AIEOU CONFERENCE 2025

15-17 September

Abstract Book

AIEOU Inaugural Convening

Conference Day 1 (16 Sep)

Venue: St John's College, University of Oxford

8:00-8:30am	**Arrive at the Porter's Lodge for Conference Registration**
8:30-8:45am	**Conference Opening: Sara Ratner, Elizabeth Wonnacott, Rebecca Williams**
8:45-9:00am	**Keynote Speaker: Professor Anne Trefethen, Leading Digital Transformation at Oxford**
9:00-9:20am	**Host Speaker: Professor Elizabeth Wonnacott, Can AI Help Humans Learn Language?**

Morning Presentations

▼ 9:40-9:50am A Systems Approach to AI in Education

Presenter: Mike Sharples

Presentation ID: AC1111

AI is not a single tool to embrace or reject, but a series of technology-led disruptions: agents, AI-generated media, personalised mentors, and social generative AI. Education is a highly interconnected system. Change one part (e.g., assessment), and others (policy, pedagogy, curriculum, IT, professional development, validation) must also adapt. Adopting a systems approach recognises the interwoven complexity of AI and education. I will propose a ten-step approach to systemic innovation with AI. It can help institutions ask better questions, reduce blockers, build resilience, and design more robust policy.

▼ 9:50-10:00am Framework Fever: A Typology and Critical Cartography of AI-in-Education Models Worldwide

Presenter: Aigerim Shilibekova

Presentation ID: AC3602

"Framework fever" defines the AI-in-education landscape since 2022, when Generative AI accelerated both adoption and model-building. An ongoing study initiated in summer 2025 systematically reviews more than thirty frameworks published between 2022 and 2025 across academic, institutional, and policy domains. Preliminary analysis identifies concentrated Western authorship, uneven theoretical grounding, limited empirical validation, and variable operational specificity. A small number of robust exemplars, including UNESCO-linked competencies, AI-TPACK teacher education programs, socio-legal governance models, and ecological policy frameworks, contrast with a broader field marked by conceptual fragmentation. These early cartographic findings highlight both innovation and limitation while advancing transparency, adaptability, inclusivity, and epistemic coherence as principles for more context-sensitive framework design.

▼ 10:00-10:10am Human Readiness: The Missing Safeguard in AI Integration

Presenter: Mel Sellick

Presentation ID: ACF1608

AI has shifted from tool to relationship, shaping how people trust, decide, and define themselves. Global frameworks like UNESCO's RAM track system readiness and literacy, but overlook human readiness - the psychological, cognitive, and relational capacity to stay reflective and agentic in asymmetrical AI interactions. My applied work, from organisations to education, shows competence and readiness are distinct. With frameworks under IEEE review and now informing UNESCO discussions, we can measure readiness directly. Without it, we risk raising humans who are technically fluent but developmentally fragile. What we rehearse with AI today is what we become tomorrow.

▼ 10:10-10:20am Why Have a Human Teacher? Epistemic Co-responsibility and the Classroom

Presenter: Clare Jarmy

Presentation ID: AC3604

The advent of generative AI has called into question the need for human teachers in the future, with prominent figures such as Bill Gates predicting that AI tutors could supplant human teachers within the next decade. Whilst AI brings exciting opportunities in education, it will be argued that epistemic responsibility is core to teaching. Human teachers can act responsibly in terms of what they believe, what they teach, and how they help young people themselves to grow as responsible knowers, whereas generative AI is designed only to provide a reasonable continuation of what has gone before, prioritising plausibility over truth.

▼ 10:20-10:30am Day of AI Australia: A Scalable AI Literacy Model for Schools

Presenter: Natasha Banks

Presentation ID: ACA1602

The rapid rise of AI demands scalable literacy programs for school teachers and students. This presentation details Day of AI Australia: a successful national model that localises a global MIT curriculum with a strategic focus on equity and local relevance. Since 2022, the program has reached over 140,000 students, with reach and impact growing each year. Initiatives like 'Classroom Champions' place university STEM students into schools where students are most at risk of the digital divide, tackling access barriers directly. We offer an evidence-based blueprint on building a localised, effective, equitable AI education program.

10:30-11:00am Tea Break

▼ 11:10-11:20am Braver Together: Book Club Communities for Educator Professional Learning in AI

Presenter: Rachel Toncelli

Presentation ID: AC1607

When traditional professional development cannot keep pace with generative AI's rapid evolution, educator book clubs offer an unexpected solution. This spring 2025 study examined this innovative model where participants read about GenAI in language teaching, experimented with tools, and met regularly to share experiences. Findings reveal community-based learning's effectiveness through a scaffolded approach?reading, experimenting, reflecting, discussing?that created accessible and sustainable professional development. The inclusive model welcomed all experience levels and attitudes toward GenAI, from enthusiasm to skepticism. Participants valued discovering shared uncertainties and supporting each other's continuous exploration. This research offers a replicable model centering human relationships and experiential learning.

▼ 11:20-11:30am S.E.C.U.R.E. GenAI Use Framework for Staff

Presenter: Mark A. Bassett

Presentation ID: ACF4601

The S.E.C.U.R.E. GenAI use framework for staff is designed to help staff make informed decisions about using Generative AI (GenAI) software. It empowers staff to evaluate and test GenAI technologies confidently and responsibly without requiring explicit university approval, provided their use remains within predefined risk boundaries. The framework prioritises protecting personal data, intellectual property, and ethical standards, ensuring staff can safely explore GenAI while adhering to university policies and relevant legislation. The framework comprises six risk categories: Security Credentials (S), Ethical Use (E), Confidential Information (C), Use of Personally Identifiable Data (U), Rights Protection (R), and Evaluation (E). Each area prompts users to assess potential impacts and, where necessary, apply safeguards or seek institutional approval. When no risk is identified, staff may proceed with their use case. Where risks are present, staff are supported to mitigate them or seek guidance before continuing.

▼ 11:30-11:40am Holding Fear, Honouring Hope: Critical Hope as a Framework for Educator Agency in the Age of AI

Presenter: Noosha Mehdian

Presentation ID: ACF2607

Educator anxiety about AI reflects not just fears of job loss, but of professional identity dissolution. This talk reframes such anxiety as professional wisdom, recognizing education's crossroads between algorithmic efficiency and human development. Drawing on research into AI's risks of creating "learning echo chambers", it introduces Critical Hope as a framework for transforming fear into agency through narrative agency and triadic intelligence. Rather than replacing educators, AI can amplify uniquely human capacities: ethical reasoning, collective meaning-making, and dialogical learning. Educators thus become curators of transformational experiences, using AI to deepen human-centered education.

▼ 11:40-11:50am What's Open About AI in Education?

Presenter: Robert Farrow

Presentation ID: ACI3602

This 10 minute talk will introduce key tensions in concepts of openness in AI in education. Openness remains a guiding ideal driving technological and cultural innovation. Prominent figures in the open education movement (e.g. David Wiley, Stephen Downes, Martin Dougiamass) endorse AI as the next logical step to widen participation in education. Machine learning presents new possibilities for the creation, translation and localisation of educational resources. However, unresolved questions about intellectual property; environmental impact; algorithmic bias; colonisation, exploitation and marketisation have led others to question whether existing AI practices are compatible with the progressive values of open education. I will argue that there is a need to articulate alternative visions for AI in education (and society more widely) to compete with current extractive models. Openness can form a basis for this through inclusive dialogues, networks of influence, and communities of praxis.

▼ 11:50am-12:00pm Carrying out a GenAI-Assisted Scoping Review - Key Lessons Learnt

Presenters: Manish Malik; Julie-Anne Sime

Presentation ID: ACE1601

This work presents our findings from a recent work where we compared human decisions with those made by GenAI at different stages within a scoping review. The chosen area of the scoping review was related to teamwork and regulation of learning. The process of carrying out a scoping review and indeed a systematic review is usually quite involved. It often uses a team of researchers to enhance the reliability of the work. This can be time consuming and repetitive, which makes this ideal workflow to be ethically and responsibly offloaded to GenAI. We decided to help build trust in GenAI within this area by first comparing the decisions made by humans and GenAI objectively. Once we were satisfied with the reliability of the tool, we then chose to use GenAI to augment our work with the speed GenAI can bring into the workflow. We will present the results from the reliability testing to compare general GenAI use vs human interrater reliability.

▼ 12:00-12:10pm From Bloom's to UnBlooms: Is There any Higher-Order Thinking with AI?

Presenter: Tina Austin

Presentation ID: ACE1602

Educators face a paradox: generative AI is transforming learning, yet Bloom's Taxonomy no longer maps cleanly when students can "create" with a click. A novel method I designed for educators, students, instructional designers, and anyone exploring critical thinking, Critical Thinking Through AI Partnership offers a new path. Instead of linear or flipped models, this framework treats AI as a thinking partner: students begin with creation and evaluation, then circle back to application and mastery. Tested across STEM, humanities, and communication with classes of 20-300 students, my goal is providing educators with low-barrier, integrity-focused strategies to sustain higher-order thinking in an AI world.

▼ 12:10-12:20pm A Vernacularised Taxonomy of Harms for AI in Education

Presenter: Wm. Matthew Kennedy

Presentation ID: AC3605

Our paper aims to provide AI developers critical insights into how education is best understood as a social space, and not merely a complex exercise in information processing. We build upon this discussion to present a new "vernacularized" classification of harms AI systems may create that is specific to the unique ethical, safety, and governance space of education. Such an effort is needed urgently: general categories of harm cannot adequately describe the risk profile of AI systems in educational spaces, yet key stakeholders in education are often excluded from AI design and development practices, and therefore have not been resourced well enough (either materially or conceptually) to create such a taxonomy themselves.

12:30-2:00pm

Lunch Break

12:30-1:10pm Lunch-Time Demo Group 1

▼ 12:30-12:40 pm Omniloquent, A New Language Learning Platform

Presenter: Edward Longhurst

Presentation ID: ACE1612

We introduce Omniloquent, a new language learning platform from Oxford Language Technologies in consultation with researchers at the University of Oxford. Recent years have seen game-changing advances in the development of Generative AI (LLMs), speech recognition and speech synthesis. Omniloquent incorporates these advanced technologies based on our knowledge of the latest research about how people learn languages. We are launching Omniloquent into a rapidly expanding market of educational apps, yet most are designed to maximise uptake rather than effectiveness and aren't evaluated for their educational value. In contrast, Omniloquent has been designed to promote efficient and effective language learning, and we are committed to a research program designed to rigorously test and improve the platform. The company founder and CEO will introduce Omniloquent, demonstrate some of its current features and describe its ongoing development.

▼ 12:40-12:50pm Wales and AI: Simplicity, Consistency, Reflection and Impact: How a small nation is leading big change in education through AI

Presenter: Faye Waterton-Palmer

Presentation ID: ACP2601

Wales is quietly leading the way in AI for education by focusing on simplicity, consistency, reflection and impact. At the heart of this progress is Hwb, our national platform giving every learner and teacher equal access to inclusive digital tools. As Digital Competence Framework lead, I see how Curriculum for Wales 2022 prepares pupils to thrive in an AI-shaped world. Through funding from the National Professional Enquiry Project (NPEP), I used Hwb and Teachmate tools to improve reading levels for challenging learners. This talk shares how Wales is embedding meaningful AI practice and strengthening teaching and learning for all.

