Educational Innovations: Trapped in the Zone of Wishful Thinking

Presentation by Louis Gomez, Professor of Education
UCLA Graduate School of Education & Information Studies

Monday, June 5, 2017
12:00-1:15 pm, Education 2010

Abstract: Certainly, since the publication of the Coleman Report, we have recognized the inequalities that pervade American education. We have attempted to interrupt the impact inequality through educational innovations – technological, and otherwise. The results of many of these reforms, to date, has been spotty in that we have bright spots of success, and these same innovations fail to help all children. My talk addresses some of the reasons for the spotty performance and explores some approaches to redressing this state of affairs.

Bio: Louis Gomez is a Professor of Education at UCLA. His teaching and research interests include school improvement, organizational learning, application of computing and networking technology to teaching and learning, applied cognitive science, human-computer interaction, and curriculum design. Gomez, who earned his Ph.D. in psychology from UC Berkeley, was first drawn to practical research that is theoretically rich during his time in the late 1980s as a member of technical staff at Bell Laboratories in New Jersey. While at Bell, Gomez worked on projects applying cognitive science to things like creating technology to bring the Internet into classrooms. He reports that his experience at Bell Labs grew into a deep interest in understanding how complex systems, made up of people and technologies, like schools, can be improved so that they can better support the life chances of the people they serve. Gomez’s honors include serving as the MacArthur Foundation Chair in Digital Media & Learning and as senior fellow of the Carnegie Foundation for the Advancement of Teaching. He was elected to the National Academy of Education in 2013.