

DESIGN CONVENING SPARKING A GLOBAL RENAISSANCE IN LEARNING

SCIENCE PRACTICE POLICY PHILANTHROPY

S U M M A R Y



Dear GSLN Convening Participant,

Thank you again for participating in the Global Science of Learning Network (GSLN) convening hosted by the Temporal Dynamics of Learning Center at the University of California–San Diego, the National Public Education Support Fund, and the Alliance for Excellent Education, on September 26–27 in Los Angeles, California. Your willingness to share your time and expertise was critical to the success of this event, and your participation provided valuable insight for planning next steps.

Your involvement and the range of questions asked during the productive two-day meeting among scientists, policy experts, practitioners, and members of the philanthropic community clearly showed your interest in collaborating around the science of learning through a global network.

Attached for your review is the report providing a summary of the meeting. As you will remember, the discussion was based on the goal of achieving maximum worldwide implementation of education approaches based in human development and learning sciences to meet the needs of young people globally and to help overcome the negative impact of poverty on learning.

Moving forward, we will work with the group to plan concrete next steps for the effort, build consensus on the points of convergence within the science, and continue to address the issues associated with creating a strong network to bridge science of learning findings for implementation in policy and practice. We welcome your comments and feedback during this process, as our collective efforts will advance this important initiative. You can send your input directly to <u>GSLN@all4ed.org</u>.

Thank you in advance for your continued interest and support.

Sincerely,

Andrea Chiba, Founding Science Director of the Temporal Dynamics of Learning Center; Professor, Department of Cognitive Science and Program in Neuroscience at the University of California–San Diego, on behalf of directors of the six National Science Foundation Science of Learning Centers

Bob Wise, former President, Alliance for Excellent Education, convening organizer and interim coordinator for the GSLN

Dan Leeds, Chairman, National Public Education Support Fund and Alliance for Excellent Education, on behalf of the convening funders



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The **Alliance for Excellent Education** (All4Ed) is a Washington, DC-based national policy, practice, and advocacy organization dedicated to ensuring that all students, particularly those underperforming and those historically underserved, graduate from high school ready for success in college, work, and citizenship. **all4ed.org**

The mission of the **National Public Education Support Fund** (NPESF) is to promote equitable opportunity for all children to receive a high-quality education from birth through college and career. NPESF is a network hub for education philanthropy, policy, advocacy, and practice focused on equitable systems change. NPESF is the organizational home of three active networks: Education Funders Strategy Group, the Partnership for the Future of Learning, and Grantmakers for Thriving Youth. npesf.org

The **Temporal Dynamics of Learning Center** (TDLC), based at the University of California–San Diego, is a Science of Learning Center (SLC), one of six SLCs funded by the National Science Foundation. The purpose of the TDLC is to understand how the element of time and timing is critical for learning and to apply this understanding to improve educational practice. tdlc.ucsd.edu

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EXECUTIVE SUMMARY

The science of learning (SoL) is a multidisciplinary combination of research that ranges from the very basic cellular and molecular science of how an organism learns; to how children and adolescents use their brains, bodies, and sociality to learn best in cultures and classrooms; to methods for augmenting and restoring the capacity to learn. For more than a decade, various research institutions across the world have advanced this multidisciplinary work, which has broad implications for practitioners and policymakers. Creating a collaborative infrastructure to join the various existing SoL networks would maximize worldwide implementation of science-based strategies to meet the learning needs of students.

To begin planning this type of global collaborative, leaders from the Temporal Dynamics of Learning Center (TDLC), the Alliance for Excellent Education (All4Ed), and the National Public Education Support Fund (NPESF) convened forty-seven participants to explore a vision for a Global Science of Learning Network (GSLN). The event, supported by the Bill & Melinda Gates Foundation, Jacobs Foundation, and NPESF, included scientists, practitioners, policymakers, and philanthropists from Argentina, Australia, Brazil, China, India, Switzerland, the United Kingdom, and the United States.

