Educators, Learners and the AI Gap: Rethinking Malpractice and Teacher Preparation in the Changing Educational Landscape

Adair Ford
ICM CEO

Dr. Theresa Barlow
ICM Director

Amy Matthews
ICM Head of Compliance and Quality Standards

Luke Somerville Ford
ICM Marketing and IT Project Manager

Abstract

As Artificial Intelligence (AI) becomes increasingly embedded in education, divergent patterns of adoption are emerging that carry important implications for teacher education. Internationally Learners are rapidly normalising AI as an integral part of their academic practices, while many educators remain cautious or unable to incorporate AI tools into their teaching. This paper aims to explore this divide through primary and secondary data drawn from African countries (Zimbabwe, Kenya and The Gambia) and Southeast Asia (Myanmar) in September 2025, focuses on how AI is perceived by educators as a potential threat to academic integrity versus its use by Learners as a practical learning utility. This study highlights the challenges and opportunities for preparing educators to engage critically and productively with AI. The insights offered underscore the need for professional development frameworks and policy directions that equip educators not only to manage the risks associated with AI but also to harness its potential in shaping future teaching and learning.