

DESIGNING FOR DEEPER LEARNING: MASTERY, IDENTITY, CREATIVITY & A NEW GRAMMAR OF SCHOOLING

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What is.



English
(4 years)

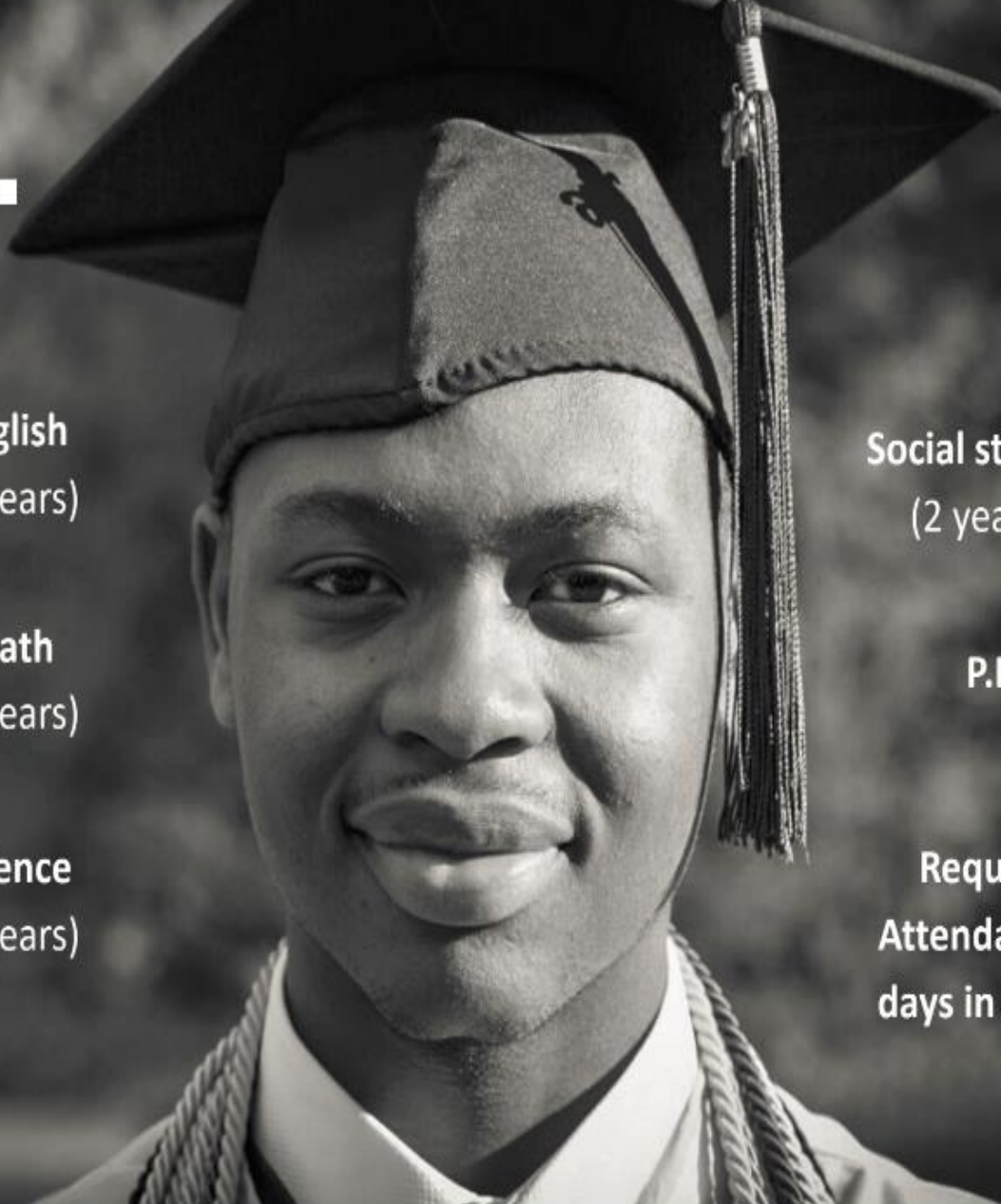
Math
(3 years)

Science
(3 years)

Social studies
(2 years)

P.E.

