# ENERGIZING THE POTENTIAL OF ALL LEARNERS

## A Stanford Accelerator for Learning Summit with the Yidan Prize Foundation

**WEDNESDAY, SEPTEMBER 28 • 10:30 a.m. – 6:15 p.m. PDT**

***LIVESTREAM FROM***

DAVID AND JOAN TRAITEL BUILDING, STANFORD UNIVERSITY
435 LASUEN MALL, STANFORD, CALIFORNIA

Stanford | Accelerator for Learning

Yidan Prize 一 丹 獎

Stanford GRADUATE SCHOOL OF EDUCATION

10:30 a.m. – 6:15 p.m. David and Joan Traitel Building Stanford University

## WEDNESDAY, SEPTEMBER 28

# 2022 Summit Agenda

Global education leaders discuss the theory of change driving the future of learning.

10:30 a.m. – 6:00 p.m.

### Summit Emcee

Lisa Chamberlain, MD, MPH
Professor of Pediatrics, Stanford School of Medicine and by courtesy Stanford Graduate School of Education

10:30 a.m.

### University Welcome

Speaker: Marc Tessier-Lavigne
President, Stanford University

### Opening Keynote: A Theory of Change, Part I

Speaker: Daniel L. Schwartz
I. James Quillen Dean and Nomellini & Olivier Professor of Educational Technology, Stanford Graduate School of Education

10:55 a.m.

### Yidan Prize Foundation Welcome

Speaker: Charles CHEN Yidan
Founder, Yidan Prize

11:00 a.m.

**SESSION 1**

### Inclusive Education

Create stellar and accessible learning opportunities where under-resourced learners can thrive.

12:15 p.m.

### Lunch

1:30 p.m.

**SESSION 2**

### Early Childhood

Enable the growth of the whole child by advancing precise solutions that support every child.

2:45 p.m.

**SESSION 3**

### Learning Differences

Improve opportunities for children with diverse learning needs to participate fully in learning and life.

4:00 p.m.

### Afternoon Break

4:15 p.m.

**SESSION 4**

### A Theory of Change, Part II

Leverage insights across sessions and chart the path forward.

5:45 p.m.

### 2022 Yidan Prize Announcement

Celebrate the 2022 Yidan Prize laureates.

10:30 a.m. Hauck Auditorium

# Stanford University Welcome & Keynote Address



**Summit Emcee:** Lisa Chamberlain, MD, MPH
Professor of Pediatrics, Stanford School of Medicine
and by courtesy Stanford Graduate School of Education

## University Welcome

A purposeful university in the 21st century pursues knowledge not just as an end in itself, but to make bold contributions to the future of humanity and our world. As we look to the challenges in education today—and those we anticipate in the decades to come—it's clear that research universities must be leaders in applying the science of learning to building educational systems that are more accessible, equitable, and effective. Through the Stanford Accelerator for Learning, developed under Stanford's Long-Range Vision for the future of the university, researchers are working with partners to uncover new insights into how humans learn and leverage technology to create new educational pathways, with the potential for broad impact.

**Speaker**



**Marc Tessier-Lavigne**
President
Stanford University

## Opening Keynote: A Theory of Change, Part 1

The vision of the Stanford Accelerator for Learning (SAL) is to accelerate solutions to the most pressing challenges facing learners. SAL leverages the revolution in brain and learning sciences, data, and technology and facilitates collaboration across disciplines and with partners to bring scalable and equitable solutions to all learners. The summit will focus on the theory of change driving this vision and explore how Stanford thinks about transforming learning through the principles and dynamics of incubation, revolution, and acceleration.

**Speaker**



**Daniel L. Schwartz**
I. James Quillen Dean
Nomellini & Olivier Professor
of Educational Technology
Stanford Graduate School of
Education (GSE)

10:55 a.m. Hauck Auditorium

# Yidan Prize Foundation Welcome

## Welcome

How can we build a better world through education? It is critical that education research and development work in harmony, each informing the other to improve education for all. The Yidan Prize recognizes excellence in both fields, injecting energy and igniting real, scalable change in education. How can we bring this energy to the conference discussions and beyond?

**Speaker**



**Charles CHEN Yidan**
Founder
Yidan Prize

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11:00 a.m. Hauck Auditorium

## SESSION 1

# Inclusive Education

Create stellar and accessible learning opportunities where under-resourced learners can thrive.

