

MOSI 大学合作项目介绍

MOSI

Page 2 — What Is MOSI?

A learning community connecting young people, AI-future and the real world

AI Learning · Youth Leadership · Real-World Practice

MOSI works with schools, universities and educators to create project-based AI learning experiences for students aged 14–22.

Students investigate meaningful questions, exchange perspectives and develop practical responses with support from educators, researchers and industry mentors.

They do not begin with a tool or a predetermined answer. They begin with a person, a place or a question that matters.

Explore → Question → Imagine → Make → Test → Reflect

Through this process, students build confidence with emerging technologies while developing creativity, critical judgement, leadership and the ability to collaborate across disciplines.

MOSI is seeking education partners in the United Kingdom, Switzerland and Hong Kong to develop practical, interdisciplinary AI learning experiences for young people.

Page 3 — Why MOSI Began

AI makes creation more accessible. Human connection makes it meaningful.

Over the past three years, members of our team have helped organise three large-scale hackathons involving more than 1,200 participants.

We saw young people use AI to learn independently, cross disciplinary boundaries and turn early ideas into working prototypes. The most valuable outcome was not only what they

produced. It was how they learned to work with others.

Participants with different skills and experiences sat at the same table. They tested assumptions, responded to failure and developed a shared sense of purpose.

In an age of increasingly automated and online interaction, education must continue to create space for:

- Intellectual curiosity and independent judgement
- Meaningful collaboration across disciplines
- Safe experimentation and constructive failure
- Relationships with peers, educators and mentors
- The experience of creating something that matters

This experience became the foundation of MOSI.

Page 4 — Our Core Team

Different expertise, one shared educational purpose

Alex Xi 席陆晨

Based in the UK | Learning Innovation and Curriculum Design

Innovation Design Engineering | Human-Computer Interaction | Generative AI | Technology Education

Alex is a creative technology researcher, design engineer and educator. He is completing the joint MA/MSc in Innovation Design Engineering at the Royal College of Art and Imperial College London.

His research examines human-computer interaction, generative AI, context-aware systems and public-space experiences. His work has received the ACM MobileHCI 2026 Best Demo Award, while a second EEG-based interactive installation was accepted into the ACM Multimedia 2026 Interactive Art Track.

Alex founded the digital arts education platform Jade (引玉课堂). His courses have reached learners in 56 countries and regions, including more than 3,500 paid students. He has also delivered teaching and workshops at universities including Kingston University London, Hong Kong University of Science and Technology, Sichuan Fine Arts Institute, Chongqing University of Posts and Telecommunications, and Beijing University of Technology.

At MOSI, Alex leads learning innovation, technical curriculum development and project-based pedagogy.

Tiffany Tin 田咏琴

**Based across Geneva, the UK and Hong Kong | Strategy and Programme Development
Design Futures | Public Communication | Global Issues | Youth Innovation**

Tiffany is a design futures practitioner, programme strategist and public communication professional. She holds an MDes in Design Futures from the Royal College of Art and works in public communication within the United Nations human rights context.

She has produced more than 100 social media and digital communication outputs for the UN, translating complex policy and human rights issues into clear, accessible public narratives. Her work includes communication on racial equality, sport and human rights, as well as sensitive issues relating to Gaza and Sudan. She is also developing AI-supported workflows for cross-team and multilingual content research and production.

Her RCA research examined gendered deepfake harm, visual trust and AI governance, proposing an Extended Responsibility Society roadmap for 2026–2035. She is also a co-founder of Guikesong, a youth innovation event in Guizhou involving approximately 300 participants in 2026.

At MOSI, Tiffany leads overall strategy, educational direction, learning experience and international communication.

Susie Zou 邹桢

**Based across Shenzhen and Hong Kong | International Partnerships & Talent and Teams
Operations**

**International Communication | Cross-Cultural Collaboration | Partnership Development |
Programme Delivery**

Susie graduated from the School of Foreign Studies at Nanjing University. Her experience spans international communication, policy research, education, translation and programme management. She has also taught IELTS to more than 100 students.

Her research and professional experience includes work connected with the UNESCO International Centre for Engineering Education, sustainable development reporting, cultural translation research, international media and clean-energy communication. She has participated in projects related to the World Economic Forum and China's foreign-aid training programmes, and represented Chinese youth at the fourth Global Peace Summit.

As a co-founder of Nankathon, she has contributed to the development of Nankathon and Guikesong, which have collectively connected more than 1,200 participants.

