June 18, 2020. GSoLEN & IMBES Zoom conference Public Chat

07:02:41   From Estelita : Hi All, Estelita Leija
07:02:44   From patrickshafto : Patrick Shafto, Rutgers University—Newark
07:02:45   From Victor Minces : Victor Minces. Listening to Waves. UCSD
07:02:47   From Greg : Gregory Jansen, University of Maryland School of Information Studies
07:02:48   From Thomas Shipley : Tim Shipley, Temple University, Philadelphia
07:02:49   From katrina : Katrina Maestri, Chartwell School and UCSF, Monterey, CA
07:02:51   From Dan : Great to be here with everyone.
07:02:52   From Lynn M Gangone : HI everyone—Lynn Gangone here with Jane West from the American Association of Colleges for Teacher Education
07:02:57   From Ali : Ali Berry - San Francisco. Great to be here.
07:03:01   From Marilia Guimarães : Marilia Guimaraes, Brazilian Science for Education Network, Rio de Janeiro
07:03:05   From Daniel Stanhope : Daniel Stanhope from LearnPlatform in Raleigh, NC
07:03:05   From Michelle Mullen : Michelle Mullen San Diego AVID Center
07:03:07   From ktreanor : Kenji Treanor - Stuart Foundation, San Francisco, CA
07:03:15   From Lydia Dobyns : Good Morning, Lydia Dobyns, President & CEO of New Tech Network. Berkeley, California
07:03:19   From IBRO Tasia Asakawa : Hi, I'm Tasia Asakawa from IBRO, the International Brain Research Organization (Paris, France)
07:03:28   From Nora Newcombe : Hello from Nora Newcombe--
07:03:30   From elizabethbonawitz : Elizabeth Bonawitz, Jacobs Research Fellow
07:03:32   From Nicole La Grange : Nicole La Grange grom UC San Diego
07:03:37   From David Uttal : Hello, from David Uttal, Northwestern University
07:03:40   From ilaria : Ilaria Berteletti - Gallaudet University, PhD inEducational Neuroscience Program, Washington DC
07:03:44   From Cristine Legare : Cristine Legare, Professor, Department of Psychology, University of Texas at Austin
07:03:48   From Frank L. Gettridge : Good morning, I am Frank Gettridge from the National Public Education Support Fund
07:03:48   From EBeth : Hi -- Elizabeth Sullivan here.
07:03:50   From Virginia de Sa : Virginia de Sa from UC San Diego
07:03:52   From Terrence J Sejnowski : Terry Sejnowski, Salk and UC San Diego
07:03:54   From Sandra Okita : Sandra Okita, Teachers College, Columbia University New York
07:04:02   From Patricia Kuhl : Hi from Pat Kuhl, happy to join you all this morning. Wonderful to see everyone!
07:04:06   From Shankar Maruwada : Hi... Shankar Maruwada, CEO and Co-Founder, EkStep Foundation, from Bangalore, India.
07:04:11   From dosher : Good morning from David Osher

07:04:14   From kmcheng : Kai-ming here

07:04:15   From SWOOD-GARNETT : Stephanie Wood-Garnett, Institute for Student Achievement

07:04:15   From Bethany Robertson : Hi all - Bethany Robertson from ParentsTogether, calling in from Washington, DC.

07:04:24   From Ahmed Tlili : Ahmed Tlili from the Smart Learning Institute of Beijing Normal University

07:04:32   From Joanna Christodoulou : Joanna Christodoulou, MGH Institute in Boston, MA, Good morning

07:04:48   From Akshay Nagarajan : Hi, Akshay Nagarajan from Amrita University, India.

07:04:53   From Bror Saxberg : Bror Saxberg, VP Learning Science, Chan Zuckerberg Initiative

07:05:05   From Celeste Kidd : Celeste Kidd, Prof of Psych from UC Berkeley

07:06:42   From Nancy : Greetings to all from Nancy Law, Professor of Learning and Technology at University of Hong Kong

07:07:04   From Janet Wiles : Janet Wiles from the University of Queensland, Australia

07:25:08   From David Uttal : I had a meeting scheduled for several weeks for this time, I need to return to it but wanted to hear the opening presentations. I won't be able to participate in the discussion groups but look forwarding to working with you going forward. Please keep me on the mailing list and thanks very much for organizing this very important network. thanks

07:30:30   From Huanhuan Wang : Is it possible that we can access to this presentation slides?

