

# Who wants to be a vibe educator?

EducAltion2026

Avi Warshavsky ,MindCET



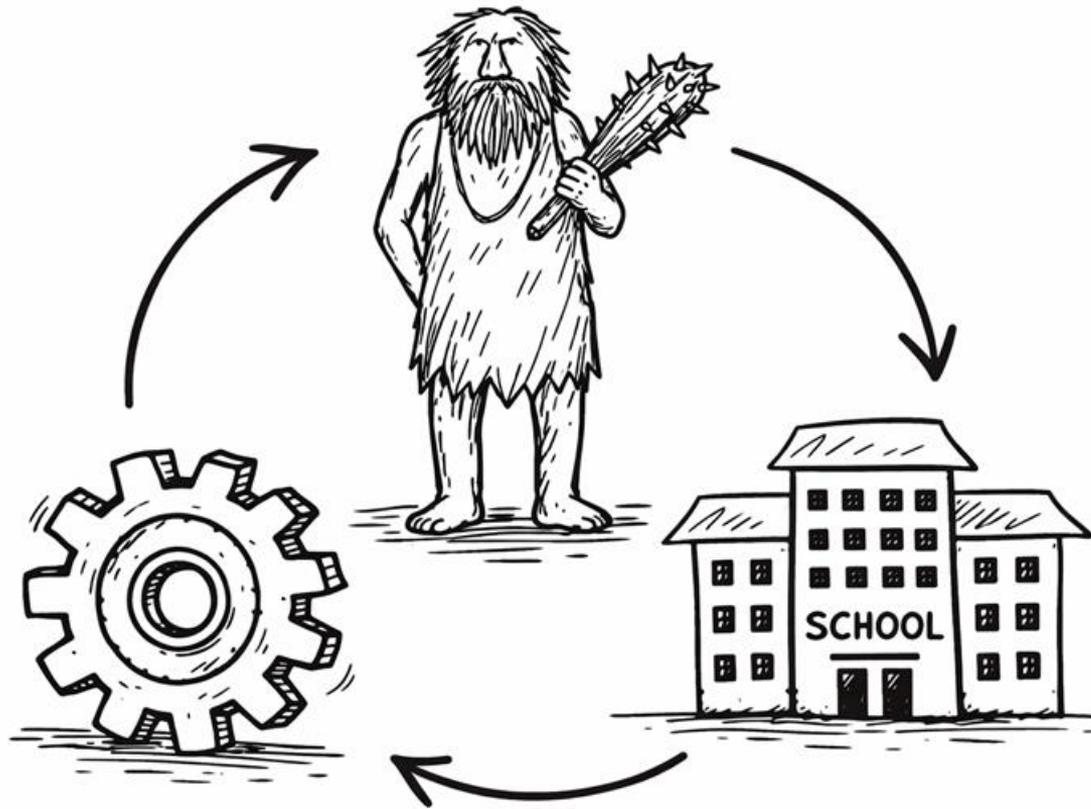
# The age of Radical Misfit

“The real problem of humanity is the following: We have Paleolithic emotions, medieval institutions and godlike technology. And it is terrifically dangerous, and it is now approaching a point of crisis overall.”

— Edward O. Wilson



# The Radical Misfit: Human–Institutions–Technology



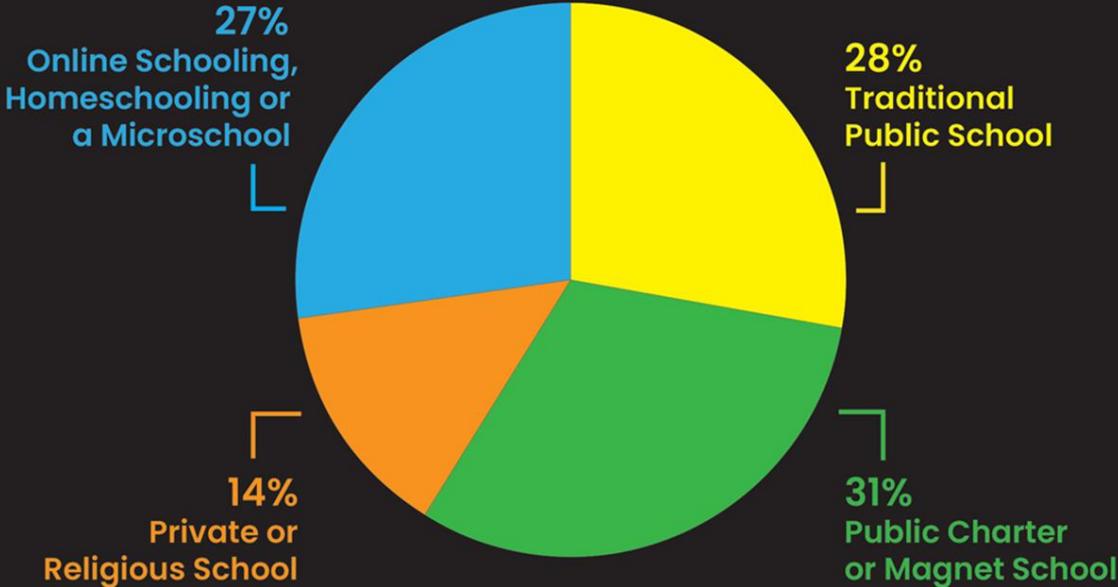
# The Radical Misfit of Educational Institutions



