



Concept Note

17th ASEF Classroom Network (#ASEFClassNet17) “Learning about AI and Learning with AI”

April – November 2024 | Hybrid Project

Background of the ASEFClassNet Project Series

For over two decades, the ASEF Classroom Network has been providing **capacity-building opportunities** for collaborative teaching and learning and a platform to **explore** the potential of **cutting-edge EdTech¹** tools and the **integration of ESD²** in secondary, high, and vocational schools in Asia and Europe. Its target group is broad, given its intergenerational & multi-stakeholder outreach. It ranges from students, teachers, school leaders, teacher trainers, researchers, policymakers, and to EdTech experts. Since its inception, more than **2,100 teachers** from Asia and Europe have participated in various activities and become members of the ASEF Classroom Network. As a result, more than **35,000 students** have been engaged in **430 Asia-Europe School Collaborations** and local spin-off activities.

ASEFClassNet17 Topic Overview

Building up on the ASEFClassNet16 project that focused on “Leading Change: Digital Transformation of Education in the Era of AI”, the **17th edition of the ASEF Classroom Network (ASEFClassNet17)** project series focuses on the topic “**Learning about AI and Learning with AI**”.

Critiques of AI&ED stress that as AI is still a new tool in education and many of the claims made are not backed up by concrete independent evidence from classrooms. Some learning scientists highlight that these claims about the potential of AI in education derive from misunderstandings of the current technical possibilities of AI and a lack of knowledge about the state-of-the-art of AI in education.³ Others argue that the idea of AI-driven classrooms and AI assistance for teacher as a remedy for all education challenges is problematic.⁴ At present, a growing list of institutions, such as UNESCO⁵, the Council of Europe⁶, and several HEIs⁷ are actively advocating to make AI-driven digital transformation in education relevant, realistic, ethical, safe, effective, inclusive, and humanistic. As a result, research efforts increased around the world to understand the risks of AI tools in education while exploring its potential in building better education systems, and exploring how AI Literacy might best be pursued.

In this context, the topic, “**Learning about AI and Learning with AI**” is extremely significant as it allows us to dig deeper into issues on AI&ED and AIED. Considering the significance and transformative role of AI in education, ASEFClassNet17 aims to explore two distinct yet interconnected dimensions of AI in education: “Learning about AI” and “Learning with AI”.

¹ Education Technology

² Education for Sustainable Development

³ Holmes, W., & Tuomi, I. (2022). State of the art and practice in AI in education. *European Journal of Education*, 00, 1–29. <https://doi.org/10.1111/ejed.12533>

⁴ Davies, H. C., Eynon, R., & Salveson, C. (2021). The Mobilisation of AI in Education: A Bourdieusean Field Analysis. *Sociology*, 55(3), 539–560. <https://doi.org/10.1177/0038038520967888>

⁵ The United Nations Educational, Scientific and Cultural Organization

⁶ Holmes, W., Persson, J., Chounta, I.-A., Wasson, B., & Dimitrova, V. (2022). Artificial Intelligence and Education a Critical View Through the Lens of Human Rights, Democracy and the Rule of Law. Council of Europe. <https://rm.coe.int/artificial-intelligence-and-education-a-critical-view-through-the-lens/1680a886bd>

⁷ Higher Education Institutions

Learning about AI

There is no fixed universal definition of this term. However, based on the ongoing conversation, “Learning about AI” involves incorporating AI education into curricula to equip students with the knowledge and skills necessary to understand, utilize, and contribute to the evolving field of AI. Some of the key aspects of “Learning about AI” can consist of AI Literacy, AI Ethics, AI Industry, Skills needed for understanding AI etc. It can also refer to building awareness, knowledge, and competencies of both the human and technological dimensions of AI, to understand what AI is and what it is not, how it works and how to create it, and its social, ethical, and human implications.⁸

Learning with AI

Learning with AI refers to the integration of AI technologies into educational practices to enhance the learning experience. It focuses on building knowledge and understanding to critically evaluate the relevant use of AI and issues that concern the use of AI such as purpose, pedagogy, privacy, security, and ethics.⁹

Why focusing on “Learning about AI and Learning with AI” is significant?

Without a doubt, diverse discussions among practitioners, Edtech experts, learning scientists, and academics are essential to support relevant stakeholders responsible for driving suitable digital transformation centred on AIED and AI Literacy. At present, there is an urgent need for building awareness as well as basic competencies in key areas of AI&ED. Most importantly, in addition to having discussions, partnership opportunities for working collectively as an education community are vital to driving the right type of AI&ED innovation and teaching.

