

AI in my Classroom: *Teacher Incubator Program*

2025 Success Report

BUILDING ON THE SUCCESS OF 2024



AI in my Classroom

Teacher Incubator Program

2025 SUCCESS & IMPACT REPORT

Building on the success of the 2024 inaugural cycle

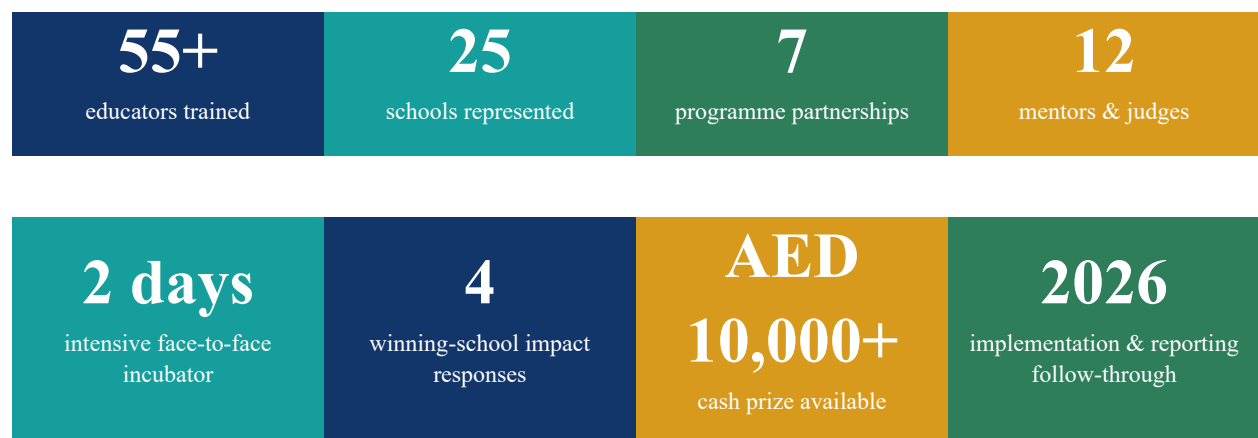
18-19 October 2025 • Middlesex University Dubai

Proposal development: 20 October-20 November 2025 • Prize Giving: 5 December 2025

A stronger second cycle: from awareness to implementation

The 2025 AI in my Classroom: Teacher Incubator Program (AiTiP) demonstrated that the inaugural 2024 model could not only be repeated, but strengthened. The second cycle expanded the programme’s reach to more educators and more schools while deepening the pathway from professional learning to classroom implementation. Teachers did not simply attend sessions about AI: they developed proposals, received mentoring and expert review, competed for implementation support, piloted classroom interventions, monitored outcomes, and reported back on what worked.

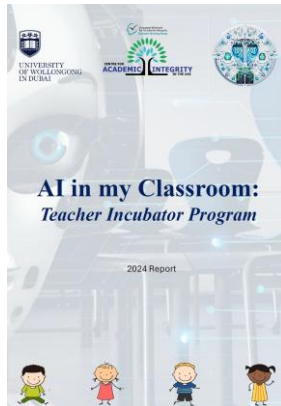
The programme retained its defining emphasis on responsible, integrity-centred use of artificial intelligence. Across the 2025 cycle, the strongest evidence of success is the shift from “AI awareness” to teacher-led, monitored and context-specific practice: secure chatbots that guide rather than answer, school-regulated AI environments, immersive VR/MR learning, and structured approaches to student engagement and feedback.



“The Teacher Incubator Program helped us move past the theory of AI and gave us the confidence to design safe, practical, and highly engaging learning tools for our classrooms.”

