

research **ED** Chile

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Aptus

POTENCIADORA EDUCACIONAL
del Nivel de Educación U-Fundación Bernardo O'Higgins

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Organized by:



Aptus is a non-profit organization that seeks to improve the quality of education in Chile's vulnerable schools by sharing best practices in school education with teachers, principals, and other school administrators.

Thanks to the collaboration of



Villa María Academy is a Catholic, bilingual girls' school that has been characterized in recent years for being open to learning and articulating the latest trends in education, and for networking with other schools and institutions as a way to exchange ideas and generate discussion.



The Fundación LarrainVial's goal is to contribute to the community by providing consultancy, working networks, and resources to organizations in educational organizations in educational projects.



Fundación Irrázaval's goal is to contribute to the support and development of technical education institutions and organizations, to train students in a specific craft, and to provide them with a solid spiritual formation based on the principles of Christian morality.



The Fundación Reinaldo Solari is focused on promoting sustainable, innovative, and impactful initiatives so that children and young people of highly disadvantaged social conditions have better opportunities.



Fundación Olivo seeks to generate a transforming impact on the human development that each person longs for, through three specific areas: education, culture, and public spaces.

 **Welcome**



Tom Bennett
Founder of researchED
International

It is with great pride that I welcome the attendees to the second face-to-face version of researchED in Chile. I founded researchED nine years ago with a simple mission: to help to turn education into an evidence-based sector and profession, not just a mission based on faith. For far too long we have ignored the fruits of research, psychology, and the latest findings on how we learn, think, and remember. This has meant that teachers and schools all over the world have been forced to reinvent the wheel in every generation, without being able to build significantly over the shoulders of the preceding giants of our history. Not anymore. Social media has brought the world to everyone's pockets, and now teachers and academics are beginning to participate in exciting conversations about how practice and science can mutually help each other. And when that happens, everyone wins. I am delighted that you've been able to come and join this educated revolution. Don't leave until you have at least five brilliant ideas to take to your schools and departments. Listen, discuss, network, challenge and, above all, have fun. And have a nice day!



