

Rethinking Education in the Age of Artificial Intelligence: A Review of “AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future” by Matt Miller

Sinem ARSLAN-DÖNMEZ

Abstract

The study aims to review “AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future” by Matt Miller, published in 2023. The book examines the nature of artificial intelligence and its potential applications in education within a global context marked by rapidly increasing interest in and concern about artificial intelligence. Structured into eight chapters, the book invites educators to adopt “the glasses of tomorrow” in order to prepare students for this new reality without either completely rejecting or uncritically embracing artificial intelligence.

Keywords: Artificial intelligence; AI; Educators; Glasses of tomorrow; Potentials of AI.

Repensar a Educação na Era da Inteligência Artificial: Uma revisão de “AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future” de Matt Miller

Resumo: O estudo tem como objetivo analisar “AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future” de Matt Miller, publicado em 2023. O livro examina a natureza da inteligência artificial e suas potenciais aplicações na educação dentro de um contexto global marcado pelo rápido aumento do interesse e das preocupações relacionadas à inteligência artificial. Estruturado em oito capítulos, o livro convida os educadores a adotarem “os óculos do amanhã” a fim de preparar os estudantes para essa nova realidade, sem rejeitar completamente nem aceitar de forma acrítica a inteligência artificial.

Palavras-chave: Inteligência artificial; IA; Educadores; Óculos do amanhã; Potenciais da IA.

Repensar la educación en la era de la inteligencia artificial: Un análisis de AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future de Matt Miller

Resumen: El presente estudio tiene como objetivo reseñar la obra AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future, de Matt Miller, publicada en 2023. El libro examina la naturaleza de la inteligencia artificial y sus posibles aplicaciones en el ámbito educativo dentro de un contexto global

caracterizado por un interés y una preocupación crecientes en torno a esta tecnología. Estructurado en ocho capítulos, el libro invita a los educadores a adoptar las “gafas del mañana” con el fin de preparar a los estudiantes para esta nueva realidad, evitando tanto el rechazo absoluto como la aceptación acrítica de la inteligencia artificial.

Palabras clave: Educadores; Gafas del mañana; Inteligencia artificial; IA; Potencialidades de la IA.

Repenser l'éducation à l'ère de l'intelligence artificielle : Une analyse de « AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future » de Matt Miller

Résumé: L'étude vise à examiner « AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future » de Matt Miller, publié en 2023. Le livre examine la nature de l'intelligence artificielle ainsi que ses applications potentielles dans le domaine de l'éducation, dans un contexte mondial marqué par un intérêt croissant et des préoccupations grandissantes concernant l'intelligence artificielle. Structuré en huit chapitres, l'ouvrage invite les éducateurs à adopter « les lunettes du futur » afin de préparer les étudiants à cette nouvelle réalité, sans pour autant ne rejeter complètement ni accepter de manière non critique l'intelligence artificielle.

Mots-clés : Intelligence artificielle ; IA; Éducateurs; Lunettes du futur ; Potentiels de l'IA.

Introduction

“AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future” published in 2023 aims to address the nature of artificial intelligence (AI) and its potential applications in education within a global context marked by rapidly increasing interest and concern following OpenAI’s release of ChatGPT in spring 2023. In this regard, the book provides both a conceptual framework for educators and a range of practice-oriented recommendations for the classroom use.

Positioning artificial intelligence as a rapidly emerging presence in educational settings since 2023, as in many other domains of life, the book adopts a pragmatic and pedagogical perspective and discusses how teachers’ roles as facilitators may evolve through AI integration into the classes of today. Within this framework, the author offers clear theoretical explanations of what artificial intelligence is, while simultaneously proposing practical strategies for its effective and responsible use in contemporary and future classrooms. Organized into eight chapters and spanning 132 pages, the book also includes “key definitions” at the end of each chapter to support conceptual clarity.

Built on the premise that artificial intelligence, still in its early stages of development, will continue to evolve and transform the world alongside it, the book invites educators to adopt “the glasses of tomorrow” in order to prepare

students for this new reality. The author argues that using such a future-oriented perspective first requires an understanding of what artificial intelligence is, as well as recognizing the emotional and cognitive stages they may go through, as described in Gartner’s Hype Cycle. In parallel with this model—which describes the processes of technological maturation, adoption, and implementation—the author suggests that educators may experience phases such as uncertainty and panic due to limited knowledge of AI, overly high expectations following initial experimentation, disillusionment triggered by perceived limitations, more controlled and informed use, and ultimately widespread adoption accompanied by increased awareness.

Given that the next stages of education and the world of work for which educators are preparing students will differ significantly from today’s realities, the author emphasizes that artificial intelligence should not be approached through a reductionist “all or nothing” perspective. Instead, rather than focusing solely on either its positive or destructive effects on education, AI should be considered as a tool that enables educators to view education through “the glasses of tomorrow.” In this context, the book particularly highlights AI’s potential to help educators use their limited time more efficiently. It argues that by delegating routine yet time-consuming tasks such as lesson planning and grading to AI, the time saved can be redirected toward producing individualized learning materials, enriching instructional content, or engaging in well-being activities that indirectly support the teaching process.

