



# 18th ASEFClassroom Network (ASEFCClassNet18) Faculty Collaboration Project

## Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design

### Project Report

#### ABOUT THE PROJECT SERIES

The **ASEF Classroom Network Project (ASEFCClassNet)** brings together teachers and teacher trainers, creating a vibrant Asia-Europe community linked through **two programme tracks**:

- **Faculty Collaboration:** For teacher trainers, academics, and researchers.
- **School Collaboration:** For teachers and school leaders

The 18<sup>th</sup> edition of the ASEFCClassNet project (ASEFCClassNet18) focused on “**Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design**” and took place in a hybrid format from May to November 2025. The programme consisted of various capacity building activities in 3 different phases that included self-learning, peer-to-peer learning and collaboration in action opportunities with two on-site conferences in Zhuhai, China for Faculty Collaboration and in Maribor, Slovenia for School Collaboration.

To learn more about the overall ASEFCClassNet18 programme check: Overall Programme Page ([Link](#)), School Collaboration ([link](#)) and Faculty Collaboration ([link](#)).

#### KEY OBJECTIVES

The key objectives of the ASEFCClassNet18 Faculty Collaboration project were to:



#### ENHANCE KNOWLEDGE

Enhance understanding of digital transformation of education and the disruptive Artificial Intelligence trend



#### ENCOURAGE INNOVATION

Participants to work with peers in diverse groups, play their role in leading education innovation on AI&ED



#### ENABLE NETWORKING & COLLABORATION

Enable networking, collaboration, and partnerships among institutions and scholars across Asia and Europe, strengthening cross-regional exchange and cooperation.



#### CONTRIBUTE TO THE FIELD OF AI&ED THROUGH ALUMNI

Through enabling alumni scholars to create independent projects based on previous year’s faculty collaboration joint activities, training more educators in Asia and Europe.



#### EMPOWER ACADEMICS, RESEARCHERS & TEACHER TRAINERS

Create an Asia-Europe community for exchanges on secondary school teacher education and cultivate the innovation spirit to future-proof pedagogy and teacher education.

#### KEY FACTS

##### Key Programme Elements

- **Cross-Faculty Dialogue**  
May – June 2025 [Virtual]
- **Cross-Faculty Collaboration**  
July – October 2025 [Virtual]
- **On-site Conference**  
11-16 November 2025 [Zhuhai, China]

##### Participants

**70+** Fellows (academics, researchers, teacher trainers) and Practitioners engaged in activities

##### Resource Persons

**15+** speakers, advisers, workshop facilitators and organisers

##### Key Outcomes

- **12 Collaborative teams working on 12 Book Chapters** on AI&ED
- **1 International Conference and AIED Symposium** to foster meaningful exchange, featuring **19 Pedagogical Innovations** and **10 academic paper presentations** on AI&ED
- **1 academic publication** to empower and inform academics, policymakers, researchers, and teacher trainers beyond the ASEFCClassNet community



## TOPIC

Building on the previous year's activities, [the ASEFClassNet17 project](#) on “Learning about AI and Learning with AI”, the **18<sup>th</sup> edition of the ASEF Classroom Network (ASEFClassNet18)** focused on the topic “**Effective, Inclusive, and Ethical Artificial Intelligence in Education (AIED) Design.**”

## WHY “EFFECTIVE, INCLUSIVE AND ETHICAL” AIED DESIGN?

Today, **AI-enabled tools continue to evolve and spread** in the field of education. Hence, their potential to enhance teaching and learning in the secondary and vocational education sectors must be carefully explored. A growing list of institutions, such as **UNESCO**, the **Council of Europe** are **actively advocating** to make AI-driven digital transformation in education relevant, effective, inclusive, and ethical. We wanted to deepen the conversation from theory to practice, and our collective efforts to guide educators to co-create actionable, classroom-ready AIED solutions rooted in ethics, equity, and pedagogical innovation.

Hence, **for ASEFClassNet18 programme**, we explored the following aspects:

- **Effectiveness:** Educators will understand how AI can enhance learning outcomes, effective and engaging instruction, and provide adaptive feedback. By deepening understanding of effectiveness, educators can harness AI meaningfully to enhance learning outcomes, rather than replace pedagogy.
- **Inclusion:** Educators will learn to recognise how AI can unintentionally reinforce biases or exclude certain students. By understanding inclusive design, they will learn to identify and mitigate biases, and advocate for fairer AI systems where all learners benefit from AI-driven education.
- **Ethics:** Data privacy, transparency, and responsible AI use must be at the core of EdTech innovation. In this context, educators play a key role in safeguarding student data, ensuring AI transparency, and addressing ethical concerns. Educators will learn how to safeguard student rights, make informed decisions, and build trust in AI-enhanced education.

