**Assessment**
- Assessment = testing
- The test comes at the end
- Can't have school without grades
- Winners and losers: not everyone is good at tests
- Validity not a part of public thinking
- Tests provide information on individuals
- Individual feedback is essential to learning
- Objectivity is a good thing
- Necessary evil
- Too many tests
- Technology has promise

**Time**
- Too much of a good thing is dangerous
- Nostalgia: it worked for me
- Zero-sum: more formal learning = less informal learning
- Kids just need to be kids
- Attention is like a battery: it needs to be recharged
- Time is important for learning

**Space**
- Compartmentalized learning
- Space = location (not configuration)
- Student = passive container; learning can be poured anywhere
- Nostalgia: it worked for me
- Real-world learning is about practical skills
- Real-world learning is powerful

**Equity**
- Some cultures just don't value education
- Zero-sum: more for them = less for us
- Separate fates
- Fatalism: disparities are just part of how the world works
- Consumerism: education is a limited commodity
- Differential access is a function of the free market
- Americans strive for equity
- Disadvantage is regrettable

**Reform**
- Determinism: broken beyond repair
- Nostalgia: it worked for me
- Solution = caring teachers in, uncaring teachers out
- Technology is dangerous and distracting
- Reform = back to basics
- Consumerism: schools should be run like businesses
- It's a big problem
- Americans are problem-solvers

**Models of Thinking**

**Education**

**Family Bubble**
- Compartmentalized learning
- Naturalism: skills just develop
- Family Bubble: most skills develop at home
- Linear skill progression
- Skills = knowledge and cognitive skills
- Skills = the basics
- Non-cognitive skills = moral
- Tots and teens (nothing in between)
- Social and emotional skills are important for life and work

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**Key**
- unproductive model
- productivity depends on how the model is used and the context it’s used in
- productive model

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