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Transforming Learning: Pedagogy-Driven Approaches to EdTech and AI in Education

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22 February 2025

“Pedagogy-Driven Approaches to EdTech and AI in Education”



Four areas

Cambridge approaches

Pandemic response

Teaching Tools

AI in Education

Leading, learning and teaching with Cambridge



Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

[Read more](#)



Oracy

Oracy refers to the skills involved in using spoken language to communicate effectively. Teachers help learners develop their oracy skills through a range of approaches.

[Read more](#)



Reflective practice and school evaluation

Reflective practice helps teachers connect experiences, enhancing student progress. School evaluation is supported by a clearly defined set of standards.

[Read more](#)



Teaching with technology

Teaching with technology refers to educational approaches using online resources, online lessons, the use of Artificial Intelligence (AI) or teaching tools and platforms.

Cambridge Pathway

A clear path for educational success from age 3 to 19

**Cambridge
Early Years**
Age 3+

**Cambridge
Primary**
Age 5+

**Cambridge
Lower Secondary**
Age 11+

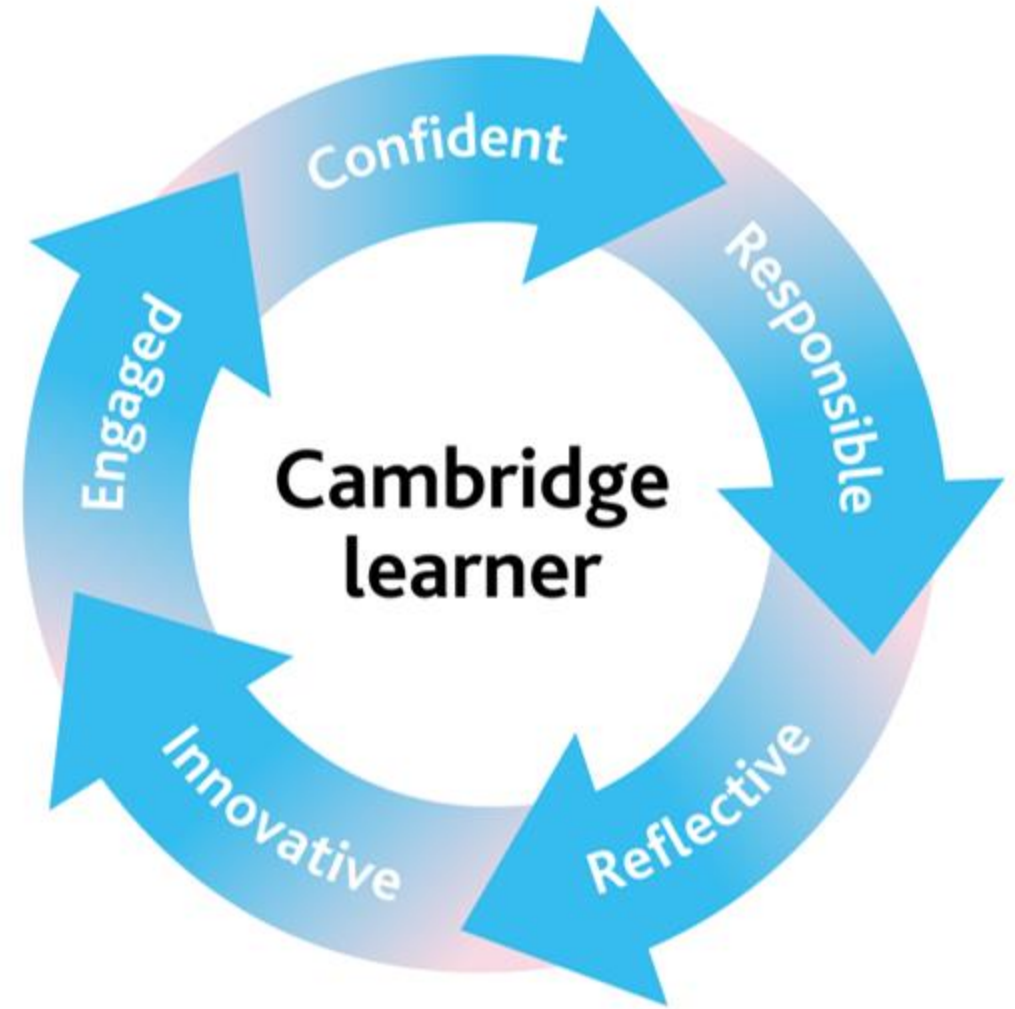
**Cambridge
Upper Secondary**
Age 14+

**Cambridge
Advanced**
Age 16+

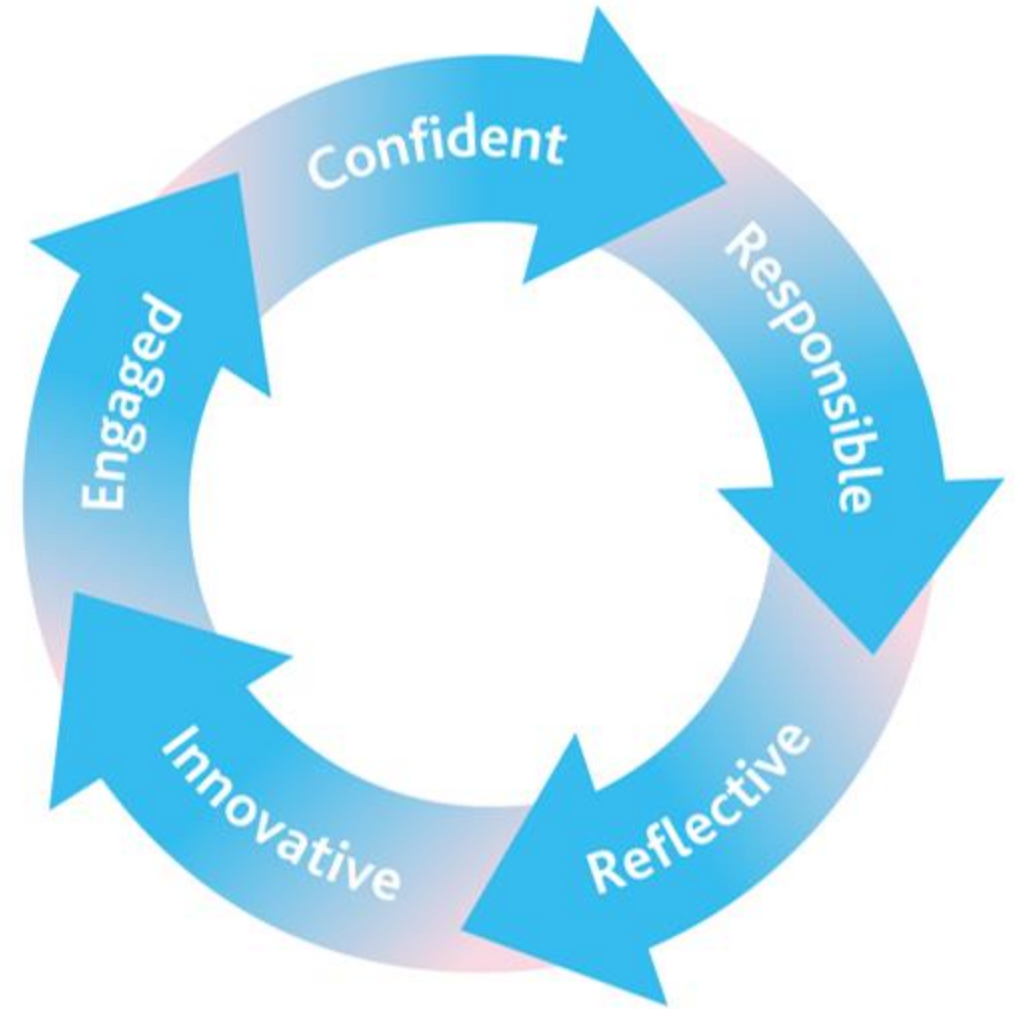
Cambridge Professional Development for teachers and school leaders

Ready for
the world 

“Our Cambridge learner attributes encourage students to become confident, responsible, reflective, innovative and engaged – with these attributes Cambridge learners are ready for the world.”