Rodrigo López
Chief Executive Officer
of Aptus

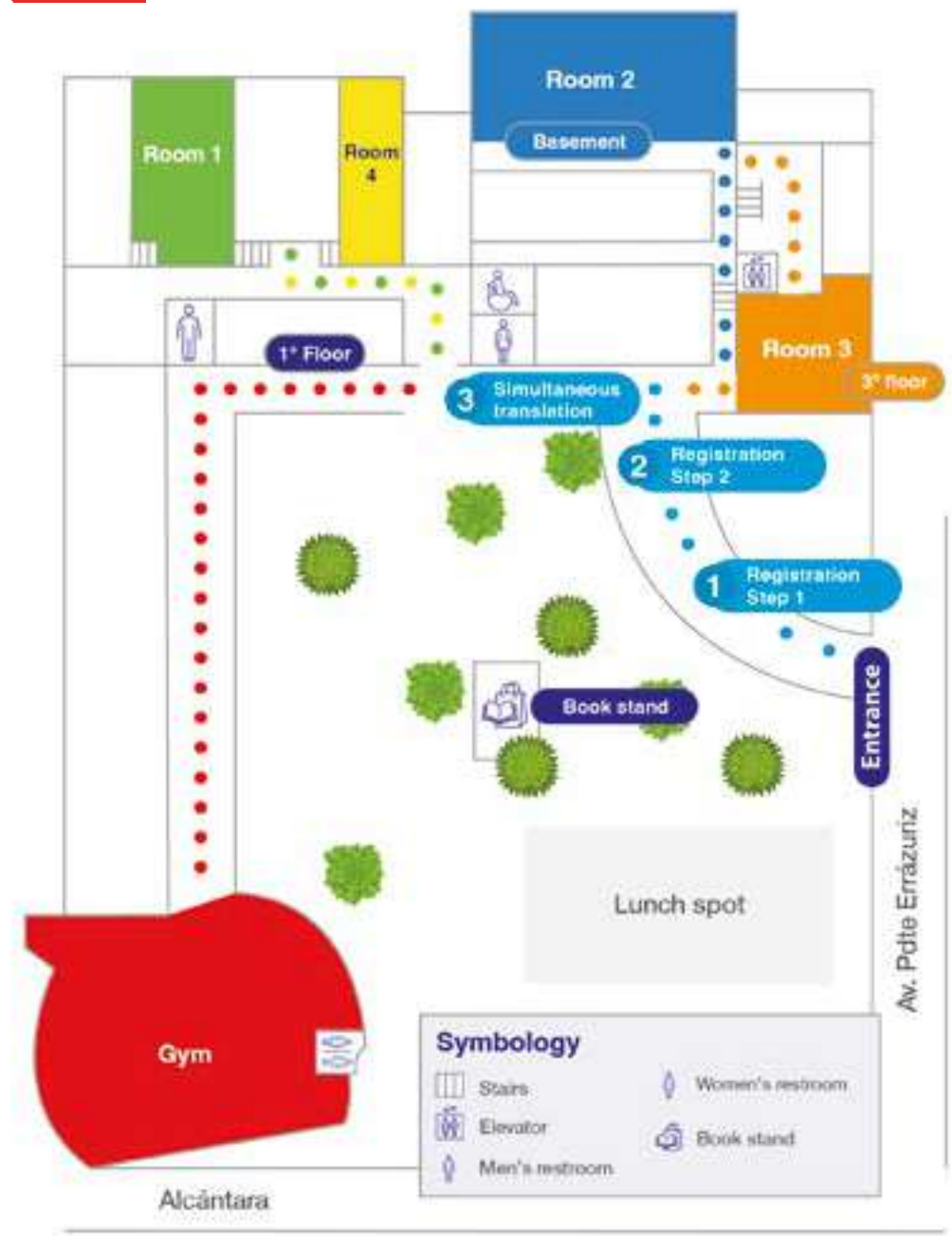
Aptus is very pleased to welcome you to a new version of researchED Chile. During the pandemic, we adapted and we were able to do an online version in 2020 (materials available on the web at www.researched.cl), however, there is no doubt that it's something else to see faces in person and have a day of meetings and conversations between such a diverse group of stakeholders in our country's educational community. We are convinced that bringing research closer to practice (and practice to research) is one of the most important pending debts we have as a country and as a region to improve the education of our children and youth.

Every time we choose a teaching methodology in our schools, we do so on the basis of explicit or implicit assumptions about how children learn and what works in education. If these assumptions are anchored in evidence, we will be able to make substantially better decisions about how to educate, giving us tools not only to ask ourselves whether something is likely to work, but whether it is likely to work, but also whether it is the most effective alternative available to us. After the event, we invite you to review the website where you will find videos and presentations from the day, along with links to articles, books, and other materials to further explore the ideas we will discuss today. We hope that by the end of the day you will be challenged, full of new ideas, and hungry to continue learning.

