COGNITA

GUIDELINES FOR APPLICANTS
4TH GLOBAL SCHOOL OF THE FUTURE
COGNITA CHILE 2 - 4 DECEMBER 2024

Introduction

The School of the Future conference provides a platform for showcasing students' digital skills. These students act as agents, creating and proposing solutions while maintaining a positive attitude in the face of challenges. They demonstrate flexibility in contexts that demand adjustments to plans.

Digital learning serves as an enabler, supporting various integral aspects of student development. In this fourth edition, we aim to foster a holistic approach among students, educators, and specialists. This approach encompasses not only the cognitive dimension but also the social, emotional, and physical dimensions, all of which play a vital role in their projects.

Participants

Students in:

- Early years [3 - 5]
- Lower primary [6 - 9]
- Higher primary [10 - 13]
- Secondary [14 – 17]

Educators, as **Guides** for student projects or **Inspirational educators** for other educators and students.

Experts are invited to submit applications as **inspirational educators**.

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Project Areas

Student projects must address local issues associated with one or more of the following areas:

- Language
- Science (social and natural) and Mathematics
- Arts (Visual, Plastic, Music)
- STEAM (Science, Technology, Engineering, Arts, Math)
- Social-Emotional, Physical, and Health Well-Being
- Inclusion, Personalized Learning, PBL
- Data in Education, Professional Development
- Robotics, Programming
- Other

Digital Competencies

Student projects must involve one or more of the following digital competencies:

Competence	Description	Suggested lines of action
Digital Citizen	The projects demonstrate that students adhere to protocols of care when faced with risky situations online, such as handling personal information in the form of text, images, or videos	• Students make informed decisions that yield positive outcomes for themselves and the community when utilizing digital devices and online resources. • Students diligently follow protocols for device use and online behaviour to mitigate risks and promote learning.
Digital Learner	These projects aim to showcase the acquisition of digital knowledge and skills, supporting and accelerating learning.	• Students intentionally select technological tools that enhance their learning and allow them to demonstrate it. • Students act upon personalized and timely feedback using effective online assessment tools. • Students acquire digital skills that contribute to achieving their goals.

Digital Collaborator	These initiatives highlight how technology facilitates meaningful communication and effective problem-solving across diverse audiences.	• Students collaborate with peers using technology, regardless of time and place. • Students engage with fellow students worldwide, leveraging technology for learning. • Opportunities arise for students to converse with industry experts.
Digital Innovator	The development of these projects embraces existing and new technologies, pushing the boundaries of knowledge and leading to products that benefit the community.	• Students have access to and can experiment with new technologies. • Students leverage technology to create products or produce knowledge that can benefit others.

Projects & Challenges

- **Projects** of students guided by **Guiding Educators** incorporate digital competencies (digital citizen, digital learner, digital collaborator, digital innovator). The project outcome will be a 3 - 5 minute documentary video. Selected projects will be showcased in face-to-face roundtables.

- **Projects** of **Inspirational Educators,** whether individual or group-based, involve actions taken before, during, or after direct interactions with students, significantly impacting their learning. Themes may include well-being, creative libraries, simulation learning, data-driven education, and AI-assisted education. Selected projects will be presented in face-to-face panels.

- The **SDG Challenge** encourages student projects supported by **Guiding Educators** to address one or more of the following Sustainable Development Goals: zero hunger, health and well-being, quality education, clean water and sanitation, climate change, and life on land. Refer to the *Annex* for examples of topics and approaches.

- The **Robotics Challenge (in person)** is open to student teams alongside their **Guiding Educators**. This face-to-face competition within SOTF invites participants to solve challenges by designing and programming robots.

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Milestones

• Online application process for projects and challenges. Submit project development form.	From March 20th until June 14th	• Application forms are filled out in www.schoolofthefuture.cl • Detailed description of the methodological phases of the project.
• Submit the final product of each project.	September 19th	• All projects that meet the rules will be exhibited on the School of the Future website.
• Publication of selected projects for roundtables and panels.	October 11th	• Leading practices. • Rigorous methodological development.
• School of the Future Conference	December 2 - 4	Online streaming.

Application

Please complete the application form at www.schoolofthefuture.cl to apply as a **Guiding Educator** or an **Inspirational Educator**. Experts should register as Inspirational Educators.

For methodological details, project presentation conditions, and participation format, please refer to the **Annex** in this document.

Contact

www.schoolofthefuture.cl

Annex

Method of project development.

1. **Define the Problem**: Begin by identifying a local issue of global significance. Formulate questions that will guide the project's development. Consider constraints based on previous experiences related to the problem. Think about suitable materials, resources, platforms, or formats for project development.

2. **Imagine Solutions**: Engage in brainstorming to explore potential solutions. Draw from personal experiences, bibliographic research, multimedia sources, and interviews with those affected by the problem or experts in the field.

3. **Development Plan**: Define the material and digital resources you will use. Create a step-by-step method for constructing or applying the prototype or model.

4. **Evaluate the Model/Prototype**: Conduct initial tests to assess how well the specific or digital product addresses the problem. Analyse its effectiveness, gather feedback from team members, and consider suggestions for improvement. You may also present the model/prototype to a small sample of potential beneficiaries for additional input.

5. **Refine the Model/Prototype**: Adjust based on the feedback received. Apply the final solution derived from the project.

Summary of Pathways to Participation

Student projects supported by **Guiding Educators (GE)**	**Inspirational Educators (IE)** for Educators and Students
• GE guides the development of projects carried out and presented by students. • GE promotes projects framed in the digital competences of students (digital citizen, digital learner, digital collaborator, digital innovator). • GE can apply for **the SDG Challenge** and **the Robotics Challenge**.	• IE explore the use of technology to enrich the educational experience of students in individual or group-based initiatives. • IE presents experiences with a focus on tasks carried out before, during and/or after interacting with students. • IE addresses one or more of the following topics: wellness, creative libraries, simulation learning, data-driven education, and AI-assisted education.

