



世界数字教育联盟
WORLD DIGITAL EDUCATION
ALLIANCE



Digital Education Bulletin

Global Insights

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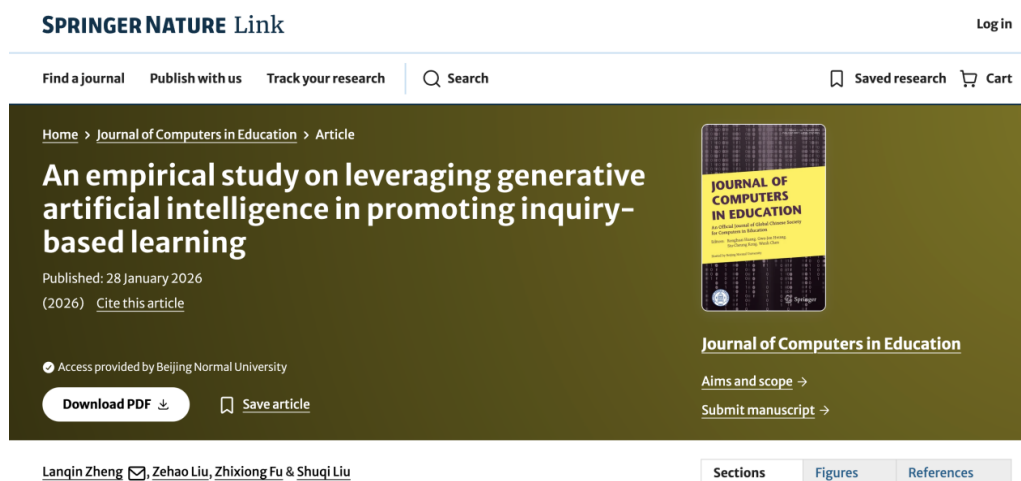
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An empirical study on leveraging generative artificial intelligence in promoting inquiry-based learning

Inquiry-based learning has been a promising method in science curricula and many research projects. However, learners often struggle with low scientific inquiry skills, performance, and self-efficacy. To address these problems, this study aims to facilitate inquiry-based learning through generative artificial intelligence (GenAI) technologies. The current study compared three approaches to facilitating inquiry-based learning. In total, 120 pupils from three classes in Grade 5 participated in this study.



Three learning approaches

The present study compared three approaches to facilitating inquiry-based learning. The first traditional approach used UMU embedded with the PhET platform to support inquiry-based learning. The second approach used UMU embedded with PhET and chatbots to support inquiry-based learning. The third approach utilized UMUs embedded with PhET and pedagogical agents to facilitate inquiry-based learning. In addition, all participants completed the same three tasks in classrooms over a three-month period: exploration of the elongation of a spring, the speed of a pendulum, and the motion of an inclined throw. The inquiry-based learning was implemented through proposing questions, making conjectures and hypotheses, designing experiments, collecting data, analyzing and explaining, and reflecting and evaluating.

① The traditional approach

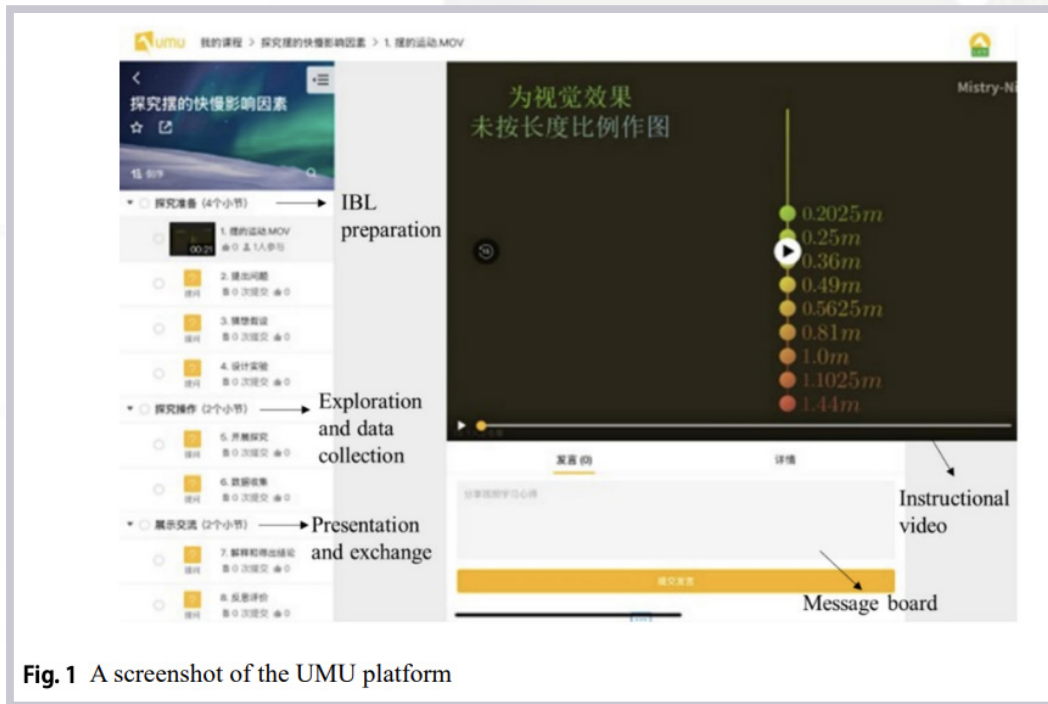


Fig. 1 A screenshot of the UMU platform

The traditional learning approach aims to engage all participants in inquiry-based learning facilitated by the UMU platform integrated with the Physics Education Technology (PhET) simulation platform. The UMU platform is a free mobile application for global users. The UMU platform covers the entire value chain of teaching, learning, practicing, and testing, and supports both synchronous and asynchronous, standardized and personalized learning scenarios and provides multiterminal access and a consistent learning experience.

