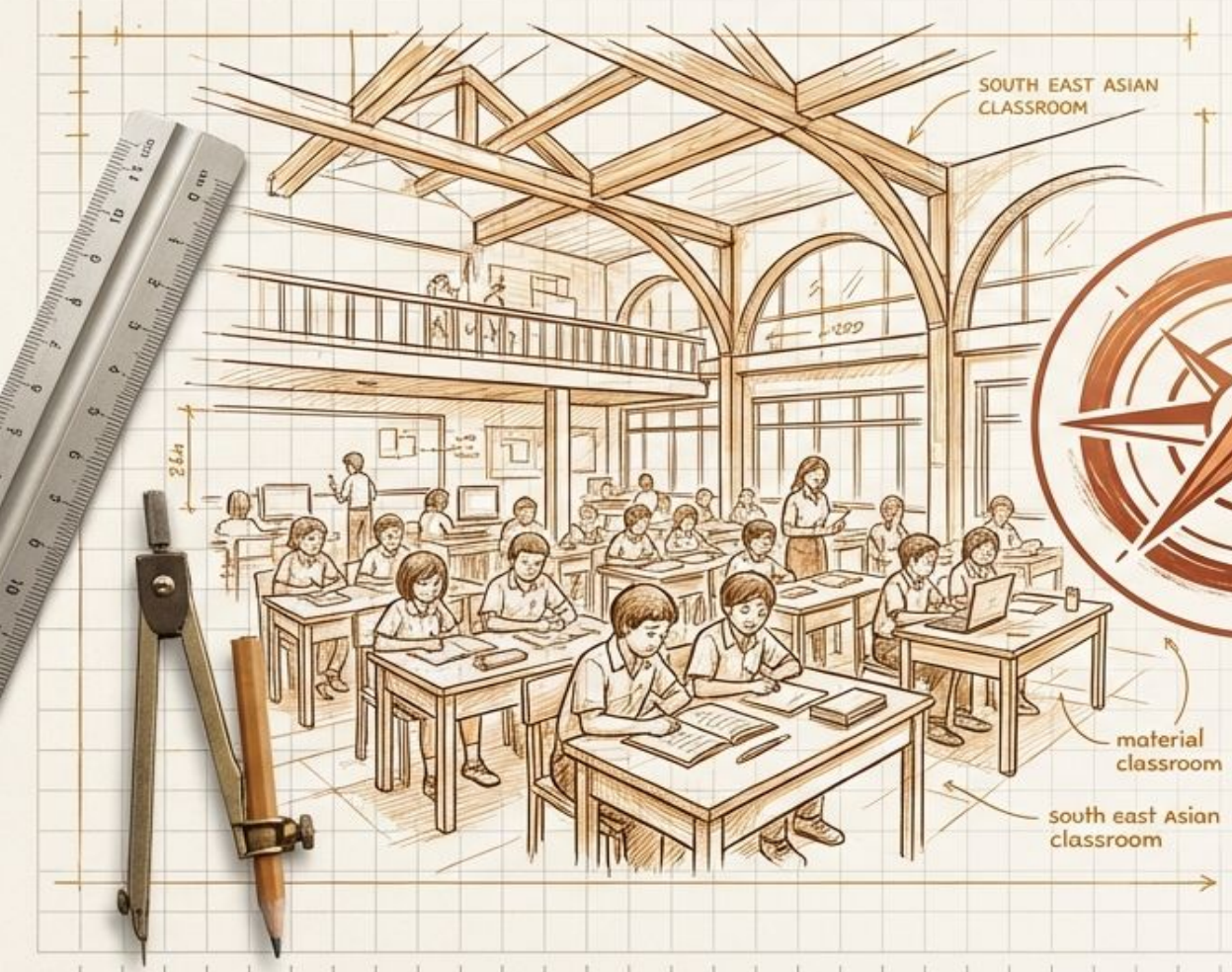
The Teacher as Learning Architect

Designing the Future of Education with AI



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Snr Teacher (Literature)
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Who Does What?
The Architect vs The Engine

- Sets the learning goals and values.
- Understands local culture and nuances.
- Provides empathy and cares for students.
- Makes all final pedagogical decisions.

- Generates first drafts and materials.
- Organises data and student records.
- Suggests differentiated ideas.
- Follows instructions without emotion.

AI is a scaffolding engine. It has no destination without a driver.

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Pillar 1: Start with the Goal (Backward Design)

Identify Desired Results.
What must students know or do?

Determine Evidence.
How will we measure their success?

Plan Activities.
What materials and tasks do we need?