Through interactive planning and design sessions with an expert facilitator, the participants crafted a shared vision for the GSLN. Involving four key agents of change–scientists, practitioners, policymakers, and philanthropists–was key to create an action plan to devise a collaborative network for augmenting learning and education on a global scale. All four groups agreed on the goals and merits of such a global effort and that the venture should proceed.

With this acknowledgment, event participants were charged with identifying the highest common factors of agreement among the four groups and delineating concerns around the function and scope of the GSLN. The group identified the following recommendations for the formation of the GSLN:

- 1. The global SoL network should represent a nexus of synergistic organizations aimed at using science to improve the quality of children's learning opportunities, yet not evolve into an organization that would compete with existing groups. It is vital to build a more inclusive global network with representation from a broader set of SoL initiatives, particularly from nations not previously involved. The network also should include a balanced representation of scientists, practitioners, and policymakers with a great diversity of expertise and should build new engagement with others, such as medical providers, parents, students, business leaders, and community organizations, not typically included in SoL initiatives.
- 2. The next phase of science and research should be designed collaboratively with policy and practice experts to maximize understanding about the practices that improve the well-being, learning, and mastery for different groups of students. SoL research received a significant financial investment to establish the infrastructure for a research-focused network. Similar investment in practitioner and policymaker networks devoted to SoL will be necessary to build a more balanced effort that results in wide-scale testing, feedback, analysis, appropriate modification, customized adoption, and implementation of what is known in SoL.



- 3. The global network needs to focus on policy and practice implementation of SoL findings. For the science that has been adequately tested in context, existing SoL research should be implemented now while further science continues to provide a more nuanced understanding of how people learn and develop. The creation of SoL consensus statements would facilitate application by clarifying and succinctly communicating key findings to policy, practice, and philanthropic audiences. Here, the scientists appropriately are cautious in wanting only to propagate that which has been tested adequately rather than hypothesized.
- 4. The global network should collaborate with the funding community to allow for increased investment to enable all members of the SoL global community to participate in the GSLN. A global network that incorporates different views, various cultural approaches, and global scientific institutions collectively can align a greater set of scientific resources for application to common issues. Additionally, an opportunity exists to train members of each community to bridge areas of SoL research, policy, and practice to develop a more integrated and informed human infrastructure.
- 5. The network should increase infrastructure for collaborating, sharing, and joining communities of experts to expand activities and attain milestones and goals. This infrastructure should support the implementation of well-delineated projects that immediately contribute to children's learning and very structured, large-scale ventures while still maintaining the agility to support creative, interdisciplinary team-based projects.

As the next step, it has been proposed that an interim working group be organized to clarify how the GSLN could provide the most value, identify the strategic and tactical issues of building the GSLN, and determine how to maximize the impact of all sectors. The working group will involve additional scientists, practitioners, policymakers, and philanthropists from around the world.

Once the working group identifies the needed objectives for the GSLN, it will (1) develop a proposed structure, budget, and timeline for the network; (2) identify an executive body, staffing needs, potential partners, and prospective funders to target for financial support; and (3) outline a plan for including participants from additional countries in the network. Representatives of the GSLN community will review this proposal, determine action items, and commit to a time frame and tasks for advancing the network. Bob Wise, former governor of West Virginia and former president of All4Ed, has offered to serve as interim coordinator for the GSLN. Wise stepped down from his position as CEO/president of All4Ed as of January 31, 2019.

The ultimate beneficiaries will be the generations of youth throughout the world who will gain a superior learning and https://kids.frontiersin.orgeducation experience informed by SoL research.



INTRODUCTION

Conserving, restoring, nurturing, and optimizing the most basic ability to learn and thrive, especially for those children exposed to the worst of economic and social circumstances, requires concerted action by a global community of scientists, technologists, educators, policymakers, activists, and philanthropists. While education steadily becomes the passport from poverty to prosperity for both learners and nations, the scientific knowledge to accelerate positive outcomes still is diffuse and mixed in application. Investing in mobilizing this knowledge and scaling its application globally would provide incredible return on investment.

