

## How Should Inquiry Teachers Use AI?

### Professional Learning Outcome

Examine competing perspectives on the use of AI in inquiry teaching and articulate a reasoned position.

AI promises to extend teachers' thinking but may also replace intellectual work that inquiry depends on. In this 60-minute BBI, teachers weigh evidence, test deepIDM, and develop a provisional decision rule for responsible AI use.

### Featured Sources

**A. Promise of AI:** <https://deepidm.ai> tools for designing inquiry lessons

**B. Concern about AI:** [Why Teachers Shouldn't Offload Their Busywork to AI](#), *Education Week* By Daniel Buck — March 18, 2026 (and/or) [MIT Report Finds That AI Is Leading to "Cognitive Surrender" Among Students](#) *Futurism* by Victor Tangermann - Sept 19, 2026

### Formative Performance Tasks

**Collaborate:** Engage with sources that suggest GenAI may be useful, harmful or somewhere in between .

**Produce:** Individually, take a position of using GenAI for inquiry design

**Deliberate:** Share and defend position on uses of AI with evidence and experience. Consider competing positions and revise as needed..

### Teacher Guidance

**Stage:** Contrast an AI-generated inquiry with a teacher–AI dialogue. Ask: Which approach better serves inquiry teaching—and why?

**Collaborate:** Organize teachers in small groups to explore the two featured sources related to the good and bad of using GenAI and share the ways that AI can scaffold instructional planning.

**Produce:** Have teachers individually reflect on their collaborative work with the sources to make recommendations about whether and how GenAI might be used to design inquiry lessons.

**Deliberate:** Take a stand on using AI for lesson design and in student learning

**Take Informed Action;** Identify one unresolved AI-and-inquiry question. Invite participants into the year-long Technology Strand to test and refine decision rules. "What if we spent a year finding out?"

## Directions for completing the BBI

### Collaboration Exercise: 15 min

Source A. Promise of AI: <https://deepidm.ai>

**Directions:** Spend a few minutes using [deepIDM](https://deepidm.ai) to explore an inquiry idea or instructional challenge. Engage in a dialogue with the deepIDM AI chat bot, paying attention to how it responds to your ideas, asks questions, and offers suggestions. Identify one moment from your interaction that illustrates either the promise or the limitations of AI for inquiry teachers.

**As you work, consider these questions:**

1. How does AI support or extend your thinking?
2. Who is directing the inquiry design, you or the AI?
3. When, if at all, does AI begin doing the thinking for you?

Source B. **Concern about AI:** [Why Teachers Shouldn't Offload Their Busywork to AI](#), *Education Week* By Daniel Buck — March 18, 2026 (and/or) [MIT Report Finds That AI Is Leading to "Cognitive Surrender" Among Students](#) *Futurism* by Victor Tangermann - Sept 19, 2026

**Directions:** Read the articles about the downsides for teachers using AI in planning and administrative tasks. Use the answers to the questions below to prepare a case against using AI for teacher tasks.

**As you read, consider these questions:**

1. What is Buck's central argument against teachers delegating their work to AI?
2. What might inquiry teachers lose when AI takes on aspects of instructional planning?
3. How does Buck's argument challenge the promise of AI-supported inquiry design illustrated by deepIDM?

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**Your TASK:** Take 15 minutes to use deepIDM and read the Buck essay, then another 10 minutes to talk in your team your perspectives

**Production Exercise: 15 min**

**Directions:** Drawing on your collaborative analysis of the featured sources, develop a recommendation about whether and how generative AI should be used to design inquiry lessons.

Consider three questions as you develop your recommendation:

1. What is the promise? In what ways might GenAI strengthen inquiry design or support teachers' professional thinking?
2. What is the concern? What aspects of inquiry design might be compromised when teachers rely on GenAI?
3. Where would you draw the line? What decisions should remain the responsibility of the inquiry teacher, and what kinds of assistance from GenAI might be appropriate?

**Your TASK:** Drawing on evidence from the featured sources and other experiences or sources to which you have access, complete the following statements.

***As an inquiry teacher, I would use GenAI to...***

*Explain what AI might contribute to inquiry design and why.*

***As an inquiry teacher, I would resist using GenAI to...***

*Identify what intellectual or professional work should not be delegated to AI and why.*

***My reasoning is...***

*Support your recommendation with evidence or insights from the featured sources.*

### **Deliberate Tasks: 15 min**

**Directions:** Share your recommendations about using GenAI with your colleagues. Focus on the wide range of potential uses of AI such as designing inquiry lessons and tasks like grading, email, and other administrative tasks. Drawing on evidence from the featured sources and your experiences with AI, explain and defend your position. Listen to competing perspectives, challenge assumptions, and consider whether your recommendations should be revised.

**As you deliberate, consider these questions:**

1. Where do you agree and disagree about the appropriate uses of GenAI in inquiry design?
2. What arguments or evidence challenge your original position?
3. What might you reconsider about how inquiry teachers should use AI?

**Product:** Revisit your original AI Decision Rules and revise it as needed. Be prepared to share one principle you would recommend to other inquiry teachers and explain the reasoning behind it.