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

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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, Elernity (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 learningaims 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

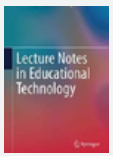
Chairman of the Board, Executive Director of NETDRAGON, The Special Allowance Expert in State Council, Co-Dean of Smart Learning Institute of Beijing Normal University, Chair Professor at the College of Education of Harvard University.

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, Jemni, M., Chen, N.-S., & Spector, J. M.
- *Smart Computing and Intelligence*
Editors : Huang, R., Kinshuk, & Sampson, D.



Springer'sJournals

- Journal of Computers in Education
(The Official Journal of GCSCE)
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 Havard 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 leraning 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.

Spring 2025 ISSUE No.33

Any feedback or suggestions, please contact us via the following methods:
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Contents

Spring 2025

Features

The Global Competition on Design for Futures

The 8th Global Competition on Design for Futures (2025) officially opened on March 1, and the competition will run through December.

This edition features a "1+2" series of activities. The "1" refers to the main competition, which targets four groups—higher education students, primary and secondary school teachers, vocational college students, and enterprises—and is organized into four competition tracks. The "2" refers to two monthly open calls, including a poster competition and a video competition.

For the main competition (four tracks), participants should register through the official competition website: http://gcd4fe.bnu.edu.cn/.

For the open call activities, participants should download the registration form from the official competition website (http://gcd4fe.bnu.edu.cn/), package the completed form together with their submission, and send them to the competition email address: d4fe@bnu.edu.cn.

Introduction to the GCD4FE Theme

- Artificial Intelligence and Education: This theme focuses on the use of AI tools to enhance education quality, efficiency, and equity, including applications in text generation, video production, programming code, 3D printing, and related areas.
- Metaverse and Education: This theme covers topics such as metaverse-based curricula, learning space design, new forms of educational games, cultural heritage transmission and preservation, metaverse conferences, education metaverses driven by digital twins, and metaverse learning spaces supporting multiple disciplines.
- Rural Education: This theme includes topics such as addressing teacher shortages in rural areas, enhancing students' learning motivation, learning environment design, technical talent development, curriculum development based on local rural resources and interdisciplinary inquiry activities, as well as innovative design of teaching tools and other physical educational artifacts through digital technologies.
- Inclusive Education: This theme focuses on designing educational solutions for specific populations, including persons with disabilities, older adults, girls, children with learning disabilities, populations affected by war, conflict, or crisis, and groups displaced or forced to migrate due to climate change.

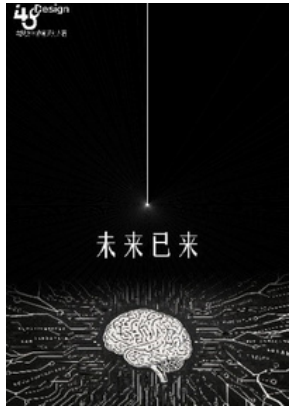
- Educational Neuroscience: This theme encompasses topics such as policy design, curriculum design, instructional design, assessment design, campus culture design, educational space design, teaching aids and toy design, and the design of AI- and metaverse-based systems informed by neuroscience.
- Artificial Intelligence and Engineering: This theme includes topics such as intelligent optimization design, sustainable engineering development, digital twin simulation, cross-stage system integration, and intelligent upgrades of transportation systems.

Detailed Interpretation of the GCD4F

- Higher Education Track: March-July, for undergraduate and graduate students of various majors in colleges and universities around the world, emphasizing interdisciplinary cooperation and encouraging the exploration of future-oriented educational problem solving.
- K12 Track: March-August, for primary and secondary school teachers, kindergarten teachers, and those engaged in K12 education worldwide, encouraging the sharing of excellent teaching cases and emphasizing the application of new technologies, methods and concepts to improve the quality of education and teaching.
- Enterprise Track: March-August, for employees in the education, technology, design and other related departments in enterprises, focusing on the innovative design of education products and their application cases, aiming to facilitate the digital transformation of education.
- Vocational Education Track: September-December, for students enrolled in various majors in higher vocational colleges, focusing on the demonstration of hands-on ability and professional skills, combining with their major studies to propose education and tool optimization solutions, and shaping the great national craftsmen of the new era.
- Call for Posters: March-December, for teachers, students, and others engaged in education from around the world to demonstrate their visions for the futures of education in the form of posters.
- Call for Videos: March- December, for teachers, students, and others engaged in education from around the world, in the form of short videos to create authentic problem scenarios, guiding learners to think critically within these situations.

