COCREATION STRATEGIES FOR RELEVANT PLANNING IN BASIC EDUCATION MAPPED IN LATIN AMERICA AND EUROPE

ESTRATÉGIAS DE COCRIAÇÃO PARA UM PLANEJAMENTO PERTINENTE NA EDUCAÇÃO BÁSICA MAPEADAS NA AMÉRICA LATINA E NA EUROPA

ESTRATÉGIAS DE COCRIACIÓN PARA UNA PLANIFICACIÓN RELEVANTE EN LA EDUCACIÓN BÁSICA MAPEADAS EN LATINOAMERICA Y EUROPA

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ABSTRACT: Teaching planning is a process that involves decisions about pedagogical practice that interfere with students' learning and development. Its elaboration can follow a linear model or bring education closer to the real demands of society. Considering the relevance of the second planning framework, results are presented from a panoramic review of articles published between 2019 and 2024 in the American Psychological Association (APA PsycNET) database, with the aim of mapping strategies to disseminate relevant planning in studies carried out in Latin American and European countries. Among the results, strategies were identified for the cocreation of teaching plans linked to local and global demands and that express a multidimensional and complex perspective of knowledge, such as using activities that focus on the development of reasoning based on contexts and the establishment of relationships that simultaneously promote student learning and well-being.

KEYWORDS: Basic Education. Teaching planning. Relevant planning. Co-creation strategies.

RESUMO*: O planejamento de ensino é um processo que envolve decisões sobre a prática pedagógica que interferem na aprendizagem e no desenvolvimento dos estudantes. Sua elaboração pode seguir um modelo linear ou aproximar a educação das demandas reais da sociedade. Considerando a relevância do segundo referencial de planejamento, neste trabalho são apresentados os resultados de uma revisão panorâmica de artigos publicados entre 2019 e 2024 na base de dados American Psychological Association (APA PsycNET). Nosso objetivo foi mapear estratégias de elaboração de planejamentos pertinentes, difundidas em estudos realizados em países da América Latina e da Europa. Dentre os resultados, foram identificadas estratégias para a cocriação de planejamentos de ensino vinculados a demandas locais e globais, que expressam uma perspectiva multidimensional e complexa do conhecimento, tais como utilizar atividades que foquem no desenvolvimento de raciocínios baseados em contextos e estabelecer relações que favoreçam, simultaneamente, a aprendizagem e o bem-estar dos estudantes.*

PALAVRAS-CHAVE*: Educação Básica. Planejamento de ensino. Planejamento pertinente. Estratégias de cocriação.*

RESUMEN*: La planificación de la enseñanza es un proceso que involucra decisiones sobre la práctica pedagógica y que interfieren en el aprendizaje y desarrollo de los estudiantes. Su elaboración puede seguir un modelo lineal o acercar la educación a las demandas reales de la sociedad. Considerando la relevancia del segundo marco de planificación, se presentan resultados de una revisión panorámica de artículos publicados entre 2019 y 2024 en la base de datos de la American Psychological Association (APA PsycNET), con el objetivo de mapear estrategias para hacer una planificación relevante difundida en estudios realizados en Países latinoamericanos y europeos. Entre los resultados, se identificaron estrategias para la cocreación de planes docentes vinculados a demandas locales y globales y que expresen una perspectiva multidimensional y compleja del conocimiento, como el uso de actividades que se centren en el desarrollo de razonamientos basados en contextos y el establecimiento de relaciones que simultáneamente promuevan el aprendizaje y el bienestar de los estudiantes.*

PALABRAS CLAVE*: Educación Básica. Planificación docente. Planificación relevante. Estrategias de cocreación.*

Introduction

Teaching planning is a complex process. It is considered as such because it involves decision-making regarding processes, phenomena, individuals, materials, and objects that directly impact pedagogical practice and student learning. Thus, it constitutes a multidimensional resource.

The traditional format of planning, guided by a linear, fragmented, and decontextualized perspective of knowledge, has proven incompatible with the demands of a globalized, unstable, and uncertain world. Therefore, transitioning from this traditional model to one more aligned with current needs is both a challenge and an urgent necessity, ensuring that teaching plans are not isolated from what happens locally and globally. In this context, relevant planning—guided by the integration of different areas of knowledge and by interaction with students' realities and globally significant issues—emerges as a meaningful approach for organizing teaching and learning.

Recognizing the value of this type of planning, the present study aimed to map strategies for developing relevant teaching plans, as disseminated in studies conducted in Latin American and European countries. This was accomplished through a scoping review of articles published between 2019 and 2024 in the American Psychological Association's APA PsycNET database.

The selection of articles involved three stages: the first entailed searching for articles in the database; the second consisted of selecting studies aligned with the objectives of this research, supported by the AI-Powered Systematic Review Management Platform (Rayyan); and the third involved analyzing articles that presented strategies for contextually or globally connecting curricular content or that expressed multidimensional characteristics or complex thinking. These stages enabled the analysis of articles authored by researchers from countries such as Argentina, Austria, Brazil, Chile, Ecuador, Spain, Finland, and Sweden.

