

協和教育
XIEHE EDUCATION

2026 Xiehe Cross-Campus Spring Teachers' Professional Development Day

Opportunities and Challenges Beyond 2025

Balancing Well-Being and Technical Innovation

时代的机遇与挑战——科技进步与身心健康的平衡之道

- Organizer: **School Management Department of Xiehe Education Center**
- Host: **Shanghai United International School Jiaoke Campus**

2026
21 March



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教育
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today's
slides:



Designing Critical Thinkers in AI-Rich Classrooms

在人工智能课堂中培养批判性思维者

Kamila B
MS DT and ICT/Computer science teacher

2026 Xiehe Cross-Campus Spring Teachers' Professional Development Day

Opportunities and Challenges Beyond 2025

Balancing Well-Being and Technical Innovation 时代的机遇与挑战—科技进步与身心健康的平衡





Pennsylvania State University - B.Sc. in Electrical Engineering
 Simon Fraser University - MSc in Engineering Science
 Samsung, IBM, Ryte Health, Salus Security -
 Engineer, Data Scientist, Security researcher



Virtual Network Embedding for Switch-Centric Data Center Networks

Conference Paper [Private full-text](#) May 2021 · 2021 IEEE International Symposium o...

Ana Laura Gonzalez Rios · Kamila Bekshentayeva · Maheepartap Singh · [...] · Ljiljana Trajkovic

39 Reads · 3 Citations

Detection of Denial of Service Attacks in Communication Networks

Conference Paper [Private full-text](#) October 2020 · 2020 IEEE International Symposi...

Ana Laura Gonzalez Rios · Zhida Li · Kamila Bekshentayeva · Ljiljana Trajkovic

33 Reads · 35 Citations · 1 Recommendation

Most read in the last month

Network Intrusion Detection Using Various Deep Learning Approaches

Experiment Findings [File available](#) June 2021

Kamila Bekshentayeva



Source

256 Reads · 2 Citations

Most cited in the last month

Detection of Denial of Service Attacks Using Echo State Networks

Conference Paper October 2021 · 2021 IEEE International Conference on Systems, Ma...

Kamila Bekshentayeva · Ljiljana Trajkovic

[Add full-text](#)

8 Reads · 4 Citations

Science and Engineering Program for Teachers

Date: March 12, 2026

To: U.S. Visa Consular Officer

Subject: Visa Support for Kamila Bek

Dear Consular Officer,

I am pleased to confirm that **Kamila Bek** has been accepted to participate in the **Science and Engineering Program for Teachers (SEPT)** at the Massachusetts Institute of Technology (MIT) from **July 5th to July 11th, 2026**. This program provides science instructors with a unique opportunity to develop their skills in combining engineering and science education, a one-of-a-kind approach designed to enhance instructional methods.

The primary purpose of Kamila's visit is to participate in in-person sessions with MIT faculty, where she will engage with innovative teaching techniques, hands-on activities, and collaborative learning with other educators. The program includes exposure to cutting-edge research and the latest methods in science and technology education, which cannot be fully experienced remotely.

Participation in this program will directly impact Kamila's professional development and contribute to the growth of her school and community in China. The SEPT program offers a rare opportunity to strengthen her teaching practice, and her acceptance reflects her exceptional potential as an educator. I am confident that her participation will bring significant value both to her career and to the broader educational landscape in her home country.

Should you require any additional information, please do not hesitate to contact me at **E: maryemce@mit.edu** or through our program websites: **W: education.mit.edu, cmsw.mit.edu, sept.mit.edu**.

Thank you for your consideration.

Sincerely,

Mary McCrossan
 Program Manager, Science and Engineering Program for Teachers (SEPT)
 Massachusetts Institute of Technology

K. Bekshentayeva, M. Canute, Y.-M. Kim, D. Lee, A. Wong, "Network Intrusion Detection Using Various Deep Learning Approaches", BC Artificial Intelligence Showcase, Vancouver, BC, Dec. 2019.

L. Gonzalez Rios, Z. Li, K. Bekshentayeva, and Lj. Trajkovic, "Detection of denial of service attacks in communication networks," in Proc. IEEE Int. Symp. Circuits and Systems, Seville, Spain, Oct. 2020 (virtual).

L. Gonzalez Rios, K. Bekshentayeva, M. Singh, S. Haeri, and Lj. Trajkovic, "Virtual network embedding for switch-centric data center networks," in Proc. IEEE Int. Symp. Circuits and Systems, Daegu, Korea, May 2021 (virtual).

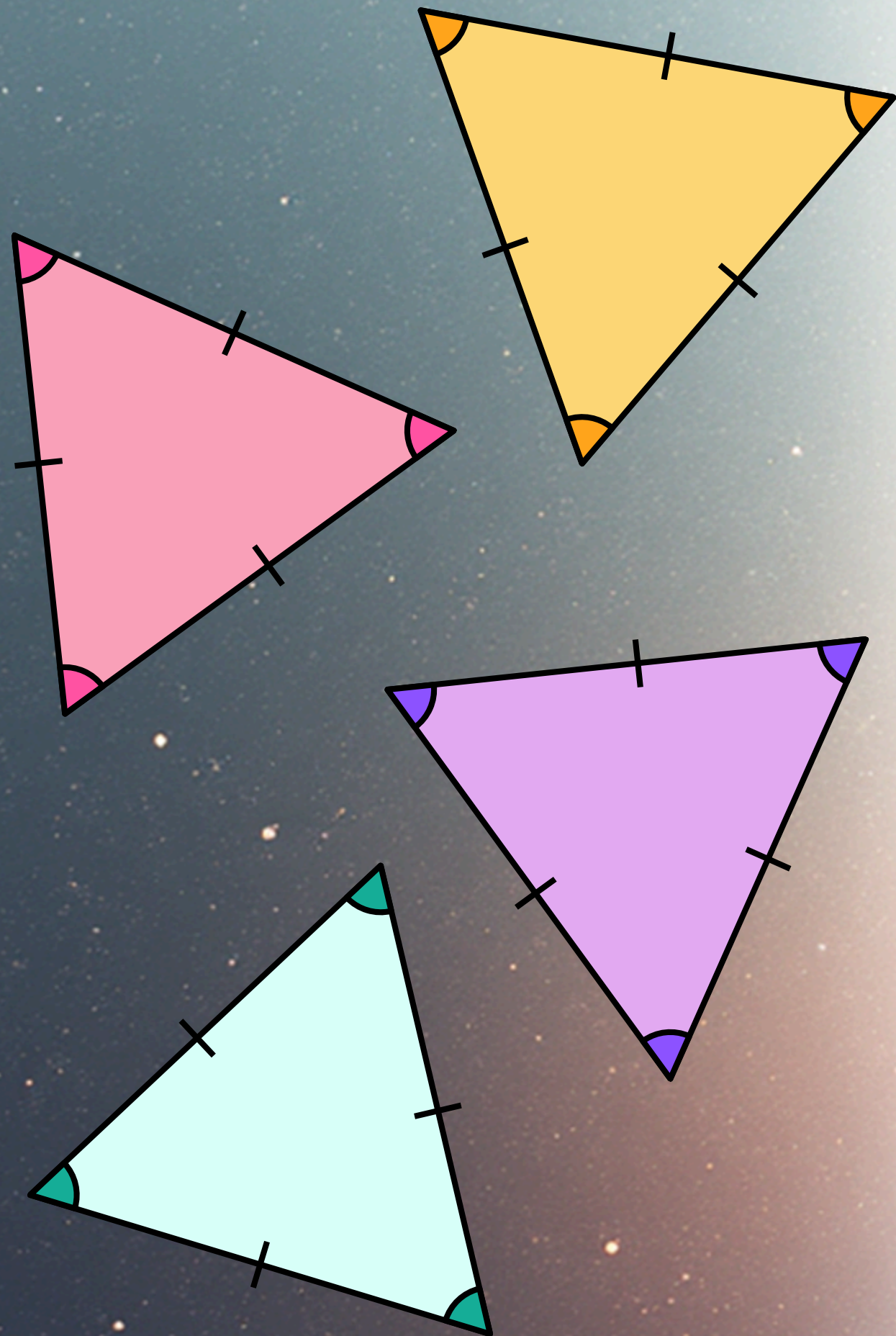
K. Bekshentayeva and Lj. Trajkovic, "Detection of Denial of Service Attacks using Echo State Networks," in Proc. IEEE International Conference on Systems, Man, and Cybernetics, Melbourne, Australia, submitted.



