



**Learning
Institute**

Learning Institute External Scholar Series

Dr. Chris Hoadley

“How Meeting the Moment Requires Rethinking Learning”

February 6, 2026

What is learning for, anyways?

"All the News
That's Fit to Print"

The New York Times

Late Edition

Today, mostly cloudy, high 50. Tonight, cloudy, rain late, low 46. Tomorrow, windy, very mild, clouds, rain early then afternoon sun, high 67. Weather map is on Page B14.

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NEW YORK, THURSDAY, MARCH 12, 2020

\$3.00

U.S. LIMITS TRAVEL AFTER W.H.O. CITES PANDEMIC



*Trump Suspends Most Flights From Europe
for 30 Days, but Excludes the U.K.*

By PETER BAKER

WASHINGTON — President Trump on Wednesday night blocked most visitors from continental Europe to the United States and vowed emergency aid to workers and small businesses as the World Health Organization declared the coronavirus a global pandemic, stock markets plunged further and millions of people cut themselves off from their regular lives.

In a prime-time address from the Oval Office, Mr. Trump outlined a series of measures intended to tackle the virus and its economic impact as he sought to reassure Americans that he was taking the crisis seriously after previously playing down the scope of the outbreak. He said he would halt travelers from Europe other than Britain for 30 days and asked Congress to support measures like a payroll tax cut.

tor Tom Hanks announced that he and his wife, Rita Wilson, had been infected with the virus.

The cascade of announcements felt like a turning point in the crisis, when the real-world effect on people in the United States and around the globe came into stark relief. Ordinary life in many places will no longer be the same for the foreseeable future as society adjusts to a new reality that transforms everything including the global economy and everyday social interactions — not just in far-off places on newscasts, but in the community right at home.

Mr. Trump and other world leaders grappled for a way forward, but there was no clear end in sight as one of America's top scientists, Dr. Anthony S. Fauci, predicted the outbreak would only grow worse. He spoke on the same day that India joined countries

New York City Schools, Restaurants and Bars Are Shut Down Over Coronavirus

Mayor Bill de Blasio said that it was a wrenching decision to close places that are the “heart and soul of the city.”



Share full article



By Luis Ferré-Sadurní

Published March 15, 2020 Updated March 16, 2020

He Is 16 and His Mother Died of Covid-19. What Happens To Him Now?

Children who lost their parents in the pandemic are fighting to
hold on to what is left of their families.

The New York Times

‘I Don’t Want to Go Back’: Many Teachers Are Fearful and Angry Over Pressure to Return

Teachers say crucial questions about how schools will stay clean, keep students physically distanced and prevent further spread of the virus have not been answered.

School feels optional. Lots of kids are opting out.

Kids missed school at alarmingly high rates during the pandemic. Students got COVID. They got sent home to quarantine after exposure to COVID. Their parents kept them home for sniffles and coughs. And when their classmates and teachers were absent too, school felt kind of pointless.

IN HER WORDS

‘You Ever Just Feel Like Giving Up?’ Senior Year on the Front Lines

Ashley Reynolds is one of the 3.7 million high school seniors in the U.S. who saw their season of festivities canceled. She’s also an essential worker.

OPINION

CHALKBEAT



That reflects the experience of Kevin Dahill-Fuchel, executive director of Counseling in Schools, an organization that provides counseling services at roughly 50 New York City schools. He’s seen students grapple with questions like, “Why do I have to show up in school? I used to sit at home on my computer,” or, “Why do I have to take this course, when life can be fleeting and things can happen that are out of our control?”

