

This work was supported by a Research Collaborations grant, ID [1203765317 Cui Vietnam], under the International Science Partnerships Fund. The grant is funded by the UK Department for Science Innovation and Technology in partnership with the British Council.



Inclusive use of Artificial Intelligence in Education in Vietnam: AI powered inclusive education digital transformation in rural and urban schools

Project conference opening May 2026



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Project lead institution: Birmingham City University

Project lead: Dr Vanessa Cui, Senior Research Fellow in Education

Project co-lead institution: Ho Chi Minh City University of Education

Project co-lead: Dr Nguyen Thi Thu Trang, Director of STEM Education Centre



About the project

An interdisciplinary project that aims to:

address the digital transformation across Vietnam focussing on developing practices with educators from diverse geographic areas and different gender groups across Vietnam on the use of Artificial Intelligence (AI) tools for teaching and learning (T&L).

Introduction and context

- The global context:

Educators worldwide have been grappling with AI's rapid development and its implications for education since early 2020s.

There have been a number of international frameworks directly for education (e.g. UNESCO AI Competency frameworks for teachers and students) and related policies (e.g. EU legislations on children and young people's rights).

- Human-centred AI, responsible use of AI:

focus on a human-centered approach, prioritising principles such as human agency, AI ethics, transparency, and human oversight, ensuring AI serves to enhance rather than replace human capabilities in the educational landscape.

Introduction and context

- In Vietnam:

The Ministry of Education recently announced integration of AI into the general education curriculum across all grades (2025)

The Vietnam Government's decision on "a national digital transformation programme until 2025 orientation to 2030" (Decision 749/QĐ-TTg 2020)

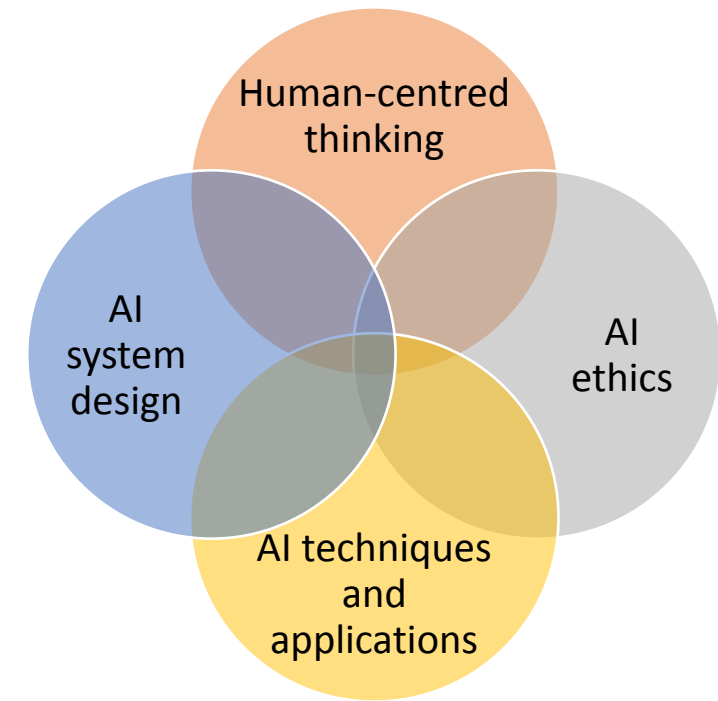
The National Strategy on Research, Development and Application of Artificial Intelligence until 2030 (Ministry of Science and Technology, 2021)

Introduction and context

- AI adoption in Vietnam in general is one of the highest in Southeast Asia. Recent report claims over 70% of online users in Vietnam engage with AI and 1/3 turn it into a daily habit (TN Global 2025)
- Recent research suggests that Vietnamese teachers and students have high levels of interest in learning about AI (UNESCO 2021).
- Currently the AI framework is in pilot.
- Challenges facing Vietnam education in AI adoption based on experts' views:
 - low levels of teacher confidence in ethical use, data privacy, and effective integration of AI into lesson design,
 - fragmented support systems and absence of formal guidelines for embedding AI in subject-specific teaching,
 - and uneven access to infrastructure and devices, especially in rural or underfunded schools.

Introduction and context

- AI literacy as a core focus in international and Vietnam AI in education policy and applications (e.g. Almatrafi et al 2024; Casal-Otero et al 2023).
- Inclusivity is a key area of digital transformation in Vietnam (and globally) which includes several strands on inclusive use of AI, AI development for inclusivity, and AI powered inclusive education (Anh Vinh et al, 2023; Dang Dao et al, 2022).



Vietnam AI education framework (2025)

Introduction and context

With recognition that AI in education is not just a technological shift—it is a profound opportunity to reimagine teaching and learning in a rapidly evolving world, educators and policymakers in Vietnam have recommended the following areas as priority for inclusive, effective development of AI in education:

- Develop and scale up competency-based professional development programmes for teachers, focusing on applied AI skills and ethics.
- Integrate AI literacy and critical thinking into school curricula, aligned with the Digital Competence Framework.
- Foster communities of practice for AI among educators, promoting peer-led learning and collaborative curriculum design.
- Expand empirical research on AI-supported teaching and learning models in the Vietnamese context.

Methodologies

This project involves education and computer science researchers from the UK and Vietnam working with schools and educators in Vietnam to **co-develop** pedagogical practices and resources to trial latest AIEd technologies.

The project focuses on the pedagogical experiences, considerations and needs from **rural and urban areas** in Vietnam with the aim to learn about the **perspectives of educators** from different gender groups from these areas on using AI in education.

Intended outcomes

1.To establish an interdisciplinary AI in education research and practice network across Vietnam and the UK to enable long-term collaborations.

- Working with six university partners
- Working with eight high schools across Vietnam
- Hosting international seminars
- Hosting an international conference
- Participating in international conferences

Intended outcomes

2.To pilot AI education technologies and pedagogies and to evaluate the experiences and perspectives of educators from diverse geographic areas and different gender groups on the technologies and pedagogies.

Intended outcomes

3.To develop understandings, resources and practices between educators and researchers in education and computer sciences on an inclusive and sustainable development and implementation of AI in education.

Intended outcomes

- 4.To develop a roadmap and recommendations for policies, practices and research on AI in education in Vietnam.
- Research informed recommendations
 - Involving universities, education leaders and teachers

Intended outcomes

5.To develop the capacities of researchers and educator to be future leaders on AI in education.