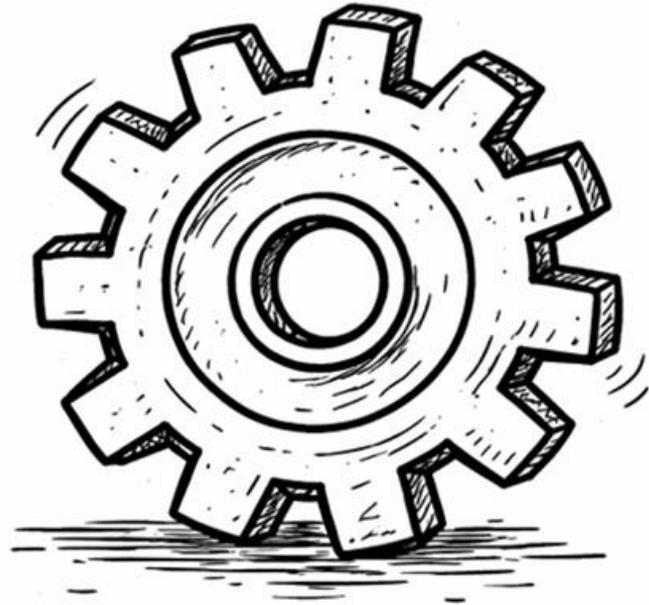
# The Radical Misfit of Educational Institutions

## Which kinds of schools did parents transfer their children to in 2024?

Source: National School Choice Awareness Foundation



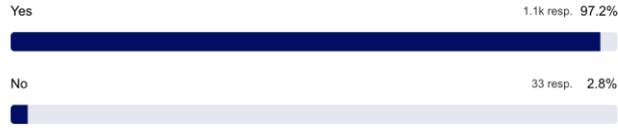
# The Radical Misfit of Technology to the structure of our institutions



# >95% use AI at work and in their personal lives, and 76% pay out of their own pockets

▶ In a vote for the usefulness of AI tools, 56% of respondents said they pay more than \$21/month, which suggests they're subscribing to team/pro plans that provide increased rate limits and greater intelligence. Furthermore, 9% of respondents pay more than \$200/month for their services.

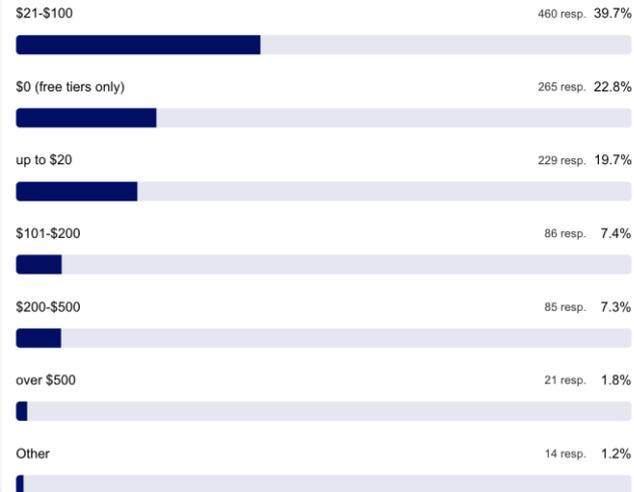
## Do you use gen AI at work?



