RADemics

AI-Powered Teacher Performance Evaluation and Pedagogical Strategy Optimization in Higher Education

Chaitali Bhattacharya, Sabeena L
New Delhi Institute of Management, St. Claret College, Autonomous

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[1]Chaitali Bhattacharya, Professor, Department of Marketing, New Delhi Institute of Management, Vayusenabad, New Delhi, India. chaity.mba@gmail.com

[2]Sabeena L, Assistant Professor, Department of Commerce, St. Claret College, Autonomous, Jalahalli, Bangalore, Karnataka, India sabeena@claretcollege.edu.in

Abstract

This chapter explores the transformative role of AI in the evaluation of teacher performance within higher education. With the growing demand for data-driven and objective assessment methods, AI presents a revolutionary approach to enhance traditional evaluation frameworks, offering real-time feedback and deeper insights into teaching effectiveness. The integration of AI into teacher evaluation systems can mitigate biases, promote fairness, and provide actionable insights to drive pedagogical improvements. The successful implementation of AI tools necessitates a careful balance between technology and teacher autonomy, addressing concerns related to transparency, ethical implications, and professional engagement. This chapter examines the importance of professional development in equipping educators with the skills to engage with AI systems effectively, fostering a collaborative environment that supports continuous growth. Through case studies, ethical considerations, and discussions on teacher acceptance, this chapter provides a comprehensive overview of how AI was reshaping teacher evaluation processes in higher education and highlights the future trajectory of AI-driven educational assessments.

Keywords: Artificial Intelligence, Teacher Performance Evaluation, Pedagogical Strategy, Higher Education, Teacher Autonomy, Professional Development.

Introduction

The advent of AI in educational settings was reshaping how teacher performance was evaluated in higher education [1]. Traditional evaluation systems, often relying on student surveys and peer reviews, have been criticized for their subjectivity and limited scope in capturing the complexity of teaching effectiveness [2,3]. As a response, AI-based systems offer a more objective, data-driven alternative by analyzing large volumes of classroom and student data to generate actionable insights. These AI systems assess various facets of teaching, such as student engagement, learning outcomes, and instructional quality, in real time [4]. The integration of AI into teacher evaluation represents a significant step forward, providing educators with continuous feedback that can drive improvements in their teaching strategies and methodologies [5]. This chapter explores how AI can enhance the evaluation process in higher education, discussing its benefits, challenges, and the ethical considerations involved in its implementation [6].

One of the most compelling advantages of AI-powered teacher evaluations was the ability to mitigate bias that often influences traditional evaluation methods [7]. Human evaluators, whether students or peers, inadvertently allow personal biases related to gender, ethnicity, or teaching style to impact their assessments. In contrast, AI systems can analyze a vast array of data points, such as student performance, engagement metrics, and classroom interactions, without the biases that otherwise cloud judgment [8]. By eliminating such subjective influences, AI enhances the objectivity of teacher evaluations, ensuring a more accurate reflection of an educator's effectiveness [9]. This objectivity can be particularly beneficial in diverse academic settings where biases are often present, leading to more equitable outcomes in evaluating teaching performance [10].

AI into teacher evaluation systems was not without challenges. One of the primary concerns among educators was the potential erosion of their professional autonomy [11]. AI systems, while capable of providing valuable feedback, also be perceived as a tool for imposing rigid standards or making evaluative decisions that should be left to human judgment [12]. Teachers worry that the use of AI reduces their ability to exercise personal discretion in their teaching practices [13]. This concern was compounded by the perception that AI not fully account for the nuances of teaching, such as fostering critical thinking, creativity, or emotional intelligence, which are difficult to quantify through data alone [14]. It was crucial, therefore, that the role of AI in evaluations was framed as a complement to, rather than a replacement for, teacher autonomy [15].

Another significant issue in AI-driven teacher evaluations was the potential for ethical dilemmas surrounding the use of data [16]. The accuracy of AI evaluations depends on the quality and diversity of the data used to train the system. If AI systems are trained on biased or incomplete data, there was a risk that perpetuate existing inequalities in education [17]. For example, an AI system trained predominantly on data from high-performing institutions not be fully equipped to evaluate teachers in under-resourced schools, where contextual factors such as student socio-economic status can heavily influence teaching outcomes [18]. Therefore, it was essential to ensure that the datasets used for AI evaluations are diverse and representative of the full spectrum of educational environments. Transparency in how AI systems collect and use data was critical to maintaining trust among educators and other stakeholders involved in the evaluation process [19].