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Teaching in the age of AI
How can the education curriculum keep up?

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In 2021, when I started my undergraduate degree in English, I remember investing a painstaking amount of time to brainstorm and proofread for my foundation English course assignments in an effort to protect my grade. Fast forward to 2025, and the act of writing as a reflection of one's own thought has changed dramatically.

During my final term as an undergraduate student and as a teaching assistant, while sitting in the crowded writing centre at my university, I noticed how uniformly polished my students' work had become. It was safe to assume that nearly every script carried significant traces of artificial intelligence (AI) assistance, often at the expense of originality. Needless to say, generative tools, such as ChatGPT, have fundamentally reshaped how students engage with learning. Today, it has become rare to find students who do not rely on these AI tools in some

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capacity. Yet, despite their widespread use and their potential for both benefit and harm, one question remains: is our education curriculum truly prepared to respond to AI's growing presence in the classroom?

Reflecting on the national school curriculum of the country, Mahfuzul Haque Sadim Chowdhury, an assistant teacher at Milestone School and College, opines that the curriculum is barely prepared to deal with the rapid growth of AI. He says, "School students are stuck at rote learning, and that makes them more vulnerable to misuse of AI, as they are habituated to treating writing tasks as a product instead of a process that needs to be developed through the conjunction of reflection and critical thinking. On top of that, teachers are not trained to incorporate AI in the learning process, and often their abysmal salary structure does not even incentivise learning and

receiving training, as they are more prone to offering private tuition. After all, teachers have to sustain their basic necessities."

Although the privilege of international schooling can shield against the misuse of generative AI, it also does not guarantee critical engagement with the study materials. Tashfia Ahmed, an instructor at Scholastica, says, "The Cambridge syllabus, due to its opinion-based contextual approach to the syllabus, pushes students to personally engage with the materials."

Nevertheless, Ahmed also finds that when students are working at home by themselves, they tend to use AI to prepare their materials.

"Earlier, students used to develop synthesising skills by collecting information from different sources and evaluating that information, but now that is being outsourced to AI, and I think that is hampering their critical thinking skills," she elaborates.

It is important to note that these generative AI tools are not always ideal for research. There are well-documented regular incidents where ChatGPT has generated false information. It can be noticed that a well-designed curriculum, too, can find its learning outcomes shaken by the rapid advancement of technology.

This underpreparedness of the education system does not limit itself to the school gate. Rather, it is affecting university education as well. Sometimes, the AI trouble is showing up in a lack of clear and concrete policy, and sometimes in the study materials themselves.

SUMMARY

1. AI has rapidly changed student writing, often improving polish while weakening originality.

2. Bangladesh's school curriculum remains rooted in rote learning and unprepared for AI use.

3. Teachers lack training, incentives, and clear guidance on integrating AI responsibly.

4. Universities face policy gaps, trust issues, and a mismatch between theory and industry needs.

5. Meaningful AI integration requires curriculum reform, ethical frameworks, and critical thinking focus.