

## **A305 Deeper Learning for All: Designing a Twenty First Century School System**

Wednesdays, 1 – 4 p.m., Longfellow 320 & 1 hour section

### **Professor**

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### **Course Overview**

From the classroom to the statehouse, education discussions today are rife with the idea that all students should graduate from high school “college and career ready,” able to do the kind of advanced critical thinking that is so necessary for participation in modern life. But these expectations are placed on a school system that is not remotely equipped to realize them. American schooling assumed its modern form at the beginning of the 20<sup>th</sup> century and still bears the heavy imprint of its industrial era origins as a command and control bureaucracy.

**This course will examine what it would mean to rethink those assumptions and design anew a 21<sup>st</sup> century system that would support deeper and more engaging instruction for all students.** We will move across levels, ranging from in-depth exploration of the nature of good teaching and learning at the classroom and school level, up through what district, state, and federal polices would support such a transformation, as well as how other countries have organized their systems to aim for high-quality schooling for all students.

Readings will span these subjects, drawing on literatures that explore the history of schooling, how people learn, how other nations organize their school systems, American educational policy, organizational theory, and writings on the future of schooling. The latter part of the course will draw on design principles to ask students to redesign an aspect of schooling in a forward looking way; these ideas will be presented in a culminating exhibition to a diverse group of educational stakeholders. Students will also visit pedagogically diverse schools and learn concrete skills around how to assess the cognitive rigor of instruction, as well as how to utilize the design process.

As much as possible, the course will be interactive and student-directed; each class will feature considerable time for discussion, and project topics will be chosen by students to match their interests. We will also employ a variety of different pedagogical modes (problem-based, project-based, participatory action research, design thinking) as a way of experiencing some of the concepts we are learning about.

Designing a future-oriented system also means designing successfully for a diverse array of learners. A theme running through the course is how to create classrooms, schools, and systems that are racially equitable and prepare students to leave the world better than how they found it.

A scheduling note: The class will meet regularly on Wednesdays from 1 – 4 p.m., with a one hour section, TBD. *There will be a final design symposium on Friday, December 7th, all day.* Please mark your calendars now for that date.

### **Course Expectations and Requirements**

The requirements for the course are class discussion and message board posts, a mid-term essay, and a final project. Your final grade will be determined as follows: class participation and message board posts (15%); mid-term essay (25%); and final project (60%).

**Class Discussion and Message Board Posts:** Please prepare not only by reading, but also by thinking about and connecting the readings, guided in part by the study questions (to be distributed each week by Friday at 5 p.m.). There is a fair amount of reading in this course (from 125-150 pages per week): native English speakers should expect to spend 5-6 hours reading each week, and non-native speakers should expect to spend more.

You are also asked to send in a 2-3 paragraph reaction to the readings **for 7** of the class weeks. These are due by 10 p.m. on the Tuesday before class. Do not re-summarize the readings; use your space to raise a critique, or to develop your reactions to the readings. These reactions will both help you to make sense of your thoughts and will allow us to address students' interests as we organize the discussions. These should be posted to the course website, in your section, using the collaboration tab (make sure you are logged in to the site). You should also read other students' responses, and you can respond to theirs in offering your contribution. These responses will not be graded individually, but the overall quality of your written responses will figure into the class participation grade.

**(Updated 9/21/18: Discussion board posts are now optional.)**

**Attendance:** This class will be run as a professional community, and you are expected to attend all classes. Each week's class will feature a section in which you are expected to participate. If you absolutely must miss a class, you must let your teaching fellow know as soon as you know (one week's notice is standard). If you do miss a class, you should give your teaching fellow a 2 page memo (double spaced) on the missed week's readings over e-mail by the Friday following the class at 5 p.m.; this does not count as one of your weekly reactions.

**No Laptops:** We have found that class discussion is more intense and focused when students are not using their laptops. During both class and section, laptops are not permitted except for referring to readings. There may be times when during group work, laptops can be used; this will be signaled by the instructors.

**Study Groups:** We strongly, strongly, encourage (but do not require) you to form study groups to discuss the reading in advance of class. There is a lot of reading in this class, and some of it will be unfamiliar to you. Students in the past who have been in study groups have strongly recommended it. We will help to facilitate study groups at the beginning of the semester for those who desire it.

**Grading:** You are welcome to take this class either for a grade or pass/fail. In either case, you are expected to complete all of the assignments for the course at a strong graduate level.

### **Written Work**

**NB:** All page lengths refer to double spaced pages in 11 or 12 font. Papers are due by **5 p.m.** on the day specified and should be dropped electronically into the submission boxes on the course website. Note that many of the deliverables *are not due on same day the class meets*—you are responsible for keeping track of deadlines. Late papers will be penalized by day; please turn in all work on time. Extensions will not be granted, particularly last minute extensions.

#### **Midterm Essay – Due Monday October 15th (6-8 pages):**

What do you think it means to do “deeper learning”? In this essay, drawing on the readings, school visits, guests, videos, and your own experiences in schools as a learner and/or educator, marshal an argument about what it means to do deeper learning. Specifically, what are the *principles* that you think need to guide the creation of a deeper learning experience? The essay should move between the particular and the general, offering both a general argument about what it means to do deeper learning, and specific examples of what it looks like in practice. Then, drawing on your definition of deeper learning and the evidence and arguments presented in the readings, explain why it has been so difficult to more consistently achieve deeper learning, and identify one leverage point that you think would be important for change.