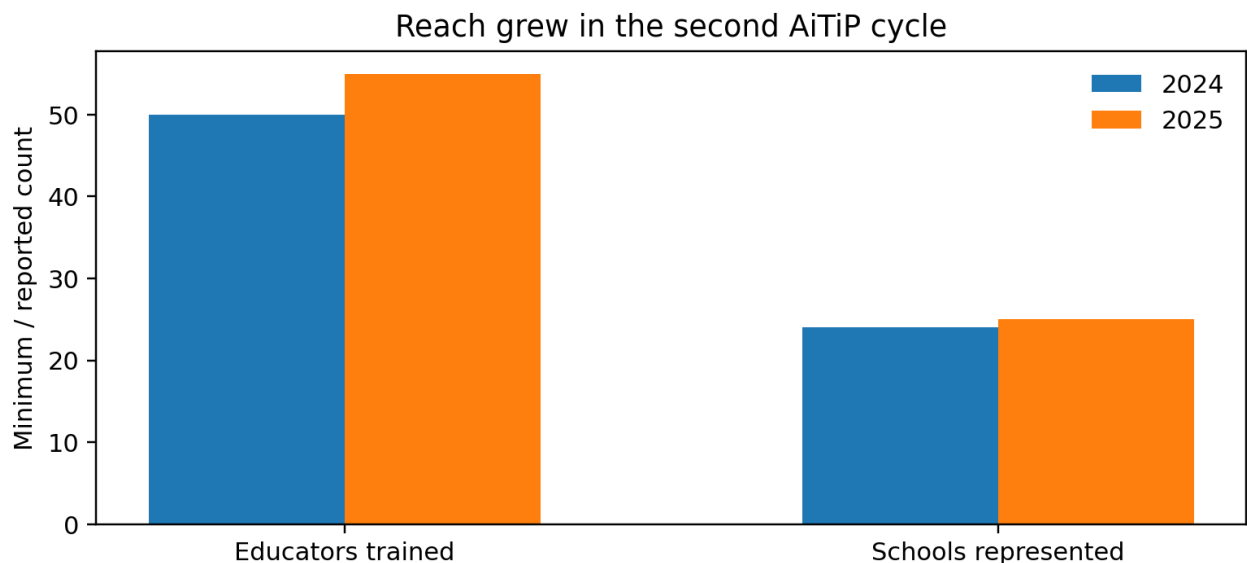
— MSB Private School, 2024 winning-school feedback

Building deliberately on the 2024 foundation



2024 established the proof of concept

50+ educators from 24 schools participated; 14 proposals were submitted; seven partnerships supported the programme; and the winning MSB Private School project translated teacher training into classroom implementation for 300+ students. The 2025 cycle preserved this core DNA while expanding reach and strengthening the post-event implementation pathway.



The reach numbers tell only part of the story. The most important progression was structural. In 2025, AiTiP became a longer incubator journey: two intensive training days were followed by a formal proposal-development window, a prize-giving milestone, and monitored implementation into 2026. This moved the programme beyond a professional-development event into a practical school innovation pipeline.



A two-day incubator designed for practice, not passive listening

Day 1 - Inspiration, tools and collaborative design

Day 1 combined strategic framing, practical AI demonstrations, innovation and inclusion. The programme opened with Centre and host leadership, followed by a keynote on empowering educators in the age of AI. Sessions then moved into cutting-edge educational AI tools, classroom innovation and inclusive technologies before teachers worked in facilitated breakout groups and presented initial ideas for constructive feedback.

- Keynote: “Teaching the Future, Today: Empowering Educators in the Age of AI”.
- Practical AI sessions led by specialists from Sharjah Education Academy and the Advance HE Gulf Network/Ajman University.
- Innovation-focused input from industry, including spatial computing and immersive technology for inclusive education.
- Breakout mentoring supported curriculum design, assessment, student engagement and proposal development.
- Teachers ended the day by presenting emerging ideas and receiving feedback from peers and experts.

Day 2 - Ethics, student engagement and proposal refinement

Day 2 deliberately shifted from tool exposure to responsible application. Sessions addressed AI and student engagement, ethics, student wellbeing and grant proposal writing. Teachers then used dedicated work time to refine their ideas with mentors before formal proposal presentations and peer review.

- Dedicated session on the ethics of AI in education and student wellbeing.
- Proposal-writing guidance to strengthen the feasibility and evaluability of school ideas.
- One-to-one and small-group mentoring before final presentations.
- Expert judging and feedback from academics across UAE universities.
- Clear next steps: virtual touch-base, final proposal submission, shortlist announcement, prize giving and monitored implementation.

“Through this program, we learned that AI is most powerful in the classroom when it guides students to think, question, and explain, not when it simply gives them answers.”

— American School of Creative Science – Maliha

A partnership ecosystem around teachers

The 2025 programme brought together higher education, schools, industry and education-technology partners around a single objective: helping teachers translate responsible AI principles into feasible classroom practice. Middlesex University Dubai hosted the two-day incubator, while ECAIU board members, academic mentors, judges, school leaders and industry contributors supported the learning and proposal process.



The programme poster also offered all participating schools complimentary access to an AI upskilling course from Tech Pathways MENA/CurveUp, extending professional learning beyond the two event days. This is an important marker of the programme's design philosophy: capability building was not treated as a one-off workshop, but as an ongoing professional journey.

A diverse expert network

The agenda and programme materials show contributions from leaders and specialists across Middlesex University Dubai, University of Wollongong in Dubai, Canadian University Dubai, Zayed University, Sharjah Education Academy, Ajman University/Advance HE Gulf Network, Higher Colleges of Technology, the Ministry of Education, Murdoch University Dubai, American University of Sharjah, University of Birmingham Dubai, UAE University and other education partners.