### Description

This session explores what accounts for differences in learning between and within countries, and pathways to improving learning for marginalized students. These differences figure prominently in debates about economic growth, social progress, and equity.

### Questions

- Why are access and quality important?
- How do under-resourced and marginalized students experience education now?
- What are we learning about how to design and scale policies and programs to achieve equitable, quality education?

### Moderator



**Liz Willen**
Editor In Chief
The Hechinger Report

### Panelists



**Patricia Bromley**
Associate Professor
Stanford GSE
Marc and Laura Andreessen Faculty Co-Director
Stanford Center on Philanthropy and Civil Society



**Carol Dweck**
Lewis and Virginia Eaton Professor of Psychology
Stanford



**Eric Hanushek**
Paul and Jean Hanna Senior Fellow
Hoover Institution
Stanford



**Angeline Murimirwa**
Executive Director – Africa
CAMFED



**Jonathan Rosa**
Associate Professor
Stanford GSE
Director, Chicanx-Latinx Studies
Co-Director of the Center for Global Ethnography
Stanford

1:30 p.m. Hauck Auditorium

## SESSION 2

# Early Childhood

Enable the growth of the whole child by advancing precise solutions that support every child.

### Description

This session discusses the potential and the case for investment in early childhood learning and development (ECLD). Panelists share aspects of the latest and most compelling research, including how an interdisciplinary approach informs our understanding of brain maturation and cognitive development. Panelists share approaches to making good quality ECLD possible for all.

### Questions

- In the face of such strong evidence, what prevents meaningful policy change?
- How do we help families and communities reconceptualize challenges of ECLD and arrive at solutions?
- Why is now a ripe moment for bold action?

### Moderator



**Patricia Kuhl**
Bezos Family Foundation Endowed Chair for Early Childhood Learning
University of Washington

### Panelists



**Rukmini Banerji**
CEO
Pratham Education Foundation



**Susan Bipa**
Country Director
BRAC Maendeleo Tanzania



**Lisa Chamberlain**
MD, MPH
Professor of Pediatrics
Stanford School of Medicine and by courtesy
Stanford GSE



**Bruce McCandliss**
Pigott Family Graduate School of Education
Professor, Stanford GSE
Member, Stanford Maternal & Child Health Research Institute



**Deborah Stipek**
Dean and Professor Emerita
Stanford GSE

2:45 p.m. Hauck Auditorium

## SESSION 3

# Learning Differences

Improve opportunities for children with diverse learning needs to participate fully in learning and life.

### Description

This session explores notions of neurodiversity, disability, and human capacity in the context of learning. What counts as educationally disabling varies widely across the globe and complicates access to supports, services, and interventions. Worldwide, infants, young children, and youth with disabilities are among the least likely to complete schooling. Panelists consider models of inclusion for the future.

### Questions

- How are the brain and learning sciences changing our understanding of, and shaping our response to, the variety of ways children learn?
- How is momentum building in policy, advocacy, and educational circles?

**Moderator**



**Charlotte McClain-Nhlapo**
Global Disability Advisor
World Bank Group

**Panelists**



**Usha Goswami**
Professor of Cognitive Developmental Neuroscience
University of Cambridge



**Judy Heumann**
Disability Rights Activist



**Elizabeth Kozleski**
Professor (Research)
Stanford GSE



**Seena M. Skelton**
Director of Operations
Midwest & Plains Equity Assistance Center
Indiana University School of Education at Indiana University–Purdue University Indianapolis



**Dennis Wall**
Professor of Pediatrics (Systems Medicine)
Professor of Biomedical Data Science
Stanford School of Medicine

4:15 p.m. Hauck Auditorium

## SESSION 4

# A Theory of Change, Part II

Leverage insights across sessions and chart the path forward.

### Description

This session explores strategies for bringing emerging and enduring ideas to fruitful scale and high impact.

### Questions

- Why is an interdisciplinary approach important to building the education systems we need for the future?
- How can a theory of change be applied across diverse learner contexts?
- Where can the principles of incubation, reframing, and acceleration challenge existing beliefs and assumptions about education and drive change?
- What role can philanthropies and research universities play in supporting changemakers on the ground?