**Required School Visit:** As part of this assignment, we ask that you conduct one school visit for a morning or an afternoon to a local-area school of your choice. We will provide you with an initial list of schools we think are promising, but will let you choose based on your interests which one makes the most sense for you. You should organize to go in small groups to make this more manageable on the school’s end, and we will create an online space where you can see who is planning to go where and when.

We see this essay as foundational for the rest of the course—until you know what you think deeper learning is, you can’t begin to think about how we might create more of it. As such, we are looking for a tightly defensible piece of analytic writing. Please carefully define your thesis, define your terms, and tightly link your examples/evidence/data to your definition of deeper learning. While much of the analysis may draw on your observations or your own experiences in schools, we do also expect that you will draw on some of the readings of the course in this essay.

## **FINAL PROJECT: DESIGNING FOR DEEPER LEARNING**

Deepening instruction is not something that can be done by edict from the Department of Education – it will require systemic effort across 100,000 schools, 15,000 districts, and 50 states. There are constructive roles for people to play in many different roles – teachers, school leaders, districts, states, foundations, teacher preparation institutions, and many others. **We might think of it as a growing social network of people who know what it means to teach for deeper learning and what larger structures could facilitate it, and your job is to participate, develop, and shape this larger movement.**

This project asks you to take some corner of the educational world and think about how it might be re-designed for deeper learning. You will work on this project through the last 10 weeks of the course, beginning in week 4, and we will devote some class time each week to teaching you the skills needed to do this kind of re-design, as well as giving you time to get feedback on your developing project.

The goal of these projects is for them to be something that matters to you. Our hope is that these will be projects that you carry forward after the course is over, or that it will be something that can be used by people with whom you are collaborating.

These projects can be individual, or they can be in groups of up to 4 people. We strongly encourage people to work in groups of 3-4, as we have found in past years that working in groups helps to stimulate thinking and facilitates the design process (described more below). In terms of grading, the default option is individual grading, unless all of you indicate when you hand in the project that you want to be graded together. Obviously, if you choose individual grading, divide the project in such a way that each of you has a significant piece that can be evaluated.

Past experience suggests that it is important to think carefully and intentionally in advance about the role through which you plan to approach these projects. Roughly, we see three possibilities:

- 1) Collaborator/consultant – In this mode you are working with a person or an organization on a project that is of mutual interest. The significant advantage of this approach is that you can potentially tap the capacity and authority of the organization, which greatly extends your reach. If you are working in this mode, you need to develop a product that other people can use and a strategy to ensure that the people in that organization will use it.
- 2) Entrepreneur – In this mode, you are starting something new, such as an organization or a school. The advantage of this mode is that you can do things the way you want; the disadvantage is that you have to build everything from scratch. One important thing to remember about this role is that you still need extensive immersion in the world that you propose to enter to ensure that your organization or school will meet a real need.
- 3) Past/current/future embedded role – In this mode you might be developing something that you yourself will use in a real role that you have either had in the past, are holding now, or hope to have in the near future. This has a number of advantages – you are going to be

working in a real organization and thus can draw in part on its assets, but you also are going to be doing these things yourself, so you have more control over implementation.

Whichever role you choose, the process for developing your project is roughly the same. We are going to use something developed by IDEO and the Stanford Design School called the “design process” for these projects. Over the course of the 10 weeks we will walk you through the steps of this process, which they describe as the **empathize/define/ideate/prototype/test** cycle. The design process has been used for everything from the creation of industrial products like the iPod to addressing large social problems like climate change. It has a number of virtues from our perspective, including: 1) it is user-centered: in a field in which most reforms are done “to” teachers and students, it foregrounds the need to make “reforms” workable from the perspective of the people using them; 2) it is about “design” – as opposed to “reform,” which is about layering new ideas on top of old; it is about developing a workable approach that is coherent and designed to achieve certain ends; 3) it is efficacious – in a field where we often hear that “nothing works,” it shows that there are lots of possibilities and opportunities to develop improvements and innovation; 4) we need to design a new system, and for that, we need to develop some system designers!

There are several criteria that are important in choosing and developing a good project:

- **Not too small but not too big** – Perhaps the most important challenge in developing a useful project is scope. You want something that is ambitious enough to change a long entrenched pattern of how something is done, but manageable enough that someone could actually move forward in the direction you propose. Given how many reforms in the sector lead to change on the surface but stasis below the surface, we would suggest that a more confined scope but a deeper proposed change might be preferable to something that is broad but shallow. Scope is also proportional to the capacity of who you are working with—large organizations, including states and districts, have more capacity than individual teachers and schools.
- **Defining a sharp value proposition** – No matter what context you are working in, your project needs to add value to what already exists in the space. Identifying a good value proposition requires significant iteration, involving proposing ideas, getting reactions to them, and lots of revision and rethinking. One advantage of choosing a problem that has been pre-identified by an experienced partner is that they may be able to accelerate the process of finding a good problem to work on.
- **Addresses a specific problem but with an eye on a larger set of goals** – This is the key to significant social change. Any successful effort has to solve a specific problem, or else it will not gain initial traction. But, at the same time, the best ideas not only solve a specific problem, but they also offer an approach that can be used elsewhere, and there is a multi-step plan to get from the specific to the more general. We will talk more about this issue in class.

Here are two examples of the kinds of projects that we are envisioning; please do not let these limit your imagination. The descriptions here are best case scenarios – a very good project could

be on a significantly more modest scale than what we describe here. Remember also that you can work in groups, which increases your capacity.

- Redesigning math at Harbor High – You are a math teacher who has come to the Ed School to recharge your batteries. You are interested in much of what is discussed in the course, but are particularly curious about what it would mean to rethink the way your department teaches math, moving from algorithmic math to an approach that integrates conceptual and procedural knowledge. You begin by watching some of the math teachers at your school teach math, and then talk with them about why they take the approach they do, what their frustrations are, and what their hopes are (empathize). On the basis of these discussions you decide to narrow your focus to freshman math, both because it structures what follows for the students, and because the curriculum is not already dictated by APs and other pressures (define the problem). You then look at various models – from the national math standards association, from the Common Core standards, and you review a variety of different curricula. Within these, you find an approach that seems mostly congenial, although you know that you have some students who come in several grades behind in math, and it will need to be adapted to work for those students as well. You also ask around for who is especially good at teaching 9<sup>th</sup> grade math in the Boston area and go observe a few classes (ideate). You then develop a prototype of a single mathematical unit, drawing on the best of the models you’ve seen and what you know about your students (prototype). You then share this prototype with your colleagues at your old school, and get their feedback (test). On the basis of their feedback, you make some refinements. For the final product, you hand in the unit itself, a plan for how you will develop a set of lesson plans for the year, and a sequence of steps that you and the department chair will use to gradually introduce others in the department to this revised approach to math. If you are really ambitious, you might think about publishing your curriculum, thus more generally contributing to how freshman math teachers do deeper learning.
- Developing a mastery based system for Framingham school district – One of the great holdovers of the industrial age is that students receive credit from accumulating credit hours and not by demonstrating skill or mastery. The superintendent of the Framingham district is interested in investigating the possibilities of moving towards a mastery-based system. You spend some time meeting with the superintendent, and decide that the place to pilot this is with respect to the arts, where there are fewer rules and college expectations governing the system. He points you to a particular school with a strong arts program, and you go to interview the teachers there (empathize/define/ideate). You find that the teachers in visual arts don’t think about their teaching in terms of levels of mastery, but that the music teachers very much do think in terms of achieving increasing levels of skill as defined by the field. You recommend to the superintendent to begin with a focus on music. You then look to the field for resources about how to develop standards around music at different levels, and out of these develop a few potential approaches to be used in Framingham (ideate). With the help of your feedback group, you identify the most promising of those approaches, and develop a prototype, which you then share with both the superintendent and the music teachers at your pilot school. You refine on the basis of their reactions. Your final product describes your chosen approach, which you

plan to have the school pilot next year, along with a sequenced plan for how it might expand to the rest of the district.

*Note that these examples are the absolute best-case scenarios for these projects. Working in the world entails uncertainty, as you are somewhat dependent on how other people respond to you. It is quite possible that you could do an exemplary project that is much smaller in scope. We will work with each individual or group to define a deliverable that seems achievable.*

If you don't come into the course with ideas about how or where you want to do deeper learning (or without good connections for where to do so) – DON'T WORRY. We can help you find different partners (schools, district, foundations) in the field. They will tell you what they want to work on and some of you may take on their projects as your own. Others of you will pick an idea on the basis of what you've learned in the course, and others will follow passions you had before the course started. We will work with you to make sure that everyone has a viable project. We have done this before and are confident that even students who start with little experience can complete a good project in the allotted time.

Project deliverables are as follows. You need to turn them in on time because we will be using them in class the following Wednesday. They should be prose and not bullet points, and they should be grammatically correct, but they do not need to be formally polished documents. They are memos – the writing itself should not be hard. They will be graded pass/fail – only the final project will get a letter grade. We are going to put you into feedback groups of people with similar interests, so everything you turn in here should be something you'd be willing to share with your group. Page lengths are single spaced.

### **Step 1, due Monday September 17<sup>th</sup> – Brain Dump memo**

In a single spaced memo of 2-3 pages, describe what most interests you about deeper learning. On the first page, tell us about you and your hopes. Where are you coming from? Where do you hope to be going? At what level of the system do you hope to be working? What issue are you most passionate about? On the second page, tell us what you would like to work on. If you had to guess now, what issue(s) around deeper learning most interest you? Do you have a setting in which you might like to pursue this interest?

We will post these so that everyone can read each other's ideas, and we'll give you a chance to talk with folks with similar ideas so that you can see if you want to form groups. Please include a photo so that we can learn your names!