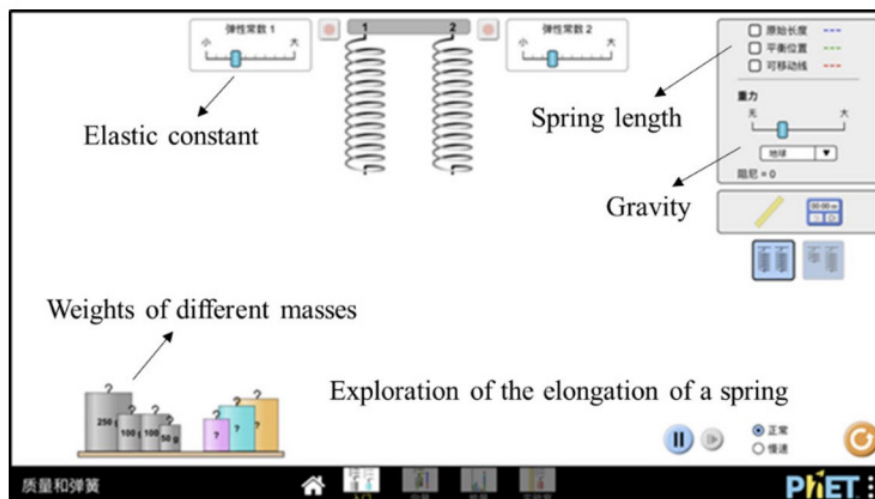


Fig. 2 Screenshot of the PhET platform

◎ The chatbot approach

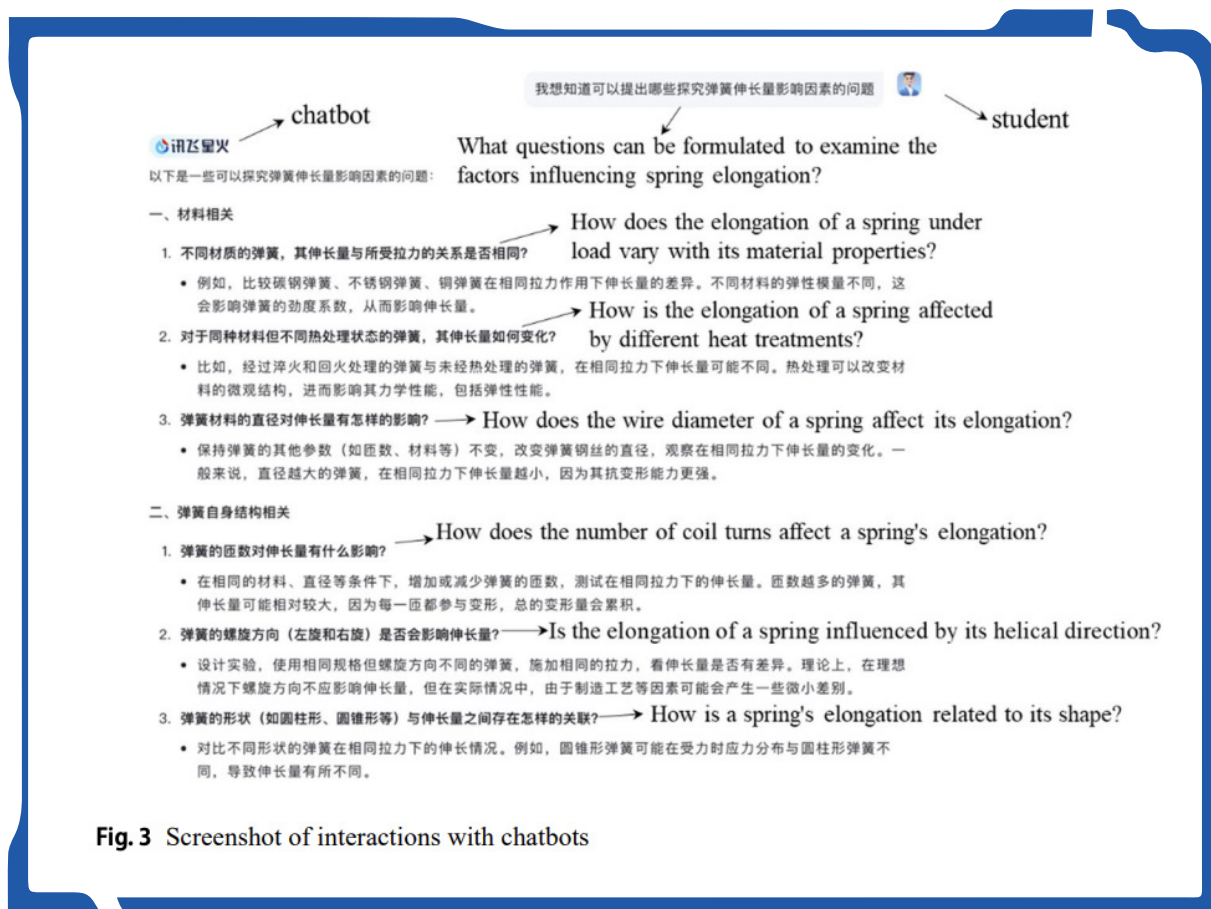


Fig. 3 Screenshot of interactions with chatbots

The chatbot approach is supported by the cognitive large language model developed by Xunfei Starfire. Built on the Starfire Spark 4.0 Ultra large language model, the chatbot supports multimodal input, real-time streaming response and cross-device history synchronization. Moreover, the chatbot supports both text input and voice Q&A, which is a great solution to the problem of low learning efficiency among primary school students due to their slow typing speed. The chatbot is embedded in both the UMM and PhET platform. Students can interact with the chatbot while posing questions, making conjectures and hypotheses, designing experiments, collecting data, analyzing and explaining, and reflecting and evaluating.