At MOSI, Susie develops partnerships with schools, universities, mentors and industry organisations, and coordinates collaborative programme delivery.

Yifan Zheng

AI Applications and IT Support

Applied AI | Digital Products | Website Development | Youth Perspective

Yifan is a 17-year-old first-year undergraduate at East China Jiaotong University and an emerging practitioner in applied AI and digital product development.

He has experience in AI projects, website development and digital tools. During the 72-hour Guikesong AI Challenge in Guizhou, he contributed to an AI project addressing a practical challenge in the bearing industry. He has also supported AI education content, small digital products and projects for overseas clients.

As the youngest member of the team, Yifan brings a direct understanding of how young people encounter, interpret and learn with AI.

At MOSI, Yifan supports AI applications, website development, digital infrastructure and student prototyping.

How the team works together

- **Alex — Learning Innovation:** curriculum, technical learning and project-based pedagogy
 - **Tiffany — Strategy and Educational Direction:** programme vision, learning experience, content and international communication
 - **Susie — Partnerships and Programme Development:** institutional relationships, mentor networks and programme coordination
 - **Yifan — AI and IT Support:** digital platforms, applied AI tools and student prototyping support
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Page 5 — Why This Matters

AI can generate answers. Young people must still learn to ask meaningful questions.

Artificial intelligence is changing how young people learn, communicate and create. It can shorten the distance between an idea and a working prototype, support independent exploration and enable new forms of expression.

However, speed and access do not automatically produce understanding.

As AI makes individual production easier, education must strengthen the human capabilities technology cannot replace:

- Curiosity and critical judgement
- Imagination and original thought
- Dialogue, trust and ethical reflection
- Collaboration across different perspectives
- Leadership and shared responsibility

Young people should not only be prepared for the future. They should be equipped to participate in shaping it.

Page 6 — What Young People Learn

More than how to use a tool

Understand

Recognise what AI can do, where it can fail and how its outputs should be evaluated.

Question

Identify problems worth exploring and examine the assumptions behind an answer.

Imagine

Develop original possibilities rather than accepting the first available solution.

Collaborate

Listen to different perspectives, communicate clearly and contribute to shared decisions.

Make and Test

Turn an idea into a tangible prototype, gather feedback and improve it through evidence.

Lead and Reflect

Take initiative, support others and consider the wider consequences of a project.

Page 7 — How Students Learn

Design, technology and people belong in the same conversation

MOSI uses project-based and experiential learning. Students work in small, interdisciplinary teams to investigate a question, make decisions, build a prototype, test their assumptions and reflect on the results.

Mentors do not provide every answer. They create the conditions in which students can experiment safely, learn from setbacks and take ownership of their work.

The learning cycle

1. **Explore** — Observe a place, community or experience.
2. **Question** — Turn a broad concern into a focused challenge.
3. **Imagine** — Generate possibilities and compare perspectives.
4. **Make** — Use AI and other tools to build a prototype.
5. **Test** — Gather feedback from peers, mentors or potential users.
6. **Reflect and Improve** — Evaluate evidence, limitations and next steps.

Our educational principles

- **Human understanding:** Begin with people, experiences and contexts.
- **Interdisciplinary thinking:** Connect technology with design, science, communication, business and the humanities.
- **Early experimentation:** Make ideas tangible enough to examine and improve.
- **Real-world feedback:** Test assumptions beyond the classroom.
- **Responsible reflection:** Consider limitations, consequences and who may be affected.

The objective is not to produce a perfect answer. It is to help students learn how to act thoughtfully when the answer is not yet known.

Page 8 — Two Learning Pathways

A journey from exploration to real-world practice

MOSI Teens

Ages 14–17

Understanding AI · Exploring Ideas · Building Together

Students develop a practical understanding of AI, explore their interests and complete an accessible team project. They learn to ask questions, express ideas, contribute to a group and explain the choices behind what they create.

MOSI Campus

Ages 18–22

Research · Prototyping · Real Users · Project Development

Students investigate real needs, conduct user research, develop prototypes and test their ideas with potential users. They also consider how their projects could continue beyond the classroom.

