

Global Competition on Design for Future Education



Background

Artificial Intelligence (AI) is profoundly changing people's way of life and learning. It promotes an era of human-computer collaboration, cross-border integration and co-creation and sharing. Since education is undergoing tremendous changes, AI and learning become more active and meaningful in an interconnected intelligent environment. The futures of education will integrate the virtual and real world to create an educational ecosystem based on open resources of data.

Despite these opportunities presented through intelligent technologies, access to high-quality education remains incomplete and inequitable. Furthermore, exclusion from educational opportunities remains unsolved. At the UN Transforming Education Summit in 2022, António Guterres, UN Secretary-General, stated that education is in a deep crisis. The pandemic has harmed the learning of more than 90 % of the world's children with half of all countries cutting their education budgets. Some 70 % of 10-year-olds in poor countries are unable to read a basic text. Either they are out of school, or in school but barely learning. The poor- especially girls and students with disabilities-face huge obstacles to getting the qualifications that could change their lives. Such education crises are to be solved as an incomplete expansion of education, inequitable expansion of education and poor education quality and relevance, etc.

In 1994 UNESCO proposed the concept of inclusive education, which refers to “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education”. In 2017 UNESCO reiterated the significance of ensuring inclusion and equity in education. In 2021 UNESCO launched the Futures of Education Initiative and published its report on ***Reimagining Our Futures Together: A New Social Contract for Education***, calling for rethinking current education in an increasingly complex, uncertain and fragile world. Looking to 2050 and beyond, we should work together to redefine and transform education along five key dimensions: pedagogy, curricula, teachers, schools, and educational opportunities. In 2022, at the UN Summit, over 130 countries committed to prioritize education, taking action to end the learning crisis by minimizing the impact of COVID-19 on education disruption, strengthening the resilience of educational systems against crises, addressing educational exclusion, teacher profession revolution, curriculum updating, digital learning and transformation, education financing, etc.

Since 2018, Beijing Normal University has been hosting the annual "Global Competition on Design for Future Education". The aim is to build an international platform to develop cooperation with international organizations, universities, and research institutes. This has been done by inviting

teachers and students worldwide to explore future-oriented educational solutions for a better educational opportunity for mankind.

Competition Objectives

The Global Competition on Design for Future Education is jointly organized by Beijing Normal University, UNESCO Institute for Information Technologies in Education, as well as well-known domestic and overseas organizations, universities, and enterprises. The competition aims to:

- **Understand the concept of intelligence education.**
- **Apply emerging technologies (e.g. Virtual Worlds and Metaverse) to improve the cognitive needs of students.**
- **Tackle educational challenges to rural areas and disadvantaged groups.**
- **Apply intercultural and interdisciplinary collaborations.**

During this competition, participants including teachers and students can provide constructive insights into the futures of education. Teachers and students can utilize design thinking by putting forward innovative educational projects and presenting the future-oriented case studies. The competition is an opportunity for university students, primary and secondary school teachers to have an international interactive opportunity.

Previous Review

The Global Competition on Design for Future Education has been held annually since 2018, focusing on how teachers and students worldwide think about the futures of education. Since 2021, it has added the category for primary and secondary school teachers. Until now, the competition has been held for 5 consecutive years with wide attention from participants all over the world. It has expanded from China to 20 countries and regions around the world, and the total number of participants has exceeded 2,000. During the competition, more than 200 future-oriented educational solutions and a number of design patents have been produced.

Since its launch in 2018, more groups have been included in the competition in more universities across more countries and regions with an increasing number of participants every year.

In 2018, with the theme of family education, science education and safety education, over 50 students from more than 10 universities in China participated in the competition.

In 2019, with the theme of education in the intelligent age, the competition was held in China, Serbia and Tunisia simultaneously, attracting nearly 1,000 students, among which the participants from China were from more than 30 universities and 10 higher vocational schools.

In 2020, with the theme of inclusive education, over 500 college students from more than 150 universities in more than 10 countries and regions participated in the competition online by Cloud Design.

In 2021, with the theme of inclusive education, it consisted of two categories, for college students and for primary and secondary school teachers, attracting over 500 college students and 100 primary and secondary school teachers from more than 10 countries.

In 2022, with the themes of AI and education, metaverse and education, rural education and inclusive education, it attracted over 1,000 college students and more than 500 primary and secondary school teachers from nearly 20 countries and regions worldwide.

Experts (Part)

General Counsels

Mingyuan Gu, Professor of Faculty of Education, Beijing Normal University

Guanzhong Liu, Professor of Academy of Arts & Design, Tsinghua University

Larry Leifer, Professor of Mechanical Engineering, Emeritus, Stanford University

Organizing Committee

Zuoyu Zhou, Vice President of Beijing Normal University

Judging Committee

Weizu Song, Founder of Beijing Design Society

Dejian Liu, Chairman of NetDragon Websoft Holdings Limited

Reviewers

Ronghuai Huang, Co-Dean of Smart Learning Institute of Beijing Normal University

Yiyu Ding, Expert of Beijing Design Society

Su Wang, Dean of the National Institute of Education Sciences

Hui Zeng, Deputy Director of Organizing Committee Office, Beijing International Design Week

Xiaodong Zhang, Vice Dean of the School of Design and Art, Beijing Institute of Graphic Communication

Jianguo Shi, Vice President of China Educational Equipment Industry Association

Junfen Lin, Executive Deputy Director of the Future Curriculum Research Center for K-12 Education in Guangdong Province

Tao Ma, Director of the Information Technology Research Center, Haidian Institute of Education Sciences in Beijing

Jiaquan Lin, Vice President of NetDragon Websoft Holdings Limited

Oleg Akimov, Programme Specialist of UNESCO IITE

Ratko Obradovic, Professor at the University of Novi Sad, Serbia

Mentors

Ahmed Tlili, Associate Professor of Beijing Normal University

Nebil Jemil, Expert in Educational Technology, Tunis Virtual University

Soheil Salha, Head of Teaching Methods Department, An-Najah National University

Pengfei Xu, Associate Professor of School of Artificial Intelligence, Beijing Normal University

Yan Li, Associate Professor of School of Arts and Communication, Beijing Normal University

Wei Liu, Director of the Design Psychology Research Center of Beijing Design Society

Peng Pan, Senior Engineer at the City Design and Innovation Institute of the Central Academy of Fine Arts

Rui Wang, Director of DAP (Animation Game) International Project at Communication University of China

Dongming Ma, Teacher at the Department of Product Design, Beijing University of Chemical Technology

Roger Y. Chao Jr, Development Consultant of International Education

Saeed Dahdahjani, Co-designer of United Nations International Children's Emergency Fund

Sato Toyomi, Independent Designer, Art Director and Graphic Designer

Simone Miraldi, Product and User Experience Designer at NetDragon Websoft Inc.

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