The conference offers four instances of participation:

- **Round tables**: An opportunity to showcase student projects guided by a **GE**. Two students from each group will represent their group in conversations with peers from other schools.
- **Panels**: Conversations of **IE** about contemporary issues in technology and education.
- **SDG Challenge**: Student projects will seek to respond to effectively to local issues linked to sustainable development goals.
- **Robotics Challenge**: On site competition where teams of students are invited to solve a challenge by building and programming a robot.

Presentation of the project

Student projects supported by **Guiding Educator**.

The final product of the project will be a 3 – 5 minute documentary video that will summarize the *method of project development* (see section above).

The characteristics and technical guidelines for recording the documentary videos will be sent to the selected teams.

Inspiring Educator Projects.

Accepted projects will communicate their iniciatives with a 5-minute presentation divided into:

1° **Introduction:** The context that frames the goal of the project, the interventions and the resources used.
2° **Impact on student learning:** Description of the effects of the intervention on student learning based on the use of selected resources.
3° **Teacher Learning:** Communicate of valuable experiences for educators.
4° **Future Steps:** Description of further steps in education and potential large-scale implementations.

Participation format.

Selected **Guiding Educators**, students, and **Inspirational Educators** will present their projects through live-streamed documentary videos, via remote broadcasts, or in person at the conference.

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SDG Themes and Approaches

Suggestions for addressing the Sustainable Development Goals (in Education for the Sustainable Development Goals: Learning Goals. UNESCO 2017).

Zero Hunger:

Topics	Approaches
Main drivers and causes of hunger and malnutrition, including the relationship between climate change and food security, and reduced soil quality. Consequences of hunger and malnutrition on people's health and well-being, including practices such as migration as adaptation. Hunger in relation to food abundance, obesity and food waste. Concepts and principles of sustainable agriculture, including climate-resilient practices, organic farming, biodynamic farming, permaculture, and forestry.	Role-playing with small-scale producers versus large companies in a world market influenced by taxes, subsidies, tariffs, quotas, etc. Conduct scenario development and analysis on local and national food production and consumption systems and/or on the effect of natural hazards and disasters on food production systems. Organize excursions and visits to places where sustainable agriculture is practiced. Perform a life cycle analysis (LCA) of food.

Health & Wellness

Topics	Approaches
Serious communicable and non-communicable diseases Direct strategies to promote health and well-being, e.g., immunizations, healthy foods, activity Physical, Mental Health Car Accidents Overweight and obesity, insufficient physical activity, and unhealthy foods Chemicals, pollution and air, water and soil pollution	Setting up an information booth Carry out a project on epidemic and endemic diseases – successes vs. challenges (Malaria, Zika, Ebola, etc.) Write essays and/or hold ethical and thoughtful dialogues about what a healthy and well-being life means Develop a research project on the following question: "Is it good to live longer?"

Quality Education

Topics	Approaches
Diversity and inclusive education. Basic skills and competencies needed in the 21st century. Knowledge, values, skills and behaviours needed to promote sustainable development. The concept of education for sustainable development (ESD), the institutional approach as a key strategy to expand education for sustainable development, and pedagogy to develop sustainability competencies.	Create partnerships between schools, universities and other institutions offering education in different regions of the world (South and North; South and South). Plan and lead an ESD project at a school, university or for the local community. Organise ESD days at local, regional and national levels. Carry out a research project on: "What is a sustainable school?"

Clean water and sanitation

Topics	Approaches
The effects of pollution, spillage, and release of chemicals and hazardous materials on water quality. Water scarcity and water use efficiency. The importance of water-related ecosystems. Water and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies, water patents, landscaping for groundwater recovery and integrated water resources management.	Calculate your personal water footprint. Develop a concept for the sustainable use and supply of water at the local level based on successful cases. Establish partnerships between schools in regions with water abundance or scarcity. Organize walks and visits to local water infrastructure, and monitor water quality in schools and homes. Carry out a project on invisible water, for example, how much water is in a litre of beer, in a kilo of meat, in a T-shirt, etc.? Conduct a research project on: "What human activities can be done without water?"

Climate change

Topics	Approaches
Greenhouse gases and their emissions. Greenhouse gas emissions related to energy, agriculture and industry. Migration and exodus related to climate change. Prevention, mitigation and adaptation strategies, and their relationship to disaster response and disaster risk reduction. Future scenarios (including alternative explanations for global temperature rise)	Design and lead a project or action campaign related to climate protection. Create a website or blog for group input on climate change issues. Create climate-sensitive biographies. Conduct a case study on how climate change could increase disaster risk in a local community. Conduct a research project that analyzes the following statement: "Those who have done the most damage to the atmosphere are the ones who should pay for it."

Life of terrestrial ecosystems

Topics	Approaches
Threats to biodiversity: habitat loss, deforestation, fragmentation, invasive species, and overexploitation (caused by unsustainable production and consumption practices, unsustainable technologies, etc.). Wildlife restoration and the conception of the human being as a force for healing. Desertification, deforestation and efforts to combat them. Climate Change and Biodiversity, Ecosystems as Carbon Sinks, Disaster Risk Reduction, and Ecosystems (Ecosystems as a Natural Barrier to Natural Disasters)	Draw up a map of the local area, mark the areas of the various wildlife populations and barriers. For example, dispersal barriers such as roads, and populations of invasive species. Conduct a BioBlitz (this is an annual day where the community comes together to make a map of all the species that exist in their area). Conduct a composting workshop and show the formation of organic material. Conduct a research project on: "Why is biodiversity important?"