Project Albus Impact

Korea

Chungcheongnam-do

May 2026

Google for Education 충청남도교육청 CHUNGCHEONGNAMDO OFFICE OF EDUCATION Lenovo Dalberg

Project Albus Korea – Background & Objectives

South Korea is rapidly advancing its education technology agenda through national initiatives like the 2023 Digital-driven Education Reform Plan. This includes building a strong EdTech ecosystem, introducing AI-powered digital textbooks by 2025, and expanding coding and AI in schools.

Against this backdrop, Project Albus aimed to expand Google for Education's presence by scaling its AI-powered ecosystem to improve AI literacy, enable personalized learning, and enhance teaching effectiveness.

The pilot took place in Chungnam, a province with about 230,000 students and 20,000 teachers. While device use is mixed (70% Android, 20% Chromebooks, 10% others), all schools have adopted Google Workspace for Education Plus, showing strong readiness for deeper integration.

Supported and co-funded by the Chungnam Office of Education, the pilot reached 59 classrooms across 19 schools. It combined sponsored Chromebooks for teachers and some students with existing devices. Teachers received training on Chromebooks, Google Workspace for Education, and AI tools, alongside sessions for students and parents on safe AI use – ensuring effective and responsible integration into teaching and learning.

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Project Albus At-a-Glance

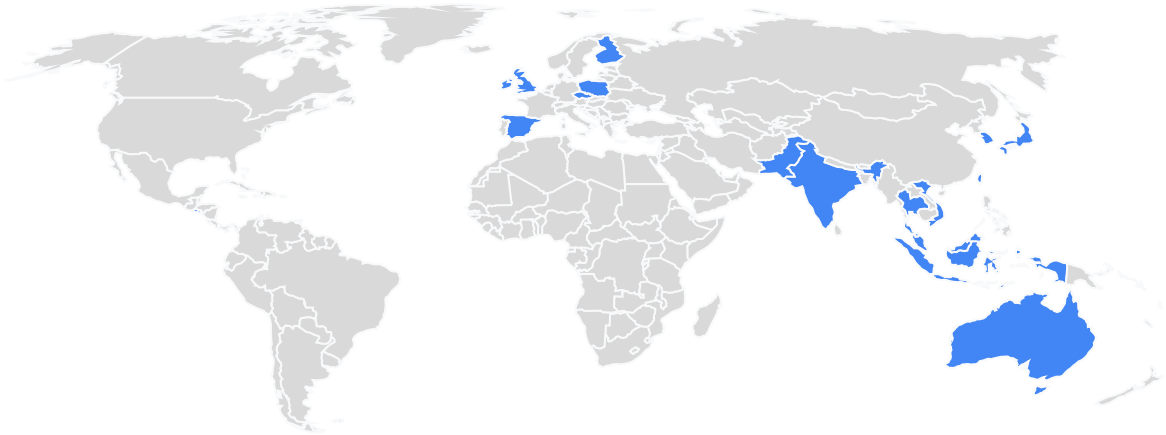
To build evidence on the impact of Google Workspace for Education (“GWfE") and Chromebooks in Korea, Google for Education, in partnership with Dalberg Advisors, delivered a digital transformation (“DX") of education pilot

What is it?

Project Albus is a global **6-month program** of digital transformation of schools using Chromebooks and Google Solutions.

Albus pilots globally

15	30+
countries	pilots



Components

1. **Chromebooks Plus** for teachers, **Chromebooks** for students and **Chrome Education Upgrade** are provided to participating schools
2. **Professional development** for teachers and IT administrators on Chromebooks, Google Workspace for Education, and AI tools
3. **Pilot case study and data collection with a local academic research partner** to assess implementation and impact

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The pilot engaged a large and diverse cohort of students and teachers across 19 schools in Chungcheongnam-do

10
ELEMENTARY SCHOOLS

490	14
STUDENTS	TEACHERS

3
MIDDLE SCHOOLS

90	4
STUDENTS	TEACHERS

6
HIGH SCHOOLS

514	8
STUDENTS	TEACHERS

Number of teachers & students in the participating classes

Chromebook Plus were provided to teachers, while students were equipped with convertible touchscreen Chromebooks

Teacher | Lenovo Chromebook Plus Gen 10

chromebookplus

Chrome Education
Upgrade

Teaching and Learning
Add-on

Student | Lenovo 500e Chromebook Gen 3

chromeOS

Chrome Education
Upgrade

Teaching and Learning
Add-on

40 hours of training on Chromebooks and GWfE tools prepared teachers for integrating technology into teaching

Professional Development Partner

poin2

Poin2 Lab was founded in 2014 with the goal of providing IT products and services with reasonable prices and superior performance. Composed of a team of experts in development, design, and marketing, providing Chromebooks, smart devices, and software-based services.

Poin2 Lab is the only startup licensed to develop and manufacture Chromebooks from Google, selling them in both Korean and international markets. It also possesses expertise in Chromebook-related Google services, enabling it to offer Google Workspace and CEU services.

Training Topic	Hours
Google Workspace Basic Tools	6
Google Classroom Operations	2
Chromebooks and Classroom Tools	2
Gemini & Notebook LM	2
Google Videos (Gemini Canvas + Google Sites)	2
Google Workspace EDU Plus	2
Gemini vibe coding	2
Apps Script w/ Gemini & AppSheet	2
Using Gemini in Google Classroom	2
1on1 Coaching sessions	12.5

Academic research was conducted to measure the pilot's impact on teaching and learning

Academic Research Partner

호서대학교 HOSEO UNIVERSITY

Hoseo University is a major center for higher education, encompassing a diverse academic landscape that includes 67 departments and 9 graduate schools. Hoseo University is committed to a distinctive educational philosophy centered on a "Global Vision with Venture," fostering an environment that encourages innovation and an entrepreneurial spirit among its students

Overview of the academic research project

OBJECTIVE	The study aimed to empirically analyze the educational effectiveness of an instructional environment that utilizes GWfE and Generative AI (specifically Gemini)
PARTICIPANTS	• 777 students and 29 teachers in Pre-pilot data collection • 898 students and 24 teachers in Post-pilot data collection
RESEARCH METHODOLOGY	• Pre- and Post-Pilot Surveys • Classroom Observations and User Interviews
TIMELINE	August 2025 to January 2026

Our research methodology assesses three key metrics through an overarching impact lens

Attitude and Mindset

- How do teachers and students *feel* about using technology & Generative AI (Gemini specifically) in classrooms?
- Was there a shift in attitudes post training and pilot?

Knowledge

- How comfortable are teachers and students using technologies?
- How did this change during the pilot?

Capability and Behavior

- Which tools were most used? Why?
- Which were most effective?
- What challenges were faced while using digital tools?

Impact

- Did student engagement, collaboration, creativity, communication, academic performance increase / decrease?
- What was the impact on teaching (e.g., student-centered teaching, teacher productivity, etc)?