Outstanding Works of March

- Technology-Empowered Future Classrooms: Envisioning New Possibilities for Education
  Author: Pan Minni (Guangdong Polytechnic Normal University)
- The Future Is Here
  Author: He Miao (Yibinli Primary School, Nankai District, Tianjin)
- Future Education in My Heart: Protecting Left-Behind Girls
  Author: Wu Fan (School of Art, Shandong University (Weihai))



- "Digital & Intelligent New Horizons," "Virus," "AI Classroom Adventure: A Cross-Time Dialogue with Mei Lanfang," and "Smart Eyes – Seeing What's Unsaid" were selected as outstanding works in the March "Scenario-Based Teaching Short Video" call.

For more details, please scan the QR code:

The Global Smart Education Conference 2025

Notice on the Convening of GSE 2025

The Global Smart Education Conference 2025 will be held in Beijing from August 18–20. The conference will further advance the digital transformation of education, foster innovation in smart education, and strengthen international communication and collaboration.

Co-hosted by Beijing Normal University and the UNESCO Institute for Information Technologies in Education, the conference will focus on "Human–Machine Collaboration Shaping a New Educational Ecosystem." It will feature plenary sessions, parallel forums, high-level dialogues, pre-conference events, workshops, and roundtables, as well as exhibitions of exemplary smart education cases and solutions—aimed at deepening global digital transformation in education and charting new pathways for smart education.

Best Practices of Smart Education (2025)

This year, the 2025 Smart Education Outstanding Case Call is being launched.
Submissions are invited in four categories: Regional Development, School Practice, Solutions, and Research Outcomes, covering digital transformation, smart education innovation, and application scenarios.
Cases should highlight distinct features and practical impact, supported by data and concrete examples. Each submission should include a title, abstract, keywords, and main text (about 6,000 words), and list the author(s), affiliation(s), contact phone number, and email address. Submissions must be factual, well-structured, and demonstrate exemplary value.
Selected cases will be announced and awarded at the Global Smart Education Conference 2025 and published in a compiled volume. Authors should submit the electronic version online by June 18, 2025 via:
https://www.wjx.cn/vm/eCPTWUn.aspx#.

For more details, please scan the QR code:

Concept Document of GSE2025

The Global Smart Education Conference 2025 will be held in Beijing from August 18–20. The concept document brings together key information on the conference, including an overview, thematic forums, organizational structure, reviews of previous editions, highlights, guest perspectives, outcomes, case calls, exhibitions, and proposed media engagement. It provides a structured and systematic framework to guide the planning and implementation of the conference, ensuring smooth execution and the achievement of its intended goals and outcomes.

For more details, please scan the QR code:

The 10th Smart Learning Academic Week of Beijing Normal University

From January 7 to 21, 2025, the 10th Academic Week on Smart Learning, hosted by Beijing Normal University and organized by the Institute of Smart Learning and the National Engineering Research Center for Intelligent Technology and Application of Internet Education, was successfully held. Centered on "Lifelong Learning in the Intelligent Era," the event featured a series of seminars, roundtables, and training activities exploring AI-enabled industry development and talent cultivation, generative artificial intelligence research, digital humans in the educational metaverse, and education planning and governance in the intelligent age.

Thematic Roundtables and Discussions

On January 7, 2025, the AI-Driven Industry Development and Talent Cultivation Roundtable was held as the opening event of BNU's 10th Academic Week on Smart Learning, hosted by the Institute of Smart Learning with support from the BNU MBA Education Center and the BNU Research Center for Youth Integrity Development.

Roundtable on AI-Driven Industry Development and Talent Cultivation

On January 9, the Institute of Smart Learning at Beijing Normal University held a roundtable on the Global Competition on Design for Future Education, inviting experts from multiple countries and regions together with representatives from sub-venues and participants to review competition experiences and share recommendations for its future development.

GCD4FE Roundtable

Beijing–Tianjin–Hebei Smart Education Collaborative Development Forum

On January 10, the Beijing–Tianjin–Hebei Smart Education Collaborative Development Forum was convened during the Academic Week, focusing on representative regional practices and progress in smart education, new development pathways in the intelligent era, and solutions for technology-enabled education to support sustainable development.

Also on January 10, a seminar on scientific research in the era of generative artificial intelligence examined the impact of generative AI on academic writing, discussing its applications and ethical implications in research while emphasizing that AI can enhance efficiency but should not replace researchers' originality and critical thinking.