- A project team with members from across career stages
- School leaders and teachers to be support to develop education research capacity

Phase 1 Teacher learning programme

- Spring 2025
- Across eight high schools
- Mixed methods online survey
- To explore teachers' AI literacy to understand their needs

Initial Survey of teacher AI literacy

- Summer 2025
- Across eight high schools
- Online and offline learning sessions led by pedagogical universities
- Introducing using AI tools for teaching to teachers

- Spring 2026
- Across eight high schools
- Workshops with teachers by university experts to co-develop teaching resources
- Teacher-led pedagogical mini projects to apply AI in teaching

Phase 2 Mini-projects by teachers

Project partners



Project team

Dr Vanessa Cui (project principal investigator) is a Senior Research Fellow at Birmingham City University Centre for the Study of Practice and Culture in Education (CSPACE). She is an experienced practitioner education researcher with research interests and expertise on collaborations in interdisciplinary education practices and research, and policy-practice interactions. Vanessa is also an education research impact development and evaluation specialist who led on the evaluation of British Council funded 'Digital Doctorate Training Hub' and 'Teacher Educators Digital Hub' projects with partners from across Vietnam.



Dr Louise Wheatcroft is a Senior Lecturer in ITE at Birmingham City University. In her research, Louise draws upon her experiences as a primary teacher and teacher educator to further research literacy and digital literacies in school and teacher education practices. Her PhD explored the digital literacy projects and practices of student teachers when navigating complex spaces in primary literacy classrooms. Louise has worked as a co-investigator on a number of international education research projects including the impact of Covid on schools, communities and pupils and teachers' digital practices in Vietnam (e.g. 'Teacher Educators Digital Hub' project).



Dr. Nguyen Thi Thu Trang

Director of the STEM Education Center

Lecturer at the Chemistry Department

PhD in Chemistry, University of Birmingham, UK

- Participated in various STEM projects and activities, including "Enhance STEM Education Capability of Vietnamese teachers"
- Contributed to various initiatives funded by the British Council i.e. 'Digital Doctorate Training Hub', STEM-POWER, EnPOWER, MGEMS....



Dr. Cao Anh Tuan

Vice President of HCMUE

- Holds a PhD in Physics from Paris University 11, France,
- Had extensive experience in scientific research and academic management
- Held key leadership roles, including Vice Dean and Dean of the Physics Department at HCMUE from 2012 to 2021.
- Committed to fostering innovation and academic excellence of education and research at HCMUE.





- Assoc. Prof. Dr. Nguyen Van Hien: Party Secretary and Chairman of the University Board of HNUE. The main research directions include: the application of information technology in Biology teaching. Specific research branches include: studying the development of IT application skills in Biology teaching for students and teachers of the subject; researching the development and use of digital resources to innovate teaching methods in Biology; and researching the application of IT in the design and use of Biology practical experiments.





Assoc. Prof. Nguyen Hoai Nam is an Associate Professor of Education at Hanoi National University of Education (HNUE). He holds a bachelor's, master's, and doctorate degree in physics from HNUE. Currently, he serves as the Dean of the Faculty of Technology Education (FTE) at HNUE and also teaches as a visiting lecturer in the Faculty of Primary Education at the same institution. His research focuses on ICT in education, technology education, and STEM/STEAM education, and he has published several works in these areas.





- Dr. Le Quang Vuong, a senior researcher and lecturer at Vinh University's College of Education, specializes in educational innovation, digital transformation, and project management. He has led numerous reform initiatives and interdisciplinary projects, contributing to capacity building and improved educational practices. His expertise will be instrumental to the project's success.





Ms. Bui Thanh Thuy, a staff member at the Cyber School, Vinh University, specializes in project coordination and administrative support. She assisted with the ETEP program, contributing to digital transformation initiatives and capacity-building efforts. Her organizational skills and experience ensure smooth operations and effective stakeholder collaboration.



Dr. Linh Do is a lecturer at the Faculty of Pedagogy, VNU University of Education. Her academic interests focus on Natural Science and Biology teaching methodologies, with a strong emphasis on education for sustainable development and inclusive education. She is particularly engaged in exploring the integration of information technology and artificial intelligence in educational contexts. She's served as the scientific secretary for a project on implementing blended learning models in high schools in Quang Ninh province, and she is currently contributing to a national-level project focused on designing Industry 4.0 technology systems to enhance teaching and learning effectiveness.



Vinh is currently a lecturer at the Faculty of Education, VNU University of Education. His doctoral research is driven by both professional interest and practical experience in inclusive education. Specifically, He is investigating how digital technologies—particularly artificial intelligence (AI)—can be applied to enhance the teaching and learning of Physics for deaf students at the upper secondary level. This research sits at the intersection of educational science, assistive technology, and subject-specific pedagogy.





Dr. Linh Doan is an experienced educational leader and researcher with extensive involvement in international collaborative projects across Europe, Asia, and the U.S. Since 2016, she has led and co-led over 15 cross-border initiatives focused on inclusive education, digital transformation, teacher professional development, and student wellbeing. Working with renowned institutions such as Queen Mary University of London, University of Hull, Indiana University, and University of Hiroshima, she has advanced systemic capacity building, gender equality in schools, and digital access for marginalized communities. Her work bridges policy, research, and practice to promote equity and innovation in education across diverse contexts.



Dr. Nam Tran holds a Ph.D. in Clinical Psychology. He is currently the Vice Rector of the University of Education, Vietnam National University, Hanoi (VNU) and the Vice President of the Vietnam Association of Psychology and Education Science. His research interests include child psychopathology, psychological intervention, parent training programs, and cross-cultural issues. Clinically, he is dedicated to working with children and adolescents with mood and behavioral disorders. His current research focuses on career-oriented education and talent education models for students.





Nottingham Trent
University

- Dr. Jordan J. Bird: Senior Lecturer in Computer Science, specialising in AI, Machine Learning, and Human-Robot Interaction. He leads innovative projects such as AI-driven the Educational Literature Analysis tool for teachers and HistoriChat, a life-sized hologram enabling natural conversations with historical figures.
- Professor David Brown: Leader of the Interactive Systems Research Group and Director of the Computing and Informatics Research Centre at NTU. His research focuses on accessibility, social robotics, virtual reality for rehabilitation, and multimodal learning systems, contributing to numerous international projects.
- Dr. M. Arifur Rahman: Senior Lecturer in Computer Science at NTU, with experience at institutions like the University of Reading. He specializes in Human Language Technology and has authored books and scholarly articles. Dr. Rahman earned his PhD from The University of Sheffield and holds two academic gold medals.