In addition to compiling a repertoire of strategies for designing relevant teaching plans, this article is committed to analyzing diverse realities by elucidating initiatives implemented in schools and hospitals (in the case of students requiring educational support during hospitalization) and involving educators and students from early childhood and elementary education. The aim is to bring together essential initiatives to overcome teaching plans that perpetuate a disconnection between curricular content and multidimensional, complex realities, highlighting in particular strategies aligned with the principles of relevant planning.

The Relinking Potential of Relevant Planning

Planning is a process of becoming aware of the actions to be developed (Souza; Lorensini, 2020), while teaching planning constitutes "a decision-making process that allows for imagining and creating teaching and learning environments and experiences before they actually occur" (Valcárcel, 2007, p. 232, our translation). Thus, teaching planning contributes to reducing uncertainty and anticipating what will unfold during lessons (Diaz; Reyes; Bustamante, 2020).

In teaching planning, educators record the specific aspects to be addressed with students over a given academic period. Among other elements, it defines objectives and the pathways for achieving them, as well as the assessment process to verify the alignment between what was planned and what students actually achieved (Diaz; Reyes; Bustamante, 2020).

Because it is linked to a broader pedagogical framework, such as municipal curricular proposals, teaching planning can be understood as a procedure of theoretical-practical articulation, contributing to "the systematic and systemic grounding of activities" (Reyes-Salvador, 2017, p. 88, our translation) in the classroom. It is, therefore, a form of planning that fulfills both the school's social role and supports student learning (Colangeli; Mello, 2018).

The terminology, format, hierarchical position, and intentionality of teaching planning may vary depending on the educational policies of each country and the culture of each institution. In Brazil, for example, it is common for higher education faculty to use a "Teaching Plan," while in basic education, teachers use a "Daily Plan" or "Lesson Plan." Additionally, teaching projects may broaden the possibilities for planning to take on interdisciplinary or even transdisciplinary characteristics.

Although there are different ways to conceive, design, and implement a teaching plan, this study adopts as its reference those planning models that support the transposition of the educational concept guiding institutions into pedagogical practice within the responsibility of teachers. Hence, it considers a type of teaching planning rooted in an epistemological basis that is revealed in classroom practices and may either reinforce a linear model or adopt contemporary and alternative frameworks, as noted by Fletcher and Beckey (2023).

By prioritizing the mere assimilation of curricular content, linear planning reinforces the gap between what is envisioned in disciplinary curricula and what is part of both students' specific realities and global realities. In contrast, relevant planning establishes local and global connections between curricular content and embraces its multidimensional and complex nature, aligning with the dimensions of "pertinent knowledge" outlined by Morin (2011).

At the local level, relevant planning converges with pertinent knowledge because it situates "information and data within their context so that they acquire meaning" (Morin, 2011, p. 34, our translation), as seen when prioritizing plans that address the needs of students and their surroundings. At the global level, relevant planning aligns with pertinent knowledge because it incorporates planetary and fundamental issues "in which partial and local knowledge can be inscribed" (Morin, 2015a, p. 100, our translation).

Just as individuals are multidimensional, as Morin (2011) reminds us, relevant planning is constituted by the multidimensionality of processes, phenomena, individuals, materials, and objects. Finally, relevant planning expresses the complexity of thought and embodies a way of thinking that "seeks to perceive not only the presence of parts within the whole but also the presence of the whole within the parts" (Sá, 2019, p. 24, our translation). In this regard, it aligns with complex thinking as it is "a way of thinking that does not separate but unites, seeking the relationships among the diverse aspects of life" (Petraglia, 2013, p. 18, our translation).

Considering that it encompasses contextual, global, multidimensional, and complex dimensions, relevant planning reflects a transdisciplinary teaching perspective as it connects curricular content to students' living conditions, "stimulating the diagnosis of local demands and global emergencies, discussion, the discovery of solutions, and interventions that contribute to improving reality and addressing its uncertainties" (Zwierewicz, 2023, p. 12, our translation). Thus, it is a type of planning capable of relinking "what is at the same time between disciplines, across different disciplines, and beyond any discipline" (Nicolescu, 2018, p. 53, our translation).

Due to its relinking potential, this type of planning is fundamental for connecting what students' study in school with what they experience daily in their contexts. It is equally crucial for addressing planetary specificities, such as the pursuit of goals outlined in the 2030 Agenda for Sustainable Development, including those related to SDG 3—Good Health and Well-Being, which seeks to ensure healthy lives and promote well-being (UN, 2015). Therefore, this study proposed mapping strategies to make planning relevant through the work of teachers operating in basic education, including alternatives introduced by hospital pedagogy that support meeting the needs of students who are temporarily unable to attend school due to health-related issues.

The decision to include strategies that integrate hospital pedagogy is justified by its importance in addressing the specific needs of students who, either permanently or for certain periods, are prevented from attending school. It is worth noting that hospital pedagogy represents a new branch of pedagogy, with the sick student as its object of study and dedication.

