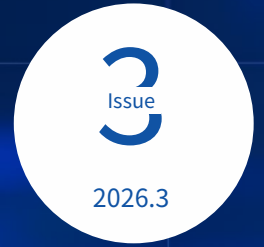


世界数字教育联盟
WORLD DIGITAL EDUCATION
ALLIANCE



Digital Education Bulletin

Global Insights

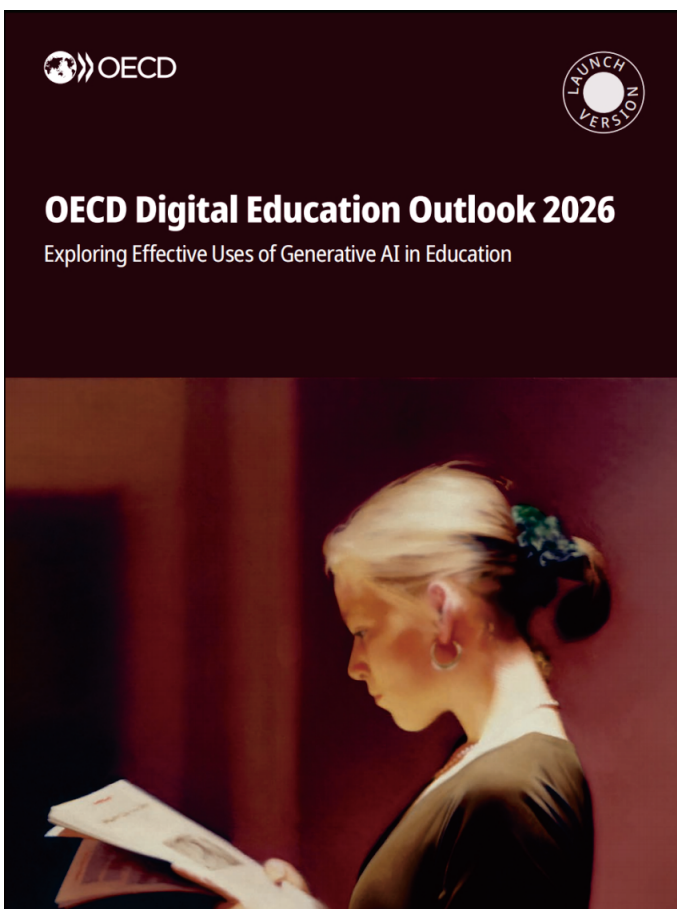
CONTENTS

- 01** > **OECD**
OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education
- 02** > **Unesco**
Transforming higher education: global collaboration on visioning and action
- 03** > **European Commission**
Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through Education and Training
- 04** > **Brookings Institution**
A new direction for students in an AI world: Prosper, Prepare, Protect
- 05** > **WDEA**
Call for Participation: Global Youth AI Innovation Camp 2026
- 06** > **WDEA**
Call for Outstanding Digital Education Technology Solutions
- 07** > **WDEA**
A Global Call for Best Practices in AIED: Scenarios-Driven Educational Transformation
- 08** > **WDEA**
Invitation to the WDEA General Assembly Meeting and World Digital Education

OECD: OECD Digital Education Outlook 2026 Exploring Effective Uses of Generative AI in Education

On 19 January 2026, the Organisation for Economic Co-operation and Development (OECD) released the report *OECD Digital Education Outlook 2026: Exploring Effective Uses of Generative AI in Education*. This marks the third edition of the OECD Digital Education Outlook, following the reports published in 2021 and 2023.

The *OECD Digital Education Outlook 2026* analyses emerging research that suggests GenAI can support learning when guided by clear teaching principles. However, if designed or used without pedagogical guidance, outsourcing tasks to GenAI simply enhances performance with no real learning gains. The Outlook highlights the benefits of GenAI as a tutor, partner and assistant, and synthesises experts' evidence and insights on the design criteria that make it work for education.



37%

lower secondary teachers used AI for their job in 2024 (TALIS 2024)

57%

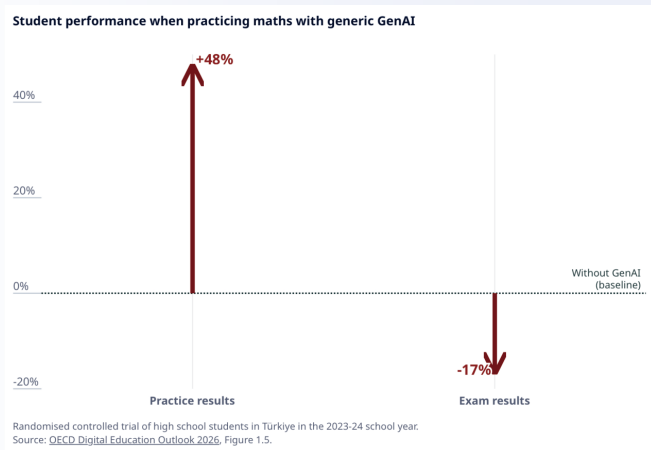
lower secondary teachers agree that AI helps to write or improve lesson plans

37%

lower secondary teachers believe AI can harm academic integrity by letting students pass off work as their own

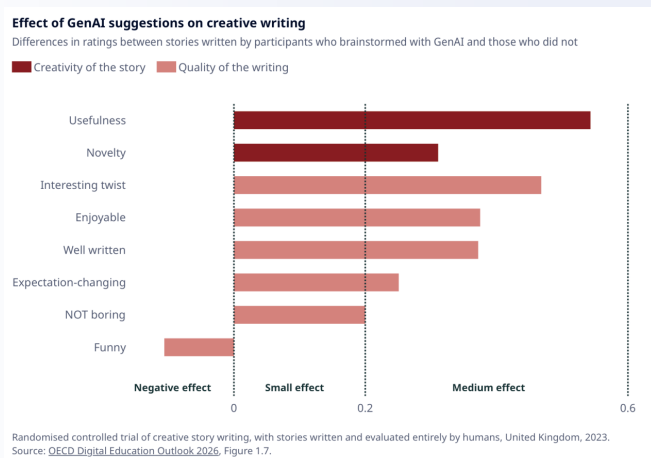
Successfully performing a task with GenAI does not automatically lead to learning

Emerging evidence suggests that while general-purpose GenAI tools can enhance students' performance on tasks, they do not necessarily lead to learning gains. Offloading cognitive tasks to general-purpose chatbots creates risks of metacognitive laziness and disengagement that may deter skill acquisition in the long run. Several studies indicate that although students with access to general-purpose GenAI tools produce higher-quality outputs than their peers, this advantage disappears – and sometimes reverses – in exams when access is removed. In contrast, educational GenAI tools designed or used with an intentional pedagogical purpose tend to show sustained improvements in learning.



