Jillian Hogan

Teaching Portfolio
Table of Contents

I. Statement of Teaching Philosophy

My years teaching in a PreK – Grade 8 classroom have led me to think deeply about what is really important about teaching and learning at all ages, including in undergraduate and graduate education. Below, I describe some of my core beliefs about teaching and learning in the classroom, my approach to student mentorship, and my hopes for future teaching. My views have been shaped by Teaching for Understanding (Perkins & Blythe, 1994), Understanding by Design (Wiggins, Wiggins & Tighe, 2005), social constructivism (Vygotsky, 1978), and constructionism (Harel & Papert, 1991).

Principles of Teaching and Learning

Teaching should lead to disciplinary understanding.
Too often, cramming and regurgitation of facts can be mistaken for learning. I do not aim for students just to be able to complete tasks that I ask of them, or recite information that is Google-able. My goals are high -- if I am going to spend time helping students learn, I want the experience to be transformative and not just "another class." I want students to *understand*.

Understanding means that students are able to apply what they have learned to new problems, outside of the classroom, in real-world situations. My research focuses on tools of understanding, which I call habits of mind. These are broad thinking dispositions that are called for when people think in a discipline. In teaching psychology, I want my students to learn to think like a psychologist – which is different from thinking like a historian or mathematician. Students need practice thinking like a psychologist – it's my job to lead them to use habits of mind like *reflection* on prior knowledge and piecing together seemingly disparate pieces of knowledge, *imagining* how what we know can lead to new questions, *observing* data, and *synthesizing* and *expressing* findings in a way that others can understand them and use in their own research and learning.

To help students get to deep understanding, I craft broad questions (sometimes called throughlines or essential understandings) that help students become disciplinary thinkers. In my class on *Psychological Perspectives of Schooling*, these were questions like "What is a school?", "What is the role of a teacher?", "What can be used as evidence of school culture?" In addition to fostering disciplinary thinking, these questions are broad enough to allow students to engage with them from their own perspectives and backgrounds. Students practiced using the habits of mind of an educational psychologist in a carefully-scaffolded final project in which each created a proposal for the founding of an ideal school. Students used their individual understandings, guided by the reoccurring essential questions throughout the semester, in the context of a meaningful project that helped them deepen their understanding and make their learning visible.

Learning is social.
Learning works best when it is social because people are social. Students must encounter the ideas and perspectives of others. One way for that to happen is in conversations with peers. This is possible even in the largest lecture halls through "pair-shares" of ideas, "thought museums" in which students submit their thinking as an artifact and respond to the artifacts of others, small group work in and outside of the lecture hall, and employing (and carefully coaching) students to explain concepts. Social interactions needn't be limited to the four walls of the classroom. When I taught *Psychological Perspectives on Schooling*, we used video conferencing to meet with an expert from the field in each of the covered approaches to learning (Montessori, Waldorf, No excuses, etc.).

Real learning happens when people make mistakes and allow themselves to be vulnerable enough to learn from them. That can't happen when fear or anxiety enter the classroom. Creating a comfortable and inclusive space is cultivated in small ways, like using gender-inclusive language or ensuring size-inclusive seating, and in substantial ways, such as by creating assignments so students must actively make connections with others in the class, and by scaffolding ways to give peer feedback in a safe way. My beliefs about supportive learning communities stem from my years teaching music to special needs populations: students on the autism spectrum, an inclusion school setting, and a school for the gifted.

Formative and varied assessments are the most important assessments.

To show understanding, students must be given the chance to demonstrate what they know, and this may not look the same for every student. This is why I use varied approaches to assignments and assessment. Through project-based assignments, students are forced to show not only that they can recite knowledge or demonstrate fundamental skills, but that they are willing and able to do so within the context of a real-world problem that can be approached from many perspectives and addressed by more than one solution.

Too often, assessment is a scary word - it conjures thoughts of all-nighters studying for a final exam or finishing up a term paper to be marked up with a teacher's red pen. But the most important kind of assessment is formative assessment -- feedback given throughout the semester to help a student grow. Formative assessment is hard work for a teacher, because it means using essay rather than multiple choice tests; insisting on multiple drafts of papers and presentations, breaking every task into small parts to give along-the-way feedback, and continually noting what is and is not sticking with students based on formal and informal observations.