Project participating schools

Nguyen Tat Thanh Secondary-High School / (THCS và THPT Nguyễn Tất Thành)

High school of Education Sciences (HES) (Trường THPT Khoa học Giáo dục)

Phan Huy Chu High School (THPT Phan Huy Chú)

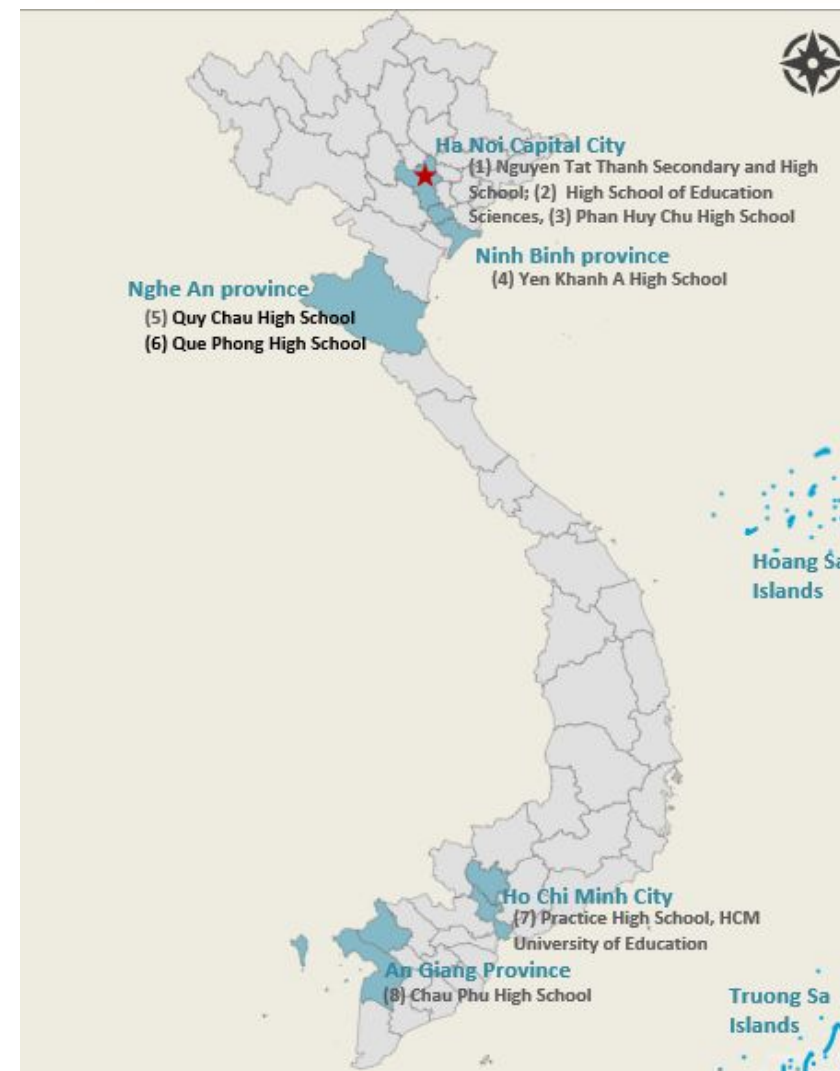
Yen Khanh A High School (THPT Yên Khánh A)

Quy Chau High School (THPT Quỳnh Châu)

Que Phong High School (THPT Quế Phong)

Practice High School, Ho Chi Minh University of Education (Trường Trung học Thực hành Đại học Sư phạm TP Ho Chi Minh)

Chau Phu High School (THPT Châu Phú)



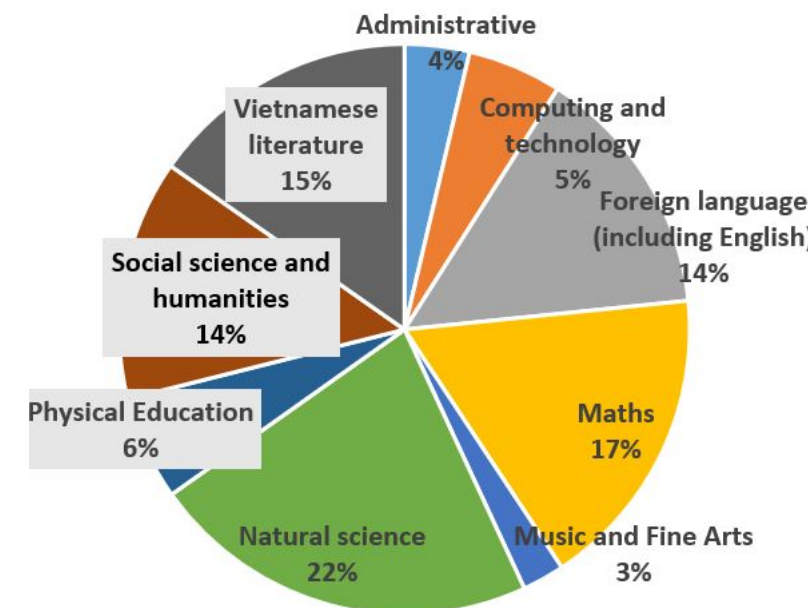
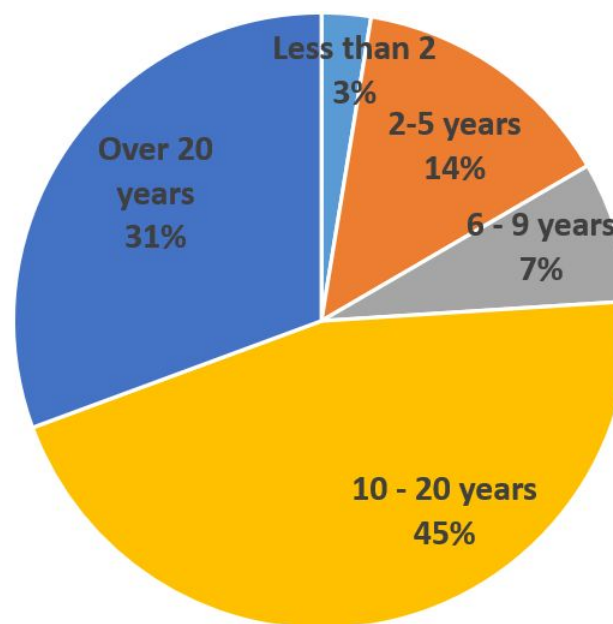
Initial Research on teachers' AI literacy



Initial Research on teachers' AI literacy

Initial mixed methods survey study on teachers' AI literacy: 543 teachers from eight schools participated

THCS và THPT Nguyễn Tất Thành	146
Trung học Thực hành ĐHSP	16
THPT Yên Khánh A	59
THPT Quỳnh Châu	73
THPT Quế Phong	59
THPT Châu Phú	70
High school of Education Sciences	55
THPT Phan Huy Chú	61
Invalid	4

