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Chile

“Figuring out what works”

In partnership with



Aptus

POTENCIADORA EDUCACIONAL
SIP Red de Colegios | Fundación Reinakko Solari

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Organiza:



We are a **non-profit corporation** that works daily to enhance the quality of education in Chile by delivering comprehensive solutions to the country's educational establishments, especially the most vulnerable ones.

Gracias a la colaboración:



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



Fundación Irarrázaval'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.



Fundación Reinaldo Solari is focused on promoting sustainable, innovative, and impactful initiatives to improve opportunities for children and young people of highly disadvantaged social conditions.



Nestlé por Niños Saludables is a global initiative of Nestlé, which, since 2009, brings all its efforts together to support fathers, mothers, and caregivers in raising healthier children. It is present in over 86 countries, benefiting over 27 million children worldwide. In Chile, it has become the most significant early nutritional education program in the private sector, helping over 85 thousand boys and girls throughout the country for over ten years.



Welcome



Tom Bennett

Founder of researchED
International

We welcome you to a new version of researchED in Chile. A decade ago, I founded researchED to promote an education based on evidence rather than belief. For too long, we have ignored valuable research on how we learn. Nowadays, teachers and academics discuss how practice and science can mutually benefit each other. We are delighted to have you join this educational revolution. I invite you to find at least five brilliant ideas you can apply in your schools. Listen, connect, challenge ideas, and enjoy the day. Have an enriching event!



Rodrigo López

Aptus CEO

With great enthusiasm from Aptus, we warmly welcome this new edition of researchED Chile. Five years ago, we ventured for the first time to organize this conference in a Spanish-speaking country. Today, looking back in time, we believe that that decision was the right one and that we have contributed significantly to the dialogue about education in our nation, serving as an inspiration even to other countries such as Spain, which held its version of researchED in Barcelona during 2023.

We are convinced that one of the most critical challenges we face as a country and region is **bringing research closer to educational practice** and vice versa. Whenever we select a teaching methodology in our schools, we do so based on assumptions, whether they are explicit or implicit, about how children learn and what approaches are effective in education. Suppose these assumptions are supported by solid evidence. In that case, **we can make more informed decisions** about how to educate, equipping ourselves with tools to question whether something will likely be effective and evaluate if it represents the most effective option.

After the event, we invite you to explore our website, where you will find videos and presentations of the day's conferences and links to articles, books, and other resources that will allow you to delve deeper into the ideas discussed here. We hope that at the end of the day, you feel challenged, full of new ideas, and with an insatiable thirst to continue learning.

A quality education transforms our students' lives and Chile's future



Together, we can enhance the quality of education

We are a **non-profit corporation** that works daily to enhance the quality of education in Chile by delivering comprehensive solutions to the country's educational establishments, especially the most vulnerable ones.

Since 2008, we have researched alongside exceptional schools both in Chile and abroad, developing **proven, effective, and accessible** practices and tools. We have supported more than 2,600 establishments in all regions of the country.



How do we do it?

Through comprehensive solutions that have different dimensions:

- Support and advice.
- Pedagogical tools: lesson plans and evaluations.
- Teacher training: training courses, personalized programs, and diplomas.
- Pedagogical management platform to maximize impact.

We share with you what we learn: access **FREELY** to online courses, newsletters, podcasts, and more.

You know what your establishment needs; you decide what and how to implement it.

Let's talk to find the best solution for your context.



Contact us at info@aptus.org or call us at (+56 2) 2770 4760

Follow us on our social networks!



2023 Program

ACCREDITATION					
	Gimnasio	Sala 1	Sala 2	Sala 3	Sala 4
08:15 - 08:55					
08:55 - 09:10	Welcoming				
Session 1 09:10 - 09:55	Knowledge is power: How does England's most effective school work? Katharine Birbalsingh				
Session 2 10:10 - 10:50	Meta Education: what impact can metacognition have on learning? A look at neuroscience, psychology, and education Gabriel Reyes	What and how to move forward? Critical practices for leading school improvement Luz María Couyoumdjian - Paula Gómez	Getting our students ready for higher education: lessons learned in Professional Technical Education, the case of Inacap Matías Escabini	The role of languages in learning: essential practices at school Alejandra Meneses	"Stop and go back to move forward": experiences to address the learning gap in mathematics Macarena Palominos
Session 3 11:00 - 11:45	Why building knowledge is crucial to learning Natalie Wexler				
11:45 - 12:15	COFFEE BREAK				
Session 4 12:15 - 12:55	Which words should we teach? The role of academic vocabulary in reading comprehension Katherine Strasser	Beyond the classroom: the influence of school culture on the educational community María Loreto Jullian - Alejandra Braun	How can we enhance language development in early childhood? The experience and results of Choshuenco strategy José Manuel Jaramillo - Paula Yakuba - Lorena Ventura	Use of graphic elements in teaching: Why can it be more effective than verbal elements? A neuroscientist's response Carlos Rozas	Improve our teaching decisions? Let's start with our mental model of learning Victor Ruiz
Session 5 13:05 - 13:50	Effective Formative Assessment and Retrieval Practice strategies for the classroom Kate Jones				
13:50 - 14:40	LUNCH				
Session 6 14:40 - 15:20	Our professional development sessions are not working at the building. So, what can we do now? Ben Esser - Trinidad Bezanilla	Beyond the simple view of reading, what is the executive function's role in developing reading comprehension? Pablo Escobar	How do we prepare younger children for the school experience? HIPPI Program: empowering parents for their children's education Carolina Andueza	How do we promote school attendance from a pedagogical perspective? Concrete strategies to provide value to attendance Rebeca Molina	How do we teach math for lasting learning? Fundamentals from cognitive sciences for mathematics didactics Josefa Álvarez - Ricardo Correa
Session 7 15:30 - 16:10	Heterogeneity in the educational effects of the pandemic: learning from the evidence for the educational reactivation processes Juan Pablo Valenzuela	Screens in our schools: the challenges they pose and how to make our students digitally literate Carolina Castro	"Cuando asisto, aprendo": strategies for managing daily attendance. Belén Educa's experience Emelina Carrasco - Marianela Cisternas	What should I put in my class PPT? Strategies from Cognitive Load Theory and Multimedia Learning Juan Cristóbal Castro - Matías Rojas	School leader's management and instructional leadership for school improvement: the success story of the Colegio Inglés Woodland Naggybel Carreño - Rodrigo Godoy
16:10 - 16:30	COFFEE BREAK				
Session 8 16:30 - 17:15	Effective teaching and learning: What can we learn from neuroscience? Barbara Oakley				
17:15 - 17:40	FINAL WORDS				