By the end of the pilot, three significant outcomes were achieved across student and teacher participants

Strong Technology Adoption By Both Teachers And Students

100% of teachers recognized the benefits of the technology, with 54% using it for more than 5 hours per week

88% of teachers and 81% of students in elementary and middle schools considered Chromebooks as most suitable device for learning

46% of teachers self-identified as being skillful in using Gemini

Greater Students' Self-directed Learning, Completion Rate And Academic Performance

71% of elementary students reported better enjoyment in learning

~75% of middle school students achieved higher assignment completion rates and improved performance

68% of high school students observed better academic performance

Refocus Teachers' Time On Higher-Value Teaching Activities

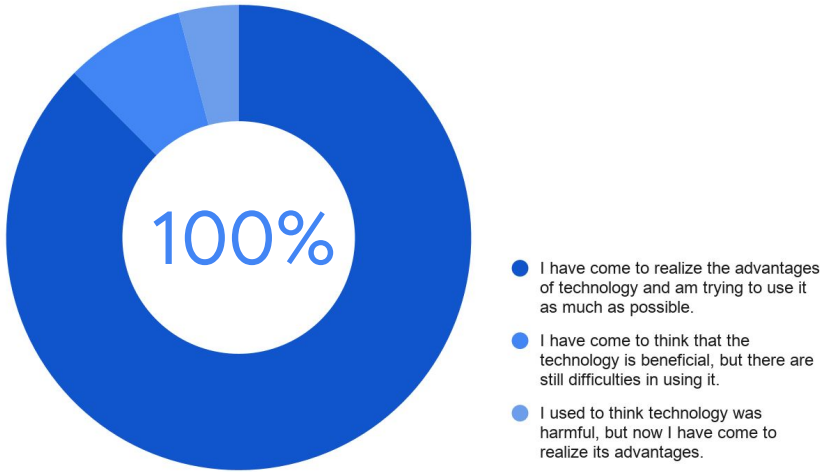
100% of teachers reported that the technology saved them time

75% of teachers saved more than 5 hours per week

6.9 hours per week were saved on planning & administrative work and reinvested to teaching activities

Strong Adoption Of Technology By Both Teachers And Students

By the end of the pilot, all teachers recognized the benefits of technology in the classroom...



Q: Has your attitude towards the use of technology in classrooms shifted after the pilot program? (n=24)

"When it's a hands-on task... [students] are highly engaged and 'invested.' The technology provides immediate, practical application."

- Teacher, Middle School, IT

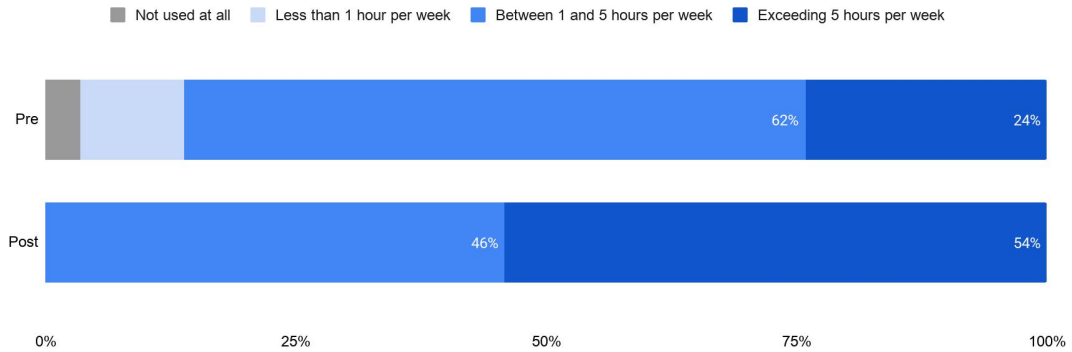
"In a traditional class, I lecture, and students listen passively. With Chromebooks and AI, the dynamic shifts. Students consume the content at their own pace..."

- Teacher, Elementary School, Language Studies

… and over half became heavy users of technology in their classrooms

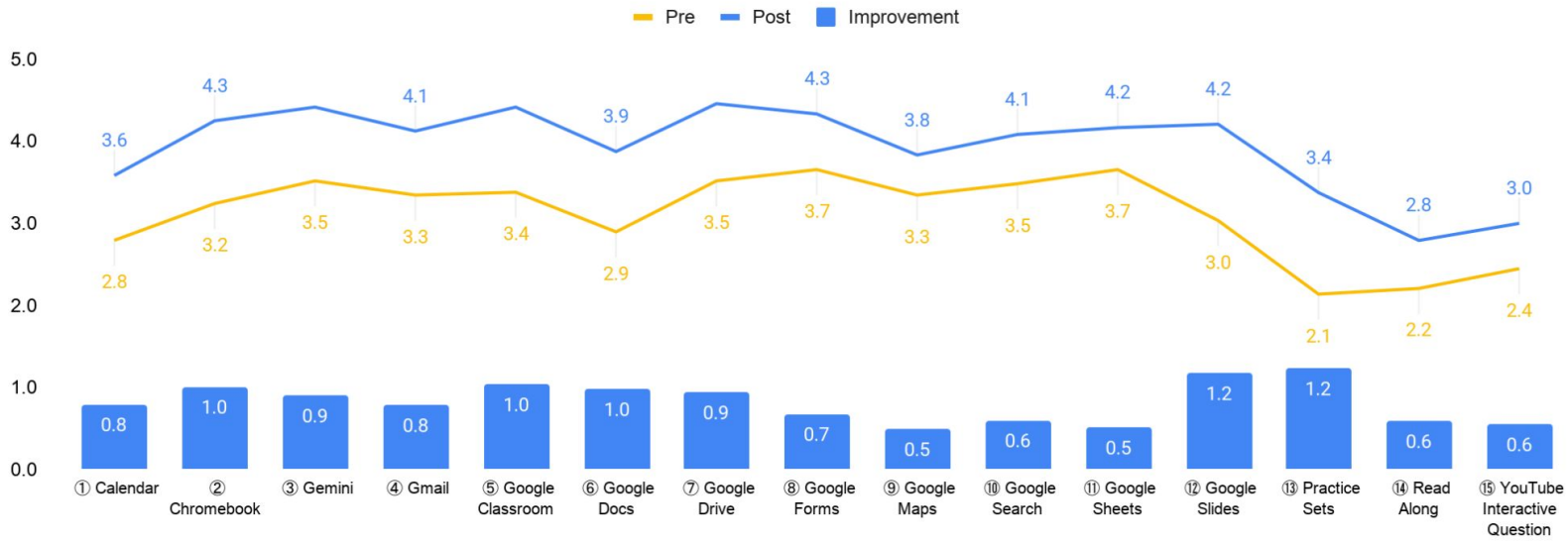
54%

of teachers now use technology more than 5 hours/week in their classes



Q: How much time do you spend using technology in your classroom each week? (pre n=29, post n= 24)

Skills in using all GWfE tools and Chromebooks grew significantly throughout the pilots