07:31:33   From Elizabeth Torres : It's being recorded so we may be able to access it later

07:31:52   From elizabethbonawitz : Overlap with this: https://globaled.gse.harvard.edu/files/geii/files/framework_guide_v1_002.pdf

07:32:15   From Huanhuan Wang : Thank you very much! It is very impressive and informative

07:32:39   From Bob Wise : yes, the presentation will be available on the GSoLEN website and happy to send out.

07:45:27   From Virginia de Sa : Andrea would like people to put questions for Andreas in the chat stream

07:45:33   From Jane West : Excellent presentation Andreas. Much to consider. Thanks for your comprehensive analysis

07:46:31   From Bror Saxberg : The data is very suggestive - a key is to figure out causality: which things do we change, to drive other positive changes? Many things "go together," but can we focus on a few things, to drive more things?

07:46:55   From Nora Newcombe : Lots to think about! Andreas, I wondered what your thoughts are about the fact that many of the results you mentioned ae correlational. Do we need more probing research techniques to evaluate the relations further?

07:50:22   From Patricia Kuhl : Andrea, can I make a comment?

07:51:21   From Bethany Robertson : Another question we're thinking about post COVID is as schools re-open, how/if/whether parents will send children back, and what that will mean in terms of who participates and who doesn't. Also - huge appreciate the slices about the

interaction between young children and older adults - that feels so essential to how parents decide to send kids back.

07:51:23   From Frank L. Gettridge : How can we address the developmental aspect (ECE, Elementary, HS) when it comes to developmentally appropriate practices and expectations of on-line learning activities?

07:51:37   From Jane West : I'm wondering how different cultural norms and political systems impact the best ways to move forward, for example how a society views scientific knowledge, particularly when it may conflict with widely held beliefs/ systemic structures?

07:53:25   From Elizabeth Torres : Andrea, great talk! And wonder if there is an analogous set of data concerning special education settings. We just ran a poll in our state and found 1/32 children of school age with autism and 53% of them have intellectual disabilities. This is a large number, considering that a 2014 similar poll was ~30% ID. Are there data sets out there for special ed?

07:53:43   From Melissa : Terrific presentation- The survey covered innovations, tech use at home and inequalities.. Is there's a study about parents whose language is not the school language? (ESL) and those children who need support (IEPs).

07:59:00   From Daniel Stanhope : Variables like self-efficacy, growth mindset, goal orientation, etc. are interesting outcomes in themselves, but I'm curious to hear your thoughts on the importance to education of examining these variables as mediating and/or moderating variables to other forms of cognitive and skill-based learning? (I'm thinking about this through the lens of building nomological networks via techniques such as structural equation modeling.)

08:04:41   From Nailah Nasir : ANd as we think in new ways about practice, and the connections between research and practice, we also need to be thinking hard and acting in the service of equity.

08:04:42   From LJB : Adding to @Daniel Stanhope's question, I'm also thinking about the opposite approach: how cognitive/skill-based learning feed back into SEL constructs (especially self-management and growth mindset) in a more ecological model of research.

08:05:03   From Frank L. Gettridge : In my professional experience, one of the stronger levers influencing teachers in the US that goes overlooked sometimes is principal leadership and influence, including the influence of other district leaders and evaluations on instructional practice.

08:06:24   From Nora Newcombe : The issue of education for pre=service teachers and ongoing in-service support is utterly crucial.

08:07:18   From Daniel Stanhope : @LJB - Agree! It would be interesting to examine nonrecursive models that have feedback loops among the sets of variables.

08:08:38   From LJB : I am - with great regret - going to have to jump to another call in a moment. Thank you all. I look forward to our next steps.

08:09:05   From גורן גורדון : Goren here. I wanted to ask: how do you think Artificial intelligence (and social robots) can help? We see the rise of robots in the medical sector because of COVID-19. Can we embrace AI in schools to help teachers?

08:10:49   From Melissa : In addition to the question about equity— concerning visual language and distance learning especially for deaf students, and their access to learning. Many online resources are not accessible for emerging readers (no signing support) or readers (no captions) and is zoom that the teacher can communicate directly with students, but students

are lacking social components and support for parents who do not sign. Should the schools also build resources to support parents who will be working closely with the children?