Organize your day!

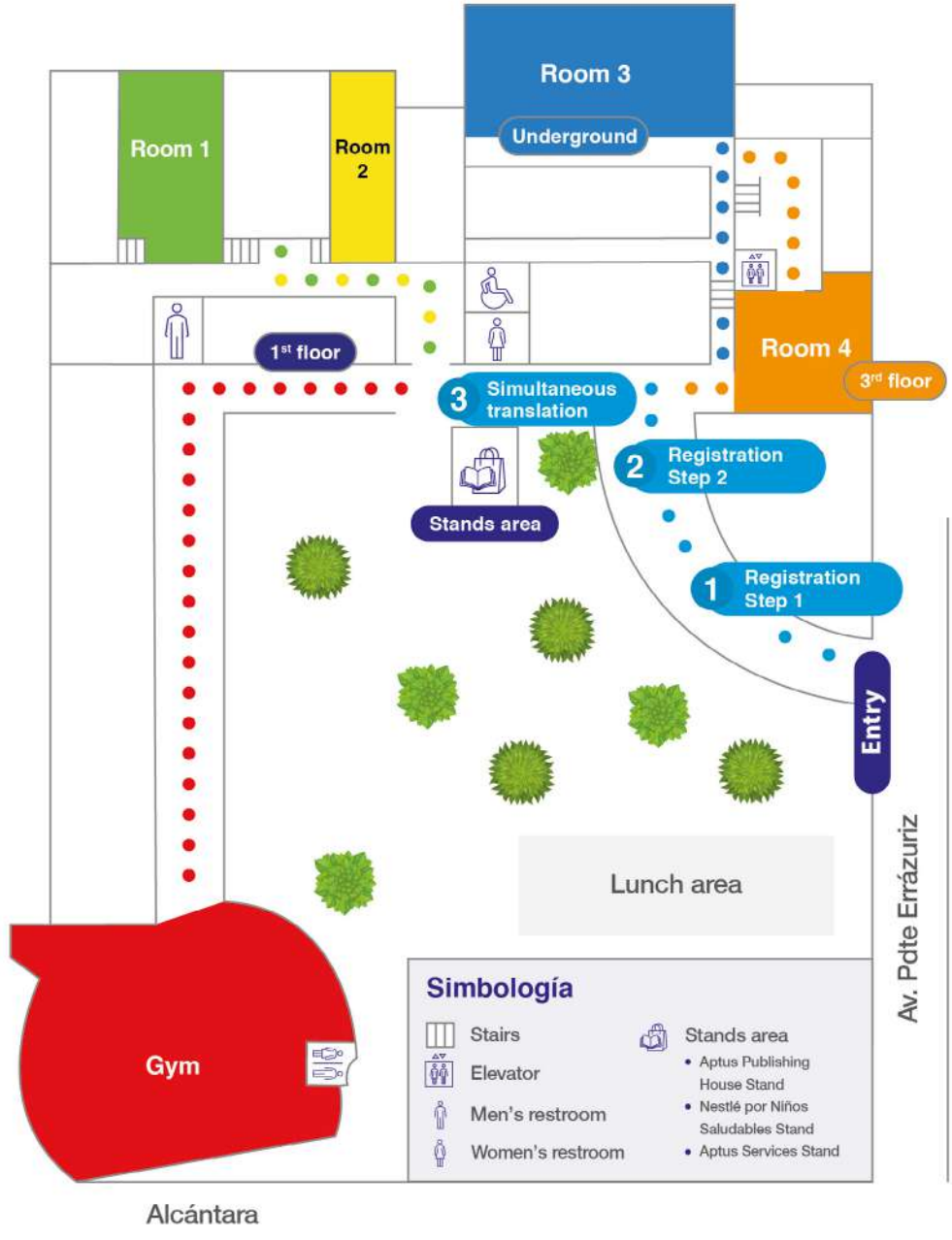
Sessions are in order of arrival, so we recommend you **arrive at the session** on time or have a backup alternative if the room is full.