Required
Attendance: #
days in school





Problem-solver

Communicator

Collaborator

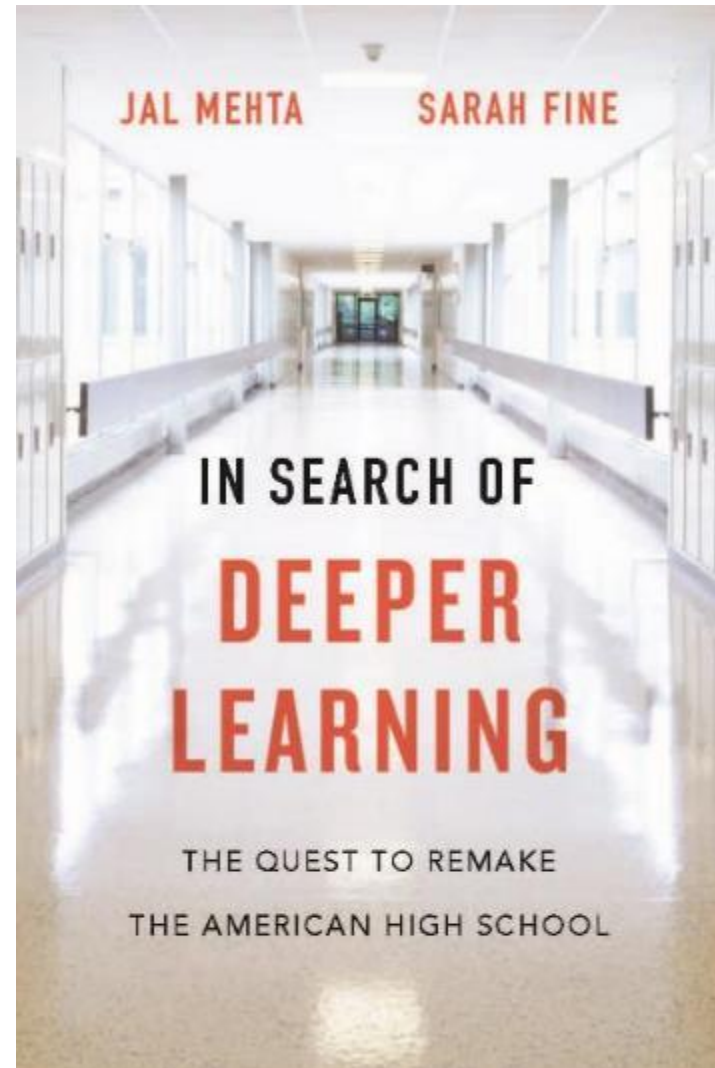
**Self-directed
lifelong learner**

**Creative & critical
thinker**

Entrepreneur

**Contributing
community
and global
citizen**

**What
should be.**



Theater: Servant of Two Masters

(Suburban Traditional High School)

- Authentic Purpose: Arc towards public performance
- Student agency
- Choice
- Community/family
- Whole game at junior level



Science: Methods of Scientific Inquiry

(Urban Traditional High School)

- ❖ Design an experiment around an authentic research question (ex: does music make you more focused while studying?)
- ❖ Choice and agency
- ❖ Conduct literature review
- ❖ Design the study, given financial and logistical constraints
- ❖ Adjust hypothesis when null results happen



Project Based Learning: California Innocence Project

XONR8 Project (High Tech High Chula Vista)

- ❖ Meet with real exonerees
- ❖ Meet with lawyers at the CIP
- ❖ Read & analyze a “training case”
- ❖ Work on a pending case
- ❖ Present cases to the CIP lawyers
- ❖ Write a final argumentative essay



California Exonerate Project

- ❖ “Why do I feel like I need to do well in this project? Because we’re just part of something so big. It’s like we’re holding somebody’s life in our hands.”