The science of learning (SoL) is a multidisciplinary science that ranges from basic cellular and molecular science of how an organism learns; to how children and adolescents use their brains, bodies, and sociality to learn best in cultures and classrooms; to methods for augmenting and restoring the capacity to learn. By creating a collaborative infrastructure to join the various existing SoL networks, the Global Science of Learning Network (GSLN) would maximize the worldwide implementation of science-based strategies to meet the learning needs of students and overcome poverty's impact on learning. The GSLN would focus on deeply understanding SoL and the extent to which it can be generalized, thereby developing best practices for learning, education, and policy resources that account for whom, at what developmental stage, under what conditions, and in what context SoL can be implemented in the world's distinct cultures and conditions. Grounded in an environment of trust and collaboration, the GSLN also would provide a foundation for training the best interdisciplinary scientists, technologists, practitioners, and policymakers to lead the innovation of SoL and education while benefiting students in poverty.

The need for such a network has never been greater, given that the U.S. National Science Foundation (NSF) recently ended a decade of funding for six U.S.-based Science of Learning Centers. The work of the centers prompted scientists across the United States, as well as in Australia, China, Hong Kong, Latin America, and Europe, to form functional research and translation networks for sharing their best ideas and development of technology. With the ending of NSF backing for these centers, there is a crucial inflection point to sustain and extend work in SoL and prevent a scattering of the community to other disciplines.

COMING TOGETHER AS A SOL COMMUNITY

Eager to maintain and expand upon the work of the centers, a group of more than 200 interdisciplinary SoL scientists and practitioners explored plans for creating a global SoL network through a series of meetings. The group determined that the planning effort required a smaller group to progress as well as additional representation from policy experts and philanthropists. Consequently, leaders from the Temporal Dynamics of Learning Center (TDLC), the Alliance for Excellent Education (All4Ed), and the National Public Education Support Fund (NPESF) convened a two-day meeting in September 2018 at which forty-six participants explored the vision for the GSLN. The group included scientists from the six SoL Centers, other noted U.S. and international members of the SoL community, practitioners, representatives from



policy and advocacy organizations, and leading education funders from Argentina, Australia, Brazil, China, India, Switzerland, the United Kingdom, and the United States. During the two days, the participants examined the potential scope and function of the GSLN through the lens of four framing questions:

- 1. How can a global network of scientists, practitioners, policymakers, and philanthropists work together to share and build knowledge?
- 2. How can the GSLN accelerate and extend SoL for the good of children, education, and society, by developing an understanding of the extent to which SoL can be generalized across contexts and cultures?
- 3. What infrastructure is suitable for supporting an ecosystem in which SoL goes beyond a simple translation model to impacting policy and classrooms effectively?
- 4. What should be the five-, ten-, and twenty-year goals for the GSLN?

Points for Consideration

The success of the GSLN depends on identifying a common purpose among scientists, practitioners, policymakers, and philanthropists and tapping their collective expertise. With this frame in mind, the discussion resulted in several emerging themes, captured below as points for consideration for existing and prospective members of the GSLN:

- 1. The GSLN should include a broad representation of SoL scientists, educators, policy experts, and philanthropists working as equal partners.
- 2. The GSLN should be instrumental in creating strong research-practice partnerships to promote more action-oriented science.
- 3. The GSLN should identify issues and potential topics of science based on global concerns–such as poverty, health, literacy, math acquisition, and technology advancement in education–and use interdisciplinary science to address them, paying special attention to what the SoL community can learn across diverse contexts.
- 4. The GSLN should balance conducting SoL research with the appropriate application of SoL in policy and practice.
- 5. The GSLN should extend beyond the original research work of the six NSF SoL Centers to include related work in the United States and colleagues from around the world.
- 6. The GSLN should be a network that supports interdisciplinary and cross-cultural collaborations and each country's policy and practice agenda. It should not be another organization, an additional set of meetings perpetuating further silos and time demands, or duplicative of existing efforts.
- 7. The GSLN should focus on the key issues that affect young people.
- 8. The GSLN should include the voice and perspective of end users, including educators, families, and students.
- 9. The GSLN should use technology to advance its work and share approaches to science, technology, research, and development; illuminate best practices; and aggregate teams of experts to address challenges. This could include an online repository or marketplace of ideas for broad consideration and strengthened connection to policy.
- 10. The GSLN should address the need for increased funding for both SoL research and efforts to apply research findings that allow experts in practice and policy jointly to develop scientific agendas with expert scientists.