- Confident
- Responsible
- Reflective
- Innovative
- Engaged



Pandemic response

International Education



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Tools to support remote teaching and learning

Tools to support remote teaching and learning

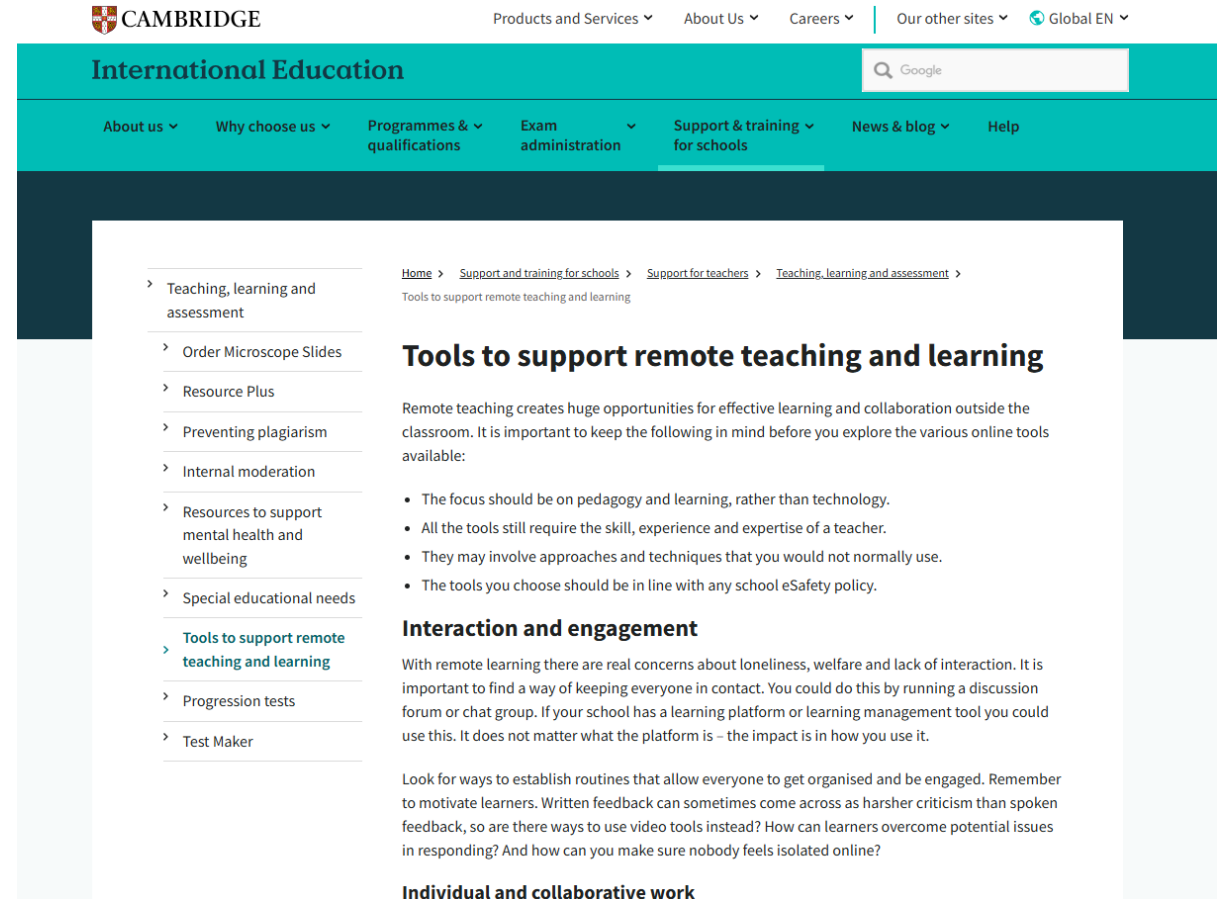
Remote teaching creates huge opportunities for effective learning and collaboration outside the classroom. It is important to keep the following in mind before you explore the various online tools available:

- The focus should be on pedagogy and learning, rather than technology.
- All the tools still require the skill, experience and expertise of a teacher.
- They may involve approaches and techniques that you would not normally use.
- The tools you choose should be in line with any school eSafety policy.