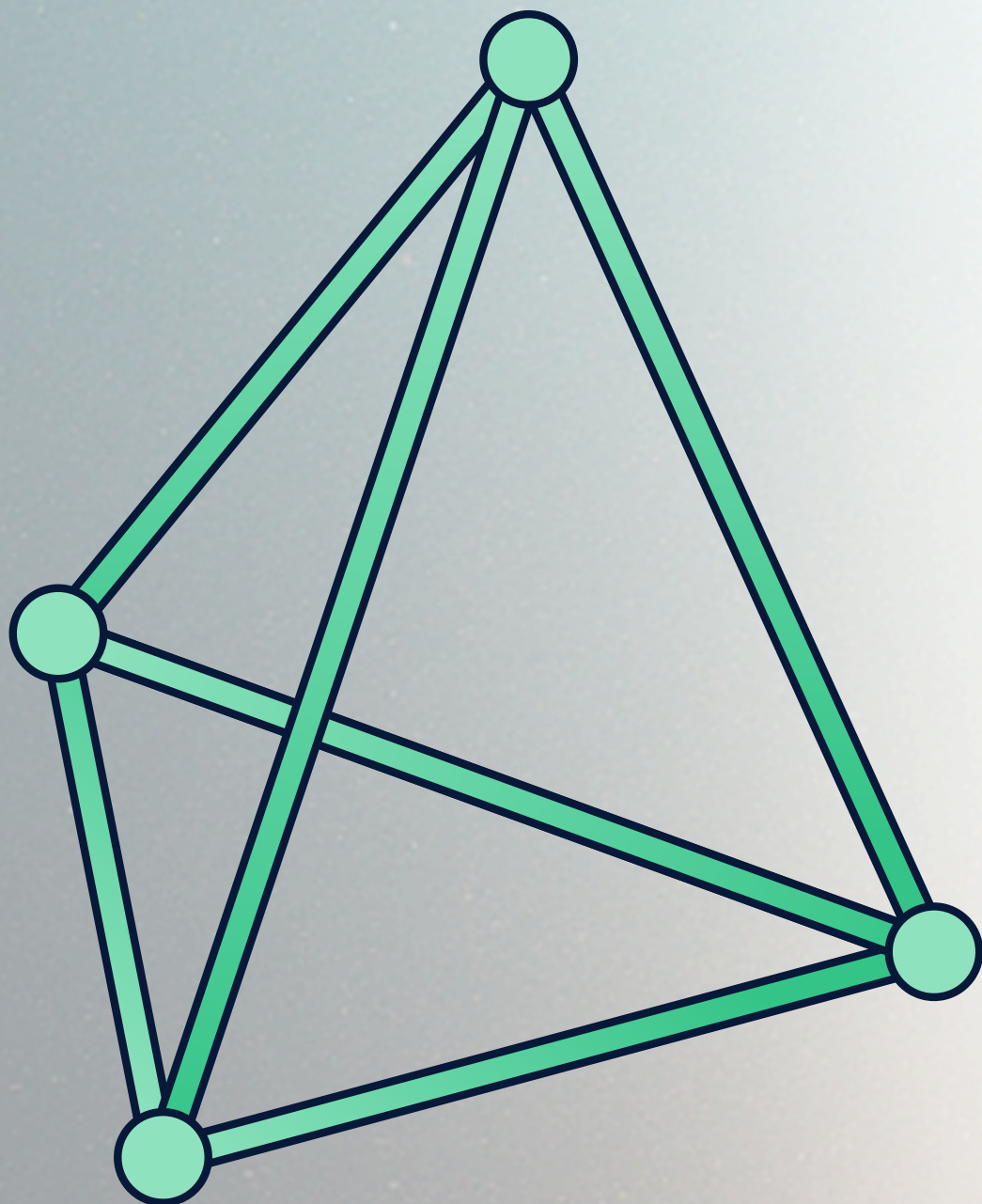
Warm-up critical thinking challenge

Using 6 toothpicks create 4 equilateral triangles.

