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***Generative AI and the Reconfiguration of Inquiry in School
Geography Education***

School geography education in South Korea has long been constrained by content-heavy curricula, high-stakes examinations, and limited space for inquiry. The rapid diffusion of generative AI, however, is beginning to reconfigure these conditions. In this talk, I draw on a set of empirical studies—including AI-supported classroom experiments, a professional development program for secondary geography teachers, and design-based work with students' AI-mediated inquiry tasks—to examine how generative AI is reshaping inquiry, teaching roles, and assessment. The findings show that teachers increasingly value AI for enabling data-intensive inquiry, multimodal student products, and more individualized support, while at the same time struggling with structural constraints and a lack of subject-specific guidelines. At the student level, I discuss the risk of "false inquiry," where learners start with AI-generated results rather than questions, and thus outsource key cognitive work. I then introduce a set of thinking scaffolds that help students interpret, critique, and extend AI outputs instead of merely consuming them. I conclude by reflecting on broader implications for pedagogy, process-oriented assessment, and emerging forms of teacher professionalism in the AI era.