11. The GSLN should foster the next generation of scientists and SoL implementation specialists, or "brokers," by supporting a transdisciplinary education for early-career scientists. This transdisciplinary approach would expose scientists to multiple scientific disciplines and provide experience and training in policy and practice to bring together the work of science, practice, policy, and philanthropy.

The resulting outcomes from the meeting, documented in the remainder of this report, were validated by participants and then expanded through input from individuals who could not attend, particularly those from the global south, including partnerships with Latin America and Africa.

DEFINING THE ROLE OF THE GSLN

Participants at the GSLN meeting agreed that a global SoL network offers multiple advantages, and many want to join a working group to address the strategic and tactical questions of building the GSLN. To begin, the group identified several key functions the network should serve, described in the following sections.

Strengthen the Partnership Between Science, Practice, Policy, and Philanthropy

Multidisciplinary SoL research about human development has the power to inform education systems about how best to meet the learning needs of students worldwide. Yet scientific knowledge alone cannot catalyze those changes. Articulating explicit connections between SoL research findings and current educational goals is needed to stir further demand among the policy, philanthropic, and practice communities for the application of SoL research. Building these connections requires different types of activities, such as facilitating partnerships, creating engagement processes, and developing communications platforms–a process of "brokering" knowledge and relationships to effective implementation.

This brokering by experts and/or intermediary organizations must be deliberate. Building tangible connections must consider the unique contexts of the users of SoL and involve collaboration among the four key agents of change: scientists, practitioners, policymakers, and philanthropists. A global network composed of these four communities could serve as a strong platform for developing brokering strategies that advance the use of SoL in education. Coeducation among SoL experts and users is necessary to develop a deeper, mutual understanding that persists beyond the initial brokering. The GSLN should engage these diverse professionals from across the four sectors, while also supporting core organizing functions and coordinating specific research projects. The GSLN must be synergistic and agile–qualities that are necessary for it to evolve well beyond its current work to serve students worldwide.

The success of this collaboration, however, requires that the SoL community, and the GSLN specifically, give equal attention to the scientific, policy, practice, and philanthropic communities. To this point, research science has received significant investment and is well established. Similar investment in practitioner and policymaker networks devoted to SoL is necessary to build a balanced effort that results in wide-scale testing, feedback, analysis, appropriate modification, customized adoption, and implementation of SoL knowledge. Investment in science should not disappear; however, research done collaboratively with educators and those developing policy should receive priority from the GSLN and the SoL community collectively. As such, coeducation of these communities is critical to the process.



Strengthening the practitioner voice in the SoL community and ensuring that the practitioner perspective is valued as an equal part of research is vitally important. The design of the GSLN must support and prioritize multidirectional collaborations and connections between practitioners and scientists. Respect and familiarity will grow through substantive communications and joint understanding.

Balance the Supply and Demand of SoL Knowledge

The NSF SoL Centers were designed to build a "basic science" of learning focused on building fundamental knowledge about how individuals learn, rather than on applying that knowledge to teaching. The vision was that this would be akin to the basic science underlying biomedicine: just as health is central to medicine, learning would be central to all aspects of education for young people and for life. Historically, investing in basic science has accelerated the opportunities and innovations for applied science. What has yet to occur, however, is launching SoL at large scale to educators and learners. Thus, despite the valuable knowledge derived from the SoL science, demand for this knowledge by potential users has not grown at a similar speed or scope. Unfortunately, no coherent plan or organization exists to share SoL research findings broadly across educational venues while working with experts who possess deep knowledge about the institutional structures in which practitioners would apply those findings. The NSF's \$250 million investment in SoL had the intended consequence of building a large body of interdisciplinary basic science about learning as well as a knowledgeable, organized, cohesive, global research community. The effort may have had the unintended consequence, however, of placing the laboratory science well ahead of the practice, policy, and philanthropic communities, essentially delaying the full development of the demand side for these research findings. Increasing demand also would benefit basic SoL research as practitioners, policymakers, and philanthropists would call for and indicate their priorities and need for additional funding.