▼ 12:50-1:00pm Strategic use & Governance of AI in Education

Presenter: Joe Cozens

Presentation ID: AC1604

I will present the strategic and ethical use of AI in an education setting, presented from the experience of one of the leading schools in AI use globally. I will present the necessary regulation and governance frameworks needed for ethical and safe use, whilst present models for training staff and educating pupils. I have experience in presenting this work specifically as well as consulting Senior Leadership teams on this area. Having presented this work at the Council of Europe this year as well as delivering a keynote on Digital Citizenship, I would aim to develop guidance and our case study into teaching learners how to use AI and the Skills needed for their future as part of our Skills for Tomorrow course, a standalone course at a leading independent school in Bristol. This course is the first of its kind and is designed using a blend of the UNESCO, PISA, OECD and European Council Frameworks.

▼ 1:00-1:10pm Human-Centric, AI-First Pedagogy in Practice: Equipping Students for an AI-Powered Future

Presenters: Bert Verhoeven; Vishal Rana

Presentation ID: ACP2604

This presentation shares the University of Newcastle Australia's pioneering journey in implementing a Human-Centric, AI-First (HCAIF) approach to learning. Generative AI is transforming how students learn and how universities evidence achievement. The HCAIF framework offers a practical framework that treats AI as a collaborator while keeping human judgement, ethics, and creativity at the centre. Since 2023, the Innovation & Entrepreneurship Academy has made GenAI use mandatory across all courses, redesigning programs with a programmatic spine (Introduce → Reinforce → Master) and diversifying assessment beyond essays to oral, practical, and live tasks—building graduates ready for an AI-powered future.

1:10-2:00pm Lunch-Time Demo Group 2

▼ 1:10-1:20pm Assistive Technology and AI for Neurodiverse Learners

Presenter: David Curran

Presentation ID: ACP2602

This presentation explores how Assistive Technology (AT) and Artificial Intelligence (AI) can support neurodiverse learners in secondary education. Drawing on practice at Moon Hall School Reigate, we showcase FuturesBot, a neurodivergent-friendly AI assistant built on Mindjoy, designed to reduce anxiety, build confidence, and widen career pathways. The session highlights inclusive prompting strategies, safeguarding by design, and alignment with UK/EU policy. Attendees will gain insight into practical accessibility frameworks, with signposts to the free AI in Education Accessibility Playbook and opportunities to trial FuturesBot. A concise snapshot with immediate takeaways for equitable, future-ready education.

▼ 1:20-1:30pm From Standards to Assessment: Using AI to Create Efficacy in the Educational Experience

Presenter: Paul Edelblut

Presentation ID: ACF3601

In the aftermath of COVID-19, discourse around ?learning loss? has often framed students as the point of failure. Our research challenges this view, exploring whether misalignment in teaching, curriculum, or assessment may be the root cause. Using U.S. Medical Schools as a case study, we examined how artificial intelligence can detect and remediate alignment gaps across the curriculum lifecycle. Findings show that while pairwise alignments remain strong, cumulative coherence degrades significantly across stakeholder transitions. We demonstrate how AI-powered analysis offers real-time monitoring, actionable insights, and sustainable curriculum alignment strategies for educational institutions.

▼ 1:30-1:40pm AI in Teacher Education - Policy and Practice

Presenters: Victoria Hedlund, Miles Berry, Eleanor Overland

Presentation ID: ACA3605

We introduce the current regulatory framework for initial teacher training in England and some recent changes, which now acknowledge the role of technology in teaching. We present some examples of how generative AI can be used to address the declarative and procedural knowledge required in the new framework, focussing particularly on recent additions to the framework. We argue that there is an urgent need to bring the Teachers' Standards and the training framework up to date, to recognise the role of AI in learning and teaching in and beyond school, and in the training of beginning teachers.

Lunch-Time Poster Presentations

▼ Poster 1 Empowering Minds in the Age of AI: The ACE Framework for Cognitive Immunity and Pedagogical Intervention

Presenters: Huiwen Wang (in-person); Huan Yang (online); Yang Wu (online)

Presentation ID: ACI1601

This presentation introduces the ACE Framework (AI, Cognition, Educational Intervention), a systematic model for transforming AI from a shortcut into a thinking partner. By diagnosing cognitive risks - automation bias, surface-level learning, and overreliance - ACE maps weaknesses to cognitive processes and delivers structured interventions across AI prompts, reflective practices, and classroom scaffolding. Its unique contribution, Cognitive Immunity, emphasises resilience against AI dependence and sustainable critical thinking. Scalable across disciplines, ACE offers educators replicable tools to foster deep learning, knowledge transfer, and long-term cognitive growth in the AI age.

▼ Poster 2 ELT-Bench: Evaluating LLMs Towards Improved Learning Outcomes in Language Education

Presenter: James Edgell

Presentation ID: ACI3601

This research introduces ELT-Bench, an evaluation benchmark designed to address the critical gap by offering a systematic way to evaluate AI system's capabilities across diverse domains that make up the core competencies of a learning experience designer in ELT. ELT-Bench employs a two-tier hierarchical structure, spanning 7 primary domains and 35 subdomains derived from established language teaching frameworks, to create over 50 distinct tasks. The benchmark integrates recent methodologies developed for state-of-the-art AI safety evals to help generate and judge an open dataset of over 1,000 Q&A task pairs, curated in collaboration with pedagogical experts to ensure alignment with authentic teaching contexts and learning experience design. The benchmark's alignment with established pedagogical principles and hierarchical structure enables systematic evaluations of AI systems across multiple dimensions of ELT, ensuring practical relevance for ELT practitioners and institutional decision-makers.

▼ Poster 3 Can AI Judge Research? EduEvidence Analyser for Evaluating Research Quality

Presenter: Juuso Repo; Natalia Kucirkova; Trond Ingebretsen; Athina Kardiakou

Presentation ID: ACI2601

This poster introduces the EduEvidence Analyser, an AI-powered tool designed to support structured, transparent, and scalable appraisal of educational research using large language models (LLMs). It invites participants to explore how the Analyzer works in practice, including how it interprets and evaluates submitted studies. Participants can upload their study or engage with example outputs, and understand the analysis architecture. The Analyzer includes human-in-the-loop safeguards and has been tested with real-world EdTech studies to ensure methodological robustness. Rather than replacing expert judgment, the Analyzer makes the logic of evidence evaluation more explicit, repeatable, and auditable. It responds to growing demands for greater transparency and accountability in EdTech procurement and evidence use, offering a tool that supports stakeholders in navigating complex, often ambiguous research claims.

▼ Poster 4 Multilingual AI Adaptation in India: Transcending Linguistic and Cultural Barriers

Presenter: Kabyashree Khanikar

Presentation ID: ACI1604

India's linguistic and cultural heterogeneity presents a critical testbed for ethical AI deployment in education and public services. While multilingual systems theoretically enable inclusion, this research contends that real-world efficacy is mediated by the intersection of user attitudes (A) and technological proficiency (P). This presentation investigates how this A×P cross-section shapes adoption, trust, and utility across India's diverse populations, arguing that ethical AI must transcend linguistic accuracy to address multidimensional human factors in learning ecosystems. This research pioneers a paradigm where transcending linguistic barriers requires pedagogically grounded socio-technical adaptability. By qualifying AIEOU's strategic objectives through India's complex landscape, we aim to transform ethical principles into actionable pathways for pluralistic educational AI.

▼ Poster 5 Future Directions in Inclusive Language Education: Investigating the Role of Technology for Students with Language Disabilities

Presenter: Hasna Syakh

Presentation ID: ACI2603

This research investigates how technology can enhance language learning for students with language-based disabilities, particularly dyslexia, in primary schools. Building on a Dubai case study, it expands to a comparative context to explore how assistive and educational technologies support inclusive instruction. Guided by TPACK and UDL, the study employs a qualitative case study approach, incorporating semi-structured interviews, classroom observations, and an analysis of digital tools. Early findings highlight the promise of tools like text-to-speech and multimodal platforms but reveal gaps in training, policy, and screen use. This study aims to identify scalable strategies and provide evidence-based recommendations.

▼ Poster 6 UnBlooms Taxonomy: A Framework for Ethical and Equitable AI Use in Education

Presenter: Tina Austin

Presentation ID: ACI4603

As AI becomes ubiquitous in education, educators face a dual challenge: maintaining academic integrity and fostering equitable access. This poster outlines the framework for "UnBlooms Taxonomy", a method for aligning cognitive demands with AI capabilities while embedding ethical guardrails. The taxonomy has been used to train faculty in designing inclusive, AI-aware curricula that support underprepared learners without diluting academic rigour. Sample scaffolds, and assignment redesigns are included, with special attention to critical thinking and differentiated learning.

Afternoon Presentations

▼ 2:00-2:10pm TBC

Presenter: John Roberts

Presentation ID: ACE1615

TBC

▼ 2:10-2:20pm Children's Agency in AIED: Early Insights from the UKRI-Funded Project CHAILD

Presenters: Manolis Mavrikis; Jun Zhao

Presentation ID: ACE1610

This talk will share early results from the UKRI CHAILD project (Children's Agency in the Age of AI - leveraging interdisciplinarity) that is asking how we can meaningfully support children's agency when interacting with AI systems. At this stage of the project, we are laying the conceptual and methodological foundation that will inform design, policy, and practice. In relation to the use of AI in education (AIED), in particular, we will share the principles that we have identified and welcome feedback, and collaboration discussion with members of the AIEOU community whose work intersects with ours.

▼ 2:20-2:30pm Young People and Teachers' Use of AI to Support Literacy in 2025

Presenter: Irene Picton

Presentation ID: AC2608

This presentation shares findings based on data from young people (13–18) taking part in the National Literacy Trust's 2025 survey, focusing on 32,757 who used generative AI, with their insights supported by a survey of 2,908 UK teachers. The research explores how AI is being used by young people to support writing and reading in 2025, including practices, attitudes and differences by age, gender, socio-economic background and literacy engagement. Teachers' use is also considered, alongside concerns about pupils' use for learning and literacy. We highlight the need to balance AI's potential with the enduring value of strong literacy skills.

▼ 2:30-2:40pm AI on Every Campus: What Students Worldwide Are Doing With GenAI

Presenters: Ewelina Lacey; Luisa Baum

Presentation ID: AC2624

What are today's students actually doing with generative AI, and how does that vary across institutional types and global contexts? This session presents findings from a multi-institutional, international survey exploring how undergraduates are engaging with generative AI in their academic, personal, and professional lives. A group of women leaders in AI and higher education collected data from a wide range of higher education institutions, including liberal arts colleges, large research universities, regional public institutions, and community colleges from across the world. Key findings include broad experimentation with GenAI, common uses for productivity and career readiness, and strong student interest in clearer expectations and ethical guidance. We will also explore how cultural and institutional differences influence adoption and perception. Participants will gain a deeper understanding of how students are using GenAI across diverse settings and leave with actionable strategies to promote responsible, student-centered AI literacy and policy development.