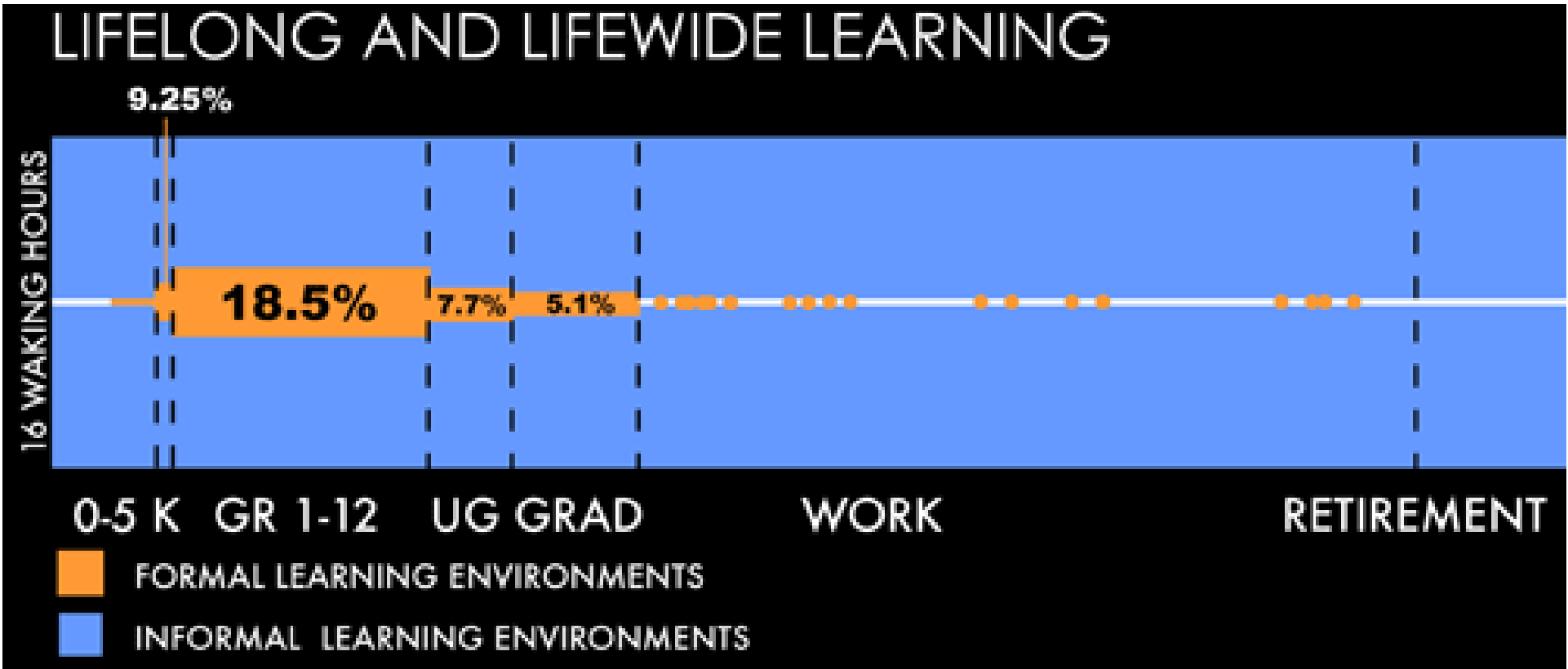
Sept. 1, 2020

Where we stand today

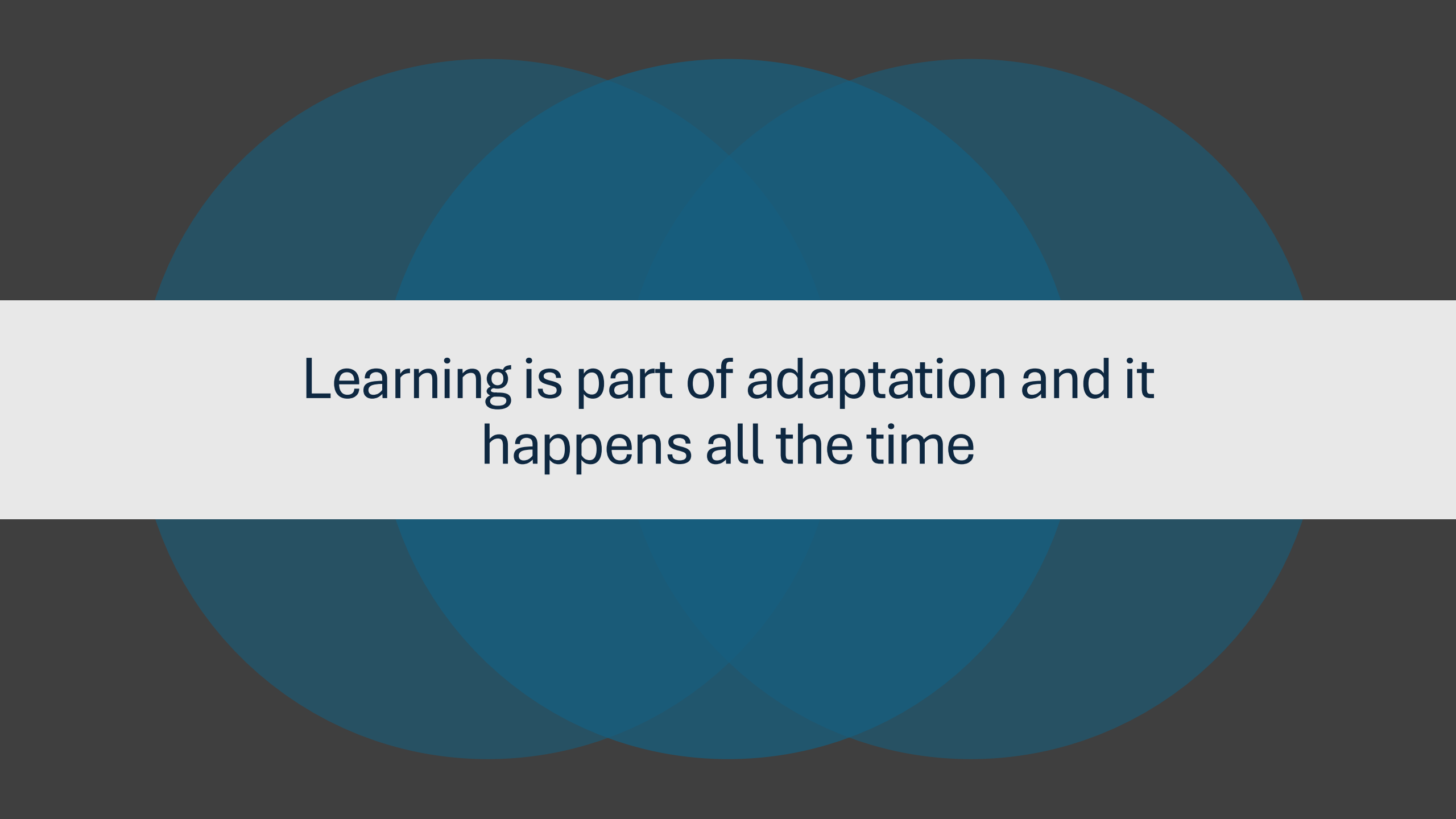
- Information overload
- Rapid pace of knowledge evolution
- Decreasing consensus on what is the truth
- Lowered faith in formal education
- Questions and problems that require answers we don't yet know
- Increasing outsourcing of reasoning and judgment

The background of the slide features three overlapping teal-colored circles arranged horizontally. The circles are semi-transparent, creating darker shades where they overlap. They are set against a solid dark grey background. A white horizontal band runs across the middle of the image, containing the text.