Moreover, the topic as part of the ASEFClassNet17 project is important as raising awareness among vocational and secondary level educators is crucial to advance the direction of teaching and learning to the right course as indicated by the ASEFClassNet16 Survey Report.

In 2023 ASEF conducted a survey among **secondary school educators at the K-12 level** from Asia and Europe countries, as part of the ASEFClassNet16 Open Call. Most of the survey respondents **acknowledged that they were not fully aware of the effective use of AI tools in education.**

- Respondents were asked how they achieved their level of knowledge about AI-enabled tools designed to support teaching and/or learning. More than two thirds reported that their knowledge was self-taught (n=226, ~68%), while one in five reported that they had received some kind of professional development (n=67, ~20%), and one in ten learned in some other way (e.g., through webinars) (n=37, ~11%).¹⁰ This indicates that professional training and learning opportunities on “**Learning about AI**” is much needed to support educators.
- In the context of “Learning with AI” when we asked respondents to name any AI-enabled tools that they had used in their teaching, only one third of respondents named a tool (n=114, ~35%), **not all of which were AI-enabled tools.** Two thirds did **not name any tool at all (n=216, ~65%).** The most common tool named was ChatGPT (n=49, ~35% of responses, ~15% of respondents), followed by Grammarly (n=11, ~8% of responses, ~3% of respondents), and Canva (n=3, ~2% of responses, ~2% of respondents). Bing, DeepL, Pictory, QuillBot and Wolfram Alpha were each named by 2 respondents, while the remaining 69 named tools were only mentioned by one respondent each. Different tools offered by Microsoft tools (n=4, ~2%

⁸ Holmes, W. (2021). UNESCO. Utilizing AI in Developing Education Systems: <https://rcepunesco.ae/en/KnowledgeCorner/WorkingPapers/WorkingPapers/2021%20-%20Wayne%20Holmes%20-%20AI%20and%20Education-%20A%20Critical%20Studies%20Perspective.pdf>

⁹ Holmes, W. (2021). UNESCO. Utilizing AI in Developing Education Systems: <https://rcepunesco.ae/en/KnowledgeCorner/WorkingPapers/WorkingPapers/2021%20-%20Wayne%20Holmes%20-%20AI%20and%20Education-%20A%20Critical%20Studies%20Perspective.pdf>

¹⁰ ASEFClassNet16 Survey Report on AI&ED: https://asef.org/wp-content/uploads/2023/12/20231211_ASEFClassNet16_AI-and-Education-Survey-Report_111223_FINAL_DOUBLE-Page.pdf

or responses, ~2% of respondents) and by Google (n=4, ~2% or responses, ~2% of respondents). This indicates that educators need more information and exposure on AIED.

These data confirms that educators need a great amount of training, support, and opportunities for practice to realise the right and wrong claims surrounding AI&ED and AIED.¹¹

Therefore, the topic of the ASEFClassNet17, “**Learning about AI and Learning with AI**”, is of noteworthy relevance in the education sector in Asia and Europe and worldwide, especially at the secondary and vocational education sector.

ASEFClassNet17 Programme

ASEFClassNet17 is a hybrid project and is planned to take place both online and on-site throughout 2024. It aims to engage a diverse group of intergenerational participants on the topic of “**Learning about AI and Learning with AI**”.

Focusing on the significance of the topic stated above, the **primary aim of the project** is to conduct various **knowledge and capacity building activities, conduct intercultural dialogues on the topic, and build partnerships** that result in equipping K-12 stakeholders with basic awareness, competencies, and strategies around AI&ED.

To achieve this aim, the ASEFClassNet17 project activities will address two different target groups and offer two parallel tracks to engage with:

1 | School Collaboration Track

This activity is **for teachers and trainee teachers** at the secondary education level to develop their knowledge on the topic as well as advocacy and leadership skills for integrating ethical and effective AI innovation in classrooms across Asian and European schools.

2 | Faculty Collaboration Track

This activity **is for academic experts (professors, researchers, teacher trainers)** in Higher Education Institutions to engage in critical and timely conversations on integrating ethical and effective AI innovation to identify crucial areas and work in partnerships to create collaborative resources on the topic based on the discussion findings.

Through these two platforms, the project aims to engage approximately 300 participants over a period of 8 months and to increase awareness and understanding of issues related to innovation and leadership in the AI era based on effectiveness and a strong ethical foundation.