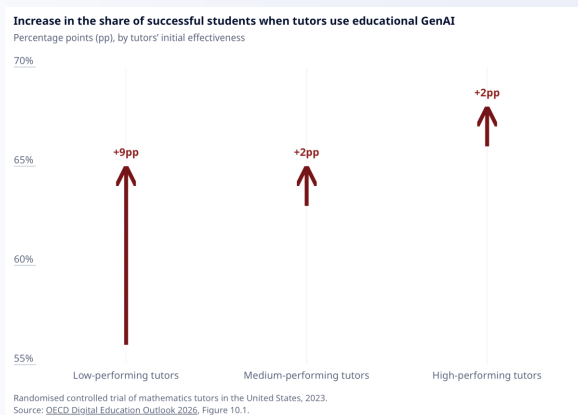
Using GenAI with pedagogical intent can improve learning and foster skills like critical thinking, creativity and collaboration

GenAI can improve learning gains if used with a clear pedagogical purpose, or when teaching strategies are redesigned to adapt to its availability. For example, in collaborative learning scenarios aligned with learning science, GenAI tools can increase student knowledge or strengthen their argumentation skills. GenAI can also make traditional digital tools more engaging and efficient. For example, Intelligent Tutoring Systems (ITS) powered by GenAI can transform rigidly scripted digital tutors into digital pedagogical agents capable of questioning, nudging and shifting strategies through natural, dialogue-based interactions.



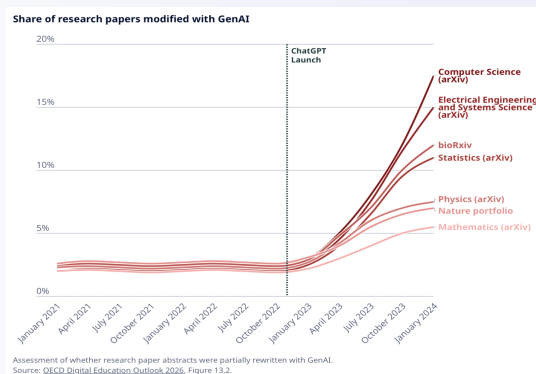
Educational GenAI can augment human teaching and tutoring while preserving teachers' agency

Robust research evidence demonstrates that inexperienced tutors can enhance the quality of their tutoring and improve student learning outcomes by using educational GenAI tools. By integrating teacher expertise into the design process, GenAI tools can amplify teachers' capacity to teach, creating benefits that exceed what either teachers or AI can achieve independently. Co-designing GenAI tools with teachers and end users is one way to ensure they deliver educational value.



GenAI can boost scientific research and help streamline institutional operations

GenAI is increasingly supporting scientific research, which could be transformative for education research. For example, since the launch of ChatGPT, an increasing share of researchers are turning to GenAI tools for feedback on their papers - and for all steps of the research process. School administrators too see their tasks transformed: GenAI can streamline system and



backend workflows. It can support the design of standardised assessment items, review curricular alignments, and tag and classify educational resources. Well-tuned, it also permits 24/7 good study and career guidance.



For more details, please visit the link below:

https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/01/oecd-digital-education-outlook-2026_940e0dd8/062a7394-en.pdf