Its aim is to enable such students to continue progressing in their cultural and formative learning, as well as in managing health-related challenges, including self-care and the prevention of other potential conditions (González-Simancas, 1990).

For Violant-Holz, Molina, and Pastor (2009, p. 63, our translation), hospital pedagogy constitutes:

> "[…] a pedagogical action developed during illness processes, aimed at responding to the biopsychosocial needs derived from the condition faced, with the purpose of improving well-being and quality of life, ensuring students' rights regarding the educational function."

It plays a crucial role in crisis situations that affect the entire family network, diminishing the well-being of different members and requiring an understanding of both the situation's information and socio-emotional processes to support adaptation and coping with illness (Violant-Holz, 2015). This underscores the multidimensional nature of the phenomena and processes involved.

Beyond the transdisciplinary perspective revealed in teaching strategies embedded in hospital pedagogy, this branch of pedagogy fosters an eco-formative approach by engaging education with individual, social, and environmental demands. As Silva (2008) explains, in eco-formative processes, contact with one's surroundings facilitates improvements in intra- and interpersonal relationships.

Hence, this article considers as strategies those actions that help connect teaching planning both contextually and globally, fostering complex thinking and embracing the multidimensionality of all that exists in reality—whether near or geographically distant—including aspects related to hospital pedagogy.

Violant-Holz (2017) proposed that the concept of hospital pedagogy should encompass, on one hand, the term "psycho" and, on the other, the term "health." According to this proposal, psychopedagogy integrates emotional, educational, and learning components, along with implicit social elements, while health encompasses a complete state of physical, mental, and social well-being throughout life.

In this sense, the study seeks strategies that support a way of thinking that "effectively strives to perceive what links things together—not only the presence of parts within the whole but also the presence of the whole within the parts" (Sá, 2019, p. 24, our translation). Thus, it fosters a way of thinking that identifies the relationships among various aspects of life, as advocated by Petraglia (2013), thereby grounding the concept of relevant planning.

Research Methodology

This study is based on a scoping review, emphasizing rigorous analysis within a predetermined timeframe. This type of research aims to map, in the literature, a specific field of interest, especially when reviews on the topic have not yet been published (Cordeiro; Soares, 2019). It contributes to evaluating emerging evidence and identifying factors related to a given theme, as well as other aspects, such as identifying and analyzing gaps in scientific knowledge (Cordeiro; Soares, 2019, Sucharew; Maurizio, 2019).

The selection of articles involved a three-stage process: i) searching for articles in the American Psychological Association (APA PsycNET) database; ii) selecting articles with the support of the AI-Powered Systematic Review Management Platform (Rayyan); and iii) filtering articles that presented strategies for connecting curricular content to local or global contexts, or that expressed multidimensional characteristics or complex thinking.

In the first stage, the search was conducted in the APA PsycNET database in March 2024 using the query: TS=((“primary school teacher*” OR “school teacher*” OR “children's hospital teaching” OR “teacher* hospital school”)) AND TS=((“plan* education” OR “ODS education” OR “ODS health” OR educacion OR “hospital pedagogy” OR health)), with filters set to *Peer-Reviewed Journals only*, *Open Access, and Year: 2019 to 2024*. This search initially yielded 214 articles.

