

CoCreateAI

Human–AI Co-Creation Pedagogical Model

SUPPORTING EVIDENCE FOR INNOVATION CLAIMS

AI as a cognitive partner — not a substitute for human thinking.

A structured, ethical and evidence-based learning design for responsible knowledge co-creation.

Applicant	Dr. Benjamín Maraza Quispe
Institution	Universidad Nacional de San Agustín de Arequipa (UNSA), Faculty of Education Sciences, Peru
Project founding year	2025
Institutional funding	USD 20,000 from UNSA
Primary audience	Undergraduate learners; educators as facilitators



Project website and public evidence

<https://benjaminmaraza.com/proyecto1/>

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1 Innovation at a Glance

Educational challenge. Many university students use generative AI to obtain rapid answers without systematically verifying evidence, identifying bias, protecting academic integrity or retaining responsibility for the final intellectual product. CoCreateAI responds by making critical evaluation and learner authorship mandatory parts of AI-supported learning.

CORE INNOVATION CoCreateAI transforms generative AI from an answer generator into a structured object of inquiry, critique and co-creation. Learners must question, compare, validate, refine, justify and reflect before sharing an original outcome.

Five distinctive innovations

- **1. Human–AI co-creation cycle.** A repeatable four-stage sequence — Question, Co-create, Validate and Share — links inquiry, creation, evidence checking and communication.
- **2. Verification by design.** Source validation, error detection and bias identification are not optional add-ons; they are assessed learning actions.
- **3. Learner authorship and agency.** Students remain accountable for problem framing, evidence selection, decisions, interpretation and the final product.
- **4. Redesigned teacher role.** The educator becomes a learning architect, ethical guide and facilitator of reflective dialogue rather than a distributor of AI tools.
- **5. Tool-agnostic scalability.** The model is not tied to one proprietary platform and can be adapted across disciplines, languages and resource levels.

Mission

To empower students and educators to use artificial intelligence as a collaborative learning partner, fostering critical thinking, creativity, ethical judgement and learner agency through meaningful human–AI co-creation experiences.

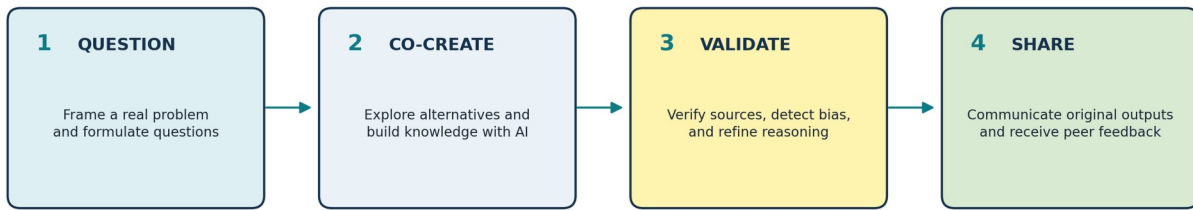
Vision

To establish an inclusive and replicable model in which AI enhances — rather than replaces — human thinking, enabling learners to become autonomous, creative, responsible and future-ready knowledge creators.

EVIDENCE HIGHLIGHT The public project site explicitly defines AI as a cognitive partner, describes the four learning cycles and documents assessment through rubrics, pretest–posttest designs, reflections, student projects, peer feedback and observation records. See Evidence Link E1.

2 The CoCreateAI Pedagogical Model

Figure 1. CoCreateAI human–AI co-creation cycle



Human agency • critical thinking • creativity • ethical judgement • learner authorship

Stage	Learner action	AI role	Teacher role	Evidence produced
Question	Frame a real problem and formulate researchable questions.	Suggest perspectives, concepts and possible lines of inquiry.	Provide prompts, context and criteria for a worthwhile problem.	Problem statement, questions, initial assumptions.
Co-create	Generate, compare and combine alternatives; build a draft or prototype.	Offer ideas, explanations, scenarios and feedback for iteration.	Orchestrate collaboration and prevent passive copying.	Drafts, alternative solutions, prompt/response trace.
Validate	Check claims against credible sources; detect error, bias and omission.	Provide outputs to be challenged and revised.	Model evidence standards, ethics and academic integrity.	Source-validation matrix, corrections, justification.
Share	Communicate an original product and respond to peer critique.	Support editing, simulation or multimodal expression.	Assess authorship, reasoning and responsible disclosure.	Report, project, presentation, video or prototype.

