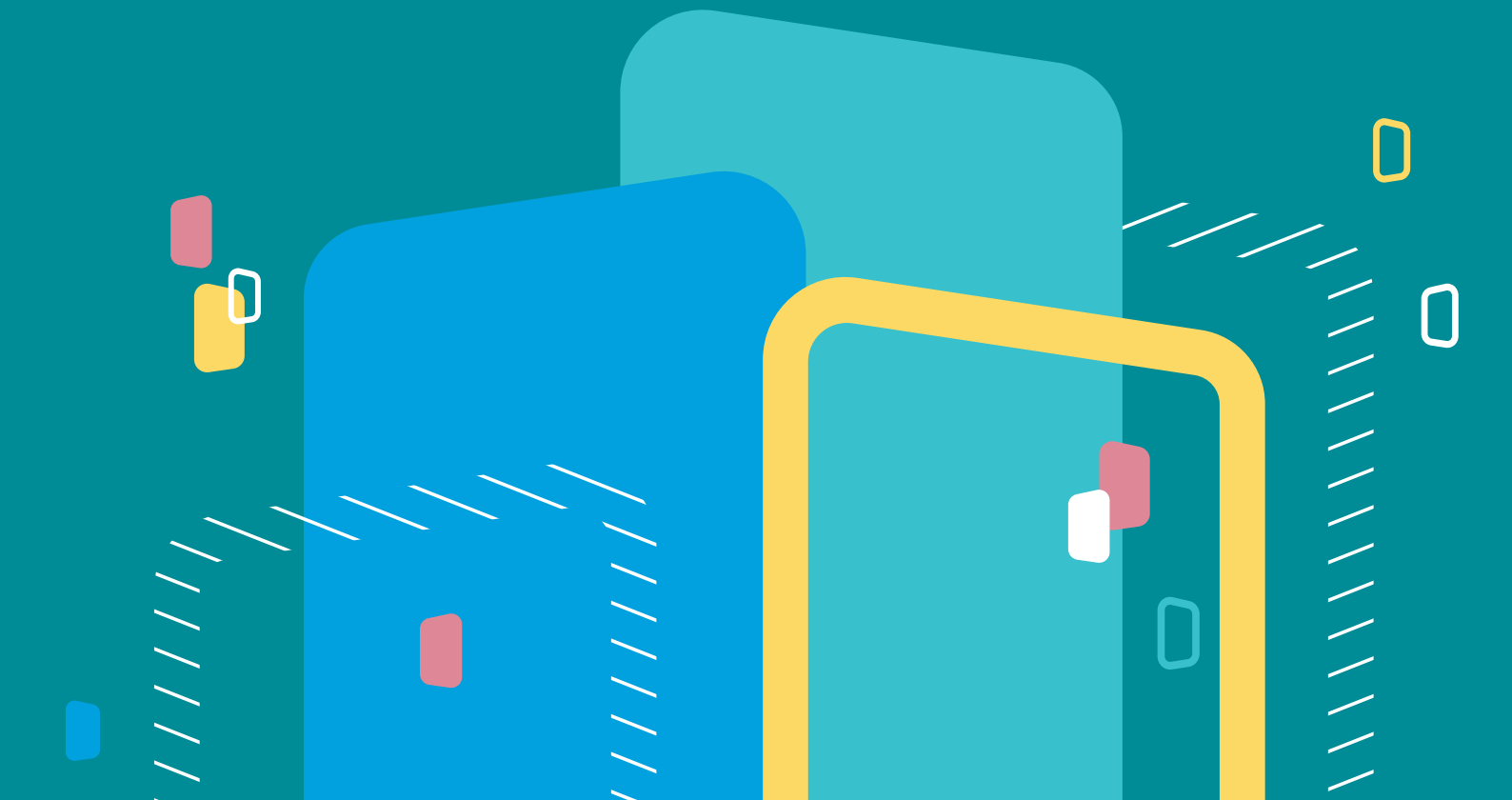
BenQ Education

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# Teach Your Way in the Age of AI

## Managing Risk, Data and Accountability in the Digital Classroom

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## Executive Summary

Artificial intelligence is no longer an emerging trend in education; it is a structural shift that is already reshaping how teachers plan, explain, adapt, and reflect. Yet much of the conversation around AI in classrooms has become superficial. Products are labelled “AI-powered” without addressing the underlying reality that AI is computationally demanding, security-sensitive, and deeply dependent on the quality of the hardware and systems that support it.

