



16th ASEF Classroom Network (#ASEFClassNet16)

Leading Change: Digital Transformation of Education in the Era of AI

June – December 2023 | Hybrid Project
Concept Note

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 **1,900 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.

Topic of ASEFClassNet16

The 16th edition of the ASEF Classroom Network project series focuses on the topic “**Leading Change: Digital Transformation of Education in the Era of AI**”.

The conversation about the potential and importance of Artificial Intelligence (AI) for Education is currently growing rapidly (as highlighted by the recent explosion of media interest around the generative AI tool called ChatGPT). Around the globe, EdTech advocates and companies are claiming that AI can transform the teaching and learning process to produce better learning outcomes – by, for example, helping teachers track learners’ progress, automating operational tasks, and generating assignments.³ However, 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.⁴ Others argue that the notion of AI-driven classroom assistance as a remedy for all education challenges is problematic.⁵

As well as the role of AI in education (the *application* of AI tools in educational contexts: *AIED*⁶), there is also the role of education in helping students and teachers understand how AI works and its social, ethical, and human implications (the *teaching* of both the human and technological dimensions of AI: *AI Literacy*). If teachers and students are to make the best use of AI in education, and society is to make the best use of AI across all domains, it is likely that both the application and teaching of AI need to be carefully considered. In any case, the widely and globally discussed claims about AI and education (AI&ED⁷) need critical review, careful consideration, and collaborative discussions.⁸

¹ Education Technology

² Education for Sustainable Development

³ Chaudhry, M.A., Kazim, E. Artificial Intelligence in Education (AIED): a high-level academic and industry note 2021. *AI Ethics* 2, 157–165 (2022). <https://link.springer.com/article/10.1007/s43681-021-00074-z>

⁴ 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>

⁵ 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>

⁶ AIED is the application of AI in education (i.e., using AI tools in classrooms). It is one component of AI&ED.

⁷ AI&ED is the overarching term, including everything in the connection between AI and education.

⁸ Holmes, W., Porayska-Pomsta, K., Holstein, K. et al. Ethics of AI in Education: Towards a Community-Wide Framework. *Int J Artif Intell Educ* 32, 504–526 (2022). <https://doi.org/10.1007/s40593-021-00239-1>

At present, a growing list of institutions, such as UNESCO⁹, the Council of Europe¹⁰, and several HEIs¹¹ are actively advocating to make AI-driven digital transformation in education relevant, realistic, ethical, safe, effective, inclusive, and humanistic. As a result, there have been increased research efforts 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. To contribute to such efforts and conversation, ASEF conducted a survey between 2019-2020 among secondary school educators and learners, where over 3,000 respondents from Asia and Europe countries shared their perspectives and knowledge on AI&ED and the status of the use of AIED tools. Most of the survey respondents, who were both education practitioners and **learners at the K-12 level, acknowledged that they were not fully aware of the effective use of AI tools in education.** Among them, **72% of teachers** shared that they have not used any AIED tools in their classrooms. While reflecting on their readiness to teach with AI tools, **only 9% of the teacher** respondents shared that they have sufficient knowledge about the use of AI tools in the classrooms. The **remaining 91% of teacher respondents shared that they have either basic knowledge or know nothing about the use of AI tools in education.** This confirms that educators need a great amount of support and training to realise the right and wrong claims surrounding AI&ED.

In the context of secondary schooling, the role of leadership and advocacy is also important for preparing and supporting teachers in the era of AI. It is also crucial for setting the foundation for both educators and learners to both apply and teach AI in meaningful ways when needed and relevant.

However, what should be the right purpose for using AI tools in Education? How do we identify the AI tools that are relevant and effective? What should be taught about AI and by whom? What does it mean to lead effective change in schools around AI&ED? Addressing such important questions requires critical scrutiny in a number of areas such as technical proficiency, curriculum development, teacher training, privacy, security-related concerns, as well as inclusion, humanistic view, ethics, and accessibility issues. 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.

Thus, the topic of the ASEFClassNet16, “**Leading Change: Digital Transformation of Education in the Era of AI**”, is of significant relevance in the education sector in Asia and Europe and worldwide. The primary aim of the project is to conduct various capacity, dialogue, and partnership-building activities that result in equipping K-12 stakeholders with basic awareness, competencies, and strategies around AI&ED. To achieve this aim, the ASEFClassNet16 project activities will address AI&ED from two points of view: 1) the technological dimension and 2) the humanistic dimension. The awareness and knowledge-building components of AIED will cover questions and topics such as:

- **Applications of AI in education (AIED):** 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.
- **The Teaching of AI in education (AI Literacy):** 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.

⁹ The United Nations Educational, Scientific and Cultural Organization

¹⁰ 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>

¹¹ Higher Education Institutions

Scope of ASEFClassNet16

The 16th edition of the ASEF Classroom Network Conference (ASEFClassNet16) is a hybrid project and is planned to take place both online and on-site throughout 2023. It aims to engage a diverse group of intergenerational participants on the topic of “**Leading Change: Digital Transformation of Education in the Era of AI**”.

In this edition there will be two parallel activities and platforms to engage with:

1 | School Collaboration

This activity is **for teachers, trainee teachers, and school leaders** 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

This activity is **for academic experts (professors, researchers, teacher trainers, etc.)** 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 150 participants over a period of 6 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.

1 | ASEFClassNet16 School Collaboration

ASEFClassNet16 School Collaboration is a **7-month (June-December 2023) 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 “**Leading Change: Digital Transformation of Education in the Era of AI**”.

Participants - School Collaboration

Citizens from Asian¹² and European¹³ countries who are:

- Teachers, school leaders, and any 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 ASEFClassNet16 School Collaboration consists of 3 key stages:

1. Virtual Training & Capacity Building Stage

The virtual training and capacity-building stage of the School Collaboration takes place in 3 phases:

- Self-Learning:** 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.