## Do you use gen AI in your personal life?



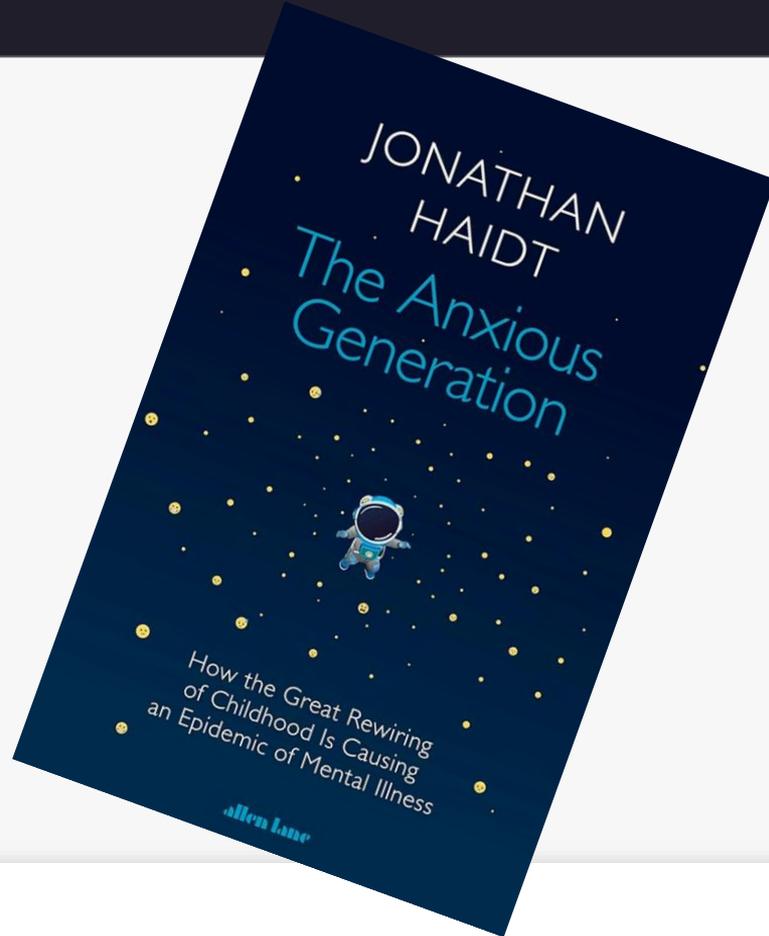
## How much do you pay/month?



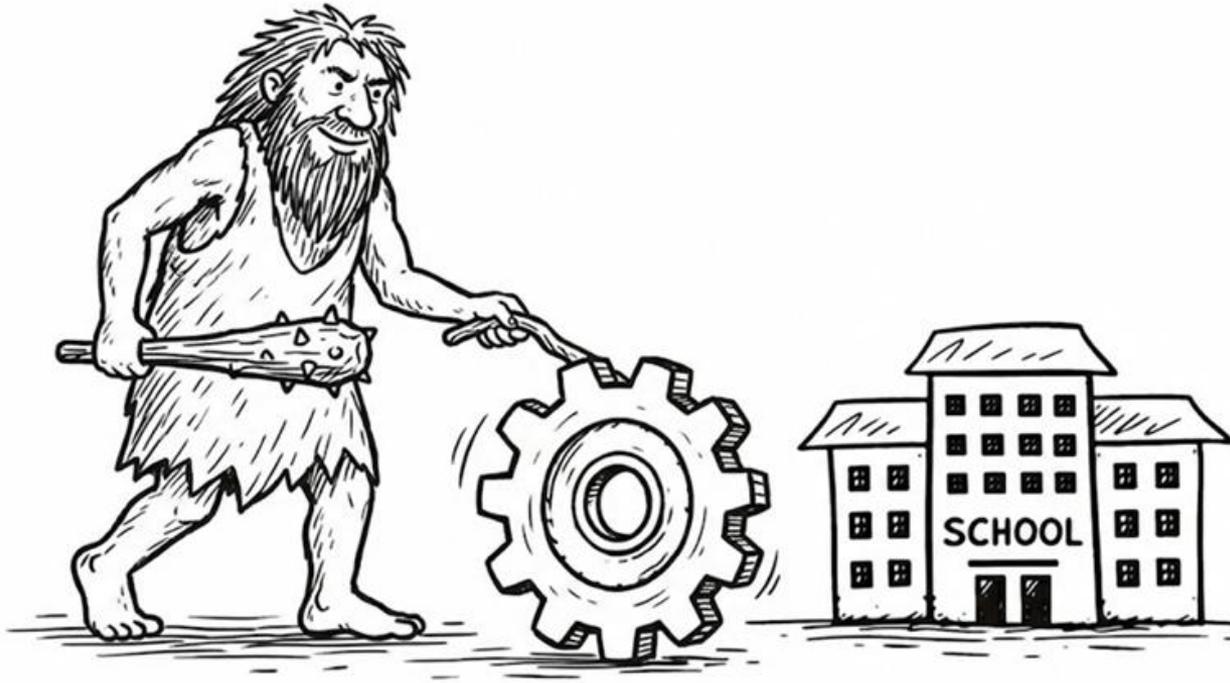
# The Radical Misfit of Being human in the age of rapid changes