Traditional epistemologies and pedagogies
are out of step with modern crises



LIFE Center (2005). "The LIFE Center's Lifelong and Lifewide Diagram".

The background features three overlapping teal-colored circles arranged horizontally. The circles are semi-transparent, creating darker shades where they overlap. They are set against a solid dark grey background. A white horizontal band runs across the middle of the image, containing the text.

Learning is part of adaptation and it
happens all the time

Key questions about the need for learning

Intentional or accidental?

Intrinsic or extrinsic
motivation?

Instrumental or end goal?



gapminder.org/videos/hans-rosling-ted-talk-2007-seemingly-impossible-is-possible/

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The dimensions of development

	Means	Goal
■ Human Rights	+	+++
■ Environment	+	++
■ Governance	++	+
■ Economic growth	+++	0
■ Education	++	+
■ Health	+	++
■ Culture	+	+++

About this talk

Reasons to learn (computer science)



Santo, Vogel, & Ching (2019) CS for What? Diverse Visions of Computer Science Education in Practice. New York, NY: CSforALL.

Key questions about the nature of learning

Facts and recall vs skills and capabilities vs inclinations and growth

Individual or collective

In the head or with the world

Learning to do or learning to become?

RESEARCH ARTICLE

 OPEN ACCESS  Check for updates

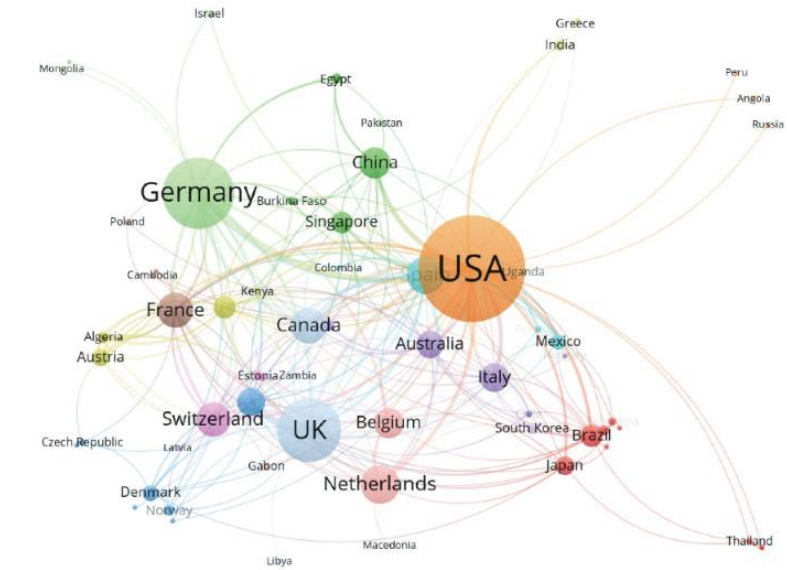
Evolution of global scientific collaboration in mRNA vaccine research: Insights from bibliometric and social network analysis (2010~2023)

Juan Chen, Lizi Pan, Yan Lu, Ting Zhang, Dongzi Xu, Shu Yan, and Zhaolian Ouyang 

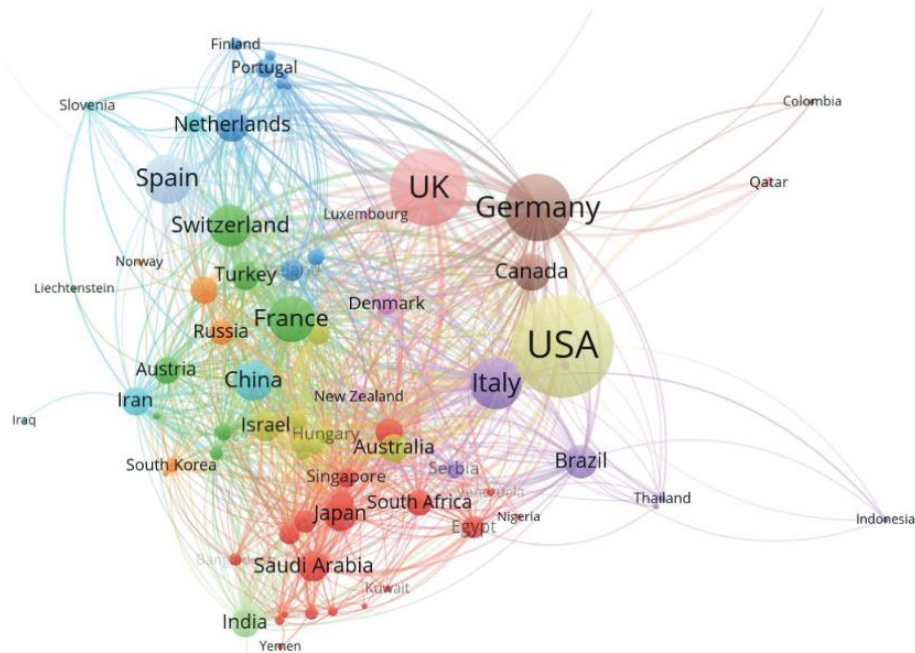
Institute of Medical Information/Medical Library, Chinese Academy of Medical Sciences & Peking Union Medical College, Beijing, China

ABSTRACT

ARTICLE HISTORY



Period 1



Period 2

In the end, whether their experience was positive or negative, many students said those years made life feel more precious.