— The pedagogical agent approach

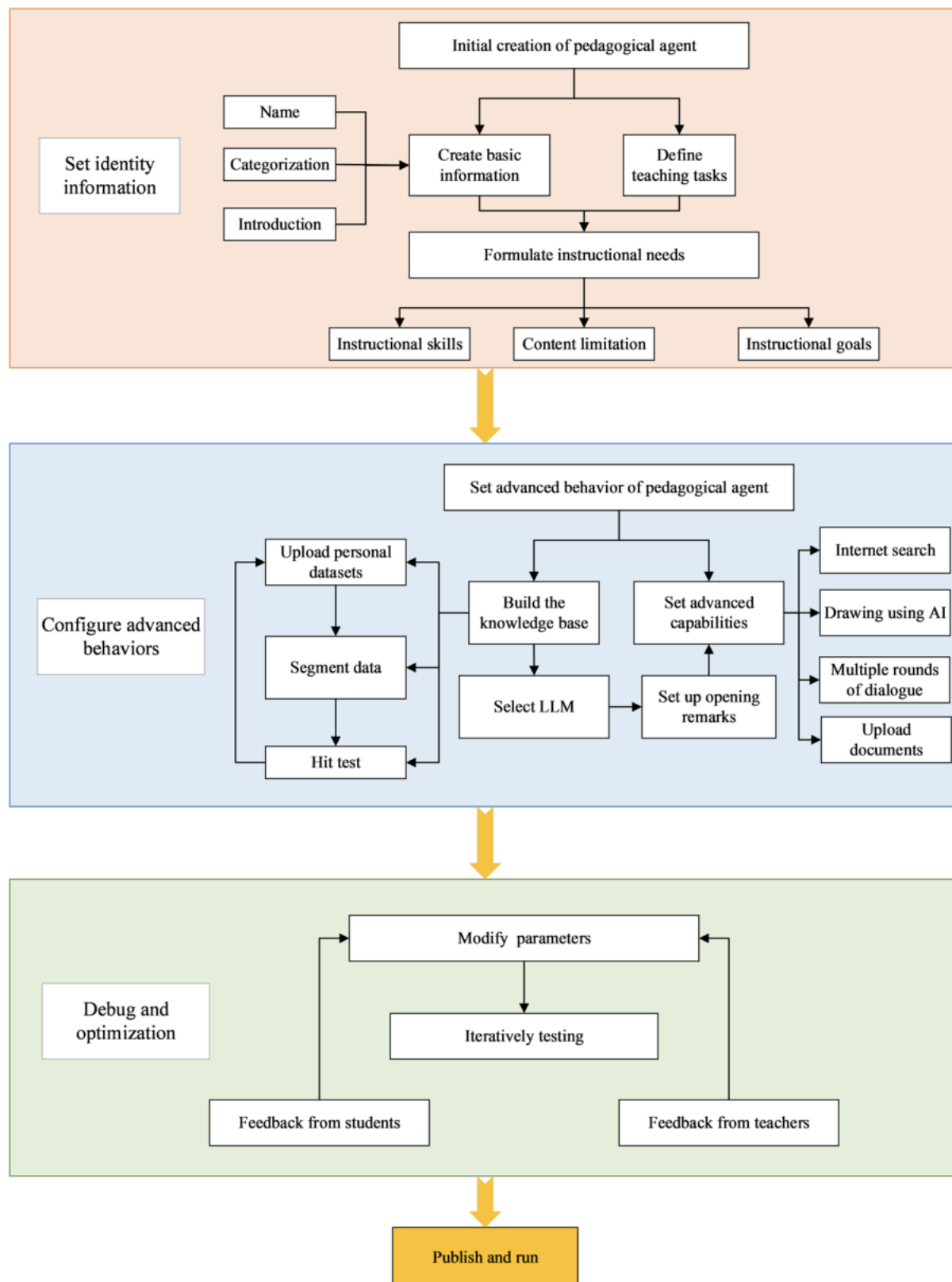


Fig. 4 The technical roadmap for creating the pedagogical agents

Using pedagogical agents is an effective way to facilitate personalized inquiry-based learning. In the present study, the pedagogical agent approach is supported by the Xunfei Starfire cognitive big language model. The pedagogical agent is created through structured commands to configure the instructional goals, interaction logic, and output specifications to ensure the professionalism and consistency of inquiry-based learning. Figure 4 shows the technical roadmap for creating the pedagogical agent in this study, including "setting identity information," "configuring high-level behaviors," "debugging and optimization," and "publishing and running."

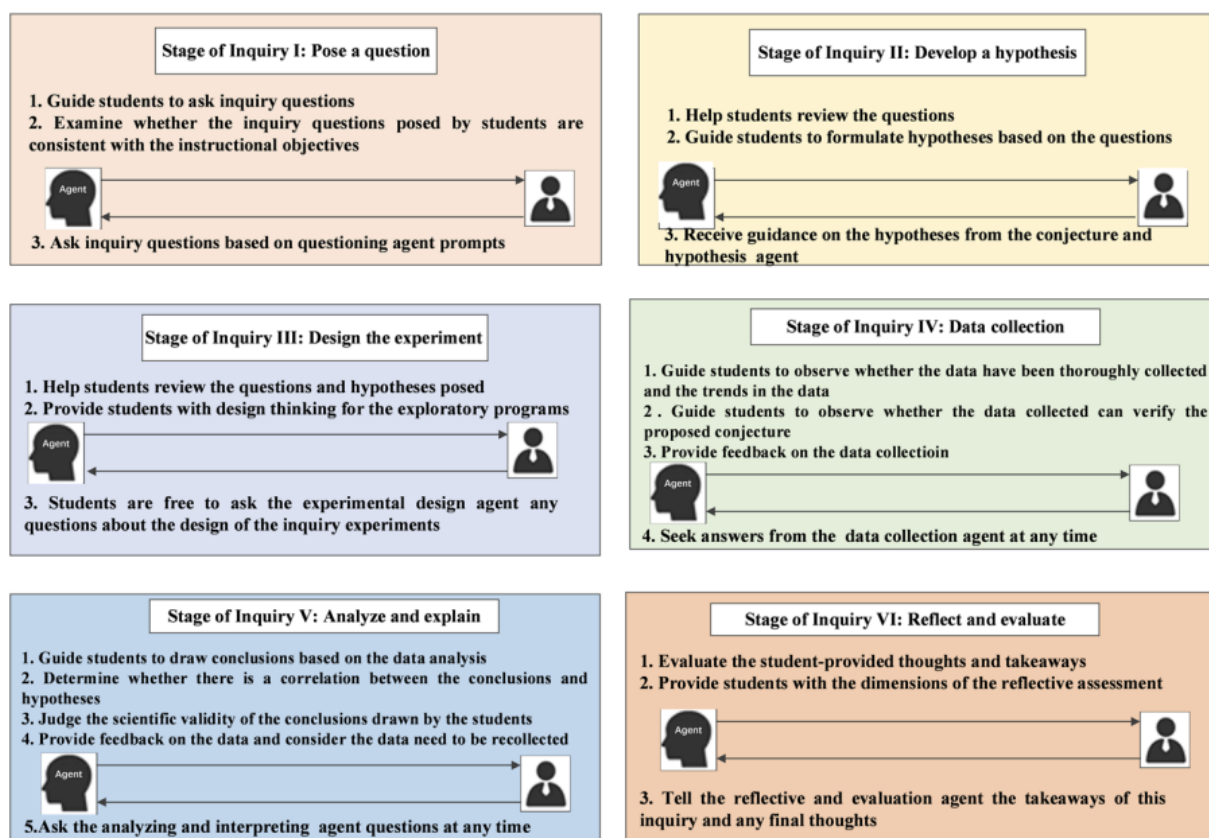


Fig. 5 The design of the six pedagogical agents

This study created six different pedagogical agents for various stages of inquiry-based learning: the questioning agent, the conjecture and hypothesis agent, the experimental design agent, the data collection agent, the analyzing and interpreting agent, and the reflective and evaluation agent. The conjecture and hypothesis

agent aims to guide students in formulating hypotheses based on the questions. The experimental design agent centers on helping students design experimental investigations based on provided templates. The data collection agent aims to guide students to think about whether the data can solve the questions and remind them to truthfully and thoroughly record their data. The analyzing and interpreting agent focused on guiding students on drawing conclusions by observing trends in the data and determining whether the conclusions correspond to their conjectural hypotheses and whether the conclusions are scientifically valid. The reflective and evaluation agent focused on guiding students to reflect on the inquiry-based learning process and providing them with dimensions along which to reflect and evaluate. The six agents not only help students complete the various steps of inquiry-based learning but also cultivate their abilities to think scientifically, analyze data, and self-reflect. With the aide of the agents, students are able to have a more efficient and deeper inquiry-based learning experience, which enhances their scientific inquiry skills. Therefore, students can use pedagogical agents throughout the phases of inquiry-based learning.