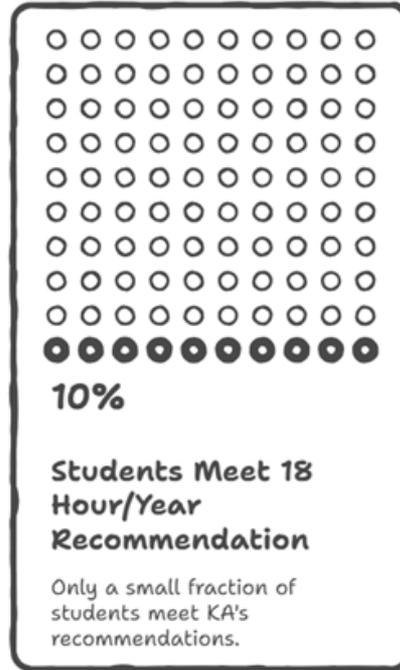
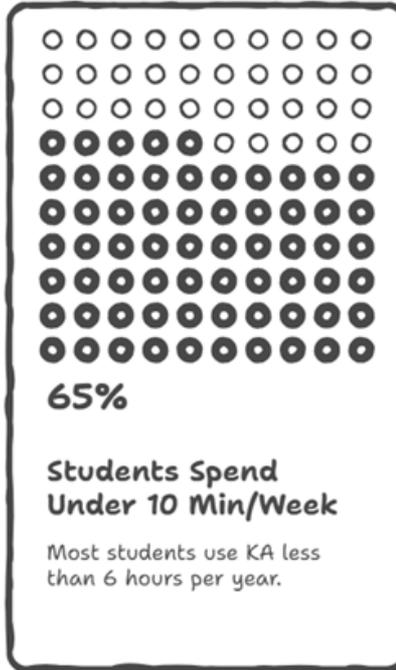
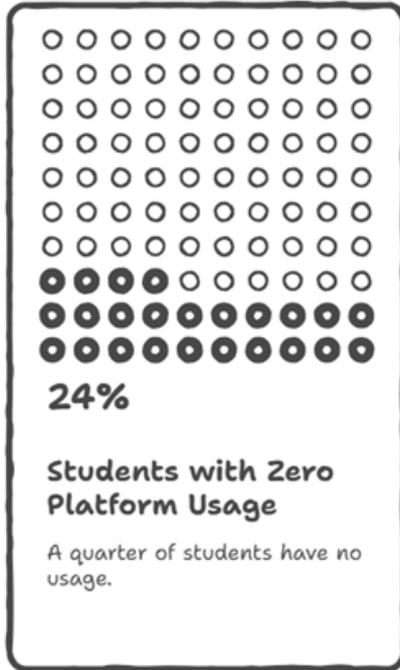
# The Radical Misfit of Being human in the age of rapid changes



# Edtech as an intersection of institutions, technology and humanity

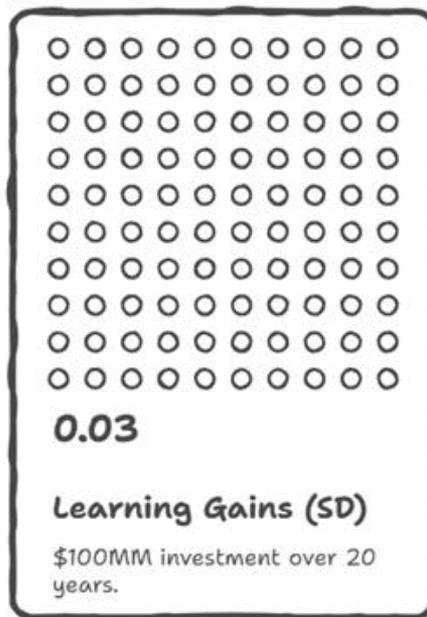


# Edtech in the lens of 200,000 students using KA



Most students use Kahn Academy very little, falling short of recommended usage.