### **Step 2, due Monday October 8<sup>th</sup> – Initial proposal memo (Updated to October 8<sup>th</sup>)**

*Empathize – Define – Ideate (Initial Thinking)*

This piece has two parts:

- 1) Describe, in 2-3 pages, an idea to support deeper learning at some level in the education system. This idea will help to form the foundation for the deeper learning project you will work on over the course of the semester. This first iteration of your idea can be slightly more informal and stream of conscious-like compared to future drafts. However, it should include

information about the “what” and “how” and potential challenges that may exist. Below are some questions to consider in writing your initial proposal. *Note that you do not need to answer each of these questions.* They should act as a guide to help during the initial *empathize, define and ideate* phases of the work.

- How do you currently understand and define the problem? What information, observations, and/or conversations brought you to this conclusion?
  - How might a teacher, school, district, state policy maker, foundation, etc. design a solution to help enhance opportunities for deeper learning for students?
  - What is an interesting idea you’d like to test to enhance deeper learning for students?
  - In what ways does this reflect your ideal vision of the types of learning experiences students should have or the type of policies that need to be in place to support deeper learning?
  - How do you envision launching this initiative? What position in the sector do you imagine yourself occupying?
- 2) In one page or less, describe your next steps. What do you need to find out in order to move from an idea to a real project? Who do you need to talk to? What information do you need to gather?

*If you want to work in a group, you should identify your group when you turn in this proposal.*

### **Step 3, due Monday, October 29<sup>th</sup> – Learning from the Field memo**

*Empathize-Define-Ideate (With Real Data!)*

We expect that over these 4 weeks (from October 2<sup>nd</sup> to October 30<sup>th</sup>) that you will spend some significant time in the field trying to learn about the arena in which you are working. *You are required to either spend at least one day in the setting in which you plan to work, or to complete 3 interviews with people who might be affected by your project. You can count your school visit for the mid-term as part of this time if it is relevant to your project.* There are two parts to this memo:

- 1) In 2 pages, you should report on the results of your initial efforts to learn what people in the field think about your problem. This is akin to the part of the Nightline episode that we are going to watch in which they went into the field and watched people in the supermarket.
- What is the problem that **your respondents** have that you are addressing?
  - What are the most important takeaways for how you should revise your proposal?
- 2) In 2 pages, you should describe the revised state of your proposal, addressing the following prompts:
- Describe the problem, context, and solution as you currently understand it. Offer a brief summary of your idea or proposal for how your solution is going to solve a problem within a particular context.
  - Attempt to get more clear, specific and concrete about what you are pursuing, why you believe it is a valuable idea or addition to the education sector and some of the qualitative and/or quantitative evidence you are using to develop this project. In other words, why are you confident this idea will help address the problem you have identified?

- Name what you are still trying to figure out; what questions do you still have about your project?

#### **Step 4, due Wednesday, November 14<sup>th</sup> – Prototype Day!**

##### *Ideate – Prototype*

The next step is to try out a mini version of your idea, ideally with the help of the people with whom you plan to do it. If you are planning a PD session, try to round up a set of friends, and actually try a version of your PD on them. If you are designing a new school, invite some kids (we can help you find them) to walk through a day in the life of your school and get their reactions. If you are designing a new math curriculum, take an initial version of your idea to some math teachers and get some reactions. You should, as best as possible, do this in the field, with the actual participants who will be receiving your ideas. If that is not possible, on November 15<sup>th</sup> we are going to have a “prototype” day, where other members of the class will be available as test subjects for your idea.

Design is social work. The goal is not to write a 100 page proposal that may not withstand first contact with reality. The goal is to come up with an initial version of your idea, or part of your idea, and try it out with some real people. We will talk more about this and how to customize it to your project over the course of the semester.

#### **Step 5: Final deliverable and design symposium, Friday, December 7<sup>th</sup>**

There will be a final presentation and design symposium on December 7<sup>th</sup>. The product itself will vary depending on what you are doing. As you can see in the examples above, it would be very different to make a math unit than it would be to propose a policy for Framingham schools. You should think of the amount of text as akin to a 15 page final paper. We will talk closer to the date about what would be a reasonable expectation for your project. You will also need to make a visual version of what you have created that can be shared in a public forum; more details on that will also be forthcoming later in the semester. If you worked with an organization or client on this project, you should invite them to the symposium.

#### **Final reflection, due Friday December 14<sup>th</sup>**

Consistent with the principles of deeper learning and meta-cognition, this is your chance to consolidate your thinking from across the semester. These essays are meant to be integrative, tying together, for example, theory and practice, and/or the academic and the personal.

Last year’s class found that they had poured all of their effort into their projects, and thus that at this stage in the semester most students wanted to write a relatively informal, short, *ungraded* (1-2 single spaced pages) reflection. That option is open to you. A few students wanted to write a more formal graded final paper, which would count as 20 percent of the overall grade, and lessen the project grade to 40 percent. You can do this as well, in which case it should be 5-7 double spaced pages.

In either case, the prompts for these questions are below:

##### *Option 1: Personal Reflection*

How did your thinking about deeper learning evolve over the course of the semester? Look at your application to the class, your midterm paper, and your final project. Specifically, how did you view deeper learning when the course started and how do you view it now? How did the project reinforce, challenge, or refine the notions about deeper learning that you learned from the readings or in class? What are the implications of what you learned for your future work?