This breadth mattered because teachers received feedback from multiple perspectives: pedagogy, ethics, inclusion, assessment, student engagement, research design and technology implementation.

The voices behind the 2025 incubator

Speakers, opening contributors and session leaders who shaped two days of learning, dialogue and co-design.

DAY 1 18 OCTOBER 2025	
Dr Zeenath Reza Khan Founding President, ECAIU Associate Professor, UOWD	Veena Mulani Founding Board, ECAIU Head of SST, Al Diyafah High School
Dr Sreejith Balasubramaniam Chair, Research Committee Associate Professor, Middlesex University Dubai	Prof Tenia Kyriazi Deputy Director (Teaching & Learning) Middlesex University Dubai
Prof Christopher Hill Vice President, Research & Innovation Canadian University Dubai	Dr Estelle Tarry Sharjah Education Academy
Dr Mahinour Ezzat Advance HE Gulf Network Ajman University	Mr Fawaz CurveUp
Ivan Puzyrev Co-founder & CBDO, W3rlds	

DAY 2 19 OCTOBER 2025	
Prof Christina Gitsaki Board Member, ECAIU Research Coordinator, Zayed University	Fanan Kilani Turnitin
Renad Turki EdTech Academy	Karya Burfitt Regional Director, Studiosity
Dr Zeenath Reza Khan ECAIU-UOWD Ethics of AI in Education and Student Wellbeing	Dr Sreejith Balasubramanian Middlesex University Dubai Grant Proposal Writing
Dr Phil Anderson Assistant Professor, Birmingham University Dubai ECAIU Board Member	

Together, these contributors brought perspectives from schools, universities, EdTech, industry, academic integrity and responsible AI.

The real success: ideas became classroom interventions

The programme's strongest evidence of impact emerged after the October event. Winning-school feedback and final reports show that teachers moved into implementation, tested approaches in authentic settings, documented challenges, and refined their use of AI. Four winning schools supplied impact responses, and three detailed final project reports were included in the evidence pack provided for this report.

Teacher Reskilling - Lost, Learned, and Leveraged

British International School, Ajman

A school-regulated reskilling project using Google Classroom, Gemini and Workspace tools, beginning with a BTEC pilot and expanding into other subject areas.

- Teacher training moved from basic digital confidence to structured AI-supported lesson planning and feedback.
- The school reported stronger student engagement, assignment quality and portfolio development.
- Responsible-use controls included school-approved platforms, citation guidance and continuous teacher oversight.

"AI did not replace our teaching - it transformed the way we guide, support, and empower students to learn responsibly."

3. Key Activities Completed

Conducted teacher training workshops on:

- Class point
- Google Gemini
- Google Workspace tools
- AI integration in lesson planning
- Implemented pilot program in BTEC department
- Introduced iPads to support digital teaching practices
- Facilitated student portfolio development using Google tools

Engaged stakeholders:

- Teachers (training and collaboration)
- Students (active AI-supported learning)

Evidence from the abstract shows active teacher training sessions and classroom integration supported by technology usage and collaboration.



From monitored pilots to safer student AI use

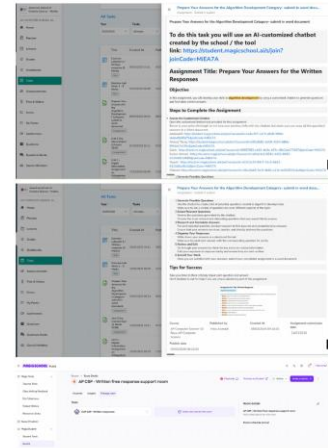
SafeLearn AI: Intelligent Research Support for Responsible Student Learning

American School of Creative Science – Maliha

A customised classroom chatbot was deployed as a learning coach for research, inquiry and AP Computer Science Principles preparation, comparing open-web and teacher-curated configurations.

- 86% positive student feedback was reported.
- Teachers observed a shift from answer-seeking toward structured questioning, explanation and verification.
- Moving to curated resources improved safety, reliability and curriculum alignment.

“AI is most powerful in the classroom when it guides students to think, question, and explain.”



Winning-school innovation in action

AI-supported immersive learning for “Wheel Dealer” students

ASPAM Indian International School, Sharjah

An action-research project combining differentiated instruction, VR/MR and retrieval practice to support Grade 7 students identified as needing targeted academic and behavioural support.

- The school reported a 33.25% improvement in the AI-supported group compared with 31.25% in the traditional group.
- Teachers were trained to use immersive AI-enabled tools and data collection methods.
- Students reportedly showed stronger participation, confidence, critical thinking and collaboration.

“The integration of AI tools not only enhances academic performance but also fosters essential life skills such as emotional intelligence, critical thinking, and collaboration.”

designing immersive and interactive learning environments. The workshop contributed to strengthening teachers' capacity to implement AI-enabled instructional approaches, thereby promoting enhanced student engagement, conceptual understanding, and technology-integrated pedagogy.



