

Wired for Learning

Duke University

ABOUT



Duke
UNIVERSITY

BASS
CONNECTIONS

- The **vision** of Bass Connections is to create a distinctive new model for education, one that explores societal and cultural challenges through collaborative, problem-centered learning.
- The **goal** is to elevate the importance of exploring societal and cultural challenges by:
 - Engaging faculty and students of all levels – undergraduate, professional, and graduate – in teamwork;
 - Integrating different disciplinary approaches and professional practices within teaching, learning, and research; and
 - Teaching students to apply knowledge, research, and skills from across the disciplines to solve real-world problems.

Bass Connection Themes

- Brain & Society
- Information, Society & Culture
- Global Health
- **Education & Human Development (EHD)**
- Energy & Environment
- Open

Current Bass EHD Projects

- Exercise & Mental Health
- How to Cure Political Polarization by Asking Questions
- Making Young Voters: Policy Reforms to Increase Youth Turnout
- Mindfulness in Human Development
- Music for Social Change: Research in Practice with Kidznotes & El Sistema USA
- Open Source Pedagogy, Research + Innovation (OSPRI) Lab
- Problem-Based Learning to Improve Girls' Math Identity
- Project Vox
- The Cost of Opportunity: Access to Higher Education in Brazil
- Visual Avatar Coaches: Improving Mental Health Treatment for College Students with Accessible Peer Support
- **Wired for Learning: Supporting Thinking Skills in the K-2 Classroom**

Wired for Learning

Designed to target the development of those thinking skills and dispositions that are known to enhance student success in school while also enhancing educators' understanding of brain science and the relationship to teaching and learning.

Based on larger, federally funded nurturing program—Project Bright IDEA



History Project Bright IDEA

- **Project Bright IDEA 1 (2001-2004)** The North Carolina Department of Public Instruction (NCDPI) and the American Association of Gifted Children at Duke University (AAGC) designed a nurturing model to meet the mandate of the North Carolina General Assembly (Article 9B) to close the achievement gap and to nurture underrepresented populations for advanced or gifted classes. Over 900 kindergarten, first- and second-graders in five Title I schools in North Carolina participated in the project over three years.
- The results exceeded all expectations and led to receiving a \$2.5 million research grant from the Jacob Javits Gifted Education Program at the US Department of Education to study and to scale-up the project across other school districts—**Project Bright IDEA 2 (2004-2009)**

Key Results for Bright Idea 1

- ⑩ All kindergarten Bright IDEA classrooms scored in the 99% on the state literacy assessment.
- ⑩ Significant gains were seen in student achievement on the K-2 Literacy and Math Assessments across all of the sub-groups of children.
- ⑩ Achievement among black and Hispanic populations was raised close to the level of white and Asian students.
- ⑩ Thomasville Primary School showed Bright IDEA second graders scoring in the 80th percentile on the Iowa Test of Basic Skills Reading exam vs. 39th percentile for those who did not go through the Bright IDEA intervention. Class size averaged 21.5 in Bright IDEA classrooms and 18.8 in the non-Bright IDEA classrooms. The Principal, Phyllis Lupton, provided data that showed nearly all Bright IDEA students in K-2 classrooms scoring 50-100% higher than students in regular classrooms for every assessment or inventory given, including the Iowa Test of Basic Skills.

Key Results for Bright Idea 2

Gifted Identification and Placement for 2nd Grade Graduates of Bright IDEA

	Bright IDEA	Non-Bright IDEA
Cohort-1	24%	10%
Cohort-2	46%	10%
Cohort-3	15%	10%

Wired for Learning Goals

Goal 1: Develop and field-test a K-2 curriculum that intentionally integrates those learning dispositions and thinking skills that have proven to be critical to the cognitive development and academic success of young students.

Goal 2: Provide professional development and support for teachers on thinking skills, learning dispositions, and brain science as they relate to K-2 learning and development.

Goal 3: Design and deliver parent workshops on at-home methods for helping their children be successful in school.