To learn more about the topic, you may read the **full concept note of the Faculty collaboration** [here](#).

## ACTIVITIES

The ASEFClassNet18 Faculty Collaboration Project was implemented in a hybrid format, combining a **7-month online programme with a 5-day onsite conference in Zhuhai, China**. Structured across **three key phases**, the project began with *Cross-Faculty Dialogue* to facilitate peer learning and team formation, followed by *Cross-Faculty Collaboration* and the onsite *Conference*, which strengthened participants' leadership capacities to share expertise and support innovation in teacher education.

### Phase 1 | Cross-Faculty Dialogues (Knowledge Exchange & Team Building) May - June 2025, Online

The project invited **53 academics, teacher trainers and educators from 27 countries** to begin their journey with this first step. This phase was conducted online and included a welcome session and 5 cross-faculty dialogue sessions that took place every Thursday **from 15 May 2025 to 19 June 2025, online**. The phase enabled peer learning via dialogues and knowledge exchanges in key AI&ED themes, and supported the formation of interdisciplinary book chapter teams contributing to the project's flagship publication on AI&ED titled, “Effective, Inclusive, and Ethical AI in Education (AIED) Design: Innovations and Challenges for Sustainable Learning” to be published in the United Nation University's *AI and Sustainable Development* book series.

## Phase 2 | Team Learning (Peer-to-Peer Exchange & ITP Design)

July – October 2025, Online

This phase focused on the development of interdisciplinary book chapters in cross-cultural teamwork. **From July to October 2025**, Fellows worked collaboratively online to develop their book chapters, which were prepared for presentation at the ASEFClassNet18 Conference in Zhuhai, China (November 2025) and for publication in the *UNU AI and Sustainable Development* series (May 2026, tbc). A cross-faculty peer-to-peer feedback session in September supported collective reflection, knowledge exchange, and refinement of drafts prior to final submission.

## Phase 3 | On-site ASEFClassNet18 Faculty Collaboration Conference (In-person meeting) 11–16 November 2025 in Zhuhai, China

The on-site conference brought together over **50 international academics**, researchers and teacher trainers as well as **19 innovative teacher practitioners from 25 countries**. ASEF was delighted to partner with [Beijing Normal University \(BNU\) Zhuhai Campus](#), [IRCAI – International Research Center on Artificial Intelligence under the auspices of UNESCO](#) and [The Association of Southeast Asian Teacher Education Network \(AsTEN\)](#) to organise this conference that opened an inspiring dialogue on how academics, researchers, teacher trainers and educators can become leaders of effective, ethical, and inclusive AI in education. The key conference elements included:

- **Keynotes with Global and Local Perspectives:** featured leading international and regional experts who provided strategic insights into emerging trends, policy directions, and practical implications of Artificial Intelligence in Education, bridging global frameworks with local and regional contexts.
- **Intercultural Team-Building Workshops:** facilitated trust-building, intercultural dialogue, and effective cross-faculty collaboration, strengthening participants' capacity to work across disciplines, institutions, and cultural contexts.
- **Book Chapter Presentations and Peer Feedback:** participants presented final draft book chapters for the *UNU AI and Sustainable Development* book series, strengthened cross-faculty collaboration, explored spin-off initiatives, and built sustainable academic partnerships.
- **International AIED Symposium:** fostered meaningful exchange between academics, researchers, teacher trainers, and practitioners, featuring 19 Innovative Practitioner Training Project showcases and 10 academic paper presentations on AI & Education.
- **7<sup>th</sup> China Education Innovation Expo:** organised alongside the conference, enabling participants to engage with global education and EdTech stakeholders and explore cutting-edge educational innovations.

### HIGHLIGHTS & KEY STATISTICS



**85+ Participants**  
and Resource Persons engaged throughout the 3 activities



**1 Academic Publication in Progress**  
Featuring teachers' most innovative work to empower educators beyond the ASEFClassNet Community.