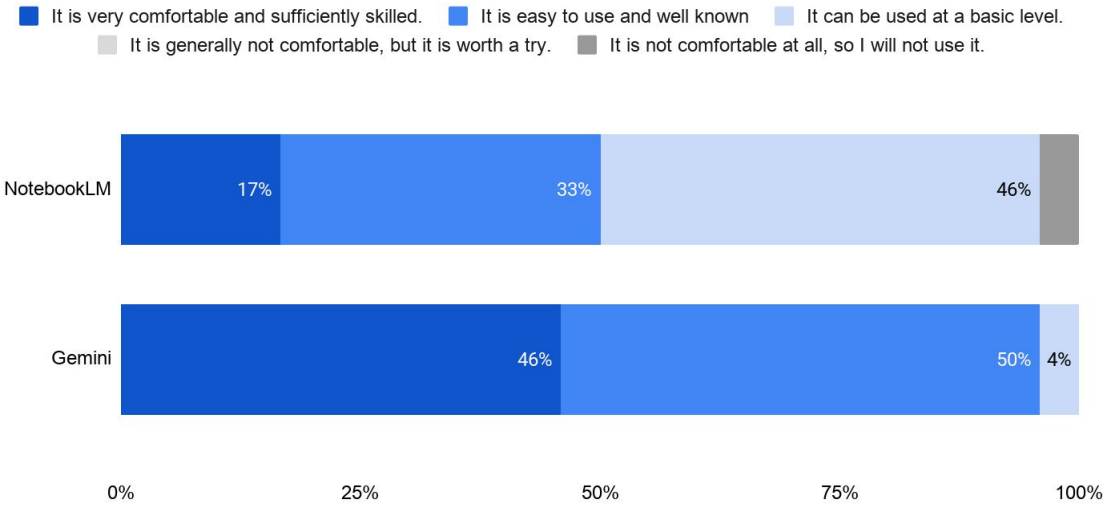


Q: (On scale 1-5) How comfortable are you with using the following Google Apps? (pre n=29, post n= 24)

Almost 100% of teachers achieved basic comfort in using AI tools

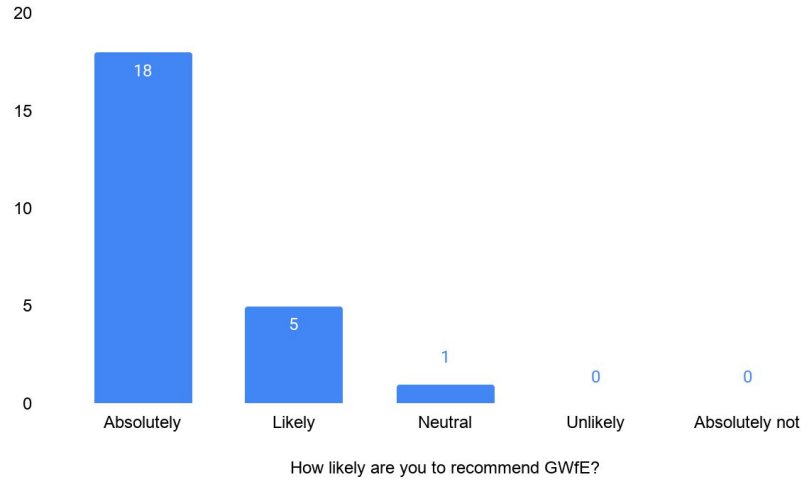
46%

of teachers self-identified as being skillful in using Gemini



Q: (On scale 1-5) How comfortable are you with using the following Google Apps? (pre n=29, post n= 24)

75% of teachers said they absolutely would recommend Google Workspace for Education to their fellow teachers

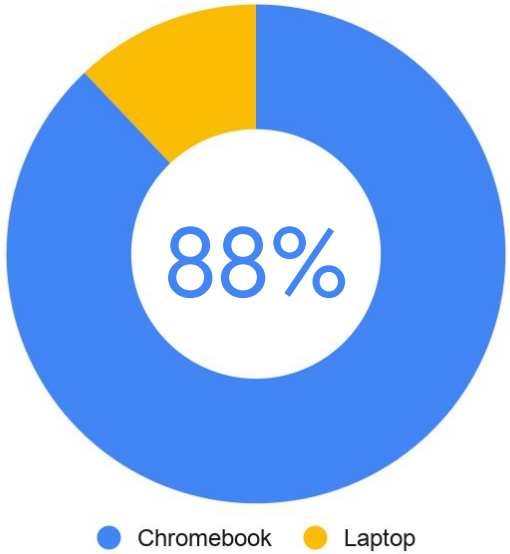


Q: How likely are you to recommend [tool]? (n=24)

> “Various collaborative activities within the school and classroom are convenient.”
> **– Teacher, Elementary School, Social Studies & Creative Activities**

> “As an educational designer, it is a tool that allows you to freely try various approaches in a short period of time, and because it can help students grow in the most meaningful and efficient way.”
> **– Teacher, Elementary School, English**

88% of teachers indicated the Chromebooks are well-suited for their students

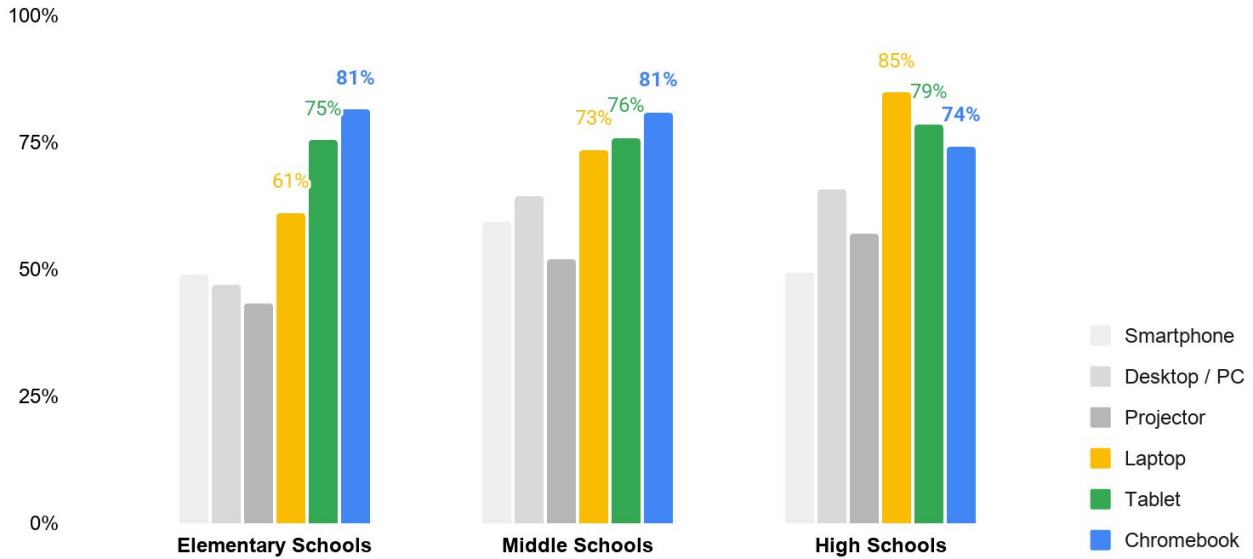


> “Unlike tablets, the presence of a keyboard allows for greater versatility in student assignments. It is convenient that any Chromebook can be used simply by remembering the Google account. Booting and reconnecting times are very short, making it easy to use in classes.”
> **– Teacher, Elementary School, Mathematics**

