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**Module 3**

**What are contemporary curricular-pedagogical languages, and what from these languages need to be retained?**

Language is the foundation of learning itself. It is the most powerful resource for learning. It is through language that observations and experiences are converted into knowledge and learning. This involves a process of making sense of knowledge, concepts and ideas and making sense of each other and is crucial to the formation of identity. Contemporary curricular pedagogical languages are a combination of teaching methods and learning activities that focus on the learner and their experiences. Educators serve as designers for curriculum by creating learning experiences that meet specific learning objectives for learners.

The effectiveness of curricular designs is determined by whether the learners have met the specified learning goals. While the standards of what is taught often depend on whether the instruction is through formal or non-formal education, there should be a clear guide for what the student should understand and be able to do because of the instruction. Rather than focusing on what learning activities to offer, instructors should first plan what the learning outcomes are for their students. Using Understanding by Design (UbD) as an approach to designing curriculum allows instructors to focus on the desired learning outcomes and provide structure for student learning (Wiggins &McTighe, 2005). Using this approach, as opposed to other forms of curriculum planning, makes instructors in teaching and Extension focus primarily on the learning outcomes rather than the learning process.CPP languages have transformed education from only providing instruction to students and reluctantly responding to evolve from teaching by the books to using books and resources. Altemueller & C. Lindquist (2017) state, “This methodology provides an avenue for more hands on and student driven learning during class time” (p.134).

The Backwards Design model focuses on learning goals because of instruction before planning learning activities and teaching methods. While it is important to think about what content to teach and how you would like to teach it, the focus should first be on the desired outcomes of the curriculum. Using a backwards design offers a concrete way of communicating learning expectations. Creating a clear set of learning expectations using Understanding by Design often creates higher student achievement because the organized approach outlines what is to be learned at the end of a lesson or unit. Wiggins and McTighe (2005) described Understanding by Design through three stages: a) identify desired results, b) determine acceptable evidence, and c) plan learning experiences and instruction.

Backward design prioritizes the intended learning outcomes instead of topics to be covered. (Wiggins and McTighe, 2005) It is thus “backward” from traditional design because instead of starting with the content to be covered, the textbook to be used, or even the test to be passed, you begin with the goals. The “desired results” are your intended learning outcomes (ILOs). Even if you have not articulated them explicitly, you have some set of goals and some image of what succeeding at those goals looks like. Ask yourself: what should students know or be able to do at the end of this course? (Lang, 2010) With a sense of your desired results, you can then consider “acceptable evidence” of obtaining these results, the measures you use to determine whether a student’s performance meets the goals you have for them. This evidence is often gathered through assessments: exams, projects, and assignments. “Learning activities,” then are what you do with students to help them achieve the desired results. These are the lectures you give or the activities and practices you facilitate.

Benefits of using this framework is that it brings a clear focus on what is most important for student learning. It helps ensure that assessments align with learning goals and that instructional strategies support them, enabling coherent educational experiences. Students will likely be motivated and engaged in learning with lessons that are designed with meaningful outcomes and relevant assessments. Wiggins & McTighe (2005) state, “The appropriateness of this approach becomes clearer when we consider the educational purpose that is the focus of this book: understanding” (p.14). Educators are constantly reflecting on and revising teaching practices. I believe that this framework enables teachers to do this continuously to improve professional growth and student outcomes. “Backward design may be thought of, in other words, as purposeful task analysis: Given a worthy task to be accomplished, how do we best get everyone equipped” (Wiggins & McTighe, 2005, p. 19).

A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, learners watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor. The flipped classroom is a learner-centric model that focuses on applying learning, as opposed to the traditional course-centric model. Flipped classroom can be defined as (schoolwork at home and homework at school) this means that students can do their schoolwork and their study at home by using technology through computer or any other device by using Internet. Flipped classroom is considered a great instructional strategy and it is considered one of the types for blended [learning](https://www.bartleby.com/topics/learning) that invert the traditional learning environment by delivering instructional contents online outside classroom. Aaron Sanns and Jonathan Bergman are the first two teachers who use flipped classroom, they provide supplying absent students with an online lecture they could watch from home or from anywhere they had access to a computer and [internet](https://www.bartleby.com/topics/internet) including [school](https://www.bartleby.com/topics/school) or local library.

Flipped classrooms provide numerous benefits that enhance the educational experience for students and teachers alike. By moving direct instruction outside of the classroom, students can engage with the material at their own pace, leading to improved comprehension and retention. Class time is then dedicated to interactive activities, fostering active learning and critical thinking skills. This model encourages personalized learning, allowing students to review lectures as needed, while teachers can offer targeted support and guidance on individual student needs during class. Additionally, flipped classrooms promote self-directed learning, as students take responsibility for their education, and they also develop essential skills in collaboration and communication through group work. The emphasis on technology within this framework helps students become more proficient in digital tools. Overall, research indicates that students in flipped classrooms often achieve higher assessment scores and retain knowledge better, making this approach a valuable innovation in contemporary education.

The flipped classroom model, popularized by Bergmann and Altemueller, offers several advantages, including increased student engagement and personalized learning. By shifting content delivery outside of class, typically through video lectures, students have the flexibility to learn at their own pace, reviewing complex material as needed (Bergmann & Altemueller, 2012). In-class time is then dedicated to active learning, problem-solving, and collaborative activities, which can deepen understanding and foster higher-order thinking skills. However, the model also presents some challenges. It assumes that students have access to the necessary technology and self-regulation skills, which may not be true for all learners. Additionally, it places significant responsibility on students to engage with pre-class materials, potentially leading to gaps in learning for those who do not adequately prepare (Bergmann & Altemueller, 2012). Therefore, while the flipped classroom can enhance learning experiences, its effectiveness depends on proper implementation and student readiness.

Both frameworks offer structured methodologies to improve teaching and learning in a world of innovation. Understanding by design focuses on a clear outcome and meaningful assessments, while the flipped classroom promotes active learning and student engagement. They encourage a reflective and intentional teaching practice that supports diverse student needs.

**Work Cited Page**

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