Time	Favorite speaker	Backup speaker	Backup speaker2
08:55 - 09:10	Welcome Location: Gym		
Session 1 09:10 - 09:55	Session 1: Katharine Birbalsingh Location: Gym		
Session 2 10:10 - 10:50			
Session 3 11:00 - 11:45	Session 3: Natalie Wexler Location: Gym		
11:45 - 12:15	COFFEE BREAK		
Session 4 12:15 - 12:55			
Session 5 13:05 - 13:50	Session 5: Kate Jones Location: Gym		
13:50 - 14:40	LUNCH		
Session 6 14:40 - 15:20			
Session 7 15:30 - 16:10			
16:10 - 16:30	COFFEE BREAK		
Session 8 16:30 - 17:15	Session 8: Barbara Oakley Location: Gym		
17:15 - 17:40	Closing Location: Gym		

Remember to use the hashtag #researchedchile on your social networks!



Map





Find resources related to the researchED Chile conference by scanning the QR code.



Session 1

Knowledge is power: How does England's most effective school work?

Katharine Birbalsingh

Location: Gym

Michaela Community School in London serves vulnerable students and is the best school in the country based on student learning. Katharine is its founder and principal and will talk about some of the keys that have allowed them to achieve this: an essential focus on teaching broad and deep knowledge, the effective implementation of traditional and explicit teaching by teachers, the promotion of student thinking, an emphasis on discipline and character development of its students, and generally, detailed attention to effective systems for managing the building.

Session 2

Meta Education: what impact can metacognition have on learning? A look at neuroscience, psychology, and education

Gabriel Reyes

Location: Gym

How can we improve student learning? For decades, this question has worried psychologists, educators, and institutions linked to the training process. Research in cognitive sciences suggests that students who learn to monitor their study routines (thanks to metacognition) improve in specific skills such as critical thinking, mathematical judgment, and linguistic ability. But also in attitudinal aspects, study habits, and willingness to cooperate in teaching contexts. This conference will present recent evidence in psychology, education, and neuroscience regarding how to enhance metacognition in educational environments.

What and how to move forward? Critical practices for leading school improvement

Luz María Couyoumdjian - Paula Gómez

Location: Room 1

School improvement is not an easy task. Schools are complex organizations with diverse factors that impact our students' learning and training. To define what to prioritize and how to address it, Aptus has developed an Effective Schools Framework that incorporates elements of the Excellent Leadership Framework and Performance Standards, along with evidence of successful leadership practices that have been observed and systematized in schools over the last years. We will briefly introduce the key points of this framework in relationship with pedagogical leadership and how we use it to manage change in educational institutions.

Getting our students ready for higher education: lessons learned in Professional Technical Education, the case of Inacap

Matias Escabini

Location: Room 2

Historically, both the school and the higher education systems face challenges in training people. From the perspective of the school system, a school must ensure that graduates develop the knowledge, skills, and competencies needed to face their future, whether in the higher education system or in the professional world. On the other hand, higher education must face the challenge of receiving these graduates and facilitating their entry so that they can successfully graduate and get into the professional world. The admission profile poses essential challenges regarding the gaps generated between one level and another, which we will see in this presentation.

The role of languages in learning: essential practices at school

Alejandra Meneses

Location: Room 3

A school is a context in which children and adolescents develop different skills and knowledge, build their learning, establish new relationships, and project their voices through multiple languages, such as the verbal and the visual. In this presentation, we will explore language's role as a catalyst for equity and discuss essential practices for its explicit teaching in different school disciplines. For example, to learn Science, we need to know new words and understand how various scientific phenomena are visually represented.

“Stop and go back to move forward” experiences to address the learning gap in mathematics

Macarena Palominos

Location: Room 4

The pandemic left a significant debt in mathematics learning worldwide. This presentation aims to share substantial, effective, and simple experiences on addressing students' learning gap in mathematics.

To explain this challenge practically, we will tell you the specific experience of a high school where many years ago, a pedagogical decision began to be made, which makes a lot of sense and is entirely applicable in the current context. This decision was to adapt the required curriculum to determine focused objectives and achieve students' mathematical fluency to progress to the following learning. Another critical aspect was to rethink the planning from an inverse design and move forward. Experiences that, currently, research and even decree 67 recommend.

Session 3

Why building knowledge crucial to learning?

Natalie Wexler

Location: Gym

In many countries, educators have been focusing on teaching “comprehension skills” and other skills, such as critical thinking, rather than ensuring students consolidate knowledge in their long-term memory. However, the evidence shows that these skills cannot be taught in the abstract. They can only be developed if they are articulated with knowledge. For students to acquire complete literacy—and analytical thinking—teachers must systematically build their knowledge on specific topics, starting in the earliest grades, for example, by reading aloud complex content-rich texts, leading profound class discussions, and explicitly teaching students to write about the content they are learning.

Session 4

What words should we teach? The role of academic vocabulary in reading comprehension

Katherine Strasser

Location: Gym

Vocabulary is one of the best predictors of reading comprehension once fluency is achieved. Vocabulary is not only essential for making bridging inferences, but it is an indicator of knowledge of the world, which at the same time is necessary to fill the gaps that exist in advanced readings. This talk summarizes the primary evidence on the role of words and disciplinary knowledge in learning, principles for teaching words effectively in the school context, and a proposed solution to one of the main challenges of teaching vocabulary effectively: choosing what words to teach.