*Option 2: Project Reflection*

In trying to put your ideas into practice, what did you learn about the challenges of moving forward a deeper learning agenda? More specifically, what barriers did you face? What facilitating factors enabled you to do the work? Are these similar or different from what you would have expected from the readings (see in particular week 3)? If you were going to do this again, what would you do differently? How is what you have learned going to affect your work moving forward?

*Option 3: System Change Reflection*

Since you wrote your mid-term essay, you have learned much about what structural factors are important to building a system that would support deeper learning for all students. What do you see as the major lessons in terms of what would need to be in place to build a system supporting deeper learning for all students? What are some of the most salient challenges to achieving this agenda? Taking your project as a kind of case study, what have you learned on the ground that would inform your view of what it would take to create deeper learning more consistently across the system?

Note: While these are reflective essays, they are meant to be analytic as well. You should develop an argument, use evidence, and in other ways try to deliver a “deep” piece of analysis that answers your chosen prompt.

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*A note for research doctoral students:* You may be interested in doing more of a research project than the redesign project described above. That is fine. We will work with you to find a way to develop a research agenda that is consistent with your interests and the goals of the class. We will encourage you to do something called “design-based research” which draws on some of the principles of design thinking as part of research, but we will not require you to do so. We will adapt the steps above for a more research-oriented project.

### **Required books**

1. Darling-Hammond, Linda. 2010. The Flat World and Education. New York: Teachers College Press.  
*\* on reserve at Gutman Library \**
2. Martinez, Monica and Charles McGrath. 2014. Deeper Learning: How Eight Innovative Schools are Transforming Public Education. New York: New Press.  
*\* available online through Harvard Library \**
3. Safir, Shane. 2017. The Listening Leader: Creating the Conditions for Equitable School Transformation. San Francisco: Jossey Bass.  
*\* available online through Harvard Library \**
4. Childress, Stacey et al. 2009. Leading for Equity: The Pursuit of Excellence in the Montgomery County Schools. Cambridge: Harvard Education Press.  
*\* on reserve at Gutman Library \**
5. Berger, Ron. 2003. An Ethic of Excellence. Portsmouth: Heinemann.  
*\* on reserve at Gutman Library \**

## **Part I: Introduction: What is Deeper Learning? What Does It Look Like in Practice? & Why Is It So Rare?**

### **Week 1: September 5<sup>th</sup>: The Imperative for Deeper Learning and the Nature of the Challenge**

- Jal Mehta and Sarah Fine, “The Why, What, and How of Deeper Learning.” <http://www.jff.org/publications/why-what-where-and-how-deeper-learning-american-secondary-schools>
- David Cohen. 1988. “Teaching practice: Plus Ça Change,” in Philip W. Jackson, ed., *Contributing to Educational Change: Perspectives on Research and Practice* (Berkeley, CA: McCutchan), 27-84. [iPa©]
- Lindsay Hill, keynote from Deeper Learning 2018 <https://www.youtube.com/watch?v=bi1qP8pFiGQ&feature=youtu.be>
- James Baldwin, “A Talk to Teachers,” *The Saturday Review*, December 21, 1963
- Clint Smith, “James Baldwin’s Lesson for Teachers in a Time of Turmoil,” *The New Yorker*, September 23, 2017.

#### Application/Learning modality (for section)

- Bryan Arao and Kristi Clemens, 2013. “[From Safe Spaces to Brave Spaces.](#)”

### **Week 2: September 12<sup>th</sup>: Deeper Learning: Cognitive Perspectives**

#### Background and Context

- Deborah Walker and Linda Lampert, “Learning and Leading Theory: A Century in the Making.” in *The Constructivist Leader*, ed. Linda Lampert et al. (New York: Teachers College Press, 1995), pp. 1-27. [iPa©]

#### How People Learn

- John Bransford et al. 1999. How People Learn: Brain, Mind, Experience and School. Washington: National Academy Press. Pp. 3-27, 29-50, 155-189. Pdf can be downloaded (with free registration) from: [http://www.nap.edu/catalog.php?record\\_id=9853](http://www.nap.edu/catalog.php?record_id=9853).

#### What “Deeper” Teachers Do Differently

- Paolo Freire. 1970. *Pedagogy of the Oppressed*, 57-74. New York: Continuum. [iPa©]
- Magdalene Lampert, “Deeper Teaching,” <http://www.jff.org/publications/deeper-teaching>

#### Application/learning modality: Problem-Based Learning

- John Savery, “Problem-Based Learning: An Instructional Model and Its Constructivist Framework.” <https://pdfs.semanticscholar.org/81c3/7150a25c264900556de63ba8f304967a4bbd.pdf>

### **Week 3: September 19<sup>th</sup>: Deeper Learning: Identity, Flow, and Relevance (Affective Perspectives)**

#### Flow

- Mihaly Csikzentmihalyi, *Flow* (Harper Perennials, 1990) 43-70. [iPa©]

#### Fostering Student Engagement

- National Research Council, *Engaging Schools: Fostering Students' Motivation to Learn* (National Academies Press, 2004), 31-60. [iPa©]

#### Teaching in Culturally Relevant Ways

- Geneva Gay. 2014. "Culturally Responsive Teaching: Principles, Practices, and Effects." *Handbook of Urban Education*, 2014: 353-372. [iPa©]
- Gloria Ladson-Billings. 1994. [\*The Dreamkeepers: Successful Teachers of African-American Children\*](#), Chapter Six. San Francisco: Jossey Bass.