Innovation architecture

Learning design layer	Inquiry-based, problem-based and project-based learning; authentic tasks; collaboration; formative feedback.
Human–AI layer	Structured interaction with generative AI, comparative prompting, iterative refinement, source validation and bias detection.
Evidence and ethics layer	Rubrics, reflection, peer review, disclosure of AI use, academic integrity, human accountability and responsible decision-making.

FRAMEWORK ALIGNMENT CoCreateAI operationalises UNESCO’s human-centred approach by combining human agency, ethics, critical judgement, creative use and responsible co-creation. It also supports the progression from understanding AI to applying and creating with AI. See References R1–R3.

3 Comparative Analysis of Existing Approaches

Comparable initiatives make important contributions to AI literacy and tutoring. CoCreateAI differs by integrating human–AI co-creation, evidence validation, learner authorship and cross-disciplinary university learning into one assessable pedagogical model.

Initiative / approach	Primary focus	Typical audience	Strength	How CoCreateAI differs or improves
Day of AI [R4]	Free AI-literacy curriculum and teacher development.	K–12 students, teachers and school leaders.	Broad access, responsible AI literacy and classroom-ready materials.	Moves from learning about AI to co-creating disciplinary knowledge with AI in authentic university tasks.
AI4ALL Open Learning [R5]	Introductory, equitable and socially responsible AI education.	Primarily high-school learners and educators.	Accessible curriculum, technical understanding, ethics and problem-solving.	Centres undergraduate learner authorship, research/creative outputs and a mandatory validation phase.
Khanmigo [R6]	AI-powered tutoring and teacher assistance integrated with Khan Academy.	Learners, families and educators.	Guided tutoring that helps learners reason rather than simply receive answers.	Not a single tutor platform: a tool-agnostic pedagogy for collaborative creation, source checking and assessment across disciplines.
Prompt-engineering workshops	Improving prompts and efficiency when using generative AI.	Students and professionals.	Practical tool use and faster output generation.	Extends beyond prompt quality to ethics, evidence, reflection, assessment, authorship and transfer.
Unstructured classroom GenAI use	Ad hoc content generation, summarisation or brainstorming.	Any learner or educator.	Low entry barrier and immediate productivity.	Replaces passive use with a sequenced, teacher-orchestrated and evidence-producing learning process.

What CoCreateAI adds to the field

- **Integrated outcomes.** Critical thinking, creativity, research competence, AI literacy, learner agency and academic integrity are developed through the same learning cycle.
- **Visible intellectual responsibility.** The student must document questions, evidence checks, corrections, decisions and the rationale behind the final product.
- **Pedagogy before platform.** The model can use different AI systems without allowing tool features to dictate the learning design.
- **Context-sensitive adoption.** Tasks can address local, cultural and disciplinary problems, supporting adaptation in diverse and resource-constrained settings.

INNOVATION CLAIM SUPPORTED CoCreateAI does not claim that AI literacy, tutoring or project-based learning are individually new. Its innovation lies in the deliberate integration of these elements into a four-stage, assessable and transferable model that preserves human agency and makes verification central to learning.

4 Evidence of Design, Implementation and Assessment

Institutional context	Universidad Nacional de San Agustín de Arequipa (UNSA), Faculty of Education Sciences, Peru.
Project stage	Early-stage initiative founded in 2025, with initial implementation and a defined measurement and growth plan.
Institutional support	USD 20,000 in funding from UNSA. Documentary proof should be appended as Evidence E2.
Primary audience	Undergraduate learners; educators and academic staff serve as designers, facilitators and ethical guides.

Assessment and evidence architecture

Evidence source	What it captures	Innovation claim supported
Analytic rubrics	Critical reasoning, originality, evidence use, ethical AI use and quality of final products.	Learning outcomes are observable and assessable.
Pretest–posttest designs	Change in targeted competencies before and after implementation.	Impact is examined beyond satisfaction or novelty.
Source-validation records	Claims checked, sources compared, errors/bias identified and corrections made.	Verification is built into the learning process.
Reflective journals	Learner decisions, limits of AI, ethical dilemmas and changes in understanding.	Human judgement and metacognition remain central.
Student products	Reports, research tasks, presentations, videos, prototypes and creative outputs.	AI supports authentic creation rather than answer retrieval.
Peer feedback and observation	Collaboration, dialogue, participation and revision practices.	Co-creation is social, iterative and teacher-facilitated.