A New Chapter in Education, Technology, and Media

On January 11, an education technology–media exchange event was held during BNU's 10th Academic Week on Smart Learning, bringing together over 70 representatives to review GSE2024 outcomes and explore future collaboration, strengthening cross-sector cooperation for sustainable smart education.

Education Technology and Media Exchange Event

On January 13, the "Digital Humans in the Educational Metaverse: Design, Learning Scenarios, and Ethics" seminar was held in a hybrid format. Representatives from the National Alliance for Virtual Simulation Experimental Teaching Innovation, Université Polytechnique Hauts-de-France, and NetDragon Websoft shared research, courses, and products related to the metaverse and digital humans, and discussed possibilities for joint laboratories and co-developed courses, laying the groundwork for future collaboration.

Advanced Training and Professional Development

From January 13 to 19, during the 10th Academic Week on Smart Learning at Beijing Normal University, the International Training Program on Educational Planning and Governance in the Intelligent Era was successfully held. The six-day program brought together 38 participants from 19 countries, using diverse learning formats to strengthen capacity in education planning and governance and to generate outcomes such as practice summaries, case analyses, and solution proposals.

Launch of the International Program on Educational Planning and Governance and the AI–Education Planning Joint Lab

International Training Program in Session

Another highlight of this Academic Week was the Advanced Training Camp on AIGC-Enabled Human–Machine Collaborative Teaching, held from January 14 to 20. The program brought together industry experts and education technology companies to engage with around 80 rural teachers from across China, jointly exploring the roles and boundaries of large models in education.

Group Photo of the Advanced Training Camp on AIGC-Enabled Human–Machine Collaborative Teaching

For more details,
please scan the QR code:

Important Events

International Forum on Opportunities and Challenges for Open Universities in the AI Era Held

The International Dialogue Forum on the Opportunities and Challenges of Open Universities in the Age of Artificial Intelligence was successfully held in Beijing from March 5–6, 2025. Hosted by the UNESCO Chair on Artificial Intelligence and Education and Beijing Normal University, and co-organized by Athabasca University (Canada), the Arab League Educational, Cultural and Scientific Organization (Tunisia), and the Open University of China, the forum brought together presidents, vice presidents, scholars, and international organization representatives from 23 open universities across 11 countries and regions. Through a hybrid format, participants explored the impacts of AI on open universities and discussed strategies for future development.

Forum in Session

Huang Ronghuai, Chairholder of the UNESCO Chair on Artificial Intelligence and Education and Professor at Beijing Normal University

After two days of in-depth discussions on sustainable development, AI ethics and governance, micro-credentials, and global collaboration, participants reached a shared consensus: future efforts should be driven by technological innovation, grounded in quality assurance, and connected through open cooperation to jointly build an inclusive and equitable lifelong learning ecosystem.

Huang Ronghuai called on the international education community to further strengthen collaboration and translate forum outcomes into concrete actions, including establishing international working groups, publishing a Research Report on Artificial Intelligence and Open Universities and a collection of best-practice cases, and developing quality standards. The forum's success provides an important springboard for future research and practice, with expectations for tangible impact through broader international cooperation.

Expert Consultation Meeting for the National Next-Generation AI Program Successfully Convened

On March 20, 2025, the Expert Consultation Meeting for the national key science and technology project "Research and Application Demonstration of Key Technologies for Intelligent Interconnected Computing in Learning Environments", led by Beijing Normal University, was successfully held at the Jingshi Science and Technology Building (Tower A, 12th Floor).

The meeting brought together over 50 participants, including experts in artificial intelligence and education, industry representatives, frontline educators, and the project team led by Li Yanyan, along with principal investigators and core members.

Group Photo of the Project Expert Consultation Meeting

The expert panel carefully reviewed the progress reports and work plans of each subproject, fully affirming the achievements to date and offering guidance for next steps. They emphasized that, amid rapid technological change, intelligent interconnected learning environments must ensure stability and broad applicability, with a focus on deep integration of algorithmic models and educational scenarios, and on strengthening pilot demonstrations and real-world classroom applications of key technologies.

The panel also stressed the importance of ethical standards in AI-enabled education, calling for closer alignment between research and regional priority teaching initiatives to develop context-specific demonstration solutions. Building on phased achievements in basic and higher education, they urged greater attention to vocational education, exploring new intelligent service models under industry–education integration, and ultimately establishing a smart education service system spanning all educational stages.