Would you build a house without knowing what it looks like? AI needs us to define the final outcome first.

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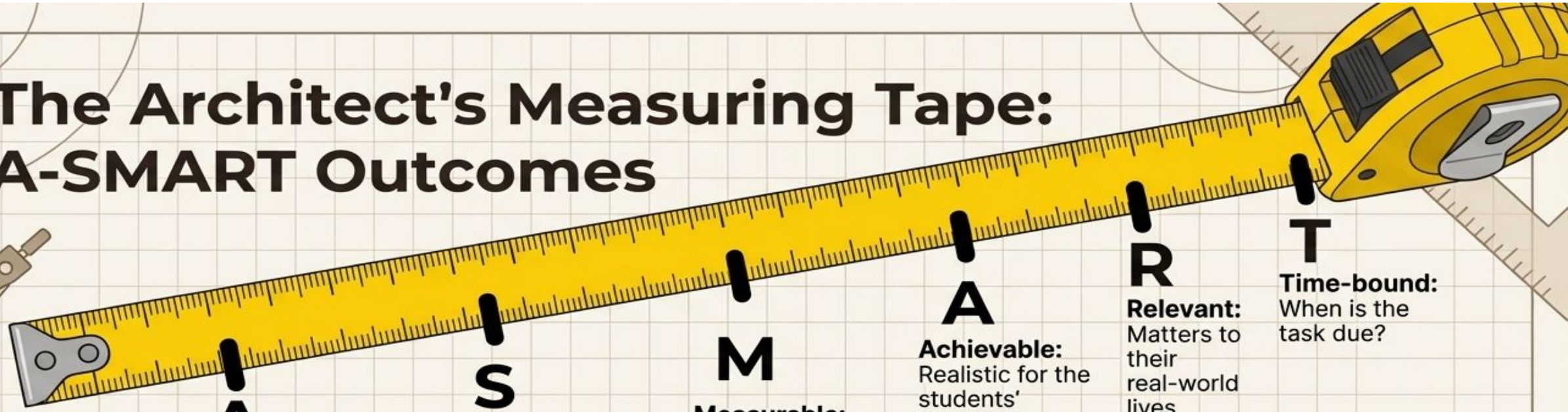
The Architect's Measuring Tape: A-SMART Outcomes



A
Action-oriented: Starts with a clear doing verb (e.g., "Write", "Calculate").

S
Specific: Clear, simple, and unambiguous.

M
Measurable: How will we check their understanding?

A
Achievable: Realistic for the students' current level.

R
Relevant: Matters to their real-world lives.

T
Time-bound: When is the task due?

Weak Prompt: Make a lesson to learn English.

A-SMART Prompt: Create a lesson where students write (Action) a 3-sentence email (Specific/Measurable) about their weekend (Relevant) in 15 minutes (Time-bound).