EVIDENCE HIGHLIGHT The project website publicly documents the model, teaching strategies, assessment approach, evidence base, dissemination materials and scalability plan. For a stronger submission, pair this PDF with a funding certificate, one activity guide, one rubric, one anonymised learner product and two implementation photographs.

5 Transferability, Scalability and Sustainability

CoCreateAI is designed as a pedagogical framework rather than a fixed technology product. This makes it adaptable to changing AI tools and transferable across disciplines and institutions.

MODULAR Each learning cycle can be implemented as a single activity, a course unit or a programme-level sequence.	TOOL-AGNOSTIC Educators can select available generative AI tools while retaining the same pedagogical safeguards and assessment logic.	CROSS-DISCIPLINARY The framework supports research, writing, design, science, technology, humanities and professional education.
LOW-COST ADAPTATION Core resources are guides, prompts, rubrics and reflection protocols; implementation does not depend on bespoke infrastructure.	MULTILINGUAL & CONTEXTUAL Problems, prompts and products can be localised to learners' language, culture and community priorities.	EVIDENCE-READY A common assessment package enables comparison across cohorts and future multi-institutional studies.

Proposed replication package

- **Implementation guide.** Four-cycle sequence, teacher roles, ethical safeguards and classroom protocols.
- **Activity templates.** Inquiry prompts, co-creation tasks, validation matrices and reflection sheets.
- **Assessment toolkit.** Rubrics, pre/post measures, peer-review forms and evidence collection guidance.
- **Teacher development module.** Workshops on human-centred AI pedagogy, verification, academic integrity and facilitation.
- **Adaptation guide.** Options for different disciplines, languages, class sizes, connectivity levels and AI platforms.

Planned scale-up pathway

2025–2026 Consolidate the pilot, standardise learning materials and document baseline/impact evidence.	2026–2027 Train additional educators and test the model in new courses and disciplines within UNSA.	2027 onward Develop inter-institutional partnerships, multilingual resources and comparative mixed-methods studies.
SCALABILITY PRINCIPLE Scale the pedagogy, not dependence on a particular AI vendor. The invariant elements are human agency, inquiry, co-creation, validation, reflection and accountable authorship.		

6 Evidence Index and References

Evidence links

Evidence item	Purpose	Exact source / action
E1 — Public project website	Project overview, model, teaching strategies, assessment, evidence, dissemination and scalability.	https://benjaminmaraza.com/proyecto1/
E2 — Institutional funding document	UNSA resolution, grant certificate or financial approval confirming USD 20,000 funding.	[Attach the official PDF or certificate]
E3 — Pedagogical materials	One activity guide showing the Question–Co-create–Validate–Share sequence.	[Attach 2–3 relevant pages]
E4 — Assessment instrument	Rubric or validation matrix measuring reasoning, creativity, evidence use and ethical AI practice.	[Attach 1–2 relevant pages]
E5 — Implementation evidence	Dated photographs, screenshots or anonymised learner outputs with brief captions.	[Attach a concise visual appendix]

References and comparison sources

[R1] UNESCO. (2024). AI competency framework for students. <https://www.unesco.org/en/articles/ai-competency-framework-students>

[R2] UNESCO. (2024). AI competency framework for teachers. <https://www.unesco.org/en/articles/ai-competency-framework-teachers>

[R3] UNESCO. (2023). Guidance for generative AI in education and research. <https://www.unesco.org/en/articles/guidance-generative-ai-education-and-research>

[R4] Day of AI. AI literacy curriculum and professional development. <https://dayofai.org/>

[R5] AI4ALL. Open Learning: free and approachable AI education. <https://ai-4-all.org/ai4all-open-learning-brings-free-and-approachable-ai-education-online-with-the-support-of-google-org/>

[R6] Khan Academy. Khanmigo: AI-powered tutor and teaching assistant. <https://www.khanacademy.org/khan-labs>

[R7] QS Reimagine Education Awards 2026. Application pathways and categories. <https://qsrea.evessiocloud.com/Reimagine2026/en/page/home>

SUBMISSION RECOMMENDATION Upload this PDF as the concise innovation evidence file, then append or merge only the most relevant documentary extracts for E2–E5. Highlight the exact sentences, rubric criteria, funding amount and learner evidence that substantiate the claims.

Document prepared in English for international review. All learner evidence should be anonymised and used with appropriate consent.