

NATIONAL RESEARCH COUNCIL

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DIVISION OF BEHAVIORAL AND SOCIAL SCIENCES AND EDUCATION
Board on Behavioral, Cognitive, and Sensory Sciences

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HOW PEOPLE LEARN II: THE SCIENCE AND PRACTICE OF LEARNING

Board on Behavioral, Cognitive, and Sensory Sciences
Board on Science Education
Division of Behavioral and Social Sciences and Education
National Research Council

AGENDA Committee Meeting #1 June 9-10, 2015

**Keck Center, Room 208
500 Fifth Street NW
Washington, DC**

Day One
Tuesday, June 9

Open Session (Open to the Public)

1:15 p.m. **WELCOME & STUDY INTRODUCTION**

- Robert M. Hauser, Executive Director, Division of Behavioral and Social Sciences and Education
- Cora Marrett, Chair, Committee on the Science and Practice of Learning
 - Introduction of Committee Members, Sponsor, Staff & Attendees
- Sujeeta Bhatt, Study Director, Science and Practice of Learning
 - Open session rules

1:45 p.m. **SPONSORS' PERSPECTIVES**
Charge & expectations of the consensus report

- Marc Chun, Program Officer, William & Flora Hewlett Foundation
- Felice Levine, American Educational Research Association
- Teagle Foundation

2:00 p.m. **DISCUSSION WITH SPONSORS**

- Cora Marrett, Chair
 - Questions and discussion stimulated by sponsor presentations

2:15 p.m. **INVITED PRESENTATIONS ON TOPICAL AREAS IDENTIFIED IN THE STUDY CHARGE**

- Cora Marrett, Chair
 - Introduction to session
- Marianella Casasola, Cornell University: *Thought and Language in the Bilingual Infant*

- Barbara Rogoff, University of California, Santa Cruz: *How, Why, and Where People Learn: Cultural Navigation*
- Guinevere Eden, Georgetown University: *Reading and Reading Disability: Insights from Brain Imaging Studies*

3:15 p.m. BREAK

3:30 p.m. DISCUSSION WITH PRESENTERS

- Cora Marrett, Chair
 - Questions and discussions stimulated by presentations
 - Discussion of theoretical and data-driven developments

4:15 p.m. LESSONS FROM THE *HOW PEOPLE LEARN* AUTHORIZING COMMITTEE

How best to approach the study process and meld ideas from diverse disciplines to maximize the impact of the report for research and practice

- Cora Marrett, Chair
 - Introduction to session
- Jose Mestre, Professor, Department of Physics, University of Illinois at Urbana-Champaign
- Barbara Rogoff, Professor, Department of Psychology, University of California, Santa Cruz
- Linda Nathan, Senior Lecturer and Faculty Director, Institute for Creative Educational Leadership, Boston University
- Barbara Means, Director, Center for Technology in Learning, SRI International
- Penelope Peterson, Professor and Dean, School of Education and Social Policy, Northwestern University

5:00 p.m. DISCUSSION WITH PRESENTERS

- Cora Marrett, Chair
 - Questions and discussions stimulated by Authoring Committee

5:45 p.m. END OPEN SESSION

NOTE FOR PUBLIC MEETINGS: This meeting is being held to gather information to help the committee conduct its study. This committee will examine the information and material obtained during this, and other public meetings, in an effort to inform its work. Although opinions may be stated and lively discussion may ensue, no conclusions are being drawn at this time; no recommendations will be made. In fact, the committee will deliberate thoroughly before writing its draft report. Moreover, once the draft report is written, it must go through a rigorous review by experts who are anonymous to the committee, and the committee then must respond to this review with appropriate revisions that adequately satisfy the Academy's Report Review Committee and the chair of the National Research Council before it is considered a National Research Council report. Therefore, observers who draw conclusions about the committee's work based on today's discussions will be doing so prematurely.

Furthermore, individual committee members often engage in discussion and questioning for the specific purpose of probing an issue and sharpening an argument. The comments of any given committee member may not necessarily reflect the position he or she may actually hold on the subject under discussion, to say nothing of that person's future position as it may evolve in the course of the project. Any inferences about an individual's position regarding findings or recommendations in the final report are therefore also premature.

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