▼ 2:40-2:50pm 'A Bespoke Curriculum to Prepare Students Aged 4-18 for the Digital Future' - Queen's College London

Presenter: Natasha Fenwick

Presentation ID: ACF3614

This is a summary of our proposed whole school (4-18) AI curriculum to begin in September 2026. We have successfully started some of these initiatives already, including Year 5 AI workshops, CoPilot for Professional Skills sessions and Google Notebook LM for our Senior College (Sixth Form) students. The curriculum focuses on key elements of AI such as machine learning, prompt engineering and practical application as well as projects on inspirational women in and related to this field. This new curriculum will run alongside our new Queen's Diploma and an interdisciplinary course, 'Humanity & the Future'.

▼ 2:50-3:00pm Between Books and Chatbots: Developing an AI Literacy Course for the University of Cambridge Librarians

Presenter: Alberto Garcia

Presentation ID: AC1633

This presentation discusses an AI literacy training course that I developed for academic librarians at the University of Cambridge. Built as an asynchronous course, the purpose of this initiative was to provide academic librarians across the university with an opportunity to strengthen their own AI literacy by providing time to experiment with different AI tools and fortnightly in-person meetings to discuss best practice and questions arising from the course material. Taking this course as a case study, my presentation will discuss how this initiative worked as an important tool to fill the skills gap and the ways it empowered librarians to feel to engage more confidently with AI in higher education.

▼ 3:00-3:10pm Generative AI Meets Computational Thinking for CLIL Writing Task Design

Presenter: Salvatore Varriale

Presentation ID: AC3606

This contribution presents a structured three-phase model based on computational thinking, showing how teachers can interact with Gen AI to develop B2 writing production skills for a CLIL science class. We hypothesise a scenario where the class has studied the water cycle and the teacher engages students in a writing task. This contribution may be useful in showing how computational thinking can be used to structure the interaction between teachers and AI tools when designing CLIL writing activities. Through task decomposition, targeted prompting, and reflective follow-up, teachers can generate and adapt materials that meet the dual challenge of language skills improvement and content learning. In doing so, the teacher remains central to the process, not only as a Gen-AI user, but as designer, evaluator, and pedagogical guide.

▼ 3:10-3:20pm Human-Centred Education in the Age of Artificial Intelligence

Presenter: Govand Azeez

Presentation ID: AC2620

This presentation critically interrogates how artificial intelligence (AI), particularly large language models (LLMs), is not merely augmenting existing educational processes but is catalysing a radical socio-technical transformation. We propose that AI is dissolving long-standing epistemological boundaries, institutional hierarchies, and socio-cultural structures underpinning industrial-era education systems. Against this backdrop, we explore a compelling human-centred vision for AI in education that aligns directly with the ethos of the AI in Education at Oxford University (AIEOU): ethical, research-informed, interdisciplinary, and committed to collaborative knowledge exchange across design, regulation, implementation, and impact.

▼ 3:20-3:30pm The Data Mirror: Helping Adolescents See and Shape Their Digital Selves

Presenter: Yui Kondo

Presentation ID: ACF3603

Adolescents navigate social media platforms that continuously track and monetise their data, yet remain largely unaware of how algorithms construct their digital identities. We present Data Mirror, an interactive visualisation tool that transforms opaque datafication practices into explorable landscapes using participants' real digital footprints. We invited 27 participants (ages 12-16) to download their viewing histories from YouTube, TikTok, and Netflix and explore personalised visualisations revealing platform categorisations. Participants expressed surprise at data volume and granularity, deepened awareness of cross-platform sharing, and critically examined algorithmic interest categorisations. Data Mirror enables teens to see their digital selves and consciously shape them.

3:30-4:00pm Tea Break

▼ 4:00-4:10pm Don't Teach Like It's 2010

Presenter: Erdinç Saçan

Presentation ID: ACF2601

At Fontys ICT, we stopped doing what most schools still hold on to: no exams, no grades, no fixed schedules or classrooms. Students work on real-world projects, coached instead of taught, and assessed on growth and not just output. In this setup, generative AI fits naturally. Students use tools like ChatGPT and Midjourney to explore, test, and build faster. We don't ban AI, we teach students how to use it critically, ethically, and creatively. This presentation shows how radically rethinking education creates space for inclusion, ownership, and innovation. Aligned with AIEOU's values, this isn't about protecting education from AI. It's about designing education that works with AI for everyone.

▼ 4:10-4:20pm Game Changer or Gap Widener? What My Global Investigation Reveals about AI in Education

Presenter: Chris Bush

Presentation ID: ACF3606

AI presents education with a stark choice: become the great equaliser or the great divider. My Churchill Fellowship investigated how schools across five countries are navigating this crossroads. From Chicago's teacher empowerment model to Estonia's national transformation, I discovered that AI's impact on equity isn't predetermined. It depends entirely on implementation choices made today. Without deliberate intervention, we risk creating a "double equity crisis" where traditional gaps are amplified by unequal AI access. I'll share what separates successful implementations from failed ones, offering concrete lessons for ensuring AI democratises rather than stratifies education.

▼ 4:20-4:30pm Can AI Make Learning Less Stressful?

Presenter: Tatjana Titareva

Presentation ID: ACF2602

Students have shifted from using GenAI for academic tasks to seeking emotional support and life guidance. This creates a critical paradox: whilst GenAI improves short-term performance, it risks "metacognitive laziness" and undermines deep learning. This talk highlights the socio-technical ecosystem surrounding GenAI adoption in education, moving beyond a narrow focus on technical capabilities. This human-centred approach considers the values, AI literacy levels, institutional contexts, regulatory frameworks, and implementation of safeguards. The presentation advocates for collaborative strategies among educators, researchers, and policymakers to ensure equitable, pedagogically sound GenAI implementation that enhances rather than replaces fundamental cognitive processes.

▼ 4:30-4:40pm Enhancing Learner Autonomy and Learning-to-Learn Skills through AI Literacy: An Action Research Study with Adult EAL Learners

Presenter: Haeng A Kim

Presentation ID: AC2605

This action research investigates how adult learners of English as an Additional Language (EAL) can develop autonomous learning-to-learn skills through AI literacy education and guided prompt writing practices. Conducted at an international language school in Australia, the study is part of the English Australia Action Research program, sponsored by Cambridge Assessment. It explores the use of ChatGPT as a sentence-generation tool to support learners in using phrasal verbs that are both grammatically accurate and contextually appropriate. Central to this approach is viewing AI not as a replacement for instruction, but as a cognitive tool. Learners are encouraged to engage with AI through Socratic questioning, a dialogic method designed to promote critical thinking, metacognitive reflection, and learner autonomy.

▼ 4:40-4:50pm Critical and Responsible AI Integration for Undergraduates: A Case Study from the Teaching and Learning Exploratory Fund

Presenters: Kelly Webb-Davies; Rachel Quarrell

Presentation ID: AC1631

This presentation introduces Oxford's AI Teaching and Learning Exploratory Fund, which supported departments to trial generative AI in teaching, learning, and academic administration. We outline the Fund's aims, alignment with university policy, and support for twelve projects in 2024–25. As a case study, we present the Astrophoria Foundation Year pilot, where Chemistry, Engineering, and Materials Science students and tutors used ChatGPT Edu through structured training. The project enhanced AI literacy, encouraging critical use rather than reliance. Feedback highlighted both benefits and risks, informing lessons on scaffolding AI skills, empowering students, and enabling responsible adoption in undergraduate STEM education.

▼ 4:50-5:00pm AI Chatbots and Inclusion: Emotional Engagement and Educational Barriers

Presenter: Christa Schmid-Meier

Presentation ID: AC1611

AI chatbots are increasingly used in education to support equity and inclusion. This presentation draws on a three-part study of learners aged 8 to 19 interacting with language-learning chatbots in online settings. A mixed-methods analysis of over 9,000 messages shows that only a minority used the bots as intended. A second analysis focused on emotional expression and social engagement. The findings reveal both the potential and the limits of chatbot-supported learning?shaped by learners? emotions, language skills, and digital access?and lead to recommendations for more inclusive and equitable educational technology design.

▼ 5:00-5:10pm Developing Critical AI Literacy in Teacher Education

Presenters: Georgia Aspinox; Victoria Hedlund; Matthew Wimpenny-Smith; Emma Goto

Presentation ID: ACA1605

Initial Teacher Education operates within a tightly specified framework (ITTECF) that makes little reference to technology and none to AI, despite its widespread use in schools. Following our proposal to embed GenAI capabilities in the Teachers' Standards and the ITTECF, this companion session shows what enactment already looks like. We present three interventions: a prompting framework that keeps trainees as critical, human-in-the-loop planners; GenAI-supported co-planning that strengthens adaptive teaching and embeds systematic critique; and structured approaches to critical digital literacy and misinformation. Together these exemplars begin the conversation on how to model safe, ethical and effective integration of GenAI in ITE.

▼ 5:10-5:20pm Co-Designing AI Literacy and Bilingual Assessment Across Educational Contexts

Presenter: Gloria Alpini

Presentation ID: ACA3603

This paper presents findings from a transdisciplinary, AI-enhanced CLIL project connecting secondary and university education through participatory, ethics-driven assessment. Beginning with a co-designed project in an Italian high school and evolving into a university Psychology Lab, it explores how AI literacy, critical thinking, and intercultural citizenship can be taught and assessed. It reconceptualises assessment as a threefold cultural, epistemological, and social act. The resulting CLILIA framework extends Coyle's 4Cs by adding AI and interdisciplinary literacies, shifting evaluation from a judgment mirror of performance to a reflective lamp of talent. CLILIA positions learners as epistemic agents using AI responsibly and creatively.

▼ 5:20-5:30pm AI-Powered Interview Preparation: Enhancing Medical School Admissions for Disadvantaged Students

Presenter: Yusuf Ben-Tarifite; Danielle Nimmons; Yasmin Baker; Hasini Chandrasekera; Ibrahem Al-Obaidi

Presentation ID: ACA2601

Medical school applicants from Widening Participation (WP) backgrounds continue to face structural barriers in accessing effective interview preparation, directly affecting their success rates. In response, The Aspiring Medics developed AVA, an AI-powered interview coaching platform designed to address issues of accessibility, scalability, and quality. Following a successful pilot in collaboration with the Sutton Trust, AVA is now undergoing expansion to a multi-site study involving up to 10 UK medical schools, with ethics applications currently in progress at Anglia Ruskin University and the University of Sheffield. Future iterations of AVA will incorporate dynamic voice-based interviews using ChatGPT Voice Mode, offering more realistic, dialogic preparation. AVA is also being adapted for other competitive university subjects including Law, Engineering, and Economics.

▼ 5:30-5:40pm Teaching Together: Human?AI Collaboration for Inclusive Online Education

Presenters: Lieselot Declercq; Annabel Declercq; Koen Verlaeckt, Melissa Tuytens; Bram De Wever

Presentation ID: AC2617

In a rapidly evolving educational landscape, AI raises a pressing question: will it deepen divides or foster equity? This presentation explores how AI-powered virtual humans can collaborate with teachers to create inclusive, personalised, and flexible online learning. Drawing on mixed-methods PhD research with 60 teachers and 21 interviews, findings reveal both opportunities (differentiated instruction, personalisation) and concerns (ethics, authenticity, AI literacy). Cases from AI for Education and d-teach illustrate how grassroots innovation can inform policy. Through ICONS and ITCILO (United Nations), the presentation advocates stronger policy support to ensure AI adoption is driven by inclusion, teacher agency, and pedagogical value.

