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James S. McDonnell Foundation Inaugurates New Program in Educational Research \$24.5 Million Awarded for Studies of Teachers as Learners

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New Program Part of the 21st Century Science Initiative Commitments Overall \$34.8+ Million in Grants Continue Founder's Vision

(St. Louis, MO) The Officers and Directors of the James S. McDonnell Foundation today announced more than \$34 million in grants in their ongoing program, the **21st Century Science Initiative**.

Founded in 1950 by the late aerospace pioneer and founder of what would become the McDonnell Douglas Corporation, James S. McDonnell believed that science and technology gives mankind the power to shape knowledge for the future while improving our lives. "Mr. Mac's" vision continues to be realized through the research these grants are supporting. Since the inception of the program in 2000, more than \$314 million in funding has been awarded.

In 2017, JSMF inaugurated the *Understanding Teacher Change and Teachers as Learners in K-12 Classrooms* program to fund education research on the science of teaching and expand our understanding of teachers as learners and key agents of change in education. The concern shared by parents, educators, and funding agencies is that despite the availability of numerous evidence-based practices for improving student learning we know very little about teacher learning and how to best incorporate new approaches into existing educational practices. "The Foundation is excited to launch this new program and we hope the research findings will fill an important gap in our present understanding of how advances in the science of learning can best be integrated into educational practices", said McDonnell Foundation President, Dr. Susan Fitzpatrick.

The 21st Century Science Initiative also announced new grants in the Foundation's programs. In *Understanding Human Cognition*, the Scholar Awards support young researchers identified by their peers and nominated by their institutions as likely to continue to make important theoretical or conceptual contributions that advance developmental science. *Understanding Dynamic and Multi-scale Systems* awards support networks of multi-disciplinary working groups to solve practical problems in complex, adaptive, nonlinear systems. *Special Initiative* awards support opportunistic research closely related to JSMF's programmatic interests.

The McDonnell Foundation's 2017 21st Century Science Initiative Awards are:

Understanding Teacher Change and Teachers as Learners

Boston University, Boston, Massachusetts

Understanding How Elementary Teachers Take Up Discussion Practices to Promote Disciplinary Learning and Equity

Project Manager: Lynsey Gibbons, \$2,500,000 over five years

Carnegie Mellon University, Pittsburgh, Pennsylvania

ClassInSight: Insight on Teacher Learning by Scaffolding Noticing and Reflection

Project Manager: Amy Ogan, \$2,499,984 over five years

Indiana University, Bloomington, Indiana

Teacher Cognition and Learning about Incorporating Science Representations in Elementary Classrooms

Project Manager: Joshua Danish, \$2,499,999 over five years

Northwestern University, Evanston, Illinois

Developing a Model of Teacher Learning to Support Classroom Enactment of Purposeful Sensemaking

Project Manager: Brian Reiser, \$2,497,997 over five years

University of California, Davis, Davis, California

New Teachers Learning Disciplined Improvisation for Meaningful Talk in Diverse Classrooms

Project Manager: Steven Athanases, \$2,496,062 over five years

University of Illinois, Chicago, Chicago, Illinois

How Teachers Learn: Orchestrating Disciplinary Discourse in Science, Literature, and Mathematics Classrooms

Project Manager: Susan Goldman, \$2,491,500 over five years

University of Michigan – Ann Arbor, Ann Arbor, Michigan

Managing Students' Contributions to Mathematical Work in Whole Class Discussions in High School: How do Teachers Decide What to Do?

Project Manager: Patricio Herbst, \$1,969,652 over five years

University of Michigan – Ann Arbor, Ann Arbor, Michigan

Teachers Learning to Facilitate Communication and Reasoning Through Inquiry with History and Social Science Sources

Project Manager: Chauncey Monte-Sano, \$2,500,000 over five years

University of Pittsburgh, Pittsburgh, Pennsylvania

Teacher Learning to Enact Productive Discussions in Mathematics and Literacy

Project Manager: Mary Kay Stein, \$2,499,651 over five years

University of Wisconsin – Madison, Madison, Wisconsin

Advancing Teachers' Pedagogical Reasoning and Practices with Tools

Project Manager: Hala Ghouseini, \$2,499,821 over five years

Understanding Human Cognition: Scholar Awards

Ecole Normale Supérieure, Paris, France

Early language acquisition: Beyond WEIRD

Principal Investigator: Alejandrina Cristia, \$600,000 over six years

Koç University, Istanbul, Turkey

Event representation and relational language learning

Principal Investigator: Tilbe Göksun, \$600,000 over six years

Ludwig-Maximilians Universität München, Munich, Germany

The emergence and early development of morality

Principal Investigator: Markus Paulus, \$600,000 over six years

New York University, New York City, New York

Developing representations of the social world

Principal Investigator: Marjorie Rhodes, \$600,000 over six years

Princeton University, Princeton, New Jersey

Does Top-Down Processing Support Infant Development?

Principal Investigator: Lauren Emberson, \$600,000 over six years

Radboud University, Nijmegen, Netherlands

Integrating evolution, development, and learning in psychological science

Principal Investigator: Willem Frankenhuis, \$600,000 over six years

Rutgers University, New Brunswick, New Jersey

Responding to Imminent Threat: A Developmental Approach

Principal Investigator: Vanessa LoBue, \$600,000 over six years

University of California, Los Angeles, Los Angeles, California

Understanding the emergence of speech vocalizations in human infancy

Principal Investigator: Anne Warlaumont, \$600,000 over six years

University of Chicago, Chicago, Illinois

A coordination approach to early language learning

Principal Investigator: Daniel Yurovsky, \$600,000 over six years

University of Southern California, Los Angeles, California

Using Automated Controlled Rearing to Explore the Origins of the Mind

Principal Investigator: Justin Wood, \$600,000 over six years

Collaborative Activity Awards: Understanding Dynamic and Multi-scale Systems

Santa Fe Institute, Santa Fe, New Mexico

Adaptation, Aging, and the Arrow of Time

Project Manager: David Krakauer, \$2,500,000 over five years

University of California, Davis, Davis, California

Cortical plasticity within and across lifetimes

Project Manager: Leah Krubitzer, \$1,670,356 over five years

Special Initiative Award

Center for Open Science, Charlottesville, Virginia

Evaluating Registered Reports

Project Manager: Brian Nosek, \$165,591 over two years

Pontificia Universidad Católica de Chile, Santiago, Chile

Support for the 2018 Latin American School for Education, Cognitive and Neural Sciences

Project Manager: Marcela Peña, \$90,000 over one year

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