researchED Chile 2022 Program

08:15 - 08:55 REGISTRATION					
Hour	Gym	Room 1	Room 2	Room 3	Room 4
08:55 - 09:10	Welcome				
Session 1 09:10 - 09:50	What are the fundamental ingredients in any learning activity? Principles for a long-lasting learning Héctor Ruiz Martín				
Session 2 10:05 - 10:45	“Unicorn skills”. The importance of knowledge areas Juan Fernández	Character strengths and resilience: Implementation experiences Trinidad Montes - Margarita Vial	Tutoring for children and teenagers: an opportunity to accelerate post-pandemic comprehensive learning Verónica Cabezas	“Integral Education”: What do we know and what have we learned in Jesuit schools in Chile? Paulina Cabezas - Juan Cristóbal García-Huidobro	How to assess literacy acquisition? Assessment to boost early reading Javiera Necochea - Mariana Quesney
Session 3 10:55 - 11:35	Notes on Working Memory, Long-Term Memory, and Writing Doug Lemov				
11:35 - 12:05 COFFEE BREAK					
Session 4 12:05 - 12:45	Session: The Science of Reading: What to do if students read it, but don't get it Ben Esser	Teaching culture: why broaden the cultural horizon of our students? Elisa Izquierdo	Cognition and learning of early mathematics: what do we come with and what do we leave with? Christian Peake	Scaling up successful policies to massive contexts: the case of “Decidiendo para un Futuro Mejor” Francisco Gallego	How to plan a science class? Considerations from the cognitive sciences Isidora Urquiza - Ignacia Bastias
Session 5 12:55 - 13:35	“I taught it to them - now what?” Using formative assessment to check student learning and decide next steps Harry Fletcher-Wood				
13:35 - 14:25 LUNCH					
Session 6 14:25 - 15:05	The role of deliberate practice and feedback in teacher training: How to achieve high-quality exercise and reflection? Martín Navarro - Andrea Tapia	Data-based school management: 3 takeaways from 250,000 responses from parents, teachers, and students Maya Titelman	Maintaining a sustainable school culture: the importance of student and staff culture María Loreto Jullian - Alejandra Braun	Tutoring: a personalized method with a high impact on your students and scalability possibilities Francisca Lewin - María Jesús Valenzuela	Effective practices and teaching-learning strategies: how to promote metacognition in the classroom? Rafael Carrasco
Session 7 15:20 - 16:00	School Operations. The Secret Ingredient Behind Some of the Best Schools in the U.S. Katlyn McKim	Teacher educators training: learnings and challenges in the development of a framework of training practices María Gracia González - Tamara Canessa	Keys to enhance socioemotional learning (SEL): the experience of the Aprendizaje Socioemocional (ASE) program Trabūn in Chile Vicente Mariscal - Bárbara Castro	“Unicorn skills”. The importance of knowledge areas Juan Fernández	More than words: cognitive flexibility and new implications for reading comprehension Pablo Escobar
16:00 - 16:20 COFFEE BREAK					
Session 8 16:20 - 17:00	Powerful Teaching: Unleash the Science of Learning in Your Classroom Pooja Agarwal				
Closure 17:10 - 17:30	Closure				

Map



Find resources associated with the researchED Chile conference, by scanning the QR code



Session 1

What are the fundamental ingredients in any learning activity? Principles for a long-lasting learning

Héctor Ruiz Martín

Location: Gym

The contexts of education are very diverse, so it is complicated to suggest didactic “recipes” that are effective in all cases. However, there are a number of basic principles about learning that are universal, because they derive from the way the brain learns. They are the “ingredients” that any educational “recipe” should have. In this session, the author of “¿Cómo aprendemos?” will tell us about one of the most fundamental principles of learning that we must take into account when designing and carrying out any didactic activity.

Session 2

“Unicorn skills”. The importance of knowledge areas

Juan Fernández

Location: Gym

Teachers are often stressed about the need to teach “21st-century skills”. One feature of these alleged almost mythological abilities is that they are general, that is, they can be taught and applied in any context. However, a careful analysis of this idea makes us aware of its dubious reliability. Also, hunting for unicorn skills will give us important clues about how we can understand some cognitive skills, and therefore how to better teach them.

Character strengths and resilience: Implementation experiences.

Trinidad Montes - Margarita Vial

Location: Room 1

In recent times, mental health problems among students have strongly emerged and school teams around the world are looking for answers. The evidence has shown that developing character strengths such as kindness, self-improvement, enthusiasm, and sense of purpose help students to better cope with life’s challenges, promoting resilience and enabling growth when facing adversity. The Programa de Fortalezas del Carácter (Character Strengths Program) of Fundación Astoreca has collected these learnings and tested them during both the pandemic period and the return to face-to-face learning. This presentation will share this experience and some strategies to continue working on character education in schools on a daily basis.

Tutoring for children and teenagers: an opportunity to accelerate post-pandemic comprehensive learning

Verónica Cabezas

Location: Room 2

There is no doubt that the COVID-19 pandemic brought multiple losses and academic, emotional, and psychosocial setbacks, especially for students from the poorest sectors. In this context, tutoring has shown a very promising effect when it comes to recovering and accelerating learning. How to transform classrooms with learning acceleration strategies without the use of too expensive interventions?

“Integral Education”: What do we know and what have we learned in Jesuit schools in Chile?