#### A Different Stance for Deeper Teaching

- Jal Mehta and Sarah Fine, "A Different Stance: Deeper Teaching in the Disciplines," from *In Search of Deeper Learning* (forthcoming, Harvard University Press). [Posted on the isite under the supplementary readings tab.]

#### Application/learning modality: Project-Based Learning

- Video intro  
<https://www.teachingchannel.org/videos/pbl-building-blocks-ntn>
- Beyond elite settings  
<https://www.pbslearningmedia.org/resource/nvsof-sci-pblearning/wgbh-nova-school-of-the-future-project-based-learning/#.War9eJOGNE4>
- Gold Standard Project Based Learning  
[http://bie.org/blog/gold\\_standard\\_pbl\\_essential\\_project\\_design\\_elements](http://bie.org/blog/gold_standard_pbl_essential_project_design_elements)

### **Week 4: September 26<sup>th</sup>: Deeper Learning, Race, and Equity**

- Coates, T. (2015). *Between the World and Me*. New York: Spiegel & Grau (pp. 25-34). [iPa©]
- Moll, Luis C., Cathy Amanti, Deborah Neff, and Norma Gonzalez. "[Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms.](#)" *Theory into practice* 31, no. 2 (1992): 132-141.
- Jeannie Oakes - "Learning That is Equitable and Prepares Students for Social Justice," chapter in forthcoming book, *Preparing Teachers for Deeper Learning*. [Posted on course isite in the supplementary readings tab.]

#### Blog posts

- Jal Mehta, “Deeper Learning Has a Race Problem.”  
[http://blogs.edweek.org/edweek/learning\\_deeply/2014/06/deeper\\_learning\\_has\\_a\\_race\\_problem.html](http://blogs.edweek.org/edweek/learning_deeply/2014/06/deeper_learning_has_a_race_problem.html)
- Sarah Fine, “Why Dewey Needs Freire, and Vice Versa.”  
[http://blogs.edweek.org/edweek/learning\\_deeply/2016/11/why\\_dewey\\_needs\\_freire\\_and\\_vice\\_versa\\_a\\_call\\_for\\_critical\\_deeper\\_learning.html](http://blogs.edweek.org/edweek/learning_deeply/2016/11/why_dewey_needs_freire_and_vice_versa_a_call_for_critical_deeper_learning.html)
- Pooja Bakhai, “Why Dewey Needs Freire, But Not Vice Versa; Critical Consciousness Raising as a Form of Deeper Learning.”  
[http://blogs.edweek.org/edweek/learning\\_deeply/2017/07/why\\_dewey\\_needs\\_freire\\_but\\_not\\_vice\\_versa\\_critical\\_consciousness-raising\\_as\\_a\\_form\\_of\\_deeper\\_learning.html](http://blogs.edweek.org/edweek/learning_deeply/2017/07/why_dewey_needs_freire_but_not_vice_versa_critical_consciousness-raising_as_a_form_of_deeper_learning.html)
- Jal Mehta, “A Pernicious Myth: Basics Before Deeper Learning.”  
[http://blogs.edweek.org/edweek/learning\\_deeply/2018/01/a\\_pernicious\\_myth\\_basics\\_before\\_deeper\\_learning.html](http://blogs.edweek.org/edweek/learning_deeply/2018/01/a_pernicious_myth_basics_before_deeper_learning.html)

Shifted to recommended

- Gloria Ladson-Billings. 2006. [“From the Achievement Gap to the Educational Debt: Understanding Achievement in U.S. Schools.”](#) *Educational Researcher* 35(7): 3-12

Was always recommended

- For more detail on the myriad forces creating inequality in our schools, see Linda Darling-Hammond, *The Flat World and Education*, 27-63.

**Week 5: October 3rd: How Do People Become Deep Learners? Mastery, Passion, and Purpose**

How expertise develops over time

- Summary of Benjamin Bloom et al.’s, [Developing Talent in Young People:](#)  
[http://www.kragen.net/uploads/4/5/4/3/4543087/developing\\_talent\\_in\\_young\\_people\\_-\\_book\\_review.pdf](http://www.kragen.net/uploads/4/5/4/3/4543087/developing_talent_in_young_people_-_book_review.pdf)

The seminal work on motivation

- Richard Ryan and Edward Deci, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.” *American Psychologist* 55 (1): 68-78.  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.335.6945&rep=rep1&type=pdf>

The seminal work on expertise

- K. Anders Ericsson and Neil Charness, “Expert Performance: Its Structure and Acquisition.” *American Psychologist* 49 (8): 725-747. (focus on pages 737-745.)  
<http://web.mit.edu/6.969/www/readings/expertise.pdf>

### The power of apprenticeship

- Robert Halpern, *The Means to Grow Up* (Routledge, 2009). 17-50. [iPa©]

### How racial and ethnic discrimination shapes identity over time (Just read the conclusions!)

- Wong, C. A., Eccles, J. S., & Sameroff, A. (2003). [The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socio-emotional adjustment. Journal of Personality, 71, 1197–1232.](#)