> “Students can use it comfortably. It offers strong security performance and allows information devices to be used under teacher control.”
> **– Teacher, Elementary School, Practical Arts**

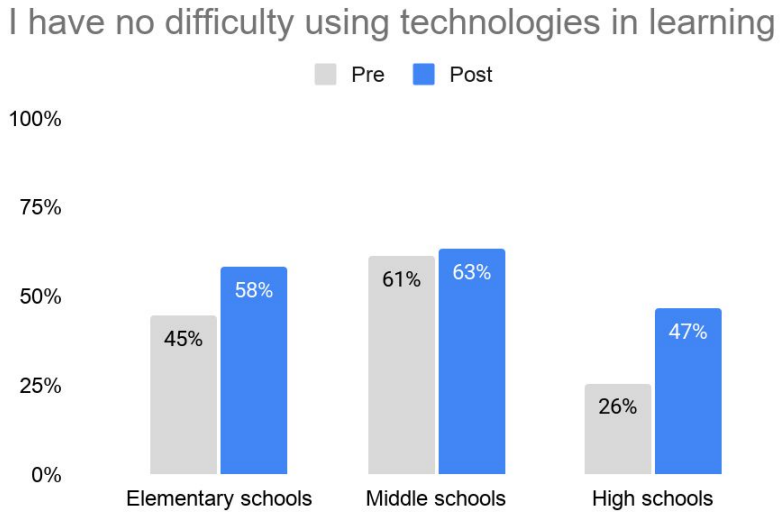
Q: Which of the following devices do you think is most suitable for teaching and learning in the classroom? (n=24)

To students in elementary and middle schools, Chromebooks were considered the most suitable for learning

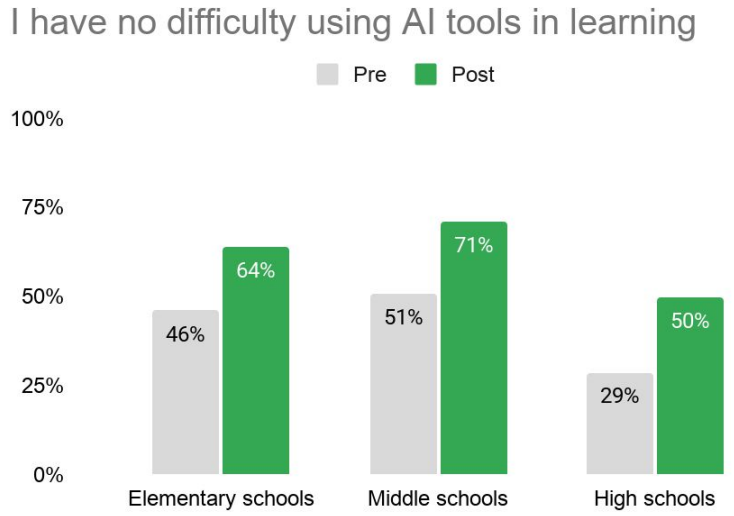


Q: Which of the following devices do you consider most suitable for classroom learning? [device] (n = 491 primary school students, 79 middle school students, 328 high school students)
The graph displays only the proportion of students who selected “suitable” or “highly suitable.”

The pilot significantly increased the share of students with no challenges using technology in learning



Q: Are you experiencing the following obstacles to using technology in the classroom?

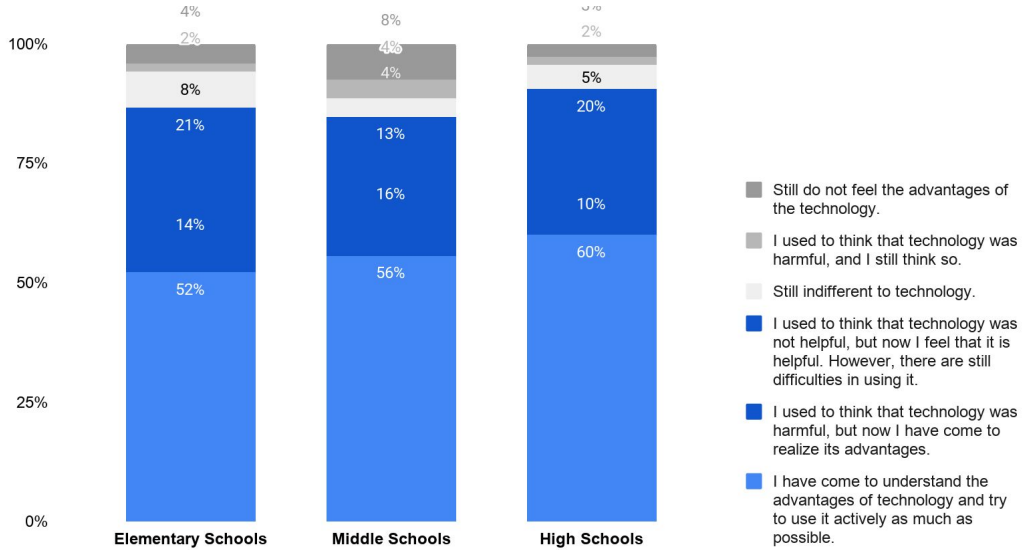


Q: Are you experiencing the following obstacles to using AI-based technology in the classroom?

By the end of the pilot, an additional 30% of students recognizing the benefits of technology in the classrooms

>80%

of students across grade levels now recognized technology's benefits in teaching and learning



Q: How did attitudes toward using technology in the classroom change after the study? (n = 491 primary school students, 79 middle school students, 328 high school students)

Greater Students Engagement, Assignment Completion, And Performance Across School Levels

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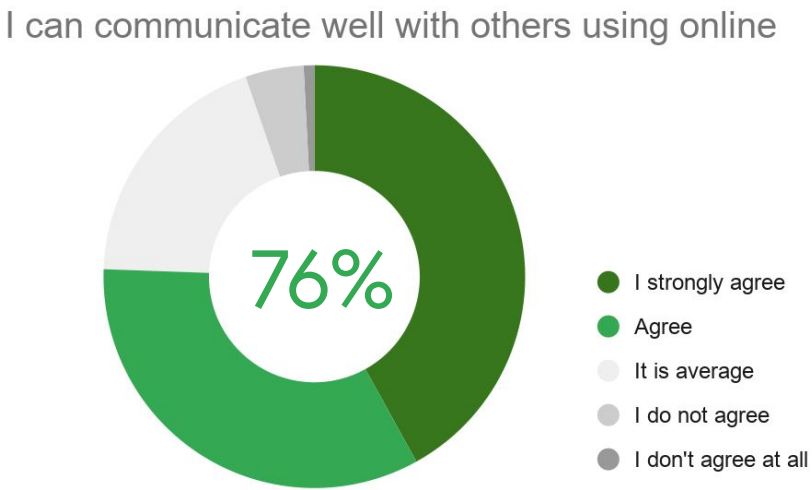
Impacts on Teaching & Learning in Elementary Schools