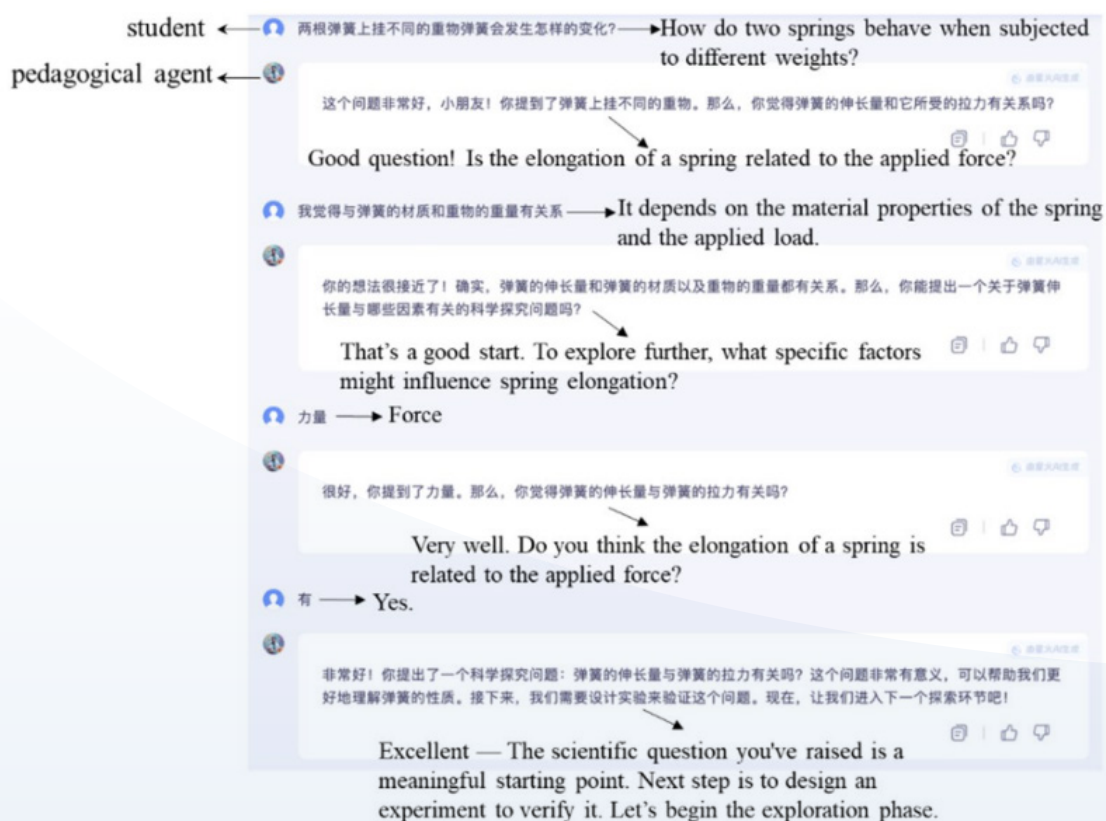


Fig. 6 Screenshot of the pedagogical agent



For more details, please visit the link below:

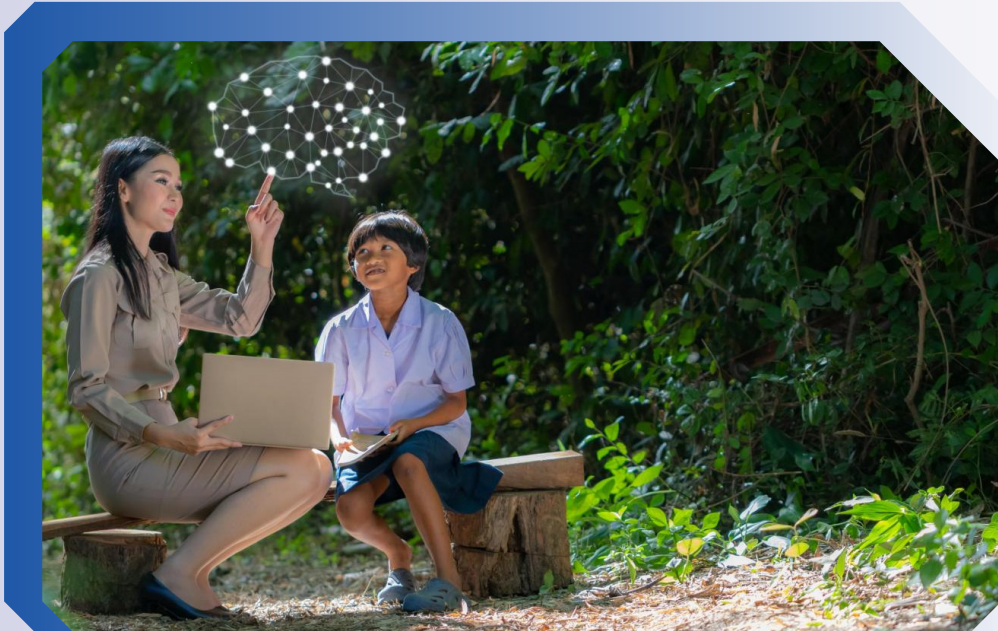
<https://link.springer.com/article/10.1007/s40692-025-00383-w#Sec100>



Reference:

Zheng, L., Liu, Z., Fu, Z. et al. An empirical study on leveraging generative artificial intelligence in promoting inquiry-based learning. J. Comput. Educ. (2026). <https://doi.org/10.1007/s40692-025-00383-w>

Launch of the Regional Community of Practice (CoP) on Science of Learning in Asia-Pacific Region



The Science of Learning (SoL) forum, co-organized with the UNESCO Global Alliance on the Science of Learning for Education, the UNESCO Division for Policies and Lifelong Learning Systems, UNESCO International Institute for Technologies in Education (IITE), and the UNESCO Chair on Artificial Intelligence in Education at Beijing Normal University, was held on 18 August 2025, during the Global Smart Education Conference in Beijing. During this forum, several experts from different backgrounds were invited to discuss their research related to the science of learning, the importance of cross-country collaboration in this field, and the bi-directional relationship between technology and the science of learning, including ethics and generalizability. During this forum, the Regional Community of Practice (CoP) on Science of Learning in Asia-Pacific Region (AP-CoP@SoL) was also launched by the UNESCO Chair on Artificial Intelligence in Education, also in collaboration with the UNESCO Global Alliance on the Science of Learning for Education, aiming to catalyze research and application of the science of learning.

CoP description

The Community of Practice (CoP) on the Science of Learning in Asia-Pacific focuses on deepening the understanding of how learning occurs in the region and providing

localized approaches and solutions accordingly. It brings together educators, researchers, policymakers, and practitioners from diverse backgrounds and disciplines to enhance learning experiences and outcomes in the Asia-Pacific region through evidence-based practices and insights into the science of learning. This CoP aims to foster collaboration, share evidence-based practices, and advance research in the fields of learning science, educational psychology, educational technology, neuroscience, and pedagogy.

The regional CoP will also collaborate with other international organizations and communities, and coordinate with the UNESCO Global Alliance on the Science of Learning for Education to share regional findings and challenges with the global community, as well as contribute to synergizing efforts at global level. This will catalyze knowledge sharing and promote international collaboration to accelerate the achievement of quality education, one of the United Nations Sustainable Development Goals (SDG 4).

Objectives

The regional CoP on Science of Learning in Asia-Pacific aims (but is not limited) to: (1) Encourage and support collaborative research initiatives that focus on region-specific learning challenges, blending global methodologies with localized approaches; (2) Facilitate the exchange of research findings, evidence-based practices, and innovative strategies within the Asia-Pacific region and beyond; (3) Influence educational policy formulation and implementation by supporting uptake of evidence-based practices and research-informed decision-making at local, national, and regional levels, especially for marginalized communities and minorities; and (4) Capacity building to equip educators and practitioners with the latest knowledge and skills related to the science of learning.

Become a member

Membership is open globally to universities, research institutions, networks, think tanks, civil society organizations, governmental institutions, non-governmental organizations, intergovernmental organizations, foundations, funders, associations, academic societies and publishers, as well as individual researchers, academics, and policymakers, who may be representatives of national governments.

Contact



For more information

contact unescochair.aied@bnu.edu.cn



For more details, please visit the link below:

<https://glhconnect.unesco.org/launch-regional-community-practice-cop-science-learning-asiapacific-region>

HKUST-FWE Conference on AI, Technology, and Education



On 25–26 May 2026, the Hong Kong University of Science and Technology (HKUST), in partnership with the Forum for World Education (FWE), hosted a landmark two-day international summit at HKUST's Shaw Auditorium. The HKUST-FWE Conference on AI, Technology, and Education brought together over 150 global school leaders and technology innovators under the theme "Better AI · Better Technology · Better Education · Better World" to explore the latest trends and developments in AI education.

The conference provides a comprehensive platform for sharing insights on the current state of AI use, highlighting successes and challenges while envisioning future directions. Discover how teachers are harnessing AI to enhance their teaching quality and efficiency, and learn best practices for upskilling current educators and training future teachers.

HKUST and FWE jointly created a forward-looking, cross-sector dialogue platform that breaks through traditional conference frameworks. The Summit brought together government representatives, university researchers, and EdTech executives, along with frontline primary and secondary school principals, teachers, and students, to exchange ideas and foster deeper cross-sector collaboration.

Andreas Schleicher, Director for Education and Skills at the OECD, delivered a keynote speech in which he described AI as a double-edged sword for education. While AI can support personalized learning and enhance teachers' capacity, it also carries the risk of diminishing students' critical thinking and widening educational disparities. He underscored the need to reaffirm the fundamental purpose of education, preserve teachers' central role, and develop age-appropriate educational frameworks and internationally shared standards so that AI can genuinely contribute to transforming and improving education.



The roundtable discussion was moderated by Dr. Susan Sclafani, Vice President, Forum for World Education. Professor Huang Ronghuai, Co-Dean of the Smart Learning Institute of Beijing Normal University, engaged in an in-depth dialogue with Professor Janet Hsiao, Professor of Social Science and Professor of Computer Science & Engineering at Hong Kong University of Science and Technology (HKUST), and Professor Nancy Law, Professor and Chair of Learning Sciences and Technology, The University of Hong Kong, Hong Kong, China, focusing on key policy issues surrounding AI-enabled education.



Reflecting on the successful outcomes of the event, Dr. Davis CHENG, President of FWE expressed, "The essence of education lies in humanistic care. To achieve a better world, we must build better education under the guidance of human wisdom and a sense of responsibility. We look forward to standing shoulder to shoulder with HKUST to open a meaningful new chapter of cooperation, jointly driving optimized AI development, higher-quality technological advancement, and co-creating a better world."

Emphasizing the broader institutional mission behind the Summit, Mr. Tony GAO Yu-Tong, President of EasyTransfer and Board Member of FWE, remarked on the long-term impact of cross-border educational initiatives: "What we are doing here is connecting generations and building the ultimate bridge between nations, cultures, and people. The process of integrating AI responsibly may take time, but we believe that a better world must be built on a foundation of international education that champions both innovation and human wisdom."



The Forum for World Education (FWE) is a non-profit world organization with its headquarters in Cambridge, Massachusetts and with operations in major cities throughout the world. Its mission is "to transform education in answer to the skills and knowledge requirements of current and future global society, its economic growth, societal progress and sustainability."

FWE aims to provide an inclusive setting for business and thought leaders to engage in an ambitious and far-reaching conversation about the future of education, the workforce, and play a catalytic role in transforming education systems to better equip the new generation with the knowledge, skills and mindset for a challenging and rapidly changing world.

Across its keynote lectures, interactive panel discussions, and sharing sessions, participants explored and evaluated classroom success stories and systemic bottlenecks, demonstrating how frontline educators leverage AI to enhance instructional quality and administrative efficiency. The high-level dialogues generated concrete recommendations for strategic leaders, school management, and technology innovators. In addition to outlining global best practices for teacher training, they developed relevant frameworks aimed at maximizing AI's educational benefits while effectively mitigating long-term operational and compliance risks.



For more details, please visit the link below:

<https://fwe.hkust.edu.hk/>



Higher education global trends report: towards inclusive, equitable and quality higher education in an internationally mobile landscape

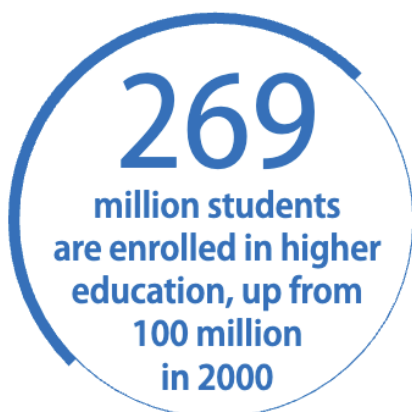
In May 2026, the UNESCO International Institute for Higher Education in Latin America and the Caribbean (UNESCO IESALC) released the *Higher Education Global Trends Report*, marking UNESCO's first comprehensive effort to systematically map and analyze trends in higher education development from a global perspective. The report aims to enhance awareness and understanding of higher education landscapes worldwide, inform policymaking, foster dialogue among stakeholders, and contribute to building more inclusive, resilient and forwardlooking higher education systems and policies.



Technological disruption, demographic change and shifting labour market expectations are reshaping higher education globally. Although global enrolment more than doubled over the last 20 years to reach nearly 269 million students in 2024, major inequalities persist in access, completion, funding and mobility. Fewer than 3% of students participate in international mobility, only 9% of refugees access higher education, and many institutions face mounting financial pressure, growing threats to academic freedom, and the challenge of adapting to digital transformation and artificial intelligence.

Drawing on data from the Higher Education Policy Observatory and an extensive review of key literature, this first UNESCO report on global trends in higher education offers a timely and evidence-based picture of a sector at a crossroads. It maps the persistent challenges and emerging

opportunities reshaping higher education today, across areas ranging from participation, equity, governance and quality assurance to financing, teaching personnel, student mobility and the recognition of qualifications.



As the world enters the final stretch to achieve the Sustainable Development Goal 4 on education, the report serves as a practical tool to inform policy, foster dialogue and support more inclusive, equitable, resilient and future-ready higher education systems.

Conclusions and the future outlook

- 1 While expanding access to higher education should remain a priority, progression and completion should garner closer attention.
- 2 Despite a strong commitment to foster inclusion in higher education, further measures are needed to make this a reality for disadvantaged groups
- 3 As higher education systems expand and diversify, effective coordination and steering become increasingly important.
- 4 Institutional autonomy and academic freedom underpin higher education, yet their recognition and implementation remains uneven.
- 5 Securing sustainable and equitable financing is essential to meet the growing demand for higher education.
- 6 Digital transformation and AI offer unprecedented opportunities but also risk exacerbating existing inequalities.
- 7 Teaching personnel are at the forefront of quality and inclusive higher education, yet growing challenges threaten the profession's growth and retention capacity.
- 8 Ensuring the fair, transparent and non-discriminatory recognition of higher education qualifications is essential to making mobility more equitable.
- 9 Strengthening higher education ultimately depends on more robust data systems and international cooperation to inform policy and practice.