This matters because AI does not behave like previous waves of educational technology. It is not simply another app to be installed or another workflow to learn – AI changes expectations. It raises questions about speed, trust, reliability, and professional judgement. When it works well, it feels seamless and empowering. When it does not, it interrupts teaching and erodes confidence very quickly.

This is why the idea of Teach Your Way is more important than ever.

For years, effective classroom technology has been defined by choice, flexibility, and low friction. Teachers should be able to teach in ways that align with their pedagogy, their subject, and their learners, not the limitations of the device at the front of the room, but AI increases the stakes. If the hardware cannot keep up, if logins are clumsy, if processing is slow, or if security is unclear, then AI becomes a distraction rather than an advantage.

Not all interactive displays are designed for this moment.

Many devices were built primarily for content display, not for running complex, power-intensive AI workloads in real time. As AI tools increasingly rely on on-device processing, multimodal inputs, and rapid response, the difference between a screen and a true classroom computing platform becomes impossible to ignore.

The BenQ RP05 series has been designed with this reality in mind. With a significant increase in processing capability, a dedicated AI chip, expanded memory and storage, and the latest Android operating system, RP05 panels are built to support modern AI tools without forcing schools into closed ecosystems. Teachers can use BenQ’s proprietary software, third-party applications, or the tools they already rely on, all on the same device, with consistent performance and reliability.

Crucially, this flexibility is underpinned by industry-leading security and device management. Features such as single sign-on, NFC access, and centralised management are not convenient extras; they are essential foundations for safe, scalable AI use across classrooms, schools, and trusts.

AI in education is not a passing phase – it is changing how teaching and learning happen in practice. The question for schools is not whether to engage with AI, but whether their infrastructure is genuinely ready for it. Teach Your Way is no longer just a pedagogical principle, it is a test of whether classroom technology has been designed for the future educators are already stepping into.

## AI Is Not a Feature. It Is a Workload

Much of the current discussion around artificial intelligence in education is framed in the language of features. Tools are described as AI-powered, AI-enabled, or AI-assisted, often with little attention paid to what this actually means in practice. This framing is often unhelpful. AI is not a bolt-on capability in the way interactive whiteboarding, screen sharing, or annotation once were. It is a fundamentally different kind of demand placed on classroom technology.

AI is a workload.

Unlike many previous generations of EdTech, AI relies on sustained processing power, memory, and responsiveness. It often runs continuously rather than occasionally. It expects immediacy. Whether it is content generation, live transcription, summarisation, image recognition, gesture control, or adaptive feedback, AI tools are only useful when they respond at the pace of teaching. Delays, lag, or partial failure are not minor inconveniences. They interrupt explanations, break classroom flow, and undermine confidence very quickly.

A history teacher recently described running an AI transcription tool during a debate about the causes of World War I. When the tool lagged by even three seconds, students lost track of whose point was being captured. The delay didn’t just slow things down - it broke the rhythm of argument and counterargument that makes debate work. The teacher switched it off mid-lesson.

This is why AI exposes weaknesses in classroom technology faster than almost any other innovation. A lesson can survive a slow app launch or an awkward login process, but it cannot survive a tool that stalls mid explanation, hallucinates key points or fails inconsistently.

Teachers notice immediately. Learners notice even faster.

There is also a growing mismatch between how AI is marketed and how it is used. Many so-called AI features rely heavily on cloud processing, external services, or background computation that assumes stable connectivity and low latency. In real classrooms, those assumptions do not always hold. When processing is pushed away from the device, reliability becomes fragile. When everything depends on a connection, resilience disappears.

The result is a widening gap between promise and experience.

For schools and colleges, this matters because AI is no longer peripheral. It is beginning to sit inside planning, explanation, accessibility, feedback, and reflection. These are core teaching activities. Treating AI as a novelty feature risks placing it in the most sensitive parts of the learning process without the infrastructure to support it properly. Many classroom devices were never designed for this level of computational demand. They were built to display content, not to process it. As AI moves from demonstration to daily use, that distinction becomes impossible to ignore.

If AI is to become a trusted part of teaching and learning, it must be supported by hardware that is designed to carry the load, not just wear the label.

