COGNITA

GENERAL GUIDELINES

5TH GLOBAL CONFERENCE

THE SCHOOL OF THE FUTURE COGNITA CHILE

1 - 3 DECEMBER 2025

I. Introduction

The School of the Future Global Conference by Cognita Chile is a space where Students have the opportunity to showcase their digital skills, Educators can share successful uses of digital technology in the classroom, and Leaders can learn about emerging trends in education and technology.

The hybrid nature of this conference allows participation as audience members and presenters regardless of geography or time differences.

In this fifth edition, we invite the entire global Cognita community to participate with innovative projects, successful experiences, and insights into three major themes: the present and future of artificial intelligence in education, the benefits of cybersecurity in a digital environment, and the influence of digital citizenship education in shaping new social behaviours that enable us to develop healthily and constructively today.

II. Participants and forms of participation

1. Students.

Imagine-Create-Impact Challenge

The challenge is to develop projects to solve global problems with local impact in their schools, understanding people and testing ideas. Below you will find the participation categories and how to participate.

Category 13 – 17 years

How to participate?

a) Invite a tutor teacher.
b) Form a team of 3 – 5 members.
c) Choose one or more of the following Themes:

Lines	Themes
Sustainable Development Goals	• SDG 13: Take action to combat climate change and its effects. • SDG 6: Ensure availability and sustainable management of water. • SDG 12: Ensure sustainable consumption and production patterns.
Digital Citizenship[1]	• Critical Thinking: Discriminate between reliable and false information. • Empathetic Connection: Strengthen relationships with your family, friends, and the community. • Attentive Vigilance: Be cautious and create safe spaces for other people.
Cybersecurity	• Secure Communication: Encryption of messages, use of secure messaging applications and VPN (Virtual Private Network). • Identification and prevention of Phishing attacks: Recognise warning signs of Phishing on different platforms. • Baiting: Protect ourselves from curiosity and online temptation.

d) Use one or more of the suggested tools:

- Artificial Intelligence (13+) [2]
- 3D design and printing.
- Programming and robotics.

e) You can use additional tools.

[1] Topics inspired by Common Sense Media's News & Media Literacy, Relations & Communication and Privacy & Security pillars; commonsense.org.
[2] The use of artificial intelligence tools by students must have the informed consent of the families.

Category 8 – 12 years

How to participate?

a) Invite a tutor teacher.
b) Form a team of 3 – 5 members.
c) Choose one or more of the following Themes:

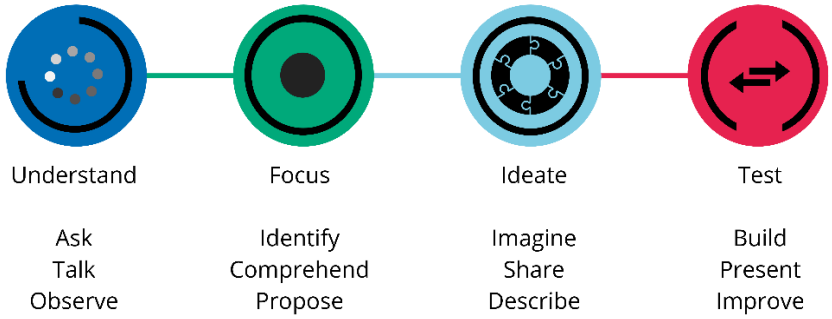
Lines	Themes
Sustainable Development Goals	• SDG 13: Take action to combat climate change and its effects. • SDG 6: Ensure availability and sustainable management of water. • SDG 12: Ensure sustainable consumption and production patterns.
Digital Citizenship	• Critical Thinking: Discriminate between reliable and false information. • Empathetic Connection: Strengthen relationships with your family, friends, and the community. • Attentive Vigilance: Be cautious and create safe spaces for other people.
Cybersecurity	• Secure Communication: Encryption of messages, use of secure messaging applications and VPN (Virtual Private Network). • Identification and prevention of Phishing attacks: Recognise warning signs of Phishing on different platforms. • Baiting: Protect ourselves from curiosity and online temptation.

d) Use one or more of the suggested tools:

- 3D design and printing.
- Programming and robotics.

e) You can use additional tools.

Stages of the Imagine-Create-Impact Challenge



1.	Understand	Learn about the problem and the people who have it. Why is it a problem? Who has this problem? What do the people who have this problem need?
2.	Focus	Analyse the information you gathered in the “Understand” stage and identify the most important part of the problem. What could we do to solve what matters most to people?
3.	Ideate	Brainstorm to solve the problem you have focused on. In brainstorming, there are no bad ideas. Share and listen to your team members' ideas. Draw, describe, represent your solution.
4.	Test and improve	Create simple versions (prototypes) of your best ideas. Show your prototype to those who experienced the problem and ask for their feedback: what do they like? what could be improved?

More information in the “Annex” at the end of this document.

InnGenius International Challenge

Created by Colegio Santa Francisca Romana in Bogotá, Colombia, this challenge invites students to propose innovative solutions to real problems, developing their critical thinking and entrepreneurial spirit.

Who participates and how?

a) You must be 14 or older.
b) Invite a tutor teacher.
c) Form a team of 3 members.
d) Follow the stages of the process.

Stages of the Process

Your participation begins with an induction in a remote meeting led by teachers Juan Ramón González and Leonardo Pinzón from Colegio Santa Francisca Romana in Colombia, creators of the InnGenius methodology.