As a teaching assistant for *Advanced Abnormal Psychology*, I helped the instructor expand a paper assignment so that instead of just submitting a final paper at the end of the semester, students underwent a rigorous and iterative process of peer and teacher feedback on multiple drafts. I encouraged the instructor to see the final paper not just as a summative assessment of what students know, but as an opportunity to teach students the habits of mind needed for scientific inquiry: e.g., choosing a topic, refining a research question, and learning ways to find empirical evidence to answer those questions. I created a number of documents that helped small groups of students scaffold their paper writing experience, and I also facilitated peer-peer feedback on drafts.

Teachers must also be learning.

One of the reasons I am drawn to teaching is because it is a constant way in which to learn. If I weren't learning from my students, I would be missing opportunities to respond to their unique perspectives, and be more culturally responsive. While I engage in growth as a teacher informally in my classroom, I do this more formally through my research (which affords me opportunities to watch K-12 teachers), through programs like the Apprenticeship in College Teaching at Boston College, and by attending workshops about helping English Language Learners with writing assignments at the University of Wisconsin Madison.

Mentoring

Throughout my years as a doctoral student I have actively worked to include undergraduates in my research. This includes mentoring senior thesis students as they design and execute their own studies, and involving undergraduates in all aspects of my own research – literature reviews, study design, data collection, cleaning, and analysis, and formal write-up. I challenge the research assistants in my lab to take a greater role in studies, scaffolding their responsibilities in the same way I would in the classroom. I'm proud that I have coached students to take over almost all logistics and scheduling for a large, multi-year, off-site longitudinal study, and that I recently published a paper with three undergraduate authors (Hogan et al., 2018). These student-authors participated fully in data coding – with my help, they used a pre-existing framework, created a manual to situate the framework in the data with which we were working, met regularly to discuss and debate the coding manual, and independently and jointly coded over 800 minutes of the paper's final dataset. I have several more papers in preparation in which students actively participated in the research process, many of whom will be acknowledged in joint-authorship.

II. Teaching Experience – Higher Education

Instructor of Record

Mead Witter School of Music, University of Wisconsin Madison
Visiting Assistant Professor of Music Education

Teaching Popular Instrumental Music 2	In Spring 2020
Music Learning and Teaching II	In Spring 2020
Fieldwork in Music Communities	In Spring 2020
Composition, Arrangement, and Orchestration for the Music Educator	Fall 2019

        Upper level undergraduate seminar for preservice teachers
        10 students

Teaching Popular Instrumental Music 1   Fall 2019
        Undergraduate laboratory class for preservice teachers
        15 students

Department of Psychology, Boston College
Teaching Fellow (Co-designer of course)

Psychological Perspectives on Schooling   Fall 2016
        Graduate and upper-level undergraduate seminar for psychology and education majors
        10 students
        Co-taught with Mahsa Ershadi

Teaching Assistant

Topics in Abnormal Psychology: Advanced Abnormal Psychology	3 semesters
Abnormal Psychology	1 semester
Marilee Ogren	
Psychology of the Arts	1 semester
Ellen Winner	
Clinical Psychology	1 semester
Karen Rosen	
Introduction to Psychology as a Natural Science	1 semester
Gene Heyman	

Invited Guest Lecturer

Art and Elementary Education, University of Wisconsin Madison (Mary Hoefferle)   Fall 2019
    Focusing on Thinking: Studio Thinking and Teaching for Artistic Behavior

Teachers & Educational Reform, Boston College (Patrick McQuillan)   Spring 2019
    Thinking in the Arts

Special Needs and the Gifted Child, Berklee College of Music, Boston, MA (Vicki LaRiccia)
    Gifted Children   Summers 2017 and 2018

Creative Arts in Education, Roosevelt University, Chicago, IL (Invited by Becky McTague)   Fall 2016
    Habits of Mind in the Elementary Arts Classroom

III. Teaching Experience – PreK-12 Music

General Music

The Sage School (Independent school for academically gifted children), Foxboro, MA	2009-2013
Arts teacher: General music, PreK – Grade 8	