Beyond the classrooms: the influence of school culture on the educational community

María Loreto Jullian - Alejandra Braun

Location: Room 1

Based on decades of work at Colegio Villa María Academy, we will see how a robust school culture can impact our students’ academic, educational, and socio-emotional results. We will delve into how symbols, traditions, routines, and collective efficacy, among other elements, influence the creation of this culture and positively impact the school community.

How can we enhance language development in early childhood? The experience and results of Choshuenco strategy

José Manuel Jaramillo - Paula Yakuba - Lorena Ventura

Location: Room 2

Choshuenco language strategy (ELC) arises from the need to enhance student's learning from sectors with fewer opportunities. We do this through a sequenced and systematic teaching program to improve the dimensions of language with emphasis on vocabulary, using children's literature, the enjoyment of reading, and the involvement of families as primary resources. To evaluate the effectiveness of the ELC, a study was carried out by the team of Centro UC, which included the application of measurements before and after the intervention and a comparison of groups of boys and girls aged 3 to 4 years. Come and learn about this strategy, the key points to implement it, and how it can impact younger children.

Using graphic elements in teaching: Why can it be more effective than verbal elements? A neuroscientist's response

Carlos Rozas

Location: Room 3

Teaching practice and cognitive psychology have long sensed that organizing information and its relationships explicitly through graphic elements, such as drawings, images, or diagrams, seems more effective in facilitating student learning than just delivering verbal content. In this presentation, we invite you on a journey led by a neuroscientist to explore the foundations of this effectiveness, starting from the initial explanations of cognitive psychology to recent findings in neuroscience that suggest some neural mechanisms that could explain why our brain learns better in this way.

Improve our teaching decisions? Let's start with our mental model of learning

Víctor Ruiz

Location: Room 4

Why is it essential for every teacher to raise awareness of their mental models about learning and teaching? Join us in answering what a mental teaching model is and how it relates to day-to-day teaching practices. Let's consider that mental models comprise several connected knowledge about education and how it should be carried out; this idea has a lot of implications in classrooms. However, if this connection is so direct, can we do anything to change or improve our mental model and, therefore, our teaching? This topic is relevant for Aptus; we have explicitly integrated it into our teacher training programs since every teacher trainer influences the mental models of their teachers in training.

Session 5

Effective Formative Assessment and Retrieval Practice strategies for the classroom

Kate Jones

Location: Gym

Formative assessment techniques are at the heart of informed and effective teaching and learning. Once teachers have carefully planned their lessons, they need to prepare themselves to be responsive to their student's needs in the classroom: what do students know, and what can they do? Where are their knowledge gaps? How can we close those gaps? We will share practical ideas focused on asking effective questions, getting learning evidence, providing feedback to move students forward, and using retrieval practice as a central part of formative assessment. This helps teachers and students identify what students can (and cannot) retrieve.

Session 6

Our professional development sessions are not working at the building. So, what can we do now?

Ben Esser - Trinidad Bezanilla

Location: Gym

A recent, massive study of teacher professional development has confirmed what poker-faced teachers have always suspected during their Wednesday afternoon professional development sessions: as typically implemented, continuous teacher professional development in establishments is a huge waste of time and money. So, what can we do? This session will explore how to reframe the teaching profession as a craft that requires practice and performance and what this means for achieving an effective and continuous teacher development.

Beyond the simple view of reading, what is the executive function's role in developing reading comprehension?

Pablo Escobar

Location: Room 1

The explicative models of reading development are changing. Although classic models emphasize the relevance of decoding and oral comprehension for reading comprehension, contemporary proposals add more elements. In this sense, executive functions are becoming relevant for explaining reading acquisition. In this presentation, we will review the promising role of executive functions in the explanation of reading development with a special emphasis on reading comprehension, as well as the relevance of deficits in executive functions for the explanation of comprehension difficulties. We will show the results of studies that analyze the performance of students in middle school, as well as novel ways for the assessment of executive functions in specific reading domains and some strategies for the development of these functions with a focus on enhancing the processes of reading comprehension.

How do we prepare younger children for the school experience? HIPPY Program: empowering parents for their children’s education

Carolina Andueza

Location: Room 2

In this presentation we will introduce HIPPY, a home visiting program for children from 2 to 5 years old, which aims to empower fathers and mothers in the education of their children and support their future school experience (School Readiness). This program has shown scientific evidence in different contexts and countries. In this sense, we will explain what the program consists of, its main characteristics in the international sphere and its development in Chile.

In addition, we will mention the experience that community tutors have had when facing the reading crisis in Chile through the “Comunidades que leen” plan, where families have been trained on how to support their children in teaching reading using the Role Play methodology. Based on all this, we will provide some recommendations that could be applied in educational communities.

How do we promote school attendance from a pedagogical perspective? Concrete strategies to give value to attendance

Rebeca Molina

Location: Room 3

In this presentation, we will analyze intraschool factors that could affect your students’ attendance. We will focus on strategies with a formative perspective, using a stepped approach that distinguishes the three underlying causes of absenteeism. Based on this, we will share simple and brief actions that school teams can quickly begin to apply to raise awareness among families and students, such as the Jenga and the Elephant activities.

How do we teach math for lasting learning? Fundamentals from cognitive sciences for mathematics didactics

Josefa Álvarez - Ricardo Correa

Lugar: Sala 4

Cognitive sciences have given us essential and practical findings for teaching different subjects by testing strategies in laboratory settings as well as school classrooms. Mathematics is one of the disciplines that has been studied the most in this way, for example, with scholars of the Cognitive Load Theory testing different teaching and study strategies. This has allowed us to identify several guiding principles of how lasting learning in mathematics can be achieved and how this helps us to derive strategies. Join us to learn how to apply and adapt teaching strategies based on these scientific foundations for different educational levels.