**7-months long programme**  
of participant engagement



**12 Collaboration Activities**  
12 Academic Collaborations in the form of Book Chapters



**2M+ viewers**  
Social media reach



**10,000+ users**  
Unique website visitors



**100% would highly recommend**  
ASEFClassNet to their peers & colleagues to participate in the future editions

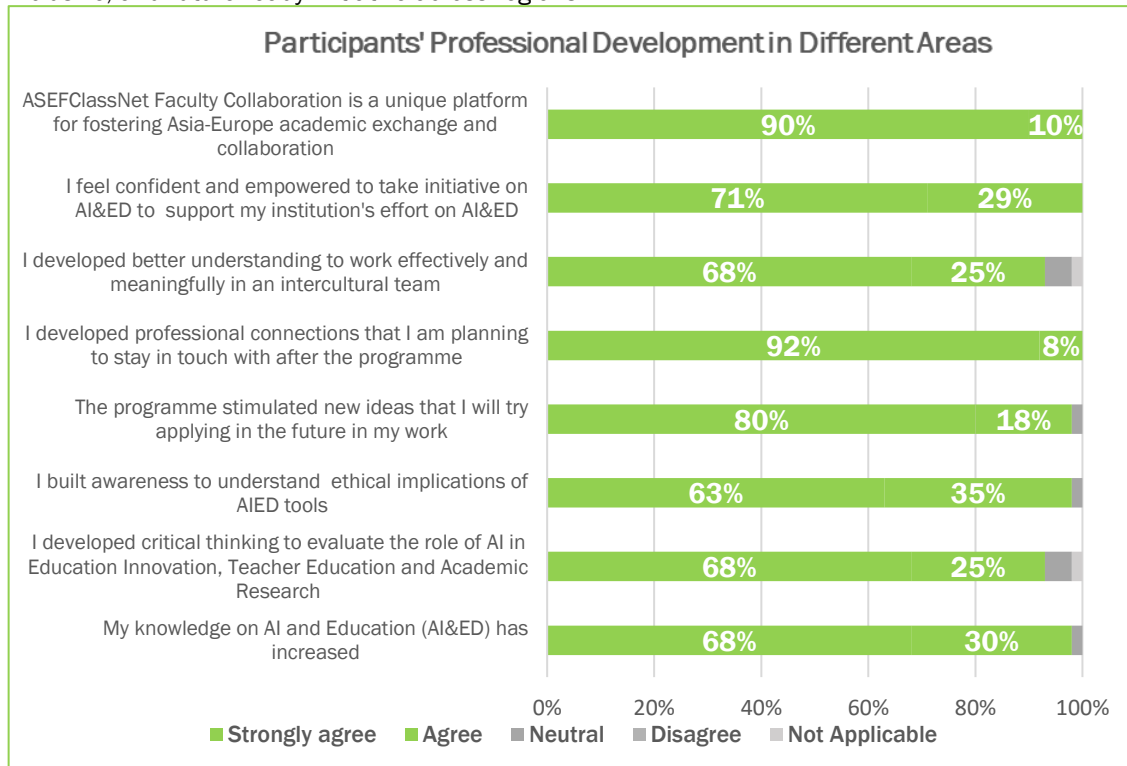


**OUTCOMES AND IMPACT**

Majority of the participants filled up the conference feedback survey. In their feedback they indicated that the ASEFClassNet18 Faculty Collaboration Conference was successful in achieving the following objectives:

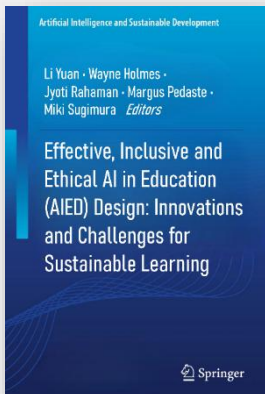
- 100% BENEFITED & ENHANCED THEIR KNOWLEDGE ON AI&ED**  
of participants indicated that the conference was beneficial for them, and they have built knowledge and understanding on the project topic.
- 100% WANTS TO STAY IN CONTACT WITH THEIR PEERS & EXPERTS**  
Of participants build connections with peers from across Asia and Europe and they highly value the connections made during the project. They and want to stay connected for future activities.
- 100% WILL RECOMMEND IT TO THEIR PEERS AND COLLEAUGES**  
of participants found the learning experience so meaningful, participants want others to benefit too.
- 100% COMMITTED TO APPLY THE NEW KNOWLEDGE GAINED**  
of participants indicated that they would apply the new knowledge and insights gained during the project in their professional setting to innovate their teaching and pedagogy
- 76% WILL CARRY-OUT SPIN-OFF ACTIVITIES**  
of participants shared that they are excited about carrying-out international spin-off activities (e.g., virtual exchange, research projects, workshops) with their peers.

The outcomes confirm that the ASEFClassNet18 Faculty Collaboration project successfully achieved its learning and engagement objectives while laying strong foundations for sustained future impact. Participants reported enhanced knowledge of AI in Education, high relevance, and meaningful peer connections across Asia and Europe. Most importantly, the strong intention to remain engaged, initiate spin-off activities, and assume higher roles reflects a shift from participation to leadership. These results indicate that this platform acted as a catalyst for long-term collaboration, alumni-led initiatives, and Communities of Practice, positioning ASEFClassNet as a sustainable platform for scaling innovative, inclusive, and future-ready initiative across regions.