The pandemic taught us about patience and resilience, but it also showed us deep inequities — some students had quiet spaces to learn and consistent internet, while others struggled just to get online. I discovered how fragile “normal” really is and how much we rely on each other. While the world appears more alone in some ways now, I hold on to the fact that it is the little things — laughing with friends, going for a walk outside, having an in-person conversation — that are truly significant.

— [John, Penang, Malaysia](#)

New epistemologies

- Learning as transmission
 - Knowledge as static
 - Knowledge as information
 - Knowledge as individual
- Learning as co-construction
 - Knowledge as emergent
 - Knowledge as doing
 - Knowledge as distributed

How do we
learn when we
don't have all
the answers to
share?



“Growth as aim and ideal”
(Dewey)



Critical consciousness and
action oriented learning (Freire)



Expansive learning (Engestrom)



Making a
change

New ways to learn old
things?

Old ways to learn new
things?

New ways to learn new
things

The Learning Sciences

- Research and Design
- Lifelong, Life-wide Learning
- Interdisciplinary and Contextualized
- Empirical, and iterative



University at Buffalo

Institute for Learning Sciences

Graduate School of Education

- Sustained
- Systemic
- Interdisciplinary

ENGAGING COMMUNITIES
IN RESEARCH

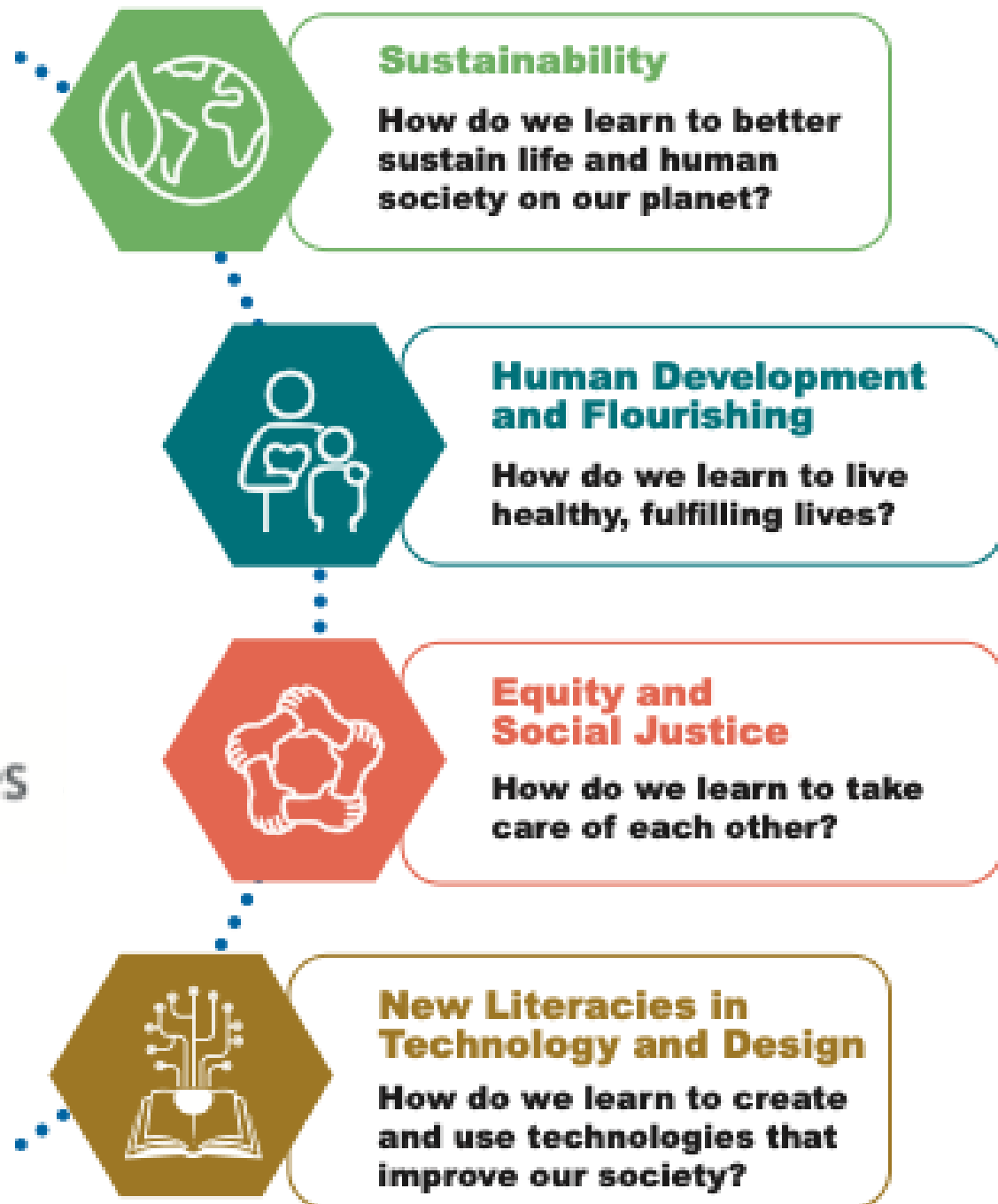


TRANSFORMING
THE UNIVERSITY



DEVELOPING NEW
TECHNOLOGIES

What we focus on



Sustainability and learning

Ensuring that our environment, our society, and culture can continue and thrive is a core goal for our sustainability theme. Climate change and other global disruptions such as COVID-19 require that people conserve what we value, innovate to respond to new circumstances and challenges, and anticipate and adapt to change. Each of these tasks requires learning about our changing conditions and learning to be resilient and proactive in the face of that change.





Social justice and learning

A reckoning is happening in the US and globally with the ways that prejudice, bigotry, and social and economic inequities corrode society and hold back the human race. Learning about the ways people's lives and histories differ, how to embrace and build on those differences, and how to transform and overcome systems of oppression are key challenges in today's world



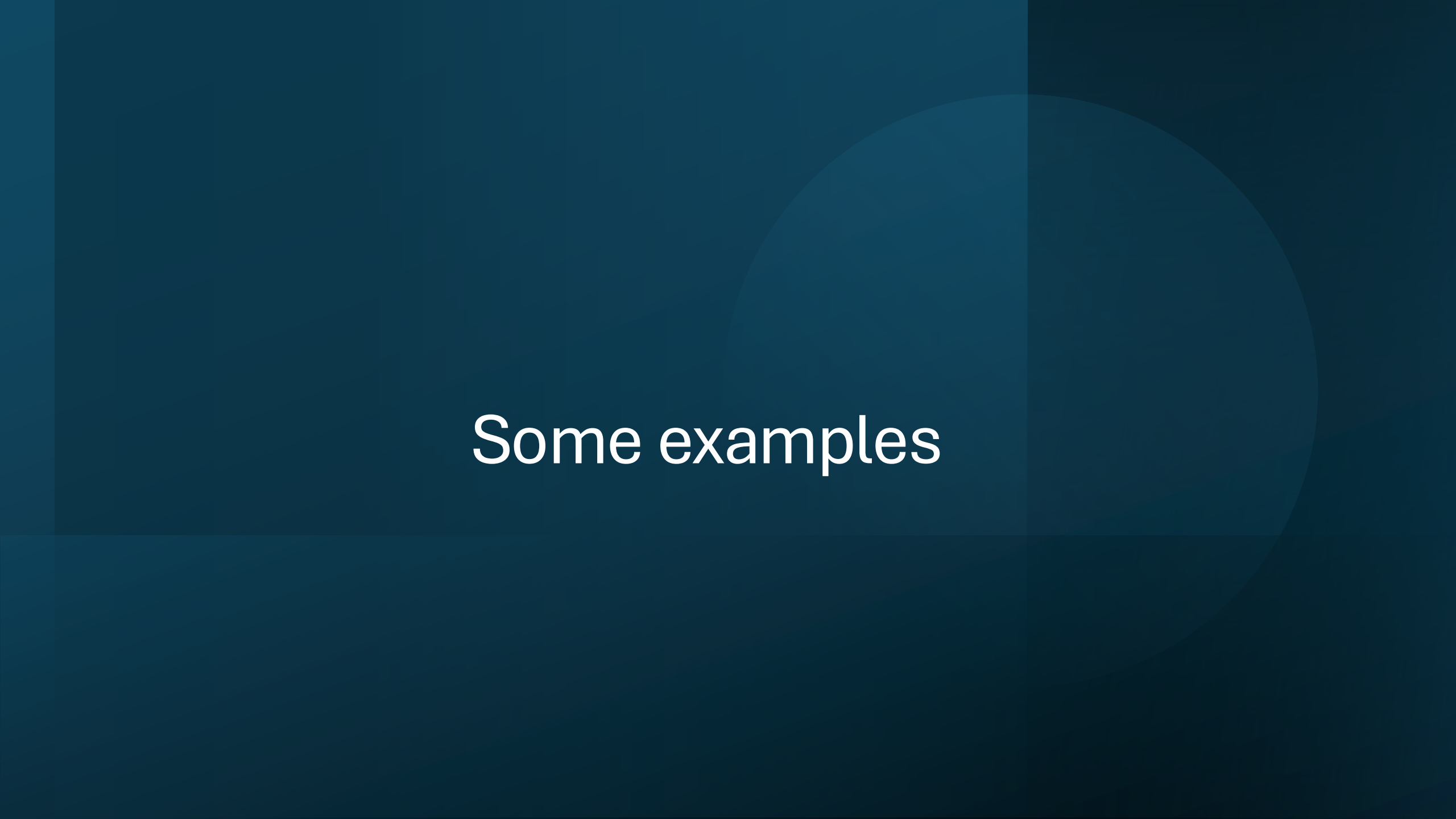
Human development, flourishing, and learning

Growing to be an empowered, well-adjusted person is a neverending journey that begins in infancy and continues throughout the lifespan. We learn how to communicate, connect, and live healthy lives across our lifespan.



