



## 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.<sup>8</sup>

## 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.<sup>9</sup>

## 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%).<sup>10</sup> 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%

<sup>8</sup> 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>

<sup>9</sup> 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>

<sup>10</sup> 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](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.<sup>11</sup>

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

<sup>11</sup> 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](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 **8-month (April-December 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 Asian<sup>12</sup> and European<sup>13</sup> 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.<sup>14</sup>

#### 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 advice from the Mentors.

**d. Conference [Nov 2024, venue and dates (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.

<sup>12</sup> **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.

<sup>13</sup> **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.

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

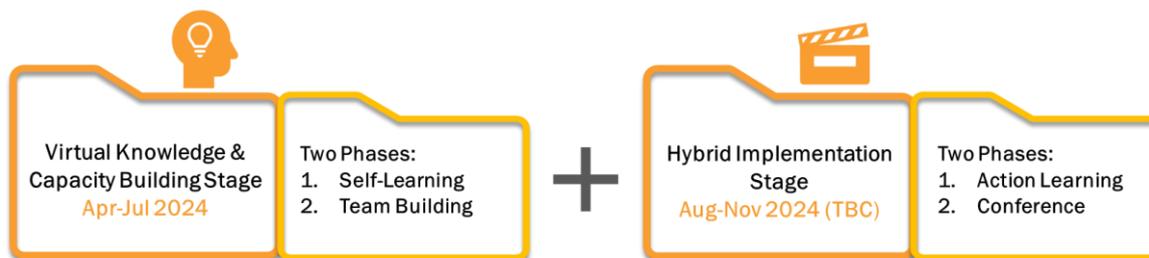


Image 2: Key Elements of School Collaboration Activity of the ASEFClassNet17 Project

## 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 8-month (April-December 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 Asian<sup>15</sup> and European<sup>16</sup> 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.

### Programme Design - Faculty Collaboration

<sup>15</sup> **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.

<sup>16</sup> **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.

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

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

The virtual knowledge and capacity-building stage of the Faculty 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. 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](http://www.ASEF.org).

**In Partnership With**



**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?