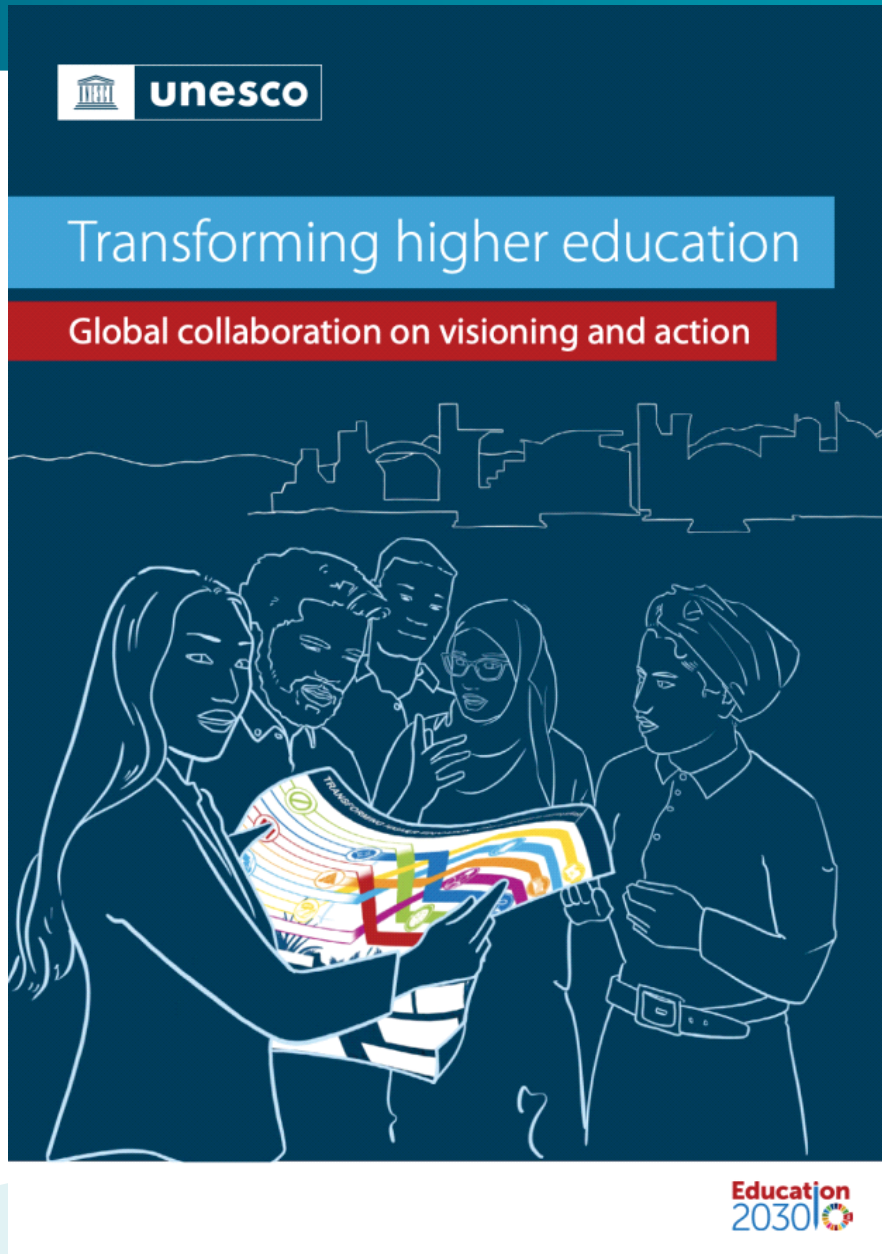


Reference:

Organisation for Economic Co-operation and Development (OECD). (2026). OECD digital education outlook 2026: Exploring effective uses of generative AI in education. OECD Publishing.

<https://doi.org/10.1787/062a7394-en>

Unesco: Transforming higher education: global collaboration on visioning and action



On 12 March 2026, the UNESCO released the report *Transforming Higher Education: Global Collaboration on Visioning and Action*, which aims to provide higher education institutions worldwide with a transformative roadmap toward 2030 and beyond. This roadmap provides insights into developments and trends; it presents a set of forward-looking guiding principles to inspire and inform the work of all involved in higher education. It also identifies Lines of Transformation that point the way to a new social contract for higher education, and is a call to action to help faculty, students, leaders and stakeholders change the sector into the transformative

Global enrolment in higher education reached 269 million students in 2024. For the first time, a global average of 43% of the age group is enrolled in higher education with more than 7 million students internationally mobile and studying outside their home countries.

1. These new generations of students bring new demands and are driving educational change in new ways. On the institutional side, higher education is a rapidly growing and diversifying sector that includes public, private, faith-based and community-based institutions. All told, there are now over 22,000 accredited and quality-assured higher education institutions worldwide.

2. The WHEC global process of collaborative visioning and agenda-setting, both leading up to the 2022 event and in subsequent consultations, has elevated seven Guiding Principles. They are presented by UNESCO in this publication to inspire the work of higher education faculty, students, leaders and staff – as well as to affirm a transformative agenda that can be advanced by non-profit and advocacy organizations, philanthropy, partners in business and industry and policy-makers at all levels.

The principles call for:

- 01 Committing resources to equity and pluralism
- 02 Promoting the freedom to learn, teach, research and cooperate internationally
- 03 Fostering inquiry, critical thinking and creativity
- 04 Establishing a human-centred role for digital technologies and AI
- 05 Embracing an ethic of collaboration and solidarity
- 06 Centring stewardship, sustainability and regeneration
- 07 Supporting enriched understandings of quality, excellence and relevance

These principles underscore the fact that higher education institutions and systems will need to be different in the future than they are today. They will need to be more inclusive; better protected and better connected; better resourced; more critical, creative and innovative; more relevant and impactful; and more attuned to sustainably living well together within planetary boundaries.

This roadmap draws from over

250
sessions

1,500
inputs

250
knowledge products

To maximize the transformative potential of the sector, higher education itself needs to be transformed. Yet the paths of higher education transformation vary from context to context. For this reason this publication is styled as a roadmap. There will be different starting points and different priorities in different settings and moments. But a transformative agenda must also have directions of travel. Thus, in addition to suggesting priority actions for key stakeholders, this publication offers a set of Lines of Transformation to be taken forward at different levels:

- At the level of **higher education systems**, openness and inclusion should be embraced and resourced as a defining paradigm, both to diversify ways of being and knowing and to make more available to more. Flexible and harmonized integration should also be promoted to facilitate personal and innovative educational trajectories that allow learners to move across different institutions and countries within a life-long and life-wide learning perspective.
- At the level of **higher education institutions**, adopting a life-long learning orientation and advancing flexible learning pathways, and more dynamic forms of engagement with labour markets and entrepreneurial opportunity will make learning more meaningful to all students at whatever age(s) they choose to undertake such studies. Reclaiming higher education as connected and holistic studies that marry the humanities with sciences will help mitigate against disciplinary fragmentation and allow the sector to live up to its promise of serving the global common good.
- As regards **the learning of students in higher education**, active, problem- and project-based learning, including relevant internship and work-place learning, are important strategies for pedagogical renewal and diversification. Making higher education, with its distinct practices of study and inquiry, meaningful and relevant to individual, community, national, regional and planetary futures, places it at the heart of a transforming world.