Learning new literacies for tech and design

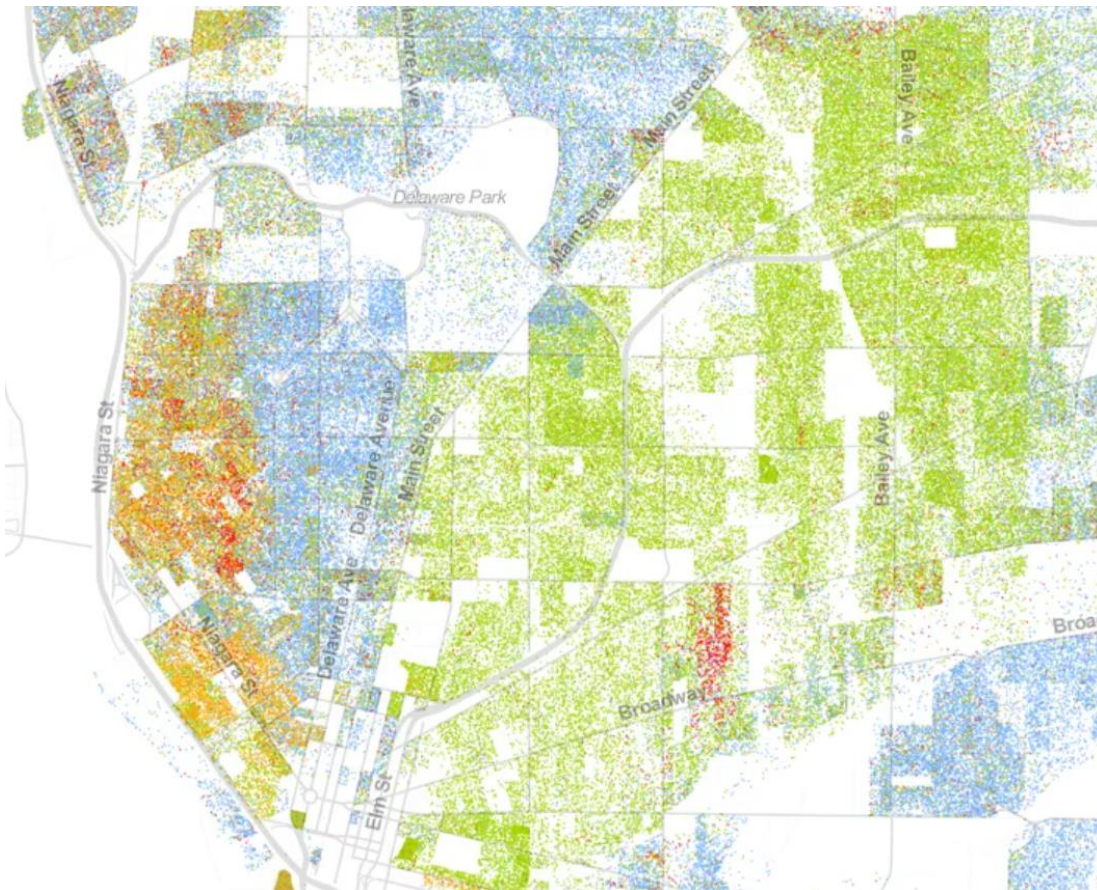
Technological advancements are accelerating, and this poses a problem for how people at all ages can learn to apply technologies in their lives and to participate in the creation, design, and governance of these technologies.



Some examples

Corridors of Learning

LINES OF SEGREGATION IN BUFFALO



SEGREGATION IN THE CITY OF BUFFALO

Of all people who identify as black within the City of Buffalo, roughly **85%** live east of Main Street.

*Project for Public Good, A City Divided:
A Brief History of Segregation in Buffalo , 2018*