Despite their young age, 76% of elementary students communicated effectively with peers using tools like Google Docs and Google Chat

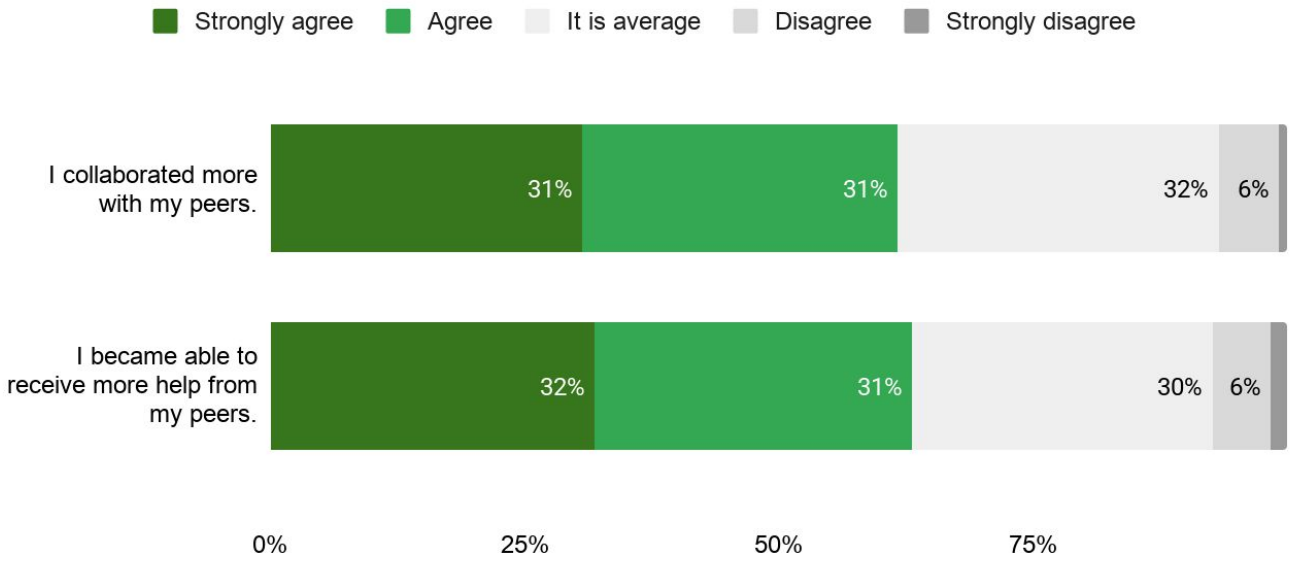


Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=491)

> “It was fun working on a project with my friends and collaborating a lot, and I feel like we became closer”
>
> **– Student, Nonsan Buchang Elementary School, Grade 3**

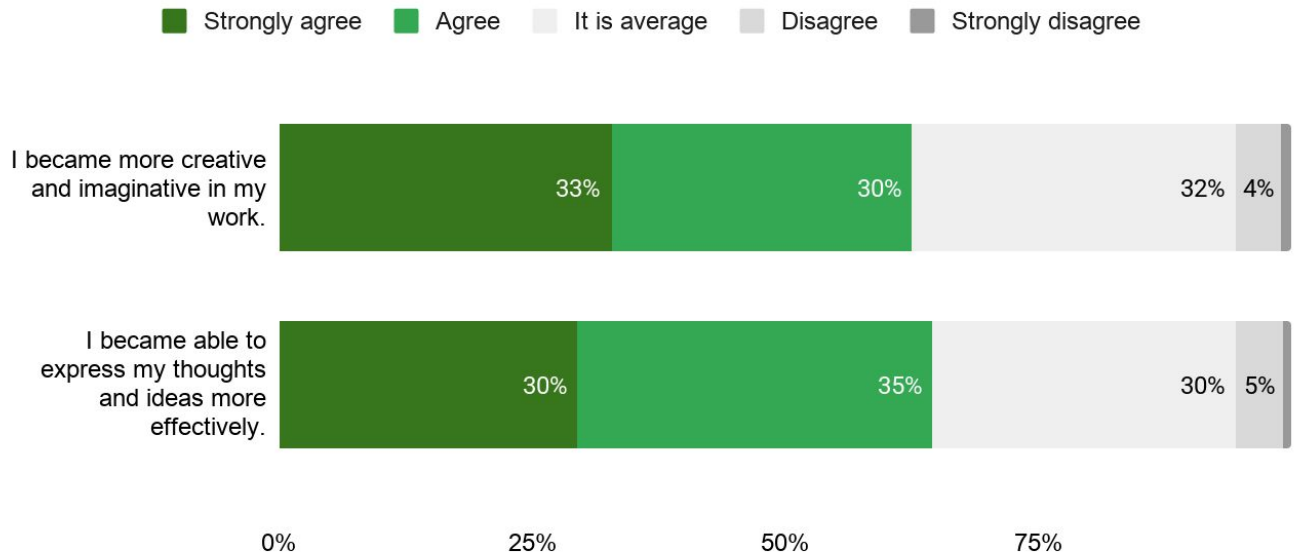
Q: Please explain your choice in a few words (Optional) (n=491)

Over 60% of elementary students experienced improvements in peer collaboration …



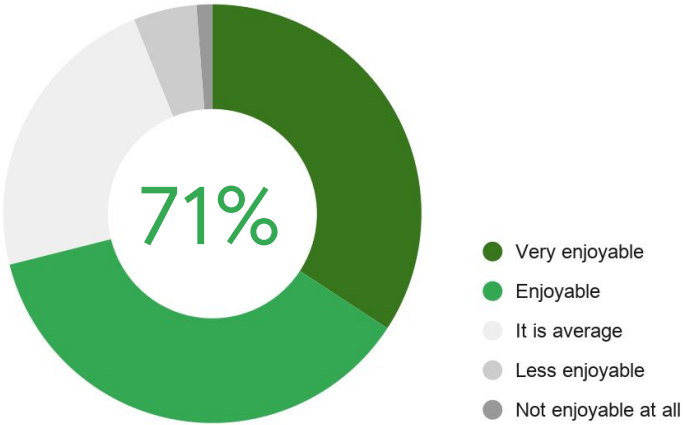
Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=491)

… as well as in creativity and ability to express their ideas thanks to the use of technology



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=491)

71% of students reported better enjoyment in learning



> “Class activities became enjoyable using a Chromebook.”
>
> **– Student, Handel Mulbit Elementary School, Grade 2**

> “My understanding improved, and I became more interested in the class.”
>
> **– Student, Onyang Dongsin Elementary School Grade 5**