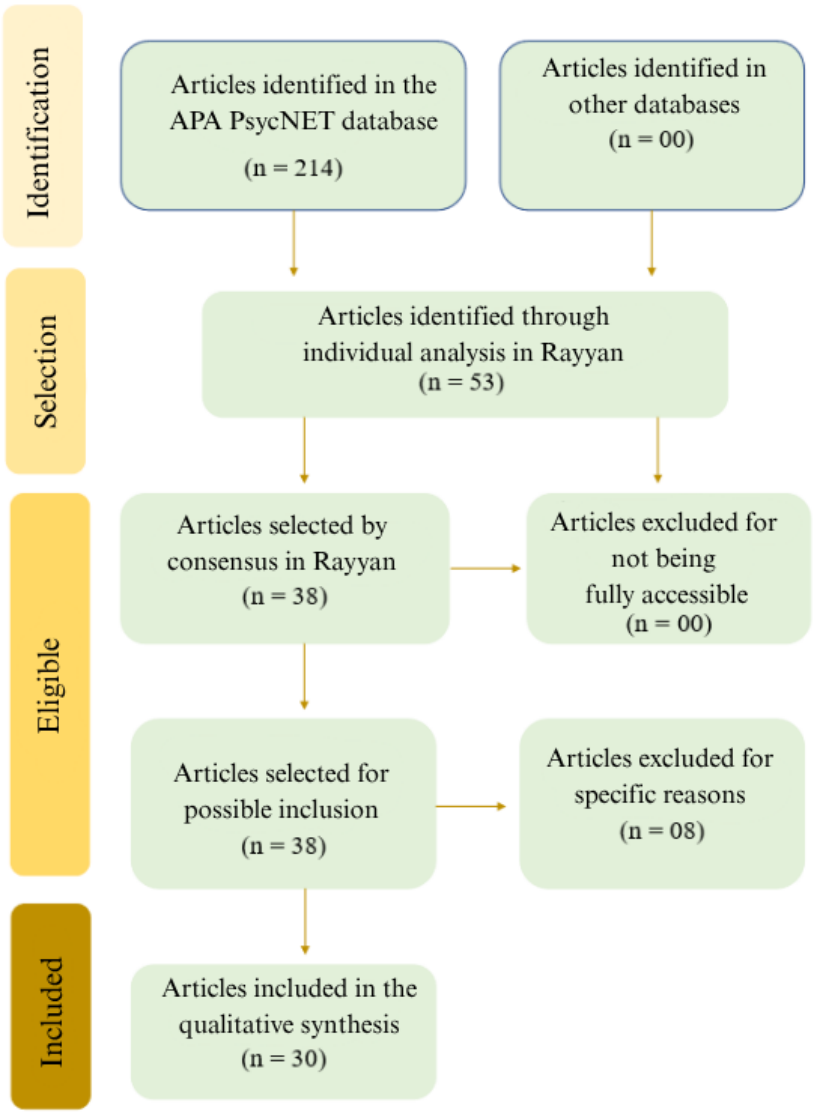
In the second stage, the selection was performed in Rayyan, enabling rigorous peer analysis. This stage included two rounds: a) The first consisted of individual analysis by both researchers, resulting in the selection of 53 articles. Exclusion criteria in this round included: i) Themes unrelated to the study’s objective; ii) Studies conducted in settings that did not include schools or hospitals; iii) Studies focusing on educational stages other than early childhood and elementary education; and iv) Participants who were not teachers or students. b) The second round involved a consensus meeting (Arana *et al*., 2016), where justifications for the inclusion or exclusion of articles were discussed. This process led to the selection of 38 articles.

In the third stage, articles were filtered for those presenting strategies to connect curricular content to local or global contexts, or expressing complex thinking or multidimensional content characteristics. Articles lacking strategies directly related to pedagogical practice (e.g., providing teachers with access to technical knowledge) were excluded. This process resulted in a final selection of 30 articles, whose analysis enabled the

identification of cocreation strategies for relevant planning, systematized in the subsequent sections.

Throughout all three selection stages, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework by Moher *et al*. (2009) was applied (see Figure 1).

Figure 1 – Article selection process



Source: prepared based on Moher *et al*. (2009).

Results

The selected studies were published primarily in 2020 and 2021, followed by 2019, 2023, and 2022. No articles from 2024 were identified in the selection.

Of the 30 articles analyzed, 26 originated from a single country, while 4 involved collaborations across different countries: 8 were specific to Spain, 3 to Norway, 3 to the United Kingdom, 3 to Sweden, 2 to Chile, 2 to Finland, 2 to Brazil, 1 to Austria, 1 to the Netherlands, and 1 to England. The remaining articles involved the following combinations of countries: 1 included Argentina, Chile, Ecuador, and Peru; 1 involved Spain and Sweden; 1 England and Spain; and 1 the Netherlands, Norway, and the United Kingdom.

As cocreation strategies for relevant planning, the following systematized actions were identified. In total, 50 strategies were found (Table 1), indicating a wide range of options that can be applied in basic education.

Table 1 – Cocreation strategies for relevant planning

Authors	Year	Country	Strategies
Paz-Lourido *et al.*	2020	Spain	Develop interdisciplinary and intersectoral measures between health services and educational environments in order to articulate a comprehensive approach focused on the clinical needs of children.
Moreira *et al.*	2021	Brazil	Employ diverse methodologies such as study groups, seminars, pedagogical workshops, and case studies in various spaces across the city, including schools, universities, and museums.
Tharaldsen	2019	Norway	Foster a positive social environment within the school setting.
			Implement coping strategies related to mindfulness and self-regulated learning.
Köykkä *et al.*	2019	Finland	Promote activities designed to prevent sedentary behavior.
Sirkko, Kyronlampi and Puroila	2019	Finland	Create alternatives to ensure a smooth transition between early childhood education and primary education.
			Consider students' perceptions of their experiences to enhance pedagogical practices.
Frerejean *et al*.	2021	Netherlands	Utilize sequences based on the adoption of instructional design to analyze and teach complex skills.
			Develop a shared understanding of the methodology employed.
Allen *et al.*	2022	England	Leverage various spaces for learning.
Ivars, Fernández and Llinares	2020	Spain	Design activities that emphasize the development of reasoning grounded in contextual realities.
Guzmán-Simón, Torres-Gordillo and Caballero	2020	Spain	Rethink curricular content and methods applied to assess communicative competence in primary and secondary schools.
			Incorporate oral expression through presentations, debates, and various forms of commentary related to other reading and writing tasks.
Belda-Carreres and Bellver-Pérez	2023	Spain	Address topics related to human diversity from an early age to prevent bullying and promote healthier educational environments.
			Foster values such as coexistence and acceptance of diversity through cooperative learning, empathy, and the development of students' personal and social resources.