Session 7

Heterogeneity in the educational effects of the pandemic: learning from the evidence for the educational reactivation processes

Juan Pablo Valenzuela

Location: Gym

Like in the rest of the world, the pandemic in Chile had a profound negative effect on students' learning. In line with the comparative experience, this impact was more pronounced in mathematics than reading, in high school education than elementary and middle education, and among female students than male students. However, a more detailed analysis allows us to identify a high heterogeneity in this impact related to the effectiveness that schools presented before the pandemic. Despite the effects of higher attendance aren't showing a similar result to compensate for the pandemic's negative impact, this presentation will provide evidence of this difference and the role that average attendance had in reducing these effects. Besides, some differentiated public policy guidelines will be discussed to respond to these challenges, as well as strategies that some Chilean schools are currently using to mitigate this situation.

Screens in our schools: the challenges they pose and how to make our students digitally literate

Carolina Castro

Location: Room 1

In this session, we will address what research has found regarding the effects and challenges of our students' widespread access to mobile phones. From this point, we will discuss some principles and strategies for building a school digital literacy curriculum that responds to each age group's needs and is feasible to implement in the country's schools.

“Cuando asisto, aprendo”: strategies for managing daily attendance. Belén Educa's experience

Emelina Carrasco - Marianela Cisternas

Location: Room 2

In this presentation, we will share the key points of Belén Educa's attendance plan “Cuando asisto, aprendo”, a strategy that has managed to impact the school culture of its 12 schools. This plan develops a daily management route that allows teachers and leaders to make decisions based on data, deploy strategies, follow the trajectory of their students, and mobilize the community with a convening story that has contributed to some of their schools reaching 94 % average attendance during the first semester of 2023. In this way, we will provide this educational audience with some indications of good practices that they can adapt to their contexts.

What should I put in my class PPT? Recommendations from the Cognitive Load Theory and Multimedia Learning

Juan Cristóbal Castro - Matías Rojas

Location: Room 3

Since its founding in 1980, the Cognitive Load Theory has been postulated as a proposal for the instructional design of learning experiences based on the principles already consolidated decades ago about the cognitive architecture of our mind and brain. Furthermore, this theory is complemented and supported by the Multimedia Learning Theory. The empirical study of these research approaches has been carried out in laboratories and real educational contexts with well-designed scientific methods, which has allowed very concrete and reliable implications to be drawn for classrooms. These recommendations range from how much new information to deliver in a class, how to present verbal and visual information effectively, and how to adapt a visual scheme to improve students understanding in the long term. Join us to understand what cognitive load is and how to avoid overwhelming the minds of our students.

School leader's management and instructional leadership for school improvement: the success story of the Colegio Inglés Woodland

Naggybel Carreño - Rodrigo Godoy

Location: Room 4

In this presentation, we will tell you about the main lines of action that have been carried out at Colegio Inglés Woodland in Los Ángeles for ongoing improvement in the field of school behavior and well-being, value formation and critical learning in the subjects of Language and Mathematics. Between 2018 and 2022, this school achieved an average increase of 11 points in the results of school behavior and well-being, 28 points in the Reading test, and 28 points in Mathematics. The strategy adopted by the leadership team, which since 2020 has been advised by Aptus, stands out for the systematization of effective teaching practices, teaching support, and the distribution of managerial and pedagogical leadership.

Session 8

Effective teaching and learning: What can we learn from neuroscience?

Barbara Oakley

Location: Gym

Through exciting animations and engaging stories, we'll spend a morning filled with wonder as Dr. Barbara Oakley tells us how she went from being a humanities lover who hated mathematics to becoming a distinguished engineering professor (who still loves literature!). This story will be a passionate springboard to delve into the brain and how people learn. Most importantly, you will know why teachers continue to have an irreplaceable value in a world where there is a belief that students should ultimately lead classroom learning.



Speakers



Josefa Álvarez (Chile)

She is the coordinator of the mathematics lesson planning at Aptus in the academic area; she oversees the generation of the material for this subject (lesson plans, projectable material, workbooks, assessments, etc.) for all the establishments that work with Aptus. She has 8 years of classroom experience as a head teacher and math specialist and has created courses about domain-specific pedagogy and materials in several educational foundations since 2012.

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Carolina Andueza (Chile)

She is the co-founder and president of the Por un Chile que Lee network, executive director of the Fundación CMPC, and director of HIPPY Chile. She is also part of the Consejo para la Reactivación Educativa of the Ministry of Education. At Fundación CMPC, Carolina leads a team of 65 professionals who work in early education and who support vulnerable communities through programs focused on language, reading, and socio-emotional development. She is an educational psychologist (UC) by profession and holds a master's degree in Human Development and Education from Harvard Graduate School of Education.

Carolina Andueza

www.hippychile.cl



Katharine Birbalsingh (New Zealand)

Headmistress and co-founder of the famous Michaela Community School in Wembley, London. This school is known for its clear rules of behavior, high expectations, a knowledge-based curriculum, and the teaching of values such as kindness and gratitude. In addition, the school has been recognized for years for its outstanding results, being the best-performing school in the latest Progress 8 score. Katharine has written two books with her school's teachers, describing and reflecting on the education provided at her school.