Kids Are People School (Private school emphasizing special needs inclusion), Boston, MA
General music teacher, Age 3 – Grade 8, paid work   2008-2009
Program coordinator and General music teacher, volunteer   2006-2008

Sacred Heart School, North Quincy, MA   2007-2008
General music teacher, Grades 4-8

Private and Small Group Instrumental Lessons

Strawberry Studio: Music for Exceptional Learners, Brighton, MA   2015-2019
Piano instructor

Boston Conservatory Program for Students on the Autism Spectrum, Boston, MA   2009-2015
(Now Berklee Institute for Arts Education and Special Needs)
Piano instructor and Program assistant

Melody Makers Band Program, St. Agnes School, Arlington, MA   2007-2008
Clarinet Instructor

University of Massachusetts Youth Wind Ensemble   2004
Clarinet section coach

Other Teaching

The Reynolds Center for Teaching, Learning, and Creativity/Fablevision Learning, Boston, MA
Fab@School MaSTEAM Pilot Site Coordinator   2017-2018

Oxford Street Daycare Cooperative, Cambridge, MA   2008
Substitute Teacher

IV. Future Teaching Interests

I am a naturally curious person, and preparing courses is one of my favorite ways to learn more. As such, I am willing and prepared to teach a number of courses beyond those I've listed below, which indicate my primary teaching and research interests.

Psychology:
Developmental Psychology/Human Development (at all areas of the lifespan)
Introductory Psychology
Psychology of the Arts (broadly, or in one particular arts discipline)
Development in the Arts (broadly, or in one particular arts discipline)
Development of Humor
Psychology of Television

Research Methods:
Mixed Methods Research
Qualitative Research in Psychology/Education
Research Practicum

Education/Educational Psychology:
Educational Psychology
Social-Emotional Learning/Development
Learning in the Arts (broadly, or in one particular arts discipline)
Psychological Perspectives on Schooling/Learning
Habits of Mind
The Paradox of Choice on Motivation
Theories of Intelligence

Music Education:
Philosophy of Music Education
General Music Methods
Informal Music Learning
Composition in the Classroom
Student Teaching and Practicum Supervision
Curriculum Design
Assessment Theories

V. Pedagogical Training and Licensure
Apprenticeship in College Teaching Program, Boston College   Completed 2018

Flipped classroom cohort for faculty through Boston College Center for Teaching Excellence   2016

Levels 1 and 2 teacher training in music and movement education,
American Orff-Schulwerk Association   2009-2010

Selected coursework in Children's House American Montessori Society certification,
New England Montessori Teacher Education Center   2009

Teaching Licensure in Massachusetts
Initial license, Music, All areas, K-12

<u>VI. Course Feedback</u>
Psychological Perspectives on Schooling

Student end-of-semester evaluations
Quantitative data

Question *(No questions have been omitted.)*	*Mean*	*Median*	*Mode*	*Standard Deviation*
How would you rate this instructor overall as a teacher?	4.5	5	5	1.03
How would you rate this course overall?	4.13	4	5, 4	.83
The course was well-organized.	4.88	5	5	.35
The course generally followed the syllabus.	4.75	5	5	.46
Class attendance was necessary for learning course material.	4.38	5	5	.92
The course was intellectually challenging.	4.5	4.5	5, 4	.53
The instructor was prepared.	4.44	5	5	1.03
The instructor was available for help outside of class.	4.13	4	5	1.09
The instructor returned tests/assignments conscientiously.	4.38	5	5	1.02
The instructor showed enthusiasm about the subject matter.	4.88	5	5	.34
The instructor stimulated interest in the subject matter.	4.44	5	5	1.09
The instructor's explanations were clear.	4.63	5	5	1.02
The instructor treated students with respect.	4.44	5	5	1.09
Compared to similar courses, this course required more/less effort.	3.13	3	3	.35

Qualitative data
(Selected questions; truncated for space)

> *What are the strengths of this course?*
> The structure of the class was great. We got through a lot of different types of schools by doing one a week. The reading, classmate presentation, and skype with an expert were al great ways to learn about the types of schools from different perspectives. The professors were also both very welcoming and made discussion easy.
>
> The reading materials that the teachers selected are very good. They are very helpful for students to understand education philosophy and form their own education theory. It gives students connection with the real world, such us inviting experts through Skype to answer practical questions beyond the textbook. It focuses a lot on student's discussion and involvement.
>
> 2nd part of course - students teaching different school types + expert skype calls
>
> The professors are very knowledgeable because they have both had experience in the field of education. Very engaging assignments and good use of class time. Never boring.