Yuanzhuo Initiatives

- Exploring AI Classroom Teaching — Yang Rong IT Studio Series (Yunnan)

This Yuanzhuo Initiatives session focused on AI-based classroom practice, featuring Yang Han and Qi Wenlan from the Yang Rong IT Studio in Yunnan, who shared AI-themed lessons with planning videos and classroom recordings.

- Shanghai "ET Monthly Insight" Special Event: GenAI-Enabled Disciplinary Practice in Action

The Yuanzhuo Initiatives, in partnership with Shanghai's "ET Monthly Insight" public forum, hosted three public livestreams focusing on AI in teaching practice, covering GenAI-enabled education, AI programming tools for instructional support, and human–AI collaborative teaching with large models.

- AI-Empowered Instructional Design: Deep Transformation and Future Exploration in Education

Yuanzhuo Initiatives invited Sun Ping and Zhou Rong, core members of the Peking University DeepSeek Player's Guide team, to explore DeepSeek and AIGC applications and AI-driven learning analytics and instructional design, highlighting AI's value and limits in teaching while emphasizing its role as a powerful assistant alongside teachers' professional judgment.

Cooperation and Communication

BNU National Engineering Research Center Invited to Visit the National Institute of Development Administration, Thailand

Ahead of the 50th anniversary of China–Thailand diplomatic relations, the National Engineering Research Center for Intelligent Technology and Application of Internet Education, Beijing Normal University visited the National Institute of Development Administration (NIDA) on January 24, 2025. The two sides exchanged views on AI campus applications in higher education, policy frameworks for education digital governance, and joint talent cultivation.

NIDA President Tippawan Lorsuwannarat outlined comprehensive support from the Thai Royal Foundation, recalled her 2023 visit to Beijing Normal University, and expressed strong interest in co-building initiatives in evidence-based policy support, sustainable development models, and intelligent monitoring of AI campuses. NIDA Assistant President Phattharawut Charoenrup and Vice Dean Li Renliang introduced the university's research profile and international engagement.

Professor Tong Lili, Deputy Director of the BNU Engineering Center, presented BNU's disciplinary strengths and national/provincial research platforms supporting China's education strategy, highlighted existing collaboration in policy co-research and joint

training, and discussed future cooperation on AI campus scenario design, operations and monitoring, and governance recommendations.

Books & Articles

Key Measures for Strengthening AI Education in Schools

Author: Huang Ronghuai

Journal: Educator, No. 1 (2025)

Abstract: At present, the systemic integration of education and technology has become increasingly evident, and the expansion and deepening of artificial intelligence education has emerged as a focal point of global educational transformation. Whether a nation can take the initiative in the field of artificial intelligence is directly linked to its ability to seize the historic opportunities of the new wave of scientific and technological revolution. Cultivating high-level AI talent, unleashing the innovative potential of young people in AI-rich environments, and enhancing citizens' adaptability in the intelligent era all require moving beyond traditional standardized training models and strengthening AI education and innovation capacity building. As early as 2021, the Law of the People's Republic of China on Scientific and Technological Progress stipulated that schools and other educational institutions should integrate theory with practice and emphasize the development of learners' independent thinking, practical skills, creativity, and critical

thinking, providing a legal basis and support for AI education. To promote the orderly development of AI education and build a people-centered innovation-oriented educational ecosystem for the intelligent era, it is essential to grasp development trends, clarify practical challenges, and identify key measures.

Smart Education Platforms: Computing Engines and Governance for New Learning Capacity

Authors: Liu Dejian, Zeng Haijun

Journal: China Educational Technology, No. 2 (2025)

Abstract: To unlock the three key enablers of content, capability, and connectivity and fully realize the potential of digital learning, the UN Transforming Education Summit launched the Public Digital Learning Portals initiative, aiming to establish digital education as a public good through high-quality, inclusive public digital learning platforms and content. China's National Smart Education Public Service Platform, characterized by integration, intelligence, and internationalization, aggregates resources and services and stands as a representative model of open and shared public digital learning platforms. Based on case analysis, smart education platforms—as digital public goods—embody and serve as the core carrier of new learning capacity. Intelligent computing engines enhance platform productivity, reshape on-demand learning relationships, stimulate teachers' professional engagement and learners' motivation, and foster a new ecosystem from lifelong learning to lifelong service. At the same time, smart education platforms should establish goal- and value-oriented governance principles to jointly advance the application, sharing, and innovation of digital education.

