

Understanding the Evolving Role of Lecturers in Using Artificial Intelligence in an Open and Distance Learning Institution

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Abstract

The integration of Artificial Intelligence (AI) into higher education has the potential to significantly transform traditional educational paradigms. While much attention has been given to the impact of AI on student learning and administrative efficiency, the implications for lecturers in terms of their roles, responsibilities, and professional development needs remain underexplored. Traditionally focused on delivering content, lecturers are now shifting towards facilitating learning, mentoring, and fostering critical thinking as AI takes on tasks like content delivery and routine assessments. Recent literature highlights the transformative impact of AI in education, particularly in automating routine tasks and redefining lecturers' roles. AI-driven tools are increasingly automating administrative duties such as grading and data analysis. A survey-based questionnaire was administered online via Google form to the faculty at the Open University of Mauritius. The structured questionnaire captured quantitative data, such as demographic, behavioural, and attitudinal, collected over a three-week period. Ultimately, AI integration represents a cultural and pedagogical shift rather than a mere technological upgrade. Lecturers have the opportunity to create personalised, engaging, and inclusive learning experiences by adopting AI tools. With targeted professional development and institutional support, lecturers can navigate these challenges and reimagine the future of teaching and learning in collaboration with AI.

Keywords

Artificial Intelligence, professional development, learning experience, AI tools.