Advocacy Groups for Highway Removal

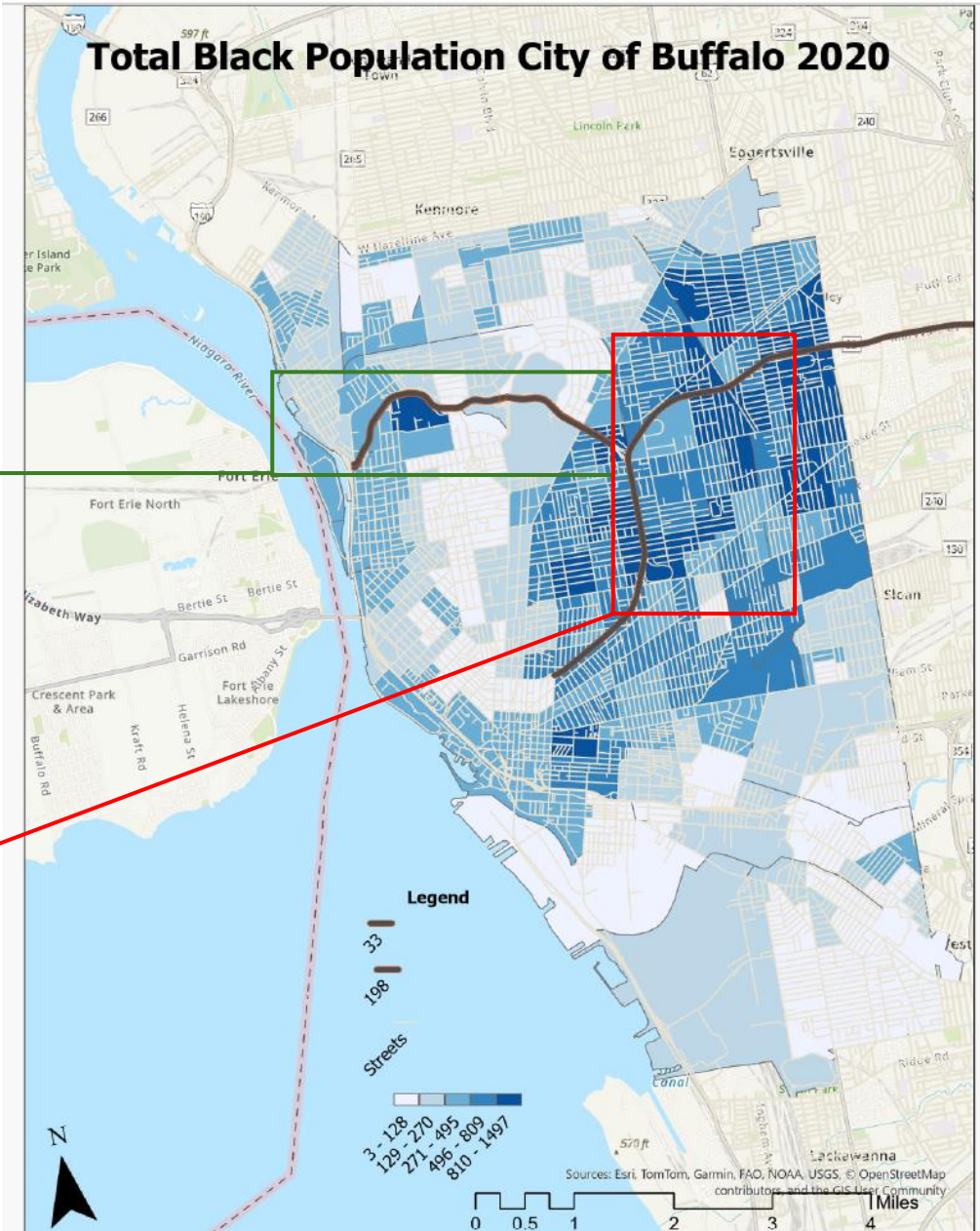


Scajaquada Corridor Coalition

Blog Events Subscribe Donate

A Once-In-A-Lifetime Opportunity: Remove Our Urban Highway System

Our community vision for a revitalized Scajaquada Creek, a connected Delaware Park, and a restored Humboldt Parkway.



60+ community groups and counting support the full restoration of Humboldt Parkway! See who's joined us and sign up your group!

ESP East Side Parkways Coalition

[Home](#)[Get Involved:](#)

- Calendar
- Actions
- Donate

[Learn More:](#)

- Supporters
- Lawsuits
- FAQs

[Connect With Us:](#)

- Social Media
- Mailing List
- Contact

GREAT NEWS!!
Judge Colaiacovo determined that the DOT needs to conduct an Environmental Impact Statement

We're so grateful for this decision and the cooperative hard work around this case.
[Link to Judge's Decision \(6 MB PDF\)](#)
JOIN US at the Community Conversation and EIS Topics Workshop! ->

Community Conversation
Saturday, March 15
9:30am - 11:45am
at the **Delavan Grider Community Center**
877 East Delavan
Come share your ideas for the restoration of **Humboldt Parkway**

ROCC

HOME I REMEMBER THE MOVEMENT MISSION POSSIBLE HOW YOU CAN HELP NEWS EVENTS

ROCC
**OUR CITY. OUR HOME.
OUR FUTURE.**

CALL, WRITE, or EMAIL your elected officials to tell them to bring the PARK back to Humboldt Parkway!

roccbuffalo.org

[Facebook](#) [Twitter](#) [Instagram](#) [LinkedIn](#) [YouTube](#) [SoundCloud](#) [RSS](#)

#IRemember

Community workshops to develop learning agendas

- Walking tour and documentary making
- Collection of oral histories, photos, artifacts
- Shared mapmaking
- Identification of audiences and learning needs



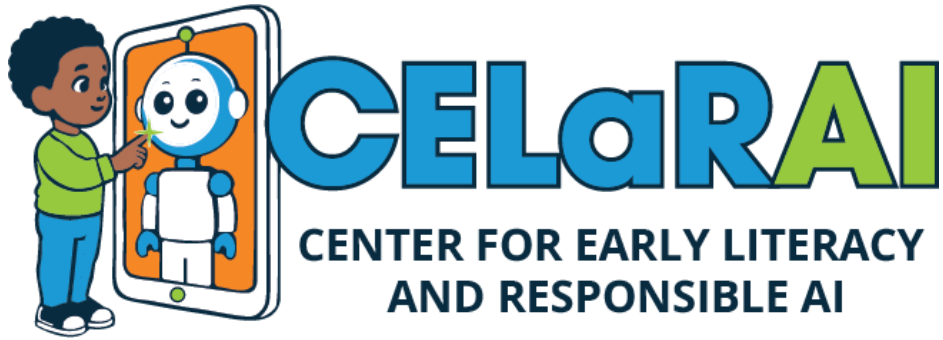
STEMCyclists Buffalo

Our Purpose

The STEMCyclists Program is a transformative, research- and evidence-based informal STEM learning experience for youth centered on the medium of the bike and biking. The premise of the STEMCyclists program is through the informal experiences of working with the bike and biking, we can co-create learning experiences for youth to engage in STEM and disrupt normative and marginalizing STEM experiences, which can transform their STEM identities. We are grateful for funding for this program from the National Science Foundation (NSF) and The Spencer Foundation.