Paulina Cabezas - Juan Cristóbal García-Huidobro

Location: Room 3

There is little conceptualization and scarce evidence about the importance of transversal learning objectives in the curriculum. There is a lack of studies of educational projects that embody these ideas structurally, beyond specific programs or projects in school counseling sessions or other formative opportunities. In this general framework, this presentation addresses the efforts of Jesuit schools and the Red Educacional Ignaciana to conceptualize and measure “integral education”, as a contribution to our larger discussion on educational quality.

How to assess literacy acquisition? Assessment to boost early reading

Javiera Necochea - Mariana Quesney

Location: Room 4

During the pandemic, one of the aspects that were most affected by remote teaching was early reading. The data tells us that there has been a dramatic increase in the number of students moving on to second grade without basic decoding skills; a growing problem in third and fourth grade. In this lecture, we will learn about the most effective literacy teaching model according to the research, and we will see how to use assessment to move forward in learning.

Session 3

Notes on Working Memory, Long-Term Memory, and Writing

Doug Lemov

Location: Gym

Memory is fundamental to learning. In this presentation, we will briefly review the inter-relation of working and long-term memory, based on the work of the cognitive scientist Daniel Willingham. We'll watch this in action through classroom videos where teachers use writing strategies to manage the limits of working memory, especially during classroom discussions.

Session 4

The Science of Reading: What to do if students read it, but don't get it

Ben Esser

Location: Gym

This presentation will be focused on what is perhaps the less well-understood half of reading. Most of us at this point understand how crucial phonics instruction is, but less understood, really, is what the science says about reading comprehension. What's happening in the mind when we make sense of a text, and what separates those who can decode and understand from those who can decode but can not understand?

Teaching culture: why broaden the cultural horizon of our students?

Elisa Izquierdo

Location: Room 1

In this presentation you will be able to learn about many reflections, takeaways, and good practices compiled by SIP Red de Colegios in its quest to promote an education where knowledge is important, expanding the opportunities for participating in culture, which allows broadening their learning experiences, skills development and increase their well-being, in order to prepare them to face the challenges of the future and to be a contribution to society.

Cognition and learning of early mathematics: what do we come with and what do we leave with?

Christian Peake

Location: Room 2

Boys and girls with weeks of age show sensitivity to process sets and quantities, an initial capacity that will be the basis of early mathematics learning, whether in stimulation contexts at home, or in our classrooms. Numerical skills developed during preschool education are being intensively studied and they range from specific cognitive skills to other general cognitive skills that allow us to solve everyday tasks. Understanding these ongoing developing mechanisms is crucial for the effective exercise of our initial pedagogical practice.

Scaling up successful policies to massive contexts: the case of “Decidiendo para un Futuro Mejor”

Francisco Gallego

Location: Room 3

School dropout and lack of motivation about the educational process are serious problems that have consequences in the life trajectories of thousands of students since they are associated with fewer opportunities of all kinds in the future. Research shows that well-targeted educational interventions that provide information on the benefits, costs, and quality of education are the most worthwhile considering their cost-effectiveness. We invite you to learn about the program “Decidiendo para un Futuro Mejor (DFM)” (Deciding for a Better Future), a free virtual curriculum that provides information to students about the benefits of completing and continuing their education. This is accomplished with guidance on post-secondary opportunities, testimonials, video stories, and other resources relevant to their reality.

How to plan a science class? Considerations from the cognitive sciences

Isidora Urquiza - Ignacia Bastías

Location: Room 4

In this presentation, you will learn about the Science Teaching Model created and used by Aptus. This model is based on the principles of cognitive sciences to achieve effective learning in students. In this way, those fundamental elements that must be considered when thinking about and designing a science class will be presented through exemplars of plans for physics, biology, and chemistry

Session 5

“I taught it to them - now what?” Using formative assessment to check student learning and decide next steps

Harry Fletcher-Wood

Location: Gym

Research on cognitive sciences is clear about how people learn and what specific strategies we can use in classrooms. Now, how can we integrate this knowledge in the way of “assessing” learning? In this presentation, Harry will answer this question by addressing the importance of both unit and lesson planning, and the integration of effective teaching, assessment, and feedback strategies.

Session 6

The role of deliberate practice and feedback in teacher training: How to achieve high-quality exercise and reflection?

Martín Navarro - Andrea Tapia

Location: Gym

“Practice makes perfect” is a very popular phrase. What would you think if we told you that it is not so true? Deliberate practice helps us understand that the practice that leads us to be experts is not any practice, but one that must be guided by specific principles. We propose that, in the context of teacher training, deliberate practice is key, and one of the strategies that research has highlighted is simulated pedagogical practices, where teachers in training practice specific aspects of their work and receive quality feedback. In this presentation, we will address simulation as one of the ways to bring the deliberate practice to our university classrooms, considering its principles and the types of feedback we can provide.

Data-based school management: 3 takeaways from 250,000 responses from parents, teachers, and students

Maya Titelman

Location: Room 1

The daily routine of managing schools is very demanding. Managing issues of coexistence, articulating the work between teachers, many contingencies, and of course, achieving significant student learning simultaneously, make it difficult for management teams to quantify and prioritize lines of action. In the last 12 years, surveys have become the gold standard to quantify key issues for school management that are typically difficult to measure, but essential. In this presentation, we will see how surveys can be a key tool to learn about the educational experience and we will review 3 key takeaways learned thanks to more than 250,000 responses from parents, teachers, and Chilean students.

Maintaining a sustainable school culture: the importance of student and staff culture

María Loreto Jullian - Alejandra Braun

Location: Room 2

Each school has its own school culture, it is what makes it unique. The culture of students and work teams is one of the levers of school leadership that cannot be left to chance, we must work on it to maintain it over time. Villa Maria Academy has a culture that has remained for 82 years, achieving a well-known and recognized graduate profile that has been maintained over the years. What do directors and educators need to ensure that the school culture remains positive over time?

Tutoring: a personalized method with a high impact on your students and scalability possibilities.

Francisca Lewin - María Jesús Valenzuela

Location: Room 3

We all know the concept of “tutoring”. We have all received some personalized support from someone. However, and quite possibly pushed by the pandemic, a few years ago the academy has focused its attention on this model because it has been recognized at all levels as one of the most cost-effective tools in terms of learning acceleration. We invite you to learn about our experience on this, obtained through making possible more than 7,000 tutoring duos carried out by Letra Libre and Conectado Aprendo in recent years. Let’s share good practices and conclusions that guide our service!

Effective practices and teaching-learning strategies: how to promote metacognition in the classroom?

Rafael Carrasco

Location: Room 4

In this workshop, we will make a general review of the state of the art regarding the evidence on effective teaching and learning practices, according to international research, and we will make an in-depth analysis regarding the integration of specific practices to promote metacognition in the classroom.

Session 7

School Operations. The Secret Ingredient Behind Some of the Best Schools in the U.S.

Katlyn McKim

Location: Gym

A big part of what makes a school great happens behind the scenes, in the world of school operations, a field that encompasses areas of responsibility like school-wide events, student testing, procurement, and upkeep of facilities, to name a few. In many schools, these workstreams overload the Principal. But, as some of the best schools in the U.S. have shown, there is a better way through excellent school operations.

Teacher educators training: learnings and challenges in the development of a framework of training practices

María Gracia González - Tamara Canessa

Location: Room 1

Teaching to teach is a great challenge because before having to do it, we haven't had the opportunity to learn it. What makes the work of the teacher educator unique? What do we know about how to prepare those who train teachers? What practices are the most effective when doing so?

Searching for answers, Aptus has created a “Marco de prácticas formativas” (Training Practices Framework) that we embedded in a professional development program for those who share the challenge of teaching to teach.

In this presentation, we want to tell you about our experience, learnings, and challenges in this process and its implications in the design and development of programs for the formation of teacher educators.

Claves para potenciar el aprendizaje socioemocional (ASE): la experiencia del programa de ASE Trabün en Chile

Vicente Mariscal - Bárbara Castro

Location: Room 2

In recent years, extensive international evidence has emerged from the impact of SEL (Socioemotional Learning programs) – universal and evidence-based – that are implemented in preschool, primary and secondary education. Based on this evidence, Trabün has designed an ASE (SEL) program using a playful learning methodology, especially for Chilean educational establishments with high rates of school vulnerability. Currently, the program is implemented in 21 educational establishments in 5 regions of the country and is sponsored by MINEDUC (Ministry of Education). The learnings from the implementation of the ASE Trabün program converge with international evidence and provide us with important takeaways in the challenge of promoting ASE (SEL) in education.

“Unicorn skills”. The importance of knowledge areas

Juan Fernández

Location: Room 3

Teachers are often stressed about the need to teach “21st-century skills”. One feature of these alleged almost mythological abilities is that they are general, that is, they can be taught and applied in any context. However, a careful analysis of this idea makes us aware of its dubious reliability. Also, hunting for unicorn skills will give us important clues about how we can understand some cognitive skills, and therefore how to better teach them.

More than words: cognitive flexibility and new implications for reading comprehension

Pablo Escobar

Location: Room 4

The study about the effect of executive functions on the development of reading is long-standing, but it has been mainly focused on the field of working memory. However, other components of the model such as inhibition and cognitive flexibility are starting to be more relevant. Here we present the results of the study about new ways of examining cognitive flexibility in reading and its effect on reading comprehension of scientific texts in children.

Session 8

Powerful Teaching: Unleash the Science of Learning in Your Classroom

Pooja Agarwal

Location: Gym

Based on 15 years of direct research with classroom teachers, more than 100 years of scientific evidence, and concrete examples from school and college education, the author of Powerful Teaching: Unleash the Science of Learning shares informed strategies by evidence that can be implemented in less than a minute, with no additional preparation or grading time. Decades of research show that these effective strategies dramatically improve student learning.

Expositores



[@RetrieveLearn](#)
www.retrievalpractice.org

Pooja Agarwal (Estados Unidos)

Specialist in cognitive science who has focused her studies on the way students learn. She is one of the authors of the book **“Powerful Teaching: Unleash the Science of Learning”** (which has been published in Spanish by Aptus) and she is an assistant professor at Berklee College of Music in Boston. She is also the founder of RetrievalPractice.org, a website for research, resources, and strategies based on the science of learning.



[@Aptus_org](#)
www.aplus.org

Ignacia Bastías (Chile)

Biologist from the Pontificia Universidad Católica de Chile and a professor of biology at Universidad Finis Terrae. She currently works at Aptus developing science class plans and contributing to the creation of a pedagogical model that integrates cognitive science in the teaching of this subject. She worked for 6 years teaching and developing student mentoring programs at many institutions.



www.vma.cl

Alejandra Braun (Chile)

Charge of Teacher Professional Development and is Head of the mathematics department from 3rd to 6th grade at Colegio Villa María Academy. She is a general teacher of primary education and has a degree in education with a major in English from Universidad de Los Andes. She is a Certified Singapore Mathematics Teaching Method teacher and has completed the Programa de formación de líderes instruccionales de Aptus (Aptus Instructional Leaders Training Program). Her passion is helping people reach their full potential and achieve excellent classes.



www.reeducacionalignaciana.cl

Paulina Cabezas (Chile)

Early childhood educator from the Pontificia Universidad Católica de Chile, and a graduate of the Leverage Leadership Institute (LLI) at Relay Graduate School of Education NYC. She currently works as academic coordinator of the Colegios Jesuitas Pagados (CJP) in Chile. She has extensive previous experience in contexts of high vulnerability as a teacher and advisor to school principals and sponsors. In 2011 she was the founder of the Instructional Leaders Training Program (PFLI) of Aptus.



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www.educacion.uc.cl

Verónica Cabezas (Chile)

Academic at the Faculty of Education of the Pontificia Universidad Católica de Chile, and a researcher and social entrepreneur. She is a co-founder of Enseña Chile Foundation, of the Elige Educar initiative, and a member of the boards of the educational foundation Oportunidad, Elige Educar, and Enseña Chile. She is also a counselor of the Consejo Nacional de Ciencia, Tecnología, Conocimiento e Innovación (CTCI) (National Council for Science, Technology, Knowledge, and Innovation). Verónica has been selected among the “100 Leading Women” (100 Mujeres líderes) in 2010 and 2015.