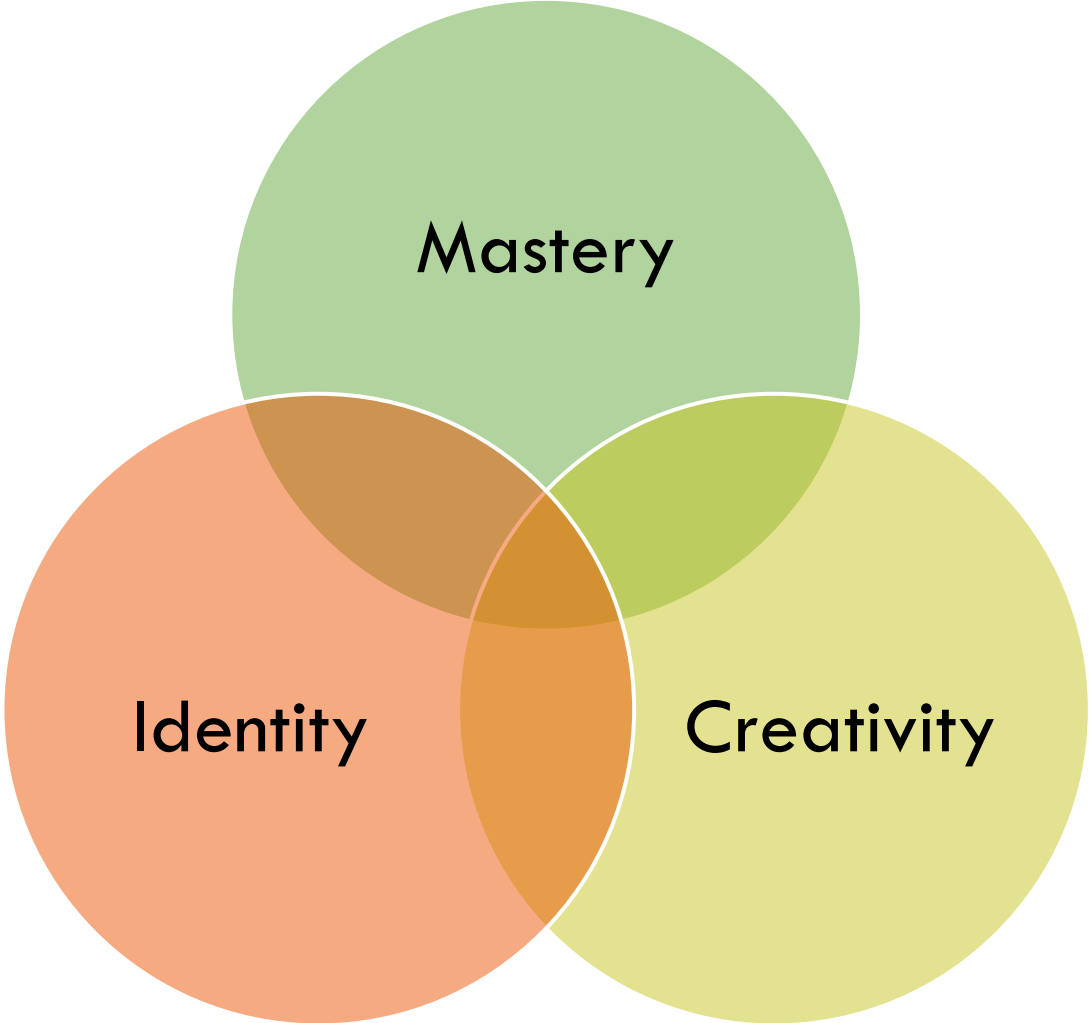


Apprenticeship



Slow Down



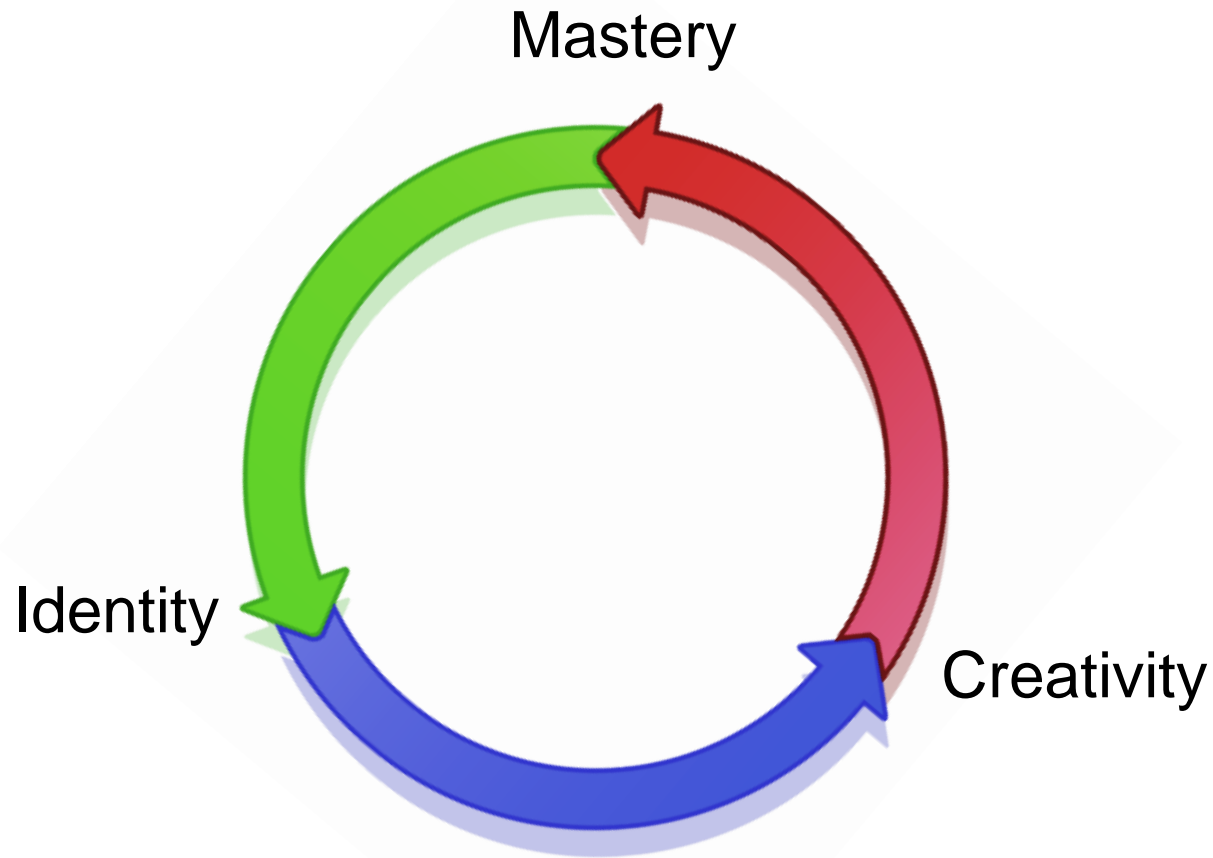


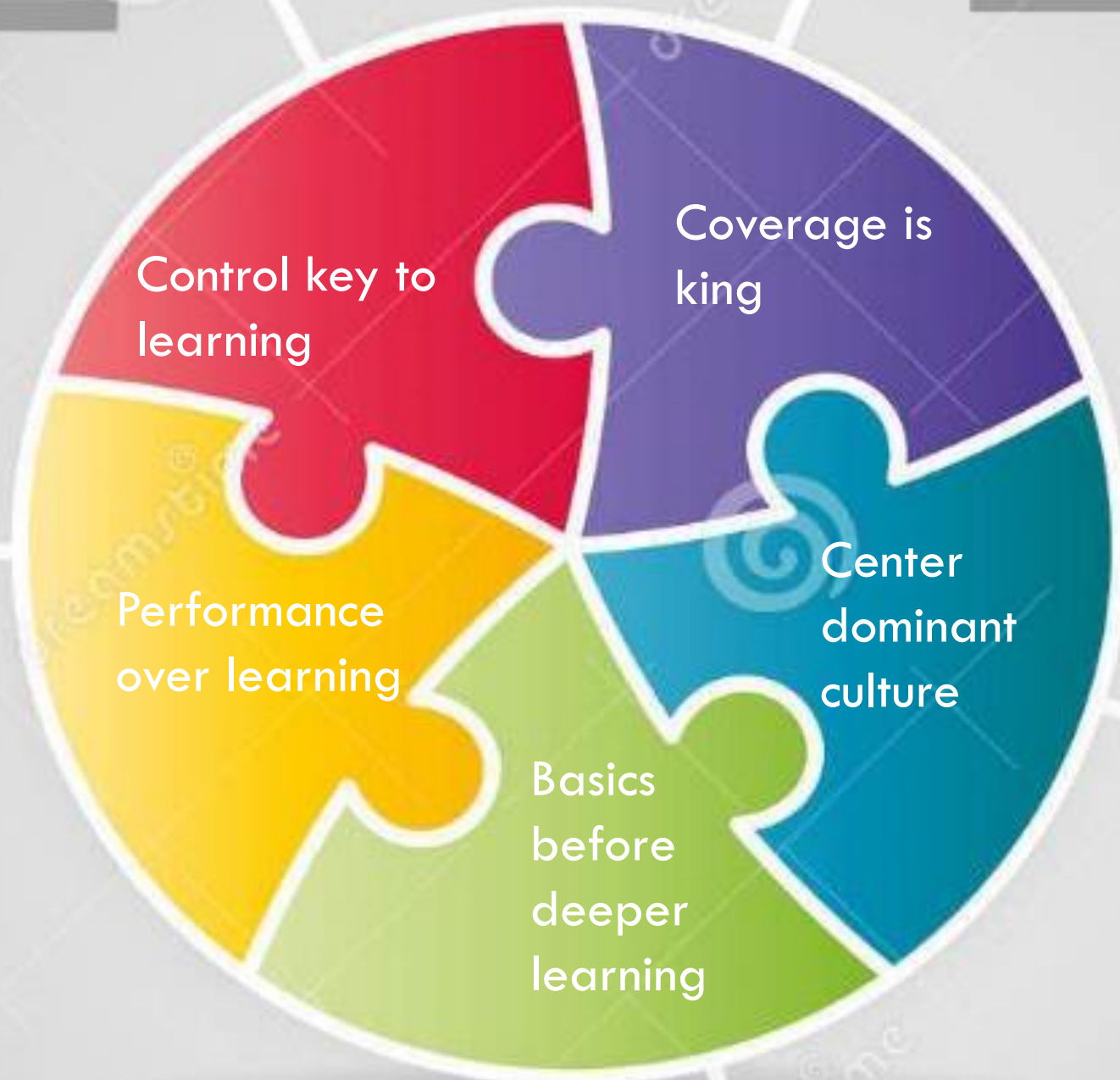
Mastery

Identity

Creativity

Powerful Learning Experiences Brought Together Mastery, Identity, and Creativity





