

**Mucinskas, Daniel**

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**From:** The Good Project I Project Zero I Harvard Graduate School of Education  
<daniel\_mucinskas@harvard.edu>  
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**To:** Mucinskas, Daniel  
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# The Good Project

Newsletter: April 2015

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## Dear Friend of The Good Project,

We hope that this newsletter finds you well! In this issue, we feature Howard Gardner's receipt of the Brock International Prize in Education. We also discuss the 2015 Day of Learning, focused on the topic of "Choosing to Participate," organized by Facing History and Ourselves. The Good Idea of the Month is "Alignment."

If you have ideas for future newsletters or would like your own work to be highlighted, please email Danny Mucinskas at [daniel\\_mucinskas@harvard.edu](mailto:daniel_mucinskas@harvard.edu). Thank you, and we hope you enjoy this issue of the newsletter!

Sincerely,  
The Good Team

Howard Gardner Receives Brock  
International Prize in Education



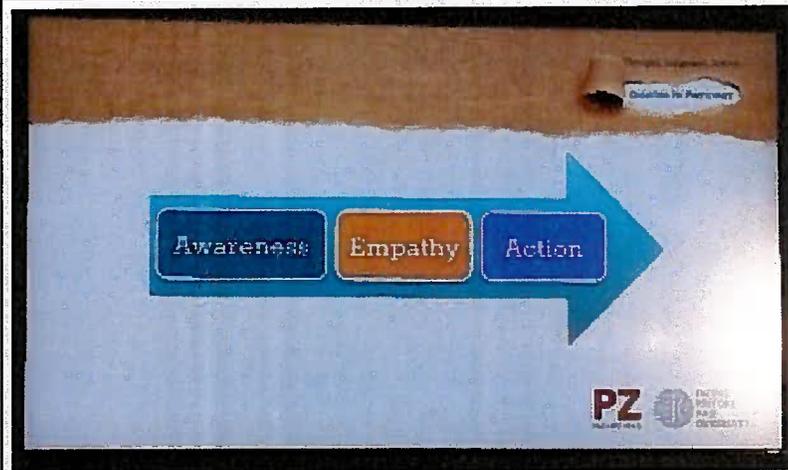
On March 24, 2015, Howard Gardner was awarded the Brock International Prize in Education for his worldwide contributions to practice in the field of education. An annual award presented to an influential or innovative educator, Gardner is the first scholar from Harvard University to be so honored.

Speaking at the Brock Prize Symposium on March 24, 2015, at the University of Tulsa in Oklahoma in a conversation moderated by President Richard K. Miller of Olin College, Gardner answered questions about his groundbreaking work on multiple intelligences (MI) theory, including the power of individuation and pluralization in educating for student understanding. Gardner also described his more recent work on the Good Project, including research investigating ethics in young people, whether a moral intelligence exists, how to discover the meaning of the "good," and the distinction between the conceptions of *neighborly morality* and *ethics of roles* in a modern society.

A full video of the symposium event featuring discussion with Howard Gardner is available on YouTube by clicking [here](#).

Additionally, an interview with Howard Gardner on Public Radio Tulsa is accessible by clicking [here](#).

2015 Day of Learning Organized by Facing History and Ourselves Focuses on "Choosing to Participate"



On Friday, March 13th, Facing History and Ourselves hosted the third annual Day of Learning, a symposium which challenges educators and students to delve into key social justice questions behind the presence of oppression in our world. The theme of this year's Day of Learning was "Choosing to Participate," and the event explored the ways in which we choose to be socially responsible and engaged in civics.

Good Project researchers Lynn Barendsen and Carrie James were among a cadre of experts from the fields of law, humanities, technology, and education who presented at the Day of Learning. Barendsen and James' presentation, entitled "Seeking Good: Exploring How Young People Navigate the Dilemmas of Participation," examined findings from Good Project research in the areas of Good Work and Good Participation and its relevance to young people's engagement with work and society. The presentation begun with questions on responsibility: for instance, how do short-term and long-term goals come into conflict with one another, and to whom or what do we feel responsible? The presentation also discussed the 3 Es of Good Work (Excellence, Ethics, and Engagement), the power of reflection, digital media and positive opportunities for participation, the importance of role models, mission, and "the mirror test" (stepping back and seeing what your actions might look like to others), and necessary dispositions for ethical thinking. The discussion encouraged participants to think about the strategies that parents and educators can employ to encourage young people to take responsibility for and participate in what happens in the world.