> *Would you recommend this course to other students, majors, etc.? Why or why not?*
> Yes. I think this course is a great way to learn about types of schools in order to inform your practice regardless of where you end up teaching. It is so extremely helpful to know the research behind these different psychological constructs when thinking about implementing them in your classroom.
>
> Yes, I will recommend this course to undergraduate students and graduate students who don't have much work experience. This is because this class emphasizes the depth which is related to the reading assignments. If the students have many years of work experience, they may be also interested in breath and hope to communicate with people about their reflection on their work experience. However, this is an

excellent class for undergraduate students who don't have much work experience. For them, this course is both deep and broad enough.

YES. It is very interesting, engaging, and we learned a lot through reading, interacting with peers. It gives us autonomy to express our own thoughts. I feel I grow a lot through the class. I wish it can be offered next year so I can recommend my friends to take it.

Yes - it's a great way to learn about education systems, even if you don't know as much before

Yes, I learned a lot.

Mid-semester invited evaluation
We invited the Center for Teaching Excellence to come in and gather feedback half-way through the course. This table reflects all the reported themes that they gathered from structured class discussion. The themes were then posed to the entire group and students were asked to agree or disagree. The percentage indicates the proportion of students who agreed with each statement.

What is helping you learn in this class?	
Debate and open discussion help us better remember what we're learning; like that it isn't just about reviewing the reading but also bringing in new information	100%
Thursday experts help us apply what we're learning to the real world (we don't always see how it actually functions when we just read about it in a book); good to be able to ask them any questions we have	100%
Teaching assignment (students leading class) gives us a chance to try out the theory and internalize the knowledge	100%
Submitting questions in advance for the expert visits is helping us better keep track of what we're interested in/confused about	100%
Like the readings and videos – they have a clear purpose, nice variety, getting to read it and then see it in a classroom helps clarify the theory	100%
Projects and presentations presented in a time-manageable way so we don't feel overwhelmed	100%
Like being able to show our knowledge in other ways than tests/exams (especially helpful for those of us with test anxiety)	100%
What is not helping you learn? What questions do you have?	
The fact-based questions we're asked to respond to on Canvas doesn't seem in line with the more open ended, reflective environment we've cultivated in class; responding to those questions can feel like a burden and aren't adding to our learning/understanding of the topic; I end up reading for the questions and that's all I pay attention	90%
Would rather not be graded on the quality of the questions we submit	100%
Timing on when we receive questions & when they are due isn't convenient	80%
Seems like one really bad grade can pull your grade down a lot	60%
Would prefer to see other people's posts since that helps me better understand the question	30%

<u>VI. Example Syllabus: Psychological Perspectives on Schooling</u>

APSY4464.01/EDUC4464.01/PSYC4464.01
Psychological Perspectives on Schooling
Fall 2016, Tuesdays & Thursdays 3:00PM-4:15PM
Campion 204

Mahsa Ershadi
mahsa.ershadi@bc.edu
McGuinn 428E
Request appointments by email

Jill Hogan
hoganpq@bc.edu
McGuinn 430
Request appointments by email

> "The only way you can invent tomorrow is if you break out of the enclosure that the school system has provided for you by the exams written by people who are trained in another generation."
>
> -Neil deGrasse Tyson

> "I will get my education—if it is in home, school, or anyplace."
>
> -Malala Yousafzai
>
> "If we teach today's students as we taught yesterday's, we rob them of tomorrow."
>
> -John Dewey

Course Description:
In many countries, including the United States, children's attendance at school, or the documentation of a plan for learning outside of a school, is compulsory until late adolescence. As former or current students of schools, most people have opinions about what makes for good teaching and good learning and they use these opinions when making decisions about schooling for their children. Rather than encourage the acceptance of the educational status quo, or promote using one's personal anecdotes as the best evidence for making decisions about schooling, this course aims to use evidence from psychology concerning development and learning to examine the practices in some philosophically-driven approaches to schooling. Students will use this information to design schools in which the pedagogical approach, social milieu, and understandings of children's development are evidence-based and support articulated values and goals.