## Teach Your Way, Under Pressure

The idea of Teach Your Way has always been rooted in respect for professional judgement. Effective classroom technology does not dictate pedagogy; it adapts to it. Teachers bring different approaches, rhythms, and priorities into their classrooms, and the technology at the front of the room should flex accordingly.

Artificial intelligence intensifies this principle rather than replacing it.

AI does not arrive in neutral form. It brings assumptions about speed, structure, and workflow. Some tools nudge teachers towards scripted interactions, while others privilege efficiency over dialogue. Used uncritically, AI can flatten teaching into a sequence of prompts and outputs. Used well, it can support explanation, responsiveness, and accessibility without eroding agency. The difference lies less in the software itself and more in the conditions around its use.

When technology introduces friction, teachers adapt their practice to compensate. They simplify lessons, avoid certain tools, or fall back on safer routines. But, when technology feels seamless, teachers experiment, refine, and extend, and AI amplifies this effect. Because AI tools sit so close to the act of teaching, any friction is felt more sharply.

This is where Teach Your Way can face challenges.

If accessing AI requires repeated logins, switching devices, or working around system constraints, it subtly reshapes teaching behaviour. If AI tools only function reliably within a closed ecosystem dictated by tech companies, teachers are nudged away from the tools and platforms they already trust. Over time, choice narrows and pedagogy follows.

Conversely, when AI tools run smoothly on the same device that supports explanation, annotation, collaboration, and discussion, they become part of the flow of teaching rather than an interruption to it. Teachers remain in control of when and how AI is used - it supports their intent instead of redirecting it.

Teach Your Way in the age of AI therefore becomes a test. Not of whether teachers are willing to adopt new tools, but of whether classroom technology has been designed to respect professional practice under increased computational demand.

AI does not require teachers to teach differently. It requires technology to work harder, more reliably, and more invisibly than ever before.

If the hardware cannot meet that demand, the burden shifts to the teacher. And when that happens, Teach Your Way quietly stops being a promise and becomes a compromise.

## When Classrooms Become Computational

For much of the past two decades, classroom technology has been judged by what it could display. Resolution, brightness, touch accuracy, and screen size dominated procurement conversations. Processing power mattered, but largely in the background. As long as content appeared quickly and reliably, the underlying architecture rarely attracted attention.

Artificial intelligence changes that balance completely.

AI transforms the classroom device from a presentation surface into a computing platform. Tasks that were once handled elsewhere, or not attempted at all, now happen in real time at the front of the room. Speech is transcribed as it is spoken, images are analysed as they are drawn, and text is summarised, translated, or restructured in seconds. These are not passive functions. They require sustained processing, memory bandwidth, and intelligent task management.

This shift exposes a hard truth: many classroom displays were never designed for this role. Devices that rely heavily on external processing or minimal onboard resources struggle when AI becomes part of everyday teaching. Latency creeps in, features work intermittently, and teachers learn, often unconsciously, which tools are safe to use, and which are not. Over time, the promise of AI gives way to selective avoidance.

In a live Year 9 science lesson on cell structure, a teacher attempted to use an AI image recognition tool to identify organelles from student diagrams drawn on the interactive display. The first two attempts worked, but the third stalled. By the fourth, students had stopped drawing and started watching the screen buffer. The teacher later said: “I didn’t abandon the tool because it was bad. I abandoned it because I couldn’t trust it in front of 30 teenagers.”

In educational settings, reliability is not a technical preference. It is a teaching and learning requirement.

When AI runs on the device rather than being entirely dependent on the cloud, classrooms gain resilience. Responsiveness improves, privacy risks are reduced, and teaching is less vulnerable to network fluctuation or external service constraints. Crucially, the technology feels present rather than distant.

This is why the conversation about AI readiness cannot stop at software compatibility. It must include questions about processing capability, memory, storage, and how intelligently the device manages competing demands during live teaching. AI is not an occasional spike in activity. It is a sustained load.

As classrooms become computational spaces, the difference between devices designed for display and platforms designed for intelligent interaction becomes increasingly clear.

## How Students Experience AI in the Classroom

While much attention has been paid to how AI affects teaching, less has been said about how students experience it in real time. Yet learners are often the first to notice when AI feels useful, and the first to disengage when it feels intrusive or unreliable.

For students, AI in the classroom works best when it operates in the background of learning, not the foreground. When transcription tools quietly capture discussion points, when translation happens seamlessly for multilingual learners, or when accessibility features activate without fanfare, AI supports learning without demanding attention.