For more information on the Day of Learning, including videos of the presentation that will arrive later this spring, please click [here](#). To see Tweets that were sent out during the Day of Learning, please search the hashtag #LearnFH2015 on Twitter.

Good Idea of the Month: Alignment



In

*Good Work: When Excellence and Ethics Meet* (2002), Gardner, Damon, and Csikszentmihalyi discuss the meaning and significance of alignment:

"A professional realm is healthiest when the values of the culture are in line with those of the domain, when the expectations of stakeholders match those of the field, and when domain and field are themselves in sync. When these conditions exist, individual practitioners are free to operate at their best, morale is high, and the professional realm flourishes. We term this a situation of authentic alignment (p. 27)."

In other words, when the various stakeholders in a profession are all working towards the same goals with the same values in mind, that profession can be said to be aligned.

The presence-or lack of-alignment between workers and their domain, field, and/or society can be a defining factor in the occurrence of Good Work. Understanding the beliefs and perceptions of different stakeholders is a key first step for workers; for example, why are various stakeholders invested in this work, and what does each stakeholder group expect? If stakeholders to whom a worker is responsible have similar values, the environment is optimal for alignment and for the worker to carry out aligned work. For instance, if automobile engineers, environmentalists, and consumers all have aligned values in their desire to see advances in the design of electric or fuel efficient cars, these cars will likely be successful as a product because they meet a variety of stakeholder needs in the supply chain and the market.

However, ensuring similar stakeholder values on the road to achieving alignment can be very difficult. When workers find that their work practices and viewpoints are misaligned from those of other stakeholders, any action is made more complex due to competing relationships with these stakeholders. If there is a lack of trust or confidence between

the worker and stakeholders (what Rothstein refers to in his post as "fear"), then workers may be tempted to pursue compromised work or unethical shortcuts. In the case of Atlanta's teachers, impossible standards set down by government and district officials for increasing student performance on tests, which teachers perceived as unfair to themselves and to students, resulted in widespread cheating.

After eleven teachers from the Atlanta Public Schools were convicted and jailed for their roles in a cheating scandal in which they manipulated student test scores, economist Richard Rothstein wrote a [blog post](#) for The Washington Post that shed light on a dilemma that underlies the whole situation: "If you cheat to escape a corrupt accountability system, who is really to blame?" Rothstein examines the different perspectives of various stakeholders involved in education-federal government, state government, school administrators, teachers, and students-to illustrate how conflicting perspectives regarding the role of a teacher and teacher performance measurement contributed to the scandal. The augmentation of test scores by Atlanta teachers exemplifies the need in the education field, and many other fields, for alignment.

One way to bridge misalignment is to find a way for workers to negotiate expectations with stakeholders, an ideal path to understand common priorities and resolve conflicts. As stakeholders' values and perceptions adapt and evolve, alignment can be a challenging balancing act; however, if alignment is held as a goal to be pursued, it can be the foundation for Good Work.

## Recent Blog

[Doing Good Research on Good Research in Academia](#)

By Wout Scholten, April 16, 2015

Wout Scholten, a scholar working with the Good Work Hub in the Netherlands, describes the challenges of a new research project that is investigating Good Work in Dutch higher education.

## Links of Interest

[Positive Change and Quality of Time in Daily Life](#)

By Wendy Fischman and Lynn Barendsen, in *Enabling Positive Change: Flow and Complexity in Daily Experience*, March 2015

[Bloomsburg University Establishes Professorship of Good Work](#)

By The Good Team, March 3, 2015

[We should be teaching morals and ethics in our schools](#)

By Peter Tait, *The Telegraph*, March 11, 2015

[Measuring Work and Productivity: What Role Does Ethics Play?](#)

By Danny Mucinkas, March 31, 2015

[The Global Search for Education: United States and Finland - Why are they so great?](#)

By C. M. Rubin, Howard Gardner, and Pasi Sahlberg, *The Huffington Post*, April 2, 2015

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Project Zero | Harvard Graduate School of Education | 13 Appian Way | Longfellow Hall, Floor 4 | Cambridge | MA 02138