For more details, please visit the link below:

<https://unesdoc.unesco.org/ark:/48223/pf0000398121>

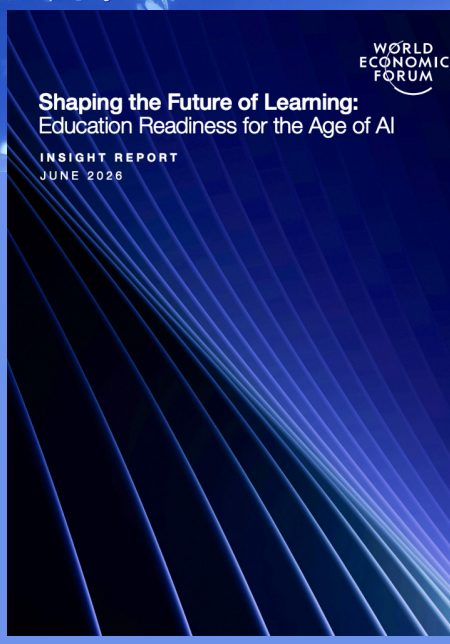


Reference:

Gutović, V., Bouckaert, M., Xia, T., Quinteiro Goris, J. A., Baroni Boces, G., Sears, M. D., Peterson, M. S., & Osei, E. (2026). *Higher education global trends report: Towards inclusive, equitable and quality higher education in an internationally mobile landscape*. UNESCO International Institute for Higher Education in Latin America and the Caribbean. <https://doi.org/10.54674/IN.2026.94>



Shaping the Future of Learning: Education Readiness for the Age of AI



On 4 June 2026, the World Economic Forum (WEF) released the report *Shaping the Future of Learning: Education Readiness for the Age of AI*, which explores the opportunities and risks emerging from the rapid integration of AI into education. The report introduces a practical AI Readiness Framework that helps policy-makers, educators, institutions, technology providers and communities assess whether the conditions are in place for responsible and effective adoption.

The New Context for Education

This chapter analyzes the profound transformations brought about by artificial intelligence, technological disruption, demographic shifts, and evolving labour market demands. The report argues that AI is fundamentally changing how knowledge is accessed, produced, and applied, challenging traditional assumptions about learning, human capital development, and the role of education. It highlights both the opportunities offered by AI—including personalized learning, scalable feedback, and improved educational efficiency—and the growing gap between rapidly evolving learning behaviors and education systems that remain slow to adapt.

Risks of Unstructured AI Adoption

This chapter focuses on the unintended consequences that may emerge when AI is integrated into education without adequate governance and pedagogical guidance. The report identifies several major risks, including cognitive offloading and the weakening of critical thinking skills, the spread of misinformation and AI-generated inaccuracies, threats to academic integrity, and the erosion of social interaction and human connection in learning environments. It emphasizes that the impact of AI on education will depend not only on the technology itself but also on the conditions under which it is deployed.

Building Education Readiness for the Age of AI

This chapter introduces the AI Readiness Framework, which serves as the report's central analytical model. The framework argues that effective AI integration requires a system-wide approach that aligns governance, institutional capacities, pedagogical practices, and learning experiences. Rather than viewing AI adoption as a purely technological issue, the report presents it as a broader educational transformation that requires coordinated action across policy, institutions, educators, learners, and technology providers.

Signals of Readiness for AI in Education

This chapter translates the framework into practical guidance by proposing a set of readiness signals that can help stakeholders assess their preparedness for AI-enabled education. These indicators span areas such as data governance, digital infrastructure, educator professional development, assessment reform, academic integrity, learner support, digital literacy, and lifelong learning. Rather than functioning as a compliance checklist, the signals are intended to facilitate dialogue, identify gaps, and support continuous improvement across education systems.

Taken together, the four chapters advance a central argument: the future of education will not be determined by artificial intelligence alone, but by the capacity of education systems to shape how AI is developed, governed, and used. The report therefore calls for a coordinated, human-centred, and equity-oriented approach to AI adoption, ensuring that technological innovation strengthens rather than undermines learning, human development, and educational opportunity.



For more details, please visit the link below:

<https://www.weforum.org/publications/shaping-the-future-of-learning-education-readiness-for-the-age-of-ai/>



Reference:

World Economic Forum. (2026, June 4). *Shaping the future of learning: Education readiness for the age of AI*

https://reports.weforum.org/docs/WEF_Shaping_the_Future_of_Learning_2026.pdf

Selected Best Practices in AIED (2026)

Scenario-Driven AIED Transformation: Empowering African Educators through AI-Supported Pedagogy in Low-Resource Contexts

— *Case from Teacher Education Institute*

The rapid advancement of Artificial Intelligence (AI) is transforming global education systems, yet its integration remains uneven, particularly in low-resource contexts. In many African classrooms, educators face persistent challenges such as limited access to digital infrastructure, insufficient training in emerging technologies, and a lack of practical models for integrating AI into teaching and learning. These constraints hinder the transition from traditional content-based instruction to competency-based learning (CBL), which emphasizes problem-solving, creativity, and real-world application.

In response, this case introduces an AI-enhanced, scenario-driven educational model designed to bridge this gap. The implementation was conducted in two progressive phases involving educators from African countries. The first phase involved 10 participants from the Third Country Training Programme (TCTP), comprised five male and five female from Botswana (1), Ghana (3), Namibia (2), Nigeria (3) and Sierra Leone (1). This program focusing on needs analysis and initial exposure, which revealed low familiarity with coding, robotics, and AI tools.

The second phase was implemented through an internship programme involving five educators from the Tertiary Education Trust Fund (TETFUND) Centre of Excellence, Federal University of Education, Pankshin, Nigeria (T_CEIPEC), where deeper engagement and application were carried out.

The objective of this initiative is to transform teacher professional development by integrating AI-supported tools, multimodal learning (speech-to-text-to-image), and hands-on project-based approaches into a scalable and context-responsive model. By aligning accessible technology with AI innovation, the project aims to empower educators to design interactive, inclusive, and competency-based STEM learning experiences suitable for diverse and resource-constrained educational settings.