**Keynote Speaker**



**Philip Fisher**
Professor
Stanford GSE

**Moderator**



**Condoleezza Rice**
Tad and Dianne Taube Director of the Hoover Institution
Thomas and Barbara Stephenson Senior Fellow on Public Policy
Stanford

**Panelists**



**Vicky Colbert**
Founder and Director
Fundación Escuela Nueva



**Brooke Stafford-Brizard**
Vice President
Research to Practice
Chan Zuckerberg Initiative



**John Hennessy**
Shriram Family Director
Knight-Hennessy Scholars



**Candace Thille**
Director of Learning Science
Amazon



**Sal Khan**
CEO and Founder
Khan Academy

5:45 p.m. Hauck Auditorium

# 2022 Yidan Prize Announcement

The conference will end on a high note with the announcement of the 2022 Yidan Prize laureates. Each year, the Yidan Prize, the world's highest education accolade, is awarded to individuals and teams in two areas: education research and education development. Yidan Prize laureates are selected by an independent judging committee, recognizing work that is future-oriented, innovative, transformative, and sustainable.

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# Biographies

## STANFORD UNIVERSITY
## Welcome



### Marc Tessier-Lavigne

Pioneering neuroscientist Marc Tessier-Lavigne became Stanford University's 11th president on September 1, 2016. He returned to Stanford after serving as president of The Rockefeller University, a graduate biomedical research university in New York city. From 2001 to 2005, he was a professor of biological sciences at Stanford, where he held the Susan B. Ford Professorship in the Humanities and Sciences. He has also held faculty positions at the University of California, San Francisco, and executive positions at biotechnology company Genentech.

## OPENING KEYNOTE
## A Theory of Change, Part I



### Daniel L. Schwartz

Dan Schwartz is the I. James Quillen Dean of the Stanford Graduate School of Education (GSE) and the Nomellini and Olivier Professor of Educational Technology. A member of the GSE faculty since 2000, Schwartz studies student understanding and representation and he is a leading expert in the ways that technology can facilitate learning. He was the first scholar to take findings from neuroscience research and use them to change classroom practices. His focus on creating meaningful learning experiences that are satisfying and empowering for all kinds of teachers and students is grounded in practice from his career as a teacher. Schwartz's scholarly work is cited over 1,000 times a year.

## YIDAN PRIZE FOUNDATION
# Welcome



### Charles CHEN Yidan

Dr. Charles CHEN Yidan founded the Yidan Prize in 2016, with a mission to create a better world through education. The prize recognizes and supports changemakers with the potential to shape tomorrow's education landscape, in the hope that research and development can work closely together, constantly reinforcing each other and revealing new paths to explore. Dr. Chen co-founded Tencent in 1998 and led the launch of the Tencent Charity Foundation in 2007. Dr. Chen has dedicated himself to education philanthropy and set up Wuhan College, a pioneer of nonprofit private universities in China. In 2018, Dr. Chen donated his Tencent shares to further focus on advancing education globally.

## SESSION 1
# Inclusive Education



### Liz Willen, Moderator

Liz Willen, a longtime education journalist, has led the award-winning Hechinger Report staff as editor in chief since 2011. A sought-after moderator of education conferences and events, Willen also writes the "From the Editor's Desk" column and manages funder relations. Willen previously covered education at an array of newspapers as well as at Bloomberg News, where she received numerous awards for writing and reporting. At The Hechinger Report, she's won awards for commentary and exemplary leadership. Willen got her start in newspapers as features editor of The Rag in Northport, New York, and spent years trying to figure out New York City's public school system, both as a reporter and a parent. She's a graduate of Tufts University and Columbia University's Graduate School of Journalism and a board member for the Spencer Education Fellowships at Columbia.

## SESSION 1 Inclusive Education, continued



### Eric Hanushek

Eric Hanushek is the Paul and Jean Hanna Senior Fellow at the Hoover Institution at Stanford University. He is internationally recognized for his economic analysis of educational issues, and he received the Yidan Prize for Education Research in 2021. His research has had broad influence on education policy in both developed and developing countries. He is the author of numerous widely cited studies on the effects of class size reduction, school accountability, teacher effectiveness, and other topics. His current research analyzes why some countries' school systems consistently perform better than others. He is a Distinguished Graduate of the United States Air Force Academy and completed his PhD in economics at the Massachusetts Institute of Technology.