The book also addresses concerns that AI may encourage academic dishonesty and negatively affect learning processes, situating these concerns within the history of previous technological transformations in education. Just as calculators and search engines refocused learning from rote arithmetic and memorization to conceptual application, AI is positioned not as a force that devalues learning, but as one that has the potential to transform education in ways that align with the skills required for the future.

Furthermore, the book emphasizes the need to reconsider the concept of homework in the age of artificial intelligence. In response to concerns that traditional assignments such as essay writing can now be produced by AI, it advocates for redesigning assignments to prioritize in-class interaction, critical

thinking, and the learning process itself. Accordingly, lessons are advised to be enriched with classroom discussions, collaborative learning, and creativity-oriented activities. In this regard, the fourth chapter presents thirty different strategies and activity examples designed to support student learning through AI integration.

In addition, the author argues that the concepts of “cheating” and “plagiarism” must also be redefined. In the fifth chapter, which is structured as a conversation based on more than 300 survey responses collected in 2023, the author highlights the ambiguity surrounding where boundaries should be drawn across different levels of AI use—from complete non-use to full AI-generated outputs. It is argued that completely excluding AI may limit students’ preparation for the future, whereas delegating the entire learning process to AI may hinder genuine learning. Therefore, rather than focusing on surveillance through plagiarism detection tools, the book emphasizes prioritizing pedagogical approaches that foster responsible and ethical AI use among students. At this point, the author uses a “dog” analogy to emphasize the importance of responsible AI use across contexts, arguing that AI, in its current form, resembles an imperfect “puppy” that can nevertheless learn to follow instructions and provide meaningful support when properly trained. In other words, as AI systems are exposed to diverse questions and culturally, racially, and gender-diverse inputs, they may develop and gain the potential to serve both humanity in general and educators in particular. Accordingly, the author stresses the importance of using AI as a tool that enables access to multiple perspectives while also underlining the need to preserve individual “voice” and maintain “transparency” in AI use.

Contextualizing the Book within Current Debates on AI in Education

Miller's AI for Educators contributes to a rapidly expanding body of literature examining the implications of artificial intelligence for teaching and learning. The current literature indicates that AI supports content generation and assessment (Moundridou et al., 2024) and reduces workload with automated tasks (Ramesh & Sanampudi, 2022), it simultaneously introduces significant ethical challenges (Yan et al., 2023). However, Miller adopts a practitioner-oriented perspective and provides concrete examples of how educators can incorporate AI tools into their daily professional practices. In this regard, the author argues in the book that AI as a supportive tool capable of enhancing teacher efficiency, personalization, and

student engagement while preserving the central role of educators in the learning process rather than replacing the teacher. Consequently, the book makes a valuable contribution to the growing literature on AI in education, particularly for practitioners seeking accessible and actionable insights into the responsible use of artificial intelligence in teaching and learning.

Conclusion

To sum up, “AI for Educators: Learning Strategies, Teacher Efficiencies, and a Vision for an Artificial Intelligence Future” encourages educators to reflect on and raise their awareness of artificial intelligence by emphasizing that, in an era in which AI is rapidly becoming integrated into everyday life, educators should neither completely reject nor uncritically embrace it, but rather consider it as a supportive tool that can enhance educational processes and contribute to preparing students in line with the demands of the future when used responsibly and ethically.

Statement on the Use of Generative Artificial Intelligence (GenAI)

I declare that GenAI tools, such as GhatGPT and deepL.com, were used for language editing and translation support during the preparation of this manuscript. The author reviewed and revised all content to ensure its accuracy and appropriateness. The authors are solely responsible for the content of their manuscripts.

References

Miller, M. (2023). *AI for educators: Learning strategies, teacher efficiencies, and a vision for an artificial intelligence future*. Ditch That Textbook.

Moundridou, M., Matzakos, N., & Doukakis, S. (2024). Generative AI tools as educators’ assistants: Designing and implementing inquiry-based

lesson plans. *Computers and Education: Artificial Intelligence*, 7, 100277.

<https://doi.org/10.1016/j.caeai.2024.100277>

Ramesh, D., & Sanampudi, S. K. (2022). An automated essay scoring systems: A systematic literature review. *Artificial Intelligence Review*, 55, 2495–2527.

Yan, L., Sha, L., Zhao, L., Li, Y., Martinez-Maldonado, R., Chen, G., Li, X., Jin, Y., & Gašević, D. (2023). Practical and ethical challenges of large language models in education: A systematic scoping review. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13370>

Sinem ARSLAN-DÖNMEZ

Independent researcher,

Orcid: <https://orcid.org/0000-0003-4816-420X>

E-mail: ssinem.arslan@gmail.com

Data de submissão: Abril, 2026

Data de avaliação: Abril-Maio, 2026

Data de publicação: Junho, 2026