

Jingshi Wisdom & Learning

Winter 2025 ISSUE No.36

Standard Serial Number: BNU-044BA

Be in awe of education, for it shapes the soul of human,
Be cautious to technologies, for its adoption has to be effective,
Be entangled with 'wisdom', for uncertainty tends to be increasing,
Be serious to academics, for academic research requires evidence.

— Dean Ronghuai Huang, delivered at the closing ceremony of the
Second US-China Smart Education Conference on March 20, 2017



Smart Learning Institute
WeChat QR Code

Contact: Jiaoyang Guo
Email: smartlearning@bnu.edu.cn
Phone: 8610-58807219
Website: sli.bnu.edu.cn
Address: 12F, Block A, Jingshi Technology
Building, No. 12 Xueyuan South Road,
Haidian District, Beijing, China
Postcode: 100082

Contact: Bin Luo
Email: smartlearning@bnu.edu.cn
Phone: 0591-88066792
Website: sli.bnu.edu.cn
Address: 851 Building, 69 Wenquan Branch
Road, Wenquan Street, Fulou District,
Fuzhou City
Postcode: 350013



北京师范大学智慧学习研究院
Smart Learning Institute of Beijing Normal University

Smart Learning Institute of Beijing Normal University

➤ The Smart Learning Institute (SLI) of Beijing Normal University is a comprehensive experimental platform involving scientific research, technology development and instructional teaching, which is jointly established by Beijing Normal University and a global educational technology company, Eternity (a subsidiary of NetDragon). SLI focuses on finding learning patterns powered by ICT, creating smart learning environment and platforms for lifelong learning, as well as supporting diversified, personalized and differential learning needs for digital learners.

- Focusing on the methods of design, optimization and evaluation for learning environment as well as developing the key technologies for learning environment engineering aims at providing a widely-spread solution for promoting smart learning.
- Constructing the theory of smart learning and exploring the approaches of integrating ICT with Education aims at offering an international exchange and cooperation platform to smart learning research.
- Studying on the characteristics and patterns of schooling, family education, community education, enterprise learning and public learning aims at providing support for constructing a learning oriented society and smart city.
- Expanding the experimental areas and schools for smart learning as well as exploring the characteristics of ICT-based instruction and the models of future schools aims at promoting educational transformation and innovation.



Co-Dean Dejian LIU

Chairman of the Board, Executive Director of NETDRAGON, The Special Allowance Expert in State Council, Co-Dean of Smart Learning Institute of Beijing Normal University, Chair Professor at the College of Education of Harvard University.

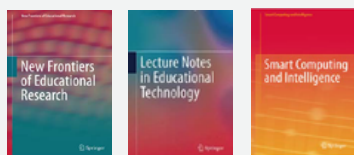


Co-Dean Ronghuai HUANG

Co-Dean of Smart Learning Institute of Beijing Normal University, Director of UNESCO International Research and Training Centre for Rural Education, Director of National Engineering Laboratory for Cyberlearning and Intelligent Technology.

Open Series in Springer

- *New Frontiers of Educational Research*
Editors: Shi Z., Huang, R., & Zhou Z.
- *Lecture Notes in Educational Technology*
Editors: Huang, R., Kinshuk, Jemmi, M., Chen, N.-S., & Spector, J. M.
- *Smart Computing and Intelligence*
Editors: Huang, R., Kinshuk, & Sampson, D.



Springer's Journals

- *Journal of Computers in Education*
(The Official Journal of GCSCCE)
Editors: Huang, R., Hwang, G.-J., Kong, S.-C., & Chen, W.
- *Smart Learning Environments*
(The Official Journal of IASLE)
Editors: Huang, R., Kinshuk, Chen, N.-S., & Soloway, E.



Design and Learning Laboratory

Study on the features and patterns of design, computational and innovative thinking for youth; Develop courses and books about design methodology, computational thinking and ICT; Build cooperative platform with world-renowned universities, enterprises and institutes for design and innovation.



Course in Harvard University



Smart City and Learning Environment Laboratory



Study on the typical learning fields in smart cities and learning societies; Create database of smart learning environment; Publish serial reports on learning environment as well as service industry and products of cyberlearning.

Open Educational Resources (OER) Laboratory

Study on the solution of OER under its impact to the developing countries; Construct the OER community for The Belt & Road countries; Publish reports on the trends of ICT in education.



GSE Conference



IAU visited

ICT-based Instruction Center

Explore the methodology of integrating ICT into education with large-scale experiments; Study on the solutions of smart classroom and smart campus; Provide the services for transferring education through the bridge of the theory and practice.



Smart Education Demonstration Zone

Educational Robotics Center

Study on the scenarios of robotics in education and the trend of artificial intelligence; Develop the courses for robotic education and STEAM education for K-12 schools. Design educational robotic for various learning fields, such as school, family, etc.





Winter 2025, ISSUE No.36

Chief Editor

Haijun Zeng

Editorial Board

Dingwen Zhang

Hongyan Kuai

Rongxia Zhuang

Yanli Jiao

Youjie Yao

Jiaoyang Guo

Xin Li

Yujia Yang



Any feedback or suggestions, please contact us via the following methods:
 Email: smartlearning@bnu.edu.cn
 Phone: (8610)58807219
 Address: 12F, Block A, Jingshi Technology Building, No. 12 Xueyuan South Road, Haidian District, Beijing, China
 Postcode: 100082
 Website: <http://slj.bnu.edu.cn/>

Contents

Winter 2025

Features 02-11

- Review of the Institute's 2025 Highlights



- 8th Global Future Education Design Competition Vocational Education Track

Important Events 12-15

- Sister School Program: Visiting Leading Schools, Observing Classes, and Discussing AI
- Exploring AI-Empowered Basic Education

