

You are cordially invited to attend:

Wednesday, November 18, 2015

12:00 p.m. - 1:00 p.m.

252 Erickson Hall

Michigan State University

## Dr. Philip Bell

Professor, Learning Sciences & Human Development, University of Washington

### Exploring Models of Hope and Possibility in the Midst of Standards-Based Implementation Projects Working at District Scale



**Abstract:** At a time when national-level educational standards are being implemented at broad scale, what are productive research-based models of promoting educational equity and social justice? In this presentation, I will describe design-based research efforts trying to leverage—and further develop—cultural and cognitive accounts of how and why people learn across settings (Bell et al., 2012) as a way of focusing work associated with systems-level educational improvement. The research-practice partnerships discussed engage in collaborative inquiry and co-design around emergent problems of practice (Penuel et al., 2011)—as it relates to implementing the new vision in the NRC Framework for K-12 Science Education and Next Generation Science Standards. Research and development is focused on how to: (a) architect and operate mutually-beneficial, equity-focused partnerships between researchers and educators, (b) promote

agency for teacher leadership and contribution, (c) support expansive learning opportunities for youth in STEM (Gutiérrez & Jurow, 2014), (d) cultivate axiological innovation in the implementation work (Bang et al., 2015), and (e) develop professional learning resources to broadly support equity-focused educational implementation of the new vision.

Philip Bell is a professor of the Learning Sciences & Human Development and Holds the Shauna C. Larson Chair in Learning Sciences. He is executive director of the UW Institute for Science & Math Education focused on equity-focused innovation in K-12 STEM education, and he is co-director of the Learning in Informal and Formal Environments (LIFE) Science of Learning Center. Bell pursues a cognitive and cultural program of research across diverse environments focused on how people learn in ways that are personally consequential to them. He has studied everyday expertise and cognition in science and health, the design and use of novel learning technologies in science classrooms, youth argumentation, culturally expansive science instruction, and scaled implementation of educational improvement. Bell served as a member of the Board of Science Education with the National Academy of Sciences for eight years, co-chaired the National Research Council consensus report effort on Learning Science in Informal Environments and served on the committee of the NRC Framework for K-12 Science Education that was used to guide development of Next Generation Science Standards. He has background in human cognition and development, science education, computer science, and electrical engineering. Philip earned his Ph.D. in Human Development & Cognition; Education in Math, Science, and Technology at the University of California, Berkeley.

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