Expand the Global Network

For the GSLN to be effective, it must continue to grow and expand. It is vital to build a more inclusive global network with the involvement of nations not represented at the preliminary meetings. The GSLN also must include a broader set of SoL initiatives, a larger number of scientists with diverse expertise, and individuals beyond those currently or previously funded by the NSF. The GSLN should focus on engaging with other groups, such as medical providers, parents, students, businesses, and community organizations. To ensure the GSLN's meaningful growth and expansion, administrators of the network must maintain strong record keeping of past and future meetings and continually engage all past and future meeting participants. This would include developing a set of coherent, evolving materials to attract new participants and continue to educate members of the GSLN.

Engage End Users Effectively

Engaging users and beneficiaries of SoL research–particularly families, students, and educators–is necessary to facilitate the wide-scale and customized adoption of SoL in practice. The SoL community and cycle of research and science cannot progress without increasing such engagement. Without the buy-in and understanding of people who benefit from SoL, political leaders, education leaders, and scientists will have less incentive to apply SoL to schooling, increasing the risk of implementation failure. Families and educators need to be versed in SoL knowledge and understand potential benefits or liabilities of its adoption so they can advocate for what best meets the learning needs of their children



and students. Lack of end-user engagement would be irresponsible in conducting and applying research. SoL research and application must be constructed with these constituent groups and should, to the degree possible, highlight their voices. It also is essential to keep young people central to the GSLN mission. Youth cannot be silent recipients of SoL research; they must be active members of the SoL community.

SUPPORTING COLLABORATION AMONG SCIENTISTS, PRACTITIONERS, POLICYMAKERS, AND PHILANTHROPISTS

Findings from SoL research cannot affect the learning environments and outcomes for students if they never reach classrooms or if policy does not support their implementation. Consequently, scientists, practitioners, policymakers, and philanthropists must work together to share and build knowledge. They can do this by collaborating on teacher preparation and professional development and nurturing the next generation of SoL scientists and leaders.

Teacher Preparation, Professional Development, and Resources

Teacher preparation and professional development differ in various countries. Learning best practices from other nations is a useful way to expand the SoL community and disseminate knowledge more broadly. One of the great leverage points for sharing existing knowledge with a larger community is by infusing basic SoL knowledge in teacher preservice programs, in-service training, and professional development.

The development and support of medical practitioners is a useful model. Medical practitioners receive a scientific basis of knowledge in their academic and professional training and have access to opportunities to build their ongoing knowledge that they apply to their own practice. A similar infrastructure should exist for educators for widespread SoL implementation to occur. This infrastructure would include similar academic and professional training for educators, continuous knowledge sharing for application to practice, and tools to study implementation efforts and classroom learning in real time. Such a training methodology would establish a foundational set of SoL research, knowledge, practice, and morals to guide the teaching profession and still allow practitioners to customize the application of SoL principles based on the context in which they teach and students they serve.

Developing the Next Generation of SoL Leaders

The GSLN should nurture a new generation of SoL scientists and leaders who can serve as SoL implementation specialists or brokers.

Teachers and partner research institutions should encourage primary and secondary students to participate in writing SoL research articles or contests around SoL projects. One example is <u>Frontiers for Young Minds</u>, an open-access journal that features scientific research articles written in language that is accessible for young readers. Additionally, embedding SoL in the student curriculum and the national science standards would foster stronger ties to practice.