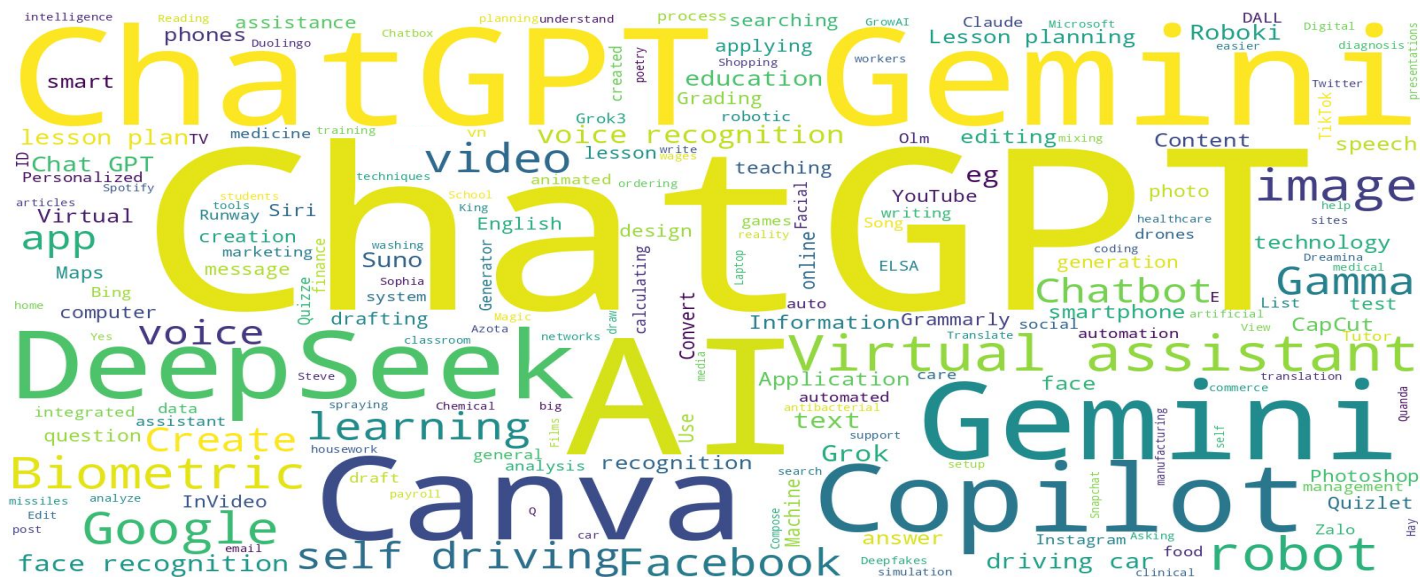


Findings

- Regional variations:
 - Urban teachers reported higher levels of AI training, understanding, and ability to cite examples.
 - A higher proportion of teachers in rural areas don't use AI at all.
 - Rural teachers showed more optimism about the social impact of AI.
- Gender variations:
 - Male teachers participated in AI training less than females and showed a lower awareness of limitations
- Experience variations:
 - The most experienced teachers (20+ years) reported the lowest levels of awareness and use.
 - Teachers with less than 5 years of experience showed the highest engagement in applying AI for administrative tasks and teaching support and were more likely to view AI as transformative.

Findings

- Overall, teachers show positive attitudes towards learning about AI and using AI in teaching and learning
- There is high level of adaptation (70%), and teachers use mainly ChatGPT, Google Gemini, MS Copilot, DeepSeek and Canva to support lesson planning, media content creation, search and translation of wider resources – this reflect the wider digital technology use and culture by teachers in Vietnam where Western digital platforms, tools and social networks are highly popular for personal and professional use.



Findings

- Current use of AI by teachers mainly focuses on efficiency. Teachers reported time saving on tasks such as lesson planning and improving efficiency on finding resources as the biggest benefits of AI.
- On the other hand, time and effort it requires for teachers to learn about AI and apply it effectively in practice are identified by teachers as the biggest challenge for them to adopt AI more effectively.



Discussion

- There are gaps in teachers' awareness of ethical considerations in using AI in teaching and learning:
 - Many teachers demonstrate awareness of certain aspects of general ethical concerns
 - There is limited awareness of education specific ethical concerns
 - Limited evidence on approaches to address ethical concerns in practice, but there is a range of ethical practice by teachers

"Prevent collection of personal information; do not use unofficial applications that use AI"

"I never ask AI to fabricate data or create misleading narratives. Instead, I always double-check that AI-generated content is accurate and ethical, and I prompt it to extract data sources."

"I require handwritten essay answers to help prevent AI from undermining students' independent learning and to limit opportunities for academic dishonesty."

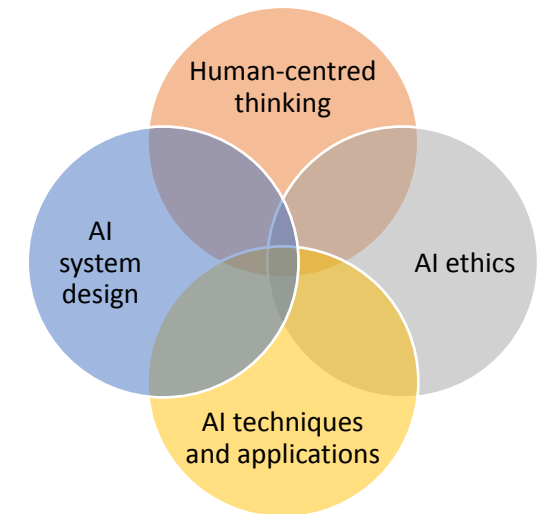
"Be Transparent: I'll always clearly inform students when I use AI tools in teaching and learning. This helps avoid misunderstandings and prevents over-reliance on AI. Ensure Privacy and Security: I'll never share students' personal information on AI platforms without explicit permission. I always double-check data privacy policies. Encourage Critical Thinking: I teach students that AI is a supportive tool, not an infallible source. Students need to evaluate information and think independently, rather than blindly copying AI-generated content. Guide Proper AI Use: I'll always instruct students on how to use AI ethically: use it for learning, avoid cheating, and always cite sources when incorporating AI-generated content."

Recommendations and next steps

Ethics-centred Professional Development

Findings from our study clearly emphasise the need for targeted interventions that move AI literacy beyond digital tool usage to encompass ethics, transparency, and sociocultural relevance.

Policy makers and educational institutions should consider developing and scaling up competency-based professional learning programmes that have an explicit focus on responsible/ethical use of AI, and support this with peer learning programmes to enhance the professional culture of ethical use of AI in education.



Vietnam AI education
framework (2025)

Recommendations and next steps

Promoting Transparency and Explainability

The difficulty teachers face in addressing ethical issues is partly attributed to the nature of the tools themselves. Many of commercial AI tools exhibit an opaque "black-box nature," providing little insight into their underlying data, limitations, or potential failures. This opacity makes it challenging for non-experts to develop accurate mental models of how AI systems work. This issue is also compounded by the fact the most of these tools are not developed with educational considerations nor sufficient authentic cultural inputs from Vietnam.

Recommendations and next steps

Promoting Transparency and Explainability

To counteract this, responsible use of AI initiatives need to consider:

- Promote transparency and ethical design by users. Training should enable educators to interpret AI outputs as results of underlying algorithms and data patterns, fostering critical evaluation rather than viewing AI as an authoritative, functional tool.
- Integrate AI literacy and critical thinking into schools and teacher education curricula.