# ROI of 100\$M in 20 years



Khan Academy's \$100MM investment over 20 years yielded modest learning gains of 0.03 SD.

# The Sketch Coding Revolution



## Lovable

Swedish coding startup Lovable achieved unicorn status in 8 months with a \$1.8B valuation.

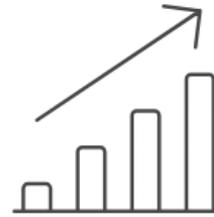
1



## Base44

Maor Shlomo sold Base44 to Wix for \$80M after 6 months, using AI for 90% of code.

2

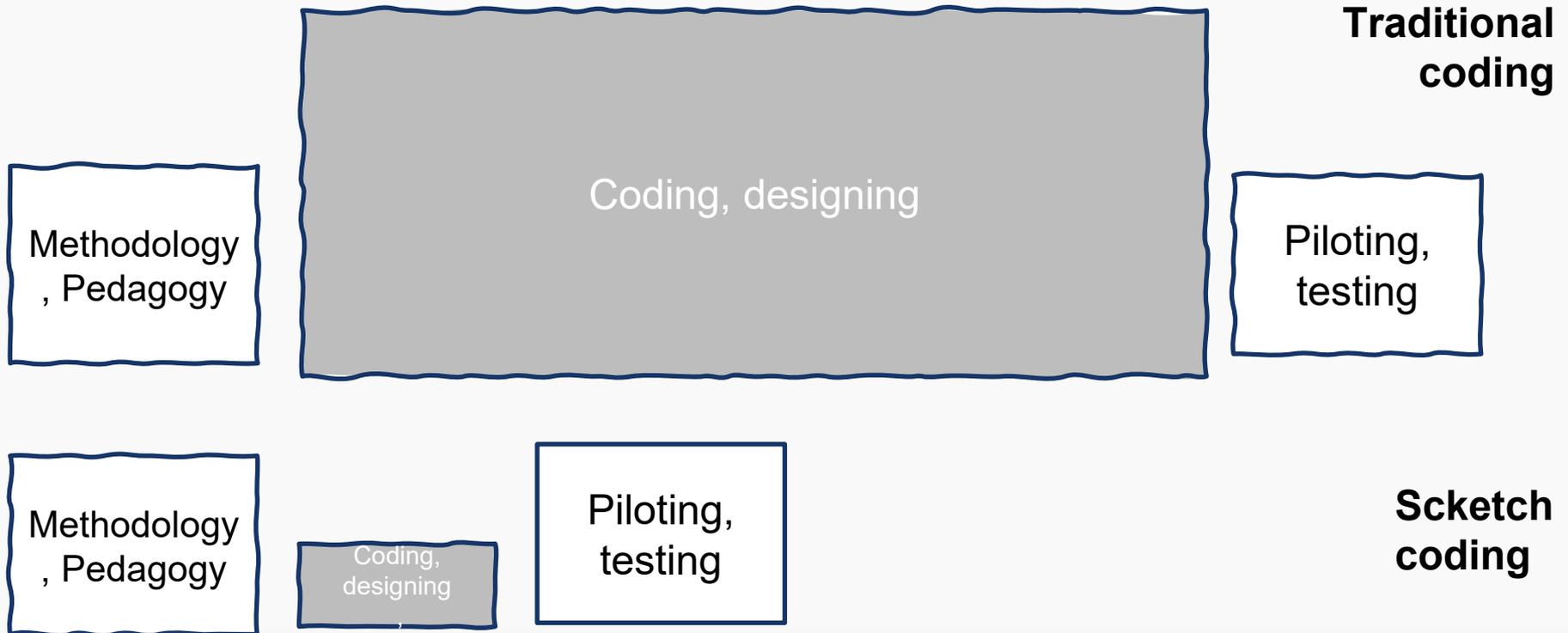


## Garry Tan

Garry Tan states that 95% of code for 25% of their fastest growing batch was AI-generated.