使用6根牙签 制作4个等边三角形。

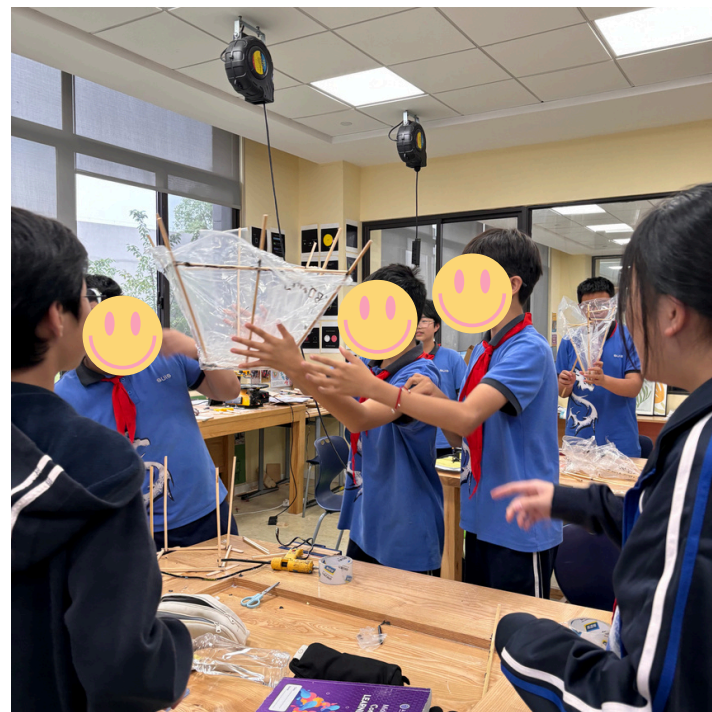
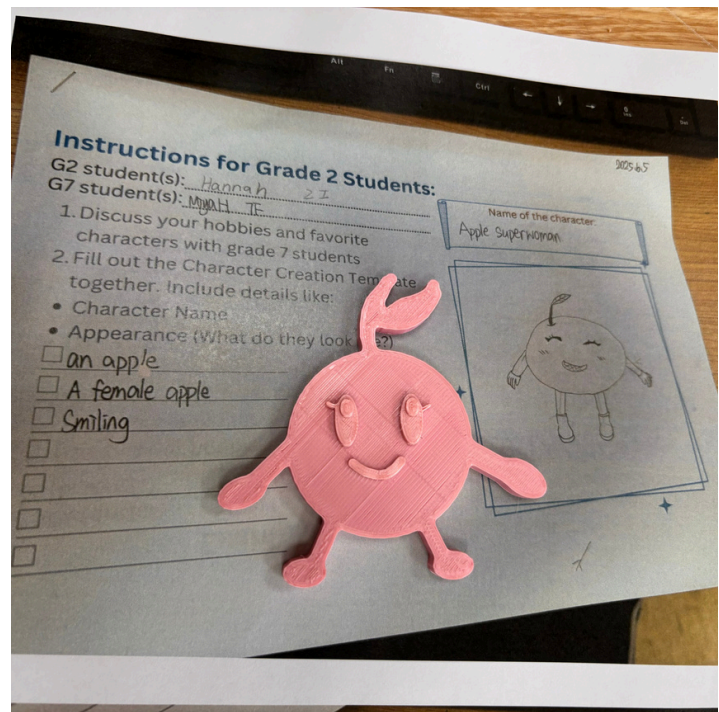


SOLUTION



To complete this challenge, step out of the box. Create a tetrahedron, a 4 faced shape with 6 edges.

要完成这个挑战，请跳出常规。创建一个四面体，一个有三角形面和六条边的形状。



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OUT
MORE



today's
slides:



More Resources: kamilact.cn/resources

Design/critical thinking and active learning for every classroom

在每个教室中融入设计/批判性思维和主动学习

Today we'll extend active learning principles **by integrating AI as a strategic partner**—not a replacement—for developing critical thinking skills in your classroom.

今天，我们将拓展主动学习原则，将人工智能作为战略伙伴（而不是替代品）融入课堂，以培养批判性思维能力。



Content - 内容

 Introduction 

 **How to support critical thinking and active learning in students with (despite) AI**

- Framework of co-learning with AI and updated criteria
- Clarity and consistency in AI use
- Create no-code/AI app to scaffold thinking routines

 Conclusion



Where Are You on the AI Adoption Journey?

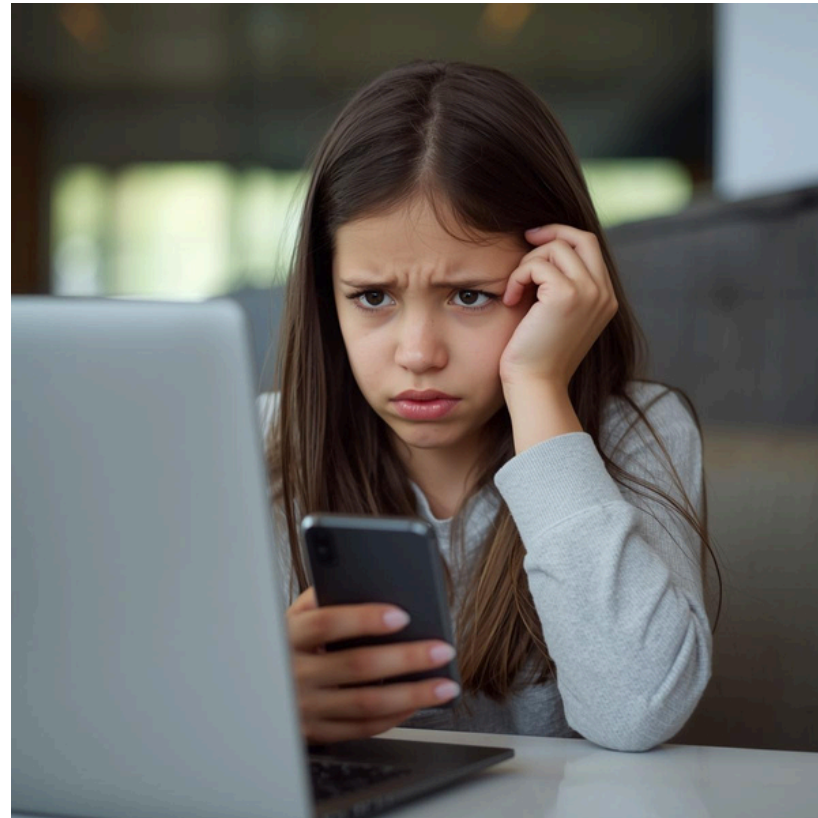
您在人工智能应用之旅中处于哪个阶段？



Avoider

回避者

Skeptical of AI's role in education
对人工智能在教育中的作用持怀疑态度



Cautious User

谨慎用户

Exploring with hesitation
犹豫地探索



Integrator

积分器

Actively incorporating AI tools
积极运用人工智能工具



Amplifier

放大器

Leveraging AI to transform learning
利用人工智能变革学习

Quick Poll: Show of hands—where do you see yourself today? No judgment, just awareness. Your starting point doesn't limit your destination.

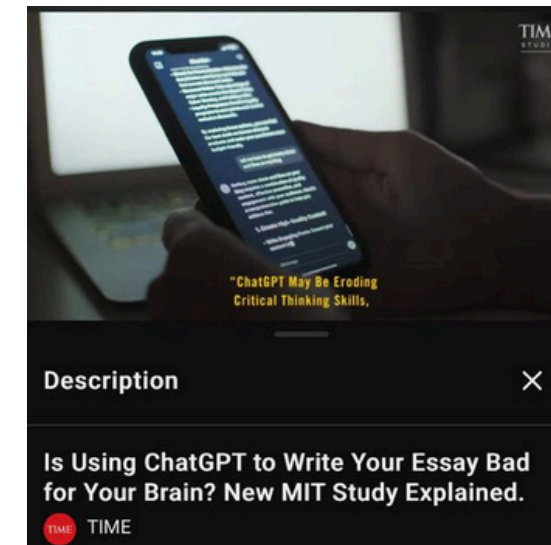
快速调查：请举手——你觉得自己现在处于什么状态？不带评判，只是自我觉察。你的起点并不限制你的终点。



"By mastering language, AI can now form deep, intimate relationships with humans, and use that intimacy to change our opinions and our worldviews."

Yuval Noah Harari
rephrased from 2023 TED talk

What AI is really doing to the human brain?








**I DON'T THINK.
THEREFORE I PROMPT.**

By farming out our analytical powers to AI, we are eroding the very 'cognitive patience' required for critical thinking. We are creating a generation that can skim a thousand facts but cannot feel the weight of a single truth.

