

Executive summary

As AI becomes more present in classrooms, educators and policymakers are asking urgent questions:

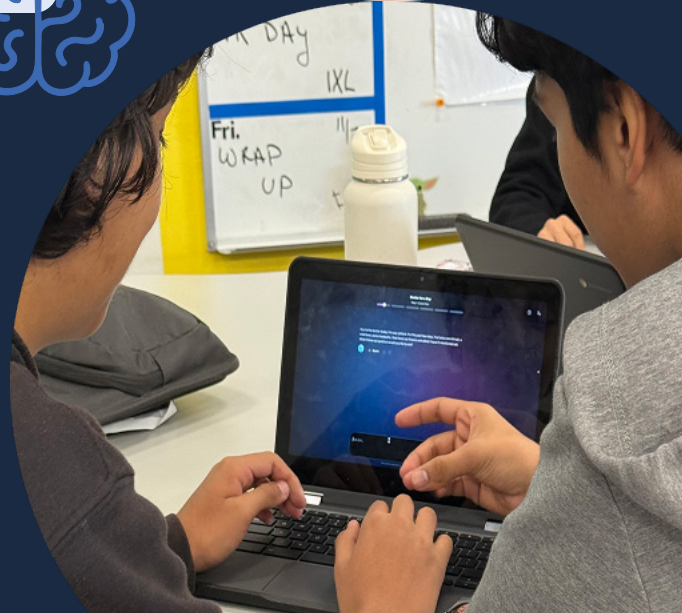
Does AI support or undermine critical thinking?
Does it encourage students to reason and explore,
or simply provide quick answers?

To understand how teachers are actually using AI in their instruction, this study examined more than 23,000 SchoolAI Spaces created during the 2024–25 school year across ELA, Math, Science, and Social Studies.

In SchoolAI Spaces, teachers, not the AI, design the learning experience. They supply the description and prompts that guide how Dot, the AI assistant, engages with students. This makes Spaces a unique window into how educators are choosing to integrate AI into real instructional practice.

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Spaces are AI-powered learning workspaces that teachers create to design instruction that adapts automatically to each student's interests, level, and pace. Students work within these Spaces with an AI sidekick that guides their learning while teachers maintain full oversight.



Finding 1: Core content, reimagined

Teachers use SchoolAI to deliver core curriculum through more personalized, interactive, and interdisciplinary experiences. Over 75% of Spaces still center on traditional subjects, while extending once-familiar routines in new ways such as interactive libraries, individualized math tutors, virtual lab assistants, and interdisciplinary environments. In this way, teachers use SchoolAI both to reinforce core material and to reimagine everyday classroom activities.



Finding 2: Designed for thinking, not just answers

Across subjects and grade bands, teachers are designing SchoolAI Spaces that ask students to reason, interpret, and decide rather than simply receive answers. Analysis revealed a strong emphasis on understanding, analysis, and evaluation well beyond basic recall, with creative tasks also meaningfully present. Overall, Spaces consistently prompt students to engage in deeper cognitive work, signaling that teachers are using SchoolAI to support thinking, not replace it.

Finding 3: Engagement by design, scaled with AI

Teachers leverage SchoolAI to increase interactivity and student agency in ways that benefit uniquely from AI. Simulations, role-play, and game-like elements appear frequently across Spaces. Many experiences also promote choice, curiosity, and inquiry through personalized pathways that AI makes far easier to create and sustain. SchoolAI continues to keep teachers in the driver's seat. Unlike general purpose LLMs like ChatGPT or Gemini, SchoolAI is built to never give away answers, and teachers reinforce this by designing experiences that push students toward deeper reasoning, not shortcuts.

Taken together, these findings show teachers using SchoolAI to strengthen core instruction, deepen cognitive demand, and expand engagement in ways that benefit from AI. Across subjects and grade levels, educators design Spaces that reinforce traditional content while transforming how students interact with it. Rather than automating learning, SchoolAI Spaces show educators designing tasks that push students to think, explore, and create. This demonstrates how AI, when guided by teacher design, becomes a tool for deeper and more meaningful learning.

