

A decorative graphic on the left side of the slide consists of a network of light blue lines and small circles, resembling a circuit board or a stylized tree structure. The lines are vertical and horizontal, with some diagonal branches, and the circles are small and white with blue outlines.

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

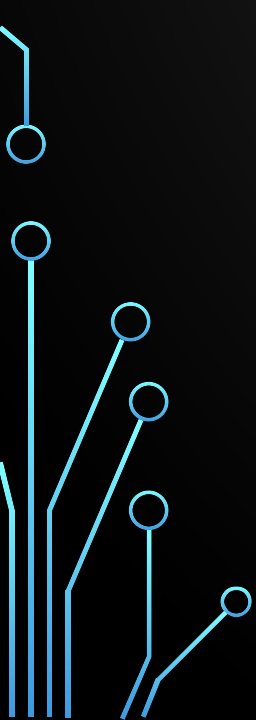
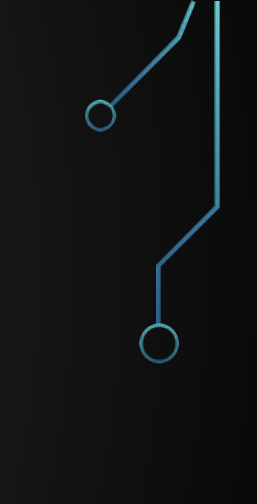
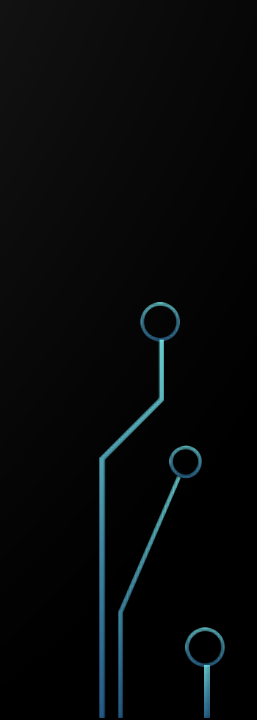


FC, DEFINITION

- 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
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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