@Miss_Snuffy

www.strictestheadmistress.com



Alejandra Braun (Chile)

She leads teacher professional development and the mathematics department from 3rd to 6th grade at Colegio Villa María Academy. She is a primary school teacher and holds a degree in Education with a major in English from Universidad de Los Andes. She is a certified trainer on the Singapore Mathematics Teaching Method and completed the Programa de formación de líderes instruccionales (PFLI) of Aptus. Her passion is helping people realize their full potential and achieve classrooms of excellence.



Ale Braun

www.vma.cl



Emelina Carrasco (Chile)

She is the principal of Colegio Cardenal Juan Francisco Fresno of Fundación Belén Educa, located in Bajos de Mena. She has been a principal of educational establishments for 16 years. By profession, she holds a degree in History from Universidad de Chile and is also a history teacher (UC). In addition, she has completed a postgraduate degree in Educational Leadership (UC), and a master's degree in Educational Management and Leadership (UAH).

 Fundación Belén Educa
 www.beleneduca.cl



Naggybel Carreño (Chile)

She is a sociologist (UC) with a master's degree in Educational Leadership and Management (UDP). Previously, she conducted Institutional Diagnoses at Aptus, but she currently works as deputy director of the Schools Consulting area and accompanies leadership teams of several educational establishments. From this advisory job, she took the role of leading the planning, execution, and monitoring of the support that the establishments receive, through which they seek to install instructional and management practices and systems that impact student learning.

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Carolina Castro (Chile)



She is a sociologist (Universidad de Chile) with a diploma in Statistical Analysis of Social Data (UC). She has more than 7 years of experience in research that addresses the intersection of technology, innovation, and development to face the digital challenges of the industry and the educational world. She is currently a researcher at EducomLab and TrenDigital, a think tank at Pontificia Universidad Católica de Chile. She collaborates on FONDECYT projects and consultancies for national and international organizations on topics related to the digital society.

 EducomLab
 www.educomlab.com



Juan Cristóbal Castro (Chile)

He is an assistant professor of Educational Psychology at the University of Birmingham School of Education, UK. He is a biochemist by profession, holds a master's degree in Communication and Education, and a PhD in Education from the University of New South Wales, where he was able to study and work with the founders of the Cognitive Load Theory. He is currently leading research on how cognitive load and learner characteristics affect performance in visuospatial processing.

 Juan Cristobal Castro-Alonso
 www.drcriscastro.net



Mariana Cisternas (Chile)

She is the director of Executive Coordination and Communications of Fundación Belén Educa. She is a journalist by profession and holds a degree in Social Sciences (Universidad Gabriela Mistral) and a master's degree in Social Communication, with a major in Communication and Education from Pontificia Universidad Católica de Chile, where she worked as a teacher of "Public Interest Campaigns."

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www.beleneduca.cl



Ricardo Correa (Chile)

He is a pedagogical and strategic advisor at Aptus, where he supports management teams of several educational institutions to develop practices and management systems in schools, influencing student learning in mathematics. Previously, he served as coordinator of this subject planning in high school education at the same institution. He is an industrial civil engineer (UCH) and a certified math teacher (UNAB).

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Luz María Couyoumdjian (Chile)

She is the coordinator of the Programa de Formación de Líderes Instruccionales Aptus. She advises leadership teams from different schools on developing school leadership skills to strengthen practices, habits, and development systems. She is a biologist (UC) by profession, a high school teacher, and holds a master's degree in Educational Leadership from the Teachers College, Columbia University (NYC).

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Matías Escabini (Chile)

He is the academic vice-rector of INACAP. He is a psychologist by profession and holds a master's degree in Human Resources Management from Universidad Gabriela Mistral, with studies at Boston University, Golda Meir Monte Carmel International Training and Box Hill Institute. Currently, he is a candidate for a PhD in Strategic Management, with a major in Innovation in Higher Education, at Pontificia Universidad Católica de Peru. He has more than 15 years of experience in Professional Technical training in Chile and Latin America.

in Matías Escabini
www.portales.inacap.cl



Pablo Escobar (Chile)

He holds a degree in Psychology from Universidad Autónoma del Estado de Morelos, Mexico; a master's degree in Educational Psychology; and a PhD in Psychology from Pontificia Universidad Católica de Chile. He is an associate professor and researcher at CEDETI UC where he leads technology development teams that stimulate early reading and math skills from a cognitive perspective.

 CEDETI UC
 www.cedeti.cl



Ben Esser (United States)

English teacher, currently working at Colegio Villa María in Santiago de Chile. He spent eleven years of his career at Achievement First in Brooklyn, New York, where he was honoured as a Master Teacher for the results he achieved in his well-paced classes. Recordings of his lectures on teaching reading, which are based on E.D. Hirsch's ideas, are used to train new teachers in the school network and at the RELAY/GSE School of Education. During the pandemic, he was a founder and mentor teacher for the National Summer School Initiative, designing and recording exemplary lessons to be used as models in various schools.

 www.vma.cl



Rodrigo Godoy (Chile)

He is the principal of Colegio Inglés Woodland in the city of Los Ángeles, but before that, he oversaw technical and pedagogical decisions for 10 years at the same high school. He is a teacher of Spanish Language and Communication by profession, with a major in Intercultural Communication, and holds a degree in Education (Universidad de la Frontera). He holds a diploma in Executive Management of School Organizations (UC in conjunction with the University of Pennsylvania Graduate School of Education) and another in Directive Competences for Distinguished Principals (UDD with CPEIP).