Understand → Question → Imagine → Make → Test → Share → Continue

Page 9 — What Students Take Away

Capabilities that continue beyond the workshop

- **AI literacy:** Using new tools with confidence while evaluating their limitations.
- **Critical thinking:** Assessing information, identifying assumptions and making reasoned decisions.
- **Creativity:** Developing possibilities and expressing an original point of view.
- **Teamwork and leadership:** Listening, negotiating roles, taking initiative and enabling others to contribute.
- **Communication:** Explaining an idea, demonstrating a project and responding to questions.
- **Adaptability:** Learning from uncertainty, feedback and failure.
- **Practical experience:** Producing a tangible project that can be presented, tested and developed further.

A MOSI project may become the beginning of a new interest, collaboration, student initiative or mentoring relationship.

Page 10 — Questions Connected to the Real World

Globally aware, locally grounded

Drawing on the team's work in design futures, human–computer interaction, public communication and applied AI, MOSI helps students connect global change with local experience.

Possible themes include:

- **Learning:** How could AI support curiosity without replacing independent thought?
- **Well-being:** How might technology provide support without replacing human care?
- **Inclusion:** How could a school or community become more accessible?
- **Trust:** How can young people recognise unreliable information and synthetic media?
- **Sustainability:** How might environmental information become more relevant to everyday decisions?
- **Future work:** How is AI changing the roles, skills and opportunities available to young people?

Students are not expected to solve a global problem in a few days. They learn to understand one context, define one meaningful question and develop one response that can be tested.

| **Think widely. Begin locally. Learn by making.**

Page 11 — Why Partner With MOSI?

A shared space for education, research and experimentation

A partnership with MOSI can help a school or university:

- Introduce AI through structured, purposeful and responsible learning
- Connect technology with creativity and multiple subject areas
- Strengthen student confidence, communication and teamwork
- Provide experience of interdisciplinary and project-based learning
- Translate academic knowledge into accessible public engagement
- Create opportunities for university students and researchers to act as mentors
- Generate tangible student projects and evidence of learning
- Build stronger relationships among schools, universities, industry and communities

MOSI does not offer a fixed programme that must be reproduced. We work with each partner to align the theme, format, tools and learning outcomes with its students, context and educational priorities.

Page 12 — Collaboration Formats

Flexible programmes shaped with each education partner

Half-Day Discovery Workshop

Duration: Four hours

Purpose: Introduce a focused theme and guide students from question to first prototype

Outcome: A shareable team project and structured reflection

Three-Day Innovation Studio

Duration: Three consecutive or distributed days

Purpose: Develop research, prototyping, testing and presentation skills in greater depth

Outcome: A tested prototype, evidence of feedback and a final presentation

Extended School or University Partnership

Duration: Adapted to the academic calendar

Purpose: Connect AI learning with curriculum priorities, research themes or community challenges

Outcome: A portfolio of student projects, mentoring relationships and evidence for evaluation

Page 13 — Proposed First Collaboration

A focused half-day pilot

We propose beginning with a four-hour pilot designed jointly with the partner institution.

Suggested format

- **Participants:** 20–40 students
- **Duration:** Four hours, including two short breaks
- **Theme:** Selected with the partner institution
- **Technology:** Tools approved by the school or university
- **Structure:** Small interdisciplinary teams
- **Facilitation:** MOSI facilitators working alongside institutional staff
- **Outcome:** A tested, shareable project from every team

- **Closing:** Student presentations, peer feedback and reflection

Workshop sequence

1. Welcome and framing — 20 minutes

Introduce the theme, learning goals and central question.

2. Guided AI exploration — 40 minutes

Explore approved tools and learn how to question, verify and improve outputs.

3. Team challenge and first prototype — 60 minutes

Select a direction, assign roles and turn an idea into a working first version.

4. Break — 10 minutes

5. Testing and improvement — 45 minutes

Exchange prototypes, gather feedback and revise key decisions.

6. Break — 15 minutes

7. Prepare the story — 30 minutes

Clarify the problem, demonstrate the outcome and explain how AI contributed.

8. Showcase and reflection — 20 minutes

Present projects, review peer work and identify possible next steps.

Students leave with

- A clearer and more critical understanding of AI
- Experience of developing an idea collaboratively
- A completed project that can be shared and discussed
- Feedback from peers, educators, mentors or users
- Greater confidence in questioning, making and presenting

The partner receives

- Examples of student work
- Student and educator feedback
- Observations against agreed learning outcomes
- A concise pilot summary
- Recommendations for a possible next stage

Closing

AI can help young people create more.

**MOSI helps them think more deeply, connect more meaningfully
and build with purpose.**

MOSI

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