

Helping Teens Ride the Social Media Roller Coaster

According to the Pew Research Center, 89% of teens nationally report being online "almost constantly" or "several times a day." At a United States public high school studied by Project Zero researcher and adolescent social media expert [Emily Weinstein](#), that number reached 98%. What does this constant connection through the use of social media mean for adolescents' emotional well-being, and how can the adults in their lives help them navigate sensitive situations? Weinstein explores this question and others in her recently published article, "[The Social Media See-Saw: Positive and Negative Influences on Adolescents' Affective Well-being](#)," covered in [Usable Knowledge](#). She and Project Zero principal investigator [Carrie James](#) are now working with Common Sense Media to research [Digital Dilemmas: Personal, Moral, and Ethical Quandaries of Youths' Interconnected Lives](#).

Project Zero Announces Saul Zaentz Professional Development Scholarship Gift

Project Zero is honored to announce a historic gift of \$1,000,000 from the Saul Zaentz Charitable Foundation to support teacher professional development scholarships. This ground-breaking contribution will help create access for hundreds of educators to participate in Project Zero professional development opportunities in the coming years, including [institutes, online courses, and local workshops](#). Scholarship support is focused on public school teachers and other educators in the United States and globally who work in under-resourced settings, particularly those who are interested in using PZ ideas with learners from historically marginalized groups. Building on the contributions of many individual donors who have given in honor of Project Zero's 50th anniversary, the gift from the Saul Zaentz Charitable Foundation bolsters the "PZ Reach" fund, which was launched last October. That fund continues to grow through generous individual donations made through [the gift-giving area of PZ's website](#). For questions about the scholarship process, please contact pz50@gse.harvard.edu.



The Wonder of Learning

Project Zero researchers have had a long collaboration with Reggio Emilia, the city in northern Italy lauded for its learner-centered educational philosophy. This work formed the basis for Project Zero's [Making Learning Visible](#) framework. Educators in the Greater Boston and New England region now have the opportunity to visit the powerful exhibition produced by Reggio Children, [The Wonder of Learning](#), a multimedia traveling exhibition that visually presents the Reggio Emilia approach to early childhood education. The exhibit is on display at the Boston University Wheelock College of Education & Human Development from June 21 to November 15, 2018. Admission is free. Visit PZ's website to download a Project Zero-inspired Thinking Routine tool to support your exploration and learning as you visit the exhibition.

A Global Competency Framework for PISA and the Classroom

Last December, Project Zero co-hosted a panel with the Organisation for Economic Co-operation and Development (OECD) titled, "Preparing Our Youth for a Better World: OECD PISA Global Competence Framework." [This framework](#), co-developed by Project Zero principal investigator [Veronica Boix-Mansilla](#), was used



PREPARING OUR YOUTH
FOR A BETTER WORLD

OECD PISA
GLOBAL COMPETENCE
FRAMEWORK

to inform the new PISA (Programme for International Student Assessment) assessment of global competence. The framework articulates the knowledge base, capacities, dispositions, and values that young people need to live, work and participate in today's interdependent world. It provides a way to nurture and assess adolescents' capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and worldviews of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development. Whether or not an institution participates in the PISA exam, educators can use the framework as a tool to support and nurture global competence in young people, in the classroom and beyond.

PROJECT SPOTLIGHT

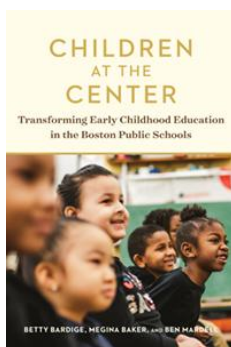
Liberal Arts and Sciences for the 21st Century (LAS21)

To what extent is there alignment or misalignment among the major constituencies across a diverse set of higher education institutions about the purpose of college? [Liberal Arts and Sciences for the 21st Century \(LAS21\)](#), a comprehensive study of higher education led by [Howard Gardner](#) and [Wendy Fischman](#), investigates the models of higher education that emerge from 2,000 interviews with students, parents, faculty, administrators, trustees, and recent alumni across ten disparate campuses in the United States. The study explores different perspectives on the objectives of and challenges to an undergraduate education that is not determinately vocational.

PUBLICATIONS

Children at the Center: Transforming Early Childhood Education in the Boston Public Schools

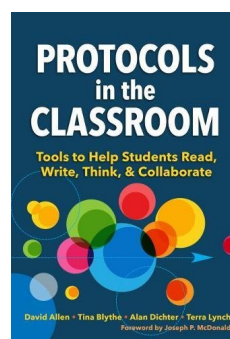
Betty Bardige, [Megina Baker](#), [Ben Mardell](#)



[Children at the Center](#) provides a closely observed account of a decade-long effort to reshape the scope, direction, and quality of the Boston Public Schools' early childhood programs. Drawing on multiple perspectives and voices from the field, the authors highlight the reflective, collaborative, inquiry-driven approach undertaken by the program and share lessons learned. This book will be published by Harvard

Protocols in the Classroom: Tools to Help Students Read, Write, Think, and Collaborate

David Allen, [Tina Blythe](#), Alan Dichter, Terra Lynch, with a foreword by Joseph P. McDonald



For nearly two decades, *Looking Together at Student Work* and *The Power of Protocols* have sustained educators in their professional learning. [Protocols in the Classroom](#) expands the scope of those books from teachers' professional learning to include students' learning, providing teachers with the tools they need in order to use discussion protocols to

EVENTS

Project Zero Perspectives: Understanding for a Complex World

On October 26-27, 2018, join educators from around the world for a [Project Zero Perspectives conference](https://www.casieonline.org/pz-spain) in Pamplona, Spain. Plenary sessions and mini-courses in Spanish and English will explore such questions as: In today's changing and increasingly complex world, what skills and knowledge must students understand? How can schools best support learners to become good citizens, thinkers, and innovators? How can these goals and approaches fit within national and international needs for standardized testing and curricula? To register, please visit <https://www.casieonline.org/pz-spain>. Scholarships are available for Spain-based educators working in under-resourced contexts!



The poster features a white background with an orange curved banner at the top. On the left, the Project Zero logo (a circle with 'PZ' inside) is next to the text 'PROJECT ZERO'. On the right, the Harvard Graduate School of Education logo is displayed. The central graphic is a stylized tree of nodes with lines connecting them, colored in shades of blue, green, and orange. To the right of this graphic, the text reads: 'Project Zero Perspectives' in a small font, followed by 'UNDERSTANDING FOR A COMPLEX WORLD' in large, bold, orange letters. Below this, 'COMPRENSIÓN PARA UN MUNDO COMPLEJO' is written in bold, orange letters. To the right of this, the location and dates are listed: 'Pamplona, Spain' and '26 - 27 oct, 2018'. At the bottom, it says 'EVENT PRODUCED IN ASSOCIATION WITH CASIE REGISTER AT CASIEONLINE.ORG'.

PZ PROJECT ZERO

HARVARD GRADUATE SCHOOL OF EDUCATION

Project Zero Perspectives

UNDERSTANDING FOR A COMPLEX WORLD


COMPRENSIÓN PARA UN MUNDO COMPLEJO

Pamplona, Spain
26 - 27 oct, 2018


EVENT PRODUCED IN ASSOCIATION WITH **CASIE** REGISTER AT **CASIEONLINE.ORG**

Artful Thinking & Learning: Creative Thinking Across the Disciplines

Project Zero will host a US-based off-site conference on April 5-6, 2019 in Atlanta, GA. Stay tuned for more information about this event. Scholarships will be available.




HARVARD GRADUATE SCHOOL OF EDUCATION
PROJECT ZERO



Harvard Graduate School of Education's Project Zero Presents

ARTFUL THINKING & LEARNING: CREATIVE INQUIRY ACROSS THE DISCIPLINES

Atlanta, GA | April 5-6, 2019

EVENT PRODUCED IN ASSOCIATION WITH 

PZ ONLINE

PROJECT ZERO ONLINE COURSES

SEPTEMBER 2018

CCoT

MLV

TfU

TLMCC

VT

"I am very fortunate that I had the opportunity to participate in the course. It has provided me with valuable tools to add interest to classroom learning and has made me aware of the importance of developing thinking dispositions in students."

- Robynne Ronning,

Visible Thinking Feb '17 Participant

"Incredibly grateful for the opportunity to share and learn in such an immersive way. I learned a great deal through the experience and my learners are all the better for it! Thanks so much."

- Dean Pearman,

Thinking and Learning in a Maker-Centered Classroom Feb '17 Participant

Online Courses September 2018

Project Zero continues to offer [online professional education courses](#), which provide educators with an accessible way to learn about and apply PZ frameworks. These facilitated, asynchronous professional development courses give participants (who sign up in teams of 3 to 6 from their school, district, or organization) the support to try out research-based practices in their own contexts while receiving personalized feedback from online coaches and exchanging ideas with fellow participants from around the world. The next online term begins on September 17. The priority registration deadline is Friday, August 3 (though courses may fill before this date). Read more about current online offerings here:

- [Creating Cultures of Thinking](#)
- [Making Learning Visible](#)
- [Teaching for Understanding](#)
- [Thinking & Learning in a Maker-Centered Classroom](#)
- [Visible Thinking](#)

LEARN MORE & REGISTER

STAY CONNECTED