 Rodrigo Godoy
 www.woodland.cl



Paula Gómez (Chile)

She works at the Programa de Formación de Líderes Instruccionales Aptus, where she advises leadership teams of several schools, developing school leadership skills to strengthen practices, habits, and systems that mobilize teaching and enhance student learning. She is a primary school teacher with a major in English (UC), holds a postgraduate degree in Executive Management of School Organizations (UC and Penn Graduate School of Education), and a master's degree in Educational Policy and Practice from University College London (UK).

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José Manuel Jaramillo (Chile)

He is the executive director of Fundación Educacional Choshuenco and participates in the Executive Secretariat of the Primary Education 2030 initiative. He has a Bachelor of Business from Universidad de Los Andes and a master's degree in Public Policy from Universidad de Chile. In addition, he was the social director of Fundación María Ayuda and co-founder of Fundación Más and Fundación RE.

 Fundación Educacional Choshuenco

 www.fundacionchoshuenco.cl



Kate Jones (United Kingdom)

She is a teacher, an experienced school leader and Senior Teaching and Learning Professional at Evidence Based Education. Originally from Wales in the UK, Kate spent five years teaching in Abu Dhabi, United Arab Emirates, but is now back in the UK. She is the author of seven books published with John Catt Educational; including the Retrieval Practice series and Formative Assessment Strategies In Action. She will soon publish two new books, one about women in education and another on how memory works (with scientist Alan Baddeley). She has also spoken at several researchED events around the world and is the editor of the researchED book Guide to Cognitive Science. She has collaborated with leading figures in education, such as Dylan William, Doug Lemov and Professor Robert Bjork.

 @KateJones_teach

 www.lovetoteach87.com



María Loreto Jullian (Chile)

She is the principal of Colegio Villa María Academy. She is a primary teacher with a degree in Education and is certified in psychopedagogy. She also holds a master's degree in Educational Management and Quality of Education from the Universidad de Los Andes. She was the academic coordinator of Elementary Education and then the academic Deputy Director of the school for 17 years, where she led the implementation of different academic programs such as the Singapore method, being VMA the pioneer school in Chile. Among other experiences, she worked at the Chilean Ministry of Education between 2011 and 2013, overseeing the Sharepoint Singapore method.

 María Loreto Jullian Aristegui

 www.vma.cl



Alejandra Meneses (Chile)

She is an associate professor at Pontificia Universidad Católica de Chile (Villarrica Campus). She was formed as a Spanish language teacher and holds a master's degree (UC) and a PhD in Linguistics (PUCV). In 2023, she was named a Chen Yidan Fellow by the Harvard Graduate School of Education. Her research and teaching focus on the relationship between languages, literacy, and learning in different disciplinary areas, with a particular interest in science. Similarly, she has conducted practice-based teacher training research in language and literacy. In addition to her academic contributions, Alejandra is one of the promoters of the Factoría Ideas group, which brings together teachers and researchers committed to social transformation through fair and quality education. She deeply trusts the teachers because they are agents of social change.

 Alejandra Meneses

 www.factoriaideas.cl



in Rebeca Molina
www.programapresente.com

Rebeca Molina (Chile)

She is the co-founder and executive director of Fundación Presente. She is a journalist by profession (UC) with a master’s degree in School Leadership from the University of Melbourne. She worked for seven years in charter private schools as part of the management teams, leading changes in school culture. In addition, she has spent ten years dedicated to understanding and dealing with the phenomenon of school absenteeism in Chile and raising awareness in school communities about the pedagogical relevance of regular class attendance. She currently leads the work with nearly 100 establishments and two local services.



in Barbara Oakley
www.coursera.org/learn/learning-how-to-learn

Barbara Oakley (United States)

She is a distinguished engineering professor at Oakland University in Rochester, Michigan. Her work focuses on the relationship between neuroscience and social behavior. Dr. Oakley’s (Ph.D.) research has been described as “revolutionary” in the Wall Street Journal. She is also co-author and teacher of the famous “Learning How to Learn” MOOC on Coursera, the platform where she is the inaugural “Innovation Instructor.” Barbara’s life has been a learning adventure. She went from being a humanist who hated mathematics to an engineering professor and author of various books on the learning sciences, among others.



in Macarena Palominos
www.cvd.cl

Macarena Palominos (Chile)

She is currently the academic deputy director of Colegio del Verbo Divino. She has 13 years of experience in school leadership and supporting teachers in the classroom (public, charter, and private schools). She is a mathematics and computing teacher from Universidad de Santiago de Chile and holds a master’s degree in Curriculum Development and Educational Projects from Universidad Andrés Bello. She has studied specialization diplomas in mathematics, tools for pedagogical management in schools, teaching support, and feedback, among others.



in www.bit.ly/COGSCILAB

Gabriel Reyes (Chile)

He is an associate professor and the director of the Cognitive Science Laboratory at Universidad del Desarrollo. He is a researcher in Cognitive Sciences, investigating the psychological foundations of metacognition. He holds a master’s degree (EHES, France), a Ph.D. in Cognitive Sciences (UPMC, France), and a degree in Philosophy (PUC) and Psychology (UM). In addition, he holds a master’s degree in Philosophy of Mind (UAH) and has extensive experience conducting research and residencies abroad around his research areas.



in APTUS
www.aptus.org

Matías Rojas (Chile)

He is a psychologist with a bachelor’s degree in Social Sciences and a master’s degree in Educational Psychology (UC). He has been working at Aptus for over three years; as content and editorial coordinator, he has dedicated his efforts to the systematization and dissemination of educational practices informed by scientific evidence. He is the co-author and instructor of the “Ciencia del aprendizaje: principios y estrategias para una mejor enseñanza” MOOC (Aptus). Regarding his experience in higher teaching, he taught as an instructor in two versions of the course “¿Cómo aprenden las personas?” in the Master of Education of Universidad de Los Andes.



