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## Workshop/Course Descriptions

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### **Teaching for Understanding Framework: Jim Reese**

In this workshop learn about the Teaching for Understanding framework, developed at Project Zero, and ways it can ensure that our teaching puts students on the path toward deeper understanding of what's important to learn. Participants will also "try on" one element of the framework and leave with concrete ideas to take back into their schools.

### **Focusing on Language, Discourse and Questioning: Ron Ritchhart**

How do conversation, language, and discussion in a Culture of Thinking classroom differ from that of a traditional classroom? How do we understand effective discourse patterns, versus ineffective ones, so that we as teachers can better foster powerful learning communities? This breakout session will focus on current research conducted by the Cultures of Thinking research team at Project Zero in the area of discourse. Drawing on current work in field, Ron Ritchhart will share practices that can help teachers at all year levels and across subject areas create a culture of thinking that empowers students and fosters deep understanding. We will look at how we as teachers can use routines that are designed to facilitate thinking while structuring the discourse of the classroom.

### **Build, Tinker, Hack: Becoming Sensitive to Design through Maker-Centered Practice: Jessica Ross**

Educational initiatives that emphasize making, engineering, and tinkering are becoming increasingly popular in K-12 education. Makerspaces, fab labs, and design classes are bringing with them exciting new tools, technologies, and curricula. What is worthwhile about maker-centered learning? What are the most salient benefits of these maker-centered experiences? In this mini-course, we will present a series of hands-on activities aimed at exploring these questions and consider how pedagogical practice can support the core principles of maker-centered learning. Using thinking routines developed through the Agency *by* Design project, participants will consider what it means to develop a sensitivity to the *made* dimension of the world and will have an opportunity to make connections to their own teaching context.

### **Nurturing Global Competence: Nathalie Ryan**

How might we develop the habits of mind with which students are curious about the world, recognize multiple perspectives, and are attuned to local-global connections within and across disciplines? In this workshop, participants will engage with Global Thinking Routines and photographs from the realm of journalism, investigate multiple lenses on a global issue, and then reflect on how that process deepened their understanding of the topic.

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## Special Interest Session Descriptions

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### **First Days, First Steps: Jim Reese**

Inspired by ideas in Ron Ritchhart's book *Intellectual Character*, this session will include a demonstration of a way to engage students, in the first days of school, in the key concepts to be explored in a course. This engagement serves to put the class on a path toward deep disciplinary understanding.

### **Using Thinking Routines to Develop Working Memory: Ron Ritchhart**

We typically use thinking routines to encourage deep learning, to help students think about content and develop their understanding. This is important because so much of students learning focuses on memory and we need to shift to thinking and understanding. However, recently the Culture of Thinking Research team has been developing some new routines that focus on helping students to develop working memory as they engage with content. In this SIS we will try out two new routines, “+ 1” and “NDA,” to see how each works and explore ways they might be used in classrooms.

### **The Promises and Practices of Maker-Centered Learning: Jessica Ross**

Come hear about some emergent findings from the Agency by Design project and join a discussion of the promises and practices of maker-centered learning. Participants will consider implications for classroom practice and how learning environments could be designed to align with some core principles of maker-centered learning.

### **Thinking Globally with Art: Nathalie Ryan**

How might we nurture global competence through deliberate engagement with visual art? Explore how some contemporary artists model global citizenship by mindfully placing their work in dialogue with environmental, social, and political issues. In this session, participants will use a global thinking routine that encourages perspective taking to examine a work of art and make connections to current events.



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