### Patricia Bromley

Patricia Bromley is an associate professor at the Stanford Graduate School of Education and co-director of the Stanford Center on Philanthropy and Civil Society (PACS). Her research spans a range of fields including organization and management theory, comparative education, and the sociology of education, covering the substantive topics of sustainable development, minority and human rights, nonprofits/civil society, and globalization. Bromley holds an MA in sociology and an MA and PhD in international comparative education from Stanford.



### Carol S. Dweck

Carol Dweck, one of the world's leading researchers in the field of motivation, is the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Her research focuses on the beliefs students hold about the nature of human attributes, such as intelligence, and has shown the profound differences that result from believing those attributes are fixed (a fixed mindset) as opposed to malleable (a growth mindset). She has held professorships at Columbia and Harvard universities, has been elected to the American Academy of Arts and Sciences and to the National Academy of Sciences, and has won over a dozen lifetime achievement awards for her work—including the Yidan Prize for Education Research, the Distinguished Scientific Contribution Award from the American Psychological Association, and the Atkinson Prize in Psychological and Cognitive Science from the National Academy of Sciences. Her work has been featured in such publications as The New Yorker, Time, The New York Times, The Washington Post, and The Boston Globe, and her book Mindset (published by Random House) has been widely acclaimed and has been translated into 40 languages. Dweck holds a BA in psychology from Columbia University and a PhD in psychology from Yale University.

## SESSION 1 Inclusive Education, continued



### Angeline Murimirwa

Angeline Murimirwa is the executive director for Africa of CAMFED, the Campaign for Female Education, and a member of the Zimbabwe Education Coordination Group. She has served on the board of the Zimbabwe National Youth Council and represented CAMFED on the Education Coordination Group and on the UNAIDS (Joint United Nations Programme on HIV/AIDS) Gender Task Force. In 2017, Murimirwa was recognized as one of the 100 most influential women by the BBC, and the Clara Lionel Foundation presented her with the 2017 Diamond Ball Honours Award, recognizing her support of young leaders, entrepreneurship, and civic engagement. In 2020, Murimirwa and CAMFED CEO Lucy Lake were awarded the Yidan Prize for Education Development for their contribution to female education.



### Jonathan Rosa

Jonathan Rosa is an associate professor at the Graduate School of Education and the Center for Comparative Studies in Race and Ethnicity at Stanford University. He also holds courtesy appointments in the Departments of Anthropology, Linguistics, and Comparative Literature. His research combines sociocultural and linguistic anthropology to study the co-naturalization of language and race as a key feature of modern governance. Specifically, he analyzes the interplay between racial marginalization, linguistic stigmatization, and educational inequity. Rosa is author of Looking Like a Language, Sounding Like a Race: Raciolinguistic Ideologies and the Learning of Latinidad. Rosa holds an MA and a PhD from the University of Chicago.

## SESSION 2
# Early Childhood



### Patricia K. Kuhl, Moderator

Patricia Kuhl is the Bezos Family Foundation Endowed Chair for Early Childhood Learning, co-director of the Institute for Learning & Brain Sciences, director of the NSF-funded Science of Learning Center, and professor of speech and hearing sciences at the University of Washington. She is internationally recognized for her research on early language and brain development, and studies that show how young children learn. Her work has played a major role in demonstrating how early exposure to language alters the brain. Kuhl is a member of the National Academy of Sciences, the Rodin Academy, and the Norwegian Academy of Science and Letters. She is a Fellow of the American Association for the Advancement of Science, the Acoustical Society of America, the Cognitive Science Society, and the American Psychological Society.



### Rukmini Banerji

Rukmini Banerji is the chief executive officer of Pratham Education Foundation. Banerji was trained as an economist at St. Stephen's College (Delhi) and the Delhi School of Economics. She was a Rhodes Scholar at Oxford University and completed her PhD at the University of Chicago. Banerji returned to India in 1996 and joined Pratham. She has worked extensively in Pratham's education programs in rural and urban areas. Along with her teams, she has played a major role in designing and supporting large-scale partnerships with state governments in India for improving children's learning outcomes. Banerji led Pratham's research and assessment efforts from 2005 to 2014. In 2021, Banerji was awarded the Yidan Prize for Education Development.