[Interaction and engagement](#)

Tools to support remote teaching & learning

- Simple advice and guidance
- Focus on pedagogy and learning, not the technology
- All require “skill, experience and expertise of a teacher”
- #1 Google search result during the pandemic



The screenshot shows the Cambridge International Education website. The header includes the Cambridge logo, navigation links for Products and Services, About Us, Careers, and Our other sites, and a search bar. The main navigation bar lists About us, Why choose us, Programmes & qualifications, Exam administration, Support & training for schools (highlighted), News & blog, and Help. The page title is 'Tools to support remote teaching and learning'. The content includes a breadcrumb trail: Home > Support and training for schools > Support for teachers > Teaching, learning and assessment. Below this, it states 'Tools to support remote teaching and learning' and provides a list of bullet points: 'The focus should be on pedagogy and learning, rather than technology.', 'All the tools still require the skill, experience and expertise of a teacher.', 'They may involve approaches and techniques that you would not normally use.', and 'The tools you choose should be in line with any school eSafety policy.' The page also features sections for 'Interaction and engagement' and 'Individual and collaborative work'.

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Home > Support and training for schools > Support for teachers > Teaching, learning and assessment >

Tools to support remote teaching and learning

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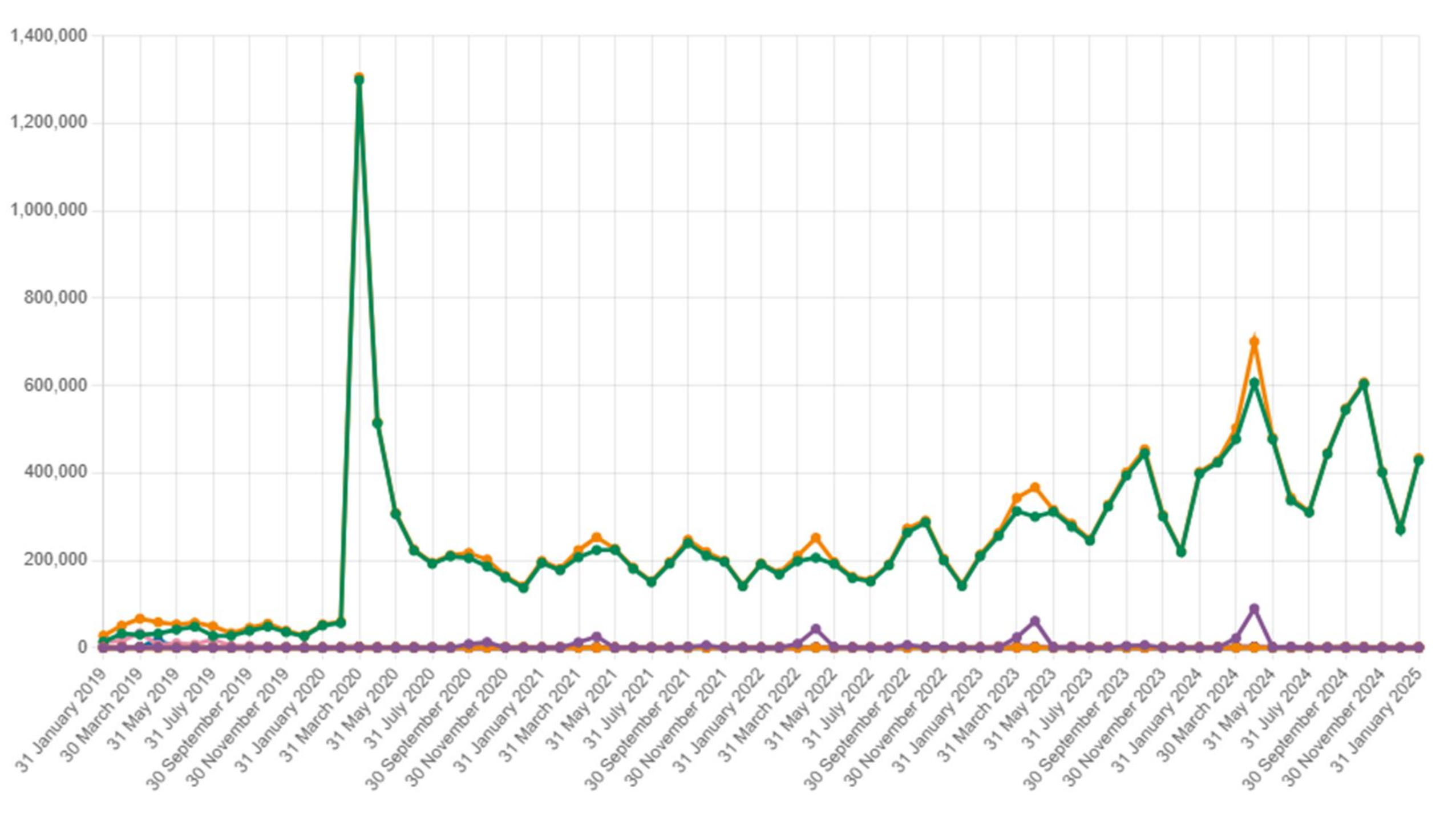
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Interaction and engagement