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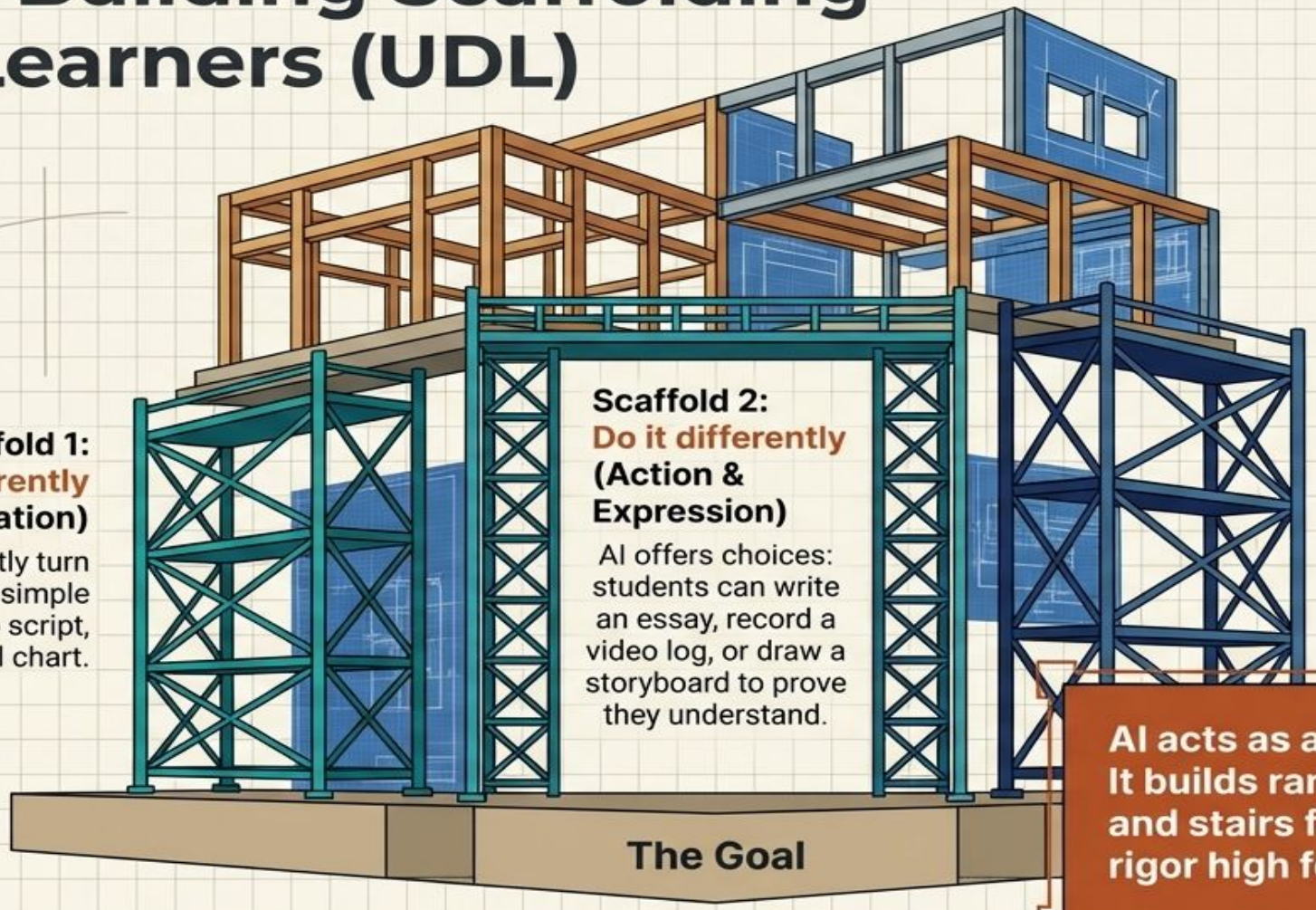
Pillar 2: Building Scaffolding for All Learners (UDL)



Scaffold 1:
Show it differently
(Representation)

AI can instantly turn complex text into a simple summary, an audio script, or a visual chart.

Scaffold 2:
Do it differently
(Action & Expression)

AI offers choices: students can write an essay, record a video log, or draw a storyboard to prove they understand.

Scaffold 3:
Engage differently
(Engagement)

AI connects tasks to local student interests (e.g., rewriting a maths problem to feature local South East Asian geography).

The Goal

AI acts as a 'scaffolding engine'. It builds ramps for some students and stairs for others, keeping the rigor high for everyone.

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Shift Your Energy to What Matters

The Relationships.

Empathy, personalised feedback, and mentoring.

Only the Architect can do this.

The Materials.

Routine drafting, formatting, and organising.

Let the AI Engine do this.

"Less time preparing. More time connecting."