### Susan Bipa

Susan Bipa is the country director of BRAC Maendeleo Tanzania, a registered international non-governmental organization and a subsidiary of BRAC International. Bipa is a results-oriented person with extensive experience in multi-sectoral programming, including designing, planning, and implementation of projects responding to complex development contexts. Bipa has promoted BRAC's learning through play model, resulting in a special recognition by the government. She is an active member of the Technical Working Group that provides strategic direction on implementation of the National Multi-Sectoral Early Childhood Development Programme. Bipa holds an MPhil in comparative and international education from the University of Oslo, Norway.

## SESSION 2 Early Childhood, continued



### Lisa Chamberlain

Lisa Chamberlain, MD, MPH, is founder of the Office for Child Health Equity in the Department of Pediatrics at Stanford University School of Medicine. As a Harman Faculty Scholar she studies "Kinder Ready Clinics," bridging the early childhood education and pediatric sectors to reduce educational inequity. She holds a courtesy appointment at the Stanford Graduate School of Education. She is a community-based pediatrician, having cared for patients in local Federally Qualified Health Centers, where she serves a largely immigrant community, since 2000. She co-founded the California Community Pediatric Collaborative, uniting 14 training programs to advance education addressing pediatric health disparities. The Collaborative has trained over 2,500 pediatricians since 2007 and is an emerging national model, having been replicated across five states. Chamberlain completed her pediatric training at Stanford, a General Academic Fellowship at UCSF/Stanford, and her MPH at the University of California, Berkeley.



### Bruce McCandliss

Bruce McCandliss, the Pigott Family Graduate School of Education Professor, is the head of the Educational Neuroscience Initiative at Stanford which endeavors to bring together elementary school education and neuroscience research to understand how the brain changes with learning. By using the tools of developmental cognitive neuroscience and forging research practice partnerships with SFUSD, The Synapse School Brainwave Leaning Center, and Sand Hill School for Children with Dyslexia, McCandliss studies individual differences in key cognitive skills such as attention, literacy, and mathematics. His research linking early literacy interventions to brain mechanisms earned commendations from the White House and NIH (Presidential Early Career Award in Science and Engineering). His training spans cognitive science, brain electrophysiology (PhD, University of Oregon), and developmental neuroimaging (McDonnell Fellow, Carnegie Mellon University and University of Pittsburgh). As a Merck Scholar he helped launch an Institute for Developmental Psychobiology, where he was an Associate Professor of Psychology in Psychiatry (Weill Cornell Medical College), before being granted the Hart Endowed Chair of Educational Neuroscience (Vanderbilt University).

## SESSION 2 Early Childhood, continued



### Deborah Stipek

Deborah Stipek is the Judy Koch Professor of Education, Emerita, at Stanford University and has served as the I. James Quillen Dean of the Stanford Graduate School of Education. Her scholarship concerns instructional effects on children's achievement motivation and early childhood education. She is particularly concerned about policies and practices that afford children of color and children living in poverty the educational advantages of their more affluent peers. Her current focus is on state policies that promote quality and coherence in preschool through the early elementary grades. Stipek served on the Board on Children, Youth, and Families of the National Academy of Sciences and is a member of the National Academy of Education. Stipek holds a PhD in developmental psychology from Yale University.

## SESSION 3
# Learning Differences



### Charlotte V. McClain-Nhlapo, Moderator

Charlotte McClain-Nhlapo is Global Disability Advisor of the World Bank Group. She supports operational teams across the institution to ensure that bank policies, programs, and projects take people with disabilities into consideration. On a leave of absence from the World Bank, she served as coordinator for disability and inclusive development at the U.S. Agency for International Development and was appointed by U.S. President Barack Obama to lead the government's efforts in disability-inclusive development. Earlier in her career, she was appointed by President Nelson Mandela to the South African Human Rights Commission focusing on social and economic rights, disability rights, and child rights. She holds an MA in international law and administration from the University of Warsaw, Poland, and an LLM from Cornell Law School.