Education Digitalization Empowering a Learning Society

Author: Huang Ronghuai

Source: China Education Daily, February 6, 2025, Page 04

04 理论周刊·教育科学 中国教育报

教育数字化赋能学习型社会建设

钱学森的技术科学教育观和系统通识教育观

建构中国教育学自主知识体系

人工智能赋能STEM教育创新发展

Intelligent Agents as the Gateway to Large Models in Education

Authors: Huang Ronghuai, Da Ting

Source: China Education Daily, February 15, 2025, Page 04


04 智慧教育 中国教育报

以AI智能体推动教育改革发展

智能体打开教育拥抱大模型的入口

教育智能体打造全新学习形式

多智能体协作提升学习有效性

智能体是教师专业成长的好帮手

Envisioning Smart Education Together: Advancing Global Digital Transformation

Authors: Feng Tingting, Zhang Zhuo, Zeng Haijun

Source: China Information Technology Education, No. 3 (2025)

Abstract: Drawing on key insights from the Global Smart Education Conference 2024, this paper examines the vital role of smart education in accelerating digital transformation in education. From the perspectives of whole-process, whole-domain, and whole-factor integration, it discusses pathways to building a sustainable educational ecosystem, promoting holistic human development, and identifying the necessary conditions for reshaping education systems. The study aims to advance effective global practice of smart education, strengthen international understanding and communication, and foster educational transformation and innovation.

Seizing Digital Transformation to Build a Smart Education Ecosystem

Authors: Zhang Zhuo, Zeng Haijun

Source: China Information Technology Education, No. 4 (2025)

Abstract: As a new form of education in the digital era, smart education is a key pathway to advancing equitable and inclusive quality education and an inevitable choice for ensuring lifelong learning opportunities for all. Based on outstanding smart education cases collected in 2024 by the Secretariat of the Expert Group for the Smart Education Demonstration Zone initiative, this paper analyzes and summarizes China’s distinctive features and highlights in smart education across six dimensions: teachers’ and students’ information literacy, new teaching models, comprehensive student assessment, smart learning environments, regional education resource supply and services, and modern education governance capacity. It also identifies challenges facing smart education and proposes recommendations to seize digital transformation opportunities and build a new smart education ecosystem: (1) deepen the application of the National Smart Education Platform to expand access to high-quality resources; (2) leverage technology to empower digital transformation and promote the systemic integration of education and technology; and (3) stimulate innovation in smart education to support high-quality economic and social development.

The Scope and Limits of Technology in Education: Insights from the 2023 Global Education Monitoring Report

Authors: Liu Jiahao, Liu Dejian, Li Zhisheng, Zeng Haijun

Journal: China Educational Technology, No. 2 (2025)

Abstract: The deep integration of technology and education is historically inevitable, and the question of whether technology is ultimately a benefit or a risk to education is a complex issue that must be examined in depth. The thematic section of the Global Education Monitoring Report 2023 offers a comprehensive review of the role and impact of technology in education. This paper provides a systematic analysis of the report, exploring the dimensions, limits, and directions of technology-enabled education.

First, equity and inclusion, educational quality, and efficiency of education management constitute the core dimensions for consideration. Second, technology-enabled education faces limits at the levels of cognition, application, and evidence, including tendencies toward circular reasoning, complex challenges arising from technology use, and a lack of timely and robust evidence of effectiveness. Finally, the normative direction of technology-enabled education lies in value-oriented guidance for education in the digital age, with priorities including the targeted development of digital competence, technology-supported on-demand learning, and the sustained implementation of social experiments integrating technology into education. To promote sustainable educational development, it is essential to continuously expand these dimensions, overcome existing limits, and deepen normative directions, thereby jointly building an inclusive, efficient, and resilient future education ecosystem.

What Is Learning Capacity? From Everyday Use to Integrated Theory

Authors: Liu Jiahao, Huang Ronghuai

Journal: E-Education Research, No. 3 (2025)

Abstract: Enhancing learning capacity is crucial for individual development as well as for educational and social progress. However, the concept of learning capacity remains unresolved, often ambiguously understood in everyday contexts and increasingly over-complicated in academic research. Clarifying the concept can help bridge theory and practice.

First, this paper analyzes the diverse expressions of learning capacity in daily discourse and reveals its underlying logic as a descriptive label, a metaphorical mechanism, and a form of habitual thinking. Second, it examines the conceptual history of learning capacity, offering a holistic view through its origins, interpretive orientations, and constituent elements. Third, from an integrative perspective, the paper conceptualizes learning capacity as a multidimensional conceptual spectrum, a flexible notion pointing to self-directed learning, learning ability, and learning how to learn, and proposes both an element-relationship model and an integrated conceptual framework. Finally, the paper outlines future research priorities from the perspectives of plasticity, practicality, and contextuality, with the aim of advancing more grounded and actionable research and practice on learning capacity.