## PUBLICATION ON AI&ED

Provisionally titled, the project's flagship publication on AI&ED titled, "Effective, Inclusive, and Ethical AI in Education (AIED) Design: Innovations and Challenges for Sustainable Learning" will be published in the United Nation University's AI and Sustainable Development book series in 2026. 45 academics, researchers and teacher trainers from 27 Asian and European Countries are collaboratively working on 12 book chapters for this publication.



The book is designed to serve as a strategic resource for policymakers, teacher educators, researchers, and institutional leaders engaged in transforming teacher education in the context of Artificial Intelligence in Education (AI&ED). It aims to bridge theory, policy, and practice by highlighting critical challenges, emerging innovations, and sustainable approaches to effective, inclusive, and ethical AIED design. The book is scheduled to be published around 6 key parts:

- Part I – Editorial Introduction
- Part II – Chapters on Philosophical and Ethical Foundations of AI&ED
- Part III – Chapters on Inclusion and Equity in the Contexts of AI&ED
- Part IV – Chapters on Teachers' Capacity Building and Institutional Readiness
- Part V – Future of AI&ED with a Focus on Pedagogical Innovation
- Part VI – Conclusion

## HEAR FROM THE PARTICIPANTS



“ASEFClassNet18 Faculty Collaboration Conference's International AIED Symposium provided a unique professional development opportunity, enabling me to view AI in Education from a broader perspective—not only as a classroom teacher, but also as a curriculum designer, teacher trainer, and policymaker.

**Mr Yuqing Long**, AI Coordinator & Mathematics Educator, Tsinghua International University & School, [China](#)



“Working within such a highly multicultural and multilingual community significantly enriched my professional experience. It has shaped my thinking around inclusivity in diverse classroom contexts, and the role AI tools can play, while broadening my vision and confidence to pursue AIED research.

**Dr Imogen Casebourne**, Research Lead, Innovation Lab, Digital Education Futures Initiative (DEFI), Hughes Hall, University of Cambridge, [United Kingdom](#)



“During ASEFClassNet18 Faculty Collaboration Project, mutual respect was consistently and intentionally fostered throughout the programme. The onsite event was structured to enable continuous dialogue—both formal and informal—that created a shared space where open exchange felt natural at all times.

**Dr Velislava Hillman**, Author of Taming EdTech & Director of Educatin Data, Digital Safeguards (EDDS) Institute, [Bulgaria & United Kingdom](#)



“Working within such a highly multicultural and multilingual community significantly enriched my professional experience. It has shaped my thinking around inclusivity in diverse classroom contexts, and the role AI tools can play, while broadening my vision and confidence to pursue AIED research.

**Prof Thierry Geoffre**, Professor, University of Luxembourg, [France & Luxembourg](#)



“This was my first academic conference, and it gave me a tremendous sense of confidence and belonging. The atmosphere of equality—where everyone, regardless of background or position, treated one another with respect and openness—was deeply empowering. It was inspiring to realise that my voice mattered just as much as anyone else's.

**Mgr Michaela Plevková**, PhD Candidate, Comenius University Bratislava, [Slovakia](#)



“ASEF has created an invaluable platform where long-term relationships are nurtured, and meaningful cross-cultural collaboration can thrive—empowering us to move forward together with shared purpose and collective momentum. Zhuhai highlighted the strength of continuity within the ASEF community—reconnecting with peers and witnessing real collective progress.

**Ms Claudia Muellauer**, Teacher, International Highschool Herzogberg, [Austria](#)

## FOR MORE INFORMATION

Please visit the ASEFClassNet18 Project websites and documents:

- [Overall ASEFClassNet18 webpage](#)
- [ASEFClassNet18 Faculty Collaboration webpage](#)
- [ASEFClassNet18 Faculty Collaboration Conference Flickr Album](#)

### Organised by



**The Asia-Europe Foundation (ASEF)** is an intergovernmental not-for-profit organisation founded in 1997 and located in Singapore. ASEF’s mission is to promote understanding, strengthen relationships and facilitate 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. [www.ASEF.org](http://www.ASEF.org)

### In Partnership with



**Beijing Normal University (BNU)** is a well-known Chinese university which specialises in teacher education, education research and theoretical discipline in humanities and science. The College of Education for the Future at BNU was established in the Greater Bay Area of China in 2019. It aims to prepare new generation of teachers who are equipped with AI and digital literacy and innovative pedagogy for the future of teaching and learning and lead the development of educational reform and development in China. For more information, please visit <https://english.bnuzh.edu.cn/>.



**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/>.



**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 endeavours within and across member institutions that will ultimately benefit the ASEAN nations and peoples. For more information, please visit <https://www.asten1.org/>.

### Supported by



### Earmarked Funders:



### General Funders:



Flags represent countries that contributed to ASEF’s General Pool for the previous year, as of 11 July 2025