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www.cienciadelaprendizaje.org

Carlos Rozas (Chile)

Since 2014 he is an assistant professor in the Department of Biology of Universidad de Santiago de Chile. He holds a PhD in Biotechnology from USACH (2011), a Post-Doctorate in Neuroscience from the Columbia University Department of Psychiatry, New York (2012), and a Post-Doctorate in Neuroscience from the Department of Neuroscience at the Albert Einstein College, New York (2014). In the field of research in Neuroscience, he has specialized in the study of synaptic plasticity and how drugs of abuse and neurodegenerative diseases modulate it. He currently studies the cellular mechanisms of the effect of psychedelic drugs in animal models of depression. In the field of education, he directs the online course “Estrategias de enseñanza basadas en ciencia del aprendizaje “, which is available for free.



in APTUS
www.aptus.org

Víctor Ruiz (Chile)

He is the director of Applied Teaching, an area of Aptus that focuses on teaching principles, practices, and effective methodologies in training teachers and school leaders. He has led projects about initial training and continuous teacher development with future teachers. He participated in the committee of experts for elaborating the Framework for Good Teaching and the standards of the teaching profession. He is a journalist and holds a degree in Philosophy (UAI). He also has a master’s degree in Journalism, Cognitive Development, and Digital Business. He also taught Language and Philosophy classes in high school as a participant in the Enseña Chile Program. In his second year as a teacher, the National Teacher Evaluation System in Chile recognized him as a “Distinguished” teacher.




in Katherine Strasser
www.psicologia.uc.cl

Katherine Strasser (Chile)

She is a associate professor at the School of Psychology at Pontificia Universidad Católica de Chile. She is a psychologist (UC) with a master’s degree in Developmental Psychology and a Ph.D. in Psychology and Education from the University of Michigan. Her research focuses on language development, especially vocabulary and its relationship to learning and reading comprehension. She has investigated different methodologies to support teachers in their task of promoting language development from early childhood to school age.



 www.bit.ly/JuanPabloValenzuela

Juan Pablo Valenzuela (Chile)

He is an associate professor at the Instituto de Investigación Avanzada en Educación, and researcher at CIAE (Universidad de Chile), and he also teaches at the Department of Economics at the same university. He got a Ph.D. and a master's in Economics from the University of Michigan Ann-Arbor. His research is focused on the economics of education and social inequality. He has extensively researched the quality and equity of education in Chile. His latest works have focused on the effects of the pandemic on education, educational and social segregation within the school system, the improvement trajectories of schools, and different factors associated with these situations.



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Lorena Ventura (Chile)

She is a professor at the Faculty of Education of Universidad del Desarrollo and a tutor in the pedagogical management area of Fundación Choshuenco. She is a preschool teacher, and holds a degree in Education, a postgraduate degree in Learning difficulties (UC), and a master's degree in Psychopedagogy from Universidad de Los Andes. She worked as a classroom educator for 14 years at different levels of Preschool Education, and as an academic coordinator for pre-kindergarten and kindergarten. She provided advice to preschool and elementary school teachers in the implementation of the balanced reading and writing model.



 Natalie Wexler

 www.nataliewexler.com

Natalie Wexler (United States)

She is an education writer and the author of *The Knowledge Gap*. She is also the co-author, with Judith C. Hochman, of *The Writing Revolution* and a senior contributor at Forbes.com. She has spoken and written widely on issues relating to literacy, cognitive science, and fairness. Her articles and essays have appeared in *The New York Times*, *The Washington Post*, *The Atlantic*, *The American Scholar*, and other publications, as well as in her free Substack newsletter, *Minding the Gap*.



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Paula Yakuba (Chile)

She teaches at the Faculty of Education of Universidad del Desarrollo and is the director of the pedagogical management area of Fundación Choshuenco. She was formed as a preschool teacher with a degree in Education and a master's degree in Special Needs Education (UC). She was the director of the Preschool Education program of the Universidad Finis Terrae. She worked as a technical manager of the kindergarten area at the Protectora de la Infancia. She has been a speaker at seminars about language at the Asociación de Intercambio Cultural y Capacitación (AICUC). She has written publications around language and was an expert evaluator of publications in the same area for Ediciones UC.



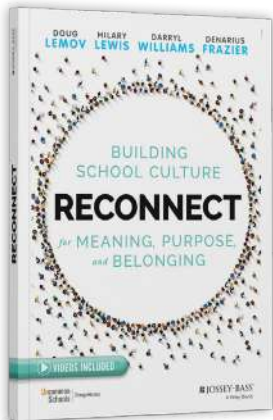
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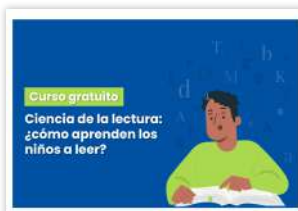


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