### *Shifted to recommended*

Pick one example of out of school learning to learn about:

- Julius Yego, African Olympic javelin thrower, who learned in part from youtube: [https://www.youtube.com/watch?time\\_continue=4&v=IO1fzo1aCHU](https://www.youtube.com/watch?time_continue=4&v=IO1fzo1aCHU) and <https://www.cnn.com/2016/08/12/africa/julius-yego-javelin-youtube/index.html>
- Mastering a skill in a month (including solving a Rubik's cube, building a self-driving car, and more): <https://medium.com/@maxdeutsch/m2m-day-1-completing-12-ridiculously-hard-challenges-in-12-months-9843700c741f>
- Learning a Language: <https://www.newyorker.com/magazine/2015/12/07/teach-yourself-italian>
- Skateboarding (starting at 14:30): <https://vimeo.com/5513063>
- Blue collar brilliance: <https://theamericanscholar.org/blue-collar-brilliance/#.W2J5SrxjOpo>
- Coaching and surgery: <https://www.newyorker.com/magazine/2011/10/03/personal-best>
- How I Built This podcast (pick one): [https://www.npr.org/podcasts/510313/how-i-built-this?gclid=EAIaIQobChMI4Zqw8JXH3AIVXlgNCh0n6wiKEAAYASAAEgKMj\\_D\\_BwE](https://www.npr.org/podcasts/510313/how-i-built-this?gclid=EAIaIQobChMI4Zqw8JXH3AIVXlgNCh0n6wiKEAAYASAAEgKMj_D_BwE)
- Blair Braverman, feminist, dog sledder <https://www.amazon.com/Welcome-Goddamn-Ice-Cube-Chasing-ebook/dp/B016I2A92C> (I couldn't find a short version, but a lot of people recommended this book.)
- Olympic swimmers; <https://www.jstor.org/stable/pdf/202063.pdf?refreqid=excelsior%3A3c20744724d9e62e1f914896fdf9dd1b>

### Application/learning modality

In class, doing our own research on deep learning!

## Part II: Building Schools for Deeper Learning

## **Week 6: October 10th : Schools: Deeper Learning Schools I**

### Choose one:

- Mehta, Jal and Sarah Fine. “Deeper Learning at the Progressive Frontier,” from In Search of Deeper Learning, from In Search of Deeper Learning (forthcoming, Harvard University Press). [Will be posted on the course isite.]
- Mehta, Jal and Sarah Fine. “International Baccalaureate: A System of Deeper Learning?” from In Search of Deeper Learning (forthcoming, Harvard University Press). [Will be posted on the course isite.]
- Mehta, Jal and Sarah Fine. “No Excuses and Deeper Learning: Building Block or Oxymoron.” from In Search of Deeper Learning (forthcoming, Harvard University Press). [Will be posted on the course isite.]

### Choose one:

- Jeff Duncan-Andrade and Ernest Morrell, *The Art of Critical Pedagogy* (Peter Lang, 2008), pp. 49-67. [iPa©]
- Jeff Duncan-Andrade and Ernest Morrell, *The Art of Critical Pedagogy* (Peter Lang, 2008), pp. 105-131. [iPa©]

### Introduction to Theory of Action

- City, Elizabeth A., Richard F. Elmore, et al. 2009. “Theories of Action,” *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*. Pp. 39-57. Cambridge: Harvard Education Press. [iPa©]

### **Shifted to recommended**

Autonomy, mastery, and purpose for both students and adults:

- Motivated to Learn: A Conversation with Daniel Pink, <http://www.ascd.org/publications/educational-leadership/sept14/vol72/num01/Motivated-to-Learn@-A-Conversation-with-Daniel-Pink.aspx>

## **Week 7: October 17<sup>th</sup>: Schools: Deeper Learning Schools II**

- Moss, Mary and Alisa Berger. (2011) “Building NYC iSchool: A promising model for the 21<sup>st</sup> Century High School”. [Posted on course isite.]
- Monica Martinez and Charles McGrath. Deeper Learning: How Eight Innovative Schools are Transforming Public Education (New York: New Press, 2014), you choose the pages. [RT]
- Emilie Siddle Walker, “Caswell County Training School, 1933-1969: Relationship Between Community and School.” 1993. *Harvard Educational Review* 63(2): 161-182. <https://doi-org.ezp-prod1.hul.harvard.edu/10.17763/haer.63.2.ejr4135v5t426533>
- David Tyack and Larry Cuban, “Why the Grammar of Schooling Persists,” in *Tinkering Towards Utopia* (Cambridge: Harvard University Press, 1995), 85-109.