			Carry out interventions aimed at addressing homophobia and transphobia, confronting homophobic and transphobic harassment, and improving attention to affective-sexual diversity.
Sánchez-Rivero, Alves and Fidalgo	2021	Spain	Encourage the development of writing skills that foster self-regulation in the processes of planning and text revision.
			Provide feedback to students on their texts, promoting self-assessment based on specific criteria.
			Foster collaborative learning in the process of writing texts.
			Use technologies both for teaching writing and for students' own text production.
Hogstad and Jansen	2021	Norway	Conduct therapeutic meetings for individual psychological comfort and support, and propose collaborative activities to construct collective meaning regarding death.
Rivas *et al.*	2021	Chile	Promote the articulation between theoretical knowledge and teaching practice in order to design, adapt, and implement instructional proposals suited to the context and the objectives defined for classroom work.
Alarcón *et al*.	2023	Chile	Create various spaces for sharing with students and their families to deepen their feelings, listen to their concerns, and respond to their needs.
Byrne and Clark	2023	United Kingdom	Reduce teacher anxiety as a means to consequently reduce student anxiety.
Mateus *et al.*	2022	Argentina, Ecuador, Chile and Peru	Integrate technologies, their use, and critical training in the classroom from a perspective that fosters equity and creates possibilities for students' future development.
Strong *et al*.	2019	United Kingdom	Promote awareness of one's own emotions to help students manage theirs.
Berggren *et al.*	2020	Sweden	Apply pedagogical principles that foster critical awareness.
			Use themes that enable teachers to perceive, analyze, reflect, and promote interactions between educators and students.
			Incorporate role-playing games.
Jofra *et al.*	2023	Spain	Employ illustrative materials.
			Adapt materials to meet students' needs.
			Promote self-assessment of learning.
Nordström *et al.*	2019	Sweden	Use assistive technologies for text production.
			Make adjustments to activities to address students' needs.
			Develop pedagogical knowledge about the use of assistive technologies based on assessments of student progress.
Hoz *et al*.	2022	Sweden and Spain	Promote biotechnological literacy so that students can cultivate it for future generations.
Cavalcanti *et al*.	2023	Brazil	Provide vocational training aligned with the specific needs of adolescents.
			Foster education that discourages the consumption of alcohol and other drugs.
Sánchez-Rivero and Fidalgo	2020	Spain	Use manipulative materials more frequently when working on the phonemic dimension of phonological awareness.
			Propose collaborative tasks more often when working on phonemes with five-year-old children in early childhood education.
Holzer *et al*.	2021	Austria	Promote conditions for well-being by stimulating connectivity, happiness, engagement, and recognition of achievements.
			Draw attention to the role of students' social connections.
McDougal *et al*.	2023	United Kingdom	Apply specific strategies that simultaneously address the needs of students with and without ADHD.
Cruz-Guzmán, Puig and García-Carmona	2020	Spain	Design activities that integrate conceptual, procedural, and attitudinal content.
			Balance structured and free-choice activities.

			Use learning corners to improve the quality of science teaching in early childhood education.
García-Moya, Moreno and Brooks	2019	England and Spain	Foster teacher-student relationships that promote learning and well-being.
Walan	2020	Sweden	Employ technologies to motivate students and enhance the learning of those with low academic performance.
Helland *et al*.	2021	Norway	Explore sensory-based pedagogy.
Chalkley *et al*.	2022	Norway, the Netherlands and the United Kingdom	Incorporate physically active learning approaches.

Source: from the research (2025).

In the discussion of the results, the 50 strategies were allocated across the four dimensions that comprise pertinent knowledge as discussed by Morin (2011): contextual, global, multidimensional, and complex. The construction of the map aims to contribute to the transformation of a linear approach to planning into a pertinent one.

Discussion

Considering that context is indispensable for pertinent planning—as Morin (2011) asserts, it is necessary to situate information locally for it to acquire meaning—this study sought to identify which strategies address the demands of students themselves and other members of the school community, both internal and external, as well as the conditions of their surrounding environment. Among the 50 cocreation strategies for pertinent planning, 14 were observed to be more closely aligned with the contextual dimension. These strategies help link instructional planning to the specific characteristics of individuals and their environment, emphasizing the need to address adversities and other conditions that should be taken into account in plans that bring the study of curricular content closer to what holds meaning locally.

The 14 identified strategies were categorized into six groups: assessment, self-perception, self-regulation, well-being, formative activities, and resources (Table 2). As with the other dimensions systematized below, the categorization aims to highlight the interface of these strategies with pedagogical practice and to reaffirm the role of instructional planning in fulfilling the school's social function and supporting student learning, as argued by Colangeli and Mello (2018). It is worth noting that the wording of some strategies was refined—without compromising their originality—to expand the possibilities of application across any curricular component, as seen, for example, in strategies that focused on text production.

