#ASEFClassNet 2020
School Collaboration
Overview

Student Engagement “Meeting the Sustainable Development Goals“

**Background**

In the context of ensuring sustainable development, one of the main challenges of developing and using AI applications are gender biases and gender gaps in digital skills. The ASEF ClassNet School Collaboration 2020 Project, “Gender-equitable AI and AI for Gender Equality” seeks to raise awareness of the Sustainable Development Goals (SDGs) and the role of AI in creating a more gender-equitable world among the secondary school students. It engages interested teachers of the 15th ASEF ClassNet Conference (#ASEFClassNet15) and their students as well as other interested schools to critically reflect on existing dilemmas, and develop new ideas on how, already at a school level, gender-equitable AI can be better integrated and promoted in our societies. The project will be curated through the Erasmus E-Twinning portal, GSuite, a Google Site, Adobe Spark and Write The World. It invites both creative and factual writers – teachers and students – and contributions will be compiled in an Asia-Europe blog and published on various online platforms.

Building a sustainable future is critical, and educators around the world have an important role to play. They must act to ensure that their students are equipped to be proactive in their participation, both locally and globally. Through this project secondary school educators will have the chance to inspire their students to envisage a more sustainable world, where extreme poverty has been eradicated, climate change is properly addressed, social injustice and gender inequality are unacceptable. The project will particularly focus on gender equality issues in the context of the role of AI in promoting the SDGs. It will mainly examine gender bias and equity across a number of areas that involves AI. Education for Sustainable Development applications will act as key pillars within the project.

The collaboration is a follow up on the 14th ASEF ClassNet Conference in 2018 in Finland on the topic “Gender Equality: Re-programming STEM Education”.

**Method**

This school collaboration is evolving and flexible and will cater for curriculum inclusion as well as co-curricular engagement. Students will adopt project-based learning approach supported by the use of ICT which will promote collaboration, critical thinking, communication, digital literacy, reading literacy and creativity. International teams of students that will be matched in accordance with their areas of their interests. The respective teams will do research on AI and SDG 5 on Gender Equality and share what they have learnt with their peers.

After being equipped with insights on the topics, the teams will then decide on the creative outcome they would like to develop (video, poster, song, a short story, a blog, an awareness campaign, etc.) Applications and platforms will be used to work toward moving student engagement through the SAMR model with AI applications supporting student writing, advocacy, and creativity.

Given the outbreak of the COVID-19 pandemic, we have to bring radical change to all aspects of life globally. Teachers and students had to adapt to different living and learning contexts and as a consequence, the project had to adapt and included elements such as a page dedicated to the participant’s wellbeing.

This activity engages teachers and students from Grade 7 to Grade 12. It focuses on transforming students from being passengers, observing global issues, to empowering participation in advocacy and action to build effective responses to the sustainable development goals.
Expected Outcome

- This collaboration will create a platform that enables dialogue, advocacy, engagement, and empathy to build bridges that have cross-cultural implications.
- The activity will build knowledge and action in response to the UN Sustainable Development Goals and address the issue of artificial intelligence and gender equity, as well as opportunities for AI to be used to counter global issues which will be curated through the Erasmus E-Twinning platform and Google Site. These responses will come in a range of forms: essays, apps, videos, blogs, stories, comics, memes, posters, and paintings.
- This peer-to-peer exchange will be a platform based on mutual trust, where students share their thoughts, knowledge, and actions for change.

Required Technology & Software

- **Kahoot** – A game-based learning platform, used as educational technology in schools and other educational institutions
- **Zoom** – A video conferencing tool
- **Sway** – A presentation programme which allows users to combine text and media to create a presentable website
- **Biteable** – An online platform which allows you to create your own video
- **Story Jumper** – A website that allows students to create and publish their own illustrated stories
- **Google apps** – Google applications
- **Answergarden** – A minimalistic feedback tool used for real-time audience participation, online brainstorming and classroom feedback
- **Padlet** – A web app that lets users post notes on a digital wall
- **Adobe Spark** – A application that allows both web and mobile users to create and share visual content – like posts for social media, graphics, web stories, and animated videos
- **Google Tour Creator** – A tool used to create and publish virtual reality tours
- **Flipgrid** – A website that allows teachers to create “grids” to facilitate video discussions
- **Write The World** – A global online community, where young writers can publish their work and refine their craft through a regular writing routine, an attention to revision.

Coordinators

**Coordinators Asia:**
Ms Juliette BENTLEY, Teacher
Mt St Michael’s College Ashgrove
Australia

**Coordinator Europe:**
Ms Maria DA SILVA
Teacher
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Portugal

This School Collaboration is part of the ASEF Classroom Network (ASEFClassNet) Programme. For further information, please visit: [https://classnet.asef.org](https://classnet.asef.org)
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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
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<tr>
<td>January and February</td>
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<td>Expressions of Interest</td>
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<td>February</td>
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<td>Invitation to E-Twinning and acceptance</td>
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<td>February</td>
<td>COVID-19 began to have an impact from February.</td>
<td>Sign-up and Introductory Video Flipgrid Teachers Password is ASEF2020</td>
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<td>By the end of February. Even if students will not be starting, for some, teachers can gain a lot by getting to know one another and supporting one another as we prepare to make rich global connections.</td>
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<td>March</td>
<td>COVID-19 disrupted the program participation at this point and it became more flexible</td>
<td>Students make introductory Flipgrid and respond to one another. Teachers sign up to Write the World (Onboarding by WTW organised by Juliette Bentley to help teachers become familiar with the platform) Teachers join our Facebook Group Mindfulness in COVID-19 page created for participants</td>
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<td>April to November</td>
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<td>Participants exchange Flipgrid Videos, Participants write and respond to SDGs in Write The World. Online tutorials available with JB and MS via video and Zoom Advocacy around SDGs shared and responded to. Adobe/Wakelet 200 Words Writing for Change (videos can be found here) Videos on AI and Gender Equity uploaded</td>
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<td>December 18</td>
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<td>Reflections from teachers and students.</td>
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<td>End December</td>
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<td>Completion of the Project and uploading of Video on AI and Gender Equity. The website remains live as does the blog (Write The World) so that students can continue to collaborate and care.</td>
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