Q: 12. How do you feel your classroom experience (classroom environment, flow of class, etc.) changed during the study period on a scale of 1 to 5? (n=491)

Q: Please explain your choice in a few words (Optional) (n=491)

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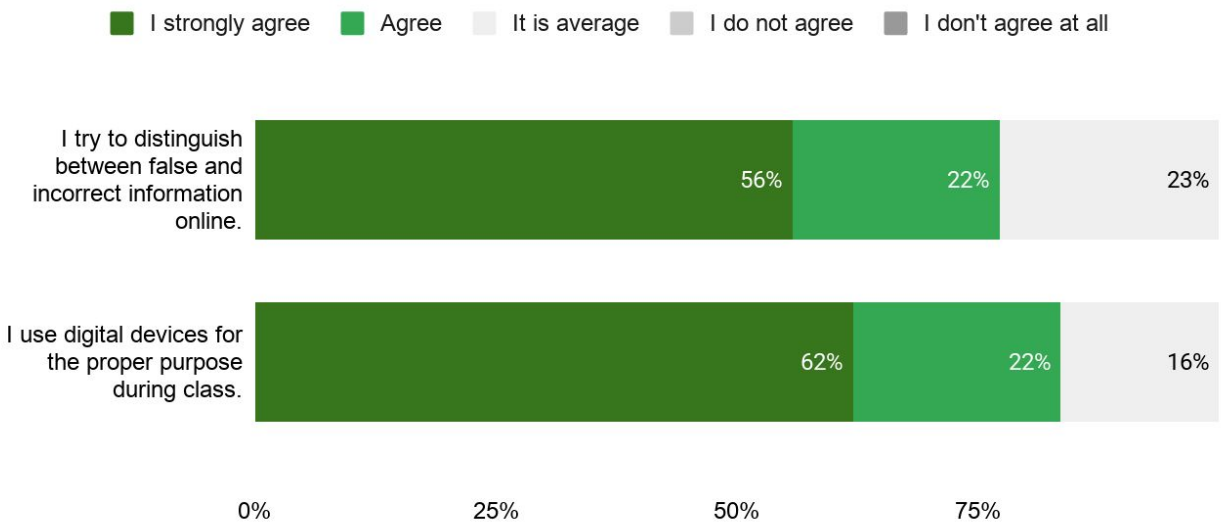
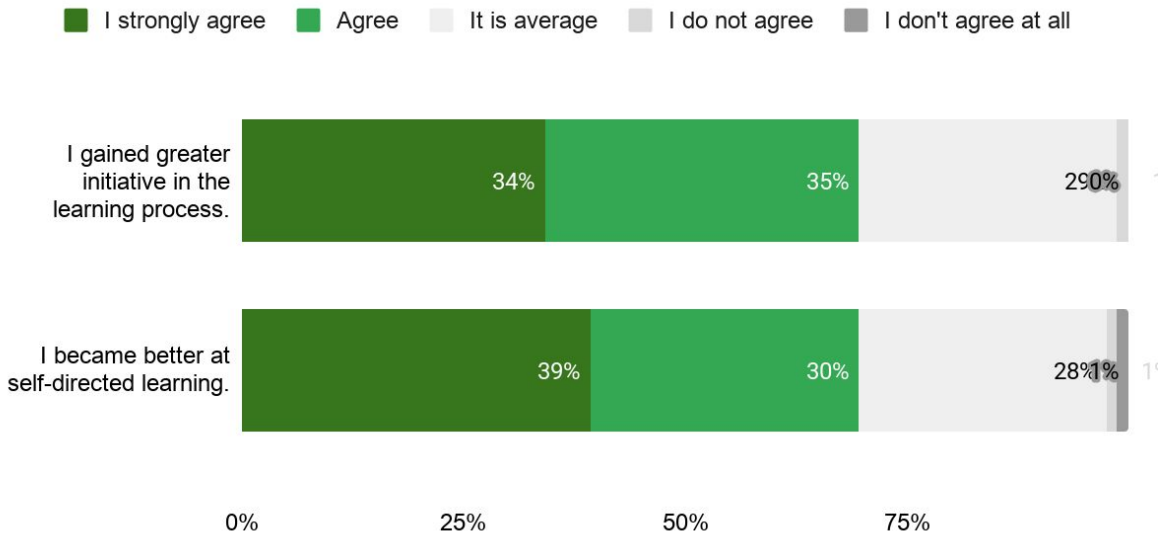
Impacts on Teaching & Learning in Middle Schools

Middle school students demonstrated a high level of technology responsible use, with 84% used digital tools properly in the classroom



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=79)

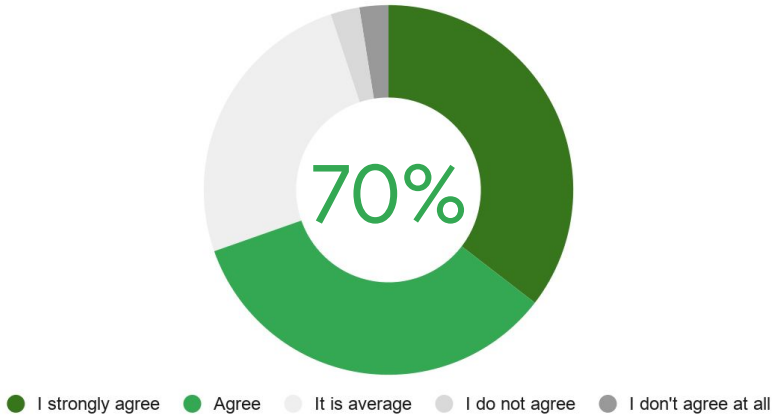
Most students reported improvements in self-directed learning ...



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=79)

… and 70% experienced better comprehension of learning material

I understood concepts faster and became more deeply immersed in the learning material.



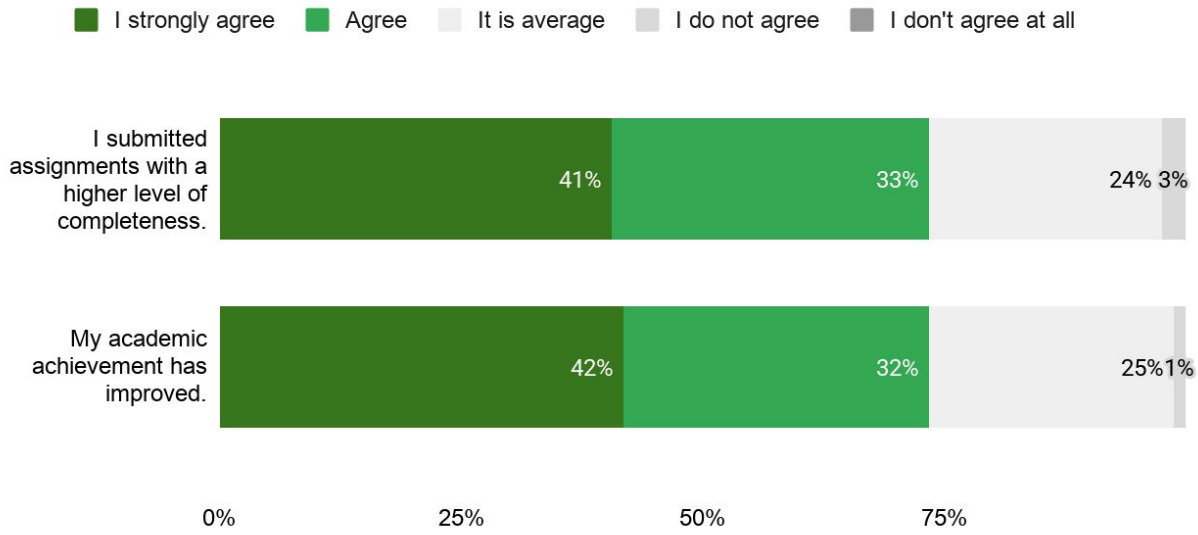
Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=79)