- UN "International Decade of Sciences" Project: Education Science Experiment for an Intelligent Society Launched
- National AI Mega-Project Pilot Launched in Quanshan, Xuzhou

Books & Articles 15-27

- From Tool Empowerment to Cognitive Symbiosis: AI+ Classrooms
- Smart Education: Path to Education 2050
- Smart Education as a Model for Global AI Governance
- Smart Education: Theory and Practice Toward Education 2050
- Making AI Education Enjoyable
- AI-Empowered Teacher Education: From Pre-Service to Future
- People-Centered Technology: Interpreting the Global Education Monitoring Report
- Human-AI Collaboration and the New Education Ecosystem: 2025 WISE Congress Review
- Global Smart Education After 2030: Consensus and Pathways
- Leadership in Education Digital Transformation: Roles and Practices
- AI-Driven Integration of Education, Research and Industry
- Digital Transformation of Vocational Education: Consensus and Innovation
- Future Teachers and Classrooms in the Intelligent Age
- AI-Enabled Holistic Student Assessment
- Human-AI Collaboration Reshaping Pedagogy: A Learning Sciences Perspective
- Human-AI Collaboration and the Future of Education
- Higher Education in the Intelligent Age: Frontiers and Futures

Cooperation and Communication 28-29

- NetDragon at UNESCO-ICHEI Expert Consultation on Smart Education
- China-CEEC University Consortium Workshop on AI-Empowered Teacher Training

Features

Review of the Institute' s 2025 Highlights

Jan

Jan 7–21, 2025, The 10th Smart Learning Academic Week – Lifelong Learning in the Intelligent Age was held.

Jan 14, 2025, The International Training Program on Education Planning and Governance in the Intelligent Age opened, and the International Joint Laboratory on AI and Education Planning was established.

Jan 14–20, 2025, The Advanced Training Camp on AIGC-Empowered Human–AI Collaborative Teaching was held.

Feb

Feb 15, 2025, The Springer book series Leading Smart Education was published.

Feb 25, 2025, The Springer book Digital Transformation of Regional Education in China was published.

Mar

Mar 5–6, 2025, The International Dialogue Forum on Opportunities and Challenges for Open Universities in the Age of AI was held.

Apr

Apr 22–24, 2025, The Teacher Workshop on Generative AI for Teaching Enhancement and Innovation was held.

May

May 14, 2025, A delegation led by the President of the National Institute of Development Administration (Thailand) visited the Institute.

Jun

May 14–16, 2025, The 2025 World Digital Education Conference was held in Wuhan. President Huang attended the parallel session on International AI and Education.

May 16–18, 2025, President Huang attended the 2025 China Educational Technology Conference at Central China Normal University.

May 17, 2025, The forum “Research Paradigm Transformation and Organized Scientific Research” was held during the conference.

Jun 3–4, 2025, President Huang and Vice President Liu attended the UN Online University High-Level Expert Group Meeting on STEM Education for Least Developed Countries at the United Nations Headquarters in New York.



Jun 18, 2025, President Huang attended the Springer Nature China New Development Awards 2025 Ceremony and Forum.

Jun 28–Jul 2, 2025, During ISTE Live 25 in San Antonio, USA, the Institute hosted the GSENet Regional Forum.

Jul

Jul 14–18, 2025, The Mainland–Hong Kong Sister Schools Program: AI and Computational Thinking Education Collaborative Camp was held.

Jul 27, 2025, The Annual Meeting of the China Smart Education Industry-University-Research Collaboration Platform and the National Science and Technology Project Industry-University-Research Transformation Conference were held.

Jul 2025, The book Smart Education: Pathways Toward Education 2050 was published.



Aug

Aug 5–8, 2025, President Huang visited Avaza, Turkmenistan, to attend the Third United Nations Conference on Landlocked Developing Countries (LLDC3).

Aug 18–20, 2025, The 2025 Global Smart Education Conference was successfully held, and the Global Smart Education Network Declaration was released.

Aug 20–21, 2025, The IAU Presidents Forum and Inter-University Exchange on AI and Higher Education was held.

Aug 28–29, 2025, Vice President Prof. Chen Guangju attended The 4th NIC-NIDA Conference 2025 in Thailand.

Sep

Sep 8–12, 2025, The International Training Program on Education Planning and Governance in the Intelligent Age – Southeast Asia Session was held in Bangkok.



Oct

Oct 6–10, 2025, President Huang attended the 18th ASEFClassNet School Collaboration Conference in Maribor, Slovenia.

Oct 24, 2025, President Huang attended the UN University AI Conference in Macau.

Oct 29–31, 2025, President Huang attended the 4th Personality Potential Development Center and Ambassadors Annual Meeting in Russia.

Oct 29–30, 2025, President Huang visited Immanuel Kant Baltic Federal University (IKBFU) in Russia.

Nov

Nov 9–14, 2025, The workshop Education Planning and Governance in the Intelligent Age – A Malaysian Perspective was held.

Nov 10–13, 2025, Institute Chair Professor Asha Singh Kanwar attended the 30th ICDE World Conference, hosting a high-level dialogue.



Nov 16, 2025, The project “Education Science Experiment for an Intelligent Society”, one of the first certified initiatives of the UN International Decade of Sciences for Sustainable Development (2024–2033), was officially released.

Nov 17–20, 2025, The Mainland–Hong Kong Sister Schools Program: Mainland Teachers’ Exchange Visit to Hong Kong was held.



Nov 18–20, 2025, President Huang attended the 2nd ASEAN Generative AI for Education Stakeholders Summit in Kuala Lumpur.

Nov 28–29, 2025, President Huang attended the OECD 8th Education Policy Reform Dialogue (EPRD) in Luxembourg.

Dec 1–3, 2025, The International Workshop on AI-Empowered Teacher Training was held in Belgrade, Serbia.