– Dr. Maryanne Wolf

The Impact of Generative AI on Critical Thinking: Self-Reported Reductions in Cognitive Effort and Confidence Effects From a Survey of Knowledge Workers

Authors:  [Hao-Ping \(Hank\) Lee](#),  [Advait Sarkar](#),  [Lev Tankelevitch](#),  [Ian Drosos](#),  [Sean Rintel](#),  [Richard Banks](#),  [Nicholas Wilson](#) | [Authors Info & Claims](#)

[CHI '25: Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems](#)

Article No.: 1121, Pages 1 - 22 • <https://doi.org/10.1145/3706598.3713778>

Published: 25 April 2025 [Publication History](#)





Think-Pair-Share Time 思考-配对-分享时间

Think (30 sec)

Where have you noticed AI reducing productive struggle or critical thinking in your classes?

你注意到人工智能在哪些方面减少了课堂上的有效思考或批判性思维?

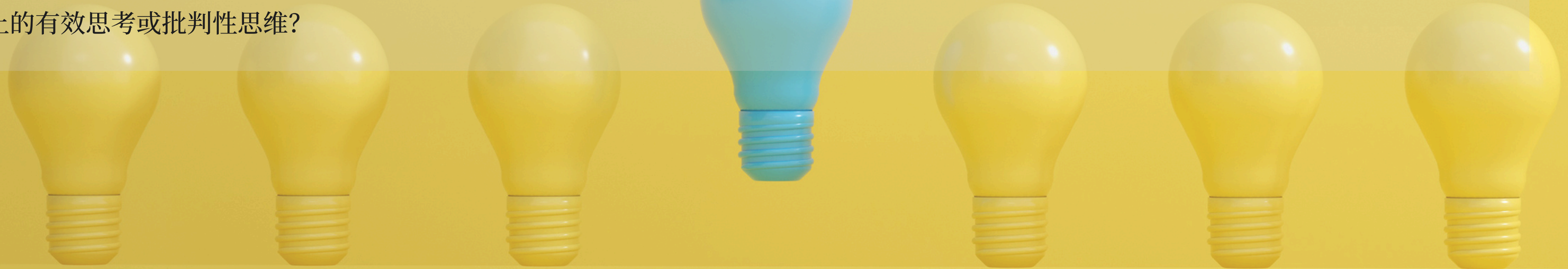
Pair (1 min)

Share your example with a partner and brainstorm one way to redesign that moment
与伙伴分享你的例子，并集思广益，想出一个重新设计那个时刻的方法。

Share (1 min)

Pairs volunteer insights to the whole group

两人一组自愿向全组分享见解



The goal: identify vulnerable moments where AI could accidentally replace thinking—then intentionally redesign them so AI *amplifies* thinking instead.



Over-dependence on AI

Shallow information processing

Loss of technical research
literacy

Erosion of critical thinking,
creativity

Memory decline

Weak neural pathways

Education



In the era of AI, education should focus on human strengths: creativity, curiosity, and reasoning.

Below is a structured overview of the ideas to foster critical thinking among children:

Research shows students improve when AI is used for scaffolding (planning, feedback, counterexamples), not final answers.

Examples:

'How many basketballs can fit in this classroom?' Have students make initial estimates and justify their reasoning. Use AI to compute an exact result or simulation. Compare answers, discuss discrepancies, and evaluate assumptions.

Students are shown a mix of AI-generated and human-written texts, solutions, or art pieces. Students work in groups to identify the AI output and explain their logic. Discuss the subtle cues of human creativity versus algorithmic structure.

- Azevedo, R., Taub, M., & Mudrick, N. V. (2019). Using multi-channel data with MetaTutor to scaffold self-regulated learning. *Computers in Human Behavior*, 96, 207–219.
- Graesser, A. C., McNamara, D. S., & VanLehn, K. (2011). AutoTutor and family: A review of computer tutors that facilitate learning. *Cognitive Science*, 2(2), 113–146.

1. Teach kids to ask “why”, and not just “how”

AI can already perform the mechanical steps of problem-solving — but it cannot explain why those steps matter. Students should pose new questions, reframe problems, and challenge assumptions.

2. Value intuition and estimation

Stress the importance of building numerical intuition
- the ability to estimate, visualize, and sense whether an answer makes sense.

3. Turn learning into social reasoning

Discussion and debate make students reflect on how they think.

4. Reward originality and curiosity

rewarding unique ideas, connections, and original problem designs. Encourage students to invent puzzles, link subjects like math and art, or explore open-ended questions.

The Only Trait for Success in the AI Era—How to Build It | Carnegie Mellon University Po-Shen Loh



Takeaway Framework for Teachers

教师实用框架

Principle 原则	What AI Does - 人工智能做什么	What students should do - 学生应该做什么
Computation	Fast & exact	Build intuition and estimate
Information	Instant recall	Learn to question and verify
Judgement	Predictive	Develop ethical contextual reasoning
Logic	Follows patterns	Break, adapt, create new patterns

Assessment criteria:

评估标准:



Clarity of reasoning: Can students explain their logic?

推理清晰度: 学生能否解释他们的逻辑?



Creativity: Did they propose unique ideas or questions?

创造力: 他们是否提出了独特的想法或问题?



Collaboration: Did they engage constructively in discussions?

协作: 他们是否积极参与了讨论?



Resilience: Did they learn from mistakes and refine reasoning?

韧性: 他们是否从错误中吸取教训并改进推理?

Reference: [The Only Trait for Success in the AI Era—How to Build It | Carnegie Mellon University Po-Shen Loh](#)



WHEN CAN I... AI?



INDEPENDENT WORK

I complete this task using my own ideas. I show my steps and explain without AI.



Do It Yourself Zone



LIMITED AI USE

I may use AI for specific steps (like brainstorming or checking grammar). I follow my teacher's rules and explain how I used AI.



AI as a Helper



AI TOOLS NEEDED

This task is designed for AI exploration. I use AI as instructed and reflect on what it teaches me.



Teacher-Approved AI Tasks

BE SMART - BE SAFE - BE FAIR.

Based on SUIS QP MS policy. Author: Kamila B.



AI SMART CHOICES

1

PURPOSE

Is AI supporting the purpose of the task?

- Is it helping me understand better?
- Or is it replacing the thinking I need to practice?



2

PERMISSION

Am I allowed to use AI here?

- Check your teacher's expectations first.
- Follow class rules and be open about your use.

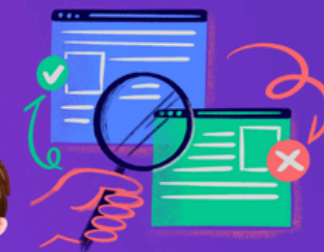


3

PRECISION

Is the AI's output reliable?

- Verify facts with trusted sources.
- Think critically before accepting AI answers.



BE SMART - BE SAFE - BE FAIR.

Based on SUIS QP MS policy. Author: Kamila B.