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www.aplus.org

Tamara Canessa (Chile)

Educational psychologist from the Pontificia Universidad Católica de Chile and has a master’s degree in Education from University College London. She worked for 5 years in schools as an educational psychologist, after that, she worked at Aptus as an academic developer. Currently, she works as deputy director of the Academic area of the same organization. She is in charge of the course development team for teachers, instructional leaders, and trainers, and manages the book translation process for Aptus Publishing.



[@summa_edu](#)
www.summaedu.org

Rafael Carrasco (Chile)

Industrial civil engineer, with a master’s degree in Economics from the Universidad de Chile, a master’s degree in Comparative International Education and a PhD in Education from Stanford University. He is deputy director of SUMMA, with extensive experience in educational policy, with a focus on equity and social justice. He was part of the Consejo Directivo de la Agencia Nacional para la Calidad de la Educación del Gobierno de Chile (Board of Directors of the National Agency for the Quality of Education of the Government of Chile). Among other experiences, he worked for eight years in the Ministry of Education of Chile, as head of development of the Sistema de Medición de la Calidad de la Educación (Education Quality Measurement System), and as Head of the technical teams of the minister and deputy secretary, in charge of the design and development of educational policies. He has been a professor at Stanford University and at Universidad Alberto Hurtado.



www.fundaciontrabun.cl

Bárbara Castro

Teacher of basic general education from the Universidad Central de Chile, Master in Emotional Intelligence from the Universitat de Valencia, and Master in Curriculum Development and Educational Projects, from Universidad Andrés Bello. She is the founder of the Diplomado de Aprendizaje Socioemocional de Trabün, which was certified by CPEIP. She is currently assistant director of training at Fundación Trabün and supervisor of pedagogical practices at the Pontificia Universidad Católica de Chile.



Pablo Escobar (Chile)

Degree in Psychology from the Universidad Autónoma del Estado de Morelos, Mexico. He has a master's degree in Educational Psychology and a Ph.D. in Psychology from the Pontificia Universidad Católica. He is a teacher and associate researcher at CEDETi UC where he leads technology development teams that stimulate early reading and mathematics skills from a cognitive perspective.

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Ben Esser (Estados Unidos)

English teacher, currently working at Colegio Villa Maria in Santiago, Chile. He spent the last 11 years at Achievement First in Brooklyn, NY, where he was named a Master Teacher for his network-pacing results, Film of his reading instruction, based on the ideas of E.D. Hirsch, is used to train new teachers in the network and at Relay Graduate School of Education. During the pandemic, he was a founding Mentor Teacher for the National Summer School Initiative, designing and filming model lessons for use in schools across the country.

www.vma.cl



Juan Fernández (España)

Spanish classroom teacher, and a Ph.D. student in Educational Psychology at the Universidad Autónoma de Madrid, dedicated to summarizing and translating books and papers into Spanish on the blog investigaciondocente.com and on his Twitter (@profesmadeinuk). He is the author of the book **“Educar en la complejidad”**, and co-author of **“La evaluación formativa: estrategias eficaces para regular el aprendizaje”**. He has also written about education for different media and has participated as a trainer in many public and private institutions.

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Harry Fletcher-Wood (Reino Unido)

History teacher, currently working on TeacherTapp, a survey app for managers, teachers, and pedagogical leaders. He was also associate dean of the Institute for Teaching. He has spent more than a decade working in many schools as a classroom teacher, professional development leader, and researcher. He is the author of the book **“Responsive Teaching: Cognitive Science and Formative Assessment in Practice”**, which has been published in Spanish by Aptus.

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Francisco Gallego (Chile)

Associate Professor at the Institute of Economics from the Pontificia Universidad Católica de Chile, Scientific Director of the J-PAL Latin America and Caribbean Office, and a researcher affiliated with J-PAL and EH Clío Lab. He studied Business Administration and Economics (Commercial Engineer) and has a Master's degree in Economics from Pontificia Universidad Católica de Chile and a PhD in Economics from MIT. He has published many economics articles in specialized international journals.