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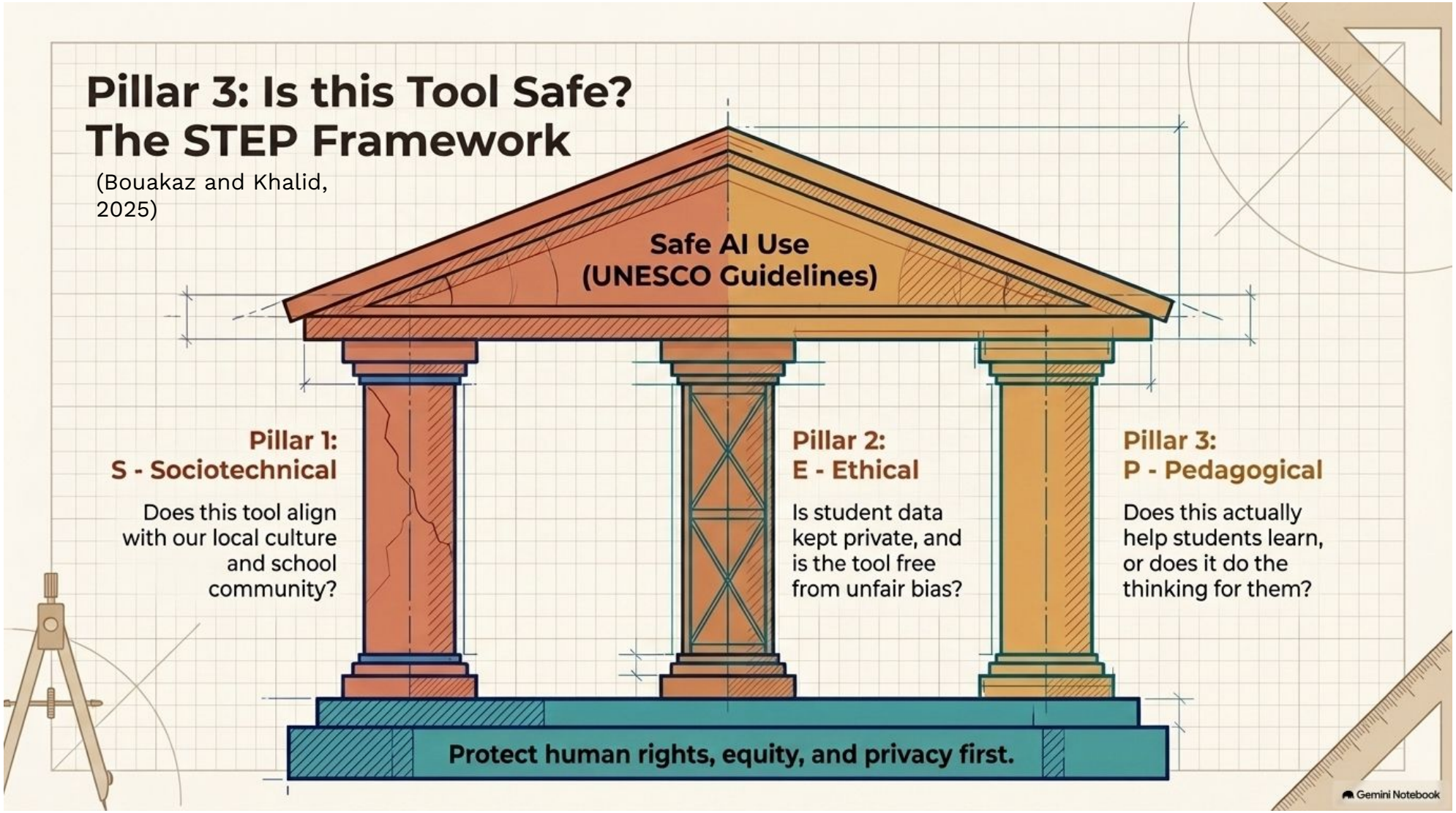
Pillar 3: Is this Tool Safe?
The STEP Framework
(Bouakaz and Khalid, 2025)
Safe AI Use
(UNESCO Guidelines)
Pillar 1:
S - Sociotechnical
Does this tool align with our local culture and school community?
Pillar 2:
E - Ethical
Is student data kept private, and is the tool free from unfair bias?
Pillar 3:
P - Pedagogical
Does this actually help students learn, or does it do the thinking for them?
Protect human rights, equity, and privacy first.
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Architects in Action Across Our Region

AI THAILAND
Integrate AI ecosystem for Thai better living

Thailand: Piloting ThaiLLM and teaching digital ethics to 60,000+ students to prepare them for an AI-driven world safely.

Vietnam: Using AI language tutors to give rural students the exact same speaking practice opportunities as urban students.

Singapore: The EdTech Masterplan 2030 integrates AI literacy seamlessly across the national curriculum.

Indonesia: Anis Damayanti uses AI 'smart canes' and audio tools to help visually impaired students navigate and learn independently.

