (2026). *Enhancing the professional identity of public school teachers in light of AI philosophy*. Journal of Educational Studies, Sohag University.

Shulman, L. S. (1987). *Knowledge and teaching: Foundations of the new reform*. Harvard Educational Review, 57(1), 1–22.

UNESCO. (2024). *Artificial intelligence in education: Ethical and pedagogical challenges*. UNESCO Publishin.