08:12:36   From Janet Wiles : Sydney Strauss makes an important point: children are doing their homework with Skype channels open and talking to their friends as they do their class work

08:12:45   From Lydia Dobyns : Alas, I have to leave now to join another meeting. I look forward to learning about next steps. Thank you for organizing today's meeting and inviting us to "act" together.

08:14:38   From IBRO Tasia Asakawa : Thank you for organizing this crucial series. Unfortunately, I have to leave for another commitment but would certainly like to participate in future network meetings and actions.

08:15:56   From ktreanor : Thank you for a great presentation and discussion. I also need to move to my next commitment. I look forward to continuing to engage with this important network.

08:15:59   From Leanne Chukoskie : Thank you all for this fascinating talk and opportunity to connect! Ironically, I need to leave to lead a class of 8-10 year olds as part of a faculty teaching co-op On the point of children as teachers, in our co-op, teens lead sessions for 4-6 year olds. It has been fascinating and a good bit of fun. I look forward to connecting at the next meeting!

08:16:20   From Sophie Fanelli : Thank you for a terrific conversation and presentation. I look forward to staying engaged. So sorry I have to leave early!

08:19:11   From Bror Saxberg : Comment about distinction between "learning science" and "learning engineering" as practices?

08:19:34   From Lynn M Gangone : Agreed, Frank. I am taking lots of notes to help with AACTE's work with the Wallace Foundation regarding teacher/principal leadership

08:20:22   From elizabethbonawitz : I'm really interested in thinking about what messages we can be sending right now to help alleviate the current issues ed is facing. One major theme is the need for more "social" interaction, back-and-firths needed between children and "teachers". At the same time, we have (at least in the US) a MASSIVE state of unemployment. What can we do to start bringing more folks into the virtual learning communities right now to help start to alleviate the need for more contingent, social-based learning and providing jobs to many who are stuck at home right now looking for work?

08:23:02   From Ali : Thank you for a fantastic presentation and discussion. I unfortunately have to leave in a few minutes but look forward to further engagement. Thank you to Bob, Andrea and everyone who helped organize this.

08:23:14   From Katrina Stevens : @Frank Agree. The school leader is often the linchpin for working with community and teachers.

08:23:23   From Celeste Kidd : There are some experiences that no AI is going to be able to help with, education wise, anytime soon, especially in early learning. I think it might be useful, building off of what Frank Gettridge said, to consider those cases and potential solutions to bridge that gap. Not even the most sophisticated robot and AI is going to be able to correct how a young child holds a pencil, for example.

08:23:55   From Bror Saxberg : "Learning engineering" is the practical use of "learning science" at scale, with real learners/teachers/principals. As with any engineering discipline

(including medicine), the science is not the only iteratively improving, evidence-grounded part of the practice. A key, over time, is getting all the players to see their roles in "learning engineering" - applying learning science in practical ways and iterating, in their role, whether a principal trying to change what teachers decide and do, or teachers doing the same for each other and students, or students themselves.

08:24:17   From Gisele Alves - Ayrton Senna Institute (Brazil): When we say it is imperative to bring since into classrooms, more than general guidelines, practitioners have been asking for more ready to use material, indicating how to do whatever these guidelines state as important paths to follow. Would love to hear your ideas on how we can collaborate internationally on these kind of material

08:24:49   From Andrea Paula Goldin : My major concern is about inequity. As it's been said, countries are very different and even inside each country a lot of disparities are found. This will definitely increase, at least for educational outcomes

08:25:04   From dosher : I think Andreas' points re: developmental windows has to also be extended over the developmental life course of young people as there are important opportunities for social and emotional development in adolescence, but as Frank suggested approves will be different and must address identity, senses of individual and collective meaning, and autonomy.

08:25:18   From Roberto Rodriguez : Thank you, Andrea, for the enlightened discussion.

08:25:23   From kmcheng : Could we start, as soon as possible, an exercise to seek answers to "What do we learn from class suspension/ school closure about student learning?" covering many parts of the world.

08:25:48   From Andrea Paula Goldin : Thanks Bob and Andrea for organizing this amazing meeting!