Course Objectives:
By the end of this course, you should be able to:
- Identify and respond to key psychological ideas that relate to schooling
- Identify and respond to key ideas in alternative approaches to schooling
- Engage in critical discourse as an expert about one topic of teaching and learning of your choice
- Engage in critical discourse about a proposed school design created by you
- Develop a clear understanding of what you believe schools should aim to accomplish
- Confidently discuss best practices in child development and the psychological effects of educational approaches

Role of the teachers:
- Respectful discourse
- Awareness and appreciation that we each have different backgrounds that will help shape our different opinions. We encourage you to form your own perspective and concept of what 'good education' looks like. Acknowledgement that some people work better alone and others in groups and that some people express best in writing and others best in speaking; assignments are varied to acknowledge this and choices given as frequently as possible
- Willingness to learn from you
- A constructivist perspective on teaching and learning (https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))
- Timely feedback on written work
- Timely response to your emails

Role of the students:
- Willingness to engage in material
- Completion of all readings before class so that we can all engage meaningful in class activities and learn from your best contributions
- Respectful discourse
- Timely communication if you are having trouble, need help, or have an emergency that will make you late or absent
- Snacking that is not distracting (we understand that you may need to eat and encourage you to do that if you need to—just do so as inconspicuously as possible)
- Disappearance of cell phones as soon as class begins (we know this can be difficult, but in this class we ask that you all disengage from that world so you can engage more fully in ours)

Assessment
The way you are assessed in this class is directly related with what we value for your learning experience. We value that you engage, that you grow, and that you are motivated enough to become expert in something meaningful to you.

Engagement	Participation in class *To participate in class activities, you must be present, aware, and contribute meaningfully in verbal and/or written form.*	10%
	Teaching a class *All students will be responsible for teaching at least 1 class period during the semester.*	20%
Growth	Written homework assignments *Most days, there is a written homework assignment due on Canvas. These allow us and you to see how your thinking evolves throughout the semester.*	20%
Finding Meaning	Annotated bibliography of chosen topic of expertise *Details are available on Canvas and will be discussed in class.*	5%
	Written paper on chosen topic of expertise *You will individually submit an APA style review paper of 8-12 pages that synthesizes the literature on your chosen topic.*	20%
	Presentation preparation *In small groups, you will present your school proposal to the class in a roundtable in order to discover where you need to include more information. You will also complete a progress packet as you work on your project.*	10%
	Final school proposal presentation *In small groups, you will present your school proposal to a panel of invited guests who have strong opinions about schooling. These people may be parents, teachers, graduate students, school starters, and/or educational researchers.*	15%

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- The Connors Family Learning Center (CFLC) coordinates services for students with LD and ADHD.
- The Disabilities Services Office (DSO) coordinates services for all other disabilities.

If you believe that our knowing about any accommodations you may need, or any particular situation that may help us understand your learning needs better, please get in touch. Our goal is to help you learn, so if there's something we should know to help us do that as best as we can, please let us know.

Scholarship and Academic Integrity
Students in Boston College courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student's work. Please see the Boston College policy on academic integrity for more information.

Course Roadmap
All resources (readings and videos) are on Canvas.

Each week, homework assignments are due to be posted on Canvas by Sunday at 9:00 AM. You should have completed all reading assignments before posting. You will always get a reply by Monday. Please take the time to read it.

Please bring your readings to class with you every class (in hard copy or electronically).

Weeks 1 & 2: Course Introduction

What is school?
Where did it come from?

T, 8/30
- Course overview
- Icebreaker
- Thought museum about school experiences
- Ken Robinson TED Talk, "Bring on the learning revolution!"

Th., 9/1
- Intellectual cocktail party
- Back to the future: The common school movement

1. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 1- The Common School 1770-1890' – 55 min.
2. Sexism is the glass ceiling that keeps teachers underpaid
3. Africentric grade school still a lightning rod for debate.
4. Satanic temple brings afterschool program to counter Good News Club.