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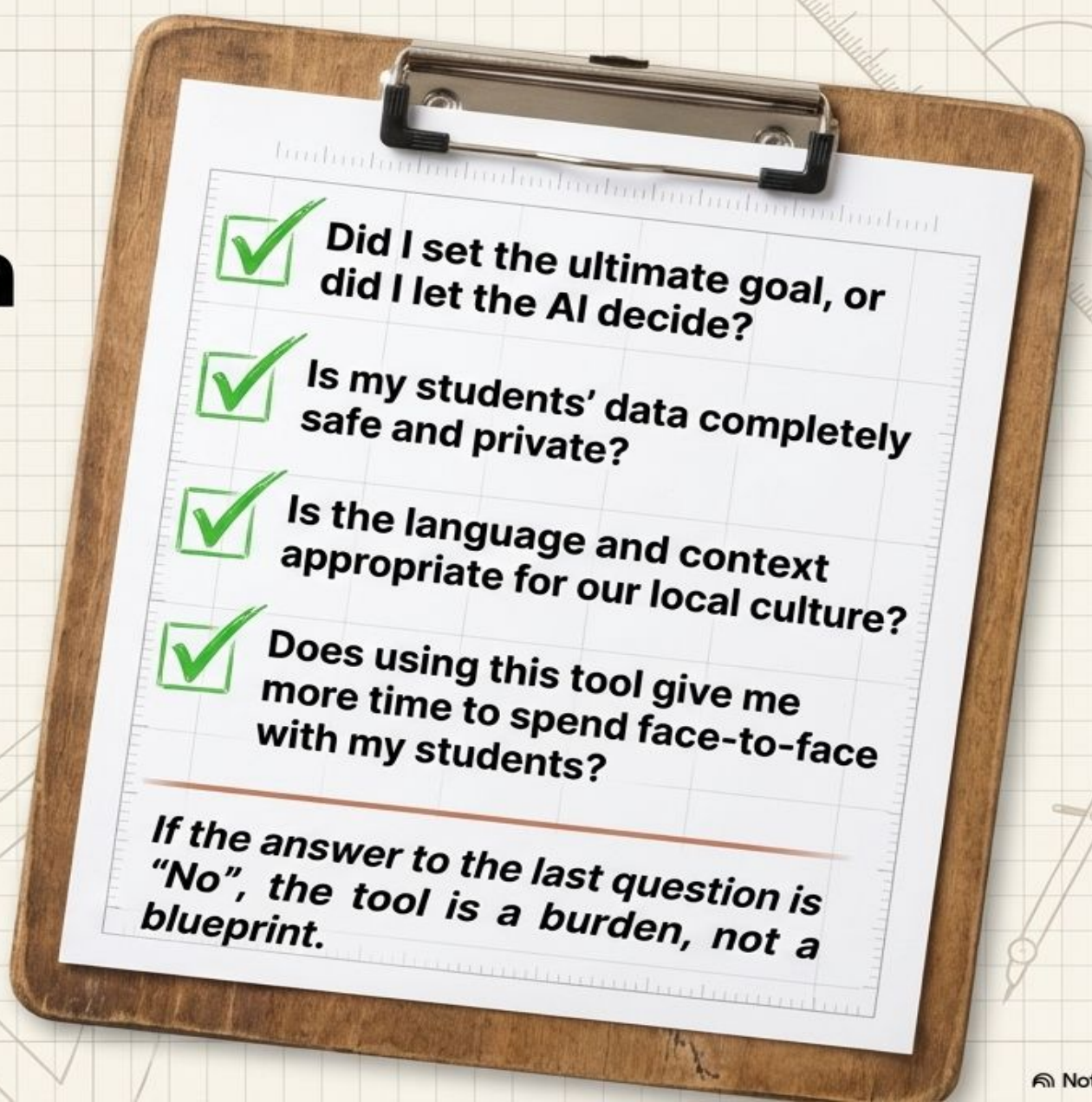
The Architect's Daily Inspection Checklist



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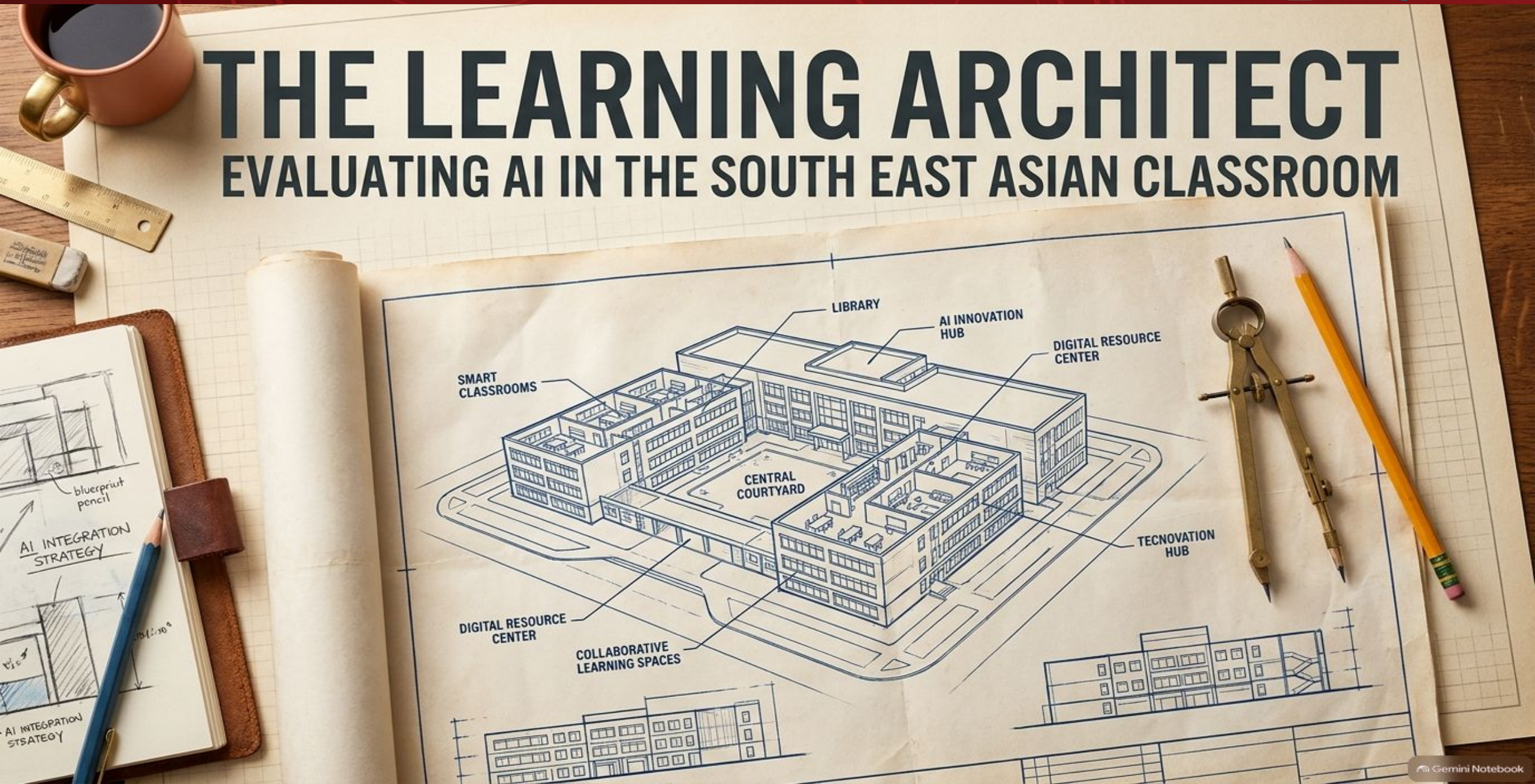
THE LEARNING ARCHITECT

EVALUATING AI IN THE SOUTH EAST ASIAN CLASSROOM



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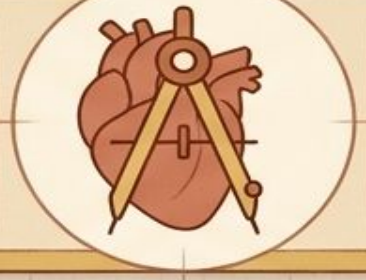

The Architect (You)

- Sets learning goals and values.
- Understands local culture and nuances.
- Provides empathy and care.
- Makes all final pedagogical decisions.

The Engine (AI)

- Generates first drafts and materials.
- Organises data and records.
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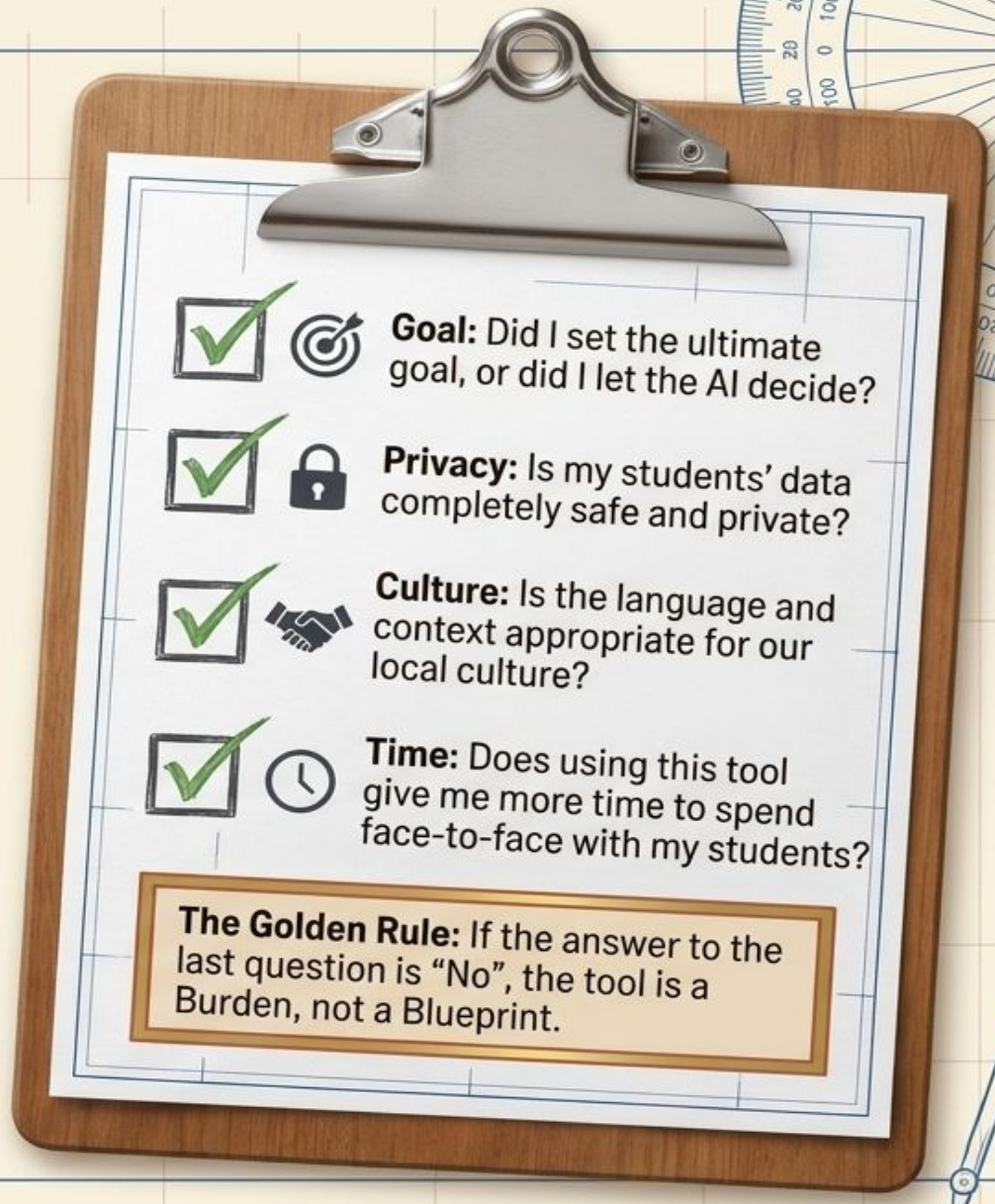
The Architect's Daily Inspection Checklist



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The Regional Tour: 4 Classroom Case Studies

Let's travel across the region and look at four real AI classroom scenarios. Keep your checklist ready. For each scenario, we must decide together: Is this AI use a **Burden** or a **Blueprint?**

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Vietnam

The Late-Night Lesson Plan

A tired teacher in Vietnam types "Make an English lesson" into an AI chatbot. The AI creates a lesson entirely about American snowstorms. To save time, the teacher prints it directly without editing.

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VERDICT: BURDEN

☒ **Goal:** Failed. The teacher used a weak prompt and let the AI decide the destination.

☒ **Culture:** Failed. Snowstorms are completely disconnected from the students' lived reality in Vietnam.

Have you ever felt tempted to let AI do all the thinking? What is the danger of this?

Using AI without setting an A-SMART goal leads to irrelevant, disconnected lessons.

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Thailand

A-SMART Scaffolding

A math teacher wants to teach fractions. She sets an A-SMART goal: "Students will calculate fractions using local fruit market prices." She then asks the AI to rewrite the same math problem at three different reading levels to help her struggling readers.

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VERDICT: BLUEPRINT

- [x] **Goal:** Passed. The teacher set a firm, culturally relevant A-SMART destination.
- [x] **Time:** Passed. The teacher is freed from writing three separate worksheets, giving her more face-to-face time to coach students.

How does using AI to create different reading levels help your L2 English students access complex subjects?

AI acts as a Universal Design for Learning (UDL) engine, building scaffolds while the teacher keeps the rigour high.