Building On-Demand Learning Capacity and Growth-Oriented Knowledge Systems

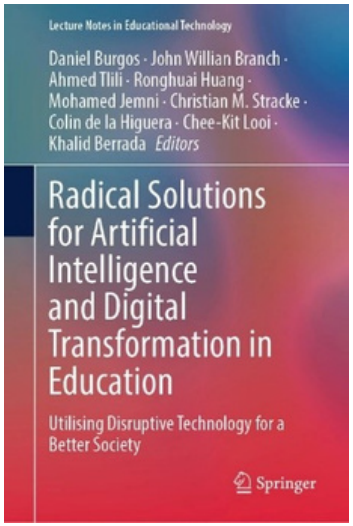
Authors: Xue Gui, Liu Dejian

Journal: Educator, No. 12 (2025)

Abstract: In the age of artificial intelligence, the essence of lifelong learning has shifted from traditional knowledge accumulation to deeper cognitive restructuring and capability evolution. During the 2025 National Two Sessions, Xi Jinping emphasized that "education must not lose its fundamentals," noting that while intelligent networks and AI are transforming educational tools, methods, and skill development—and thus require reform in step with the times—the cultivation of learners' intellect, character, foundational cognition, and problem-solving abilities must not be neglected. Fundamentals still matter. In the AI era, understanding what should change and what should remain constant in learning and education is a central issue for achieving high-quality educational development.

Radical Solutions for Artificial Intelligence and Digital Transformation in Education: Utilising Disruptive Technology for a Better Society

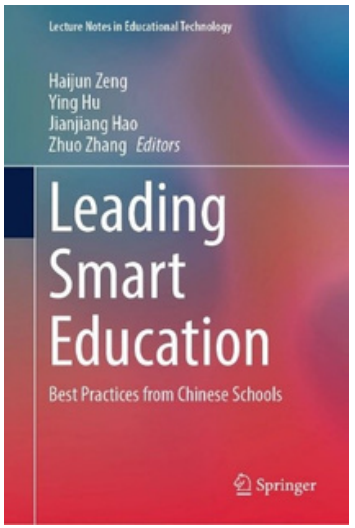
Editors: Daniel Burgos, John Willian Branch, Ahmed Tlili, Ronghuai Huang, Mohamed Jemni, Christian M. Stracke, Colin de la Higuera, Chee-Kit Looi, Khalid Berrada



Abstract: This book facilitates understanding of how artificial intelligence (AI) aids and integrates digital transformation (DT) in education institutions worldwide in various scenarios: learning environments (learning innovation, learning management systems, data and analytics), emerging education trends (business trends, strategic technologies), administrative systems (recruit, retain, advance, enterprise business capabilities, student information systems), and digital strategy execution (business models and opportunities, strategic planning and governance). It serves as a reference for university lecturers, schoolteachers, policymakers, and international organizations, who will find in its various chapters practical recommendations and discoveries from practice, ready to be implemented in their contexts.

Leading Smart Education: Best Practices from Chinese Schools

Editors: Haijun Zeng, Ying Hu, Jianjiang Hao, Zhuo Zhang



Abstract: This book focuses on best practices in smart education in Chinese schools. It showcases the achievements of Chinese schools in smart education since the comprehensive implementation of the educational digital transformation in China. These selected case studies explore smart education practices from various perspectives, such as innovative practices in teaching and learning, the construction and application of digital platforms, resources, and tools, smart educational and teaching evaluation, and the construction of smart campuses. It enriches understanding of the current status of smart education in Chinese schools and is a useful reference for researchers, teachers, policymakers, and school administrators across the globe.

Systemic Educational Reform for the Intelligent Era

Authors: Huang Ronghuai, Liu Jiahao, Pan Jingwen, Liu Mengyu, Zhang Guoliang

Journal: E-Education Research, No. 4 (2025)

Abstract: Amid rapid technological change, education is at a critical juncture of system-wide transformation. This paper proposes a digital-enabled framework for comprehensive education reform, emphasizing forward-looking planning, human–AI collaborative teaching, scenario-driven innovation, and evidence-based evaluation. Through the alignment of human and AI values, the coordinated advancement of planning, collaboration, scenario evolution, and evidence building aims to guide education toward a more personalized, contextualized, and data-driven ecosystem in the intelligent era.