However, when AI interrupts the flow of a lesson, through buffering, errors, or requiring repeated authentication, students do not simply wait patiently; they switch off. Adolescents in particular are quick to spot when technology is being used for its own sake rather than for genuine pedagogical benefit. If AI slows down explanation or fragments collaborative work, students will dismiss it long before teachers do.

There is also an equity dimension. AI tools that depend heavily on consistent connectivity or external processing disadvantage students in schools with weaker infrastructure. On-device AI reduces this variability. It ensures that the learning experience is more consistent, regardless of network conditions or postcode.

Perhaps most importantly, how AI is introduced shapes how students understand it. When teachers retain visible agency - choosing when to activate tools, when to pause them, and when to set them aside — students learn that AI

is a resource to be used critically, not an authority to be deferred to. This matters beyond the immediate lesson. It shapes digital literacy and prepares young people to navigate an AI-saturated world with appropriate scepticism and confidence, which is even more important in light of the Curriculum & Assessment Review in the UK.

The student experience of AI is therefore inseparable from the reliability and intentionality of the classroom technology that delivers it. When devices work seamlessly, AI can genuinely enhance learning. When they do not, students learn that AI is just another overpromised technology that gets in the way.

## Trust, Security, and Scale Are Teaching Issues

AI introduces new questions about trust into the classroom. Not abstract questions, but practical ones. What data is being captured? Where is it processed? Who has access? What happens when something goes wrong?

These questions are often framed as technical or legal concerns, but in practice they shape teaching behaviour. When teachers are unsure how tools handle data, they may avoid using them (or may be directed to do so). When leaders lack visibility over device activity, they slow adoption. When IT teams cannot manage systems at scale, innovation stalls.

In this sense, security and device management are no longer peripheral considerations. They are foundational to sustainable AI use.

As AI becomes embedded in everyday classroom activity, the volume and sensitivity of data increases. Voice, handwriting, images, and interactions all carry personal and contextual information. Managing this responsibly requires more than individual judgement. It requires systems that make the right behaviours easy and the risky ones unnecessary.

Seamless authentication reduces cognitive load and classroom friction. Teachers should not need to remember multiple passwords or switch devices to access tools. Centralised management allows policies to be applied consistently rather than relying on individual compliance. Visibility across devices enables leaders to move from pilot projects to trust-wide strategy.

Without these foundations, AI remains fragmented. Used enthusiastically by some, avoided by others, and never fully trusted by the system as a whole.

At scale, confidence matters as much as capability. When schools can see, manage, and secure their AI-enabled devices effectively, teachers are free to focus on teaching rather than risk mitigation. That freedom is not a luxury - it is a prerequisite for meaningful adoption.

## From the Connected Classroom to the Intelligent Classroom

The idea of the connected classroom that was presented as part of the BenQ Bus Roadshow across 2022 emerged from a simple insight that learning improves when access is frictionless, systems are joined up, and technology supports rather than disrupts pedagogy. Connectivity was never the end goal. It was the enabler.

Artificial intelligence represents the next stage of that evolution.

While the connected classroom focused on access and flow, the intelligent classroom focuses on responsiveness and judgement. AI has the potential to support explanation, highlight misconceptions, reduce workload, and increase accessibility. It can act as an assistant rather than an authority, augmenting teaching rather than replacing it.

However, this potential is only realised when AI is integrated thoughtfully into the classroom environment.

An intelligent classroom is not one filled with automated decisions. It is one where technology responds to human intent. Teachers decide when to use AI, how to frame it, and when to step away from it. Learners remain engaged in dialogue, not passive recipients of generated output.

This distinction matters because AI tools can easily drift towards efficiency at the expense of depth. Intelligent classrooms resist that drift by embedding AI into practices that value explanation, questioning, and reflection.

Seen in this light, AI is not a disruption of the connected classroom model. It is a stress test. It reveals whether the systems that once supported access and collaboration are robust enough to support real-time intelligence without undermining trust or agency.

## Designing for Teach Your Way in the Age of AI

If Teach Your Way is to remain meaningful in the age of AI, classroom technology must be designed around intent rather than prescription. That design challenge goes beyond adding features. It requires deliberate choices about performance, openness, and control.

The BenQ RP05 series reflects this shift in thinking.