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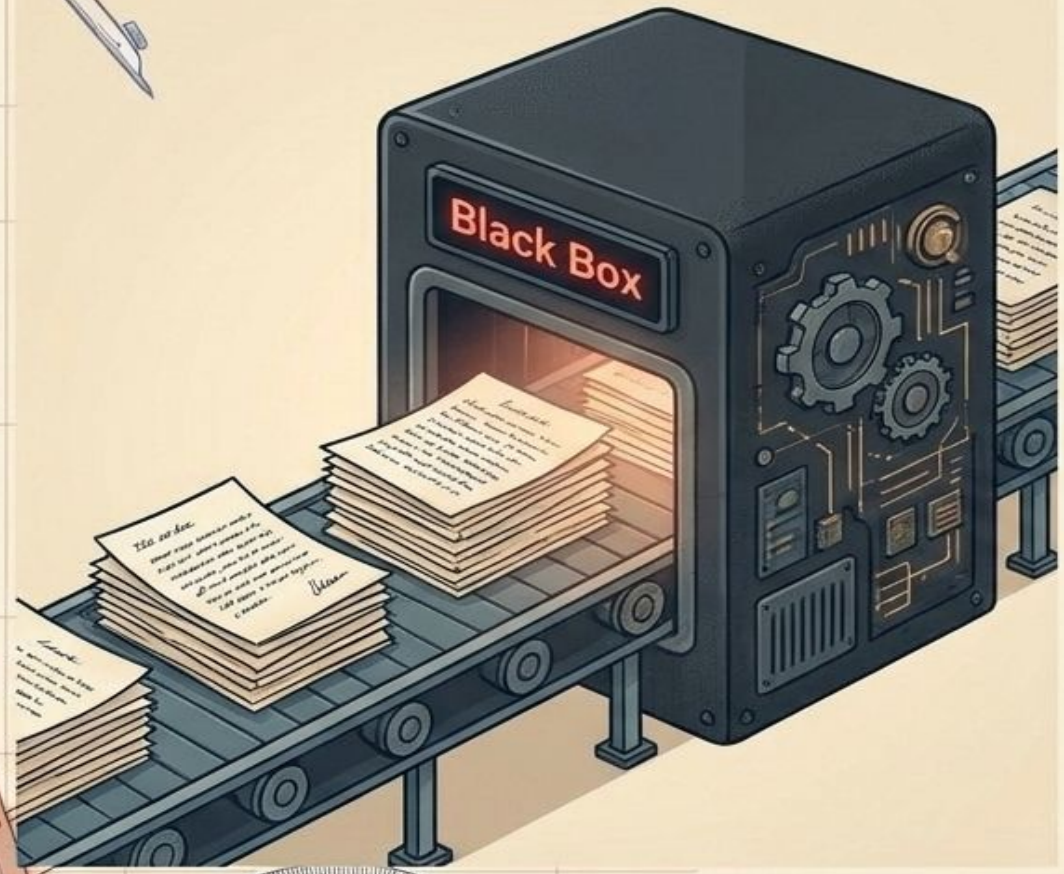

Philippines

Copy-Paste Grading

A busy teacher uploads 40 student essays—including full names and personal stories—into a free, unknown online AI to grade them. The AI gives random, inaccurate scores. The teacher spends hours fixing the AI's mistakes.

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VERDICT: BURDEN

☒ **Privacy:** Failed. Uploading student names and personal stories violates data privacy.

☒ **Time:** Failed. 72% of teachers report AI disrupts instructional flow. Fixing bad AI outputs takes longer than grading it yourself.

What are the specific rules in your school regarding student data? How can we grade safely?

Key Takeaway: Data privacy is non-negotiable. If managing the AI takes more time than teaching, it increases teacher frustration and student passivity.

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Indonesia

Inclusive Choice Boards

Teacher 'Anis' has a mixed-ability class, including visually impaired students. She uses AI to quickly generate a 'Choice Board'. Students can choose to write a story, record an audio log, or use AI screen-readers to present their ideas independently.

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VERDICT: BLUEPRINT

[✓] Culture (Empathy): Passed.
The approach is highly inclusive and respects diverse physical and cognitive needs.

[✓] Time: Passed. AI empowers independent student learning, freeing Anis to mentor students individually.

How could an AI-generated Choice Board change the way special needs students participate in your classroom?

AI transforms limitations into boundless opportunities when teachers use it to create inclusive choices.

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	Vietnam (Late-Night Plan)	Thailand (A-SMART Scaffolds)	Philippines (Copy-Paste Grading)	Indonesia (Choice Boards)
Goal	✗	✓	–	✓
Privacy	–	✓	✗	✓
Culture	✗	✓	–	✓
Time	N/A	✓	✗	✓

Blueprints succeed by intentionally answering 'Yes' to the Architect's Checklist. Burdens fail when we let the Engine drive.

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Your Classroom Inspection

Think of **ONE** way you plan to use AI in your classroom next week. Run it through your inspection checklist right now:

1. Will you set the **learning goal**?
2. Is student data completely **safe**?
3. Is the output **culturally relevant**?
4. Will this give you more **face-to-face time**?

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The technology is just the engine. You are the Architect. Build wisely.

Your humanity, empathy, and cultural understanding are the ultimate tools AI can never replicate.

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AI cannot smile at a student having a bad day.
AI cannot understand local jokes.
AI cannot inspire a child.
AI is just the tool. You are the Architect.
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40th (ACT+1) Pre-Convention Concurrent Session Feedback Form for 22 Oct