With remote learning there are real concerns about loneliness, welfare and lack of interaction. It is important to find a way of keeping everyone in contact. You could do this by running a discussion forum or chat group. If your school has a learning platform or learning management tool you could use this. It does not matter what the platform is – the impact is in how you use it.

Look for ways to establish routines that allow everyone to get organised and be engaged. Remember to motivate learners. Written feedback can sometimes come across as harsher criticism than spoken feedback, so are there ways to use video tools instead? How can learners overcome potential issues in responding? And how can you make sure nobody feels isolated online?

Individual and collaborative work



“In extremely challenging times and life changing situations, it is yet again testament to the resilience, perseverance, and dedication of teachers to adapt and continue.”

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Teaching and technology in 2021 - Where are we now?



by [Andrew Field](#), 11 March 2021

 [Digital](#) , [Cambridge Assessment International Education](#) , [Technology](#) , [International](#) , [EdTech](#) , [Teaching](#) , [Future of Education](#)


Not many teachers enter their profession with an ambition to deliver lessons online. It isn't about technology, it is about learning. The desire to make a difference, to support children, and to inspire are far more quotable reasons for becoming a teacher.

Related links


- > [Future of education blog series](#)
- > [eLearning everywhere? - How teachers around the world are responding](#)
- > [What hurricanes and earthquakes can tell us about Coronavirus 'recovery learning'](#)
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Key bloggers

[The Assessment Network](#)

