The “Big Shifts” for Schools of the Future

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“The future is already here. It’s just not equally distributed.”

(Who said that?)

William Gibson: found via Google in 1 second
What Are the Three Critically Important Questions for Schools, at any Level?

1. What are the skills & values the 21\textsuperscript{st} C. will demand & reward?
   - The Five Cs + One

2. What are “The Big Shifts” that will redefine “schooling”?

3. How are these two questions related?
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

The Six Big Shifts (plus one)

- Knowing.................. Doing
“Demonstrations of Learning”
Ted Sizer’s “Exhibitions”
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

The Big Shifts

- Knowing ................. Doing
- Teacher-centered ........ Student-centered
• The third grade research project.

• The 12th Grade Concord Review original research paper.

• The “strengths-based” concentration on a student’s interests: math, code-writing, drama, tennis, painting, etc.
Schools of the Future: Student-Centered
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

The Big Shifts
- Knowing................ Doing
- Teacher-centered....... Student-centered
- The Individual........ The Team
Expeditionary Leadership Training
Watershed School, CO
NOLS
- NOLS-based Leadership Basics:
  - Taking Care of…
    - 1. Yourself…
    - 2. Your Stuff…
    - 3. Your Responsibilities to the Team
  - In the context of real-world project-based learning and problem-solving
  - Measured by CWRA critical thinking assessment.

PFB Note: Not just teaming after school; not just teaming during class; but also teaming among schools, across boundaries: NAIS’s Challenge 2020 & NNSP – the National Network of Schools in Partnership
The Big Shifts

- Knowing.................... Doing
- Teacher-centered....... Student-centered
- The Individual.......... The Team
- Consumption of Info...Construction of Meaning
Lamplighter School (TX) Egg Business

Run
A 3-D printer reproduces a plastic owl at the U. of Washington, where students work on open-source technology and use discarded plastic as raw material.
NAIS’s Challenge 20/20: **High Noon**

**Sharing our planet: Issues involving the “global common”**
- Global warming
- Biodiversity and ecosystem losses
- Fisheries depletion
- Deforestation
- Water deficits
- Maritime safety and pollution

**Sharing our humanity: Issues requiring a global commitment & covenant**
- Massive step-up in the fight against poverty
- Peacekeeping, conflict prevention, combating terrorism
- Education for all
- Global Infectious Diseases
- Digital divide
- Natural disaster prevention and mitigation

**Sharing our rulebook: Issues needing a global regulatory approach**
- Reinventing taxation for the 21st century
- Biotechnology rules
- Global financial architecture
- Illegal drugs
- Trade, investment, and competition rules
- Intellectual property rights
- E-commerce rules
- International labor and migration rules.
Our Challenge 20/20 group, comprised of eighth and ninth grade students, has been working all school year to figure out a way to help people facing water deficits. We took it upon ourselves to design a water carrier that would hold up to forty quarts of water and be easy to carry on trips to water sources that are often far away. We call our product the WaterWalker and enclosed in this letter is a detailed proposal, explaining our product. Our product is based on one of your current products, the Cool Fusion 40 Roller. The alterations we chose were to make the most beneficial experience for those who suffer from water deficits. We hope that you understand what a difference you could make by pursuing our idea; you could save lives.
Diverse thinking and creative learning are going on here right now.

Challenge 20/20: Montessori School of Denver
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

The Big Shifts

- Knowing.................. Doing
- Teacher-centered...... Student-centered
- The Individual.......... The Team
- Consumption of Info.... Construction of Meaning
- Schools................. Networks (online peers & experts)
PLCs & Crowdsourcing

Lessons & Curriculum

This is a Buckingham Browne & Nichols School group to discuss John Palfrey's *Born Digital* and the NAIS *Schools of the Future* report. The discussion questions below are from the NAIS report.

Members: 18
Latest Activity: Jun 2

1. **Sign-up** for an account on this site.
Once you have an account, and are signed-in, **join** this group.

2. **Read** the introduction to "Born Digital".
Be sure to click "Next" on the bottom of each page to read all three pages.

3. **Read the NAIS Schools of the Future Report**.
(Also available in online format)

4. There are ten exciting discussion topics below. Choose at least two to participate in, and post your thoughts. Click on the title of the discussion to open it, then put your reply in the bottom in the "Reply" box.

Note: once you've replied to a discussion you will receive emails when other people reply to that same discussion. If you do not wish to receive these follow-up emails, click the "Stop following this discussion" link on the bottom of the discussion page.

If you have any problems, contact Demetri.

**Discussion Topics**

**Instruction**
Started by Beth Brooks Jun 1.
0 Replies 0 Likes

Based on reading the NAIS report, do you think our instructional process needs to change or adapt, and if so, in what directions? In considering this question, it may be helpful to see some videos that demonstrate new types of instructional practices...

**Life**
Started by Thom Greenlaw. Last reply by Thom Greenlaw May 31.
1 Reply 0 Likes

How is the world changing and what are the implications for education? How does technology play a role in these changes? What are some examples of where technology is currently being used to enhance learning?
Othello Video Clips

The lines below correspond to the Signet Classic Newly Revised Edition of Othello, Alvin Kernan, ed.

Complied below are YouTube video clips of Othello productions from stage and screen. Each production is referenced as the director’s version.