▼ 5:40-5:50pm A Comparative Analysis of Guided and Unguided AI-Assisted Writing Tasks in English as a Foreign Language Education

Presenter: Samantha Curle

Presentation ID: AC1609

Artificial intelligence (AI) tools such as ChatGPT are transforming how writing is taught and practised in English as a Foreign Language (EFL) contexts. Yet questions remain about how best to integrate them into pedagogy. This study investigates the impact of guided versus unguided AI-assisted writing tasks on student satisfaction, academic integrity, and the quality of feedback. Twenty EFL students from Iraq and the Czech Republic were divided into two groups: one used ChatGPT with a structured writing guide, while the other used it without guidance. A phenomenographic approach captured participants' perceptions following one month of bi-weekly writing tasks. Results show that guided use of ChatGPT improved writing quality, engagement, and ethical awareness, with students reporting higher satisfaction and more meaningful feedback. In contrast, unguided use fostered dependency, superficial learning, and greater risks to academic integrity. These findings underscore the importance of structured support in AI-enhanced learning environments. The study contributes empirical evidence to ongoing debates about AI in education, offering practical insights for developing pedagogical strategies that balance technological efficiency with critical thinking and deeper learning in EFL writing instruction.

▼ 5:50-6:00pm From Planning to Practice: Sharing the Impact of a Research Project on the Use of AI on Workload, Pupil Engagement and Learning Outcomes

Presenters: Hollie Benfield; Mark Anderson

Presentation ID: AC2607

This session shares findings from Woodland Academy Trust's research into the use of AI to support lesson planning. Over two terms, teachers explored AI tools to reduce workload, improve lesson quality, and boost pupil engagement. We present key data showing a 52.5% reduction in planning time, significant gains in teacher confidence, and improved differentiation for SEND and EAL learners. Delegates will hear practical examples, see how AI informed responsive teaching, and learn how to integrate AI thoughtfully, ensuring it enhances professional judgement while maintaining curriculum integrity and improving learning outcomes for all pupils.

6:30pm Closing Remarks

Conference Day 2 (17 Sep)

Venue: Pembroke College, University of Oxford

8:30-9:00am	**Arrive at the Porter's Lodge for Conference Registration**
9:00-9:10am	**Conference Opening: Sara Ratner, Elizabeth Wonnacott, Rebecca Williams**
9:10-9:25am	**Keynote Speaker: Sarah Ultsch, Product Strategy Director, Oxford University Press**
9:25-9:40am	**Host Speaker: Professor Rebecca Williams, Law for Education and Education for Law**

Morning Presentations

▼ **9:40-9:50am** (Clara Hawking) **Trust as the New Electricity: Building Ethical AI for Education's Future**
Presentation ID: AC4601

AI isn't the new electricity. Trust is. In this fast-paced keynote, Clara Hawking, Executive Director of Kompass Education, unpacks why regulation is not the enemy of innovation but its precondition. Drawing on live global cases, from Microsoft's rejection in Germany to OpenAI infractions and student disengagement, she exposes the real cost of ignoring trust in AI deployment. Clara argues that schools are not lacking tech; they are lacking governance frameworks that center human values. As quantum and spatial computing enter the classroom, she makes a compelling case for co-designed, research-informed AI governance - before trust erodes beyond repair.

▼ **9:50-10:00am** (Eve Gaumond) **From Classrooms to Courtrooms: Legal Actions as a Means to Ensure the Responsible Deployment of AI in Schools**
Presentation ID: ACA4601

This presentation offers an insider's view of what defending students' rights before the court looks like in the age of AI. Our team consists of two legal scholars and one parent brought together by shared concerns about the use of an algorithm generating risk scores to inform school administrators on whether Grade Six students are likely to graduate from high school. We recently started filing legal complaints challenging the deployment of this AI system because we believe it violates administrative and data protection law. These legal actions are not intended to oppose the use of AI in classrooms altogether. Our main focus is on the way the system was deployed without appropriate safeguards and oversight. We want to share our experience with the AIEOU community to spark discussion on the role that legal actions can play in ensuring the responsible deployment of AI in education. We believe our presentation aligns well with the AIEOU conference's mission, because it is rooted in stakeholders' concerns—i.e. the concerns of a parent worried about the way her child's data was handled—but can also provide valuable insight for policy-makers, school administrators and educators interested in deploying AI responsibly.

▼ **10:00-10:10am** (Mary-Jane Newton; Simone Graetzer) **AI in Multidisciplinary Fields: Enhancing Acoustics Education**
Presentation ID: ACF3607

The field of acoustics sits at the intersection of science, engineering, perception, and creativity, influencing everything from environmental soundscapes to audio technology, musical performance, and hearing health. As a multidisciplinary domain, acoustics offers rich educational opportunities, but it also presents complex challenges for learners due to its multidisciplinary nature, abstract physical principles, mathematical modelling, and often inaccessible technical language or tools. We will begin by introducing the field of acoustics, which spans a wide range of interconnected areas, then introduce the Institute of Acoustics (IOA), the UK's professional body dedicated to the science and practice of acoustics. Case studies will include the following for improving accessibility, inclusion and openness: AI for (1) improving recorded lecture audio for hybrid/flexible learning, (2) developing low-cost digital sound level meters to measure and manage noise, (3) simulating and visualising acoustic phenomena such as sound wave propagation, and (4) preparing open-source tools, datasets and associated tutorials for speech technology. By aligning technological innovation with human-centred educational values, we can create a future in acoustics where every learner has the opportunity to listen, learn, and lead.

▼ **10:10-10:20am** (Matthew Pryor; Manolis Mavrikis) **AI-Supported Concept Mapping and Formative Assessment**
Presentation ID: ACE1613

This presentation will introduce Graffinity, a pre-seed start-up aiming to transform formative assessment in UK schools by integrating cutting-edge human and artificial intelligence into the classroom. The prototype tool created as part of the DfE AI Tools for Education project is designed for teachers and educators, enabling them to track and assess student progress and give immediate feedback. By using the DfE's new Content Store in combination with large language models (LLMs) and teachers' materials, Graffinity will deliver personalised feedback aligned with the UK national curriculum. Graffinity is being developed in collaboration with UCL's Centre of Digital Innovation, Advanced Research Computer Centre, Institute of Education (IOE) and the Knowledge Lab. The initial focus has been on Key Stage 4 students, but the tool's adaptable nature and evaluation of process means it can support a wide range of learning environments and ages. Our combined research has focussed on whether knowledge graphs can improve AI dialogue and feedback, and for the DfE project we have created a concept mapping activity for students, evaluating the process of creating them to help teachers assess misconceptions.

▼ **10:20-10:30am** (Syed Ali Tarek) **Trust Me, I Didn't Use AI: A Call for a Stakeholder-Driven AI Framework**
Presentation ID: ACF1614

My presentation will critically explore the unintended consequences of rapid AI adoption in assessment without appropriate academic governance or stakeholder engagement. The tools that are widely used to detect GPT content have often overwhelming academic misconduct cases due to lack of interpretation ability of the academics and wider systems within universities. Use of AI, or lack of both are leading to an ambiance of confusion and mistrust- students suspected peers of unfairly leveraging AI, while staff lacked confidence in detection tools such as Turnitin's AI-scoring feature, which has proven unreliable, particularly when evaluating work by multilingual students. My presentation will propose an alternative future: one where AI frameworks are co-designed with the very stakeholders they impact. Drawing on the ethos of AIEOU, the presentation will highlight:

- The need for interdisciplinary collaboration between educators, technologists, ethicists, and learners.
- The importance of context aware policy that accounts for diverse learner experiences, particularly in global and multilingual settings.

▼ **10:30-10:40pm** (Judit Martínez Moreno) **Sparkli: AI-Enhanced Learning for Kids**
Presenter: Judit Martínez Moreno
Presentation ID: ACE1608

Sparkli is a playful, AI-powered learning platform designed to ignite children's curiosity and build future-ready skills. Sparkli blends generative AI with educational principles to create personalised learning "expeditions" where learners explore topics linked to real-world challenges, like surviving on Mars, debating AI creativity, or launching a mini business, through games and challenges. It supports inquiry-based, interdisciplinary learning and nurtures critical thinking, creativity, and reflection. During the presentation, we will show Sparkli in action, demonstrating how the platform works and guiding attendants through sample courses focused on essential skills for the future, such as AI knowledge, design thinking, and entrepreneurial spirit. We will also show how educators or learners can generate their own interactive learning expeditions on a desired topic using Sparkli's AI capabilities.

10:40-11:00am Tea Break

▼ **11:00-11:10am** **Room 1 (**Joe Bray**)** **Room 2 (**Meesha Arora**)**

Room 1	Room 2
From Principles to Practice: Building an Ethical AI Strategy in a Secondary School	**Promoting Learner Agency with AI**
Presentation ID: AC1616	**Presentation ID**: AC2612
Alan Turing's observation that "we can only see a short distance ahead, but we can see plenty there that needs to be done" (1950) captures the existential uncertainties and possibilities of Artificial Intelligence (AI) in education. This presentation shares how Waddesdon Secondary School is approaching these possibilities. Our AI strategy is grounded in a commitment to dignity, ethical responsibility, and collective flourishing. By discussing literature on AI, as well as our internal research, AI Pilot Scheme, and AI Policy, it outlines how our (and other) school(s) could embrace AI in ways that promote human agency.	The presentation is about an action research project investigating how integrating AI impacts learner agency in IB students. One of the things the study aimed to determine was if AI could effectively scaffold the research process and address common hurdles like source discovery and analysis, faced by students writing the extended essay. Key findings suggest that AI use increased student confidence, improved research scope management and promoted their sense of ownership over their learning, showcasing AI's potential to enhance the effectiveness of traditional mentoring in significant academic settings.

▼ **11:10-11:20am** **Room 1 (**Lauren Vallely**)** **Room 2 (**Melisa Gülfem Başer**)**

Room 1	Room 2
AI and the Three C's - Courage, Caution and Collaboration	**The Impact of Guided ChatGPT Training on Creative Writing Skills in College Students**
Presentation ID: ACF1611	**Presentation ID**: AC2603
Lauren will explore how Durston House applies its vision of the Three C's—Courage, Caution, and Collaboration—to navigate the evolving landscape of AI in education. By fostering brave innovation, safeguarding pupil welfare, and engaging all stakeholders, Durston House aims to integrate AI while preserving critical thinking, human connection and lifelong learning. The presentation will share practical actions and reflect on how educators can responsibly and creatively embrace AI, improving business efficiencies and enhancing pupil outcomes. The presentation invites dialogue on building trust, ensuring e-safety, and empowering communities in a rapidly changing digital world.	ChatGPT, launched by OpenAI in 2022, holds considerable potential for fostering creativity and supporting language learning. This study examined whether strategy training in prompt design enhances EFL students? creative writing performance. 26 university students participated, with 16 receiving strategy training with ongoing guidance and 10 using ChatGPT independently without training. Employing a mixed-method design, the analysis demonstrated statistically significant improvements in creative writing among the experimental group. Participants also reported increased motivation, confidence, and reduced anxiety. The findings indicate that integrating ChatGPT into writing instruction, when accompanied by strategy training, can substantially enrich both creative output and learner experience.

▼ **11:20-11:30am** **Room 1 (**Jane Basnett**)** **Room 2 (**Merve Bako; Ezgi Aydemir Altas**)**

Room 1	Room 2
Building AI Confidence in Schools	**AI for All? Rethinking Equity Before Innovation in Education**
Presentation ID: ACF3611	**Presentation ID**: ACF4604
Using AI for our own needs is one thing, but how do we ensure that we can multiply our individual success and build successful AI integration in our schools? This project focuses on the next phase of AI integration, moving from initial adoption to sustainable, thoughtful practice. It emphasises building confidence, fluency, and shared purpose among teaching and learning communities. The aim is to support staff and students in developing confident, reflective, and adaptable AI practices, aligning with AIEOU's values of transparency, care, and human-centred design.	Artificial intelligence is often heralded as a transformative force in education, promising personalization, efficiency, and global access. Yet, without equitable infrastructure and cultural contextualization, AI risks deepening educational inequalities, particularly in disadvantaged communities. This flash talk challenges dominant narratives and raises critical questions: Who defines AI's role in education? Whose voices are excluded? Are structural barriers truly addressed? The session proposes an actionable framework emphasizing co-design with communities, inclusive teacher training, resilient digital ecosystems, and participatory design. The central message is clear: AI's educational revolution must prioritize equity—otherwise, innovation becomes exclusion by design.

▼ **11:30-11:40am** **Room 1 (**Vanessa Mar-Molinero**)** **Room 2 (**Jessi Chartier; Carolyn Chandler**)**

Room 1	Room 2
Educators' Perceptions of Generative AI in Higher Education. Staff Use, Well-being, Identity, and Posthumanist Perspectives	**AI as a Student: A Pedagogical Approach to AI Collaboration in Instructional Design**
Presentation ID: AC2619	**Presentation ID**: ACF1604
This study focuses on educator perceptions, examining how university staff use, resist, or adapt to generative AI tools within professional practice. It pays particular attention to the affective, ethical, and epistemological dimensions of AI adoption, situating staff well-being and identity at the heart of digital transformation. Drawing on data from an educator development programme, the research includes thematic and discourse analysis of perceptions, confidence, reflections and declarations from 93 academic staff, sourced from an educator development training session, AI Usage Protocol, AI Declaration Form, qualitative reflections, workshop interactions, and a short survey measuring AI confidence. Thematic and discourse analysis revealed patterns of cautious engagement.	By applying the same pedagogical principles used to guide students—scaffolding, feedback loops, and adaptive instruction—instructional designers can transform AI from a simple transactional tool into a collaborative assistant. This approach not only produces more effective learning experiences and satisfied stakeholders, but positions educator expertise as essential rather than replaceable.

11:40-11:50am Q&A and Catch Up

▼ **11:50am-12:00pm** **Room 1 (**Craig Donoghue**)** **Room 2 (**Ilker Ulubey**)**

Room 1	Room 2
Becoming an AI-Conscious School: Leadership, Not Just Technology	**Digital Renaissance: Artificial Intelligence Shaping the Future of Storytelling**
Presentation ID: ACA1607	**Presentation ID**: ACP3601
What does it really mean to become an AI-conscious school? Not just adopting new tools, but embedding AI in a way that reflects a school's values, culture and long-term vision. This talk explores one school's journey: designing a three-year student AI programme, building staff confidence, and aligning AI with careers education, safeguarding and digital strategy. It charts the challenges of leading this work with colleagues ranging from technophiles to the AI-phobic and reflects on how schools can prepare students not just to use AI, but to question it, work alongside it and help shape the world it is already transforming.	This presentation explores how artificial intelligence is transforming storytelling in education and public engagement. Based on Ilker Ulubey's work on Turkey's first AI-themed TV program, "The Age of AI," it showcases the use of AI tools—such as generated visuals, voiceovers, and video—to create immersive and ethical narratives. The session highlights how storytelling can evolve into a participatory, pedagogical tool, while addressing ethical concerns around authenticity and inclusion. Attendees will gain both inspiration and practical insights into designing human-centered, AI-powered content. The talk emphasizes the role of narrative design in shaping more engaging, inclusive, and meaningful learning experiences.

▼ **12:00-12:10pm** **Room 1 (**Eleanor Overland; Alan Harrison**)** **Room 2 (**Prem Radhakrishnan**)**

Room 1	Room 2
From Policy to Practice: Building an AI Safety Net with EQAITE	**AI Tools Built WITH Teachers not FOR Them: Cechat in K-12 Classrooms**
Presentation ID: ACF4605	**Presentation ID**: ACP2603
This session introduces the EQAITE framework, a structured tool for evaluating AI in education across domains such as ethics, safeguarding, cost, and pedagogic value. Using a rubric and radar map, EQAITE supports informed decisions on AI tool selection, implementation, and training. It helps educators ensure tools enhance learning, uphold academic integrity, comply with safeguarding and data protection standards, and promote equity. Attendees will gain access to a practical, evidence-informed method for assessing AI's suitability and safety in teaching, and are invited to contribute to the framework's ongoing development.	Cechat was co-designed with over 300 Catholic schools to support real classroom needs. Cechat offers personalised learning and wellbeing, goal-setting to school reports and accessibility. This live demo will aim to show how teachers are using AI to reduce workload and enhance student engagement. Built for education, not profit, cechat is grounded in ethical design and values-driven implementation. Join us to explore what happens when AI is developed with teachers at the heart of the process.

▼ **12:10-12:20pm** **Room 1 (**David Jiménez Tercero**)** **Room 2 (**Ralph Saubern**)**

Room 1	Room 2
Artificial Intelligence in Pre-University Vocational Education: Literature Review and Analytical Application of the UTAUT2 Model	**AI and the Purpose of Assessment: Two Stories**
Presentation ID: ACF1612	**Presentation ID**: ACF1620
This research, currently in its initial phase, analyzes the integration of Artificial Intelligence (AI) in pre-university vocational education, with a specific focus on the training cycles of Business Administration and Marketing. In a context where digital transformation is reshaping labor markets. AI is seen not only as a technical tool but also as a strategic enabler with transformative potential for education systems. Accordingly, this study seeks to explore to what extent vocational institutions are equipping students with the digital and cognitive skills required to operate in environments supported by intelligent technologies. To build a solid theoretical foundation, the study begins with a systematic literature review using a snowball methodology. This review is conceptually anchored in the Unified Theory of Acceptance and Use of Technology 2 (UTAUT2), a model particularly suited to analyzing technology adoption in voluntary and user-driven contexts, such as education.	The impact of artificial intelligence on educational assessment is frequently presented in binary terms, as either a threat to academic integrity or an opportunity for efficiency and productivity. This presentation argues for a more productive response grounded in educational principles and the underlying purpose of assessment. Two stories are presented: a secondary school teacher concerned about students' use of ChatGPT for homework and weekly tests, and an EdTech company using AI to generate large volumes of educational test items. Together, these examples highlight the importance of ensuring educational values and the purpose of assessment remain central to responses to AI.

▼ **12:20-12:30pm** **Room 1 (**Carla Aerts**)** **Room 2 (**Lee Barrett**)**

Room 1	Room 2
Care and Compassion: The Lost Dimension of AI	**What happens When Australian Schools Co-Design AI with Heart? Tools That Speak with Humanity, Foster Inclusion, and Serve Whole Communities**
Presentation ID: AC2618	**Presentation ID**: AC1614
This presentation argues for a fundamental reframing of AI's role in education, drawing on the work of Rupert Wegerif's Rethinking of Education Theory and Dialogic Pedagogies, Alison Gopnik's research on Care and Caregiving, and Martha Nussbaum's scholarship on Compassion. These perspectives suggest an alternative vision where AI serves not merely as a tool for individualised learning, but as a participant in collective dialogue that prioritises human relationships and community learning. Rather than positioning humans as passive elements "in-the-loop" of AI-driven systems, this approach places the learning community at the centre, with humans maintaining control while engaging AI in meaningful, caring, and compassionate dialogue.	What happens when Australian schools co-create AI with heart? This session showcases the national rollout of cechat, a generative AI platform custom-built for faith sector education. More than a chatbot, cechat is a space where intelligent agents are designed by teachers to reduce workload, enhance learning, and reflect faith-informed values. With almost 12,000 teachers and 30,000 students already using cechat, we have seen how young people test and stretch the technology. Flagged conversations reveal both risks and opportunities, highlighting why inclusive AI must be designed from the margins in. Attendees will learn how educators shaped, refined, and safeguarded cechat to meet real school needs.

12:30-2:00pm Lunch Break

Lunch-Time Small Group Presentations

▼ **12:40-12:50pm** **Room 1 (**Isabelle Bambury**)** **Room 2 (**Ozlem Zengin**)**

Room 1	Room 2
Ethical AI for Learning vs AI for Productivity - A Studiosity Multi-Institutional Outcomes Showcase	**Boosting English with AI: Vocabulary and Reading Gains**
Presentation ID: ACE1609	**Presentation ID**: AC1601
Studiosity's human-centered AI service for higher education provides students with formative feedback on academic writing and instant study support. Unlike content generators, its "help, not answers" philosophy promotes critical thinking by involving human oversight and subject specialists to ensure accuracy and fairness. This approach aligns with the AIEOU principles of ethical AI deployment. Case studies demonstrate positive outcomes: the University of Greenwich leveraged the service to "level the playing field" across their diverse student body, while Sheffield Hallam University saw a 4% grade increase. The University of Bedfordshire reported a 13% grade uplift and a 6x higher retention rate for first-year students. We will also include early outcomes from our independent HEPI research report, investigating how universities can ethically embed AI for learning gain across the entire institution, to improve student outcomes at scale.	This presentation reports findings from a 9-week mixed-methods study with 30 B2-level English learners, exploring the impact of AI-powered tools on vocabulary and reading comprehension. An experimental group used Quizalize and Newsela while a control group relied on traditional resources. Pre- and post-tests showed significant gains for the experimental group, supported by large effect sizes. Focus group interviews revealed benefits including increased motivation, vocabulary retention, reading confidence, autonomy, and personalized learning. The study highlights responsible integration of AI in language education, offering a replicable framework and practical insights for teachers, institutions, and edtech collaboration.

▼ **12:50-1:00pm** **Room 1 (**Jinu K Varghese**)** **Room 2 (**Mirko Susta**)**

Room 1	Room 2
The AVLIF Framework in Practice: Moving AI Visual Literacy from Theory to Education	**Using the DigCompEdu framework to design an AI literacy proposal**
Presentation ID: ACA1601	**Presentation ID**: ACF3612
Traditional visual literacy frameworks inadequately address AI-generated imagery's algorithmic mediation processes. This study systematically analyzes 306 images across Midjourney, Stable Diffusion, and Flux, revealing non-linear performance degradation with increasing prompt complexity and significant platform-specific interpretation differences. Current educational frameworks lack theoretical constructs for evaluating prompt-to-visual translation processes. The research introduces the AI-Visual Literacy Integration Framework (AVLIF), extending traditional theory through prompt-output interpretation and algorithmic visual grammar components. AVLIF addresses empirically-identified gaps in contemporary visual literacy education by providing structured approaches for analyzing AI-mediated visual creation. The framework offers concrete pedagogical tools for curriculum development and assessment design, bridging research findings with educational implementation strategies for AI visual literacy integration.	This project outlines the design of an AI literacy course for university students. The course proposal is guided by the DigCompEdu framework, specifically area 6, which focuses on fostering digital competence to support learning. The program aims to develop students? technical skills and their critical and ethical understanding of AI. It is structured into four thematic areas: Introduction to Generative AI, How AI Works, Learning with AI, and Responsible Use. The project reflects on the growing relevance of AI literacy for higher education and future professional development.

▼ **1:00-1:10pm** **Room 1 (** Stelios Kapetanakis; Yannis Korkontzelos; Estella Oncins**)** **Room 2 (**Baris Atiker**)**

Room 1	Room 2
A participatory teaching approach for learning AI Ethics	**The Impact of Generative Artificial Intelligence Applications on the Creativity of Design Students**
Presentation ID: ACP1603	**Presentation ID**: ACF3616
ETD Hub is a multilingual platform facilitating collaboration. It fosters individual participation while encouraging plural dialogue in a democratic way. The pedagogic approach follows Dewey's principles of education and democracy "the idea of a communitarian educational institution in which all participate as equal and free agents in order to share their experiences and competences with the aim of mutual growth" (Višňovský and Zolcer 2016:71). Participants in this democratic exercise are the teacher with the role of moderator, the tool ETD Hub, and the students --as individuals who will argue their views by opening or contributing to existing debates. ETD Hub will promote the compilation of a series of case studies proposed by both the moderator and individuals that exemplify various AI cases across diverse topics in Europe. The learning outcome will be that of successful and unsuccessful scenarios to understand what should be avoided and what can be trusted, and how this can be taken into consideration when developing and deploying AI systems in Europe. Depending on the school age where this exercise takes place, further and more complex learning outcomes may be added such as how these AI solutions have influenced both the economy and society, emphasising on both the positive and negative outcomes, as well as the challenges and opportunities that were encountered or raised after their implementation.	This study examines the impact of generative artificial intelligence (GAI) technologies on design students' creativity within the frameworks of Cognitive Flexibility and Socio-Cultural Creativity theories. Using a scale adapted from the Torrance Tests of Creative Thinking (TTCT), the research evaluates originality, fluency, flexibility, and elaboration in relation to GAI use. Findings indicate that while GAI enhances adaptability and expands access to diverse design approaches, excessive reliance may limit originality and weaken cultural expression. The study highlights pedagogical strategies for integrating GAI in design education, positioning it as a creativity partner that complements rather than replaces human ingenuity.

▼ **1:10-1:20pm** **Room 1 (**Karen Dillamore; Faye Waterton-Palmer**)** **Room 2 (**Sasha Vassar; Jake Renzella**)**

Room 1	Room 2
Personalise Learning and Reduce Workload with Teachmate	**Using GenAI to Enhance Programming Education Outcomes**
Presentation ID: ACP1606	**Presentation ID**: AC1625
Join Karen and Faye from Teachmate to discover how AI is transforming classrooms by reducing workload, supporting teacher wellbeing, and creating super personalised learning experiences. Guided by the mission to ?equip every teacher with the transformative power of AI to reduce workload and enhance learning,? Teachmate is trusted by over 350,000 educators worldwide. Teachmate is built on three core values: Quality - rigorously tested, research-informed tools; Responsibility - enabling the safe and responsible adoption of AI; and Trust - ensuring schools adopt AI with complete confidence. This interactive session includes real classroom insights and a live demo.	In 2023, teaching Australia's largest computer science cohort, our team was among the first globally to apply large language models (LLMs) to help our students decipher these challenging errors. Our early research quickly identified a key problem, these AI models had a tendency to "overhelp." Even when explicitly told not to provide direct solutions, the AI would sometimes give away answers, hindering the learning process. To overcome this, our small team dedicated itself to designing Pedagogical AI – or models specifically trained to act with an educator's instincts. This meant aligning LLMs to provide guidance without giving away the answer. We achieved this by using specialised, proprietary datasets and exploring a technique called Supervised Fine-Tuning (SFT). This process allowed us to improve smaller, more efficient AI models, making them better at explaining C programming errors. Our evaluations, which included reviews by human experts and a method where AI assisted in judging quality (often called an "AI-as-a-judge" methodology), consistently showed that SFT significantly boosts the performance of these smaller models. In this talk, we will share the good, the bad, and the ugly of this journey and collaboratively explore how to integrate AI ethically and effectively into educational practices.

▼ **1:20-1:30pm** **Room 1 (**Ishak Kirac**)** **Room 2 (**Şenda Yıldırım Çelik**)**

Room 1	Room 2
Teaching Oracy with AI: Tools and Strategies for Confident Speaking	**GenXam: An Application of Generative AI Supported Exam Preparation & Evaluation**
Presentation ID: AC1610	**Presentation ID**: AC2609
This session explores how AI tools such as speech recognition, real-time feedback, and conversation simulations, can enhance oracy instruction for adult learners. It introduces a framework that targets fluency, pronunciation, intonation, and structure using AI-powered personalization. Attendees will gain practical strategies to integrate AI into Business English or communication coaching, while also addressing ethical considerations and preserving human connection. The session highlights scalable, blended learning models that empower learners to speak more confidently and effectively in high-stakes, real-world contexts.	This presentation introduces GenXam, a generative AI-supported platform designed to enhance assessment creation and evaluation processes in education and training. GenXam is built upon a flexible architecture that allows it to be deployed across diverse sectors and learning environments, including corporate training, vocational education, compliance programs, and higher education. By integrating Retrieval-Augmented Generation (RAG) and Large Language Models (LLMs), the platform automates the generation of assessment questions from instructional content such as manuals, lecture notes, or process documents. The questions generated span multiple cognitive levels (e.g., Bloom's Taxonomy) and can be tailored to specific learner profiles and domain needs. Ultimately, GenXam represents a practical use case of how generative AI can be integrated into educational ecosystems without compromising quality, ethics, or learner agency.

▼ **1:30-1:40pm** **Room 1 (**Ozlem Zengin**)** **Room 2 (**TBC**)**

Room 1	Room 2
Building AI Readiness Among Educators: Designing and Evaluating A Teacher-Led INSET Model For Higher Education	TBC
Presenter: Ozlem Zengin	
Presentation ID: AC1612	
As artificial intelligence (AI) reshapes education, few studies examine the design and impact of AI-focused professional development in higher education language contexts. This presentation reports on From Awareness to Action, a year-long AI In-Service Education and Training (INSET) program at Sabanc? University School of Languages. Grounded in the i-TPACK model, the program builds AI literacy, fosters ethical awareness, and supports tool integration among 20?30 instructors. Using a mixed-methods design, the study explores knowledge gains, challenges, and institutional readiness. Findings highlight teacher-led design principles, ethical considerations, and replicable strategies for embedding responsible AI integration in professional development.	

Lunch-Time Poster Presentations

▼ **Poster 1** **Empowering Minds in the Age of AI: The ACE Framework for Cognitive Immunity and Pedagogical Intervention**
Presenters: Huiwen Wang (in-person); Huan Yang (online); Yang Wu (online)
Presentation ID: ACI1601

This presentation introduces the ACE Framework (AI, Cognition, Educational Intervention), a systematic model for transforming AI from a shortcut into a thinking partner. By diagnosing cognitive risks - automation bias, surface-level learning, and overreliance - ACE maps weaknesses to cognitive processes and delivers structured interventions across AI prompts, reflective practices, and classroom scaffolding. Its unique contribution, Cognitive Immunity, emphasises resilience against AI dependence and sustainable critical thinking. Scalable across disciplines, ACE offers educators replicable tools to foster deep learning, knowledge transfer, and long-term cognitive growth in the AI age.

▼ **Poster 2** **ELT-Bench: Evaluating LLMs Towards Improved Learning Outcomes in Language Education**
Presenter: James Edgell
Presentation ID: ACI3601

This research introduces ELT-Bench, an evaluation benchmark designed to address the critical gap by offering a systematic way to evaluate AI system's capabilities across diverse domains that make up the core competencies of a learning experience designer in ELT. ELT-Bench employs a two-tier hierarchical structure, spanning 7 primary domains and 35 subdomains derived from established language teaching frameworks, to create over 50 distinct tasks. The benchmark integrates recent methodologies developed for state-of-the-art AI safety evals to help generate and judge an open dataset of over 1,000 Q&A task pairs, curated in collaboration with pedagogical experts to ensure alignment with authentic teaching contexts and learning experience design. The benchmark's alignment with established pedagogical principles and hierarchical structure enables systematic evaluations of AI systems across multiple dimensions of ELT, ensuring practical relevance for ELT practitioners and institutional decision-makers.

▼ **Poster 3** **Can AI Judge Research? EduEvidence Analyser for Evaluating Research Quality**
Presenter: Juuso Repo; Natalia Kucirkova; Trond Ingebretsen; Athina Kardiakou
Presentation ID: ACI2601

This poster introduces the EduEvidence Analyser, an AI-powered tool designed to support structured, transparent, and scalable appraisal of educational research using large language models (LLMs). It invites participants to explore how the Analyzer works in practice, including how it interprets and evaluates submitted studies. Participants can upload their study or engage with example outputs, and understand the analysis architecture. The Analyzer includes human-in-the-loop safeguards and has been tested with real-world EdTech studies to ensure methodological robustness. Rather than replacing expert judgment, the Analyzer makes the logic of evidence evaluation more explicit, repeatable, and auditable. It responds to growing demands for greater transparency and accountability in EdTech procurement and evidence use, offering a tool that supports stakeholders in navigating complex, often ambiguous research claims.

▼ **Poster 4** **Multilingual AI Adaptation in India: Transcending Linguistic and Cultural Barriers**
Presenter: Kabyashree Khanikar
Presentation ID: ACI1604

India's linguistic and cultural heterogeneity presents a critical testbed for ethical AI deployment in education and public services. While multilingual systems theoretically enable inclusion, this research contends that real-world efficacy is mediated by the intersection of user attitudes (A) and technological proficiency (P). This presentation investigates how this A×P cross-section shapes adoption, trust, and utility across India's diverse populations, arguing that ethical AI must transcend linguistic accuracy to address multidimensional human factors in learning ecosystems. This research pioneers a paradigm where transcending linguistic barriers requires pedagogically grounded socio-technical adaptability. By qualifying AIEOU's strategic objectives through India's complex landscape, we aim to transform ethical principles into actionable pathways for pluralistic educational AI.

▼ **Poster 5** **Future Directions in Inclusive Language Education: Investigating the Role of Technology for Students with Language Disabilities**
Presenter: Hasna Syakh
Presentation ID: ACI2603

This research investigates how technology can enhance language learning for students with language-based disabilities, particularly dyslexia, in primary schools. Building on a Dubai case study, it expands to a comparative context to explore how assistive and educational technologies support inclusive instruction. Guided by TPACK and UDL, the study employs a qualitative case study approach, incorporating semi-structured interviews, classroom observations, and an analysis of digital tools. Early findings highlight the promise of tools like text-to-speech and multimodal platforms but reveal gaps in training, policy, and screen use. This study aims to identify scalable strategies and provide evidence-based recommendations.

▼ **Poster 6** **UnBlooms Taxonomy: A Framework for Ethical and Equitable AI Use in Education**
Presenter: Tina Austin
Presentation ID: ACI4603

As AI becomes ubiquitous in education, educators face a dual challenge: maintaining academic integrity and fostering equitable access. This poster outlines the framework for "UnBlooms Taxonomy", a method for aligning cognitive demands with AI capabilities while embedding ethical guardrails. The taxonomy has been used to train faculty in designing inclusive, AI-aware curricula that support underprepared learners without diluting academic rigour. Sample scaffolds, and assignment redesigns are included, with special attention to critical thinking and differentiated learning.

Afternoon Presentations

▼ **2:00-2:10pm** **Room 1 (**Amin Ech-Chadli; Huinan Zeng; Shiv Contractor **)** **Room 2 (**Sondes Gharbi**)**

Room 1	Room 2
Kai: King's AI – Developing Impactful AI for HE	**AI-Assisted Peer Feedback: Building Reflective Writing Practice in the ESL Classroom**
Presentation ID: AC2621	**Presentation ID**: AC2605
Kai, King's AI, is an initiative at King's College London that leverages generative AI to reimagine student and staff support and transform the higher education experience. Through iterative research and human-centred design, Kai integrates institutional data into a conversational platform that reduces administrative burden and digital complexity, enabling staff to prioritise strategic, meaningful engagement and students to focus on their studies and personal growth. By designing for personalisation, agentic actions, and proactive support, Kai advances a model of AI in higher education that is not only technologically robust but also responsive to diverse needs.	How can Generative AI become a tool for learning rather than a shortcut? This action research project, sponsored by Cambridge Assessment and administered by English Australia, explores how adult learners of English as an Additional Language engage with ChatGPT to master phrasal verbs and develop autonomous learning-to-learn skills. Conducted at an Australian international language school, the study integrates AI literacy education with guided prompt writing and Socratic questioning to foster critical thinking, autonomy, and ethical use. The paper highlights both learner perceptions and classroom-ready strategies for teachers seeking to integrate Generative AI in ways that truly empower learners.

▼ **2:10-2:20pm** **Room 1 (**Aisha D'Souza**)** **Room 2 (**Andrew Serazin**)**

Room 1	Room 2
Boosting Attainment with AI-Powered Multiple-Choice Question Generation	**Young people as the creators and consumers of future tech**
Presentation ID: ACF3613	**Presentation ID**: ACE1611
Explore how ChatGPT can generate high-quality, effective multiple-choice questions that improve student attainment while saving time for both students and teachers. This talk introduces a research-based framework for designing AI prompts that produce course-relevant, tailored, and accurate questions to enhance learning. Attendees will gain research-backed, actionable strategies to create, evaluate, and integrate AI-generated questions into their own educational contexts.	The emergence and proliferation of generative AI presents both a challenge and an opportunity to the next generation. In order to ensure AI contributes to a flourishing future for our children we must work across research, innovation and capital to translate research into practice - at Generation AI, we focus on doing just that. This talk will touch on the work we have done since our founding in 2024, highlighting key progress, challenges faced, and outlining a roadmap to success - with a specific focus on translation gaps in ethical design principles as they relate to AI technologies.

▼ **2:20-2:30pm** **Room 1 (**David Nally**)** **Room 2 (**Alan Potts**)**

Room 1	Room 2
Flipping the Script: How Theory can be translated into AI-augmented Differentiation	**Be Their Guide: Levelling the Playing Field with Ethical AI**
Presentation ID: ACE1605	**Presentation ID**: AC2629
This presentation provides an overview of how a co-pedagogy model was developed for use with AI in schools in Sydney. This model took PhD research, and professional learning that was developed for a network of schools, to clarify relationships between humans, AI and their use in the local contexts. The first part sketches learnings from a professional learning program for teachers, before moving to how these were implemented in a school-based context (via several measures, including a prompt bank) to enhance the ability of teachers to address needs of students.	This presentation introduces homework.guide, part of the BeTheirGuide initiative, which applies the Quadratic Zone of Proximal Development (QZPD) to strengthen caregiver-guided homework metacognition. Grounded in sociocultural activity theory, the study aligns with recent UK Department for Education guidance on the safe, effective use of generative AI in schools, OECD principles on AI openness and governance , and UNESCO's global call for equity and inclusion in AI futures. It addresses opportunities for reducing workload, empowering caregivers, and supporting learners, whilst avoiding risks such as bias, over-reliance, and inequitable access. The project offers an ethically aligned, evidence-based pathway for responsible innovation.

▼ **2:30-2:40pm** **Room 1 (**Henry Gauntlett**)** **Room 2 (**Caryn Swart**)**

Room 1	Room 2
Vibe coding for teachers	**Governing Artificial Intelligence in the UK's Further Education & Skills Sector: Addressing Inequalities**
Presentation ID: ACF3615	**Presentation ID**: ACF4606
This talk follows a classroom teacher who uses generative AI to design and build bespoke education tools while remaining in day-to-day teaching. Introducing the idea of vibe coding, a simple, intuitive approach that begins with a clear educational need and a sense of how the solution should feel, rather than with syntax. A central theme is the power of AI for learning and skill acquisition: used as tutor, collaborator, and rapid feedback loop, AI enabled just-in-time explanations and safe experimentation that accelerated progress from novice to confident maker. Vibe coding scales to students, who can co-design and test small tools as part of learning. The session offers concise case examples, honest lessons from missteps, and practical patterns for scoping, prompting, and safeguarding. Above all, it argues that curiosity can drive teachers to create effective tools and to upskill at speed.	This research addresses the rapid, unregulated adoption of AI-based education technology (Edtec) in the Further Education sector, which risks exacerbating educational inequality. Current implementation lacks sufficient safeguards, is largely profit-driven, and excludes the voices of key stakeholders, particularly students and educators. The project proposes using participatory action research to co-create an effective governance and accountability framework. By involving all stakeholders—including students, educators, and policymakers—the research aims to ensure the responsible and equitable implementation of AI. This approach will provide an evidence base for sector-specific regulations, ensuring AI benefits all students and mitigates the risk of harm.

2:40-2:50pm Q&A and Catch Up

▼ **2:50-3:00pm** **Room 1 (**Simon Balderson**)** **Room 2 (**Anait Akopyan**)**

Room 1	Room 2
Ample: A Multi-Agent AI Tool for Rich, Curriculum-Aligned Essay Feedback	**Rethinking Goal-Setting Platforms: Conceptualizing an AI-Enhanced Tool That Supports Students, Not Just Their Goals**
Presentation ID: ACP1607	**Presentation ID**: ACF3610
Ample is an innovative AI-powered essay feedback tool currently in development, designed to support students' writing through rich, personalised, curriculum-aligned feedback. Ample uses a multi-agent architecture, with agentic Retrieval-Augmented Generation (RAG) to evaluate essays against mark schemes, assessment objectives, exemplar feedback, and syllabus content. The presentation outlines some of the design choices and challenges in developing Ample, as well as discussing how to ensure that it is calibrated against real teacher feedback.	Goal-setting is central to self-regulated learning, yet many digital tools — general-purpose or education-focused — prioritise productivity over pedagogy. Most emphasise static tracking, reminders, and task completion, offering limited support for reflection, metacognition, or adaptive revision. This presentation reviews current goal-setting platforms using SWOT analysis, user experience assessments, and AI feature evaluation to examine their support for dynamic goal-setting and how well they account for variables influencing the process. Findings suggest support for self-regulation through reflection, feedback, or co-regulation is limited in existing tools. Our conceptual AI-enhanced platform positions AI as a co-regulator, fostering autonomy, metacognitive growth, and meaningful engagement, reimagining AI to deepen learning beyond goal management.

▼ **3:00-3:10pm** **Room 1 (**Simone Ries**)** **Room 2 (**Ammar Younas**)**

Room 1	Room 2
AI-Enhanced Project Development for Educational Impact	**Culture Before Code: Reclaiming Moral and Pedagogical Foundations in AI Education**
Presentation ID: ACA1606	**Presentation ID**: ACF4603
In our approach, we demonstrate how the CO-STAR Education framework and AI can be combined to transform ideas in education into projects with measurable social or environmental impact. This is achieved through structured, step-by-step AI coaching along the six framework elements: Community, Opportunity, Solution, Team, Advantage, and Results. The model integrates AI guidance with face-to-face collaboration, enabling students and educators to build confidence and agency. A student-led sustainability case study will exemplify the approach. The framework applies not only to individual initiatives but also serves schools and entire educational communities as an institutional tool for fostering purposeful innovation.	This paper critiques the premature integration of artificial intelligence (AI) into early education without first establishing cultural and moral foundations. Drawing on Confucian, Islamic, Indigenous, and South Asian traditions, it highlights mismatches between Western-centric EdTech and localized pedagogical logics, leading to cultural erasure and epistemic dissonance. We propose a ?Culture Before Code? model that grounds curricula in ethics, narrative, and community traditions before algorithmic tools. Rooted in epistemic justice, this framework emphasizes intercultural dialogue and moral development, ensuring AI supports, rather than supplants, the human work of ethical formation, intergenerational learning, and cultural continuity.

▼ **3:10-3:20pm** **Room 1 (**TBC**)** **Room 2 (**Aruj Khaliq**)**

Room 1	Room 2
TBC	**Human VS Turing Teacher: Agency Paradox in a 'Brave New World' of Artificial Intelligence - Emerging Global Evidence**
	Presentation ID: ACA4602
	As artificial intelligence reshapes education it marks the dawn of a 'Brave New World' and a critical gap remains in understanding how teachers sustain agency in AI-enhanced classrooms. This session shares findings from the first-ever global evidence synthesis on school teachers' agency in an AI-infused world, conducted at the University of Oxford. Drawing on studies across diverse contexts, the review identifies creative adaptations that preserve autonomy, evolving notions of teacher–AI collaboration, the central role of humanistic reasoning, and systemic factors. A new set of paradoxes and a conceptual framework compares evidence, proposing levers to scale human agency worldwide and extending the global calls for a "human-centred mindset" in AI education.

▼ **3:20-3:30pm** **Room 1 (**Ingrid Sfet**)** **Room 2 (**Ines Springael**)**

Room 1	Room 2
Developing Ethical Decision-Making in the Age of AI: Implementation Possibilities in the Field of Religious Education	**The AI Strategy Compass: A Human-Centred Framework for Institutional AI Change**
Presentation ID: ACE1609	**Presentation ID**: AC1619
While GenAI offers opportunities, it also brings risks and ethical challenges that affect students? ethical decision-making and moral reasoning. Religious education should lay the foundation for ethical and critical thinking in the context of GenAI. The main objective of this study is to examine how this could be achieved, with a focus on the GenAI ethical challenges through the lens of the learning characteristics of generations Z and Alpha. Exhaustive research reveals that gamification and experiential learning can be useful for students if tailored to their needs, which can help create a foundation for critical thinking and ethical decision-making.	This presentation introduces the AI Strategy Compass (AISC): a practical, human-centred framework developed at Breda University of Applied Sciences (BUas) to guide comprehensive AI implementation. The AISC was first shared at the Global Forum on Ethics and AI in Education (UNESCO, 2025), where it was recognised for its innovative focus on how AI strategies are lived and enacted by people rather than simply documented on paper. This presentation will share the rationale behind the AISC, its six key components, and practical insights from its early stages at BUas. Participants will be invited to reflect on how a human-centred, iterative framework like this might apply in their own institutions. Interactive elements such as Mentimeter polls will create space for participants to share experiences and questions about implementation, cultural barriers, and what success really looks like when AI becomes part of daily practice.