The SoL community also should nurture the development of future leaders interested in fulfilling a new implementation specialist role focused on brokering. This role would (1) listen to scientists and consolidate their research; (2) disseminate information about SoL findings and the benefits of application in practice and policy; (3) shape information campaigns to advocate for specific policy efforts; and (4) engineer the teaching and learning environment and experience for the future. Receiving training in both SoL and implementation techniques, these brokers would be interdisciplinary and come from a variety of academic backgrounds. One example of such an initiative is the Learning Sciences Exchange Fellowship, supported by the Jacobs Foundation, New America, and the International Congress of Infant Studies. Additional philanthropists should be sought to fund similar rotational programs to develop these areas of expertise.

ACCELERATING AND EXTENDING SOL'S REACH AND IMPACT

The GSLN can accelerate and extend the reach of SoL findings in several ways.

Identify Knowledge That Is Ready to Disseminate

Certain SoL findings already offer practical knowledge for policy development and implementation. Developing SoL consensus statements would facilitate this application by clarifying and succinctly communicating key findings to policy, practice, and philanthropic audiences.

Medicine again is a useful analogy for SoL implementation. While disagreements exist regarding how to cure specific diseases, how to address certain conditions of illnesses, and which evidence-based treatments best serve patients, the medical field does not wait for a cure for every aspect of an illness before it treats patients with that illness. Within education there is a constant concern that "the science" behind an intervention still is evolving, and therefore it is not ready for implementation. However, students still must learn to read and compute mathematical equations now, not ten years from now. Therefore, existing SoL research that has been tested adequately should be implemented while further research proceeds to provide a more nuanced understanding of how people learn and develop.

One suggestion for reaching consensus in the science is to think about specific-use cases instead of consensus to move closer to actionable steps. For example, policy experts could use key SoL findings for policy adoption and their work with specific legislators to achieve enactment. If there is a broad consensus statement relevant to a policy, then key scientists could work with policymakers and practitioners to assist with the writing of such legislation.

Focus on Shared Problems of Practice and National Concerns

In any country, at any time, there are new education policymaking needs and initiatives. The GSLN can use these decisionmaking opportunities to educate people on the importance of having SoL as a foundation by identifying a common set of issues that have global prominence, such as the effects of poverty on learning, literacy, numeracy and mathematical literacy, and technology advancement in education. The GSLN then could seek to use interdisciplinary science to address such issues. The GSLN could serve as an overarching network that encompasses a collection of subgroups centered on individual problems. Focusing on major education issues across nations and on what SoL says



about them could lead to an interdisciplinary and multicultural group of experts working together. The relatively young SoL community has the advantage of an age of data science where analysis can be done at a rapid pace and modeling can occur at scale.

Apply SoL Across Cultures

The GSLN specifically and the SoL community broadly have much to gain from better sharing of knowledge and scientific discoveries that extend around the world. A deeper understanding of cultural contexts, particularly as SoL moves from research to policy and practice application, will be vital. Efforts applying science to education in different cultures may be complex because of the policy and practice structures of each country, but international partnerships and collaboration can benefit everyone. The complexities of creating and managing these partnerships should not deter efforts to draw on scientific knowledge from anywhere in the world. A global network that incorporates different views, various cultural approaches, and global scientific institutions collectively can align a greater set of scientific resources for application to common issues.

CREATING A STRUCTURE TO SUPPORT THE GSLN

Developing a major new entity is not the main priority of the GSLN. Rather, the GSLN should leverage existing networks to tap the science, policy, and practice activities from existing SoL organizations and experts to enhance communal knowledge and maximize global efforts. The GSLN should avoid creating any organizing structure that is redundant, overly complex, expensive, or restrictive. Instead, the GSLN seeks an organizing model that is dynamic, adaptive, and resource efficient, and that fosters rapid, yet effective, advancement of SoL research and implementation. The following sections offer potential strategies. Each has advantages and disadvantages and requires further exploration to determine the most effective infrastructure for successful global SoL work. Additionally, sufficient funding will be necessary to allow members from the science, practice, and policy communities to participate equally.