08:26:38   From Victor Minces : A lot of the discussion regarding education during covid centers on how to use technology, but covid can also be a good opportunity to improve learning in a non-technological way: I would like to invite you to think how the educational system can help students tap into the knowledge present in their community. For example: how the educational system can foster communication between students and their families about life-skills, the family's history, the parents professions, etc.

08:27:05   From Patricia Kuhl : Can you show the 4 areas again?

08:27:51   From Sandra Okita : With regards to social robotics, it may be important to think that robots are just platforms, what kind of learning relationship/partnership we design may be the main focus. Learning analytics and educational data mining has been taking a increasing role in relations to agents/social robots in relation to education for sure.

08:28:13   From Joanna Christodoulou : I second Dr. Cheng's interest, and think that summer slump research can offer an entry point into that content.

08:28:51   From Elizabeth Torres : Andrea, there was a plot towards the end of the talk showing different curves as a function of age and about 4 years of age, there seems to be a convergence, then the curves are more stable. Curious to see that graph again when the presentation is available, because circling back to causality, we have tons of research in neuroscience pointing to the roles of somatic sensory motor maturation converging towards 4-5 years of age, around the time to start school. These neurodevelopmental patterns vary dramatically across populations with neurodevelopmental issues, but that neuroscience data

could (perhaps) help us better interpret these curves within the context of nervous systems maturation. Looking forward to watching the presentation again and seeing the sources of these data.

08:28:55   From Celeste Kidd : WRT #3, perhaps this could be extended to address interactions of stress / violence at home / etc interacts with all of the learning issues?

08:29:03   From dosher : I think the matter of equity must be front and center.

08:29:25   From Celeste Kidd : @dosher, agreed entirely

08:29:36   From Susan Sclafani : Can you put the four prioritized questions back up? Thanks!

08:30:22   From Nancy : I have been discussing with some colleagues about conducting a survey of students, parents, teachers and school leaders to understand the experiences and diversities in impact during this period. I would be interested to see if there are other researchers who are interested in some form of comparative study.

08:30:37   From Garrison Cottrell : Gotta go, but thanks for the invite!

08:30:40   From Ali : I have to sign off unfortunately but I would be especially interested in the fourth on assisting teachers.

08:30:45   From Shankar Maruwada : sorry, I have to drop off now. will catch up later.

08:30:57   From Shankar Maruwada : thanks, Bob, Andrea, Andreas and everyone else.

08:31:03   From Bror Saxberg To Andrea Chiba(privately) : I have to jump for a bit. If I were to choose a chat room, I'd jump to teacher bullet (last one of the four). Also happy to be randomly assigned - I'll be a little delayed!

08:31:20   From Garrison Cottrell : BTW, Gary Cottrell UCSD

08:31:38   From Bror Saxberg : I have to leave for a bit, but will return!

08:31:44   From Nancy : I have to sign off now. Thanks Bob, Andrea, and Andreas for the wonderful first meeting!

08:32:30   From Sidney Strauss : I'd like to add a fifth area: a science of teaching where we consider children as teachers with technologies

08:51:28   From Katrina Stevens : Need to hop off now - really enjoyed the conversation!

08:53:47   From Janet Wiles : Group 3: Roberto Rodriguez raised the social and emotional foundation of learning. In particular studying connections of students to teachers; students to each other synchronous and asynchronous; teachers seeing into students' homes

08:54:11   From Nora Newcombe : Group 4 discussed demarcating science of learning-- others need to address clinical issues like depression, economic issues and etc. BUT putting SoL into teacher preparation -- and in-service etc. -- is super important, in crisis or out. One idea we discussed was reviving and making work the idea of a lab school, analogous to a teaching hospital.

08:54:26   From Lynn M Gangone : We also spoke about this as an opportunity to change what we have seen are limitations and to look at innovations and interventions at this time.

08:54:29   From Nora Newcombe : I would work on questions 1 or 4.

08:55:02   From rarps : I would work on question 4

08:55:07   From Jane West : one idea: stand up an IHE/school district partnership along the lines of a teaching hospital in medicine and study it's impact. prepare educators to be researchers as part of their jobs. High level appointments at IHE's would be critical and school district would create new roles for these folks. perhaps funding from a philanthropy....

