WK 3 CONTEMPORARY POSITIVIST-TECHNICAL LANGUAGES OF CURRICULAR-PEDAGOGICAL PRAXIS (CPP)

UNDERSTANDING BY DESIGN (UBD) AND FLIPPED CLASSROOMS (FCS)

POSITIVIST-TECHNICAL LANGUAGES

REVIEW

REVIEW: WHAT ARE POSITIVIST-TECHNICAL LANGUAGES?

- Learning theory must be scientific-empirical, observable, replicated
- Observable, in positivist CPP, came to mean pragmatic use of standardized tests in the present.
- Standards, objectives, positivist metrics, program evaluation, the way to implement curriculum
- State standards replaced educators' local development of learning objectives
- Most lesson planning only needs to list state standards or "post" state standards on the wall
- State standards attainment (curriculum ends) are to be measured by benchmarks and standardized tests
- In practice, benchmarking, "gap" identification, and focus on students' "deficiencies" are central.
- De-contextualized "subject area" teaching and skills are predominant
- Both UBD and FC are emblematic of positivist-technical languages

UNDERSTANDING BY DESIGN (UBD)

DEFINITION, AIMS, UNDERSTANDINGS

UBD, DEFINITION

- UBD is a three-stage curriculum development model that
  - Begins with state standards,
  - Zeros in on what students should know or do at the end,
  - Identifies acceptable evidence of students' attainment of knowledge or skills, and
  - Designs learning activities to support the attainment of evidence of attainment
  - Assesses for attainment of ends specified from the outset

UBD, AIMS

- Emphasizes
  - State standards framework
  - Learning subject area disciplines
  - Real-life disciplinary tasks or performances
  - Traditional tests, state exams, but also portfolio and rubric assessments
  - As technical-positivist language, highly supportive of state exams.

UBD, UNDERSTANDINGS

- Articulates
  - Teaching, learning, and assessment are complex technical procedures
  - Subject area knowledge and skills acquisition is paramount
  - Students' subject area knowledge and skills acquisition is inherently equivalent to "good for all"
  - J. McTighe's *The fundamentals of Understanding by Design* is emblematic of UBD. Read the McTighe reading for this.

FLIPPED CLASSROOM (FC)

DEFINITION, AIMS, UNDERSTANDINGS

FC, DEFINITION

- FC is a method of curriculum and instruction
  - Inverts or "flips" traditional in-class content delivery
  - Moves content delivery/lectures to online resources
  - Uses class times to leverage depth and complexity
  - Emphasizes constructivist and inquiry in-class activities
  - Classroom space transformed to active space rather than receptive space

FC, AIMS

- Emphasizes
  - State standards framework
  - Learning subject area disciplines
  - Taking advantage of new technologies
  - Leverages constructivist-inquiry learning in classroom
  - As technical-positivist language, supportive of state exams and frameworks

FC, UNDERSTANDINGS

- Supports
  - Constructivist, inquiry, and collaborate learning
  - Student self-pacing and tiering of content
  - Differentiated teaching and learning
  - Assistive technology
  - Positive student engagement
  - L. Altemueller and C. Lindquist's "Flipped classroom instruction for inclusive learning" is emblematic of what is happening in FC. Read the L. Altemueller and C. Lindquist article for this