Image 1: ASEFClassNet17 Programme Key Elements & Timeline

¹¹ ASEFClassNet16 Survey Report on AI&ED: https://asef.org/wp-content/uploads/2023/12/20231211_ASEFClassNet16_AI-and-Education-Survey-Report_111223_FINAL_DOUBLE-Page.pdf

1 | ASEFClassNet17 School Collaboration Track

The full ASEFClassNet17 School Collaboration is an 7-month (April-November 2024) hybrid knowledge and capacity-building project for teachers and trainee teachers at the secondary education level. It aims to enhance teaching & learning environments in secondary, high, and vocational schools across Asia and Europe on the topic of “Learning about AI and Learning with AI”.

Participants - School Collaboration

Citizens from Asian¹² and European¹³ countries who are:

- Teachers, or educators at the secondary, vocational, or high school level
- Trainee teachers, who are currently students at a university to become teachers

Programme Design – School Collaboration

The programme of the ASEFClassNet17 School Collaboration consists of 2 stages:

1. Virtual Knowledge & Capacity Building Stage [April – July 2024]

The virtual knowledge and capacity-building stage of the School Collaboration takes place in 2 Phases:

a. Self-Learning [6 Weeks; 24 April – 29 May 2024]: At first, participants will learn from and interact with experts on the thematic/technical areas to build relevant knowledge on the project themes to improve their knowledge and understanding. They will take part in self-reflective exercises on the lessons learned from thematic and/or technical sessions.

b. Team Learning [7 Weeks; 05 June – 17 July 2024]: Based on the knowledge participants acquired in the self-learning stage, they will exchange ideas and critically reflect on the topic during team discussions. Participants will be paired up to work together on designing an Innovative Teaching Practice (ITP), that will become an Open Education Resource at the end of the programme.

During **Team Learning** phase, participants will work together with their mentors. The mentors pool consists of teachers and experts who are either ASEFClassNet alumni or are currently mentoring with Open Education for Better World (OE4BW) founded by UNESCO Chair for Open Education Resources and it is based at the Jožef Stefan Institute in Ljubljana, Slovenia.¹⁴

2. Hybrid Implementation Stage [August – November 2024]

The hybrid implementation stage is designed to bring the best Innovative Teaching Practice Ideas forward, and test them in classroom and evaluate them in 2 Phases:

c. Action Learning [12 Weeks, 31 July – 16 October 2024]: After the self and team learning stages, participants will further strengthen their knowledge and pedagogical skills by putting their knowledge into action. They will implement their designed Innovative Teaching Practice (ITP) in their own classrooms/schools, with the support and advise from the Mentors.

d. Conference [Manila, Philippines, 11-15 November 2024 (tbc)]: A 4-5-day long on-site conference is under organisation to bring the best performing teams of ASEFClassNet17 together. This is a “by invitation only” event to showcase and further develop the selected Innovative Teaching Practices.

¹² **Asia:** Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, New Zealand, Pakistan, Philippines, Singapore, Thailand and Viet Nam.

¹³ **Europe:** Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

¹⁴ To learn more about them check: <https://oe4bw.org/>

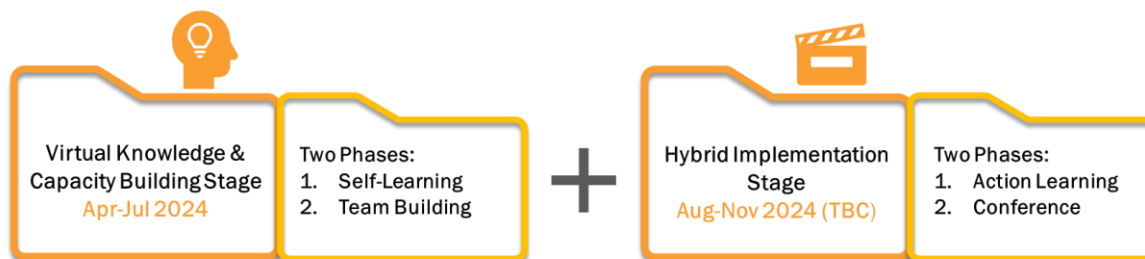


Image 2: Key Elements of School Collaboration Activity of the ASEFClassNet17 Project

Outcomes - School Collaboration

The School Collaboration aims to achieve the following key outcomes:

- **Raise awareness** and promote meaningful discussions on the significance of AI&ED and AIED in a peer-to-peer environment
- **Innovation for effective quality teaching and learning** at the secondary education level
- Enhance participant teachers' **leadership and decision-making competencies** for significance of ethical AI innovation for effective quality teaching and learning
- Provide a **peer-to-peer learning platform** for teachers to critically reflect on ongoing AI innovation in K-12 education
- Provide an **intergenerational and intercultural platform** and bring together expert teachers and trainee teachers to have multifaceted conversations on the project topic
- Promote **Asia-Europe cross-cultural cooperation** among teachers in Asia and Europe
- Contribute to the field of AI&ED and AIED through **creating Innovative Teaching Practices (ITPs)** that will become **Open Education Resources (OER)**
- Empower participants to independently **co-initiate and co-implement spin-off activities** and produce innovative examples on effective and ethical teaching with AI tools
- **Inform education policymakers in Asia and Europe** with relevant insights gathered from teachers to improve secondary-level education scenarios in Asia and Europe

2 | ASEFClassNet17 Faculty Collaboration Track

ASEFClassNet17 Faculty Collaboration is an 7-month (May-November 2024) exchange and dialogue project **for academics and teacher trainers working at higher education institutions (HEIs)**. It aims to create avenues for scholarly discussions and resource creation on the topic of **"Learning about AI and Learning with AI"** to support educators at the K-12 level as well as to foster collaboration among Faculties of Education.

Participants - Faculty Collaboration

Citizens from Asian¹⁵ and European¹⁶ countries who are:

- Academic experts (professors, researchers, etc.) or managers working at a Faculty of Education at a Higher Education Institution (HEI)
- Teacher trainers working at the Ministry of Education associated teacher training centres.

¹⁵ **Asia:** Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, New Zealand, Pakistan, Philippines, Singapore, Thailand and Viet Nam.

¹⁶ **Europe:** Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

Programme Design - Faculty Collaboration

The programme of the ASEFClassNet17 Faculty Collaboration consists of 2 stages:

1. Virtual Knowledge Building and Dialogue Stage [May – July 2024]

The virtual knowledge and capacity-building stage of the Faculty Collaboration takes place in 2 Phases:

a. Self-Learning [4 Weeks; 03 – 29 May 2024]: At first, participants will learn from and interact with experts on the thematic/technical areas to build relevant knowledge on the project themes to improve their knowledge and understanding. They will take part in self-reflective exercises on the lessons learned from thematic and/or technical sessions.

b. Cross-Faculty Dialogues [7 Weeks; 05 June – 17 July 2024]: In this phase, the academic experts will collaborate with each other and share ideas through a series of dialogues on the topic to identify crucial areas that need to be prioritised to support integration of AI tools in schools effectively and ethically. The dialogue will involve:

- **Individual Presentations:** participants will share their ongoing work on the topic, exchange information with each other, and look for synergies. The sessions will be interactive, allowing for knowledge exchange, and dialogues on the topic.
- **Developing project proposals:** participants will develop ideas for collaboration among their institutions e.g., symposium, comparative research report, joint curriculum development, pedagogy enhancement, joint research etc. The key aim is to come up with ideas that could lead to sustainable peer networks with concrete outputs. Actionable ideas will be presented at the ASEFClassNet17 Conference.

2. Hybrid Collaboration in Action Stage [1 September – 31 November 2024]

c. Proposal Development [8 Weeks, 1 September – 31 October 2024]: After the cross-faculty dialogues and the presentation of the research proposals, each proposal team will have more time to work on their ideas in a more concrete manner.

d. Conference [Nov 2024, venue (tbc)]: A 4-5-day long on-site conference will be organised to bring the participants of ASEFClassNet17 together. This is by 'invitation only' to showcase and further develop the Joint Proposals.



Image 3: Key Elements of Faculty Collaboration Activity of the ASEFClassNet17 Project

Outcomes – Faculty Collaboration

The Faculty Collaboration aims to achieve the following key outcomes:

- Promote **Asia-Europe cross-cultural cooperation among Faculty of Education in HEIs in Asia and Europe**
- **Raise awareness and promote meaningful discussions** on the significance of ethical AI innovation for effective quality teaching and learning in HEIs' Teacher Training Departments
- **Create new resources to support the leadership of secondary school stakeholders** on the significance of ethical AI innovation for effective quality teaching and learning

- Provide a **global dialogue platform to reflect on existing academic resources**, teaching resources, practices, and partnerships on the ethical AI innovation for effective quality teaching and learning
- Provide an **intergenerational mentorship platform between academic experts and teachers as well as teachers-to-be** to not only have meaningful conversations on the topic but also to build innovative education initiatives (ITPs) through joint collaboration
- Evaluate the impact of education **initiatives built as part of spin-off activities after the project** and generate new insights and resources on better integration and use of AI tools in schools
- **Inform education policymakers in Asia and Europe with relevant insights** gathered from Faculties of Education to improve secondary-level education scenarios in Asia and Europe.