## **Week 8: October 24<sup>th</sup>: School Change: Moving Adults Towards Deeper Learning**

- Shane Safir, *The Listening Leader: Creating the Conditions for Equitable School Transformation* (Somerset: Wiley, 2017), chapters 4, 5, and one you choose. [RT]
- Larry Leverett, “Warriors to Advance Equity: An Argument for Distributed Leadership,” <http://www.montgomeryschoolsmd.org/uploadedFiles/departments/clusteradmin/equity/Equity%20warriors.pdf>
- Deborah Helsing, Annie Howell, Lisa Lahey and Robert Kegan. 2008. “Putting the Development in Professional Development: Understanding and Overturning Educational Leaders’ Immunities to Change.” *Harvard Educational Review* 78 (3): 437-465. <https://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/142/Kegan%20-%20Putting%20the%20Professional%20Development%20in%20PD.pdf>
- Discourse I and Discourse II in schools [http://schoolreforminitiative.org/doc/discourse\\_chart.pdf](http://schoolreforminitiative.org/doc/discourse_chart.pdf)

## **Part III: Building Systems to Support Deeper Learning**

### **Week 9: October 31<sup>st</sup>: Sketching a Future Oriented System – The Big Picture**

- Jal Mehta, “From Bureaucracy to Profession: Remaking the Educational Sector for the Twenty First Century.” *Harvard Educational Review* 83(3): 463-488. <http://hepgjournals.org.ezp-prod1.hul.harvard.edu/doi/pdf/10.17763/haer.83.3.kr08797621362v05>
- Marc Tucker. 2011. “Standing on the Shoulders of Giants.” <http://www.ncee.org/wp-content/uploads/2011/05/Standing-on-the-Shoulders-of-Giants-An-American-Agenda-for-Education-Reform.pdf>.
- Linda Booth Sweeney, “Systems Thinking: A Means to Understand Our Complex World,” [http://scpsystem.weebly.com/uploads/2/1/3/3/21333498/linda\\_booth\\_sweeney\\_-\\_systems\\_thinking\\_a\\_means\\_to\\_understanding\\_our\\_complex\\_world.pdf](http://scpsystem.weebly.com/uploads/2/1/3/3/21333498/linda_booth_sweeney_-_systems_thinking_a_means_to_understanding_our_complex_world.pdf)
- Leadership Learning Community, “How to Develop and Support Leadership That Leads to Racial Justice,” <http://www.racialequitytools.org/resourcefiles/keleher2.pdf>.

### **Recommended**

- For more detail on international examples, see Linda Darling-Hammond, *The Flat World and Education*, 163-193, 194-233.
- For more tools on how to advance equity, see: <https://www.racialequitytools.org/plan/change-process/leadership>

## **Week 10: November 7<sup>th</sup>: Building a Better System I: The Best of the Past**

### Capacity Building and Increasing Professional Knowledge

- Elmore, Richard. 1997. "Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2." Working paper, Harvard University. [Posted on the course iSite]
- Michael Fullan, "Choosing the Wrong Drivers for Whole System Reform," Summary of Seminar Series Paper 204, <https://michaelfullan.ca/wp-content/uploads/2016/06/13396088160.pdf>

### Montgomery County

- Childress, Stacey et al. 2009. Leading for Equity: The Pursuit of Excellence in the Montgomery County Schools. Cambridge: Harvard Education Press. Chapters 2, 3, 6, and 7. [RT]
- Historically Black Colleges and Universities as a model for institutional systemic success [https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&https\\_redir=1&article=1372&context=gse\\_pubs;](https://repository.upenn.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&https_redir=1&article=1372&context=gse_pubs;)

## **Week 11: November 14<sup>th</sup>: Building a Better System II: Directions for the Future**

- David Cohen and Carol Barnes, "Conclusion: A New Pedagogy for Policy?" in *Teaching for Understanding: Challenges for Policy and Practice*, eds. David K. Cohen, Milbrey McLaughlin and Joan Talbert. San Francisco: Jossey Bass, 1993, pp. 240-275. [iPa©]
- Linda Darling-Hammond, *The Flat World and Education*, (New York: Teachers College Press, 2010): 234-277. [RT.]
- Mehta, Jal and Sarah Fine. "Elusive Integrations: Mastery, Identity, Creativity and the Future of Schooling," from *In Search of Deeper Learning*, book manuscript in progress. [Will be posted on course isite.]
- Sleeter, C. (2011). [The Academic and Social Value of Ethnic Studies. A Research Review. National Education Association, Research Department](#). (pp. 1-20)
- Read through the materials on the Farmington, CT website:
  - <http://www.fpsct.org/board-of-education/vision-of-the-graduate>
  - <http://www.fpsct.org/departments/curriculum-instruction/engaged-learning>
  - <http://www.fpsct.org/departments/curriculum-instruction/engaged-learning/fhsvision>

### Recommended

- Ken Kay and Valerie Greenhill, *The Leaders Guide to 21<sup>st</sup> Century Education*. (Boston: Pearson, 2013), 68-92.

- Michael Fullan, Deep Learning: Engage the World, Change the World, forthcoming book manuscript to be posted on course isite.

#### **Part IV: Looking Forward, Looking Back**

##### **Week 12: November 28th: Bringing It Home**

- Ron Berger. 2003. An Ethic of Excellence (Portsmouth: Heinemann).
- Jeff Duncan-Andrade, “Note to Educators: Hope Required When Growing Roses in Concrete.” 2009. *Harvard Educational Review* 79 (2): 181-194.

##### **Week 13: December 5<sup>th</sup>**

- No readings. Workshop class – Preparing for Final presentations

**Final design symposium: Friday, December 7<sup>th</sup>, 9 a.m. to 5 p.m., with celebratory drinks to follow!**