## SESSION 3 Learning Differences, continued



### Usha Goswami

Usha Goswami is a world-leading researcher in the fields of literacy, neuroscience, and education. She is a professor of cognitive developmental neuroscience at the University of Cambridge, and a Fellow of St John's College, Cambridge. Goswami founded and serves as director of the world's first Centre for Neuroscience in Education. Her research has identified the importance of children's awareness of linguistic rhythm patterns for their reading acquisition and has also revealed the brain basis of rhythm perception, showing how this neural process is impaired in developmental dyslexia. Goswami was elected a Fellow of the German National Academy in 2020, and a Fellow of the Royal Society London in 2021. She was awarded the Yidan Prize for Education Research in 2019. Goswami holds a PhD in psychology from the University of Oxford.



### Judith Heumann

Judy Heumann is an internationally acclaimed disability rights leader and activist. She played an instrumental role in the development of disability rights legislation such as the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act, and the UN Convention on the Rights of Persons with Disabilities. She served in the Clinton administration as the Assistant Secretary for the Office of Special Education and was appointed as a Special Advisor for International Disability Rights at the U.S. Department of State in the Obama administration. Heumann serves on the boards of the American Association of People with Disabilities, the Disability Rights Education and Defense Fund, Humanity and Inclusion, Human Rights Watch, United States International Council on Disability, and Save the Children. She is featured in the Oscar-nominated documentary, Crip Camp: A Disability Revolution. Heumann produces a podcast called The Heumann Perspective, which features members of the disability community. She holds an MA in public health from the University of California, Berkeley.

## SESSION 3 Learning Differences, continued



### Elizabeth Kozleski

Elizabeth Kozleski leads the Learning Differences and Future of Special Education Initiative at Stanford's Graduate School of Education with her co-chair, Ira Lit. She engages in systems change and research on equity and justice issues in inclusive education in schools, school systems as well as state and national education organizations and agencies. Her research interests include the analysis of systems change in education, how teachers learn in practice in complex, diverse school settings, including how educational practices improve student learning. Kozleski has received several awards for her teaching and scholarship. Her work is widely read in the U.S. and internationally. She held the UNESCO Chair in Inclusive International Research from 2006 to 2012.



### Dennis Wall

Dennis Wall, a professor of pediatrics–systems medicine and of biomedical data science at Stanford University School of Medicine, runs a lab in pediatric innovation focused on developing methods in biomedical informatics to disentangle complex conditions that originate in childhood and perpetuate through the life course, including autism and related developmental delays. Wall pioneered the use of machine learning and artificial intelligence for fast, quantitative, and mobile detection of neurodevelopmental disorders in children, as well as the use of use of machine learning systems on wearable devices, such as Google Glass, for real-time "exclinical" therapy. These same precision health approaches enable quantitative tracking of progress during treatment throughout an individual's life, enabling big data generation. He completed his PhD at the University of California, Berkeley, and a National Science Foundation postdoctoral fellowship in computational genetics at Stanford.

## SESSION 3 Learning Differences, continued



### Seena M. Skelton

Dr. Seena Skelton serves as director for the Midwest and Plains Equity Assistance Center at Indiana University–Purdue University Indianapolis. She has 25 years' experience in inclusive education, systems change, and educational equity. Skelton has been a school psychologist in PreK-12 education and a special education consultant and has held director positions for three equity assistance centers. Skelton has served on several boards and currently is the Equity, Opportunity & Inclusion Officer for the Indiana Statewide Independent Living Council. She is published in edited books and peer-reviewed journals, regularly presents at conferences, and is editor of the journal, with Kathleen King Thorius and Cristina Santamaria Graff, Multiple Voices: Disability, Race, and Language Intersections in Special Education. She holds a PhD and MEd in school psychology from the University of Cincinnati.

## SESSION 4
# A Theory of Change, Part II



### Philip Fisher, Keynote

Dr. Philip Fisher is director of the Stanford Center on Early Childhood and a professor at the Graduate School of Education at Stanford University. He is also a senior fellow at the Center on the Developing Child and a member of the National Scientific Council on the Developing Child, both based at Harvard University. His research, which has been funded by the National Institutes of Health since 1999, focuses on developing and evaluating scalable early childhood interventions in communities, and on translating scientific knowledge regarding healthy development under conditions of adversity for use in social policy and programs. He is currently the lead investigator in the ongoing RAPID-EC project, a national survey on the well-being of households with young children during the COVID-19 pandemic. He is the recipient of the 2012 Society for Prevention Research Translational Science Award and a 2019 Fellow of the American Psychological Society. Fisher holds a PhD in clinical psychology from the University of Oregon.

