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# Artificial Intelligence in Education: Between Pedagogical Innovation and Teacher Deprofessionalization

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## Abstract

The accelerated integration of artificial intelligence in educational systems has generated significant transformations in teaching practices, institutional governance, and professional expectations. While AI-based tools are increasingly promoted as drivers of pedagogical innovation, efficiency, and personalization of learning, their widespread adoption also raises critical psychological and professional concerns for educators. This paper explores the ambivalent role of artificial intelligence in education, focusing on the tension between pedagogical innovation and the risk of teacher deprofessionalization. Drawing on perspectives from educational psychology and organizational psychology, the study examines how algorithmic decision-making, automated assessment, and data-driven monitoring may reshape teachers' professional autonomy, expertise recognition, and identity. Particular attention is paid to the psychological implications of these changes, including perceived loss of control, increased role ambiguity, professional insecurity, and erosion of meaning in teaching work. The paper adopts a conceptual-analytical approach, integrating recent international policy frameworks and theoretical models related to professional identity, autonomy, and occupational wellbeing in educational contexts. The analysis highlights that, in the absence of ethically grounded and psychologically informed implementation strategies, AI risks repositioning teachers as peripheral actors within increasingly technologized systems. The paper argues for a balanced and reflective integration of artificial intelligence in education, emphasizing the need to preserve teachers' professional agency, decision-making capacity, and symbolic value within the educational process. Implications for educational policy, institutional leadership, and future research directions are discussed.

**Keywords:** Artificial Intelligence, Educational Innovation, Professional Identity, Teacher Autonomy, Teacher Deprofessionalization