Session Outcome Document

AI (and) education: Convergence between Chinese and European pedagogical practices

Beijing Institute of Technology; DiploFoundation / Geneva Internet Platform

7 July, 14:00 – 14:45

https://www.itu.int/net4/wsis/forum/2025/Agenda/Session/155

Key Issues discussed: Looking Beyond 2025 (5–8 bullet points highlighting achievements, emerging trends, challenges in 20 years, figures, success stories and opportunities for WSIS beyond 2025)

- **East-West Educational Philosophy Convergence**: The discussion explored differences and similarities between Chinese educational systems (rooted in Confucian traditions) and Western/European approaches (emphasising critical thinking and creativity), with speakers examining how these philosophical foundations influence AI development and educational practices.
- **The Future Role of Universities and Professors in the AI Era**: A central debate focused on whether educational institutions and teachers will remain necessary as AI becomes more capable.
- **AI as Educational Tool vs. Replacement**: Participants discussed how AI should be integrated into education, not as a replacement for human learning but as a tool that requires new pedagogical approaches, emphasising the need for students to develop critical thinking skills to evaluate AI outputs rather than passively accept them.
- **Transformation of Learning Methods and Assessment**: The conversation addressed how traditional educational practices like essay writing, memorisation, and fixed-duration degree programs need to be reimagined in an AI-enhanced world, with suggestions for more flexible, competency-based systems and apprenticeship-style learning.
- **Development of Human-Centred Skills**: Speakers emphasised the growing importance of uniquely human capabilities such as creativity, ethical judgment, emotional intelligence, collaboration, and the ability to ask the right questions – skills that AI cannot replicate and that become more valuable in an AI-augmented world.

Tangible Outcomes of the session

- *Announcements/launch during the session:* An AI Philosophy Caravan is planned for August 7-17, travelling through multiple Chinese cities to continue these discussions on AI, education and philosophy.

- *Agreements*: Universities should integrate AI tools across teaching, assessment, and student engagement while maintaining quality standards. Educational institutions need to develop new frameworks that blend Eastern rigour with Western innovation in AI literacy curriculum

Key Recommendations and Forward-Looking Action Plan for the WSIS+20 Review and Beyond

- Universities and professors remain essential in the AI era, but must fundamentally transform their roles from knowledge transmitters to coaches and facilitators.

- Educational systems must shift from memorisation-based learning to developing critical thinking, creativity, and uniquely human skills like empathy and ethical judgment.

- AI literacy must encompass three core areas: critical thinking to evaluate AI outputs, creative collaboration skills, and ethical awareness of AI's societal impacts.

- Educational institutions are encouraged to adopt an 'AI apprenticeship' model where students learn by engaging with AI tools under a professor's guidance, similar to traditional master-apprentice relationships.

- Education's future lies not in choosing between human and artificial intelligence, but in thoughtfully integrating both to create learning experiences that develop uniquely human capabilities while leveraging technological tools effectively. This balanced approach, informed by diverse cultural perspectives, offers a promising foundation for navigating educational challenges in the AI era.