> “I liked that I could concentrate better during class and study individually…”
>
> **– Student, Cheonan Gyegwang Middle School, Grade 3**

> ”Achievement increased because the class material could be reviewed using AI technology.”
>
> **– Student, Cheonan Gyegwang Middle School, Grade 3**

Q: Please briefly explain your choice of the statement “Chromebooks were well suited to my students”. (n=79)

As a result, nearly 75% of students achieved higher assignment completion rates and improved performance



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=79)

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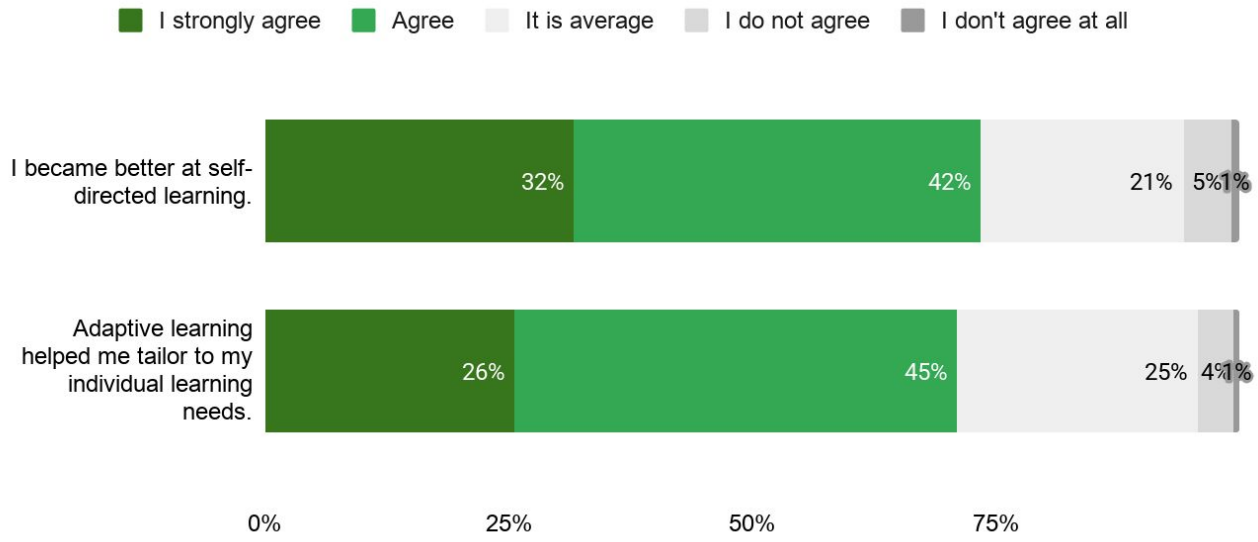
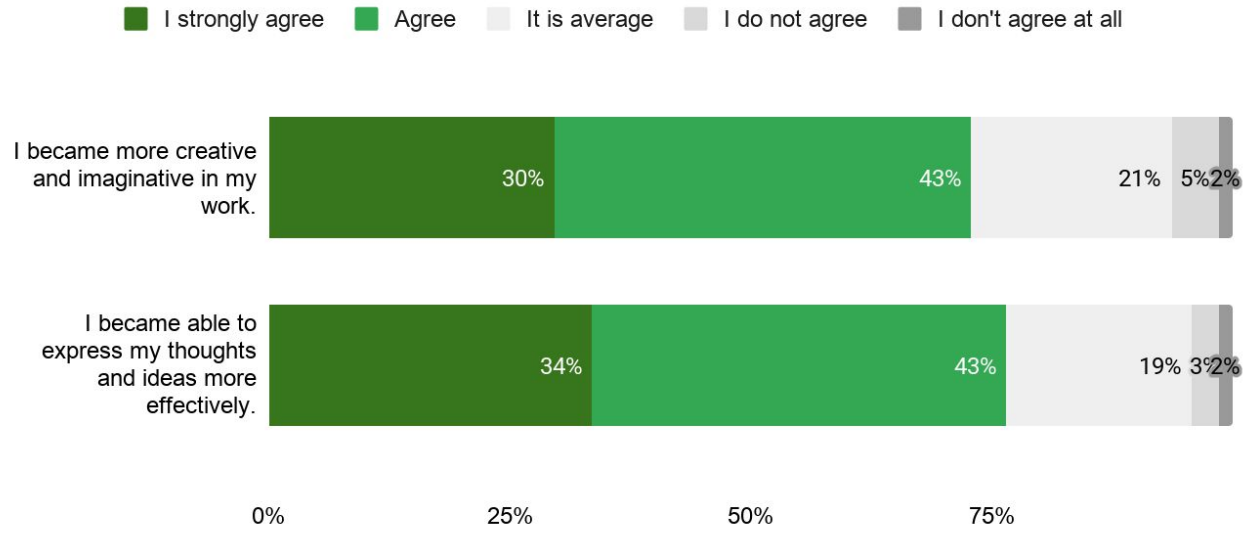
Impacts on Teaching & Learning in High Schools

Self-directed learning also emerged as a key outcome for high school students, with 74% reporting improvement



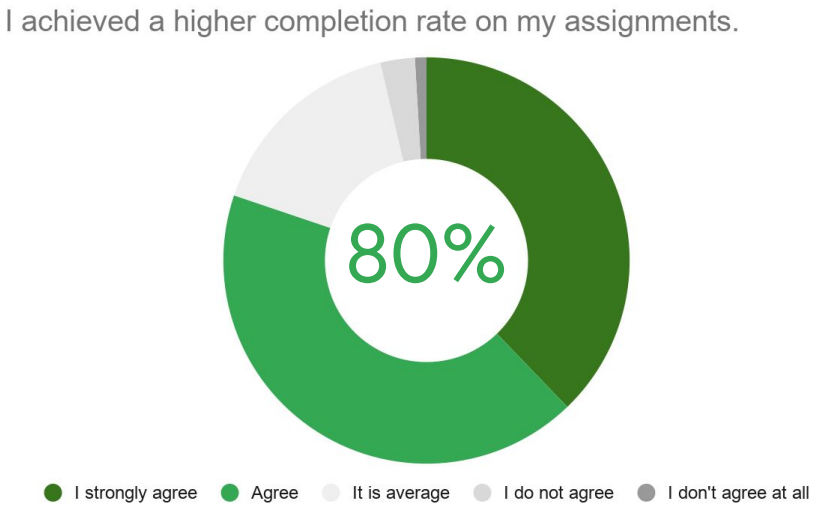
Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=328)