For more details, please visit the link below:

<https://unesdoc.unesco.org/ark:/48223/pf0000397582/PDF/397582eng.pdf.multi>



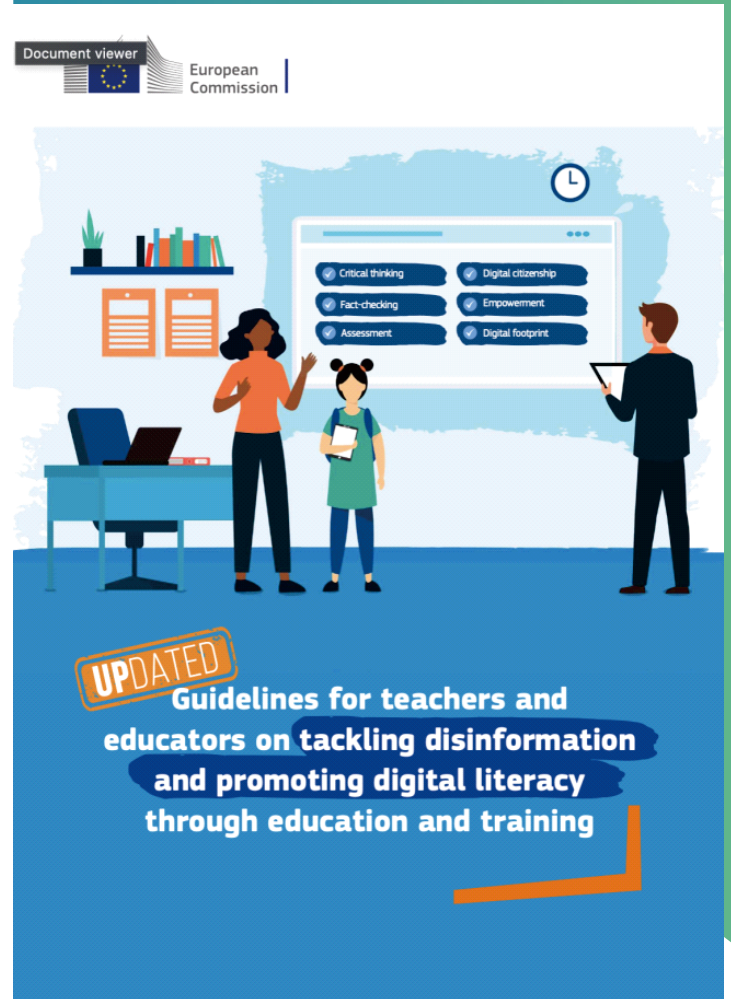
Reference:

UNESCO. (2026). Transforming higher education: Global collaboration on visioning and action. UNESCO.

<https://unesdoc.unesco.org/ark:/48223/pf0000397582>

European Commission: Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through Education and Training

On 5 March 2026, the European Union released an updated edition of the *Guidelines for Teachers and Educators on Tackling Disinformation and Promoting Digital Literacy through Education and Training*. The Guidelines provide hands-on guidance for teachers and educators, including practical tips, activity plans, insights on topics and cautionary notes grounded in what works as concerns digital literacy and education and training. They are a key initiative of the Digital Education Action Plan (2021-2027) of the European Commission and were informed by a dedicated Commission Expert Group. The Guidelines aim to generate a broader understanding of digital literacy achieved through education and training, to promote responsible and safe use of digital technologies, and to foster a better public awareness and knowledge regarding disinformation. The Guidelines provide pedagogical expertise on strengthening the critical thinking skills of our young people in view of fostering their resilience in the digital world. Likewise building trust in the classroom and creating a safe space for students and teachers to discuss sensitive issues are also explored.



This guideline categorizes AI applications in education using a two-dimensional framework based on (1) user groups (teachers, students, and schools) and (2) stages of use (preparation, teaching and learning, and assessment and reflection).

01 | Support for Teachers

Preparation Stage

AI can support teachers in the following ways:

- Developing lesson plans by providing outlines and organizing learning objectives, activities, and resources, thereby generating customized instructional content.
- Aligning and adjusting course content so that learning objectives, activities, and assessments correspond with subject curricula.
- Designing learning materials and recommending or adapting digital educational content suited to students with different skill levels, needs, and interests.
- Supporting creative activities by generating prompts for visual arts, themes for creative writing, or suggestions for performance-based activities aligned with specific learning outcomes.
- Curating digital education content by identifying and organizing interdisciplinary connections (e.g., history and literature, business and civic education) and proposing integrated thematic courses or projects.
- Practicing and testing instructional strategies through simulations of virtual students with different behaviors, learning needs, and responses, enabling teachers to rehearse teaching methods and classroom management in realistic interactions.

Teaching and Learning Stage

AI can support teachers in the following ways:

- Designing differentiated learning experiences by tailoring content formats, materials, feedback, and pacing to each student's strengths and needs, including targeted interventions for students with specific learning difficulties.
- Supporting interactive and experiential learning by providing real-time explanations and feedback and enabling immersive experiences through simulations, gamification, creative tasks, and augmented reality.
- Supporting collaborative learning by enabling intelligent grouping of students for group work and providing feedback based on interaction levels among group members.
- Designing immersive experiences using AI tools to generate historically grounded dialogues, simulate key events, and present multiple perspectives for classroom discussion or project-based learning activities.
- Enhancing language learning through real-time translation, speech recognition, personalized vocabulary practice, adaptive dialogue simulations, and automated feedback on pronunciation, comprehension, and fluency.
- Supporting inquiry-based learning by guiding students to conduct open-ended inquiry and problem-solving across disciplines using adaptive tools, real-time feedback, and interactive simulations.

Assessment and Reflection Stage

AI can support teachers in the following ways:

- Designing flexible assessments by creating diverse assessment formats and question types, analyzing learning objectives, and generating differentiated assessments and rubrics based on students' progress, preferences, and needs.
- Automatically grading repetitive assignments such as short-answer and multiple-choice questions, identifying common errors in open-ended assignments, and providing feedback based on teacher-defined criteria.
- Assisting with written assessments by analyzing grammar, structure, coherence, and vocabulary to evaluate student writing and provide feedback.
- Supporting peer assessment by matching students based on profiles or submitted work to improve the effectiveness of peer review.
- Encouraging student self-reflection through personalized prompts, spaced practice, targeted questioning, and feedback that help students reflect on learning progress, identify learning gaps, monitor development, and seek additional support or resources when needed.
- Providing guidance services to help students identify new learning and development goals and offering

02 Support for Students

Preparation Stage

AI can support students in the following ways:

- Using generative AI for research to gather information and explore new topics through concise conversational responses rather than traditional search results.
- Practicing subject knowledge through interactions with tutoring agents that explain concepts, solve problems step-by-step, and provide immediate feedback.
- Independently exploring topics through AI-driven simulations and visualizations that adapt to students' learning pace and interests.
- Organizing and drafting tasks using AI tools to structure ideas, create outlines, and produce written assignments or presentations with guidance, language suggestions, and continuous feedback.
- Creating customized learning aids such as flashcards, summaries, diagrams, or concept maps, while scheduling spaced-repetition practice to improve retention.