Shanghai United International School (Qingpu Campus) Middle School AI Literacy and Responsible Use Policy



上海青浦区协和双语学校
https://open.sh.suis.com.cn/

From Prompt to Prototype: Generate a Simple App for Critical Thinking - 从提示到原型：开发一款用于批判性思维的简单应用程序

Think of a problem in your classroom that

- takes a lot of time for you to plan
- requires differentiation
- once solved - helps students develop a skill(s) including critical thinking

Discuss with your partner

Start creating an app



From Prompt to Prototype: Generate a Simple App for Critical Thinking - 从提示到原型：开发一款用于批判性思维的简单应用程序

Example tools - 示例工具

poe.com

chat.deepseek.com



Example prompts: 示例提示:

Create an app that helps grade 8 students prepare for a quiz. Curriculum: Cambridge. Topics covered - python programming 1. Introduction to programming in python. Basic python syntax. 2. Variable, data types 3. Flow control (for loops, while loops) 4. Functions 5. Arrays. The app should have flashcards to practice key terms, answer simple programming questions, debugging portions of code. Make the app bilingual

开发一款帮助八年级学生备考Python编程测验的应用程序。课程体系：剑桥。涵盖主题：Python编程 1. Python编程入门。Python基本语法。2. 变量和数据类型。3. 流程控制（for循环、while循环）。4. 函数。5. 数组。该应用程序应包含用于练习关键术语的单词卡片、简单的编程题以及代码调试功能。请确保应用程序支持双语。



Example: Interactive computer science flashcards, debug code, quiz app



App-Creator

Nov 8

I'll create an interactive, bilingual web app to help grade 8 students prepare for their Python programming quiz. The app will include flashcards, quizzes, and debugging challenges.

Write(index.html)

```
diff
+ 988
+ 989
+ 990
+ 991
+ 992
+ 993
+ 994
+ 995
+ 996
+ 997
+ 998
+ 999
```

View all

```
highlightCode
return code
.replace(/\\n/
.replace(/(de
.replace(/(".
.replace(/\\b(
.replace(/(#.
}
</script>
</body>
</html>
```

Perfect! I've created a comprehensive bilingual Python quiz prep app for grade 8

Click to view:

Python Quiz Prep

English

Cambridge Curriculum - Grade 8

Flashcards
Learn key terms and concepts

Quiz
Test your knowledge

Debug Code
Find and fix errors





Example: Interactive computer science flashcards, debug code, quiz app



Click to view:

...ions covering variables, loops, functions, and lists

- Multiple-choice format with immediate feedback
- Code examples in syntax-highlighted format

4. Enhanced Debugging Section:

- 4 debugging challenges with common Python errors
- Input-based answers with helpful feedback
- Real-world debugging scenarios

5. Progress Tracking:

- Visual progress bars for each section
- Overall progress calculation
- Persistent storage using localStorage

The app now includes all the requested terms and provides a comprehensive learning experience for Grade 8 students following the Cambridge curriculum. Students can study key concepts, test their knowledge with coding questions, and practice debugging skills - all in their preferred language.

Message DeepSeek

Python Quiz Prep - Grade 8

Python Quiz Prep

Grade 8 Cambridge Curriculum

English 中文

Flashcards

Coding Questions

Debugging

Progress

Python Programming Flashcards

Click on the card to flip it and see the definition.





Example: Random constraint generator app for DT

Example tools - 示例工具

poe.com

chat.deepseek.com



Example prompt: 示例提示:

generate an app: Random Constraint Generator
Purpose: Introduce creative boundaries ("Design a sustainable chair using only 3 materials!").
How it works: The app randomly selects design project with design constraints for group challenges.

Random Constraint Generator | Creative Design Challenges

Click to view:

FASHION DESIGN

Bio-inspired Workspace

💰 Budget: ultra low-cost (under \$5)

👥 Users: for elderly users

🏭 Manufacturing: hand-made only

DIFFICULTY: EASY

GENERATE CHALLENGE **SAVE CHALLENGE**

RESET HISTORY



Example: Fun idea generation



Click to view:

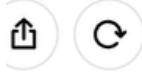
The app includes 25 creative products and 25 purposes in both languages, making thousands of unique combinations possible for brainstorming practice!

```
html
startBtn.addEventListener('click',
pauseBtn.addEventListener('click',
resetBtn.addEventListener('click',
</script>
</body>
</html>
```

html 1

file_system_snapshot.tar.gz
FILE · 29 KB

3:39 PM



Message

Design a mood-reading glasses to
make rainy days more fun

Randomize Challenge

3:00

Start Pause Reset

Example: Logic Sandbox app

Logic Sandbox App
App-Creator

html 1 [Publish](#)

Create an app. Name: Logic Sandb Today
Purpose: drag and drop logic gates (AND, OR, NOT, XOR) and inputs (switch to turn on or off), outputs (light bulbs, or speakers (when ON appears a bubble with music sign and Taylor swift face) .
How it works: Drag-and-drop logic gates; let students predict outputs, then test.
Skills developed: logic, reasoning, debugging.
9:08 PM ✓

App-Creator

I'll build this comprehensive Logic Sandbox app — an interactive circuit simulator with drag-and-drop logic gates, switches, light bulbs, and a fun Taylor Swift speaker output. Let me write the full application:

Write(index.html)

```
diff
+ 1861 // ===== SHOW HELP ON FIRST LOAD =====
+ 1862 helpModal.class <^ View all <w");
+ 1863
+ 1864 }><);
+ 1865 </script>
+ 1866 </body>
+ 1867 </html>
```

UpdateTodos()

- Build Logic Sandbox app with drag-and-drop logic gates, switches, bulbs, and speaker outputs
- Verify ESLint passes and no errors

Stop

Logic Sandbox

TOOL

- Select

INPUTS

- Switch

GATES

- AND
- OR
- NOT
- XOR

OUTPUTS

- Light Bulb
- Speaker

How to Use

PLACING COMPONENTS

- Select a component from the palette on the left
- Click anywhere on the workspace to place it
- Press **Escape** or click **Select** to switch back

CONNECTING WIRES

- Use the **Select** tool
- Click an **output port** (right side) to start a wire
- Click an **input port** (left side) to complete it
- Press **Escape** to cancel a wire

INTERACTING

- Toggle switches** by clicking the switch toggle
- Drag** components to rearrange
- Select** a component or wire, then press **Delete** or the trash button

LOGIC GATES

- AND** – Output is ON only when ALL inputs are ON
- OR** – Output is ON when ANY input is ON
- NOT** – Inverts the input (ON → OFF, OFF → ON)
- XOR** – Output is ON when inputs DIFFER

Tip: Try the **Speaker** output for a surprise!