## SESSION 4 A Theory of Change, Part II, continued



### Condoleezza Rice, Moderator

Dr. Condoleezza Rice is an American diplomat and political scientist who is the current director of the Hoover Institution at Stanford University. She served as the National Security Advisor under President George W. Bush and was later appointed by him as the 66th Secretary of State of the United States, becoming the second woman and first Black woman to hold the post. Rice has been on the political science faculty at Stanford University since 1981 and served a six-year tenure as provost from 1993 to 1999. Upon leaving government in 2009, she returned to teaching and research at Stanford. She was named director of the Hoover Institution in 2020, where she is also the Thomas and Barbara Stephenson Senior Fellow on Public Policy. Rice sits on numerous nonprofit boards including the Aspen Institute and the Boys and Girls Clubs of America. The recipient of 11 honorary degrees, she has appeared four times on Time magazine's list of the world's 100 Most Influential People, one of only nine people in the world to have made the list so frequently. Rice holds a PhD in political science from the University of Denver.



### Vicky Colbert

Vicky Colbert is founder and director of Fundación Escuela Nueva (FEN) in Colombia. Colbert is co-author of the worldwide renowned Escuela Nueva model and was its first National Coordinator. She has pioneered, expanded, and sustained educational innovation from many organizational spheres: as Vice Minister of Education of Colombia, as UNICEF's Education Adviser for Latin America and the Caribbean, and now from Fundación Escuela Nueva, a non-governmental organization she founded to ensure its quality, sustainability, and innovation. She has been awarded the Yidan Prize for Education Development, the Skoll Award for Social Entrepreneurship, 2013 WISE Prize for Education, the Clinton Global Citizenship Award, and the Kravis Prize. She is an Ashoka Fellow. Colbert holds two MA degrees from the Stanford Graduate School of Education.

## SESSION 4 A Theory of Change, Part II, continued



### John L. Hennessy

John Hennessy is director of Knight-Hennessy Scholars, the largest fully endowed graduate-level scholarship program in the world. He is chairman of the board of Alphabet and serves on the board of directors for Cisco Systems and the board of trustees for the Gordon and Betty Moore Foundation. Formerly the tenth President of Stanford University, he is also a computer scientist who co-founded MIPS Computer Systems and Atheros Communications. He and Dave Patterson were awarded the ACM (Association for Computing Machinery) A.M. Turing Prize for 2017.



### Sal Khan

Sal Khan is the founder of Khan Academy, a nonprofit organization with the mission of providing a free, world-class education for anyone anywhere. Khan Academy's content and mastery learning platform has more than 135 million registered users from all over the world and has been localized into more than 51 languages. The organization partners with school districts across the country that serve students who are under-resourced. Sal holds three degrees from MIT and an MBA from Harvard. He has been profiled by 60 Minutes and was recognized as one of TIME's 100 Most Influential People in the World.



### Brooke Stafford-Brizard

Dr. Brooke Stafford-Brizard is vice president for research to practice at the Chan Zuckerberg Initiative (CZI), where she leads the organization's grantmaking in education. These grant programs support researchers, educators, and policymakers in their efforts to bring a more holistic approach grounded in the science of learning and development to schools and classrooms. She has led work within multiple sectors of U.S. education including the New York City Department of Education, as co-founder of a charter school, and as a senior advisor for national nonprofits. She regularly authors opinion pieces and speaks at education conferences including keynotes at SXSW EDU, Aurora Institute (formerly iNACOL), and Fusion. Stafford-Brizard holds a PhD in cognitive science in education from Columbia University.

## SESSION 4 A Theory of Change, Part II, continued



### Candace Thille

Candace Thille is Amazon's director of learning science, working with the company's Global Learning and Development team to scale and innovate workplace learning. She was the founding director of the Open Learning Initiative at Carnegie Mellon University and at Stanford University. At Stanford, she was an associate professor in the Graduate School of Education. Her focus is in applying the results from research in the science of learning to the design and evaluation of technology-mediated learning environments and in using those environments to conduct research at the intersection of human learning and machine learning. She served on the working group of the President's Council of Advisors on Science and Technology and co-authored the 2010 and 2015 National Education Technology Plans. Thille currently serves on the board of trustees for the Educational Testing Service.

**To learn more about the Stanford Accelerator for Learning**

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