Table 2 – Cocreation strategies for pertinent planning linked to the contextual dimension

Categories	Strategies
Self-evaluation	Provide feedback to students, encouraging self-assessment based on specific criteria (Sánchez-Rivero; Alves; Fidalgo, 2021).
	Foster self-assessment of learning (Jofra *et al*., 2023).
Self-evaluation	Consider students' perceptions of their experiences to enhance pedagogical practice (Sirkko; Kyronlampi; Puroila, 2019).
Self-evaluation	Employ coping strategies related to mindfulness and self-regulated learning (Tharaldsen, 2019).
	Stimulate the development of competencies that promote self-regulation (Sánchez-Rivero; Alves; Fidalgo, 2021).
	Promote awareness of one's own emotions to assist students in managing them (Strong *et al*., 2020).
Well-being	Create conditions for well-being by fostering connectivity, happiness, commitment, engagement, and the recognition of achievements (Holzer *et al*., 2022).
Training activities	Use activities that focus on the development of context-based reasoning (Ivars; Fernández; Llinares, 2020).
	Make adjustments to activities to address students' needs (Nordström *et al.,* 2019).
	Adopt specific strategies that simultaneously meet the needs of students with and without ADHD (McDougal *et al*., 2023).
	Promote vocational training tailored to the specific characteristics of adolescents (Cavalcanti *et al*., 2023).
	Balance structured and unstructured activities (Cruz-Guzmán; Puig; García-Carmona, 2020).
Resources	Adapt materials to accommodate students' needs (Berggren *et al,* 2020).
	Integrate technologies to motivate low-achieving students and improve learning outcomes (Walan, 2020).

Source: from the research (2025).

The set of categories reflects a closeness to students and their needs, taking into account the context in which they are situated. The cocreation strategies for pertinent planning, linked to the *context* dimension, encompass elements ranging from attention to diversity to coping mechanisms, among other specificities that should be considered in planning processes that connect the study of curricular content to what is locally meaningful.

These are strategies that align with what Souza and Lorensini (2020) emphasize in planning processes that foster an awareness of actions carried out within a given social context. As such, they can be explored in teaching plans that connect the study of curricular content to the lived experiences of students.

With regard to the *global* dimension—considered by Morin (2011) as essential for a form of knowledge capable of contributing to the understanding of global and fundamental problems, and of embedding partial and local knowledge within them—12 cocreation strategies for pertinent planning were identified (Table 4). These strategies help connect teaching plans to global emergencies, expressing the commitment of education to planetary conditions. The

12 identified strategies were grouped into four categories: *scenarios*, *themes*, *values*, and *collaboration* (Table 3).

Table 3 – Cocreation strategies for globally relevant planning

Categories	Strategies
Scenarios	Utilize multiple spaces for learning (Allen *et al., 2022)*.
	Create various spaces for interaction with students and their families to explore their feelings, listen to their concerns, and respond to their needs (Alarcón *et al*., 2023).
	Use learning corners to enhance the quality of science education in early childhood (Cruz-Guzmán; Puig; García-Carmona, 2020).
Themes	Address topics on human diversity from an early age to prevent bullying and promote healthier educational environments (Belda-Carreres; Bellver-Pérez, 2023).
	Integrate themes that enable teachers to observe, analyze, reflect, and promote meaningful interactions between educators and students (Berggren *et al.,* 2020).
Values	Foster values such as coexistence and acceptance of diversity through cooperative learning, empathy, and the development of students' personal and social resources (Belda-Carreres; Bellver-Pérez, 2023).
	Implement interventions to address homophobia and transphobia, combat homophobic and transphobic harassment, and enhance attention to affective-sexual diversity (Belda-Carreres; Bellver-Pérez, 2023).
Collaboration	Encourage collaborative learning in the process of text writing (Sánchez-Rivero; Alves; Fidalgo, 2021).
	Organize therapeutic meetings to provide individual psychological comfort and support, and propose collaborative activities to construct collective meaning around death (Hogstad; Jansen, 2021).
	Propose collaborative tasks more frequently when working on phonemes with five-year-old children in early childhood education (Sánchez-Rivero, Fidalgo, 2020).
	Highlight the role of students' social connectedness (Holzer *et al*., 2021).
	Provide a positive social environment in schools (Tharaldsen, 2019).

Source: from the research (2025).

The set of categories demonstrates a strong connection between teaching plans and global issues, as well as the engagement of individuals involved in these processes. The cocreation strategies for pertinent planning, associated with the *global* dimension, involve spaces, topics, and modes of action—specific elements that should be taken into account in planning processes that connect the study of curricular content to what is globally meaningful.

These strategies support decision-making processes concerning the environments and experiences to be developed, aligning with Valcárcel's (2007, p. 232) perspective on planning. They can be explored in teaching plans that link the study of curricular content to global emergencies expressed, for example, in the SDGs (UN, 2015), thereby broadening the scope for teaching that considers both locally meaningful and globally relevant aspects.