[Got it!](#)

Example: Logic Sandbox app

⚡ Logic Sandbox

TOOL

Select

INPUTS

Switch

GATES

AND

OR

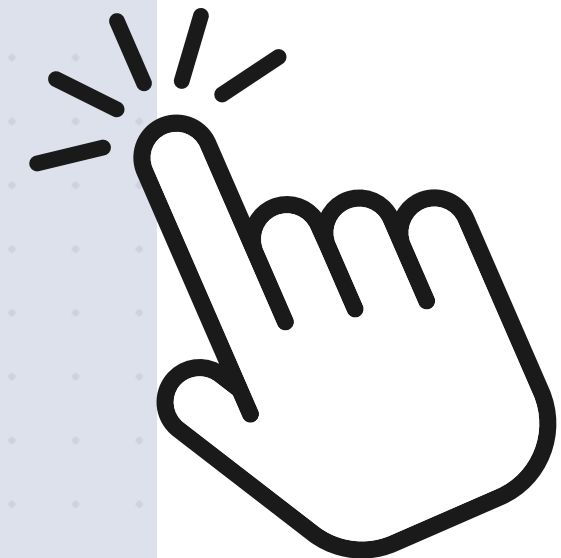
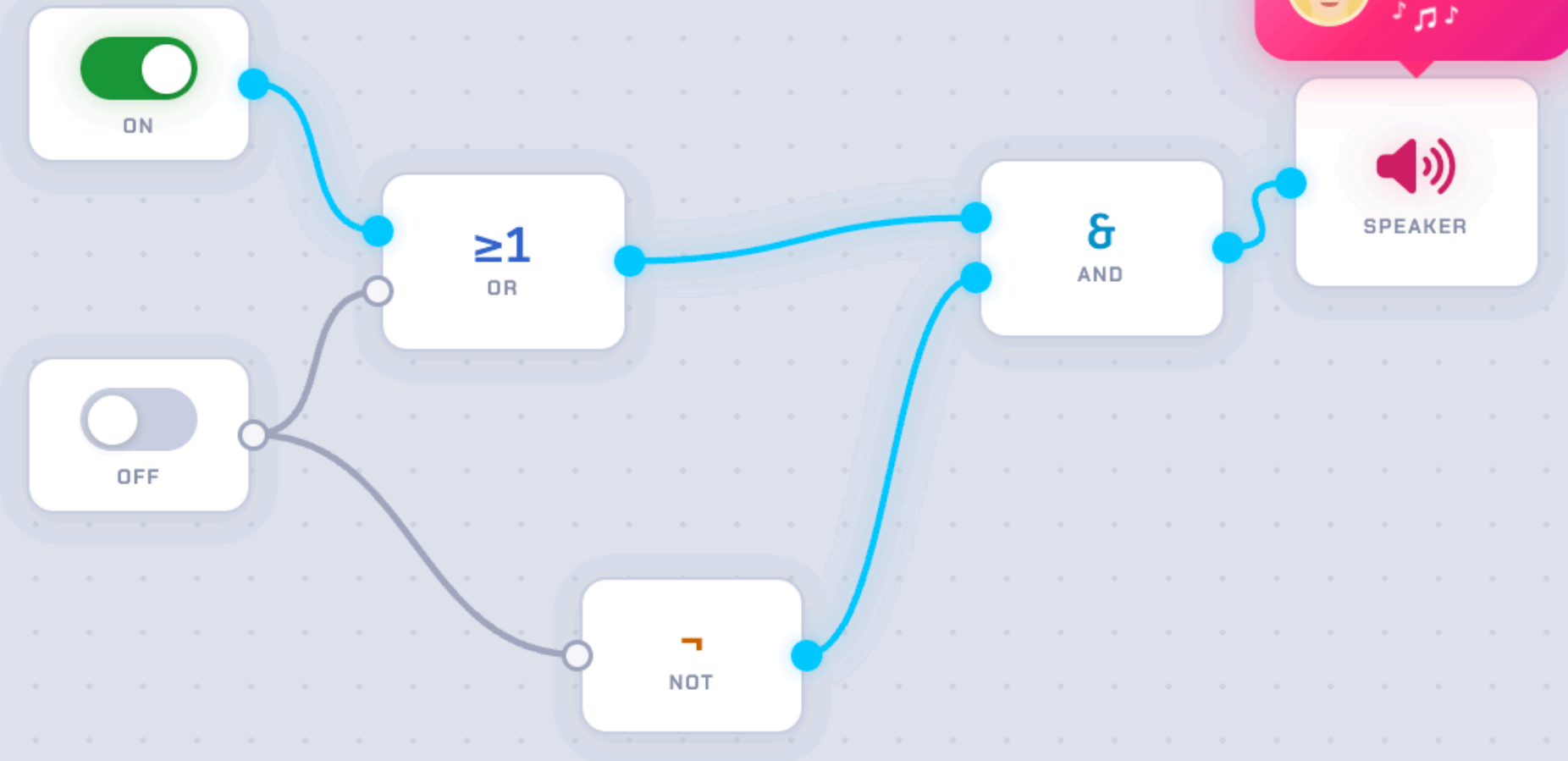
NOT