T, 9/6
- Expectations and assignments for teaching a class
- Expectations for school design project
- Review of teaching metaphors assignment

1. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 2- As American as Public School 1900-1950' – 55 min.
2. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 3 A Struggle for Educational Equality 1950-1980' – 55 min.
3. Don't forget to answer your Canvas question – due weekly by Sunday at 9AM!

<u>Th., 9/8</u>
- Discussing teaching metaphors
- Timeline of education

1. Video (see Panopto tab of Canvas): The Story of American Public Education 'Episode 4- The Bottom Line of Education 1980-2000' – 55 min.
2. Create your own teaching metaphor that addresses the role of the teacher, the role of the student, assessment and/or climate. Write a one-page double-spaced description and bring a print out to class.

Week 3: Multiple Intelligences
T, 9/13 and Th., 9/15
Week Leader: Jill

"If I know you're very good in music, I can predict with just about zero accuracy whether you're good or bad in other things." – Howard Gardner

What is intelligence?
What do schools measure?

1. Video (see Canvas): Controversy of Intelligence – 13 min.
2. Gardner, H. (1999). Chapter 2: Before multiple intelligences. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic books.
3. Gardner, H. (1999). Chapter 3: The theory of multiple intelligences. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. Basic books.
4. Key School video on Canvas (5 minutes).
5. Elliot, S. (2014). In the age of accountability, a school famous for its creativity struggles to get results. *Chalkbeat*.

Week 4: Montessori Method
T, 9/20 and Th., 9/22
Week Leader: Mahsa

"Education is not something which the teacher does ... it is a natural process which develops spontaneously in the human being." – Maria Montessori

What is extrinsic versus intrinsic motivation?
How do schools motivate their students?

1. Video (see Canvas): Introduction to the Montessori Philosophy – 25 min.
2. Lillard, A. S. (2008). Chapter 1: An Answer to the Crisis in Education. *Montessori: The science behind the genius*. Oxford University Press.
3. Lillard, A. S. (2008). Chapter 5: Extrinsic Rewards and Motivation. *Montessori: The science behind the genius*. Oxford University Press.
4. Rathunde, K., & Csikszentmihalyi, M. (2005). Middle school students' motivation and quality of experience: A comparison of Montessori and traditional school environments. *American Journal of Education*, *111*(3), 341-371.

Week 5: Waldorf (aka. Steiner) Schools
T, 9/27 and Th., 9/29
Week Leader: Mahsa

"The need for imagination, a sense of truth, and a feeling of responsibility - these three forces are the very nerve of education." – Rudolf Steiner

Why is it important for schools to foster creative thinking skills in their students?
How do schools teach creativity?

1. Video (see Canvas): The Gift of Learning – 11 min.
2. Stehlik, T. (2008). Thinking, Feeling, and Willing: How Waldorf Schools Provide a Creative Pedagogy That Nurtures and Develops Imagination. In *Pedagogies of the Imagination* (pp. 231-243). Springer Netherlands.
3. Nordlund, C. (2013). Waldorf education: Breathing creativity. *Art Education*, *66*(2), 13-19.
4. Ogletree, Earl J. "The Comparative Status of the Creative Thinking Ability of Waldorf Education Students: A Survey." (1996).

Week 6: Reggio Emilia Preschools
T, 10/4 and Th., 10/6
Week Leader: Jill

"Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen learning how to learn." – Loris Malaguzzi

What is the role of a teacher in a student's learning environment?
What is the role of a peer in a student's learning environment?

1. Video (see Canvas): Reggio Emilia Approach – 12 min.
2. Powell, K. C., & Kalina, C. J. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education, 130*(2), 241.
3. Kim, B. S., & Darling, L. F. (2009). Monet, Malaguzzi, and the constructive conversations of preschoolers in a Reggio-inspired classroom. *Early Childhood Education Journal, 37*(2), 137-145.
4. Hewett, V. M. (2001). Examining the Reggio Emilia approach to early childhood education. *Early Childhood Education Journal, 29*(2), 95-100.

Week 7: Free/Sudbury-inspired Schools
T, 10/26 and Th., 10/28
Week Leader: Jill

"If you observe children learning in their first few years of life, you can see that they can and do learn things on their own—we leave them alone to crawl, walk, talk, and gain control over their bodies. It happens without much help." – Daniel Greenberg

What is the role of play for children?
Are we wired to learn?