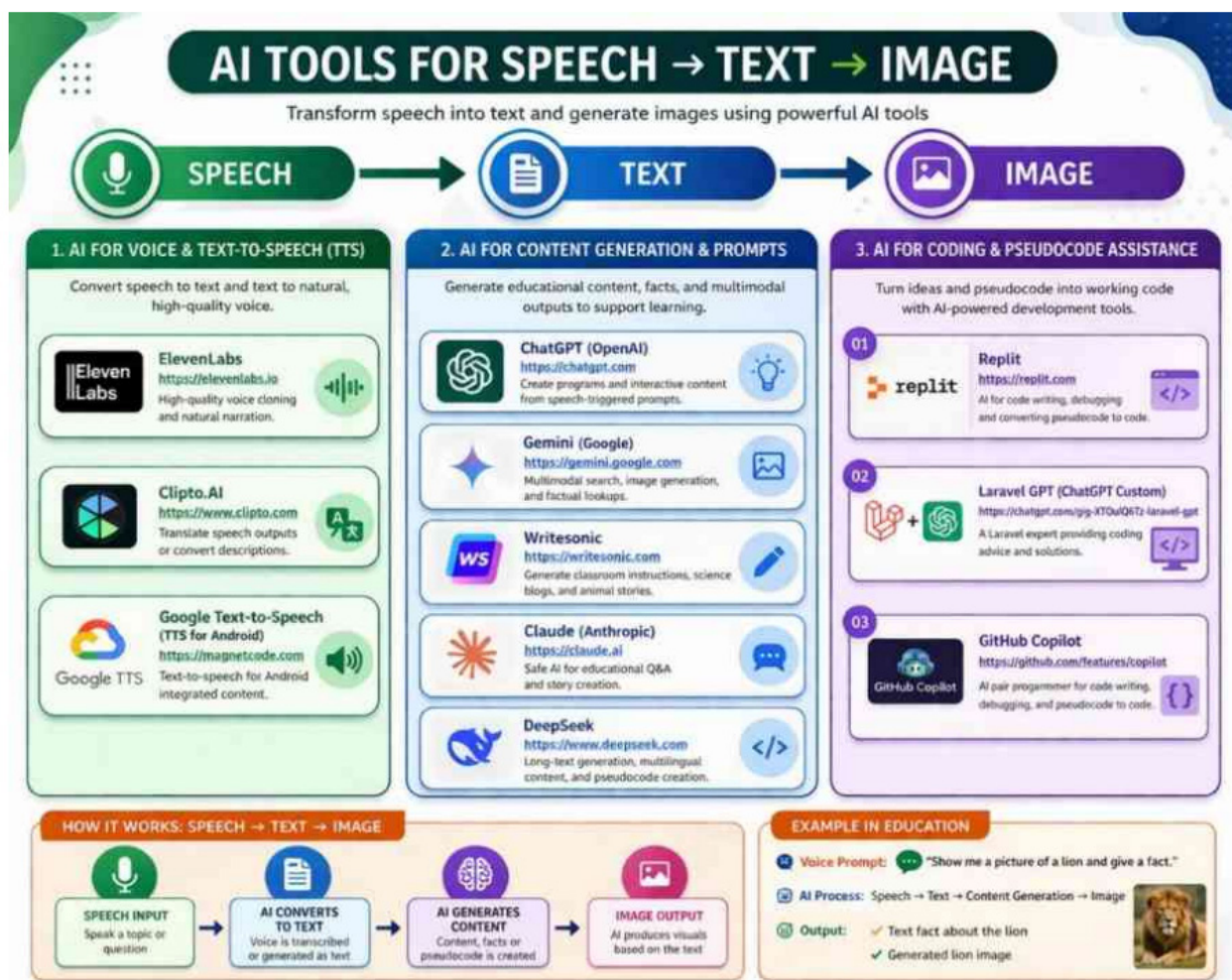


Figure 1 Overview of AI tools introduced for content generation, voice interaction, and coding support within the training programme.

- This case demonstrates strong potential for scalable application and sustainable impact in low-resource educational contexts. The implementation has already been conducted across multiple phases involving educators from diverse African

countries, including participants from the Third Country Training Programme (TCTP) and the Tertiary Education Trust Fund (TETFUND) Centre of Excellence in Nigeria. These cross-context applications validate the adaptability and transferability of the model across different educational systems.

In terms of application scale, the model has been implemented through structured professional development programmes and can be extended through a multiplier approach, where trained educators replicate the model within their own institutions. The use of mobile-based platforms such as Magnetcode, combined with accessible AI tools, ensures that the approach can be deployed in environments with limited infrastructure. This enables broader adoption at institutional, national, and regional levels.

The social value of this case lies in its contribution to equitable access to quality STEM and AI education, particularly in underserved communities. By equipping educators with practical skills and tools, the initiative enhances teaching quality, promotes student engagement, and supports the development of 21st-century competencies such as critical thinking, creativity, and problem-solving. Economically, the model reduces the cost of technology integration by utilizing low-cost, mobile-based solutions and open-access AI tools, making it a cost-effective approach for educational transformation.

This case also plays a demonstrative and leading role in advancing AIED within basic education. It provides a practical framework for integrating AI into teaching through scenario-driven, project-based learning, moving beyond theoretical discussions toward actionable implementation. The model can serve as a reference for policymakers, teacher training institutions, and educational organizations seeking to adopt AI in a pedagogically meaningful and context-sensitive manner.



Figure 2 Participants developing foundational skills through project-based learning activities using the Magnetcode microcontroller.

Source: The author's field data, 2025

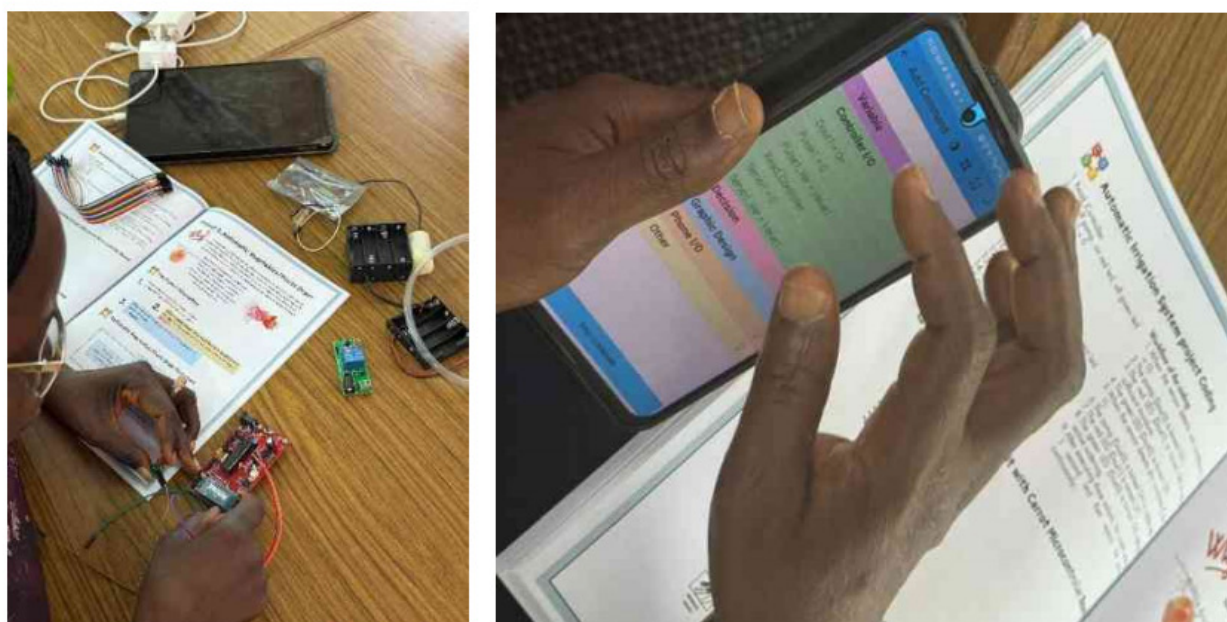


Figure 3 Participants developing foundational skills through project-based learning activities using the Magnetcode microcontroller.

Source: The author's field data, 2025



For more details, please visit the link below:

<https://wdea.bnu.edu.cn/docs/2026-06/b54cb478d3fa413491e524ba75110288.pdf>

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Selected Best Practices in AIED (2026)

An Integrated AI Enhanced Learning Ecosystem: From Virtual Anatomy to Immersive Clinical Simulation at the University of East Capital School of Medicine

— *Case from University of East Capital*

Medical education traditionally separates basic sciences from clinical skills training, creating a disconnect that hinders students' ability to integrate knowledge. As a newly established institution welcoming its first cohort in 2025, the University of East Capital School of Medicine seized the opportunity to design a curriculum that embeds educational technology.