Dec 7–10, 2025, President Huang attended the 10th International Conference on ICT and Accessibility (ICTA’ 25) and the 2nd International Conference on Assistive Technologies for Special Needs (ATSN’ 25) in Kuwait.

Dec 7–10, 2025, President Huang attended the 10th International Conference on ICT and Accessibility (ICTA’ 25) and the 2nd International Conference on Assistive Technologies for Special Needs (ATSN’ 25) in Kuwait.

Jan–Dec 2025, The Yuanzhu Initiative organized 48 online and offline events throughout the year, attracting over 100,000 live-stream participants. Activities included the “ET Monthly Smart Sharing” Shanghai event co-hosted with 101 Education PPT × 7:30 Academy, a Hong Kong–Mainland summer camp supported by the Hong Kong Jockey Club, online master-teacher sharing series, workshops during the Global Smart Education Conference, and teacher-empowerment workshops with partners such as Alibaba and Yuan Programming.

8th Global Future Education Design Competition Vocational Education Track

Preliminary Results Announced

Participating teams applied cutting-edge technologies such as generative AI (AIGC), digital twins, flexible manufacturing systems, and mixed reality to develop innovative solutions that combine technological depth with human-centered design.

Following comprehensive evaluation by the expert jury, 27 projects advanced to the final round. The shortlisted teams are announced below (in no particular order).

第八届全球未来教育设计大赛职教赛道入围决赛名单

本次排名不分先后

编号	项目名称	赛道	学校名称	团队成员
1	薪火相传·智绽芳华——16-25岁下肢残疾女性刺绣技艺培育与成长赋能计划	全纳教育	西昌民族幼儿师范高等专科学校	姜智敏、韩冠羽、黎美雅
2	鲍罗万象——数字技术激活鲍壳非遗经济循环破圈者	元宇宙与教育	福州软件职业技术学院	叶德鑫、刘嘉琦、马颖婷、吴怡诗
3	银发融网：代际共融数字学堂	全纳教育	福州软件职业技术学院	郑锐瑞、苏梦雪、叶欣云
4	“慧童之家·守护计划”：科技+教育双驱的特殊儿童居家感知创新工程	全纳教育	福建幼儿师范高等专科学校	曹诗怡、陈雅菲、魏依慧、温思佳、陆玉平
5	三贤文赋——介休三贤文化 IP 引领的数字交互融合教育项目	元宇宙与教育	山西同文职业技术学院	冯彬彬、陈瑞希、赵一冰、常益铭、赵美华
6	唐爱无界·星梦唐桥	全纳教育	四川幼儿师范高等专科学校、绵阳职业技术学院、四川护理职业学院	梁超群、邓丽君、梁远强、唐米兰
7	Paddy——A Mobile Educational App for Menstrual Health and Digital Inclusion in Rural Indonesia	农村教育	Apple Developer Academy @ Binus University	Rahel Luder、Marvel Natanael Suhardiman、Hanna Nadia Savira、Andreas Margono、Putu Swami Indira Dewi
8	教心无盾——数据驱动的未成年犯罪群体行为矫正闭环支持系统	全纳教育	西昌民族幼儿师范高等专科学校、长沙民政职业技术学院	樊加君、张敏、杨月、杨杨、严聪
9	AI 赋能非遗传播与 3D 文创设计计划	人工智能与教育	福州软件职业技术学院	吴艳洋、徐欣怡、杨敏、徐雪如、林童佳
10	AI 赋能的 PLC 程序编程——虚实融合的工控课堂教学新范式	人工智能与教育	福州软件职业技术学院	林俊祥、陈伟超、吴家辉
11	既胎神器 VR	元宇宙与教育	福州软件职业技术学院	林正家、何煜、张舜雨
12	福韵智承	人工智能与教育	福州软件职业技术学院	谢怡婷、沈佳芬、曾心如、吴晓玲
13	剧传薪火——“活”在动漫短剧中的非遗	人工智能与教育	广东白云学院	温莹莹、姚卓妍、唐嘉怡、邓咏琳、郑海霞
14	“推不倒的星星”——沉浸式社交启蒙机器人	人工智能与教育	福建幼儿师范高等专科学校	高胜美、郑秋琳、陈斯斯、丁雯卿、陈澄
15	智漫传承：AI 全景技术赋能的非遗文化教育平台	人工智能与教育	福州软件职业技术学院	詹兰茜、潘诗婷、李枫叔、杨雅莹
16	灵犀数智——柔性制造实践教学系统	人工智能与教育	福州职业技术学院	江锦建、江张斌、王恒宇、李文涛、郑鸿宇
17	云上学堂	农村教育	福州软件职业技术学院	林杰司宸、郭彤成、陈纯妍、郭泳彤
18	“童语绘光”特殊儿童多感官绘本创新工程	全纳教育	福建幼儿师范高等专科学校	林莹涓、赖伟灵、赵子仪、徐欣妍、陈祥妍
19	AI 辅助学习 51 单片机	人工智能与教育	福州软件职业技术学院	陈雅真、温紫含、何淑铃、赵夏怡莹
20	深蓝智眼——基于水下无人机的桥梁缺陷检测项目	人工智能与工程	福州软件职业技术学院	连辉煌、江浩谦、傅永钦、颜泽毅、刘洛宇
21	码迹智链——灵活溯源拓新程	人工智能与教育	福州职业技术学院	戴仁贵、郑坤泉、林宇翔、吕生楷付吉、温怡桐
22	星	全纳教育	福州软件职业技术学院	陈添乐、张莉、许淑鑫、郭钰琪
23	鱼智慧眼	人工智能与工程	福州软件职业技术学院	毛陆生、陈涛、汤紫涵、宋文轩、陈嘉煊
24	麦海智耕——科技助农计划	农村教育	上海交通职业技术学院	许嘉欣、李欣卓雅、刘婷兰、李尉露
25	飞跃龙门——鳃鲷养殖产业数智化转型项目	农村教育	福州软件职业技术学院	王珊、庞宏凯、林函、兰金五、何翠
26	智能建造未来设计小队+智建智造，协同致远——XR 技术在智慧工地中的创新应用与产业赋能路径	人工智能与工程	福州软件职业技术学院	胡博豪、吴卢夏一、林锦辰、林雅
27	锦绣坊——非遗雕花数字技术传递	元宇宙与教育	重庆理工职业学院	杨亚鑫、孟嘉妮、吕余冬、刘先勇



Scan for more

Grand Final Highlights



Projects in this year's Vocational Education Track addressed diverse themes and real-world challenges, reflecting vocational education's strong orientation toward industry needs and social service. Entries ranged from digital preservation of intangible cultural heritage to care for vulnerable groups and educational equity; from AI-integrated intelligent manufacturing for teaching and training innovation to digital technologies supporting rural revitalization and industrial upgrading. Several international projects also explored women's health and digital inclusion, demonstrating vocational students' global vision and sense of social responsibility across cultural contexts.

After intense competition and rigorous evaluation, the final awards included 2 Gold, 4 Silver, 6 Bronze, 6 Excellence Awards, and 8 Finalist Awards. Prof. Chen Guangju, Vice Dean Shi Jianguo, Prof. Li Rongling, Prof. Zhen Wei, and Vice President Lin Jiaquan presented the awards to the winning teams.

第八届全球未来教育设计大赛职教赛道总决赛获奖名单
Winning Projects of the Finals of the Vocational Education Track of the 8th GCD4FE

奖项 Prize	项目 Project	学校 College	团队成员 Team members
金奖 Gold Award	智慧智造，协同致远——XR技术在智慧工地中的创新应用与产业赋能路径	福州软件职业技术学院	周博荣、吴卢夏一、林锦辰、林楠
	灵犀教智——柔性制造实践教学系统	福州职业技术学院	江铭建、汪张斌、王恒宇、李文涛、郑涛宇
银奖 Silver Award	跳跃龙门——智能养殖产业数字化转型项目	福州软件职业技术学院	王娜、范宏凯、林晶、兰金玉、何翠
	帕罗万象——数字技术激活壳壳非遗经济循环生态圈	福州软件职业技术学院	叶德钦、刘嘉琦、马晓婷、吴怡诗
	脱胎漆器VR	福州软件职业技术学院	何理、张晖雨、林正家
	深蓝智眼——基于水下无人机的桥梁缺陷检测项目	福州软件职业技术学院	连辉雄、刘浩宇、颜泽信、江浩谦、傅永钦
铜奖 Bronze Award	Paddy——A Mobile Educational App for Menstrual Health and Digital Inclusion in Rural Indonesia	Apple Developer Academy @ Binus University	Rahel Luder, Marvel Natanael Suhardiman, Hanna Nadia Savira, Andreas Margono, Putu Swami Indira Dewi
	码迹智链——灵活溯真拓新程	福州职业技术学院	戴仁贵、陈坤表、温怡刚、吕生博付吉、林宇翔
	三晋文赋——介休三晋文化IP引领的数字交互融合教育项目	山西同文职业技术学院	冯彬彤、常益铭、赵美华、赵一冰、张瑞希
	蕙慧智分——全流程智能蔬菜分拣系统	广东科贸职业学院	刘子豪、吴家杰、张如意、陈灏子
	薪火彝情·智慧芳华——16-25岁下肢残疾女性彝绣技艺培育与成长赋能计划	西昌民族幼儿师范高等专科学校	秦辉敏、韩冠羽、黎关维
	“推不倒的星星”——沉浸式社交启蒙机器人	福建幼儿师范高等专科学校	高烈美、丁雯娜、陈澄、郑秋琳、陈斯斯
优秀奖 Excellent Award	AI赋能的PLC程序编程——虚实融合的工控课堂教学新模式	福州软件职业技术学院	林俊祥、吴家辉、陈伟超
	“慧童之家·守护计划”：科技+教育双驱的特殊儿童居家感知创新工程	福建幼儿师范高等专科学校	曹诗怡、魏依慧、温思佳、陈雅蓉、陆玉平
	数智心盾——数据驱动的未成年犯罪群体行为矫正闭环支持系统	西昌民族幼儿师范高等专科学校、长沙民政职业技术学院	樊加君、杨静、慕容、杨月、严璐
	“童语绘光”特殊儿童多感官绘本创新工程	福建幼儿师范高等专科学校	林爱涓、赵子仪、徐欣新、陈梓妍、魏作灵
	人工智能实训篇	福州软件职业技术学院	罗靖杰、林放涛、谢家超、苏境明、黄俊凯
决赛入围奖 Finalist Award	灵海智耕——科技助农计划	上海交通大学职业技术学院	许嘉欣、李欣卓雅、刘婷兰、李尉露
	智慧方舱——AI赋能灾后儿童心理与教育守护计划	广元中核职业技术学院	李欣月、向松贤、杨博
	AI辅助学习51单片机	福州软件职业技术学院	陈雅真、温紫舍、何政特、赵爱怡莹
	银发触网：代际共融数字学堂	福州软件职业技术学院	郑锐耀、苏梦萱、叶欣云
	金智慧眼	福州软件职业技术学院	毛陈生、陈嘉诺、宋文轩、汤紫涵、陈涛
	唐虞无界·星梦唐桥	四川幼儿师范高等专科学校、四川护理职业学院、绵阳职业技术学院	樊超群、邓丽霞、唐木兰、樊远强
	智漫传承：AI全景技术赋能的非遗文化教育平台	福州软件职业技术学院	詹兰茵、杨雅莹、李秋秋、潘诗晨
	云上学堂	福州软件职业技术学院	林杰司宸、郭厉威、陈纯妍、郑泳彬
锦绣坊——非遗棉花数字技术传承	重庆理工职业学院	杨正金、孟嘉妮、吕余杰、刘先勇	



Prof. Chen Guangju presenting the Gold Awards



Vice Dean Shi Jianguo and Prof. Zhen Wei presenting the Silver Awards



Scan for more



Prof. Li Rongling and Vice President Lin Jiaquan presenting the Bronze Awards



Excellence Award winners group photo Finalist Award winners group photo

The 8th Global Future Education Design Competition (Vocational Track) concluded successfully after two days of competition and dialogue on vocational education's future. Participants used design and intelligent technologies to address real-world and global challenges across classrooms, industry, technology, and society. Moving forward, it will continue uniting universities, industry partners, and international organizations to deepen the integration of design thinking and intelligent technologies in vocational education. We hope its innovations and young talents will flourish on a broader stage, fostering a more open, inclusive, and sustainable education ecosystem and empowering vocational students worldwide to become globally-minded professionals and innovators.

Important Events

Sister Schools Program: Visiting Schools, Observing Classes, Discussing AI

The “Mainland–Hong Kong Sister Schools Program: Mainland Teachers’ Exchange Visit to Hong Kong”, jointly organized by the National Engineering Research Center for Internet Education Intelligent Technology and Applications at Beijing Normal University and the Centre for Information Technology in Education of the Faculty of Education, The University of Hong Kong, with acknowledgment support from the Hong Kong Jockey Club Computational Thinking Education Project, recently concluded successfully in Hong Kong.

Nearly 20 principals and teachers from 13 mainland sister schools visited The University of Hong Kong, the MIT Hong Kong Innovation Center, and two local primary schools from Nov 17–20, engaging in in-depth exchanges with scholars, principals, and teachers in Hong Kong.



Scan for more

Exploring AI-Empowered Basic Education

On Oct 25, the “AI + Basic Education” Application Scenario Video Collection and Training Workshop – Shanghai Session was held at Shanghai Normal University.

The event was organized by the National Engineering Research Center for Internet Education Intelligent Technology and Applications (BNU), hosted by the Shanghai Youth Activity Center, Shanghai Junior Academy of Sciences, and the MOE Laboratory for Education Big Data and Decision-Making, with support from Yuan Programming. Under the theme “Apply the Future, Ignite the Future with Intelligence”, the workshop focused on policy interpretation related to China’s education digitalization strategy, applications of AI in basic education, analysis of outstanding education short-video cases, digital human video production and editing, and explanations of submission requirements and evaluation criteria.

More than 100 principals, teachers, and education researchers from multiple districts of Shanghai participated.



Scan for more

UN “International Decade of Sciences” Project: Education Science Experiment for an Intelligent Society Launched

On Nov 16, at the First National Conference on Science Education for Primary and Secondary Schools, jointly organized by the Chinese Society of Education and Beijing Normal University, Prof. Huang Ronghuai, UNESCO Chair on AI and Education and Co-Dean of the Smart Learning Institute of BNU, and Prof. Chen Guangju, former Vice President of BNU and Vice Dean of the Institute, jointly released the project “Education Science Experiment for an Intelligent Society.” The project is among the first certified initiatives of the UN International Decade of Sciences for Sustainable Development (2024–2033).



Scan for more



National AI Mega-Project Pilot Launched in Quanshan, Xuzhou

To implement the New Generation Artificial Intelligence Development Plan and the Outline for Building a Leading Country in Education, the Demonstration Application Launch Meeting of the national AI major project “Key Technologies and Demonstration of Intelligent Connected Learning Environments” was held on Dec 2, 2025 at Min’ an Road Primary School in Quanshan District, Xuzhou, Jiangsu Province. The project is jointly undertaken by 10 institutions, including Beijing Normal University, Tsinghua University, Zhejiang University, and Beihang University. Quanshan

District, Xuzhou serves as the pilot region for demonstration research on intelligent connected learning environments.

Participants included Prof. Li Yanyan (Project Leader, BNU), Chen Xiang (Deputy Director, Quanshan District Education Bureau), and officials from the Quanshan Teacher Development Center, who attended the launch and held discussions.



Scan for more



Books & Articles

From Tool Empowerment to Cognitive Symbiosis: AI+ Classrooms

Authors: Li Yanyan, Sun Mingze, Zheng Yaqian

Journal: Modern Distance Education Research, Issue 05, 2025

AI-teacher-student collaboration shifts classrooms from tool empowerment to cognitive symbiosis, marked by four changes: actors evolve from dual to triadic co-creation resources expand from single-source to multi-source integration; decision-

making moves; from data-driven to human–AI co-intelligence; processes transform from static to collaborative co-construction.

This new paradigm relies on multi-agent platforms and multimodal data flows, encompassing pre-class ecosystem building, in-class collaborative inquiry, and post-class iterative evaluation for digital twin modeling and dynamic optimization.

Challenges include insufficient interaction mechanisms, weakened teacher–student roles, and cognitive outsourcing risks. Solutions require five supports: technology infrastructure, risk governance, competency development, dynamic optimization, and ecosystem reconstruction, enabling sustainable evolution of AI-empowered classrooms.

Smart Education: Path to Education 2050

Author: Huang Ronghuai



Abstract: Focusing on smart education, this book systematically explores four dimensions: the evolution of education digitalization, the expressive characteristics of smart education, its constructive features, and future development prospects. It aims to establish a comprehensive framework for smart education and examine pathways for educational innovation and systemic transforma-

tion in the intelligent era. The book provides theoretical insights and practical guidance for educational reform, supporting educational modernization and the strategic goal of building a strong education system.

Smart Education as a Model for Global AI Governance

Author: Xie Weihe

Journal: China Education Informatization, Issue 10, 2025

Abstract: The rapid advancement of AI is transforming global education, offering both opportunities for equity and personalization, as well as governance risks. From a smart education perspective, this study examines AI’s democratizing effects, developmental uncertainties, and corresponding governance strategies.

Smart education serves as both a pathway to modernization and a strategic frontier in AI governance. By emphasizing human-centered values, tiered governance, and inclusive cooperation, it addresses global concerns in AI development. China’s Global AI Governance Initiative and its smart education practices offer a valuable reference for the international community.

Smart Education: Theory and Practice Toward Education 2050

Authors:

Asha Singh Kanwar, Liu Dejian, Yang Junfeng, Zeng Haijun

Journal: China Education Informatization, Issue 10, 2025

Abstract: At the 2025 Global Smart Education Conference, Beijing Normal University’s Smart Learning Institute released the report Smart Education: Pathways Toward Education 2050. Using a framework of problem diagnosis, theory, practice, and future outlook, it addresses global education challenges and the need for digital transformation. The report introduces the “three levels of smart education” theory and an expressive–constructive framework as its theoretical core. It then explores shared visions and practical pathways toward the Education 2050 ecosystem, proposing a “Chinese paradigm” for transformation in the intelligent era by integrating local practice with a global perspective.

Making AI Education Enjoyable

Authors: Xiong Zhang

Journal: China Education Informatization, Issue 10, 2025

Abstract: Rapid advances in AI and digitalization policies are reshaping education, requiring changes in philosophy, models, and talent goals. Students must shift to holistic competence, teachers to learning facilitation, and AI tools to personalized, immersive, interdisciplinary support.

This study proposes an AI-driven framework centered on educational values. It emphasizes immersive human-AI collaboration, multidimensional evaluation, personalized learning, cultural-technological integration, and project-based digital labor. These pathways aim to promote joyful learning, foster innovative talent, and advance smart education.

AI-Empowered Teacher Education: From Pre-Service to Future

Authors:

Hu Xiaoyong, Wu Xilin, Zhu Minjie, Li Heting, Chen Xiaoran

Journal: China Education Informatization, Issue 10, 2025

Abstract: Teachers are the most critical educational resource, and pre-service teachers represent the future reserve of the teaching workforce. Enhancing their training quality is essential for building a high-quality teacher education system in China. This study explores how AI technologies can support high-quality teacher training.

Based on literature, policy analysis, and practical experience, it proposes new AI-supported intelligent training models, including multi-agent support, dual-mentor collaboration, integrated skill development, and digital profile diagnostics. These approaches aim to build an integrated pre-service and in-service smart training pathway, contributing to a new paradigm of data- and intelligence-driven teacher professional development.

People-Centered Technology: Interpreting the Global Education Monitoring Report

Authors: Manos Antoninis

Journal: China Education Informatization, Issue 10, 2025

Abstract: The UNESCO Global Education Monitoring Report series is an authoritative tool for tracking global education progress. With editorial independence, it informs global education governance. This study draws on the series to analyze the current state, core tensions, and practical pathways of educational technology (EdTech).

Findings show EdTech has strong potential to expand access and improve quality, but faces challenges including limited evidence, cost mismatches, and regulatory lag. The report proposes four evaluation dimensions—appropriateness, equity, scalability, and sustainability—providing a scientific framework for national digital strategies. Regional cases from Southeast Asia, the Pacific, and East Asia reveal differentiated application patterns. Ultimately, EdTech should remain human-centered and learning-oriented, complementing human interaction to support the 2030 education sustainable development goals.

Human-AI Collaboration and the New Education Ecosystem: 2025 WISE Congress Review

Authors:

Liu Dejian, Feng Tingting, Zhu Xixi, Kuai Hongyan, Zeng Haijun

Journal: China Education Informatization, Issue 10, 2025

Abstract: Smart education is the goal of digital transformation and a global vision for sustainable development in the digital era. From August 18–20, 2025, Beijing Normal University and the UNESCO Institute for Information Technologies in Education hosted the 2025 Global Smart Education Conference, themed “Human-AI Collaboration for a New Educational Ecosystem.” Experts from education,

technology, and industry explored pathways for integrating technology with education and shared practices in human–AI co-teaching, co-learning, and co-development. The conference released *Smart Education: Pathways toward Education 2050* and the *2025 Global Smart Education Cooperation Alliance Declaration*. Using text analysis and inductive methods, this study synthesizes expert perspectives from plenaries, forums, dialogues, and workshops, focusing on new pathways for digital transformation, emerging forms of human–AI collaborative education, and modern governance systems.

Global Smart Education After 2030: Consensus and Pathways

Authors: Li Zhicheng, Xu Lin, Zhang Yifan, Asha Singh Kanwar

Journal: China Education Informatization, Issue 10, 2025

Abstract: Amid global educational transformation and the critical stage of the 2030 Agenda for Sustainable Development, the 2025 Global Smart Education Conference convened in Beijing and released the 2025 Global Smart Education Cooperation Alliance Declaration. This study analyzes three closed-door meetings—post-2030 education priorities, women’s leadership in the AI era, and the alliance partner meeting—using content analysis. It identifies key expert insights on educational transformation, technology ethics governance, and women’s leadership, and elaborates six core consensuses of the declaration: building collaborative networks, sharing educational resources, enhancing digital literacy for teachers, strengthening collaborative research for evidence-based decision-making, regulating AI with ethical governance, and shaping the future of education. Despite progress, global smart education still faces challenges such as digital divides, gender imbalance, and unregulated technology use. The conference consensus offers an important framework for post-2030 smart education development.

Leadership in Education Digital Transformation: Roles and Practices

Authors: Pan Jingwen, Deng Zhengyuan, Hao Jianjiang, Qi Qi, Zhao Lei

Journal: China Education Informatization, Issue 10, 2025

Abstract: The digital transformation of education is not merely a technological renovation but a core challenge confronting educational leaders. As an "endogenous variable" driving systemic educational change, digital leadership has emerged as the critical determinant of how deeply this transformation can take root. Major nations and international organizations have affirmed that educational leaders' capacity for strategic formulation and policy promotion is decisive to its success. Drawing on expert insights from the "Leadership and Digital Transformation" parallel forum of the 2025 Global Smart Education Conference, educational digital leadership is examined across three dimensions: role reconstruction, leadership practice, and capacity-building. Regarding role reconstruction, administrators must pivot from executive control to strategic guidance; principals from routine management to championing change; and frontline teachers from knowledge transmission to learning facilitation—a transition particularly salient in East Asian contexts. Regarding leadership practice, core behaviors are delineated across four dimensions: vision articulation, enabling conditions, workforce development, and collaborative communication. Regarding capacity-building, this paper proposes a hierarchical framework spanning national, regional, and institutional tiers to provide practical reference for strengthening educational digital leadership.

AI-Driven Integration of Education, Research and Industry

Authors: Zhang Jing, Tong Lili, Chen Guangcheng

Journal: China Education Informatization, Issue 10, 2025

Abstract: The rapid advancement of artificial intelligence and other next-generation information technologies is driving the co-evolutionary transformation of scientific innovation, educational reform, and industrial upgrading. The integrated trinity of education, science and technology, and talent has become a foundational and strategic pillar for achieving Chinese-style modernization, with industry-academia-research collaboration serving as its core pathway. To reinforce education's supporting role and foster an excellent, inclusive, equitable, open, and sustainable educational ecosystem, the 2025 Global Smart Education Conference convened a parallel forum on "Integration of Science and Education, and Industry-Education Fusion," drawing on expertise from government, industry, academia, and research. Core topics included AI-enabled educational innovation, industry-academia-research collaboration, digital governance, and sustainable development. These discussions reveal that AI is not merely a technological instrument but a critical enabler of the integrated trinity framework—cultivating innovative talent, achieving breakthroughs in core technologies, accelerating research translation, and building modernized educational governance—thereby consolidating the foundations of a strong educational nation and supporting high-level technological self-reliance and high-quality socioeconomic development.

Digital Transformation of Vocational Education: Consensus and Innovation

Authors: Liu Yingjie, Chang Xingwen, Liu Jinlong, Yang Jing, Sun Qiurui

Journal: China Education Informatization, Issue 10, 2025

Abstract: Against the backdrop of deepening global technological revolution and industrial transformation, digital transformation has become a core strategic imperative for vocational education to adapt and achieve high-quality development. Drawing on the parallel forum on "Digital Transformation of Vocational Education" at the 2025 Global Smart Education Conference, this paper employs a tripartite framework of "reading the landscape—breaking through constraints—forging new

pathways." It first maps the practical developments and core consensuses of international organizations, governments, and scholars, clarifying global strategic trends. It then diagnoses structural impediments across five dimensions: instructional content, pedagogical models, assessment mechanisms, faculty composition, and governance paradigms. Finally, it explores innovative pathways across four directions—redesigning classroom environments, developing teacher competencies, deepening school-enterprise collaboration, and constructing intelligent governance—aiming to provide actionable reference for high-quality vocational education and the cultivation of high-caliber technical talent in the age of intelligence.



Future Teachers and Classrooms in the Intelligent Age

Authors: Liu Mengyu, Cai Yinmao, Wu Jiajun, Yue Lijie, Zhou Yueliang

Journal: China Education Informatization, Issue 10, 2025

Abstract: Against the backdrop of generative AI's deep integration into education and its restructuring of pedagogical models, teachers' professional development and classroom organization are undergoing profound transformation. At the 2025 Global Smart Education Conference, participants engaged in multidimensional dialogue on teacher role transition, competency restructuring, and classroom evolution. Through systematic synthesis of conference discussions, this paper distills the key characteristics,

practical logic, and collaborative mechanisms of future teacher development and classroom reconstruction. The findings reveal that teachers are transitioning from "knowledge transmitters" to "designers of human-AI collaborative instruction" and "AI-supported learning mediators," with competency structures shifting toward AI literacy, data-driven decision-making, and educational ethics. Regionalized, tiered cultivation mechanisms and digital community systems are emerging as vital scaffolding for professional development. At the classroom level, learning spaces are expanding into intelligently connected environments, with instructional processes evolving toward integrated "teaching-learning-assessment" and data-driven optimization, foregrounding teachers' affective labor and human-AI collaboration. Amid this co-evolution, a reinforcing mechanism emerges: teachers drive classroom innovation through design literacy and interdisciplinary competencies, while classroom feedback data—channeled through learning analytics and evidence-based research—nourishes teacher growth in return. The diverse perspectives converged at the conference offer significant reference for understanding teacher development and classroom transformation in the age of intelligence.

AI-Enabled Holistic Student Assessment

Authors: Wu Yao, Li Luyue, Zheng Qinhua

Journal: China Education Informatization, Issue 10, 2025

Abstract: In response to longstanding challenges in traditional comprehensive student quality assessment—including parallel theoretical frameworks, insufficient diagnostic precision, and limited result credibility—this paper draws on the latest findings from the parallel forums of the 2025 Global Smart Education Conference to systematically propose a Chinese framework for AI-enabled comprehensive student quality assessment. Centered on a "tripartite integrated" theoretical model, the framework synthesizes process-oriented assessment encompassing the full arc of student

development, level-based assessment emphasizing problem diagnosis, and identificatory assessment serving talent selection, forming a multidimensional and collaborative evaluation system. Technically, AI-driven performance assessment enables a paradigm shift from traditional experience-based judgment to data-driven, evidence-based practice. Through analysis of diverse regional implementation models, the paper distills context-sensitive pathways for advancing assessment reform, and envisions future directions: constructing a deeply integrated "indicator-data-system" mechanism, strengthening the developmental and value-added functions of assessment, and sustaining innovation within the bounds of ethical governance.

Human-AI Collaboration Reshaping Pedagogy: A Learning Sciences Perspective

Authors: Ahmed Tilili, Cai Yinmao, Miao Miao, Xu Lin, Chen Danwei

Journal: China Educational Technology, Issue 10, 2025

Abstract: Amid the accelerating iteration of digital technologies and the deep integration of Artificial Intelligence (AI) into human society, the paradigm of smart education is undergoing a profound transformation—shifting from mere technological application toward deep human-machine collaboration. Anchored in the theme of the 2025 Global Smart Education Conference—"Human-Machine Collaboration Catalyzes a New Ecosystem for Smart Education"—and drawing on interdisciplinary perspectives spanning AI, educational psychology, and neuroscience, this paper deconstructs the theoretical foundations, value orientations, and practical pathways through which human-machine collaboration drives pedagogical paradigm transformation. The analysis proceeds along three dimensions: (1) the theoretical and value underpinnings of smart education; (2) the technological evolution and practical applications of smart education; and (3) strategies for addressing emerging challenges, constructing learning

elements, and mapping future developmental trajectories. By foregrounding a people-centric value orientation; designing AI components grounded in neuroscience and cognitive load theory; developing trustworthy human-machine collaborative intelligent learning systems; and proactively navigating future challenges while establishing core learning elements and development pathways, this paper seeks to accelerate the transformation and innovation of smart education paradigms, effectively address the evolving needs of learners, advance high-quality, equitable, and sustainable educational development, and ultimately foster a more resilient educational future.

Human-AI Collaboration and the Future of Education

Authors: Yi Xin, Fu Gang, Zeng Haijun, Song Lingqing

Journal: China Educational Technology , Issue 11, 2025

Abstract: As the latest wave of technological revolution and industrial transformation deepens, breakthroughs in intelligent technologies—exemplified by generative artificial intelligence—have emerged as a core driving force behind educational reform, propelling a fundamental paradigm shift from traditional "knowledge transmission" toward "human-machine collaborative education." The 2025 Global Smart Education Conference has established a critical platform for international exchange and cooperation in digital education. Drawing on the conference's core perspectives and illustrative case studies, this paper systematically examines innovative pathways for the deep integration of emerging technologies and education across six key dimensions: (1) cultivating a new generation of educators within human-machine collaborative environments; (2) expanding the scope of the learning society; (3) revitalizing basic education; (4) innovating higher education models; (5) leveraging large-scale AI models to support educational development; and (6) transforming educational governance. In doing so, this study offers conceptual frameworks for constructing a new, sustainable smart education ecosystem that is simultaneously secure, efficient, and adaptive to future demands.

Higher Education in the Intelligent Age: Frontiers and Futures

Authors: Zhuang Tengpeng, Shang Xingjuan, Qin Tianfan

Journal: China Education Informatization, Issue 11, 2025

Abstract: The pervasive integration of artificial intelligence (AI) is driving a comprehensive transformation of higher education across teaching, administration, and talent cultivation, making the pursuit of globally applicable, high-quality development pathways a central priority. The parallel forum "AI Leading High-Quality Development in Higher Education"—convened as part of the 2025 Global Smart Education Conference—deliberated on shared global challenges and differentiated pathways for advancing higher education in the intelligent era. The forum underscored that AI is accelerating the reshaping of the higher education ecosystem, with AI-led virtual learning communities offering new platforms for educational and academic collaboration that transcend temporal and spatial boundaries. Empowered by technology, higher education is becoming increasingly intelligent, personalized, and agile. Strategic efforts must be anchored in leveraging AI to empower higher education, establishing interconnected mechanisms among universities, enterprises, and research institutions, and cultivating the AI literacy of both faculty and students. Looking ahead, the field must advance governance frameworks from state-led models toward global collaboration; drive technology application from ecosystem construction toward intelligent symbiosis; and elevate literacy objectives from capability restructuring to value-driven leadership—positioning AI as the engine of high-quality transformation in global higher education.

Cooperation and Communication

NetDragon at UNESCO-ICHEI Expert Consultation on Smart Education

On December 8, the 2025 International Expert Advisory Committee Meeting of the UNESCO International Centre for Higher Education Innovation (UNESCO-ICHEI), Shenzhen, China, was convened at the Southern University of Science and Technology (SUSTech), Shenzhen. NetDragon Websoft Vice Chairman, Liang Nianjian, and Vice President, Chen Changjie, were invited to attend. As a member of the International Expert Advisory Committee, Liang Nianjian commended the achievements of the International Internet Education Institute (IIOE) since its establishment, stating: "Six years of IIOE's development have demonstrated that the Global South is fully capable of building its own model of educational digitalization."



扫码查看更多内容

China-CEEC University Consortium Workshop on AI-Empowered Teacher Training

From December 1 to 3, 2025, the Faculty of Education at Beijing Normal University and the Faculty of Education at the University of Belgrade jointly hosted the international workshop "AI-Empowered Teacher Training" in Belgrade, Serbia. Serving as a key collaborative initiative of the 2025 Education Discipline Community under the China-Central and Eastern European Universities Association, the workshop attracted nearly 200 participants from Serbia, Bosnia and Herzegovina, Croatia, and other countries, encompassing government officials, university scholars, training organizers, frontline teachers, and pre-service teacher education students.



扫码查看更多内容