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Juan Cristóbal García-Huidobro (Chile)

The priest who today leads the Jesuit educational work in Chile. He is an industrial civil engineer with a Master's degree in Mathematical Engineering from the Pontificia Universidad Católica de Chile and has a bachelor's degree in Theology and Philosophy from the same institution. He worked eight years doing classes and pastoral work in three Catholic schools in Cerro Navía, Providencia and Pudahuel, which made him fall in love with school work with teenagers and led him to study a PhD at the Lynch School of Education and Human Development of Boston College, USA. His interests are moral and spiritual formation of young people, and educational change and curricular innovation in secondary education.

www.rededucacionalnaciencia.cl



María Gracia González (Chile)

Educational psychologist, executive coach and has a master's degree in Education from the University of Sheffield, England. She is currently the academic coordinator of the Continuing Training area at Aptus and is part of the Design and Coordination team of the Diploma for trainers in the same institution. She has dedicated her professional career to working with adults and to teaching development of academics or professionals in service.

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Elisa Izquierdo (Chile)

Coordinator of multidimensional training at SIP Red de Colegios. She is a clinical psychologist from the Pontificia Universidad Católica de Chile, master's degree in Emotional Education and Well-being from the RIEEB (in progress). She has worked at SIP Red de Colegios for more than 12 years in many positions associated with multidimensional training and previously she worked at Enseña Chile and at Penta UC.

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www.vma.cl

María Loreto Jullian (Chile)

The principal of Villa Maria Academy. She is a general teacher of primary education, has a degree in Education and Psychopedagogy from Universidad Católica and a master's degree in Pedagogical Management and Quality of Education from Universidad de Los Andes. She is passionate about teaching and education. She was the academic coordinator of Elementary and then academic deputy director of the school for 17 years, where she led the implementation of different academic programs such as the Singapore method, being the pioneer VMA school in Chile. She worked at the Chilean Ministry of Education between 2011 and 2013 where she was in charge of the Singapore method Sharepoint.



[@Doug_Lemov](https://twitter.com/Doug_Lemov)

www.teachlikeachampion.org/blog

Doug Lemov (Estados Unidos)

Teacher, writer, and founder of Uncommon Schools, the non-profit school organization that helps schools in disadvantaged sectors of the United States. He is the author of the influential book **“Teach Like a Champion 3.0”** and is also the co-author of the books **“Practice Perfect, The Coach’s Guide to Teaching”**, **“Reading Reconsidered”**, and **“Teaching in the Online Classroom”**.



[@ConectadoApre2](https://twitter.com/ConectadoApre2)

www.conectadoaprendo.cl

Francisca Lewin (Chile)

Social worker with a Diploma in Family Mediation, and she is currently completing a master's degree in Public Policy student. She worked 3 years with terminally ill patients and their families and was in charge of social reintegration and drug rehabilitation programs for 10 years. She currently works in Conectado Aprendo.



www.fundaciontrabun.cl

Vicente Mariscal (Chile)

Director of Education at Fundación Trabün. He has a master's degree in Education from the Pontificia Universidad Católica de Chile. He was a teacher of the Programa de Aprendizaje Socioemocional de Trabün (Trabün Socio-emotional Learning Program) at Escuela República de Grecia, Escuela Los Nogales and the Instituto Hebreo. In addition, he obtained the sponsorship of this program with the Ministry of Education.



[@achievement1st](https://twitter.com/achievement1st)

www.achievementfirst.org

Katlyn McKim (Estados Unidos)

Director at Achievement First, a high-performing charter school network operating 41 schools in the northeastern United States. There, she oversees Achievement First's Director-in-Residence program, a training program for aspiring school operations leaders. Prior to this role, Kat was a founding Director of Operations at Achievement First middle school. She has also taught middle school language arts and early-elementary reading intervention, and she is a freelance journalist covering topics in education.



[@astoreca_](https://twitter.com/astoreca_)

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Trinidad Montes (Chile)

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