Enhancing Partnerships for Research

To ensure that research meets specific school and community needs, scientists and practitioners jointly should design more research with input from community members focused on the application of SoL findings. These research partnerships need to (1) offer scientists and practitioners opportunities to learn from each other and from the communities they serve; (2) provide mutually beneficial, trusting relationships; (3) facilitate two-way communication/engagement strategies; (4) produce usable and relevant evidence for problem solving; (5) apply evidence to daily decisionmaking about teaching and learning; and (6) persist even after the enthusiasm of start-up fades. Additionally, a skilled broker would move between the participating research institutions and education agencies to facilitate knowledge sharing and relationship building. Although these partnerships remain an excellent starting point, scaling impact will require additional infrastructure, trained experts, and methods for iterative design.



Identifying research-to-practice partnerships where groups of scientists and teachers work together within the SoL community could enhance the work of the GSLN. The <u>Center for Transformative Teaching & Learning</u> and <u>Turnaround</u> <u>for Children</u> offer useful models for these partnerships that the GSLN could replicate at greater scale through a variety of existing practitioner networks, such as All4Ed's <u>Future Ready Schools®</u> network and <u>New Tech Network</u>. Many existing SoL communities globally–including examples in Hong Kong, Tennessee, Massachusetts, San Diego, and San Francisco–have similar partnerships. Integrating this collection of partnerships could serve as the seed communities for the larger GSLN.

Learning Centers

The GSLN could develop a consortium of learning centers or a single synthesis center. However, having a single site or even consortia could create a structure that is too hierarchical for a functional network. More exploration is needed to understand fully how such a strategy might work effectively. The NSF has offered to help explore scalable and effective models.

Repository of Research-Based Strategies

The GSLN could develop a repository of strategies that could apply across policy, practitioner, and philanthropy audiences. For example, the information cycle of the <u>Learning Policy Institute</u> (LPI) aligns research to a collection of resources. LPI builds a research/evidence base through a peer-reviewed research paper followed by a set of companion items such as shorter briefs, infographics, and videos. Meanwhile, the <u>Education Endowment Foundation</u> (EEF), in the United Kingdom, summarizes programs with demonstrated evidence of improving academic outcomes for students from low-income families and offers free tools to support teachers in implementing the programs. The EEF also funds trials to generate evidence for promising but untested programs and collaborates with various partners to expand the implementation of effective programs.

A repository approach, however, has some drawbacks. For example, the <u>What Works Clearinghouse</u> (WWC) attempted to achieve a similar repository of research-/evidence-based practices. Unfortunately, the resource did not attend sufficiently to issues of context and implementation quality and, consequently, did not empower teachers and educators with the data and clarity necessary to interpret applicability of programs and practices to their rigor of implementation, demographic of student, or educational setting.

Idea Marketplace

The GSLN could create an online marketplace to assemble ideas and a community of experts. This marketplace would be more dynamic and interactive than a repository, as it would provide an active innovation hub and think tanks where practitioners and scientists could convene and collaborate. This space would allow scientists to identify the most promising findings suitable for immediate application to policy and practice that funders could underwrite as "prototype" or "pilot" initiatives. Experts in the formation of organizations (already identified by the NSF), alongside scientists, practitioners, and policy experts, would assist in defining the best structure for a marketplace and its most pertinent projects.



NEXT STEPS FOR MOVING FORWARD

As the next step, it has been proposed that an interim working group be organized to clarify how the GSLN could provide the most value, identify the strategic and tactical issues of building the GSLN, and determine how to maximize the impact of all sectors. The working group will involve additional scientists, practitioners, policymakers, and philanthropists from around the world.

Once the working group identifies the needed objectives for the GSLN, it will (1) develop a proposed structure, budget, and timeline for the network; (2) identify an executive body, staffing needs, potential partners, and prospective funders to target for financial support; and (3) outline a plan for including participants from additional countries in the network. Representatives of the GSLN community will review this proposal, determine action items, and commit to a time frame and tasks for advancing the network. Bob Wise, former governor of West Virginia and former president of All4Ed, has offered to serve as interim coordinator for the GSLN. Wise stepped down from his position as CEO/president of All4Ed as of January 31, 2019.

The ultimate beneficiaries will be the generations of youth throughout the world who will gain a superior learning and education experience informed by SoL research.

THANK YOU.









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