 [Tim Oates](#)
Director of

The importance of teachers

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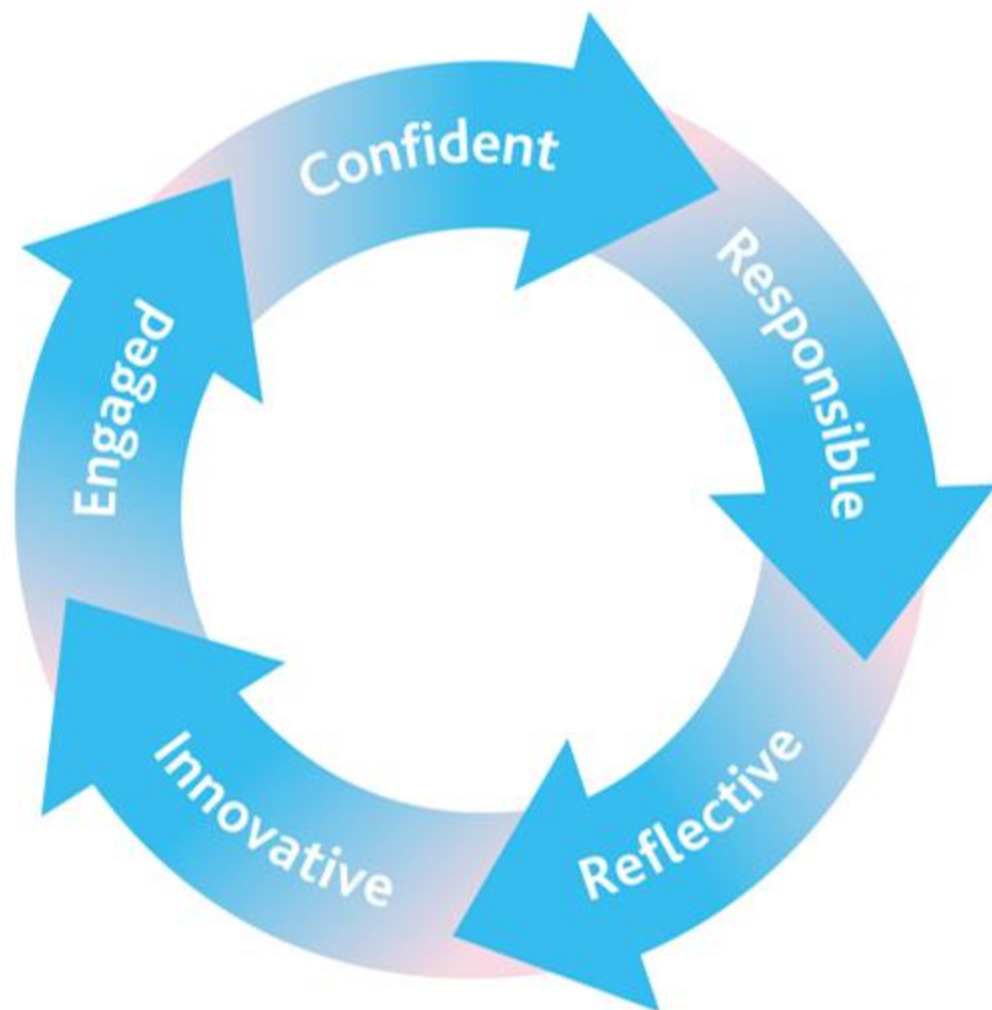
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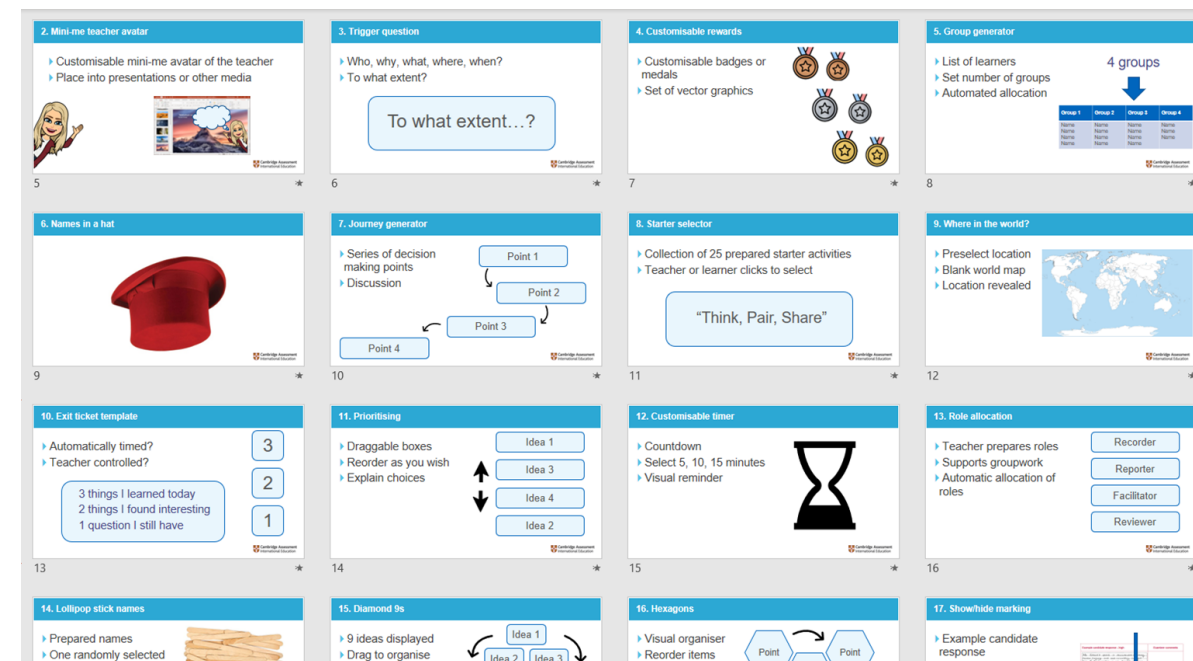
 [Tim Oates](#)
Director of

Teaching Tools

Research with teachers


EdTech that is:

- Easy to access
- Simple to edit
- Immediately usable in class
- Tools that work reliably



Teaching Tools

- Tools to create quick classroom activities – all in one place.
- Drag & drops, Prioritisation, Hexagons, Diamond 9s, Name selectors, Activity generators ...
- Effective use of technology for teaching & learning without any technical pressures.