Recommendations and next steps

Build Collaborative Capacity

In the Vietnamese education context, peer based learning is a main source of continue professional learning with 54.5% of participants attended school organised training 45.9% of participants learn about AI with colleagues at their school.

This is a strong foundation for sustainable development of an ethically aware ecosystem in education adaption of AI in Vietnam. The relatively high rate of peer based learning suggests the value of organising peer support activities, such as collaborative learning sessions/groups, to help teachers share experiences and troubleshoot challenges together. Supporting experienced teachers as peer trainers can also help build sustainable internal capacity.

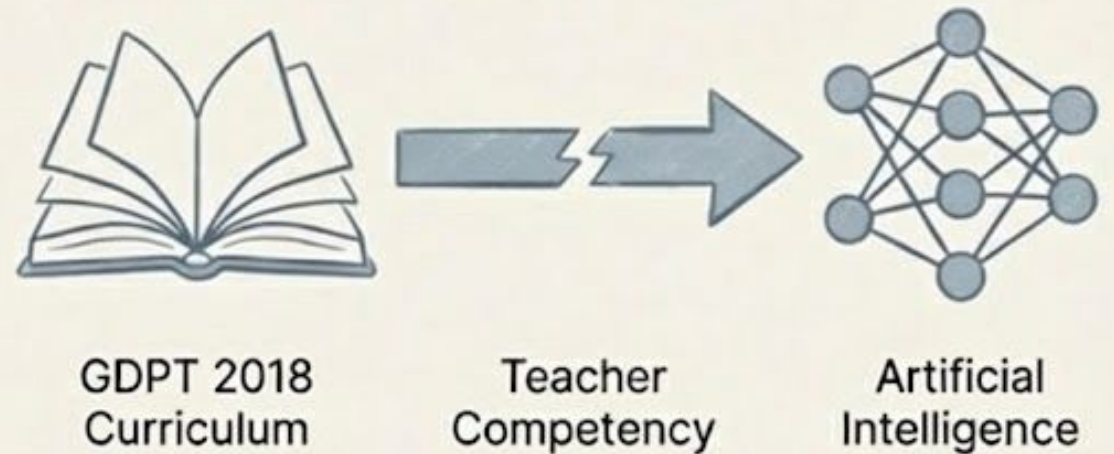
Phase 1: Teacher AI competency development and evaluation

Government Mandate

The 2018 General Education Program requires teachers to become proactive curriculum designers.

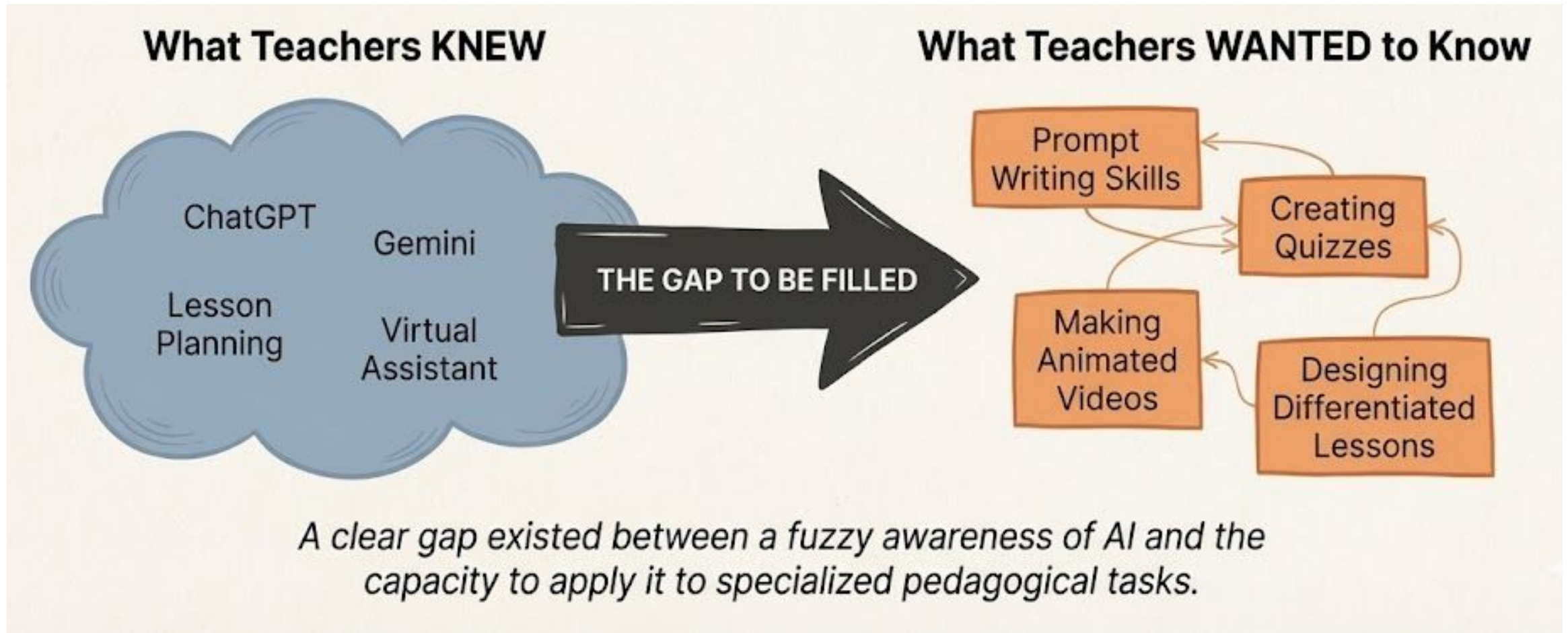
The Practical Gap

There is a need for further research to examine the gap in teachers' self-confidence, understanding of ethical issues, and access to technology, particularly among teachers in rural areas.



How can we equip teachers not only with AI knowledge, but also with the confidence and capacity to meaningfully innovate their teaching methods?

KWHL (Know – Want – How – Learn) Survey



Two-phases training

Most AI training is tool-centric. Our approach is different:
Pedagogy first, technology second.
We start with the authentic problems teachers face daily.