Three core pain points that our curriculum would address:

Fragmented learning

Students typically learn anatomy through cadavers, histology through glass slides, physiology through static graphs, and clinical skills through isolated simulation sessions, each in separate silos with little connection between them.

Limited exposure to real patient variation

Traditional methods offer few opportunities to encounter rare diseases, anatomical variations, or the full spectrum of pathological presentations before clinical rotations.

High-stakes, low-repeatability training

Students have insufficient chances to practice clinical reasoning, communication, and procedures in a safe, repeatable environment before interacting with real patients.

To address these challenges, we designed a technology-enhanced curriculum that integrates six advanced platforms: an AI-powered patient communication simulator, a high-resolution virtual dissection table, a dynamic virtual physiology platform, immersive VR goggles, a comprehensive virtual microscopy system, and an AI-powered interactive e-Book platform. The objective is to build a seamless learning journey that mirrors clinical reasoning, from cellular pathology to patient interaction and procedural practice, aiming to improving knowledge retention, clinical reasoning skills, and student confidence from the very first year of medical training.



Figure 1 AI Patient Simulator and Sectra Table



Figure 2 Virtual Physiology Platform and VR Goggles

Case Innovation and Breakthroughs

1. Main Innovation Content

The core innovation lies in the integrated, scenario-driven pedagogical model that weaves together six distinct technologies into a cohesive learning arc. Rather than using each tool in isolation, the institution developed a "spiral integration" framework where every technology reinforces the same clinical concept from different educational perspectives; molecular, anatomical, physiological, clinical, and procedural. This mirrors the way expert clinicians think, integrating multiple layers of knowledge to solve a patient problem.

◇ **Cross-platform case authoring:**

Faculty can create a single case (e.g., "Heart Failure") that simultaneously populates a virtual microscopy slide (myocardial hypertrophy), a Sectra Table 3D model (enlarged heart with CT correlation), a physiology simulation (decreased ejection fraction), an AI patient script (shortness of breath, oedema), and a VR procedure (insertion of a pulmonary artery catheter). The AI e-Book platform then generates reading lists, quizzes, and personalised study recommendations for each student based on their performance across these activities. All resources are linked via the learning management system.

◇ **AI-driven communication training:**

The AI patient simulator uses natural language processing to respond to thousands of interview questions, allowing students to practice open-ended questioning without an actor. The system logs conversation patterns, enabling faculty to identify common communication gaps. Through Real-Time Remote Simulation Control, it adjusts vital signs, speech, and sounds using any Internet-connected device, collect checklist data, and watch live video. It also provides patient authoring, creating new patients' scenarios by customizing vitals, checklists, patient file, and all speech questions and responses, share and collaborate with other users.

◇ **Personalised, just-in-time learning:**

The Learning Management System serves as a "learning companion" that tracks each student's progress across all other platforms. This creates a continuous, adaptive learning loop.

◇ **Objective, multi-source debriefing (under-development):**

The integration of performance data from all platforms (CPR metrics, conversation logs, VR hand-movement accuracy, virtual microscopy quiz scores, AI e-Book engagement metrics) into a single debriefing dashboard provides a holistic view of student competence. This allows debriefing sessions to focus on meaningful patterns rather than isolated mistakes.

2. Application Practice Breakthrough Content

The integrated model addresses a long-standing challenge in medical education: the theory-practice gap. By anchoring every technology activity to authentic patient scenarios, students repeatedly apply foundational science to clinical situations. This is expected to improve clinical reasoning and diagnostic accuracy, as will be evidenced by OSCE scores and national board examinations as the first cohort progresses.

Furthermore, the scalability of the model is a breakthrough. Through cloud-based case sharing, the institution is planning to collaborate with national teaching hospitals and international partners, exchanging anonymised cases and best practices. This demonstrates that the model can be replicated and adapted across different educational contexts, including other health professions such as nursing, pharmacy, and dentistry.



For more details, please visit the link below:

<https://wdea.bnu.edu.cn/docs/2026-06/b54cb478d3fa413491e524ba75110288.pdf>
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Selected Best Practices in AIED (2026)

Times Higher Education: Artificial Intelligence-Digital Maturity Index

Case from Times Higher Education

The Artificial Intelligence-Digital Maturity Index (AI-DMI) was born from conversations with corporate digital capabilities providers and universities that wanted to find out their internal stakeholder perceptions of their digital transformation process and strategy. Speaking with institutions, we discovered that many universities invest in their digital capabilities without a clear strategic plan of integration and progression, often leading to underutilized technologies or platforms which serve as hinderances rather than the benefits they were intended to be. Additionally, since the inception of the Index, artificial intelligence usage has increased exponentially across the globe, impacting the way industry and higher education institutions have traditionally understood functional structures and pedagogies.

Amongst different internal stakeholders, ranging from administrative staff to star researchers, everyone had a different perception of how institutional digital transformation had affected them, positively or negatively, in their individual roles. The AI-DMI is designed to collate those perceptions into a quantifiable grade which senior leadership can review to discover where their resource allocation should be focused on within their university, be it augmenting research capabilities through the ethical usage of AI or enabling better student registration forecasts for the administrative office.

The goal is for decision makers to have the necessary data to make prioritization possible.

▷ There are three audience groups most interested in the results:

- Individual universities that utilize the AI-DMI to design or augment their digital transformation strategy
- Corporate entities who provide digital solutions to higher education institutions
- Governments that can leverage a national AI-DMI framework in understanding budgeting and resource allocation amongst different institutions

Implementation Process

Designed from the ground up, the AI-DMI was built with industry consultation – both higher education institutions and corporate partners provided key insights into their priorities when considering the maturity level of a university's digital transformation strategy.

▷ Some key steps taken included:

1. Development of a comprehensive survey structure encompassing 2 Core University Stakeholder Groups (Education & Research and Governance & Administration) and 5 Dimensions (elements of digital transformation – Strategy, People, Utilization, Strategy (Data and AI Ethics), Technology). Challenges included length of interview as well as co-development of survey questions with multiple feedback channels (e.g. differing agendas between HEIs and corporate entities).
2. Deployment of global survey to stakeholders from around the world. Audience reach was a particular challenge here as the target respondents included senior management from HEIs as one of the pillars. Through THE's extensive reach and partners, we were able to obtain a substantial global response of almost 5,000 completed surveys.
3. Analysis of the data set was the next step and the benchmarking and trend analysis for a truly global survey provided both a challenge and an opportunity to view the results through a regional lens. The decision to include a geographical centered perspective allowed an in-depth look at the differences between HEIs across the world.

Table 1 University Stakeholder Group Specific Questions (Technology Dimension)

Pillar	Dimension	Question
Education and Research	Technology	Which technologies are provided by your university?
		Learning Management Systems (e.g., Moodle, Canvas)
		Conferencing Systems (e.g., Zoom, Teams)
		Automated Grading Systems
Governance and Administration	Technology	Are the following digital systems are used by your university?
		Student systems (e.g., Student Information Systems, retention/early warning tools)
		Academic and research systems (e.g., Library Information Systems, research grant management)



For more details, please visit the link below:

<https://wdea.bnu.edu.cn/docs/2026-06/b54cb478d3fa413491e524ba75110288.pdf>
Pages 512–516

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