They also demonstrated improvements in creativity and communication skills



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=328)

80% achieved higher completion rate of their homework



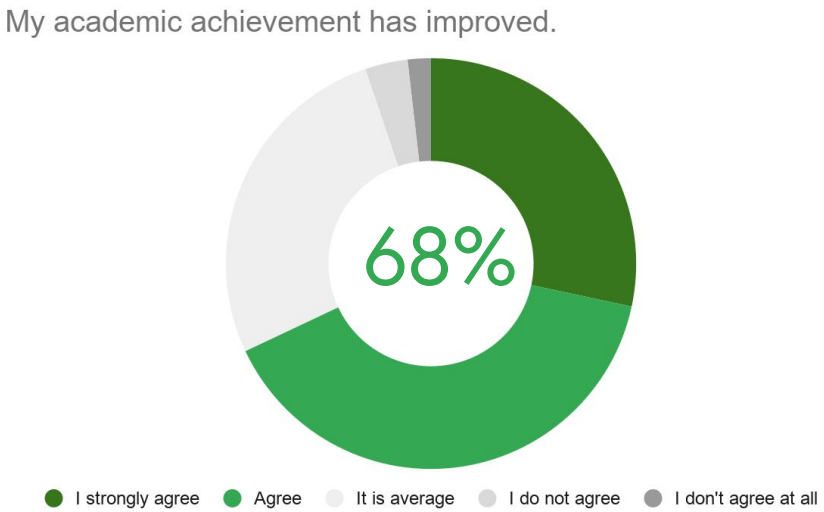
Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=328)

> “It was great to be able to get help finding the materials needed for the report!”
>
> **– Student, Bokja Girls' High School, Grade 1**

> “I felt proud that the quality of the assignment improved thanks to using AI.”
>
> **– Student, Daecheon High School, Grade 1**

Q: Please explain your choice in a few words (Optional). (n=328)

By the end of the pilot, 68% of high school students observed better academic performance



Q: Please provide your opinion on the following statements – compare your experience before and during the pilot program. (n=328)

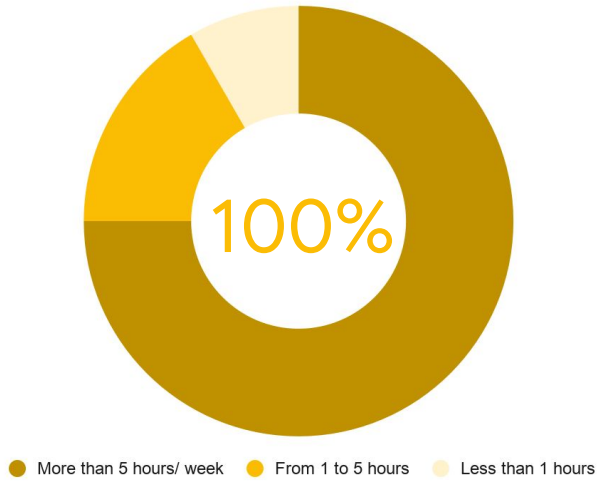
> “I was able to develop my learning capabilities by actively utilizing technology.”
>
> **– Student, Daecheon High School, Grade 10**

> “I was able to participate in the class with a much higher level of concentration than in other classes.”
>
> **– Student, Yesan Girls' High School, Grade 11**

Q: Please explain your choice in a few words (Optional). (n=328)

Improved Teachers' Productivity and Time Allocation

All teachers reported time savings from the technology intervention, with 75% saving more than 5 hours per week



Q: Overall, does Google Solutions (GS) save you time in some of your key activities? (n=24)

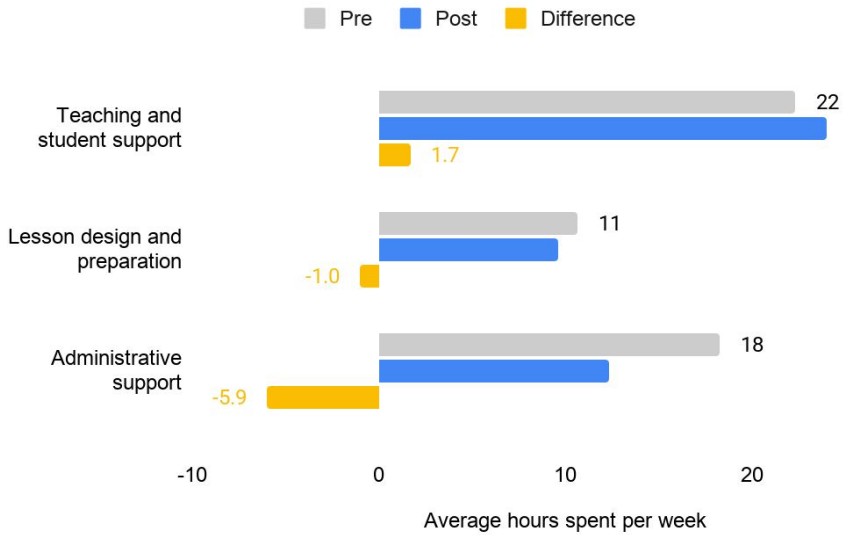
> “Through the Chromebook, I was able to effectively observe students' assignments during class and assessments, and provide real-time feedback and evaluation.”
>
> - **Teacher, Elementary School, All-Subjects**

> “Time saving in the area of class preparation, easier student management through the use of teaching tools, and increased utility and satisfaction resulting from higher student participation.”
>
> - **Teacher, Middle School, Social Studies**

Time previously spent on administrative work was reallocated to more meaning teaching activities

6.9 hrs

Per week were saved on planning & administrative work and reinvested to teaching and student support



Q: How much time do you currently spend per full working week on [activity]? (pre n=29, post n= 24)

Desired Improvements for Better Teaching & Learning outcomes

Teachers suggested several initiatives to maximize the values of Chromebooks and GWfE tools

Optimized Hardware

- Address performance issues *(Wi-Fi connection, system errors)*
- More reliable projection when switching input

Seamless Integration

- More classroom management tools *(e.g., monitor screens, control devices, manage assignments)*
- Improved Google Classroom UX *(e.g., bigger bulletin board and assignment sections, adding Korean as an auxiliary language to Google ReadAlong)*

Continuous Development

- More training resources *(guides, videos, ongoing support)*
- Scale up device access *(1:1 ratio for students)*

Source: Teacher Post-Survey (n=24)

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Thank you!