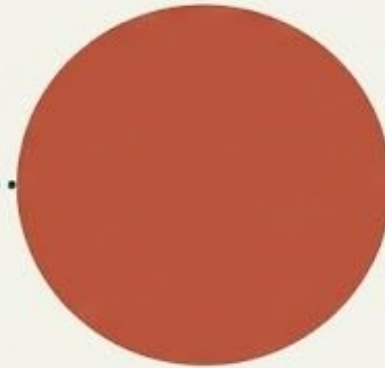
Phase 1: Online Training



Goal: Foundational Knowledge & AI Literacy

Format: 2 sessions, N=497 teachers

Phase 2: Offline Training



Goal: Intensive, Hands-on Application

Format: Regional hubs,
pedagogy-focused tasks

Teacher AI competency development



BIRMINGHAM CITY
University



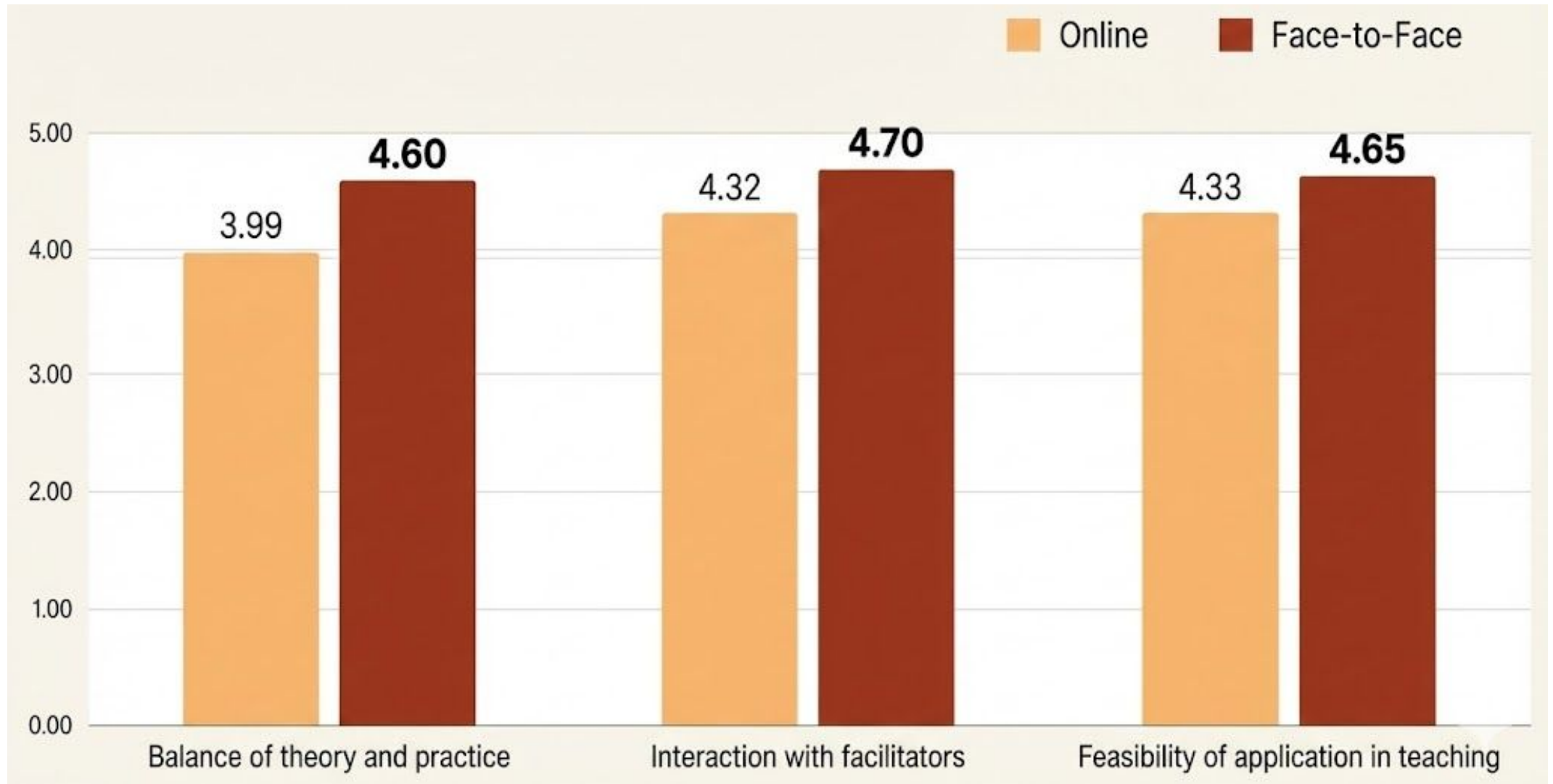
Teacher AI competency development



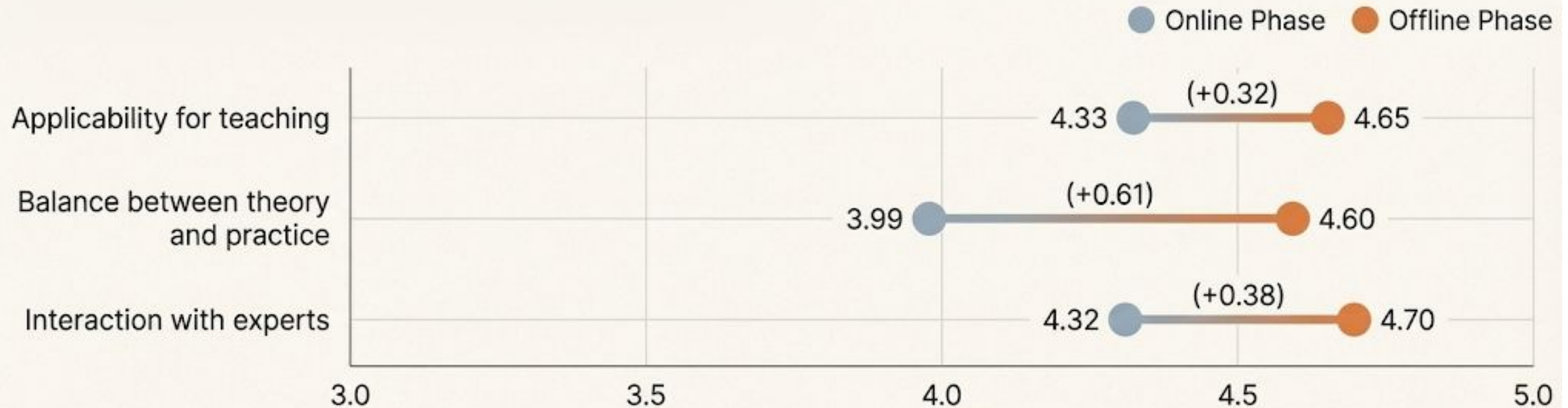
BIRMINGHAM CITY
University



The evidence of two-phases training impact



Post-training analysis



The average score for the criterion "Logical connection between the two phases" was **4.61 (SD=0.54)**, showing that teachers perceived it as a cohesive and well-designed learning journey. ✨

Pre- and post-training changes in teachers' perspectives



Past
(Iterational)

Quote: "Lesson planning was easier than before."
(GV175, Economics & Law, Rural)



Present
(Practical-Evaluative)

Statistic: ~50% of teachers applied skills to current tasks immediately after the session.

Quote: "I used NotebookLM to create a mind map for a lesson right after the training." (GV004, Mathematics, Rural)



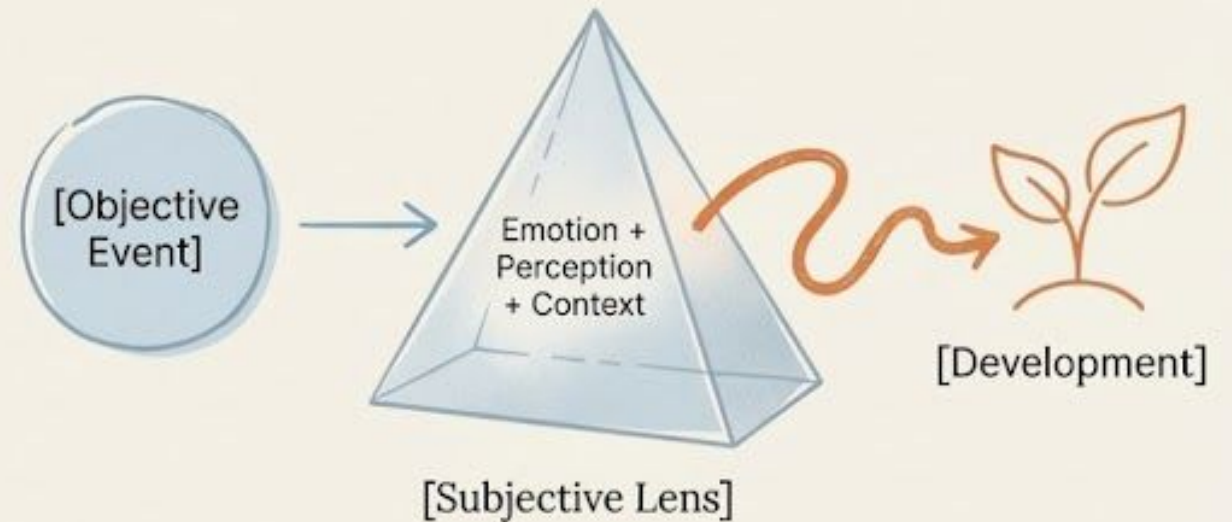
Future
(Projective)

Statistic: An overwhelming 98.4% of teachers articulated concrete application plans.

Quote: A plan to "increase project-based learning activities... [and] make the use of interactive tools a weekly habit." (GV156, Physics/Technology, Rural)

Understanding the Transformation: The ‘Perezhivanie’ Lens

- Perezhivanie is not just “experience,” but a **“lived experience”**—the synthesis of emotion, perception, and context.
- It’s how an objective event is refracted through a subjective prism, creating meaning and becoming the source of development.
- True development stems from **“dramatic perezhivanie”**—the struggle and overcoming of a challenge. This “aha moment” is the catalyst for changing beliefs and actions.



SUBJECTIVE LENS

Shift from Anxiety to Excitement

Dramatic Perezhivanie

"Pressure from time and workload" and
"The reality of limited technical
conditions."

– GV156, Physics/Tech, Rural

"Many older teachers felt a bit lost and
slow." – GV034, English, Mountainous region

HÀO HỨNG
VUI (Excited)
(Happy)
(difficulties)
TRUYỀN CẢM HỨNG
THÚ VỊ (Interesting)
(Happy)
HẠNH PHÚC

Breakthrough Emotion

"So happy and 'fulfilled' to be able
to use AI as a powerful tool in my
teaching."

– GV161, Chemistry, Urban

Activating teacher Agency



Building workflows



Creating prompt banks

98.4%

of teachers developed a **Concrete Application Plan**, detailing the steps to integrate AI into their daily work.



Designing exercises



Sharing with colleagues

11.5%

of teachers are implementing plans to become **Professional Community Pioneers**, becoming mentors and leaders in their units.

"I will build effective AI prompts for each task (e.g., creating lesson plans, mind maps, question banks) to have a systematic workflow for my job."

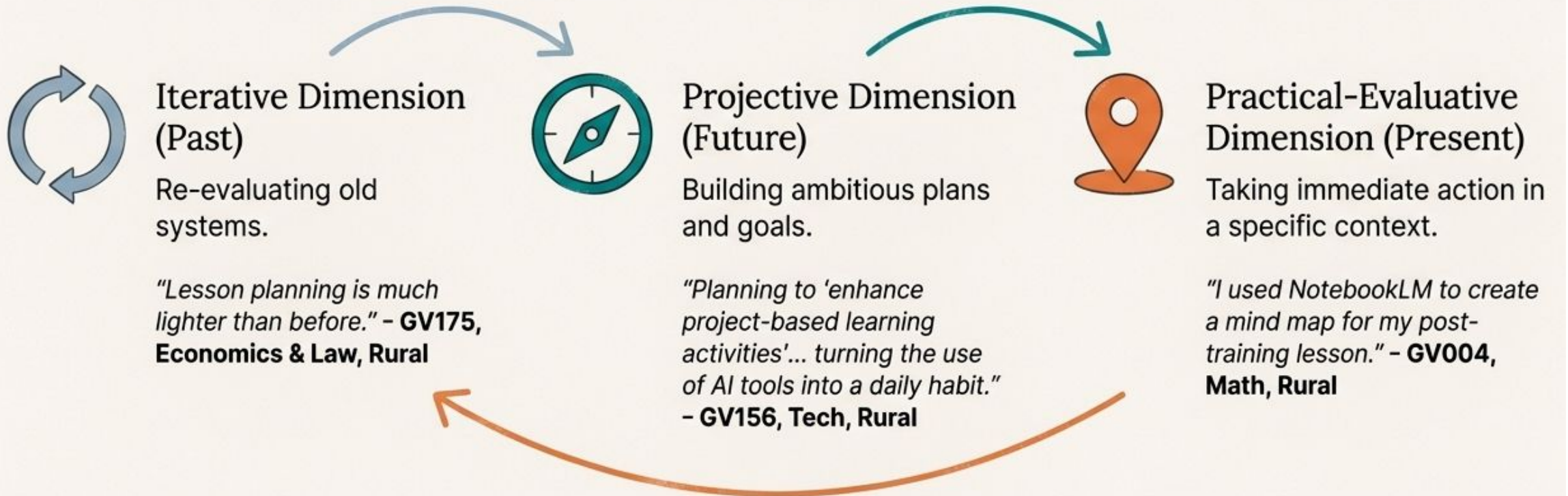
- GV162, Math, Urban

"The training content will be deployed to subject groups... to maximize collective strength, reducing pressure and difficulties..."

- GV006, Literature, Rural

An Ecological Model in Action

According to Priestley's (2015) model, agency is achieved through the interaction of three dimensions: past, future, and present. Our program impacted all three.



Phase 2: Teacher-researcher collaborative pilot pedagogical mini projects at participating schools

- Four teachers from each participating school (eight teachers from Trường THPT Phan Huy Chú -Quốc Oai)
- Participation by an even representation of female teachers (47%) and male teachers (53%)
- Representation across a range of subject areas:

Subject	No. of teacher
Geography	2
Chemistry	3
History	3
Literature	5
Biology	3
English	7
Maths	6
Information technology	1
Physics	5

**Knowledge
exchange
workshop at Yen
Khanh A High
School in 2024**



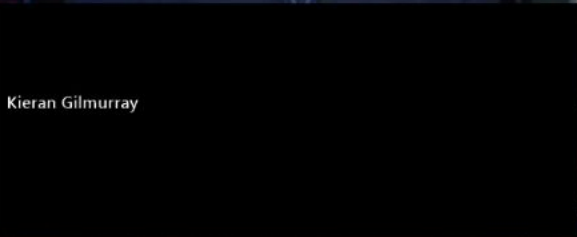
Knowledge exchange – academic seminars



Inclusive use of AI in education in Vietnam project seminar 3 How AI Forms Bias and What Educators Can Do About It-20260112_1239



Vanessa Cui



Kieran Gilmurray



Vu Nhu Thu Huong



Vanessa Cui



Thi Tuyet Luong Tran



Vu Nhu Thu Huong



Le Quang Vuong



Thi Tuyet Luong Tran



Thi Tuyet Luong Tran



DB

Brown, ...



TD

Ta Thi N...



AU

Tan Dai ...



Ulgem, A...



TL

TRAN TA...



NV

Nguyễn ...



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NB

Nguyễn ...



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Nga



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1:50:13



Knowledge exchange – project website in Vietnamese and English

Project blog



Mang AI về đại ngàn, chuyện của một giáo viên Quế Phong

Tôi dạy ở Trường THPT Quế Phong thuộc miền núi cao của Nghệ An. Học trò của tôi phần lớn là con em đồng bào dân tộc thiểu số. Ở chỗ chúng tôi, công nghệ vẫn

Tái định hình lực lượng lao động trong kỷ nguyên AI: Suy ngẫm về cách AI hình thành sai lệch và những gì các nhà giáo dục có thể làm để khắc phục điều đó theo Diễn giả Kieran Gilmurray

Kỷ nguyên AI chỉ mới bùng nổ trong

Sử dụng AI có trách nhiệm trong giáo dục: Ưu tiên nâng cao hiểu biết đạo đức về AI cho đội ngũ giáo viên

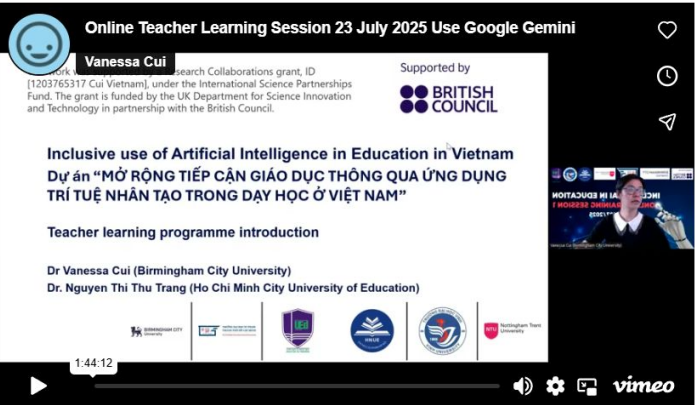
Tháng 4 và tháng 5 năm 2025, Dự án đã thực hiện một khảo sát theo phương pháp hỗn hợp định lượng và định tính

7 tám trường học
1. Khảo sát này được

yet

Tài liệu Tập huấn Trực tuyến cho Giáo viên

Video 1: Hướng dẫn tương tác với Google Gemini



MANG AI VỀ ĐẠI NGÀN, CHUYỆN CỦA MỘT GIÁO VIÊN QUẾ PHONG

12-05-2026



Tôi dạy ở Trường THPT Quế Phong thuộc miền núi cao của Nghệ An. Học trò của tôi phần lớn là con em đồng bào dân tộc thiểu số. Ở chỗ chúng tôi, công nghệ vẫn là một thứ gì đó xa lắc, xa lơ. Có thời điểm, tôi nghĩ chuyện đưa trí tuệ nhân tạo vào lớp học là chuyện của ai đó, ở một nơi nào khác.

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Rồi AI bùng nổ. Thú thật là tôi bối rối. Mỗi ngày mở điện thoại lại thấy một nền tảng AI mới xuất hiện, một lời hứa mới về năng lực của AI. Và đầu đó trong đầu, những ý nghĩ cứ bám riết lấy tâm trí. Đó là liệu mình và học trò có đang dần lệ thuộc vào AI hay không. Vai trò của giáo viên và học sinh sẽ thay đổi như thế nào trong thời đại AI. Tôi dường như mất phương hướng, không biết bắt đầu từ đâu.

Mọi thứ bắt đầu khác đi khi tôi tham gia dự án “Inclusive use of AI in education in Vietnam” (Mở rộng tiếp cận giáo dục thông qua ứng dụng trí tuệ nhân tạo trong dạy học ở Việt Nam). Tôi cùng với các đồng nghiệp trong trường được học qua nhiều hình thức khác nhau. Có những buổi tập huấn online kéo dài từ chuyên gia dự án đến từ các trường Đại học Sư phạm nổi tiếng của cả nước. Có những ngày được làm việc trực tiếp với chuyên gia của trường Đại học Vinh ngay tại trường phổ thông nơi tôi đang công tác. Sau đó tôi lại may mắn được lựa chọn tham gia thêm dự án nhỏ (miniproject) tại trường Đại học Vinh. Đi đến đâu, một vài nút thắt trong đầu lại được tháo ra đến đó.

Trường THPT Quế Phong và Trường THPT Quy Châu, tỉnh Nghệ An

Hội thảo tập đồng sáng tạo – dự án nhỏ được tổ chức vào ngày 17 tháng 4 năm 2026, dưới sự hướng dẫn của Tiến sỹ Lê Quang Vương, cùng với sự tham gia của tám giáo viên đến từ hai trường trung học đối tác. Buổi tập huấn tập trung chia sẻ kinh nghiệm thực tiễn về ứng dụng AI vào trong giảng dạy, bao gồm thiết kế bài học và xây dựng ngân hàng câu hỏi một cách nhanh chóng, chính xác và hiệu quả, đồng thời cá nhân hóa lộ trình học tập với các bài kiểm tra đánh giá được thiết kế phù hợp với từng học sinh.

Thông tin và hình ảnh chi tiết hơn về buổi huấn luyện có thể xem trên trang Facebook của trường [THPT Quế Phong](#) và trường [THPT Quy Châu](#).



Các học viên tham gia hội thảo hợp tác sáng tạo giữa giáo viên và chuyên gia đến từ trường THPT Quế Phong và trường THPT Quy Châu, dưới sự hướng dẫn của Tiến sỹ Lê Quang Vương.

Project website

<https://ai4gv.edu.vn> (English)

<https://vie.ai4gv.edu.vn/>
(Vietnamese)

Thank you
Cảm ơn