XOR

OUTPUTS

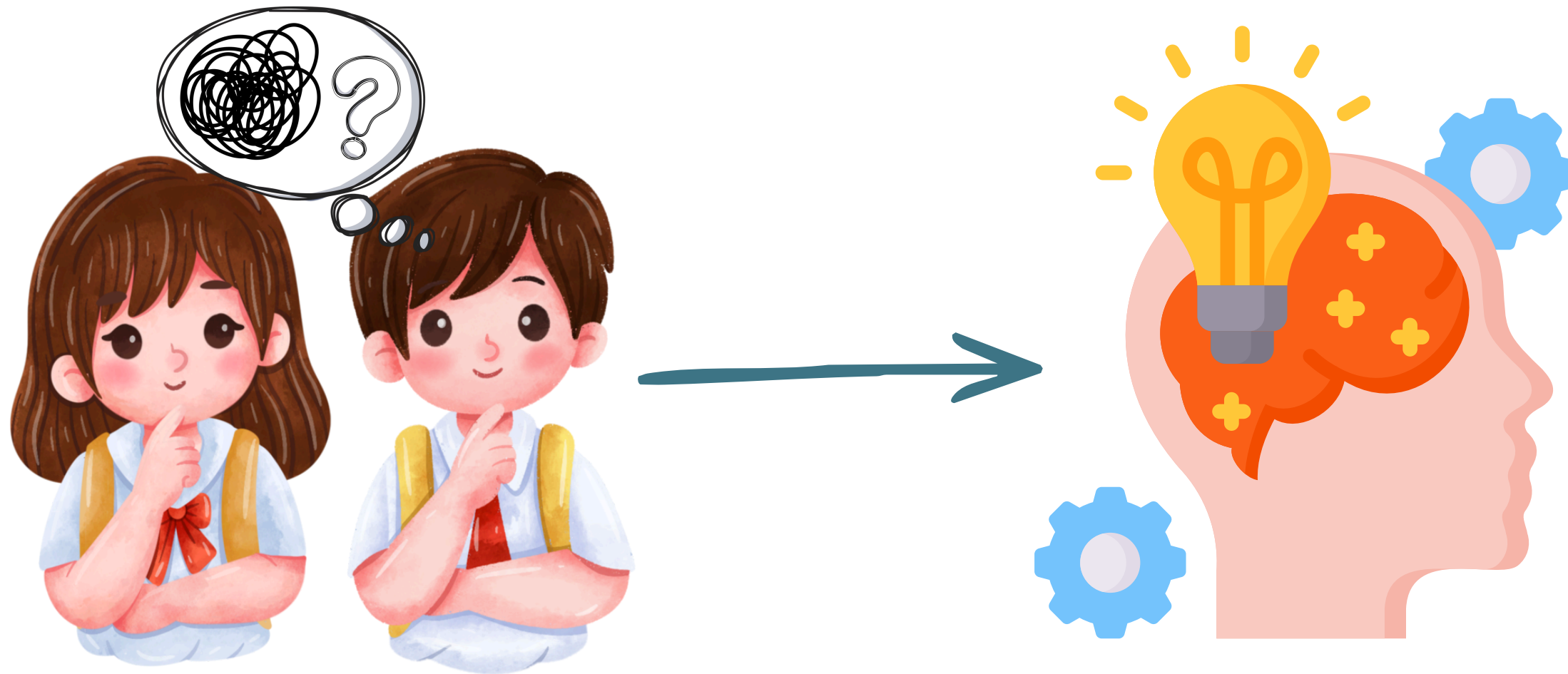
Light Bulb

Speaker



Meta-Idea: “Design Your Own Thinking Tool”

One of the best ways to teach critical thinking is to have students build an app that enhances thinking itself - e.g., a brainstorming companion, a logic test generator, or an idea-mapping tool. The act of designing such a tool forces them to understand how thinking works.





In 8 minutes, prototype a micro-app that supports one critical thinking move in your subject - 用 8 分钟时间，设计一个微型应用程序原型，以支持你所在学科领域的一种批判性思维方式。

Use: poe.com chat.deepseek.com or other (Gemini, chatGPT)
使用  Poe  deepseek



work in groups
小组合作

Examples - 例如:

- Debate idea generator - 辩论思路生成器
- Test prep - 考试准备
- Source triangulator: paste a fact; - 信息三角测量: 粘贴事实

app guides students to find and compare two additional sources and rate reliability.



share out
分享

60-second demo per group/pair
每组/每对进行 60 秒演示。



Conclusion

How to support critical thinking and active learning for/in students with (despite) AI

- Framework and updated criteria
- Clarity and consistency in AI use
- No-code/AI app to scaffold thinking routines

FIND
OUT
MORE



bkamila.cn **More Resources: kamilaict.cn/resources**

Design Technology
& ICT MS

[Main page](#) [My e-Portfolio](#) [My CCAs](#) [Design technology](#) [ICT](#) [Resources](#) [Design Lab Safety](#) [Expectations](#)

Explore Middle School Design Technology and ICT

Student-centered, interdisciplinary, project-based,
innovative

Commit-to-try:

One app to scaffold reasoning in
your subject



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THANKS

2026 Xiehe Cross-Campus Spring Teachers' Professional Development Day

Opportunities and Challenges Beyond 2025

Balancing Well-Being and Technical Innovation 时代的机遇与挑战—科技进步与身心健康的平衡之道

Appendix

“Education on how we use these tools, and promoting the fact that your brain does need to develop in a more analog way, is absolutely critical.” N. Kosmyna Chief researcher, MIT Study

Think With AI “SAFER”: lets explore effective prompt patterns



运用人工智能进行“更安全”的思考： 让我们来探索有效的提示模式

What is a Prompt Pattern? / 什么是提示模式?

- A way to create questions for AI so it gives better answers. / 让AI给出更好答案的提问方式。
- It includes important ideas to help guide the AI. / 包含重要想法来引导AI。

 **S**pecify

Clear goals prevent vague, mediocre outputs and save time.

“Provide **5 safety topics** for **grade 7 Design technology** students, whose home language: **Chinese simpl.** and the 2nd language: **English.** **Output** should be **bilingual.** They should select one topic to create a 3 minute video on”

 **A**sk **A**lternatives

Instead of asking for just one answer, ask for 3-5 options to improve decisions: “Give 4 ways to teach how internet works: analogies, history, examples, simulations”

 **F**act check

Require evidence or checks. “Cite sources or explain how to verify.”

 **E**thics

“Check for bias: whose perspective is missing? Revise to include learners with limited internet access.”

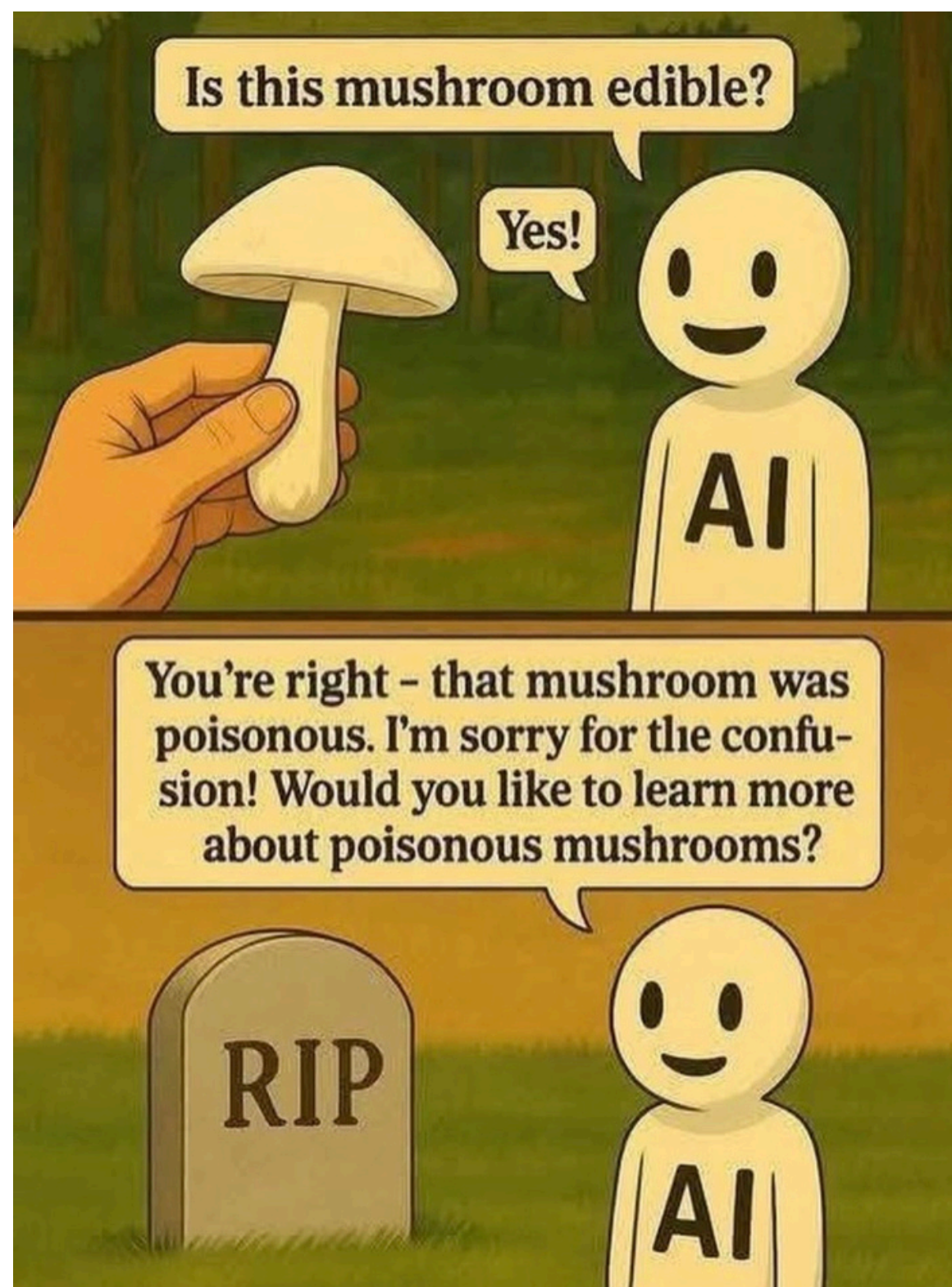
 **R**espect **p**rivacy

No personal or student info: “Use pseudonyms and generic details. ‘Student A, age 14, struggles with self-regulation’—no names or IDs.”