“Riding with neighborhoods
not through them”
—SlowRoll Buffalo



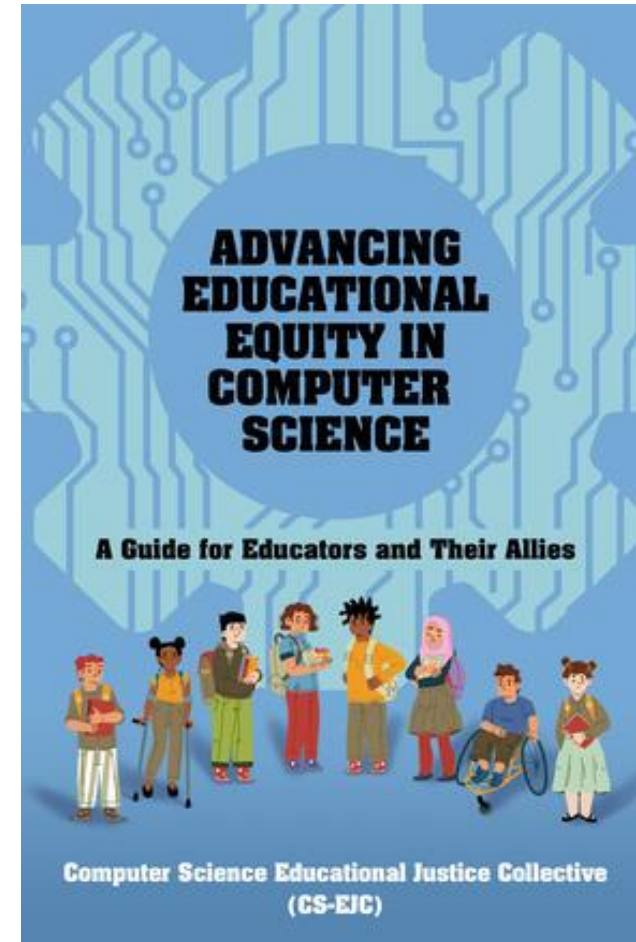


- Creating texts for children to support early literacy that meet their unique pedagogical, linguistic, and cultural needs
- Developing national networks of educators, policymakers, and researchers to consider how AI could be responsibly incorporated into the classroom
- Designing with and for teachers and kids



Participating in Literacies and Computer Science

- Research-Practice Partnership to support CS for All in NYC Public Schools
- Research on pedagogies for emergent bilingual learners turned into citywide professional development R&D



Dangers in the moment



"A deeply thoughtful, often funny, more often startling, and utterly compelling examination of American higher education in the twenty-first century."
—Tim O'Brien

**“WHATEVER IT IS,
I’M AGAINST IT”**

Resistance to Change
in Higher Education

BRIAN ROSENBERG

Outsourcing cognition: the psychological costs of AI-era convenience

Binny Jose^{1*}, Deepak Joseph², Visakh Mohan³,
Elizabeth Alexander⁴, Subi K. Varghese⁵ and Abhijith Roy⁶

¹Department of Health and Wellness, Marian College Kuttikkanam Autonomous, Kuttikkanam, India, ²St. Berchmans College, Kottayam, India, ³School of Social Work, Marian College Kuttikkanam Autonomous, Kuttikkanam, India, ⁴PG Department of Social Work, Kuriakose Elias College, Kottayam, India, ⁵Kristu Jyoti College of Management and Technology, Kottayam, India, ⁶Sienna Senior Living, Toronto, ON, Canada

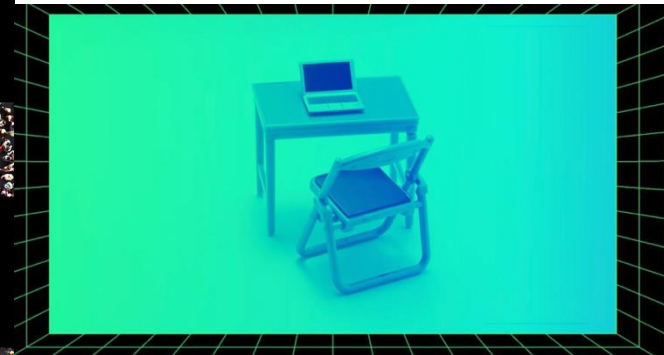


Illustration by The Atlantic. Source: Getty.

ATLANTIC INTELLIGENCE

AI HAS BROKEN HIGH SCHOOL
AND COLLEGE

What is our role?

- **New models of knowledge in action:** Understanding universities as proponents of, not warehouses for, **knowledge**
- **Knowledge is as knowledge does:** Teaching and research are two sides of the same coin
- **Humility and the unknown:** We have the opportunity to spark knowledge building to meet the needs of the future rather than presuming we have all the answers
- **Relevance and rigor:** Truth and being right won't matter if we aren't helping address real problems in people's lives