3

# The Sketch Coding Revolution



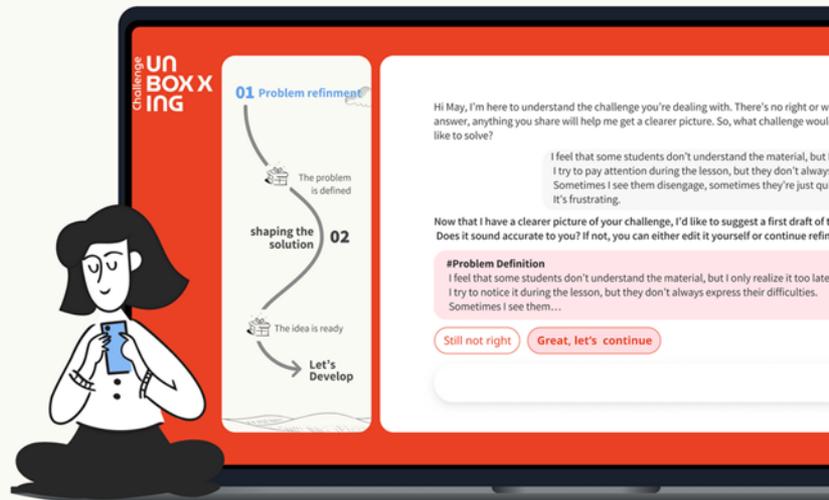
mindEd

Empowering Teachers to Create

# From Pedagogical challenge To tech solution

With a conversation

Let's Start >



# MindEd Added Value

1

Built-in pedagogy

2

Pedagogical consultant

3

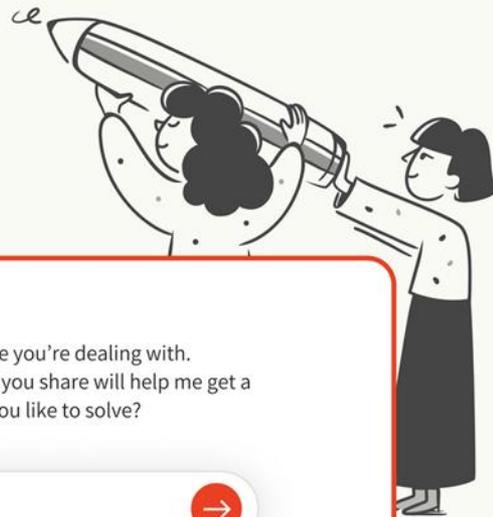
Implementation support

4

Privacy, Responsible AI, ensuring appropriate language

5

Integrating with existing systems (data)



## 01

### Problem Refinement

Let's start with a short structured conversation to help you define the challenge you want to solve.

Let's start >

Hi Mai, I'm here to understand the challenge you're dealing with. There's no right or wrong answer, anything you share will help me get a clearer picture. So, what challenge would you like to solve?

Write it here...





#Solution Definition Edit ✎

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

[Great, let's move to development](#) [Still not right](#)

## 02

### Shaping the Solution

We'll suggest practical solutions and refine them together until we find the best one for you.

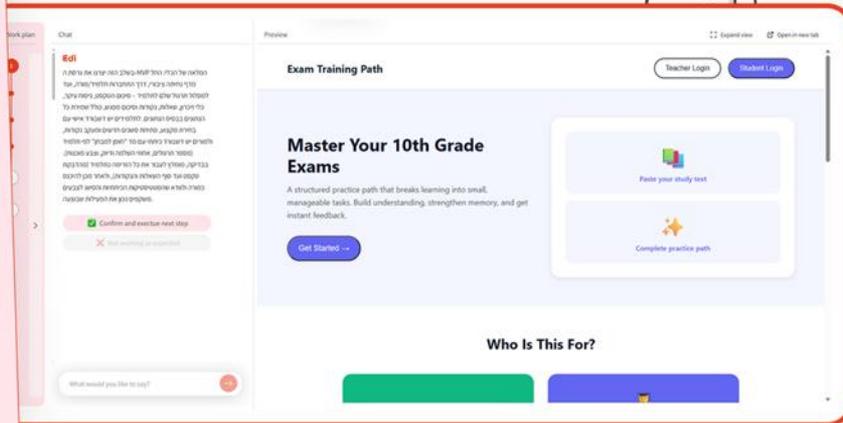
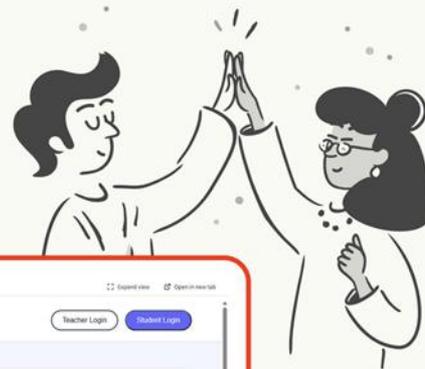
[Let's start >](#)

## 03

### Development

We'll build the solution in a dedicated environment for educators and try out its first version.

