

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

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

The System

- ⊘ Unsure of what the system is or how it works
- ⊘ Teachers are the system
- ⊘ Willpower: better individual decisions, more discipline
- ⊘ Tangible Triad
- ⊘ Good teacher = caring teacher
- ⊘ Bad teacher = self-interested



Models of Thinking Education

Key

- ⊘ unproductive model
- ↔ productivity depends on how the model is used and the context it's used in
- ⚙ productive model

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

Learning

- ⊘ Compartmentalized learning
- ⊘ Student = passive container; pour learning in
- ⊘ If it isn't hard, it isn't learning
- ⊘ Limit distractions
- ⊘ Goal = individual accumulation
- ⊘ Goal = individuals competing in the marketplace
- ↔ No two kids learn the same way
- ↔ Environments matter
- ⚙ Hands-on learning enhances attention
- ⚙ Interaction enhances attention

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