Rather than positioning AI as a closed ecosystem or a fixed workflow, the RP05 panels are designed to support heavy, modern workloads while preserving choice. Increased processing capability, dedicated AI hardware, expanded memory, and ample storage are not presented as differentiators for their own sake. They are the conditions that allow AI tools to function smoothly alongside the everyday demands of teaching.

This matters because teachers do not operate in neat sequences. Lessons move between explanation, discussion, annotation, collaboration, and reflection. AI tools must coexist with these activities, not interrupt them.

Equally important is the balance between proprietary capability and openness. Built-in tools can offer powerful functionality, but they should not exclude existing platforms or practices. Teachers should be able to use what they already trust, knowing the device can handle the demands placed upon it.

Designing for Teach Your Way in the age of AI therefore means building technology that works harder, so teachers do not have to. It means prioritising reliability over novelty, integration over lock-in, and longevity over short term appeal.

## Translating Experience into Infrastructure Decisions

For IT leaders and procurement teams, the shift from ‘AI as a feature’ to ‘AI as a workload’ changes the criteria by which classroom technology should be evaluated. The question is no longer “Does this device support AI?” but “Can this device sustain AI use at classroom pace, at scale, and over time?”

This requires a clear-eyed assessment of hardware capability:

### Processing Power and Dedicated AI Hardware

Modern AI tools, particularly those involving real-time transcription, image recognition, or natural language processing demand sustained computational performance. Devices relying solely on general-purpose processors will struggle under these workloads. The inclusion of dedicated AI chips (such as NPUs (neural processing units)) offloads these tasks, ensuring responsiveness without degrading other functions. For schools, this translates into fewer abandoned lessons and greater teacher confidence.

### Memory and Storage Capacity

AI applications often require significant memory bandwidth to function smoothly, particularly when multiple tools are running simultaneously. Insufficient RAM leads to lag, app crashes, and unpredictable behaviour. Similarly, onboard storage must be sufficient to support local processing and caching, reducing dependency on cloud services, and improving resilience in environments with variable connectivity. The RP05 series addresses this with expanded memory and storage designed for sustained multi-tool use.

### Operating System and Software Longevity

Older Android versions and legacy software architectures were not designed with AI workloads in mind. Modern operating systems include optimisations for machine learning tasks, improved security protocols, and better support for contemporary applications. Investing in devices running current OS versions reduces the risk of premature

obsolescence and ensures compatibility with emerging tools. This is not about chasing the latest update; it is about ensuring the device remains viable for its intended lifespan.

### Ecosystem Neutrality

Closed systems may offer initial simplicity, but they constrain pedagogical choice over time. Devices that support a wide range of third-party applications, integrate with existing school platforms, and allow teachers to bring their own tools offer greater long-term value. For multi-academy trusts in particular, standardising on flexible platforms reduces friction during onboarding and allows innovation to spread organically rather than being mandated centrally.

These are not abstract technical specifications. They are the foundations that determine whether AI becomes a reliable part of teaching or another source of frustration. For IT leaders tasked with future-proofing infrastructure, the message is clear: AI readiness is not about feature lists. It is about sustained performance, resilience, and openness under real classroom conditions.

## The Questions Leaders Should Be Asking

As AI becomes a permanent feature of the educational landscape, the most important decisions are no longer about whether to adopt it, but how to support it responsibly.

For leaders, this begins with better questions:

- Can this device support AI as part of daily teaching, not just occasional demonstration?
- Does it reduce friction for teachers or introduce new points of failure?
- Can it scale securely across classrooms, departments, and trusts?
- Does it preserve professional judgement rather than narrowing practice by dictating what tools a teacher can use?
- Is it designed for where teaching is going, not where it has been?

Teach Your Way in the age of AI is not about chasing innovation. It is about ensuring that classroom technology is fit for purpose in a world where intelligence is no longer optional but expected. The answers to these questions will shape not just procurement decisions, but the experience of teaching and learning for years to come.

Artificial intelligence will not transform education on its own. Its impact will be determined by the environments in which it is used and the infrastructure that supports it. In the age of AI, teaching does not need to become more automated, more constrained, or less human. But classroom technology does need to become more capable, more reliable, and more intentional. It is no longer just about choice or flexibility. It is about whether the tools at the heart of the classroom are designed to carry the weight of modern teaching without getting in the way.

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