.....

Organised by



Asia-Europe Foundation (ASEF)

ASEF is an intergovernmental not-for-profit organisation founded in 1997 and located in Singapore. ASEF promotes understanding, strengthens relationships and facilitates cooperation among the people, institutions and organisations of Asia and Europe. ASEF enhances dialogue, enables exchanges and encourages collaboration across the thematic areas of culture, education, governance, sustainable development, economy, public health and media. For more information, please visit the www.ASEF.org.

In Partnership With



The International Research Centre on Artificial Intelligence (IRCAI) under the auspices of UNESCO is a dedicated scientific network, committed to “bridge both artificial intelligence and sustainable development” ensuring via any available means be it research, policy or technology, that the public is the main beneficiary of our actions. We’ve built an international and inclusive environment where collaboration is encouraged and learning is shared freely. With a particular focus on equity, inclusion and diversity, we develop insights, frameworks and tools to help both us and the broader AI community create AI that represents the diversity and development concerns of people across the world. For more information, please visit <https://ircai.org/>.



Open Educational Resources (OER) refer to freely accessible educational materials that are openly licensed to allow for their use, adaptation, and redistribution by educators and learners. These resources can encompass a wide range of content types, including textbooks, lecture notes, quizzes, videos, interactive simulations, and more. The term Open Educational Resources was coined at UNESCO's 2002 Forum on Open Courseware as “teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”. OER include free materials and courses at all levels of formal as well as lifelong learning processes. For more information, please visit <https://oe4bw.org/>.



EdTech Marketplace Asia is an education-specific marketplace that hosts the best and most trusted EdTech solutions. It allows EdTech Users to explore a wide selection of technology solutions for educational purposes, i.e. Online Learning Platforms, Assessment Tools, e-Curriculum, Language & Tutoring Platforms, Learning Kits, Learning Management Systems and many more. For more information, please visit <https://www.edtechmarketplace-asia.com/>.



The Philippine Normal University (PNU), established in 1901, is the National Center for Teacher Education (NCTE) by virtue of Republic Act 9647. As the leading public teacher education institution in the Philippines, PNU offers undergraduate and graduate degrees, as well as teacher training programs for both local and international students. It has campuses in Manila, North Luzon, South Luzon, Visayas, and Mindanao. PNU's leadership and strategic roles locally and internationally include being the Lead Shepherd of the National Network of Normal Schools (3NS), the Founding Chair and Permanent Secretariat of the Association of Southeast Asian Teacher Education Network (AsTEN), and designated as the GCED Cooperation Centre in the Philippines by UNESCO APCIEU. As NCTE, PNU is mandated to provide inputs to education policies of the country in the areas of curriculum and instruction, and research and development. For more information, please visit <https://www.pnu.edu.ph/>.



The Association of Southeast Asian Teacher Education Network (AsTEN) is an entity associated with ASEAN and a network of premier and leading Teacher Education Institutions (TEIs) of the countries in the ASEAN. The goal of the association is to address issues, challenges, and concerns relevant to teacher education programs, practices and policies in the ASEAN Region. It also serves as a vehicle for collaboration in both academic and research endeavors within and across member institutions that will ultimately benefit the ASEAN nations and peoples. For more information, please visit <https://www.asten1.org/>.

Visual Concept: The “Fortune Teller” has gone by a variety of names across cultures, for example cootie catcher, salt cellars or paku-paku. It used to be a popular paper game and was even played to get answers about the future. The player had 2 moves and 4 choices to come to one of 8 possible pictures or messages about the future. Times have changed. From human imagination and “Fortunes Tellers”, we have shifted to creative human minds and “Artificial Intelligence (AI)” to foresee the future. 2 moves, 4 choices and 8 scenarios have now become 1s, 0s and millions of possibilities. Which moves and choices do we make out of these millions to design our sustainable future - in the midst of an ongoing public health & education crisis as well as the transformation of education through technology?