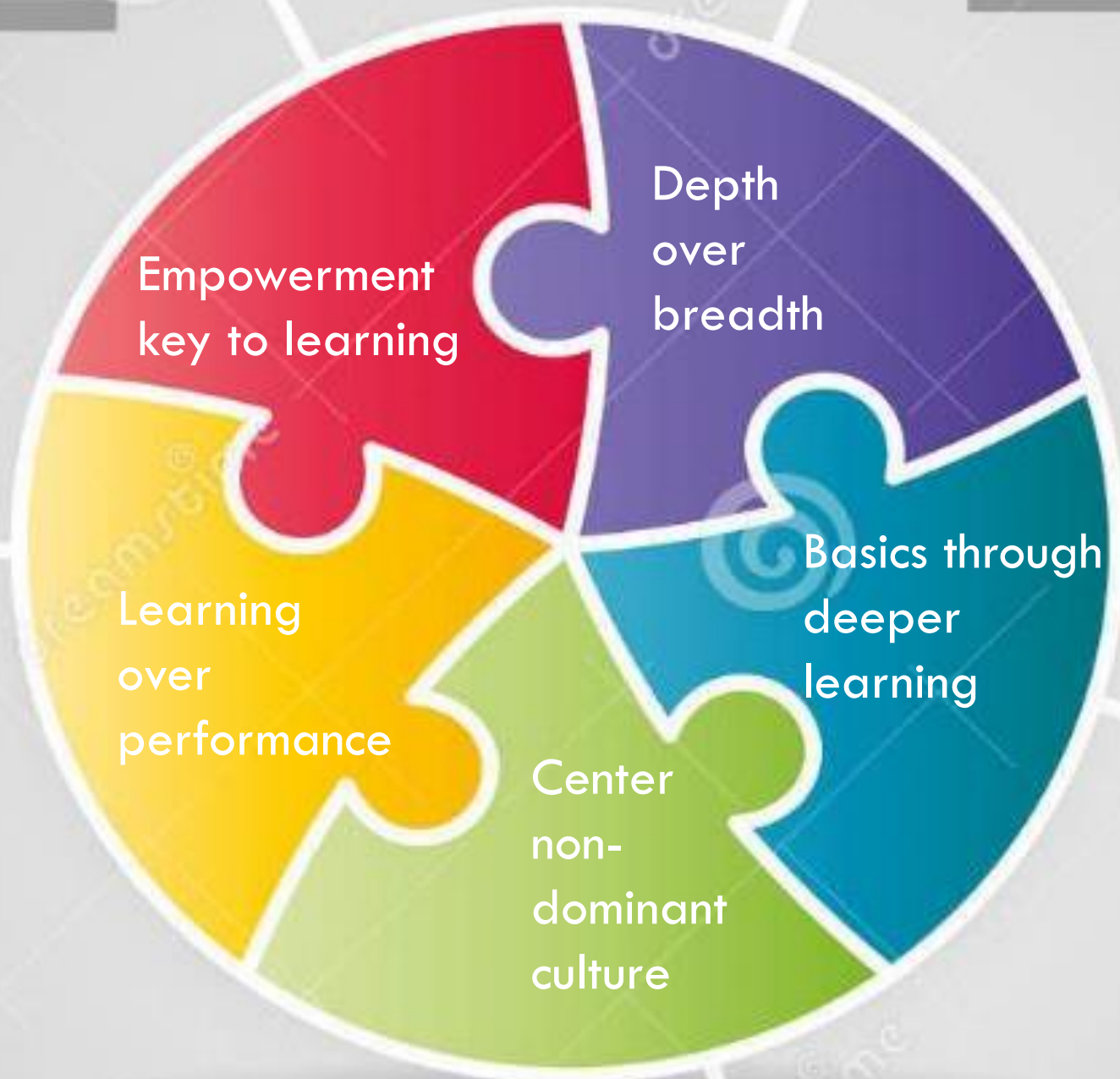
Control key to learning

Coverage is king

Performance over learning

Center dominant culture

Basics before deeper learning



The “Grammar of Schooling”

- ❑ Age graded schooling
- ❑ Egg crate classrooms
- ❑ Siloed subjects
- ❑ Leveling and tracking
- ❑ Performance over learning



A New Grammar of Schooling

- Change the Purpose: Student purpose, agency, choice, and voice
- Change the Relationships: Every student seen, known, and heard
- Change the Curriculum: Marie Kondo the Curriculum
- Change the Time & Schedule: 3 blocks, 60-75 student teacher load
- Change the Assessments: Performance assessments
- Change the Boundaries: Permeable boundaries between subjects and school and world
- Change the Power: Center non-dominant knowledge for everyone