Teaching and Learning Stage

AI can support students in the following ways:

- Practicing problem-solving skills in programming, mathematics, or scientific tasks with AI support that provides hints, explains errors, and guides logical reasoning.
- Developing creative expression by experimenting with AI tools for drawing, composing music, or creative writing while receiving suggestions and instant previews.
- Deepening understanding through interaction with AI agents that simulate key historical figures and present events or phenomena from multiple perspectives and contexts.
- Learning foreign languages using AI applications that adapt vocabulary, pronunciation, and grammar tasks according to each learner's proficiency and learning pace.
- Visualizing patterns by interacting with AI-enhanced maps, datasets, and simulations that display real-time changes in population, climate, or land use.
- Enhancing physical education through AI-supported applications that analyze movements, provide real-time technical feedback, and recommend personalized training plans.

Assessment and Reflection Stage

AI can support students in the following ways:

- Engaging in formative assessment and feedback through low-stakes quizzes, targeted questions, and immediate feedback that guide learning without grading.
- Reviewing creative work by reflecting on personal artistic outputs with AI tools that prompt students to describe techniques, artistic choices, and alignment with intended messages or styles.
- Tracking progress through AI-generated summaries or dashboards that produce reports allowing students to review their learning journey, highlighting strengths, challenges, and areas for improvement.
- Reviewing and analyzing courses by revisiting key concepts and reflecting on learning engagement through insights or visualizations of learning patterns and activities.
- Supporting self-reflection and peer reflection through personalized prompts, guided comparisons, or structured peer feedback mechanisms.

03 | Support for Schools

Preparation Stage

AI can support schools in the following ways:

- Managing daily operations using AI-driven forecasting and real-time operational data to support scheduling, classroom allocation, and teaching material planning.
- Organizing school records and documents using AI-enhanced archiving and search systems that categorize, tag, and retrieve administrative files such as policies, meeting minutes, or school forms.
- Identifying dropout risks by analyzing academic performance and attendance data to detect high-risk students and enable timely interventions.
- Structuring academic data and information to enable automatic transmission to local, regional, or national education information systems.
- Using predictive models based on historical data and projected needs to simulate and optimize budget allocations across departments or school programs.
- Supporting enrollment planning by analyzing historical data to identify admission patterns and improve management of application information while retaining decision-making authority with staff and committees.

Teaching and Learning Stage

AI can support schools in the following ways:

- Informing resource allocation decisions through aggregated data on student engagement, achievement, and support trends.
- Automating routine communications using AI tools to streamline reminders, attendance notifications, calendar updates, and school announcements across multiple platforms.
- Supporting early identification of learning needs by highlighting patterns in classroom activity that may indicate emerging learning challenges.
- Facilitating home–school communication through AI chatbots that provide multilingual, personalized, and automated support for students, prospective students, and parents.
- Extracting and organizing information from school systems using AI tools to generate statistical reports that assist administrative staff in preparing data for education authorities.

Assessment and Reflection Stage

AI can support schools in the following ways:

- Providing guidance platforms that support student development through tailored career counseling, learning goal setting, and progress monitoring.
- Planning professional development by analyzing teachers' learning needs, identifying staff skill gaps, and recommending targeted professional learning pathways.
- Mapping curricula and school plans by analyzing curricular elements (e.g., syllabi, frameworks, guidelines, and policies) alongside institutional plans to identify gaps, strengths, and opportunities.
- Evaluating digital tool usage across the institution to identify participation patterns and areas requiring additional training or support.
- Monitoring school improvement goals through AI-generated dashboards that track progress on strategic priorities and visualize indicators such as attendance, academic performance, or staff professional learning participation.



For more details, please visit the link below:

<https://op.europa.eu/en/publication-detail/-/publication/60fddd7a-17dc-11f1-8870-01aa75ed71a1/>



Reference:

European Commission. (2026). Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training. Publications Office of the European Union.

