Contrasting Visions for the World of Education.

Today's schooling environment is focused on leader delivered and student received information.

1) Grounded in an epistemology that honors the objectively verifiable, the analytical and the experimental; that views empirical observation as the most important skill; that believes that the acquisition of factual knowledge requires the disengagement of the learners' emotions in pursuit of objective truth; that believes that subjectivity endangers the pursuit of objective truth and that holds the premise that there is no relationship between the knower and the known.

2) Learning is an incremental process of acquiring information.

3) Intelligence is a defined and fixed capacity.

4) Learning should be credentialed by the amount of time spent acquiring information.

5) The purpose of schooling is to rapidly acquire information, cover content and reproduce facts; cleverness is the appropriate aim of learning.

6) Prior knowledge is unimportant and a detractor to future learning.

7) Content segmentation is the more efficient and effective way to learn a discipline.

8) Rigorous evaluation of learning can only be objective and external; only that which can be quantitatively and easily measured is true knowledge.

9) Competition and external reward are the most powerful motivators to learning.

10) Schooling represents a necessary 'rite of passage,' what happens in school prepares one for life.

11) Personal inquiry and the exploration of questions that matter take too much time from the prescribed curriculum.

12) Emotions, passion, and spirit-ful dimensions of who we are "permitted" if they do not significantly de-rail the objective.

13) Effective learning requires chronological age peers to be placed together.

Tomorrow's learning environment is focused on teacher facilitated and student generated knowledge.

1) Grounded in an epistemology that affirms integrative ways of knowing, that believes meaning and connections are constructed by the learner; that affirms the power of relationships and community in learning; that believes the learners' passion and love are essential for deep learning; that understands that relatedness and engagement are at the heart of learning and that there is a profound connection between the knower and the known.

2) Learning is a dynamic process of constructing meaning through pattern formulation.

3) Intelligence is learnable and potential and capacity for learning are inexhaustible and expanding.

4) Learning is credentialed by demonstrations of understanding, anytime.

5) The purpose of education is to acquire wisdom through reflective and often slow exploration of essential questions.

6) Prior learning is essential to future learning.

7) Concept integration is the most meaningful way to understand the unity of knowledge.

8) Rigorous and meaningful evaluation of learning must include qualitative evidence of understanding, be self-correcting and be demonstrated in settings that are real-world.

9) Collaboration, interdependence, and internal rewards are more powerful motivators for learning.

10) Learning is continuous lifelong engagement; what happens in a school is life.

11) Personal inquiry and the exploration of deeply human questions are the means through which children acquire the knowledge and skills they need to construct meaning.

12) The total engagement of the learner enables the construction of meaning.

13) Engaged learning requires an intergenerational community learning together.

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