¹² **Asia:** Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, 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, New Zealand, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

b. **Team Learning:** Based on the knowledge participants acquired in the self-learning stage, participants will exchange ideas and critically reflect on the topic in teams. To take participants' pedagogical skills to the next level they will collaboratively work and learn from each other.

c. **Action Learning:** After the self and team learning stages, participants will further strengthen their knowledge and pedagogical skills by putting their knowledge into action. They will design an Innovative Teaching Practice (ITP) by working in a team to introduce the ethical and effective use of AI tools in their own classrooms/schools.

2. Onsite Stage: ASEFClassNet16 Conference

A 3-day long on-site conference will be organised to bring the participants of ASEFClassNet16 together. Teachers, teacher trainees, and academic experts from various countries across Asia and Europe will ensure a great intergenerational and diverse dialogue on the topic. Practitioners and experts connect to find innovative education solutions together through collaborative discussions, mentorships, and concrete actions. ITPs developed by School Collaboration participants will be shared and discussed.

3. ITP Implementation Stage

After the conference, School Collaboration participants will start implementing their Innovative Teaching Practices (ITPs) and showcase their progress at the end of the year.



Image 1: Key Elements of School Collaboration Activity of the ASEFClassNet16 Project

Expected Contribution from Participants – School Collaboration

- Full participation in 8 online sessions between June-September 2023 (est. 16 hours)
- Design an Innovative Teaching Practice (ITP) with a group of teachers (est. 8 hours)
- Participate at the on-site ASEFClassNet16 Conference taking place in Oct / Nov (est. 3 days)
- Implement the ITP after the conference in home school (no time estimation)

Outcomes - School Collaboration

The School Collaboration aims to achieve the following key outcomes:

- Raise awareness and promote meaningful discussions on the significance of ethical AI
- innovation for effective quality teaching and learning in secondary school teaching and learning
- 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 for effective quality teaching and learning
- Provide an intergenerational and intercultural platform and bring together expert teachers and trainee teachers to have multifaceted conversations on the topic

- Promote Asia-Europe cross-cultural cooperation among teachers in Asia and Europe
- Empower participants to independently co-initiate and co-implement spin-off activities to produce innovative examples on how effective and ethical teaching with AI tools look like after the project
- Inform Education policymakers in Asia and Europe with relevant insights gathered from teachers to improve secondary-level education scenarios in Asia and Europe

2 | ASEFClassNet16 Faculty Collaboration

ASEFClassNet16 Faculty Collaboration is a 7-month (June-December 2023) 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 “Leading Change: Digital Transformation of Education in the Era of AI” to support educators at the K-12 level as well as to foster collaboration among Faculties of Education.

This is a new element of the ASEFClassNet project that aims at strengthening collaboration across Faculties of Education and supporting innovation in teaching and learning at the K-12 level.

Participants - Faculty Collaboration

Citizens from Asian¹⁴ and European¹⁵ countries who are:

- Academic experts (professors, researchers, etc.) or managers working at a Faculty of Education at a Higher Education Institution (HEI)

Programme Design - Faculty Collaboration

The programme of the ASEFClassNet16 Faculty Collaboration consists of 3 key stages:

1. Cross-Faculty Dialogues

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 series will take place in 2 stages:

- Individual Presentations:** In this stage, selected experts will deliver sessions to share their ongoing work, exchange information with each other, and look for synergies. The sessions will be interactive, allowing for knowledge exchange, and dialogues on the topic.
- Group Discussions:** In this stage, experts with similar interests will jointly develop ideas for collaboration among their institutions e.g., joint curriculum development, pedagogy enhancement, joint research, joint PhD programmes, 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 ASEFClassNet16 Conference.

2. ASEFClassNet16 Conference

A 3-day long on-site conference will be organised to bring the participants of ASEFClassNet16 together. Academic experts, teachers, teacher trainees from various countries across Asia and Europe will ensure a great intergenerational and diverse dialogue on the topic. During the

¹⁴ **Asia:** Australia, Bangladesh, Brunei Darussalam, Cambodia, China, India, Indonesia, Japan, Kazakhstan, Korea, Lao PDR, Malaysia, Mongolia, Myanmar, Pakistan, Philippines, Singapore, Thailand and Viet Nam.

¹⁵ **Europe:** Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, New Zealand, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Switzerland and the United Kingdom.

conference teams of academic experts involved in Faculty Collaboration will engage with School Collaboration participants teachers of the ASEFClassNet16 project.

3. Collaboration in Action

In this phase, Faculty collaboration participants will start implementing their ideas e.g., joint curriculum development, pedagogy enhancement, joint research, joint PhD programmes, etc. ASEF will help with coordination.



Image 2: Key Elements of Faculty Collaboration Activity of the ASEFClassNet16 Project

Expected Contribution from Participants - Faculty Collaboration

- Full participation in 7 online sessions between June-September 2023 (est. 16 hours)
- Come up with ideas for collaboration on three key areas: curriculum development, teaching & leadership guidelines, and student engagement for effective use of AI in schools
- Start collaborations on the identified areas

Outcomes – Faculty Collaboration

The Faculty Collaboration aims to achieve the following key outcomes:

- 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
- Promote Asia-Europe cross-cultural cooperation among Faculty of Education in HEIs in Asia and Europe
- 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 teachers and ITP evaluations 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.

The work of ASEF's Education Department (ASEFEdu) focuses on the themes digitalization & inclusion, and hence, contributes with its projects to the achievement of the UN 2030 Agenda and the 17 Sustainable Development Goals (SDGs), especially to Goal4: *ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all*.

For more information, please visit the www.ASEF.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?

ASEF's contribution is made possible with the financial support of:

