

1. Introduction

Welcome to the first edition of the GALESS TiltShift Challenge!

With this document we send you information and an invitation to take part in this exciting GALESS event!

GALESS aims to bring together young students in a meeting of hearts and minds, plant seeds of friendship and dialogue, instil in them an awareness of issues facing humanity across the continents and empower them towards impactful action within their community.

Since the worldwide situation with the pandemic prevents us from organising conference meetings, the TiltShift Challenge *Medi-Call* will be organised in a virtual setting. This time we will focus our research area for students on the pandemic. By doing so we encourage youth leadership in this matter, like never before in world-health-issues!

The TiltShift Challenge includes a period for research efforts, and follow-up virtual presentations in a competition concept, starting September 1, 2021 and ending in April 2022. To synchronize with school calendars worldwide, we send Information Pack 1 in an early edition to give schools the possibility to start up research activities even earlier than September 1 if they wish.

The research activities are meant to be set in a school environment, by way of a school team of 4 students and a guiding teacher, as well as reference contacts from your school, local community and region who may serve as living libraries. These activities cover a period from September 2021 up to March 2022.

A report and presentation in a competition setting in March/April 2022 are part of the deliverables.

This TiltShift Challenge addresses an effort to contribute to awareness about complex questions in a pandemic, looking for sustainable and responsible answers from our young generation in each part of the world. The thesis is described in the paragraph: “**GALESS Research Setting**”. A timetable is included. Further information about **Registration, Website**, and appendices about **Deliverables** and **Judging Criteria/Assessment** are added as well.

The GALESS team will provide for proper professional judging in the actual competition in cooperation with participating schools. Certificates for each team participating in the TiltShift Challenge will be part of the full concept. Certificates will be awarded at the end of the competition.

Our efforts stay connected to our GALESS mission, in whatever circumstances, dedicated to nurture young students who feel proud, included and competent in contributing towards

global issues, through scientific and social sciences research, evidence-based practice and ethical thinking, by way of taking part in international events convened by GALESS. Let us proceed with organising an exciting learning experience for our young generation!

2. GALESS Research Setting

2.1 TiltShift Challenge

The TiltShift Challenge is meant to enthuse students to undertake action in order to 'catch their future' through a process of thinking, researching and creativity. Students are asked to complete academic assignments or tasks and will be presented with group challenges among various schools all over the world. We invite students to engage in the larger problems facing them, their school, their community or beyond, thus requiring them to extend their learning boundary beyond the walls of the classroom, with challenges that are invariably more complex.

TiltShift Challenges vary in a range of themes linked to a sustainable future. The five themes offered in the challenge are: *Life Sources, Medi-Call, Colours Included, Empty Pocket and Energy Transit.*

2.2 Structure of TiltShift Virtual Challenges

There are four basic features that characterize these challenges:

- a) The challenge presents the task, the question, or the issue which the students will address and contribute to solve. The challenge is presented by either a well-known politician, a specialist or a practitioner.
- b) In groups of 4, the students will complete the task guided by a Teacher-Mentor. A well-known politician, specialist or practitioner from their immediate living environment, whose function can be described as a 'living library' is available for advice and consultation.
- c) The solutions or tasks completed will be presented in two ways.

First, there must be a written description/account of the solution or task completed. Secondly, the solution/completed task needs to be presented in a challenge situation with three other teams. A group of experts will act as jury, judging the contributions and giving their ratings. The two best teams will advance to the next round as shown in the challenge fixtures in section 2.5(d).

- d) In the final round, the person who presented the original problem or task, takes part in the assessment group and this group will designate the winner. The winner will receive an honorary certificate. All other groups that have participated will receive a written certificate containing a description of their work.

The written descriptions of the solution or completed task of all teams involved in the same challenge will be published on the GALESS website.

2.3 Tiltshift Virtual Challenge 2021-2022

There are **two** topics to address in **one** research-paper:

Topic 1: *Is the Covid patient more important than the non-Covid patient?*

Topic 2: *Releasing patents: Will it save millions of lives or will it kill or destroy the incentive to stop new covid variants?*

2.4 Step-by-step Guide for Dealing with Ethical Dilemmas

Phase 1: Explore dilemma

Make an inventory of the questions and try to find an answer. The goal is to get a complete picture of the situation by gathering facts.

In this phase you map out the medical, technical, biological, nursing and social situation. You ask questions such as: Is the issue clear? What factual information is still missing? What does the situation look like from different angles and perspectives? What else do we need to know? Which studies still need to be done? When you work out the dilemma in a conversation, you involve the different disciplines involved in this case. Think of doctors, nurses, social workers, psychologists and/or spiritual counsellors. Try to empathize with the viewpoints of the different disciplines. In this phase, it is important to focus on the facts - there is no room for your own opinions (yet).

Phase 2: Identification of those involved and analysis of their arguments

Identify who is involved in the situation, what everyone's responsibilities are and what arguments the parties involved have. Look for the moral substantiation of the arguments such as the underlying values and norms.

Phase 3: Weighing arguments

This phase is the most important one. Here you compare the pros and cons of the various arguments. This is preferably done in the most systematic way/as systematically as possible.

Important: it is about valuing the arguments in order to make a proper assessment for this specific case. Weighing and balancing arguments is perhaps the most important/essential phase in the roadmap, but it also is the most difficult. Ethics is never of paramount importance. Sometimes consensus can be reached, though not always possible. It is about valuing the arguments and weighing up what is most important in the case in question. Ethical theories can be helpful here. It can also help to consider ethical concepts such as subsidiarity and proportionality. In addition, it can sometimes be useful to apply thought-experiments to the case. For example, by hypothetically changing certain facts, you may better highlight the relevant aspects in the case presented. In addition, you can clarify and weigh up/balance the arguments better.

Phase 4: Formulating the conclusion

At the end of the thinking process you formulate the conclusion. Here you have to consider whether and how you can minimize the negative impact that may arise from the conclusion.

Important: When making a conclusion, you also need to think about the consequences and our moral responsibilities.

2.5 The Battle

a) Assessment Framework

The solution or task completed must address the following aspects:

- the extent to which background information was gathered and used
- initial guiding hypotheses of solutions or approach of the task
- description of the problems
- integrated conceptualization
- description and presentation of the solution or task.

b) Structure of Battle

It is preferred to have 32 teams competing from different schools and different continents. One team consists of four students and a Teacher-Mentor. Each team must find an expert in their neighbourhood related to the problem or the task. This expert can function as a “living library” for the team. He/she can also take part in the jury team of the “battle”, provided his own team is not represented.

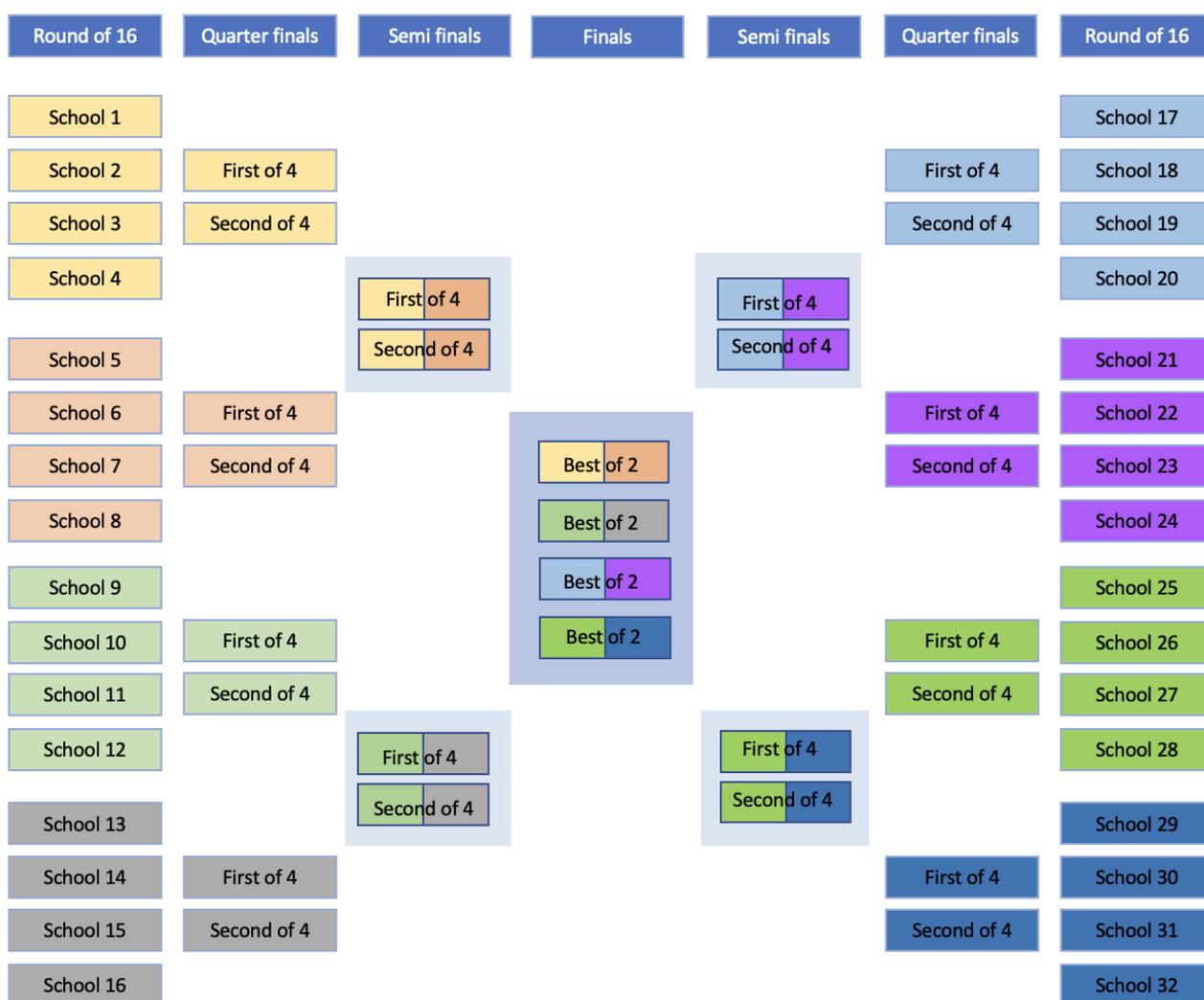
There are 4 rounds, a round of 32 teams, a round of 16, quarter-final, a semi-final and the final with consecutively 32, 16, 8 and 4 teams. In the final round, the person who presented the original problem or task, takes part in the assessment group and will also designate the winner.

This battle structure allows the Challenge to be completed within a limited time load.

c) Timetable

2 June 2021	June/July 2021	August 21	1 September 21	21 December 21
Information Pack1	Registration/ Deadline 1/8/21	Information Pack 1A final schedule schoolcompetition	Start Research activities	Final Composition Jury/ concept agenda presentations
1 March 22	March 22 wk 10	March 22 wk 11	March 22 wk12	April 22
Final delivery research reports	ROUND OF 16	QUARTER FINAL	SEMIFINAL/ FINAL	Publication reports on website and Student Certificate

d) Challenge fixtures



List of schools to be invited is at Annex A.

At each virtual challenge, a team gets the opportunity to present its position in 15 minutes. Three of the four students must participate in the presentation and discussion. At the end of the presentation, the jury consisting of three members, and the other teams can pose questions for up to 15 minutes. This means that one zoom session has a time load of 2 hours.

*The division of schools within a time zone is arbitrary and will be determined by drawing lots.

e) Reward

All teams will receive a certificate from the jury for the work delivered, provided the written report is handed in on time. This certificate will contain the assessment report of the jury team.

3. Registration

3.1 Registration Procedure TiltShift Challenge *Medi-Call* 2021-2022

Confirmation details

Send the following confirmation details to info@galeless.org before August 1, 2021:

- a) Name of your school
- b) Address of school
- c) Phone number of school,
- d) Name, email address & phone number of Teacher-Mentor of the team
- e) Number of team members (max 4 including reserve)
- f) Names of team members (TM) including the reserve member (can be send in later but not later than September 1, 2021); provide the following:
 - TM surname/family name
 - TM First name
 - TM Date of birth
 - TM Gender
- g) Name of External Resource(s) acting as living library.

The registration is open to schools that have been invited (32).

If you have received an invitation and you do not want to participate in the TiltShift Challenge, please let us know as soon as possible at info@galeless.org since we have a supplemental waiting list of 20 schools.

With this pre-registration, you make sure that you can participate in the Challenge, and all supporting facilities will be available to you. Each team is advised to have a reserve team member.

There is no entry fee for the Challenge.

4. Website

4.1 Information about the GALESS website

The website of the TiltShift Challenge *Medi-Call* is: <https://www.galeless.org>

Any question/s about the website may be addressed to info@galeless.org

4.2 Working procedures with the GALESS website

The new GALESS website hosts the possibility of adding so-called “**Learning Experiences**” to the site.

Schools, represented by the Teacher-Mentor of the competing team, can add their “in-between” and final results of their research work in their own Learning Experience space by way of a private log-in on the website. All Learning Experiences will be clustered in the TiltShift Challenge and visible in the Activity Calendar on the website.

Since virtual presentations are important to our TiltShift Challenge, the GALESS website will be extended with more facilities to host video records of the Challenge, starting April, 2022.

Entry to the website for school teams will be generated by way of a private login, starting September 1, 2021. A manual for working with Learning Experiences will be available from September 1.

4.5 GALESS Website Publications & Social Media

Next to the Learning Experience publications, the website offers regular new general information about GALESS under “News”. In a situation where in-between webinars are organized to support TiltShift Challenges, the supporting documents will be published for our GALESS community in a private environment called “GALESS Assets”.

GALESS intends to be represented on social media later in 2021.

4.6 Other website references

The GALESS Activity Calendar will host a variety of sustainable activities in the future. Activities will be defined by the GALESS Strategy team and added to the GALESS website, combined with third party websites if applicable.

Deliverables

Your research results should be published in a document paper with a standard format setting. Please follow the instructions for a proper format as described below.

The Thesis/Theses

Highlighting the research location/region/country and your social/cultural setting of the two theses in the challenge.

Team: FirstName1 LastName1, FirstName2 LastName2, FirstName3 LastName3,
FirstName4 LastName4

Some Institute, Country, Corresponding Email of teacher

Summary

Your summary should be inserted here (max 200 words).

Keywords

keyword1, keyword2, keyword3 (max of 5 keywords)

1 Introduction

Before you start writing your paper, first read the following instructions regarding manuscript preparation in order to have a uniform layout throughout the proceedings. Your manuscript file should be in PDF format.

2 Basic formatting instructions

2.1 Page layout

The page size must be standard **A4** (210 mm wide and 297 mm high). MS Word users should first declare so to the printer connected to their computer by clicking on printer options, paper size. Then, under MS Word, click on file, page layout, and size. Units should be set in centimeters (one inch equals 2.54 cm). To do so under MS Word, click on "Tools", then "Options", then "General.

Do not insert page numbers!

All four margins (left, right, top and bottom) must be set to 1.5 cm. To do so under MS Word, click on file, page layout, margins.

The text should be written in two columns, 1 cm apart from each other, and 8.5 cm wide. Exceptions may occur when writing long equations or inserting wide graphs or pictures.

The whole text should be typed using the Times New Roman font, with a size as specified in Table 1.

2.2 Paragraph formatting

The body of the paper (style **Normal** in MS Word) should be aligned justified and not indented. 10 pt font should be used. A vertical spacing of 4 pt should be inserted between paragraphs.

2.3 Sections, subsections

Both levels of sections (**Heading 1-2** styles in MS Word) should be left aligned. The vertical spacing before and after section marks is given in Table 1.

2.4 Tables

Tables should be centered in the column (or page, if the size of the table makes it necessary), followed by a 9 pt font caption placed **above** the table. They should be separated from the text by a 12 pt spacing.

Table 1: Paragraph formats

Paragraph style	Font size	Spacing		
		Above	Below	Align
Title	14 pt	0 pt	12 pt	Center
Authors	12pt	0 pt	0 pt	Center
Address	10pt, italic	4 pt	0 pt	Center
Heading 1	14 pt	21 pt	12 pt	Left
Heading 2	13 pt	12 pt	12 pt	Left
Normal	10 pt	4 pt	0 pt	Justified
Reference Heading	14 pt	21 pt	12 pt	Left

2.5 Figures

Figures should be centered in the column using a 9 pt font. (or page, if the size of the figure makes it necessary), followed by a caption, as shown in Fig.1. They should be placed **below** the figure.



Figure 1: Your figure here.

2.6 Equations

Equations should be centered and identified by a number, as following:

$$\lim_{x \rightarrow a} \frac{1}{(x-a)^2} = +\infty \quad (1)$$

Refer to equation number 1 as Eq.(1).

Please use the International System of Units.

3 Content

3.1 The scope of the investigation

Please clearly explain local versus more general considerations in coherence and consistency regarding the thesis.

3.2 Method of the investigation

Please clearly explain the way you included your environmental resources in the report (including way of consulting), step by step development in a process-description/thinking, timing of the research efforts, referential aspects, etc.

Please clearly explain your own contribution to the investigation with arguments, considerations etc.

3.3 Results of the investigation

4 Conclusion(s)

5. Community feedback results (see also: additional assessment elements)

6. Acknowledgements

7. References & further resources

The reference section should not be numbered (please use the style **Reference heading**).

Quotes in the text should be given by numbers enclosed in bracket [1], in the order that appears in the text. Multiple quotes should be written together, separated by commas [1, 2] or [1-5] for quotes that contain more than 3 references.

[1] Doyle, Arthur Conan (1893). *The Original illustrated 'Strand' Sherlock Holmes* (1989 ed.). Ware, England: Wordsworth. pp. 354–355.

[2] Rowling, J.K. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury. pp. 109–113.

Thank you for following these instructions. It will be good to conclude with some recommendations of future works that can be done

Assessment/Judging Criteria

1 Thesis requirements

The Thesis/(Theses)

- a) has a size of 5 to maximum 10 pages A4 (between 2,500 and 5000 words), unless the design / content justifies a different size;
- b) has a (sub) title that covers the content of the thesis;
- c) makes different styles (argumentation, criticism, questions, paraphrases, quotations, etc.) recognizable as such;
- d) has a structure like described in appendix 1 of IP1, as is customary for a scientific dissertation (for example: title, introduction, problem, objective and research question, elaboration, conclusion, summary);
- e) has a clear division into parts (such as chapters, sections, paragraphs, appendices, intermezzi, register);
- f) quotes the source text or “official” translation of the source.

2 Assessment criteria - Thesis

- a) The research work is the result of independently conducted research;
- b) The research work has a problem, goal and question that are clear, delineated and relevant, given the state of the art in the field;
- c) The research work has a consistent, businesslike and argumentative elaboration of the problem and question (i.e., it forms a consistent whole from problem definition to conclusion);
- d) The research work processes the literature relevant to the research;
The research work has references, quotes, appendices, etc. that are functional; they support (the development of) the argument.

3 Additional Assessment criteria - Thesis

The research work has a clear connection with the research field, community, regional and (if applicable) “beyond local” contacts. This refers to:

- a) Data or “survey”- collection
- b) A clear indication/description about different opinions in the research field
- c) An indication how the research field was informed by the results of the research findings afterwards and possible reactions in this perspective
- d) An official publication in your local media about research findings could be valuable for the final assessment and can be part of the deliverables as well.