Let's start >





## 01 Problem refinement



Hi Mia, I'm glad you're here. As a teacher of 7th-grade students, what is one concrete challenge in your day-to-day teaching that you'd like us to focus on together?

My students often find geology a bit dull, so I want to make it more active and engaging while keeping the learning quality high

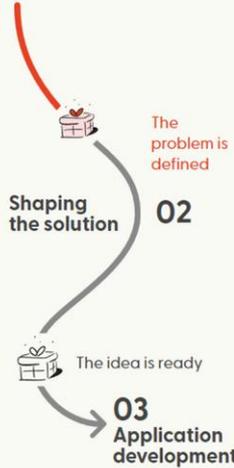
Thanks for sharing that, Mia. When you say your 7th-graders find geology dull, in which moments do you notice this most clearly—during explanations, note-taking, exercises, or assessments? Pick one typical lesson situation where the lack of engagement really stands out.

| type here





## 01 Problem refinement



guessing, really understand how rocks form and can remember the different types."

Does this describe your challenge accurately, or would you like to adjust any part?

yes

Great, Mia. We've crystallized your challenge clearly. If you'd like next, we can move on to brainstorming concrete strategies and activities to make those geology lessons more active and connected to students' lives.

### # Problem definition

Edit

I want to turn my 7th-grade geology lessons about rocks into active, real-life-connected learning so students stop guessing, really understand how rocks form, and remember the different types.

Not quite accurate yet

I like it, to the next stage

Type here





## 01 Problem refinement



The problem is defined

## 02

The idea is ready

## 03 Application development

### 1. Active exploration of concepts

Students don't just listen; they explore. They compare, sort, guess, test ideas, and discuss (for example, sorting rock photos on their smartphones into "possible igneous / sedimentary / metamorphic" before you explain).

### 2. Connecting learning to real life

Students link rocks to things they see every day: buildings, pavements, kitchen counters, phone materials, local landscapes. Activities always start from or return to "Where do I meet this in my life?"

### 3. Guided questioning and thinking aloud

Instead of giving all the answers, you and/or the digital activity ask simple guiding questions: "What do you notice? What might this tell us about how this rock formed?" Students explain their thinking step by step.

### 4. Formative feedback and try-again loops

Students get quick feedback (from you or from a simple interactive quiz) that tells them *why* something is right or wrong and invites them to try again, not just shows a score.

### 5. Collaborative problem-solving

Students work in small groups to solve mini-challenges (for example, "You are city planners choosing rocks for different buildings—what rock where, and why?"), using their phones to look at images or hints.

Mia, which **1 or 2 skills** do you feel should be the main focus for your solution about rocks? You can just tell me the numbers (for example: "2 and 4") or the names.

Type here





## 01 Problem refinement



The problem is defined

Shaping the solution

## 02



The idea is ready

## 03

Application development

Now you can see how each approach manifests in a practical solution. **Choose** the approach and solution that best fit your reality. Don't worry - we're just choosing a direction now, we'll refine the details later

### Solution 1



#### AI-supported everyday rock hunting

Geology is linked to the everyday life of the students so that they can actively think, check explanations and reliably distinguish rock types instead of just learning by heart.

**Pedagogical Goal:** Rock science is linked to the everyday life of the students so that they can actively think along, check explanations

Select

### Solution 2

#### Rock story in pictures

The pupils are to internalise rock types and their formation through their own actions, images and explanations, instead of just reproducing definitions.

**Pedagogical Goal:** The students should internalize rock types and their formation through their own actions, images and

Select

## 01 Problem refinement



## Shaping the solution 02



## 03 Application development

### # Solution specification

#### 1. Problem

Statement Seventh grade students learn about types of rocks/stones, but find it difficult to connect theoretical concepts to their everyday world. They tend to memorize names and classifications without really understanding how to identify rocks in the environment, how to think inquisitively, and how to check if their hypotheses about the type of stone are correct.

#### 2. Conceptual solution

"Bingo Stones" – a digital off-road game that combines smartphones and a KI agent. The teacher builds a digital bingo board with the names of types of stones from a ready-made list. The students (usually in groups) go on a "stone journey": look for stones in the vicinity (classroom, yard, house, neighborhood), take pictures of themselves with the stones, and use a KI agent to identify the type of stone. When the identification matches one of the squares, the square in the bingo is filled with the picture and the name of the stone. A group/students who fill out the board first (or achieve the victory conditions defined by the teacher) win.

I like it, ready to proceed to development

Not quite accurate yet

Type here



## 01 Problem refinement

Shaping  
the solutionThe  
problem is  
defined

02

The idea is ready

03  
Application  
development

## What style would you like for your project?

Choose a design style for your application or create your own

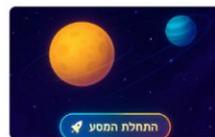


## Glassomphic violet

A sleek glassmorphism design with translucent violet panels, frosted blur...

Monday  
עיצוב בניחוח

משקע נקי ומודרני עם גיאומטריה רכה ובהירות בורקה.



## מסע בין כוכבים

עיצוב קוסמי, משחקי ובנושא חלל המעורר תחושת חקר ורתקדמות.



## Futuristic

A futuristic, high-end digital design that combines dark mode minimalism with...



Skip (default design)

Confirm and proceed to development



## 03 App development

How will this work?

**We've prepared a customized work plan for you (available on the left side).**

We will build your tool step by step exactly according to the plan.

At the end of each step, you'll have the opportunity to see the result, check that everything works as expected, and give the green light to implement the next step in the plan.



I'll implement Step 1 of the Stone Bingo MVP. Let me start by exploring the existing workspace structure and then systematically build out all the req ..

**Meanwhile, it would be great to hear briefly about the process so far.**

o not worry, the system will keep running and the process will not stop.

Feedback

Work plan

Chat

1

2

3



We built the full first version of a Hebrew landing page, teaching topic and stone selection, and that students join via code/QR image uploads, optional KI image detection. You can try creating share the join link/code to a student as a "student" upload image suggestions, and confirm when the בייגו popup appear. On the check that the join code works updates every few seconds captured cells and בייגו status

הפריסה הושלמה בהצלחה!

Confirm and execute

Not working as expected

Select 'Continue' or 'Share feedback' above

Show development log

## Share with others!



### Link to your application

<https://fd4a4b4f-6212-4bf0-bde9-5e5651894fb.verc>

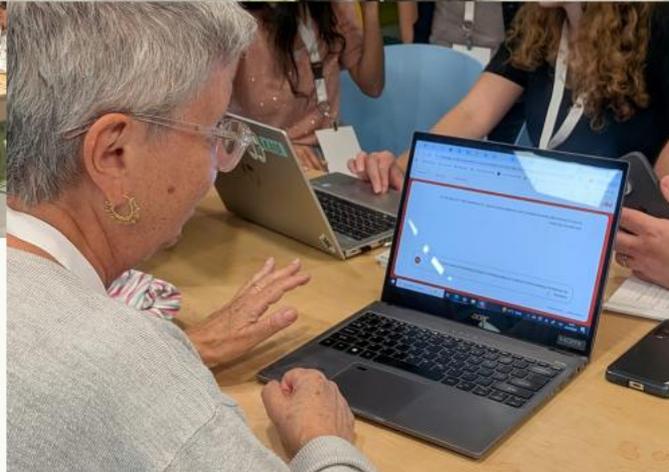
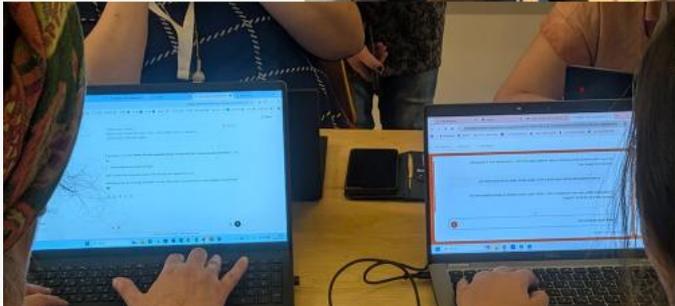
Copy

Anyone who receives the link can access your application



Expand view

Open in new tab



From  
**User**



To  
**Owner**





Thank You.