PRACTICE TABLE · BUILD IT · AI METACOGNITION

What it looks like in practice

Nine routines from teachers on social media.

ROUTINE, AS TEACHERS DESCRIBE IT	WHAT YOU WOULD NOTICE	WHAT THE EVIDENCE SAYS
Normalise not using it Name the rule in high-school physics: they already know how learning works, so opening a model does not fit that model. "I think normalizing NOT using AI because that is better for your brain and learning is a more useful (and empowering) approach." @helenrey	No chatbot in the lesson. The thinking stays on paper and in talk.	This is one teacher's account, not trial evidence. NEU State of Education: AI (2 Apr 2026): 66 per cent of secondary teachers in English state schools agreed critical thinking had declined because of AI, against 28 per cent in primary. The EEF Toolkit **+8 months** is a mean for plan, monitor and evaluate in the subject, not a finding about a ban.
Teacher-mediated only Any AI the class sees is on the teacher's screen. Learners talk about the output. Nobody prompts alone. "I think I'm with you, but I would add a tweak: no learner-facing AI that is not mediated by the teacher..." @dylanwiliam	A projected window. Hands go up about the answer, not into a private chat.	Wiliam's reply to Boxer, 28 Aug 2026. OECD PISA 2025 (association, not cause): higher-performing learners tend to be those who do not use AI; AI use is associated with better outcomes when learners are explicitly taught to interpret and assess AI-generated information. Those are two findings, not one comparison. Not a trial of mediation.

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Teachers yes, learners no Staff may plan with a model. Learners produce in the room. Unsupervised writing is not the product. “I spoke about the impact of AI on assessment - why students shouldn't use it, but teachers should!” @daisychristo	The split is named in the staffroom. Take-home essays are treated as untrustworthy.	ResearchEd, 5 Sep 2026. Teachers split on whether to keep AI away from learner work or teach its use while changing homework. @paulhaigh (20 Jan 2025): teach them to use it and change homework, because workplaces will. @EnserMark (14 Jan 2025): the goal of homework is thinking, not a finished file.
Blank-column planning A human summary of a research book, with a blank column the teacher fills. Teacher-side, not a learner chatbot. “... and then, use this handy summary with a blank column for your own use as a planning aide!” @helenrey	Two columns. The right one is handwritten. The photograph in the post is redrawn elsewhere, not republished.	Cogsci Book Summaries. “It's the interaction in making the summary that is important.” “No AI was employed at any stage.” EEF Teacher Choices on ChatGPT for KS3 science planning saved 25.3 minutes a week (56.2 vs 81.5). NFER: some teachers used the time for other teaching tasks; others reduced overall workload.

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Judge the tool by thinking Before adopting a tool, name the thinking it forces. How human the voice sounds is not the test. “Teachers should: evaluate what an AI tool makes pupils think about, not how human it appears.” @TeacherToolkit	A staff conversation about the task, not about fluency.	Bakhtiari, Suriano and Mario Grasso (2026), the Frontiers paper the post links, found a statistically significant advantage for a GPT-4o avatar on knowledge acquisition (M=10.63 vs 8.92, p=.036). The tweet’s “Little or no impact” line is the post’s claim and is contradicted by that paper. The staff question still stands: judge the tool by the thinking it forces. Not a trial of this staff question.
Talk, not a prompt lesson Oral defence in the room. Learners explain, challenge and rebuild the idea out loud. “There is one area where AI cannot replace humans, and that should be key to our approach when countering AI’s potential to undermine all that we do” @tes	Talk, not a chatbot window. The product is a spoken account the class can hear.	Hebbes, Tes, 7 Apr 2026: talk is how humans explore; AI is the exploit engine. No study has tested it. Teachers almost never posted a lesson where learners judged an AI answer and it worked.

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Explain-back, bot closed A fluent homework answer is not accepted until the learner can say it in their own words with the bot closed. A US post; it does not name a country or role beyond “my students” . “...I already see it with some of my students who use chatgpt to complete homework and later can't explain anything in class or pass a test.” @MariaPeiro305	A learner who wrote a finished file going silent when asked why. Handwriting alone is not the product.	A US post. @TheMayeflowers is the closest first-person account. No study has tested it.
Restrict the newest model The newest agentic model is not allowed for learner work. US high-school history, Cutler’s own classroom rule. “I just published ChatGPT-6 Astra Can Do More of My Students’ Thinking Than Ever. That’s Why I’m Restricting It.” @spinedu	The restriction is named. This is one teacher’s rule, not a school-wide policy.	Medium, 7 Sep 2026: “as far as my classroom teaching goes, Astra isn't allowed.” Edutopia, 10 Jul 2026: at his school it is mostly up to the individual teacher; his own class prohibits AI unless he notes otherwise. Not a school policy.

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Literacy crowding Gatsby • objection The objection is that AI literacy is an extra requirement with nothing cut. US high school English. “If Gatsby takes three weeks to read, I can't just tell the kids “read faster” when they take away a week for some new initiative.” @didactickatydid	A module that replaces nothing. Full books lose a week.	NYC Public Schools guidance: two 45-minute modules, not a course. The teacher’s post said “coursework”; the city page says modules. Name the gap. Not a trial of literacy modules.

The EEF +8 months figure is the Toolkit mean. These routines are teachers' own accounts, not trial evidence.