1. Induction	July
2. Activating creativity	August
3. Problem reformulation	September
4. Effective communication: Pitch training	October

The grand finale will take place in a hybrid format during the conference on 3 December 2025.

2. Educators.

Digital Competencies Logbook.

Logbooks are audiovisual records of observations and experiences. In this case, the invitation is to create logbooks of your students' digital skills learning experiences based on the activities you, educators, designed.

What are Cognita's digital competencies for students?

- **Digital Citizenship**: Act in accordance with care protocols in risky online situations. For example, students make informed decisions that lead to positive outcomes for themselves and the community.
- **Digital Learning**: Acquisition of digital knowledge and skills to support and accelerate learning. For example, students intentionally select technological tools that enhance their learning and allow them to showcase it.
- **Digital Collaboration**: Technology facilitates the construction of meaningful communication relationships to solve problems. For example, students use technology to solve problems by learning with students and experts regardless of time and place.
- **Digital Innovation**: Use of existing and new technologies to expand the boundaries of knowledge and/or lead to new products that benefit the community. For example, students have access to and can experiment with new technologies to create products or produce knowledge for the benefit of others.

Stages of the process

1. Goal of technology use	• Present the learning objective and the technological resources used (devices and/or applications). • Justify the choice of technology: how does the technology improve learning? how does the technology support the teaching role?
2. Technology implementation	• Describe the pedagogical strategy (see Table below). • Showcases key activities with the technology used.
3. Learning showcase	• Present examples of learning. • Include student testimonials.

Examples of common pedagogical strategies.

Pedagogical Strategy	Definition	Common Techniques
Collaborative Learning	Interaction between peers and teamwork to achieve learning objectives.	Group Projects, Peer Teaching, Peer Assessment
Project-Based Learning	Learning through meaningful, real-world projects.	Guiding Question, Student Research, Artifact Creation
Flipped Classroom	Content is delivered outside of class, class time for active learning.	Video Conferences, Readings, Class Debates, Problem Solving
Gamification	Incorporation of game design elements in education.	Points, Badges, Leaderboards, Interactive Quizzes
Personalised Learning	Adaptation of education to individual needs and preferences.	Individualised Learning Paths, Self-Paced Learning, Adaptive Content
Blended Learning	Combination of face-to-face and online instruction.	LMS, Online Resources, Virtual Classrooms, Hybrid Activities

III. Presentation of the Challenge or Logbook.

The final product will be a documentary video of a maximum of 3 minutes in length that will show audiovisual evidence of each stage in accordance with these Guidelines.

To create the documentary video, go to the following link:

STUDENT TEMPLATE HERE

EDUCATOR TEMPLATE HERE

IV. Registration and submission of Challenges and Logbooks.

Registration for student teams and educators will be open between 20 May and 20 June through the website:

www.schoolofthefuture.cl

The deadline for submission of the documentary video is 12 September for the southern hemisphere and 12 October for the northern hemisphere.

V. Selection of Student Challenges and Educator Logbooks.

Students and educators who produce documentary videos that best adhere to the development stages outlined in these Guidelines, and that contain carefully prepared audiovisual content, may participate remotely and/or in person at The School of the Future 2025 conference.

The selection of documentary videos from the southern hemisphere will be announced on 19 September, and the selection for the northern hemisphere will be announced on 15 October.

VI. Contact.

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Annex

Imagine, Create, Impact Challenge – Extended description of stages.

Understand: This step is about learning about the problem and the people who have it.
It's like being a detective! Here are three key tasks:

- Ask lots of questions to really understand the problem. What is it? Who has it? Why is it a problem? Talk to your classmates, teachers, families, and those who work at the school.
- Talk to the people affected by the problem. How do they feel? What do they need? What would make things better for them?
- Look and observe what people do. Sometimes you can learn a lot just by watching how people interact with things and their environment.

Focus: In this step, you take all the information you gathered in the 'Understand' step and try to identify the most important part of the problem you want to solve. It's like finding the main clue! Here are three key tasks:

- Share stories about what you learned by talking to and observing people. This helps everyone on your team understand what you discovered.
- Look for patterns and important insights in all the information you've gathered. What things keep coming up? What seems most important to the people you spoke to?
- Decide on the main problem you want to solve. Try to phrase it as a question that starts with "How might we...?" This helps you focus your efforts. For example, instead of saying "The classroom is messy", you could ask: "How might we make it easier for students to keep the classroom tidy?".

Ideate: This is the fun part where you come up with lots of different ideas to solve the problem you've focused on. It's like a brainstorming session! Here are three key tasks:

- Think of as many ideas as you can, even silly or strange ones! Don't worry yet if they are good or bad, just write down lots of ideas.
- Remember, in brainstorming, there are no "bad ideas". Share your ideas with your team and listen to their ideas too. Building on each other's ideas can lead to even better solutions.
- Sketch or describe your ideas quickly. You can draw pictures, write brief descriptions, or even act out how your solution would work. One team trying to teach local history sketched an iPad app idea.

Test and Improve: In this step, you take your best ideas and create simple versions of them (prototypes) to test them and see what works and what doesn't. Then, you use what you learn to make your ideas even better. This is called iteration! Here are three key tasks:

- Build a simple model or drawing (prototype) of your idea. It could be made of paper, cardboard, or anything you have available. It doesn't need to be perfect! A prototype helps you show your idea to others.
- Show your prototype to people (especially those who have the problem) and ask them what they think. What do they like? What could be improved? Don't be afraid of criticism.