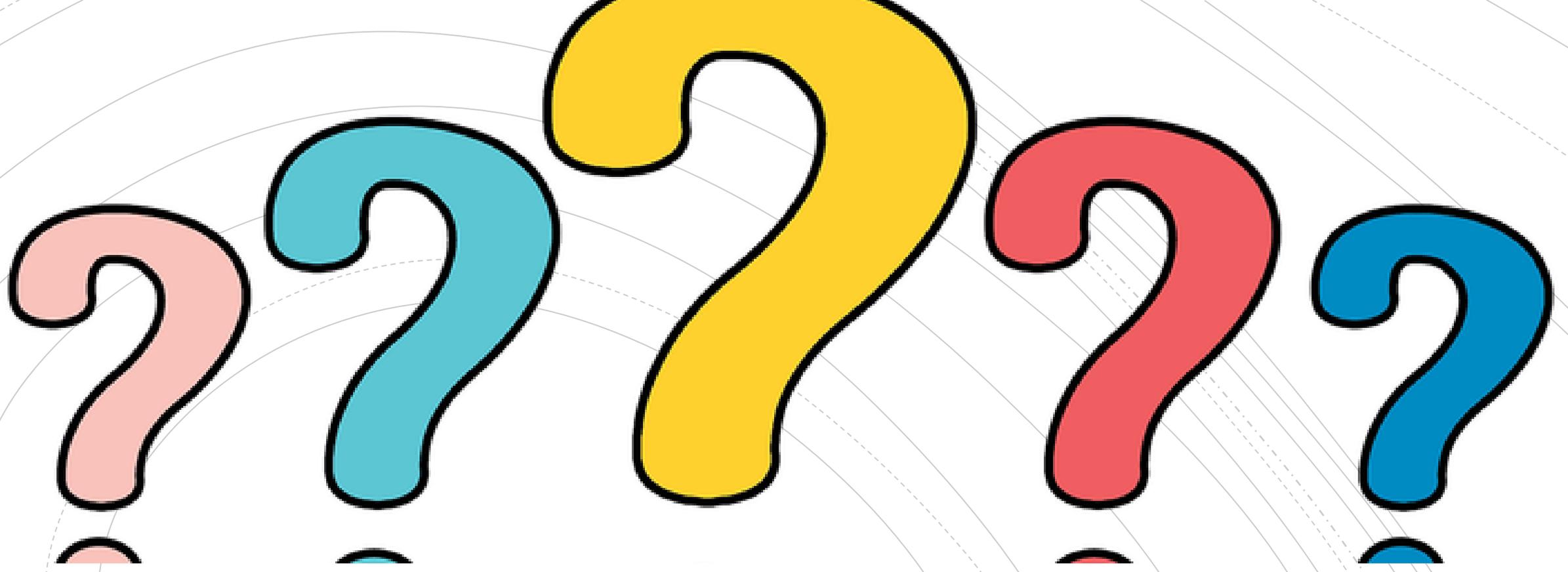
Goal 4: Conduct research on program effectiveness in supporting future academic success of participating children and in enhancing teaching practices over time.

Goal 5: Disseminate results on impact and advocate for comprehensive K-2 nurturing programs that address thinking skills, dispositions for learning, and brain science.

Goal 6: Provide Bass students the opportunity to authentically collaborate with various stakeholders around a timely education policy issue and conduct field-based research.

Teacher Commitments

- Participate in up to 6, half-day professional development sessions on Thinking Skills.
- Complete PD Evaluation (10 questions) at the conclusion of each PD session.
- Complete a Dispositional Survey (45 Likert Scale items) at the beginning and end of the Spring Semester
- Teach **twenty minutes** of formal thinking skills at least 4 times a week using the provided Thinking Skills Curriculum
- Be observed up to 8 times by a Bass Team Member while you are teaching a Thinking Skills lesson
- Attend 1 Focus Group Session to discuss/share aspects of Thinking Skill Implementation (1-Hour)
- Provide researchers with de-identified student assessment data from quarterly literacy and math assessments (DIEBELS and Math Performance Tasks). Only data from those students whose parents agree to their participation in the study will be shared.
- Send parent permission letter home with students (letter supplied by Duke)
- Allow a Bass Team Member to work with small groups of children in your classroom to model various thinking skills tasks. This work will consist of up to 8 sessions designed to accommodate the allocated instructional time.



Questions?