Prioritise

Drag and organise items to arrange in order of priority.


[Explore >](#)



Spinner

Add names or activities to appear on a spinning selection wheel.

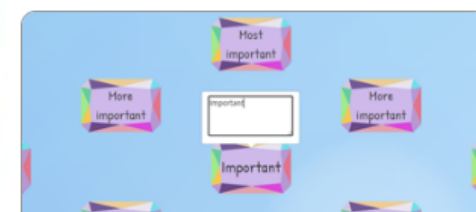
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Hexagons

A visual organiser to reorder items and identify relations & connections.

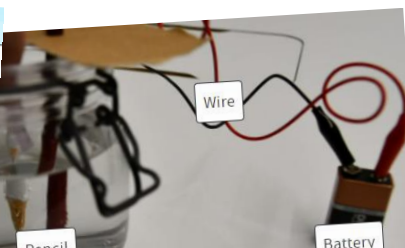
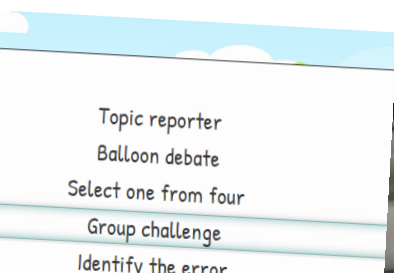
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Diamond 9s

Evaluate and prioritise nine ideas, opinions or pieces of information.

[Explore >](#)

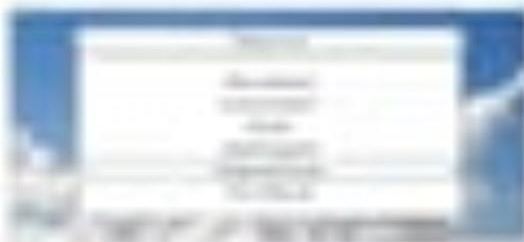




Spinner

Use a spinner to generate a random number or a random letter.

Play



Activity generator

Generate a random activity for your class or group.

Play



Diamond 99

Practice multiplication and division with a diamond shape.

Play



Drop and drop

Practice multiplication and division with a castle and a path.

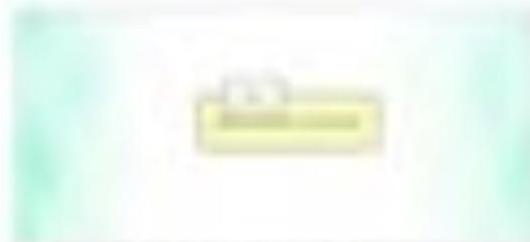
Play



Spotlight

Practice multiplication and division with a spotlight.

Play



Drop and match

Practice multiplication and division with a bar.

Play

Live demo examples





Image compare

Compare and contrast two different images

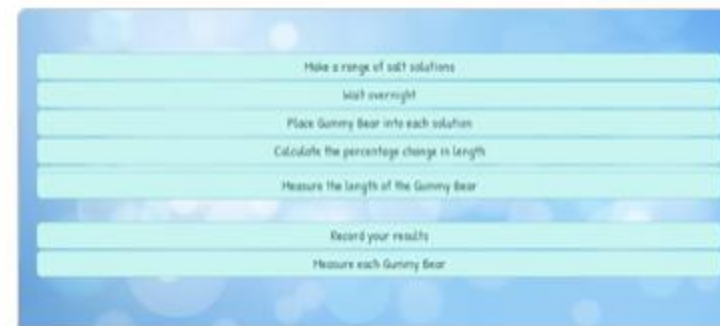
Explore >



Group maker

Enter names, automatically sort into groups.

Explore >



Prioritise

Drag and organise items to arrange in order of priority.

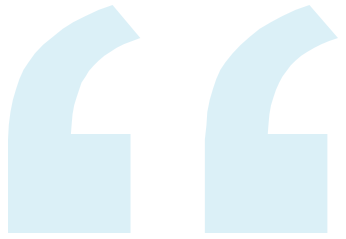
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Teaching Tools

- Through the School Support Hub
 - Today - exclusive direct access
 - Scan and test out
- **5 minutes**
- Share your thoughts – what impact for your classroom?



Artificial Intelligence

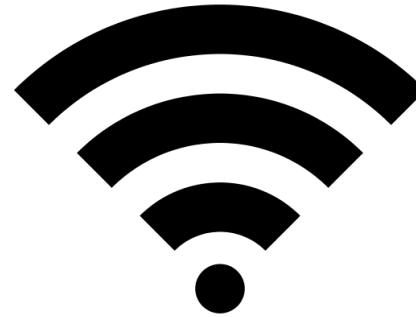


We're at the cusp of using AI for probably the biggest positive transformation that education has ever seen

Sal Khan
founder of Khan Academy



Haven't we been here before?



Expertise

Tools

Resources

Guidance

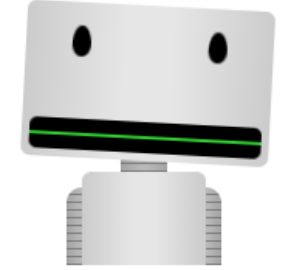
Cambridge ChatGPT

Reduce Workload

Qualification

Training





What are Cambridge teachers asking AI?

Why is your English exam not recognised like IELTS?

is there any local support team for specific subject available in each country?

Are there any video review/training platforms for covering course material?

I would like to know if there has been a change in the interpretation of the marking or grading criteria for First Language English Component 1 this year or planned for the next exam series. What advice would be most useful to have in approaching the delivery and marking of the extended responses in this case?

I would like to know more detail on how the CIE examiner for Art & Design (0400) evaluate the student courseworks?

Is there any Geography teacher group to join where we can discuss case

What might GenAI do for teachers?



Joanna Maciejewska—Myth-Touched is here!

@AuthorJMac

You know what the biggest problem with pushing all-things-AI is? Wrong direction.

I want AI to do my laundry and dishes so that I can do art and writing, not for AI to do my art and writing so that I can do my laundry and dishes.

11:50 AM · Mar 29, 2024 · 2.7M Views

Joanna Maciejewska

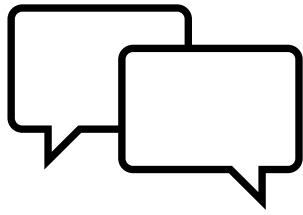
#Fantasy and #scifi author. Translator, gamer, reader, artist. European girl (Poland, Ireland) in the US.



Range of expectations & opportunities

- Cambridge research from 2023
- How has this changed since?
- What is the reality of AI in Cambridge schools?
- Workload and support?
- Innovation in teaching & learning?





Teachers' attitudes towards AI are more positive

“I think students are a bit more aware that it's not the magic tool that people were scared of, that it was, and they know the limitations of it.”

Global Perspectives teacher, China

“Teachers are also using AI to save time on tasks like grading, so that we can focus more on students... Overall, AI is becoming a helpful tool in our classrooms.”

Primary school teacher, Ghana

What are the benefits of AI in the classroom?

Example AI Assistant

- Trained on:
 - ✓ Syllabus
 - ✓ Scheme of work
 - ✓ Pedagogical approaches
- Conversational approach
- No hallucination – it tells the truth

IGCSE Biology



Getting started with AI in the classroom

- Exclusive preview of the nearly finished resource
- Will be released within the next 30 days
- We will share

Getting started with AI in the Classroom



“Pedagogy-Driven Approaches to EdTech and AI in Education”



“Pedagogy-Driven Approaches to EdTech and AI in Education”

✓ Empowering teachers

✓ Pedagogy first

✓ Impact in the classroom

✓ Consequential validity

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✓ ~~Consequential validity~~
So what?

Thank you!

Aspirations for AI

What would you like AI to do for you?

Formative

Diagnostic

**Student
monitoring**

Placement

Qualification

Guidance

**Institutional
accountability**

**Resource
allocation**