Orson Welles 1952 film version with Micheal MacLiammoir as Iago, Orsen Welles as Othello, and Suzanne Cloutier as Desdemona.
Stuart Burge 1965 film version with Frank Finlay as Iago, Laurence Olivier as Othello, and Maggie Smith as Desdemona.
Jonathan Miller 1981 film version for the BBC with Bob Hoskins as Iago, Anthony Hopkins as Othello, and Penelope Wilton as Desdemona.
Trevor Nunn 1989 film version with Ian McKellen as Iago, Willard White as Othello, and Imogen Stubbs as Desdemona.
Oliver Parker 1995 film version with Kenneth Branagh as Iago, Laurence Fishbourne as Othello, and Irene Jacob as Desdemona.
Wilson Milam 2007 stage version at the Globe Theater in London with Tim Mclnerney as Iago, Eamonn Walker as Othello, and Zoe Tapper as Desdemona.

Other Othello interpretations...
Tullio Serafin 1958 film version of Verdi’s opera (Otello) with Renato Capecchi as Iago, Mario del Monaco as Othello, and Rosanna Carteri as Desdemona.
Vakhtang Chabukiani 1960 film version of Aleksandr Machavariani’s ballet with Zurab Kikaleishvili as Iago, Chabukiani as Othello, and Vera Tsiganadze as Desdemona.
James Burroughs 1983 Cheers episode featuring Diane as Desdemona and Andy as Othello.

A view from inside the modern Globe theater before the Wilson Milam 2007 production of Othello (30)

1.1.1 - 64 (1:30) Parker version
1.3.296 - 395 (5:00) Parker version
1.3.372 - 395 (1:45) Parker version
1.3.371 - 394 (2:00) Miller version
2.1.60 - 210 (6:10) Burge version
2.3.336 - 362 (1:30) Parker version

Othello – Orson Wells (1952)
Othello – Laurence Olivier (1965)
Othello – Laurence Fishburne (1995)
Othello – Cheers version (1983)
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

The Big Shifts

- Knowing.................. Doing
- Teacher-centered....... Student-centered
- The Individual........... The Team
- Consumption of Info..... Construction of Meaning
- Schools.................... Networks (online peers & experts)
- Single Sourcing.......... Crowd Sourcing
Crowdsourcing Meets Gaming

Gaming integral part of leadership training

Go further than just online learning.

The Leadership Academy integrates with face to face interventions such as 360 assessments, coaching and inspirational events.

Learn more
The Big Shifts

- Knowing…………….. Doing
- Teacher-centered….. Student-centered
- The Individual……… The Team
- Consumption of Info….Construction of Meaning
- Schools………………..Networks (online peers & experts)
- Single Sourcing……… Crowd Sourcing

- High Stakes Testing….. High Value Demonstrations
Grant Wood’s *Victorian Survival*

Competency-based vs. credit-based education

Hiring on digital portfolio vs. transcript
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

The Big Shifts

“Students moving from the passenger seat to the driver’s seat.”

www.futureofed.org  #edfuture
Hathaway Brown's Education Innovation Summit 2012

Twitter: #HBSummit12

EVERYBODY'S CHILDREN: Independent Schools, Educational Reform, and the Future of Teaching

October 4-5 Shaker Heights, OH

9:28.12: Full Summit Registration is now closed.

Click here to register for Thomas Friedman's presentation ONLY
Are We Ready for the Big Shifts?
(cf. MacArthur Foundation, 21st. C. Learning)

Appendix: Related Slides
The Five C’s + One

For a TEDx video version of this presentation, search on the NAIS website for “The Big Shifts.” For an overview and links to blogs on each of these topics search on the NAIS websites for “The Five C’s + One”

- Creativity
- Communication
- Collaboration
- Critical Thinking
- Character

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- Cosmopolitanism – Cross Cultural Competency

Return
Cosmopolitanism & Global Cross-Cultural Competency
Cultural GPS: U.S. vs. Japan

PFB… in Japan: Tsunami Headlines. Department Chair Selection
...in China: Getting on the bus....
Cultural GPS: What Country Like US?

Australia
- PDI: 36
- IDV: 90
- MAS: 61
- UAI: 51
- LTO: 31

Vietnam
- PDI: 70
- IDV: 20
- MAS: 40
- UAI: 30
- LTO: 80

Click a button above for further information.
Cultural GPS: U.S. (GNP) vs. Bhutan (GNH)
Cosmopolitanism Emerging as the “Sixth Competency” Schools of the Future

1) Global cosmopolitans see change as normal.
2) As outsiders to fixed cultural rules, they rely on creative thinking.
3) They reinvent themselves and experiment with new identities.
4) They are experts at the subtle and emotional aspects of transition.
5) They easily learn and use new ways of thinking. PFB: High IQ + EQ (one’s own culture & others)

Approach different cultural practices & assumptions with curiosity, not judgment. Less tribal, more “cosmopolitan.”
Demonstrations of Learning:
“What you do, not what you know, the ultimate test of education.” ~PFB Tweet

1. Conduct a fluent conversation in a foreign language about a piece of writing in that language. (Stanford University requirement)

2. Write a cogent and persuasive opinion piece on a matter of public importance.

3. Declaim with passion and from memory a passage that is meaningful, of one’s own or from the culture’s literature or history.

4. Demonstrate a commitment to creating a more sustainable and global future with means that are scalable.

5. Invent a machine or program a robot capable of performing a difficult physical task.
Demonstrations of Learning

6. Exercise leadership in arena which you have passion and expertise.

7. Using statistics, assess if a statement by a public figure is demonstrably true.

8. Assess media coverage of a global event from various cultural/national perspectives. (“Arab Spring” vs. 6th grade US history unit on “causes of the revolution”)

9. Describe a breakthrough for a project-based team on which you participated in which you contributed to overcoming a human-created obstacle.

10. Produce or perform or stage or interpret a work of art.
The “Big Shifts” … and Schools of the Future

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