08:55:14   From katrina : There are a lot of things to be concerned about regarding how effective education has been during this period, however it's been a liberating and inspirational period for many teachers that have the freedom to innovate and connect with students in different ways. What ability to we have to learn about the effectiveness of these different approaches teachers are taking during this period?

08:55:56   From Lynn M Gangone : Great suggestion Jane!

08:55:58   From John Iversen : Group 3: A shared, deep aspiration to use this as an inflection point for change--teachers themselves are re-thinking what they do to a unique degree, parents seem to appreciate teachers more. But, there will be powerful constraints to return to status-quo. How can we encourage the continuation of lessons learned as we move back to 'normal'?

08:56:03   From Cristine Legare : Thank you for organizing. I am delighted to see efforts to build a globally diverse community of learning studies scholars. I would be willing to serve on a team (1 and or 2). I am particularly interested in cross-cultural comparison and the social context of learning (in families, homes, communities, informal learning environments, etc)

08:56:05   From Virginia de Sa : I am interested in working on 1 and 4 and issues of reducing/removing inequities in learning

08:56:24   From Elizabeth Torres : Group1: We shared information about NSF funding opportunities for COVID-19 pressing issues. Program Director Soon-Siang Lim mentioned a fast track opportunity (1 year 200K) with solutions for augmented learning. Lis Torres will send info about possible ways to continue behavioral research (physically) at home and measure emotions and social interactions in the new norm. Others may have other comments (I just took the liberty to type this)

08:56:41   From Winsome Waite : Inequity and implicit bias to be elevated in all aspects of this work. Adult stress and its implications on learning. Shift to policy quickly through white papers advocating for policies based on the science. Get message across quickly. Act now while the time is right - teachers and educators are going through PD now.

08:56:58   From Jane West : FYI: IES has just funded a Tulane entity to study the impact of COVID-19 on K-12 schools

08:57:05   From Lynn M Gangone : I wish we didn't need a pandemic to get us to think differently collaboratively!

08:57:08   From Doris Alvarez : I wanted to stress the importance of working with teachers at a greater level. There are differences in approaches from different districts and differences in how administrators in schools are handling parent concerns with teachers.

08:57:32   From Gisele Alves - Ayrton Senna Institute (Brazil) : Group 3: also discussed about how the social-and emotional assessment piece may be important in order to support school community on how to better address the impact of the pandemic and isolation on students' lives.

08:57:32   From Sebastian Lipina : (Thank you Elizabeth)

08:57:37   From Jane West : Big thank you Bob, Andrea, Andreas and all. I learned a lot!

08:57:41   From Lynn M Gangone : Thank you everyone this was great!

08:57:42   From גורן גורדון : Thanks for this inspiring discussion.

08:57:51   From Melissa : Thank you!

08:57:52   From Joanna Christodoulou : Thank you!

08:57:56   From katrina : Thanks Bob and Andrea - very inspiring and lots to think about!

08:58:00   From Frank L. Gettridge : Thank you everyone!

08:58:01   From Sandra Okita : Thank you!

08:58:04   From kmcheng : I think SoL would will not help us to overcome the crisis. Rather, SoL helps us to uncover learning issues because of the home-based learning.

08:58:08   From Medha Tare, Digital Promise : Interested in supporting Question 4 - assisting teachers and research translation

08:58:14   From ddsantos : By, thanks!

08:58:18   From John Iversen : seconding @Elizabeth Torres--let's find a way to share solutions we're all discovering on new methodologies of how to continue meaningful research

08:58:35   From Nicole La Grange : interested in working on issue #3 Thank you for the inspirational meeting.

08:58:39   From Celeste Kidd : Thank you everyone, and I'd be happy to work on issues of equity in education in the future

08:58:44   From dosher : Thanks. I am interested in participating on issues re: intersection of social and emotional factors and skills, stress in relationship to equity

08:58:51   From Celeste Kidd : Thank you Andrea and Bob especially for organizing

08:59:10   From Virginia de Sa : Thank you Andrea and Bob for organizing and Andreas for the interesting takl

08:59:26   From Janet Wiles : Thank you Bob and Andrea. I am interested in supporting Questions 1 and 4.

08:59:40   From dosher : Thanks as well.

08:59:48   From Yvonne Li Zhisheng, SLIBNU, China : thank you bob and Andrea

09:00:06   From meltzoff : Some issues of interest: