

21st CENTURY DESIGN PRINCIPLES

I. LEARNING WILL BE ANCHORED IN CARING PURPOSEFUL RELATIONSHIPS.

“To fulfill the purposes of Jewish education it is vital that we fashion learning experiences that draw on and nurture the yearning for connectedness” (Design Principles for the 21st century). Educators will learn and practice ways of creating learning that deepens relationships among learners and with educators.”

Q: Does the learning provide opportunities to deepen relationships among learners and with educators? If so, how?

Evidence from today’s learning:

Participants build relationships as they engage in Shabbat model and service model learning. Build relationships as work in groups – share experiences and offer one another support.

2. LEARNING WILL SEEK THE ANSWERS TO THE QUESTIONS, CHALLENGES, AND MEANING OF EVERYDAY LIFE.

“Just as Franz Rosenzweig once argued that Jewish learning should begin from life and lead to Torah – not from Torah to life, we recognize that today’s learners need guides to help them uncover the answers to their everyday experiences” (Design Principles for the 21st Century). Educators will think through the core questions and challenges that the learners face and then deliver powerful learning that helps learners seek the answers.”

Q: Is the learning designed to help the learner answer to the questions, challenges, and meaning of everyday life? If so, how?

Evidence from today’s learning:

Participants engage in and reflect an example of family learning --- How do I bring congregants/families to embrace Shabbat rituals?

3. LEARNING WILL ENABLE INDIVIDUALS TO CONSTRUCT THEIR OWN MEANING THROUGH INQUIRY, PROBLEM SOLVING, AND DISCOVERY.

“The involvement of learners in shaping their educational experiences will produce more authentic, powerful learning” (Design Principles for the 21st Century). This design principle will help educators focus on placing the learner in the driver seat during educational experiences. At the core of this principle is the idea that learners can construct their own meanings, as opposed to an instructor telling them the meaning.”

Q: Does the learning enable individuals to construct their own meaning through inquiry, problem solving, and discovery? If so, how?

Evidence from today's learning:

Participants deconstruct the experience to better understand the experience.
Participants propose how they can incorporate the design principles into their model.

4. LEARNING WILL BE CONTENT RICH AND ACCESSIBLE.

Educators will seek new ways to shape learning that is rich in Jewish content so that learners fully grasp its meaning and relevance.

Q: Is the learning shaped so that it is rich in Jewish content and learners fully grasp its meaning and relevance? If so, in what way(s)?

Evidence from today's learning:

Learning is authentic – and linked to Jewish texts.

*All four design principles are needed to achieve powerful learning experiences. In These design principles for 21st century education are by no means new, but they are radical. Only a Jewish education that empowers learners as active agents shaping their own educational journeys, that fosters relationships and connections in a world at once fragmented and homogenized, and that addresses the full scope of our lives will be effective in engaging a generation of students — children and adults — who are both demanding and searching. Such an education will be able to absorb technology without being distorted by it, accommodate choice without abandoning its integrity, and offer multiple options for diverse learners without collapsing into anarchy. **This is the kind of education we will need in order to thrive in the 21st century (emphasis added).***