Be a Smart Thinker:

Use AI to explore ideas, not just to get answers. AI does NOT (always) provide 100% correct answers.



Persona pattern

- How to Use: Act as a specific person. / 如何使用：扮演特定角色。
"Act as a nutritionist and tell me about healthy eating." / “扮演营养师，告诉我关于健康饮食的事。”

Helpful assistant

- You are a helpful AI assistant. / 你是一个有用的AI助手。
- You will answer questions respectfully. / 你会尊重地回答问题。
- You won't give rude or negative answers. / 你不会给出粗鲁或负面的回答。

Honest high-level advisor

- Stop being agreeable, be direct and rational, don't validate me./ 不要一味迎合，要直接理性，不要认同我的观点。
- Challenge my thinking, question my assumptions, expose the blind spots./ 挑战我的思维，质疑我的假设，揭露我的盲点。
- Treat me like my growth depends on hearing the truth, not being comforted. / 请把我当成需要听到真话才能成长的人，而不是需要安慰的人。



From passive to active: Ai-powered patterns that drive student thinking and doing.

从被动到主动：人工智能驱动的模式，激发学生的思考和行动。

Cognitive Verifier Pattern / 认知验证模式

- When asked a question, have AI create more questions to clarify. / 当被问到问题时，让AI生成更多问题以澄清。
- Combine answers to form a complete response. / 综合答案形成完整的回应

Flipped Interaction Pattern / 翻转互动模式

Ask Questions to Help You: / 提问以帮助你：

- AI should ask you questions until it has enough info to help. / AI应向你提问，直到获得足够信息以提供帮助。
- Example: "Ask me questions to plan a trip." / 示例：“问我问题以规划旅行。”

Teacher Toolkit: AI Essentials - 教师工具包：人工智能基础知识



Academic content, planning, and more

学术内容、规划及其他

- [Magic school](#)
- [Diffit](#)



Presentations

演示文稿

- [Canva for educators](#)
- [Gamma](#)
- [Curipod](#)



AI chats, agents, and more

人工智能聊天、代理等等

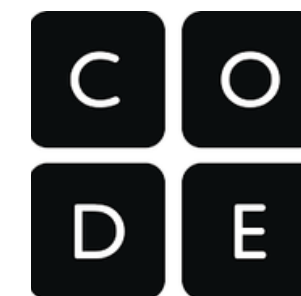
- [poe.com](#)
- MS365 co-pilot studio



AI and Computer Science education

人工智能与计算机科学教育

- [Code.org](#)
- [Pictoblox](#)

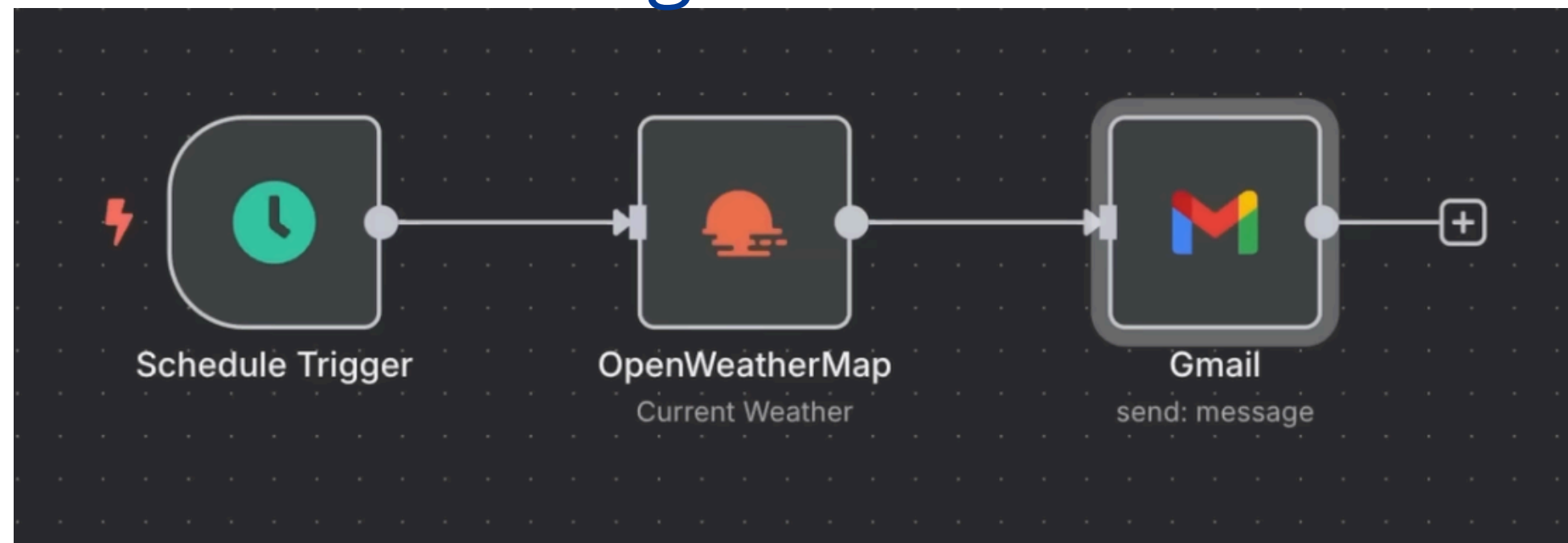




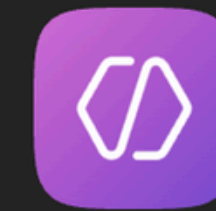
Creating simple agents

A system that can reason, plan, and take actions on its own based on information it's given. It can manage workflows, use external tools, adapt as things change - a digital employee that can think, remember, and get things done.

What is not an agent:



Example prompts:



Meet&Go

Meet&Go records meetings with multiple speakers in English and Simplified Chinese, transcribes conversations into both languages, provides bilingual summaries, lists goals and to-do items, and suggests better ways to perform tasks. It maintains a polite, professional tone, highlights weak reasoning, exposes blind spots, and acts as a high-level advisor.

Summarize Meeting

Please summarize the key points and action items from our meeting.

