

KBSI 2020 (<https://ikit.org/summerinstitute2020/>) A Global Knowledge Building Design Experiment: Saving the Planet, Saving Lives

Virtual Knowledge Building Institute, November 20 and 21, 2020

DESIGN EXPERIMENT OVERVIEW

Knowledge builders across the globe are addressing the many and significant problems of our modern world. The Knowledge Building design experiment will make use of sophisticated analytic tools to support discursive connectedness and opportunistic alliances across communities, within and beyond the Knowledge Building Innovation Network. Knowledge Forum views and notes will serve as “epistemic artifacts”—knowledge objects that aid in the further advancement of knowledge (Sterelny, 2005); in parallel, Knowledge Forum scaffolds will provide epistemic markers to facilitate new competencies (e.g., computational thinking, effective use of authoritative sources, evolution of thought, second-language learning)—much as theory development has been targeted in the past. This will allow us to bring new competencies into focus to enhance Saving the Planet, Saving Lives initiatives and to test models for “a rising Knowledge Building tide lifts all boats.” In contrast to approaches that use tests to assess the extent to which students possess certain “21st century skills,” the design experiment will use sophisticated tools to determine the extent to which students are actually doing creative thinking, problem solving, design thinking, collaboration, effective communication, resulting in heightened sense of well-being and understanding in core content areas. Research interventions, analytics, pre-post assessments and new notification tools will open new research and development opportunities for all sites, as we will find points of convergence and divergence in the work of different communities throughout the knowledge building network and schedule webinars and metadiscourses related to common interests and discoveries. Partnerships for sustained innovation will position Knowledge Building International members to take collective responsibility for crossing boundaries, removing barriers, and closing gaps—including gaps between schoolwork and knowledge work in the world beyond school.

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