Among the 50 cocreation strategies for pertinent planning, 13 were identified as reflecting the *multidimensionality* of what should be considered, helping to connect teaching plans to what Morin (2011) recognizes as an inherent characteristic of the human condition.

This multidimensionality is also present in the environment, processes, phenomena, materials, and objects, allowing teaching plans to address the various dimensions of what is studied in schools.

The 13 identified strategies were categorized into four groups: *multisectorality*, *methodological and resource multiplicity*, *human multidimensionality*, and *multidimensional actions* (Table 4). These strategies contribute to dynamizing teaching plans that foster dialogical approaches and expand the possibilities for what Reyes-Salvador (2017) defines as a "landing" of activities in a systemic way.

Table 4 – Multidimensional Cocreation Strategies for Pertinent Planning

Category	Strategies
Multisectorality	Develop interdisciplinary and intersectoral measures between health services and educational environments to articulate a comprehensive approach focused on the clinical needs of children (Paz-Lourido *et al*., 2020).
Methodological and Resource Multiplicity	Employ diverse methodologies such as study groups, seminars, pedagogical workshops, and case studies in different city spaces, including schools, universities, and museums (Moreira *et al*., 2021).
	Use technologies both for teaching writing and for students' text production (Sánchez-Rivero; Alves; Fidalgo, 2021).
	Employ role-playing games (Berggren *et al*., 2020).
	Utilize illustrative materials (Jofra *et al*., 2023).
	Use manipulative materials more frequently when working on the phonemic dimension of phonological awareness (Sánchez-Rivero; Fidalgo, 2020).
	Create a shared understanding of the methodology employed (Frerejean *et al*., 2021).
	Explore physically active learning (Chalkley *et al*., 2022).
	Employ assistive technologies for writing texts (Nordström *et al.*, 2019).
Human Multidimensionality	Conduct activities that prevent sedentary behavior (Köykkä *et al.,* 2019).
	Establish relationships between teachers and students to foster teaching practices that promote learning and well-being (García-Moya; Moreno; Brooks, 2019).
Multidimensional Actions	Rethink curricular content and the methods applied to assess communicative competence in primary education schools (Guzmán-Simón; Torres-Gordillo; Caballero, 2020).
	Incorporate oral expression into presentations, debates, and various commentaries related to other reading and writing tasks (Guzmán-Simón; Torres-Gordillo; Caballero, 2020).

Source: from the research (2025).

The set of categories highlights the alignment of teaching plans with the multidimensionality inherent to both human constitution and the entirety of reality. The cocreation strategies for pertinent planning, linked to these categories, involve stakeholders and tools to energize a planning process that is neither linear nor centered exclusively on the teacher.

Among the 50 cocreation strategies for pertinent planning, 11 were also observed to reflect *complex thinking*, contributing to teaching plans that can address multiple aspects of life, as Petraglia (2013) discusses in relation to complex thought.

The 11 identified strategies were categorized into three groups: *continuity*, *theoretical-practical articulation*, and *recursivity* (Table 5). These strategies help to energize teaching plans grounded in an epistemological foundation aligned with what Fletcher and Beckey (2023) define as contemporary and alternative frameworks.

Table 5 – Cocreation Strategies for Pertinent Planning with a Focus on Complexity

Category	Strategies
Continuity	Create alternatives for a smooth transition between early childhood education and primary education (Sirkko; Kyronlampi; Puroila, 2019)
	Create alternatives for a smooth transition between early childhood education and primary education (Frerejean *et al*., 2021).
Theoretical-Practical Articulation	Promote the articulation between theoretical knowledge and teaching practice to design, adapt, and implement teaching proposals appropriate to the context and the objectives defined for classroom work (Rivas *et al.,* 2021).
	Apply pedagogical principles of awareness (Berggren *et al.,* 2020).
	Explore sensory pedagogy (Helland *et al*., 2021).
	Develop design activities that integrate attention to conceptual, procedural, and attitudinal content (Cruz-Guzmán; Puig; García-Carmona, 2020).
Recursivity	Reduce teacher anxiety to consequently reduce student anxiety (Byrne; Clark, 2023).
	Integrate technologies, their use, and critical training into the classroom from a perspective that promotes equity and possible futures for students (Mateus *et al.,* 2022).
	Generate pedagogical knowledge on the use of assistive technologies based on student progress assessments (Nordström *et al.*, 2019).
	Promote biotechnology literacy to enable students to foster such literacy in future generations (Hoz *et al*., 2022).
	Promote education that discourages alcohol and drug consumption (Cavalcanti *et al*., 2023).

Source: from the research (2025).

The set of categories reflects an alignment of teaching plans with a pedagogical approach that values complexity. In this sense, planning is positioned as a pathway to overcome "[…] the principle of simplicity, which separates what is connected (disjunction) or unifies what is diverse (reduction)" (Morin, 2015b, p. 59, our translation). Thus, the cocreation strategies for pertinent planning linked to these categories involve continuity in teaching and learning processes, the interface between conception and what is implemented in schools, and the recursive nature of these processes.

Overall, the 50 cocreation strategies for pertinent planning express a transdisciplinary teaching perspective, as they consider what lies between, beyond, and across disciplines, as advocated by Nicolescu (2018). They also demonstrate a closeness to students and their needs, taking into account the contexts in which they are situated and highlighting a commitment to

people and their environments. This aligns planning with the three pillars of eco-formation reiterated in Silva's work (2008): the individual, the social, and the environmental.

The identified strategies also justify the inclusion of Hospital Pedagogy in this article, recalling that, for Violant-Holz, Molina, and Pastor (2009), it constitutes a pedagogical action committed to responding to biopsychosocial needs and ensuring students' rights regarding the educational function. Considering that the illness processes of students tend to impact the entire family network, as highlighted by Violant-Holz (2015), these strategies are indispensable for addressing the needs of students and those who support them in facing adversities—even temporary ones. They confirm that a teaching plan designed to meet these conditions must encompass local, global, multidimensional, and complex aspects, as should be proposed in any school and at any time.

Final considerations

With the aim of seeking alternatives to bring the teaching planning process closer to both local and global demands, while considering the multidimensional and complex scope of what is studied in primary and secondary education schools, this study prioritized mapping strategies disseminated by studies conducted in Latin American and European countries to make planning more pertinent. This type of planning emphasizes aligning curricular content with the real needs of students and the realities they experience—whether nearby or geographically distant—and unfolds into pedagogical practices that foster the understanding and resolution of problems while students appropriate curricular content and contribute to improving their realities.

Drawing on a scoping review, this study analyzed articles published between 2019 and 2024 in the APA PsycNET database. The search resulted in the identification of articles published during these five years in five Latin American countries (Argentina, Brazil, Chile, Ecuador, and Peru) and seven European countries (Austria, Spain, Finland, England, the Netherlands, Norway, the United Kingdom, and Sweden).

The analysis led to the identification of 50 cocreation strategies for pertinent planning, associated with the four dimensions of pertinent knowledge: contextual, global, multidimensional, and complex. The alignment with these dimensions is justified by the understanding that, in order to be pertinent, planning must overcome decontextualized, globally disconnected, and linear or fragmented approaches to knowledge.

The analysis identified 14 cocreation strategies aligned with the contextual dimension. These strategies proved fundamental in connecting teaching planning to the specificities of individuals and their environments, addressing the need to confront adversities and other situations to be considered in plans that bring curricular content closer to locally meaningful realities. This occurs, for example, when student perceptions of their own experiences are considered to improve pedagogical practice and when the development of self-regulation competencies is fostered.

Regarding the global dimension, 12 cocreation strategies were identified. These strategies were found to be essential both for understanding global issues and for assessing their local impacts, expressing education's commitment to planetary conditions. This is exemplified in strategies that address themes of human diversity and promote healthy educational environments.

As for the multidimensional dimension, 13 cocreation strategies were identified. These contribute to linking planning to human multidimensionality, which is also present in the environment, in processes, phenomena, materials, and objects, as well as in fostering relationships between teachers and students that promote learning and well-being simultaneously.

Among the 50 cocreation strategies for pertinent planning, 11 were also observed to reflect complex thinking. These strategies are fundamental for overcoming dichotomous approaches to planning and for creating alternatives that reconcile opposing elements without erasing their differences. This includes, for example, alternatives for a smooth transition between early childhood and primary education, and strategies to align teaching and learning processes with pedagogical principles of awareness that benefit individuals while also serving society and the environment.

Among the key features that connect the 50 identified strategies, their potential to mobilize a transdisciplinary perspective of planning stands out. They consider what lies within disciplines, but also what is beyond, across, and between them. Likewise, these strategies are crucial for fostering eco-formative pedagogical practices, given the conditions they create to simultaneously benefit individuals, society, and the environment.

Given these possibilities, the identified strategies may also be considered fundamental to Hospital Pedagogy and Health Psychopedagogy—the latter conceived as an educational discipline that should guarantee pedagogical proposals and practices grounded in the principles of Hospital Pedagogy and based on integrated health promotion and prevention. This is because,

in addition to addressing the specific demands of students, these strategies promote environments compatible with their needs, pathways for coping, intersectoral and collaborative actions, and other important factors for the learning and development of students who, due to illness, must temporarily be absent from school.

As limitations of this study, it is important to note the exclusive use of a single database for the search, which may have restricted the number of strategies identified. Additionally, there is a need to continuously update the analysis in light of new publications, as we live in a rapidly changing reality that demands strategies aligned with emerging needs.

Finally, it should be noted that this study maintained a defined temporal and geographical scope, and its findings are intended to contribute to the ongoing development of this line of research. Future research will include the design and application of a questionnaire in schools across Latin America and Europe to directly investigate with teachers the strategies they are proposing, in order to detect whether diverse alternatives are being adopted.

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