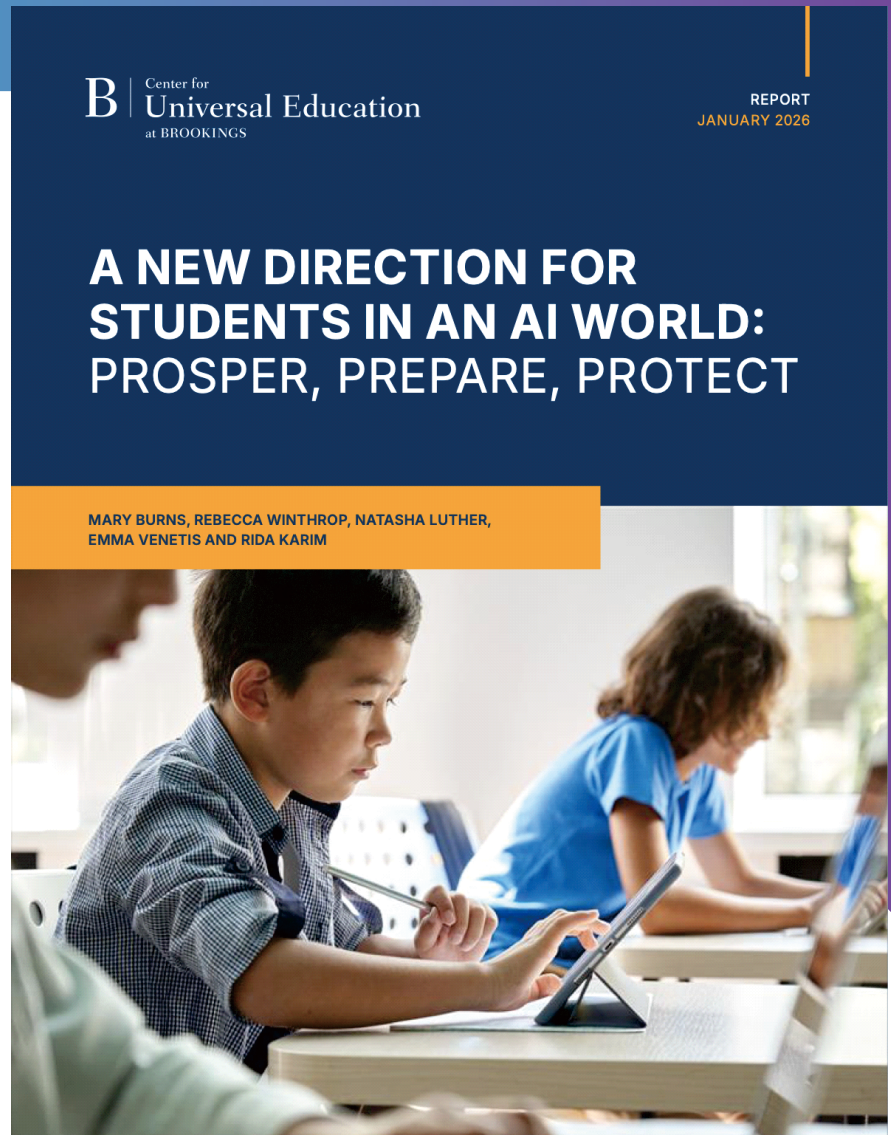
<https://doi.org/10.2766/5220136>

Brookings Institution: A new direction for students in an AI world: Prosper, Prepare, Protect

On January 14, 2026, the Brookings Institution released the report *A New Direction for Students in an AI World: Prosper, Prepare, Protect*. The report offers a framework for action for all actors from schools to companies and governments to families.

Since the debut of ChatGPT and with the public's growing familiarity with generative artificial intelligence (AI), the education community has been debating its promises and perils. Rather than wait for a decade to conduct a postmortem on the failures and opportunities of AI, the Brookings Institution's Center for Universal Education embarked on a yearlong global study—a premortem—to understand the potential negative risks that generative AI poses to students, and what we can do now to prevent these risks, while maximizing the potential benefits of AI.

After interviews, focus groups, and consultations with over 500 students, teachers, parents, education leaders, and technologists across 50 countries, a close review of over 400 studies, and a Delphi panel, research finds that at this point in its trajectory, the risks of utilizing generative AI in children's education overshadow its benefits. This is largely because the risks of AI differ in nature from its benefits—that is, these risks undermine children's foundational development—and may prevent the benefits from being realized.



It's not too late to bend the arc on AI implementation. Research indicates that AI has the potential to benefit or hinder students, depending on how it is used. We all have the agency, the capacity, and the imperative to help AI enrich, not diminish, students' learning and development.

AI-enriched learning:

Well-designed AI tools and platforms can offer students a number of learning benefits if deployed as a part of an overall, pedagogically sound approach.

AI-diminished learning:

Overreliance on AI tools and platforms can put children and youth's fundamental learning capacity at risk. These risks can impact students' capacity to learn, their social and emotional well-being, their trusting relationships with teachers and peers, and their safety and privacy.

Thus, the final section of our report presents **12 recommendations** for multiple stakeholders, organized around three foundational pillars that together form a comprehensive framework for action.

PROSPER:

Recommendations under the Prosper pillar focus on transforming teaching and learning experiences so that children and youth can thrive in an education system where AI is omnipresent.

PREPARE:

Recommendations under the Prepare pillar focus on building the knowledge, capacity, and structures needed for students, educators, families, and education systems to integrate AI ethically, effectively, and humanely.

PROTECT:

Recommendations under the Protect pillar include developing and implementing safeguards on AI for student privacy, safety, emotional well-being, and cognitive and social development.



- 1 Shift educational experiences in school.
- 2 Co-create educational AI tools with educators, students, parents, and communities.
- 3 Use AI tools that teach, not tell.
- 4 Conduct research on children's learning and development in an AI world, not tell.

- 5 Promote holistic AI literacy for students, teachers, parents, and education leaders.
- 6 Prepare teachers to teach with and through AI.
- 7 Provide a clear vision for ethical AI use that centers human agency.
- 8 Employ innovative financing strategies to close the AI divide.

- 9 Break the engagement addiction and design platforms that are centered around positive mental health for children and youth.
- 10 Establish comprehensive regulatory frameworks for educational AI.
- 11 Procure technology that protects students' privacy, safety, and security.
- 12 Support families to manage children's AI use at home.



For more details, please visit the link below:

<https://www.brookings.edu/wp-content/uploads/2026/01/A-New-Direction-for-Students-in-an-AI-World-FULL-REPORT.pdf>



Reference:

Burns, M., Winthrop, R., Luther, N., Venetis, E., & Karim, R. (2026, January 14). A new direction for students in an AI world: Prosper, prepare, protect. Brookings Institution.

<https://www.brookings.edu/articles/a-new-direction-for-students-in-an-ai-world-prosper-prepare-protect/>

WDEA: Call for Participation: Global Youth AI Innovation Camp 2026

—Empowering the Next Generation of AI Innovators

世界数字教育联盟
WORLD DIGITAL EDUCATION ALLIANCE

Global Youth AI Innovation Camp 2026

— Empowering the Next Generation of AI Innovators

Program Highlights

- Address **real-world AI challenges** in education innovation
- Collaborate in **international teams** with students from different countries
- Learn from **leading AI experts** and industry engineers
- Visit cutting-edge **Edu tech companies** and **innovation hubs**
- Present projects outcomes at **World Digital Education Conference 2026**

Camp Dates
10–14 May 2026

Location
Hangzhou, Zhejiang Province, China

Language
English

Knowledge & Inspiration

Industry Immersion

Collaborative Innovation

Innovation Showcase

Are you ready to explore the future of artificial intelligence (AI) and make a real impact on education?

The **World Digital Education Alliance (WDEA)** is pleased to invite outstanding high school students worldwide to participate in the **Global Youth AI Innovation Camp 2026**, an international program designed to foster youth-led innovation and collaboration in AI for education.

This intensive program brings together young innovators from diverse cultural and educational backgrounds to explore the transformative potential of AI in education. Participants will engage in hands-on projects, expert mentorship, and cross-national collaboration, gaining the skills, knowledge, and global perspective necessary to address real-world educational challenges.

Key Information

- **Camp Dates:** 10–14 May 2026
- **Location:** Hangzhou, Zhejiang Province, China
- **Language:** English

Program Highlights

- Address **real-world AI challenges** in education innovation
- Collaborate in **international teams** with students from different countries
- Learn from **leading AI experts** and industry engineers
- Visit cutting-edge **Edu tech companies** and **innovation hubs**
- Present projects outcomes at **World Digital Education Conference 2026**

Participant Eligibility

- The camp is open to high school students worldwide and adopts an invitation-only policy. Participation is limited to students nominated by invited institutions, such as provincial and municipal education commissions, education departments, and embassies in China; individual applications are not accepted at this time. The invited embassy can recommend 1 team to participate the camp.

Team Composition: 3 students + 1 teacher mentor from the country or region of the invited institution

Students Requirements:

- Currently enrolled in high school (Grades 9-12 or equivalent, typically aged 14-19)
- Basic knowledge of mathematics, computing, or programming
- Strong interest in AI and STEM innovation
- Ability to work collaboratively in teams communicate in English

Program Structure

- The camp is structured around four progressive phases: *Understanding - Immersion - Co-Creation-Presentation*

Phase 1 – Knowledge & Inspiration

AI experts and industry leaders introduce emerging trends and challenge scenarios.

Phase 2 – Industry Immersion

Participants visit leading Edtech companies and engage in technical workshops.

Phase 3 – Collaborative Innovation

International teams develop AI-enabled solutions with guidance from expert mentors.

Phase 4 – Innovation Showcase

Teams present projects through English pitch presentations. Outstanding projects will be showcased at the **WDEC 2026 Closing Ceremony**.

Fees & Arrangements

- Transportation to and from Hangzhou for participating students and mentors, as well as accommodation, meals, and local transportation during the event, will be arranged by the alliance organization. Visa fees and other personal expenses shall be borne by the participants.

Application Information

- **Deadline:** 3 April 2026
- **Application Method:** Recommended invited institutions
- **Contact Information:** WDEA Joint Secretariat
Tel: +86-10-66090069 ext. 8086 / +86-10-58807205
Email: wdea@bnu.edu.cn



Application Form



For more details, please visit the link below:

<https://wdea.bnu.edu.cn/ywdt/a25f525cf8684629811d46e8bf266fef.htm>

WDEA: Call for Outstanding Digital Education Technology Solutions



Call for Outstanding Digital Education Technology Solutions

To promote the deep integration of digital technologies with education, facilitate international exchanges, mutual learning, and collaborative application of high-quality digital education solutions, and empower education technology enterprises to expand globally and connect with international partners, the World Digital Education Alliance (WDEA) hereby launches the “Call for Outstanding Digital Education Technology Solutions”. Organizations worldwide are warmly invited to submit their solutions and jointly contribute to a new ecosystem for digital education development.

To promote the deep integration of digital technologies with education, facilitate international exchanges, mutual learning, and collaborative application of high-quality digital education solutions, and empower education technology enterprises to expand globally and connect with international partners, the World Digital Education Alliance (WDEA) hereby launches the “Call for Outstanding Digital Education Technology Solutions”. Organizations worldwide are warmly invited to submit their solutions and jointly contribute to a new ecosystem for digital education development.

I. Scope of the Call

This call is open to education technology companies, research institutions in digital education, international organizations, and other relevant entities worldwide. We seek innovative, practical, and scalable digital education technology solutions.

Submissions may include, but are not limited to:

- General large models or education-focused large models
- AI agents and intelligent learning assistants
- Digital education platforms and application systems
- Digital education resource production systems or pipelines
- Intelligent education equipment
- Digital infrastructure for education
- Integrated digital education technology solutions

Particular attention will be given to solutions that demonstrate effective applications of digital technologies in teaching and learning, educational governance, and public education services. Submissions should highlight replicable and scalable implementation pathways and cooperation models, providing globally relevant insights and practical references for digital education transformation.

II. Submission Requirements

Applicants are invited to prepare their solution materials covering the following four sections (approximately 3,500 words, figures or illustrations may be included; please refer to the attached template). Applicants are encouraged to present their solutions in connection with specific countries, regions, or project contexts, emphasizing real-world applications, practical experience, and implementation insights while avoiding overly general descriptions.

(1)Solution Overview: Clearly describe the overall architecture, functional positioning, key technological features, and innovative aspects of the solution.

(2)Application Scenarios: Specify the application environment, target users, and operational settings. Illustrate how the solution functions in practice through representative scenarios.

(3)Impact and Case Evidence: Provide evidence-based results using data and factual information to demonstrate the effectiveness of the solution. Analyze its scalability and potential for wider adoption, and include representative implementation cases.

(4)Organizational Profile: Briefly introduce the organization’s background, experience in digital education, core qualifications, and relevant achievements.

III. Outcomes and Dissemination

(1) Selected submissions will be compiled into the publication World Compendium of Outstanding Digital Education Technology Solutions, systematically showcasing innovative practices in digital education worldwide. Solutions suitable for physical or experiential demonstration will be exhibited at the Digital Education Exhibition Base, and outstanding solutions may be invited for on-site demonstration at the World Digital Education Conference. Applicants may also provide an exhibition demonstration plan, using immersive and interactive design approaches to authentically present how the solution is implemented in real educational contexts, highlighting its technological advancement, practical effectiveness, and potential for wider dissemination.