3:30-4:00pm Tea Break

▼ **4:00-4:10pm** **Room 1 (**Estella Oncins; Aikaterini Tsaousi**)** **Room 2 (**Ebru Karayel Çınar**)**

Room 1	Room 2
Discovering the Potential of Artificial Intelligence for the Promotion of Cultural Heritage in Accessible and Inclusive Ways	**Bridging the Digital Divide: Empowering Teachers in the Age of AI**
Presentation ID: AC1618	**Presentation ID**: AC1615
The integration of Artificial Intelligence (AI) in educational environments can present transformative opportunities to address the different communication and information needs of all students. Still, AI-driven solutions can present challenges in terms of bias and ethics, specially in relation to communication and access to visual, textual and audio information. This presentation will explain how different AI-based tools were used, implemented, and evaluated for the creation of accessible digital resources developed under the interdisciplinary Erasmus+ project YoungArcHers. The aim was to promote intercultural dialogue and social inclusion in sustainable and accessible ways. Future research work for the creation of AI-enabled accessible content in the culture and education sectors will be outlined.	As artificial intelligence (AI) becomes increasingly embedded in education, a growing digital divide persists between "digital native" students and their teachers. This study examines how differences in digital literacy shape teaching and learning in AI-integrated classrooms. While students readily adopt AI tools, many educators remain hesitant, citing limited confidence, training, and institutional support. Drawing on global case studies, the research explores curriculum design, professional development initiatives, and contextual barriers influencing teachers' adaptation. The findings inform practical recommendations for policymakers to strengthen teacher preparedness, close the digital gap, and build inclusive, future-ready education systems empowered by AI.

▼ **4:10-4:20pm** **Room 1 (**Ben Knight**)** **Room 2 (**Baluch Wojciech**)**

Room 1	Room 2
A Pedagogy Framework for AIEd Developments	**Beyond AI-Generated Knowledge: New Examination Model for the Humanities**
Presentation ID: ACF3602	**Presentation ID**: AC1613
What does it mean to say an AI development is pedagogy-based? How can we define the pedagogical principles that should shape AI solutions in language learning? This flash talk will introduce our work on developing a pedagogical framework which is focused on language learning, though many aspects apply to all areas of learning. You will see the approach and broad structure of the framework, and how it moves from theory and evidence-based research to detailed practices. This includes an invitation for interested parties to join in this development.	In this presentation, I will introduce an examination model within the humanities that I have designed and empirically tested with two distinct cohorts of students enrolled in various courses at different stages of their academic programs. This model emerges in response to the growing call within academic discourse for innovative assessment formats capable of ensuring equitable evaluation. The model I propose enables the administration of an examination closely resembling a selective oral exam, yet it precludes students from preparing pre-formulated presentations due to its inherently dialogical structure, wherein pairs of students engage in real-time debate. This assessment format not only mitigates the risk of students presenting AI-generated content as their own intellectual output but also exemplifies a pedagogical approach that integrates the use of GPT-based tools with students' autonomous intellectual engagement.

▼ **4:20-4:30pm** **Room 1 (**Chris Hack; Niki Dinsey**)** **Room 2 (**Cansel Özermen, Bahar Ergin Faat, Metin Altun**)**

Room 1	Room 2
MyReports – Leveraging Ethical AI to Streamline Teacher Administration and Enhance Educational Outcomes	**Transforming Learning with AI: The Izmir Turk College Concept for Holistic Student Growth**
Presentation ID: AC2602	**Presentation ID**: AC2611
MyReports is an in-house AI report-writing tool co-designed with teachers, leaders and IT to reduce administrative load. In two years it has produced tens of thousands of reports and cut writing time by up to 40%. Features include transforming notes into polished prose, automatic SPaG correction, and smart summaries. Ethics are central: local deployment, strict no data used for model training, transparent processes, and a human-in-the-loop to ensure accuracy and personalisation. Adoption and quality gains are strong, with positive staff feedback. We share implementation lessons, monitoring to safeguard quality, and our wider training programme to build AI literacy for staff.	This presentation introduces the AI-powered school ecosystem vision of Izmir Turk College and its approach to 360-degree student development mapping. From academic achievement to social-emotional growth, from physical performance to creativity, all dimensions of students are made visible through AI, enabling personalized learning pathways, proactive guidance, and data-driven decision-making. Participants will explore how the AI solutions used and co-developed with partners by Izmir Turk College provide innovative opportunities for teachers, students, and parents, and will experience the transformative role of AI in the future learning ecosystem.

4:30-4:40pm Q&A and Catch Up

▼ **4:40-4:50pm** **Room 1 (**Naaz Farooqi**)** **Room 2 (**Silver Okonkwo; Christa Schmid-Meier**)**

Room 1	Room 2
Students and Teacher's Perspectives on learning experiences with AI: Findings from a case study on the implementation of AI in an International (IB) School	**AI for Inclusion?! Challenging the Design of Educational AI through Equity and Disability Perspectives**
Presentation ID: AC1628	**Presentation ID**: ACF3605
Artificial Intelligence (AI) in Education has emerged as one of the most important topics concerning learning in educational contexts recently. AI has made great strides in developing different applications to support teaching and learning. This research was small-scale case study on the implementation of AI in an International (IB) School in the UK. It aimed to explore the potential role and impact of AI on teaching and learning at the secondary level. The research presents early outcomes that recognise the potential of AI in teaching and learning, including its current limitations. The findings are likely to be of interest to teachers, school leaders, students, curriculum developers, and policy makers.	Artificial intelligence is often positioned as a tool for educational inclusion, yet without intentional design, it reinforces existing inequalities. Drawing from lived experience and global case studies, this session explores how AI can genuinely support inclusion from equity and disability perspectives. Educational AI tools are developed without input from those most affected by exclusion, learners with disabilities, students in under-resourced regions, and diverse linguistic communities. We propose human-centered, context-aware systems that accommodate diverse learning approaches. Participants will receive a practical framework for conducting 'inclusion audits' to identify exclusionary patterns and implement equity-centered alternatives.

▼ **4:50-5:00pm** **Room 1 (**Jake Renzella; Sasha Vassar**)** **Room 2 (**David Lefevre; Marco Mongiello**)**

Room 1	Room 2
Juno AI: Lessons learned building soverign, pedagogical AI models	**Collaborative Intelligence in Course Design: A Case Study in AI-Human Partnership for Educational Content Creation**
Presentation ID: ACF3604	**Presentation ID**: AC3601
The promise of Artificial Intelligence in Education (AIEd) is matched only by the complexity of its responsible implementation. While the potential for personalised, accessible, and engaging learning is significant, the path is fraught with ethical, pedagogical, and technical challenges. This presentation addresses this critical juncture through a case study of Juno AI, an Australian EdTech venture developing specialised Large Language Models (LLMs) for education. Funded by the Australian Economic Accelerator, our journey offers a transparent account of building a human-centric AIEd tool and model from the ground up. We aim to share our lessons learned and, in the collaborative spirit of AIEOU, seek critical feedback to co-create a roadmap for impactful and safe AI in educational settings.	This presentation contributes to the emerging field of collaborative intelligence (cointelligence) by documenting systematic AI-human partnership on extended educational tasks. Through creating "Introduction to Generative AI for Academic Study"—a 10-12 hour interactive online course for international business students—we demonstrate how structured human-AI collaboration can maintain pedagogical quality while accelerating content development. The framework offers educators a systematic approach to AI collaboration that preserves pedagogical integrity while achieving scalable content development. This positions educators as cointelligence architects rather than passive AI consumers, aligning with AIEOU's participatory design principles and preparing students for thoughtful AI engagement. The presentation will demonstrate specific collaborative techniques and discuss methodological transferability across educational contexts.

▼ **5:00-5:10pm** **Room 1 (**Amer Alaya; Mohammed Haffar; Wafaa ElSawah; Abdullah Elnokiti**)** **Room 2 (**James Edgell**)**

Room 1	Room 2
Mission Ready: Enhancing Emergency Planning Education with AI	**The Evaluations Gap: Benchmarking AI for Effective Language Education**
Presentation ID: ACA1603	**Presentation ID**: ACE1618
This presentation introduces Mission Ready, an AI-driven approach to enhancing emergency planning education. It addresses the shortcomings of traditional methods that fail to prepare learners for real-world crises. AI-powered tools such as a simulation game engine, mentor chatbot, and risk mapping planner provide immersive learning. Learners develop critical 21st-century skills including adaptability, decision-making, and rapid response. The initiative highlights real-world impact and future expansions with AR/VR and community engagement. Ultimately, Mission Ready equips the next generation to face unpredictable emergencies with confidence and competence.	The widespread deployment of AI systems in language education products has outpaced our ability to evaluate their capabilities for true pedagogical effectiveness across the full spectrum in language teaching. Existing AI evaluations in education typically focus on narrow tasks like exam accuracy or mistake identification, but effective language teaching requires nuanced pedagogical methodology that current benchmarks fail to capture. This mismatch leaves educators, institutions, and learners unable to make informed decisions about AI adoption, potentially undermining learning outcomes and wasting resources. Oxford University Press are developing "ELT-Bench" to address this critical gap and standardize the testing of AI in language education. Rather than measuring what AI systems can do in isolation, ELT-Bench measures their capabilities to perform tasks across the full spectrum of competencies required of a "learning experience designer" in English Language Teaching (ELT), grounded in established teaching frameworks that ensure practical relevance to real-world classroom contexts. ELT-Bench offers a pathway to accelerate the development of effective AI-powered educational solutions, ultimately seeking to improve learning outcomes for millions of language learners worldwide.

▼ **5:10-5:20pm** **Room 1 (**Wafaa Elsawah; Muntaha Badawieh**)** **Room 2 (**Rashee Singh; Prachya Prerna**)**

Room 1	Room 2
Exploring UAE Student Perspectives on Utilising AI Tools in Higher Education: A Quantitative Analysis	**Rethinking Educational Equity: The Impact of AI Integration in Public School Systems**
Presentation ID: AC2615	**Presentation ID**: AC2616
This study investigates UAE university students' acceptance and use of artificial intelligence (AI) tools in higher education using the Technology Acceptance Model (TAM) and the Theory of Planned Behaviour (TPB). Survey data from 80 participants reveal that perceived usefulness and attitudes toward AI significantly influence students' intentions to adopt AI tools, while perceived ease of use and subjective norms have minimal impact. The findings reflect a shift toward outcome-driven adoption among tech-savvy learners. The study provides actionable insights for educators, policymakers, and developers aiming to enhance AI integration aligned with the UAE's strategic educational goals.	The growing integration of Artificial Intelligence (AI) in education offers promising opportunities to enhance learning outcomes and administrative efficiency. However, its adoption also raises critical concerns about equity, access, and policy readiness, particularly within public school systems (government schools). This study examines how AI tools are being implemented across diverse socio-economic and geographic settings in India and the UK, with a focus on their implications for educational equity. The objectives of the research will be to assess the extent and nature of AI deployment in public education and to explore the impact of AI-enabled tools on learning access and quality for marginalized students. It will also be used to evaluate regulatory and policy mechanisms governing equitable AI adoption. A mixed-method approach will be employed, combining document analysis of national education and digital learning policies with case studies from 10 public schools and stakeholder interviews with educators, policymakers, and school administrators.

5:30-5:45pm Closing Remarks