Figure 1. Teachers engaging with Multi-Reality AI Tool during professional development session.

Tools/Technology developed or used



Stakeholder Engagement

A Multi-VR and Normal VR retrieval practice session was conducted for the “Wheel Dealers” students of Class 7B to enhance their understanding

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What changed because of AiTiP?

1. Teachers moved from tool awareness to design capability

Across the winning-school responses, teams repeatedly described the programme as the bridge between knowing about AI and designing something that could be used safely in real classrooms. They learned to align AI with pedagogy, set boundaries, monitor student interaction, design prompts and activities, and evaluate outcomes.

2. Responsible AI became operational, not abstract

Ethics and academic integrity were translated into concrete design choices: restricted knowledge bases, school-approved platforms, teacher dashboards, curated resources, citation guidance, monitored chat histories, transparency with parents and students, and deliberate avoidance of answer-generating configurations.

3. Student engagement was coupled with critical thinking

The school projects did not treat engagement as entertainment alone. Chatbots and immersive tools were used to encourage questioning, explanation, retrieval practice, conceptual visualisation and independent learning. This reflects a consistent programme principle: AI should extend learning without displacing student thinking.

4. Schools developed local evidence

Participants were expected to report on progress and outcomes rather than simply celebrate adoption. The evidence pack includes platform analytics, pre/post comparisons, Likert-scale instruments, teacher observations, student feedback, implementation screenshots and reflective reports. Although the methods vary by school, the programme successfully normalised the idea that AI integration should be monitored and evaluated.

5. The network itself became an asset

Teachers worked alongside peers from multiple curricula and school systems, higher-education academics, government-linked educators and industry specialists. That ecosystem provided validation, challenge, practical support and a route for teachers to continue developing their ideas after the event.

Why the 2025 cycle matters

The 2025 cycle showed that AiTiP had matured from a promising inaugural event into a repeatable teacher-innovation model. It retained the accessibility and energy of the 2024 programme, while adding stronger implementation expectations, follow-up milestones, prize support and evidence gathering.

Reach 55+ educators / 25 schools	Depth Two-day intensive + mentoring	Action Proposal-to-pilot pathway	Evidence School reports + analytics + feedback
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The programme's success is therefore best understood in three layers:

- Reach - more educators and more schools were engaged than in the inaugural year.
- Capability - teachers gained practical confidence to design safe, curriculum-aligned AI activities.
- Implementation - winning teams progressed into real school pilots with monitoring, reflection and reported outcomes.

Together, these outcomes demonstrate a credible progression from professional development to school-level innovation. AiTiP 2025 did not simply tell teachers that AI is transforming education; it gave them a structured, supported and integrity-centred way to shape that transformation themselves.

"The program acted as a bridge from theory to practice by requiring us to plan and execute a real-world classroom project."

— MSB Private School

Acknowledgements

The success of AiTiP 2025 was made possible through the collective effort of the ENAI WG Centre for Academic Integrity in the UAE, Middlesex University Dubai as host, participating schools, ECAIU board members, mentors, judges, speakers and industry/education partners. Particular recognition is due to the teachers who moved beyond participation to implementation and shared candid evidence of both successes and limitations.

Evidence used for this report

- AiTiP 2024 Report (baseline and inaugural-cycle outcomes).
- 2025 Day 1 and Day 2 programme decks and agenda.
- 2025 participant badge roster and partner appreciation materials.
- AiTiP KPI / winning-school feedback responses.
- Final implementation reports from British International School Ajman, American School of Creative Science – Maliha, and ASPAM Indian International School.
- 2025 programme poster and partner information.

Note on evidence: programme-level counts are reported as presented in the 2025 programme materials. School-level impact statements and percentages are drawn from the schools' own final reports and feedback submissions and should be interpreted as project-reported evidence rather than independently validated programme-wide effects.

Closing message

“AiTiP 2025 succeeded because it treated teachers not as end-users of AI, but as responsible designers of the learning environments in which AI is used.”

— 2025 Success & Impact Report



OUR DEEPEST APPRECIATION

To



In recognition of your steadfast partnership, unwavering support, and meaningful contributions to advancing innovation, ethics, and excellence in education. Your collaboration continues to strengthen our shared mission and inspire impactful change across our learning community.



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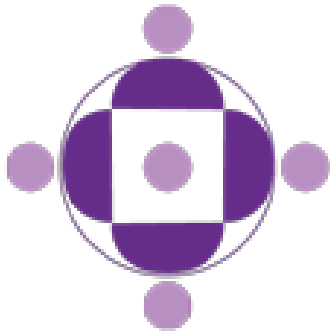
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