1. Video (see Canvas): What if schools were different? Village Free School film – 5 min.
2. Video (see Canvas): Focus and Intensity Sudbury Valley School film - 13 min.
3. Video (see Canvas): Dan Greenberg on The O'Reilly Factor – 4 min.
4. Gray, P. (2011). The evolutionary biology of education: How our hunter-gatherer educative instincts could form the basis for education today. *Evolution: Education and Outreach, 4*(1), 28-40.
5. Gray, P. (2013). Chapter 7: The playful state of mind. Free to Learn. Basic Books.
6. Gray, P. (2013). Chapter 8: The role of play in social and emotional development. Free to Learn. Basic Books.

Week 8: Expeditionary Learning
T., 10/18 and Th., 10/20
Week Leader: Mahsa

"[Students] are crew, not passengers" – Kurt Hahn

What are the pedagogical advantages and disadvantages of expeditionary learning?
Would all students benefit from this educational approach?

1. Video (see Canvas): Expeditionary Learning at King Middle School – 27 min.
2. Elias, M. J. (2009). Social-emotional and character development and academics as a dual focus of educational policy. *Educational Policy*, 23(6), 831-846.
3. Hanford, E. (2015, September 10). Kurt Hahn and the roots of Expeditionary Learning. American RadioWorks. Retrieved from http://www.americanradioworks.org/segments/kurt-hahn-expeditionary-learning/
4. Hanford, E. (2015, September 10). A vision for a new kind of public school in America. American RadioWorks. Retrieved from http://www.americanradioworks.org/segments/expeditionary-learning-history/
5. Hanford, E. (2015, September 10). Inside Expeditionary Learning at the Springfield Renaissance School. American RadioWorks. Retrieved from http://www.americanradioworks.org/segments/expeditionary-learning-springfield-renaissance-school/

Week 9: Virtual Learning
T., 10/25 and Th., 10/27
Week Leader: Mahsa

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." – Alvin Toffler

How do the roles of the teacher and student in a virtual learning environment compare to that in a traditional classroom environment?
Is virtual learning developmentally appropriate from k-12?

1. Video (see Canvas): Learning Matters Cyber Schools Virtual Innovation – 13 min.
2. Miron, G., Horvitz, B., Gulosino, C., Huerta, L., Rice, J. K., Shafer, S. R., & Cuban, L. (2013). Virtual Schools in the US 2013: Politics, Performance, Policy, and Research Evidence. *National Education Policy Center*.
3. Garrison, D. R. (2003). Self-directed learning and distance education. *Handbook of distance education*, 161-168.
4. Song, L., & Hill, J. R. (2007). A conceptual model for understanding self-directed learning in online environments. *Journal of Interactive Online Learning*, 6(1), 27-42.

Week 10: No-excuses
T., 11/1 and Th., 11/3
Week Leader: Jill

"KIPP: Work hard. Be nice." - Tagline from KIPP promotional materials

Can education help end the cycle of poverty?
Can we learn perseverance?

1. A Day at Success Academy. Film link available on Canvas.
2. Duckworth, A. The Key to Success? Grit. TED Talk. Film link available on Canvas.
3. Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: perseverance and passion for long-term goals. *Journal of personality and social psychology*, *92*(6), 1087.
4. Search Google for a news article or editorial about a no-excuses school (try KIPP which are in many places or Success Academy in NYC) that catches your attention and will help start conversation. Post by Sunday noon. Read the articles of 3 other students by Tuesday's class.

School Design
The School Design project portion of the class operates on a "flipped classroom" type format. This means you do reading and preparation individually outside of class and, and class time is spent working cooperatively with your peers and getting feedback from Jill and Mahsa.
Your outside reading and preparation will be individually designed based on your topic of expertise and the foundational principles of your school.

T, 11/8
Annotated bibliographies due
School Design Packet Progress Form 1 Due

Th, 11/10

T, 11/15

Th, 11/17

T, 11/22
Checklist due
Literature Review Due

Th, 11/24 No Class - Happy Thanksgiving!

T, 11/29
Roundtables

Th, 12/1
Final presentation prep

T, 12/6
Literature reviews due
Final Panel Presentations

Th, 12/8
Final Panel Presentations