(2) Outstanding solutions will be included in the World Digital Education Alliance (WDEA) Project Repository and promoted globally through the Alliance’s international cooperation network. Selected organizations will be offered opportunities for international collaboration, project matchmaking, implementation support, and resource coordination. This will facilitate the global application and cooperation of digital education technologies, products, and services, and promote the co-development and sharing of digital education public goods.

(3) Applicants are requested to complete the Application Form for Outstanding Digital Education Technology Solutions (Word version) and submit it to the WDEA Secretariat at wdea@bnu.edu.cn no later than April 1, 2026 (Beijing Time).



For more details, please visit the link below:

<https://wdea.bnu.edu.cn/ywdt/56d252744f5e4757bae3426df58e4154.htm>

WDEA: A Global Call for Best Practices in AIED: Scenarios-Driven Educational Transformation



A Global Call for Best Practices in AIED: Scenarios-Driven Educational Transformation

You are invited to contribute to the forthcoming Springer publication, **Best Practices in Artificial Intelligence in Education (AIED): Scenarios-Driven Educational Transformation**, organized by the World Digital Education Alliance (WDEA). Submissions should focus on the application of AI in education, encompassing any stage or type of learning, including but not limited to basic education, higher education, technical and vocational education, and lifelong learning. Selected case collections will be showcased during the **World Digital Education Conference 2026**. Furthermore, **10 Exemplary Best Practices** will be selected from the submissions and released during the conference.

You are invited to contribute to the forthcoming Springer publication, **Best Practices in Artificial Intelligence in Education (AIED): Scenarios-Driven Educational Transformation**, organized by the World Digital Education Alliance (WDEA). Submissions should focus on the application of AI in education, encompassing any stage or type of learning, including but not limited to basic education, higher education, technical and vocational education, and lifelong learning. Selected case collections will be showcased during the **World Digital Education Conference 2026**. Furthermore, **10 Exemplary Best Practices** will be selected from the submissions and released during the conference.

I Case categories (Scenario-Based Classification)

Cases should focus on the practical application of AI technology in solving key issues in education and promoting educational transformation, with a focus on but are not limited to the following key areas:

- Enable Immersive & Practical Learning
- Innovate Classroom Instruction
- Optimize Management & Services
- Transform Assessment & Evaluation
- Personalize Teaching & Learning
- Pioneer New Frontiers in Education
- AI-powered Scientific Research
- AI-enabled Lifelong Learning

II Submission Requirements

Your chapter should be 3-5 pages, in APA style, on how the case uses AI in education. The case must include the following core contents:

- Case Background**
 - The educational problems or challenges that the case aims to solve, and the necessity of applying AI technology.
- Implementation Process**
 - The specific measures, technical solutions (including the type of AI technology used and its application method), implementation steps, and timeline of the case.
- Innovation Highlights**
 - The unique features and innovative points of the case compared with other similar practices.
- Effectiveness Proof**
 - Specific data, evidence, or user feedback that demonstrates the implementation effect of the case (e.g., academic performance improvement rates, teacher/staff satisfaction scores, award certifications, media reports).
- Promotion Plan**
 - The plan and feasibility analysis for promoting the case to other regions or institutions (including potential promotion paths, adaptation suggestions, and expected promotion effects).

III Submission

Please send a Word document to the email address of WDEA Secretariat: wdea@bnu.edu.cn before **March 31st 2026**.



For template reference



For more details, please visit the link below:

<https://wdea.bnu.edu.cn/ywdt/12e69e407b7540b0bc89aa3857661549.htm>

WDEA: Invitation to the WDEA General Assembly Meeting and World Digital Education

We are pleased to announce that the **World Digital Education Conference 2026** will be held in the beautiful city of Hangzhou, China. Building on the successful dialogues of the past three years, this conference will continue to serve as a leading global platform for policymakers, educators, researchers, and industry leaders to explore the future of education in the

With the theme of “**Artificial Intelligence in Education: Transformation, Development, and Governance**” the conference will focus on the transformative role of artificial intelligence in reshaping education systems and learning ecosystems. Through a series of plenary sessions, parallel forums, site visit, and the digital education achievement exhibition, participants will engage in in-depth discussions, share innovative practices, and collaborate on strategies to leverage AI technologies to advance inclusive, equitable, and high-quality education worldwide.

As a distinguished member of the Alliance, we sincerely invite you to attend the **WDEA General Assembly Meeting on May 11** during the World Digital Education Conference (WDEC) 2026.

The WDEA General Assembly Meeting will bring together members of the Alliance to discuss key initiatives and future collaboration within WDEA. Please kindly note that the meeting will include the following main agenda items:

- 1.Review and Outlook** – Presentation of the Alliance’s progress in 2025 and key priorities for 2026.
- 2.Strategic Planning** – Discussion of the Alliance’s future development directions and major initiatives.
- 3.Membership Development** – Consideration of new membership applications and strengthening member collaboration and engagement.

Your participation would be highly valued, and we sincerely hope you will be able to join us.

For your convenience, the conference organizers will provide hotel accommodation, meals, and local transportation during the conference period.

We very much look forward to welcoming you to Hangzhou this May.

Invitation to the WDEA General Assembly Meeting and World Digital Education Conference 2026

May 11-13, 2026
Hangzhou, Zhejiang Province, China

Welcome to the World Digital Education Conference 2026 !
Welcome to Hangzhou !

The World Digital Education Alliance is committed to establishing a global community in digital education. It aims to encompass the enhancement of dialogues and exchanges, the cultivation of practical collaborations, the establishment of a sustainable international cooperation mechanism, and the facilitation of the high-quality progression of digital transformation in education.

Editing & Compilation: WANG Menghan, WANG Junyi
Reviewed by: ZENG Haijun

Contact us

WDEA Joint Secretariat:

China Education Association for International Exchange(CEAIE)
Beijing Normal University(BNU)

Tel:

010-66090069
010-58807205

Email:

wdea@bnu.edu.cn

Website:

<https://wdea.bnu.edu.cn>