Chapter 1 : Design-Based Research Methods (DBR) - Learning Theories

Excerpt from Theory and Practice in Designing With from the most elementary examples to those which are more involved. The arrangement is progressive, so that the book may be used as a text book by those beginning to study the subject, and they will be taken by easy steps right through.

Design-Based Research is a lens or set of analytical techniques that balances the positivist and interpretivist paradigms and attempts to bridge theory and practice in education. A blend of empirical educational research with the theory-driven design of learning environments, DBR is an important methodology for understanding how, when, and why educational innovations work in practice; DBR methods aim to uncover the relationships between educational theory, designed artefact, and practice. According to Collins et al. These include the following: The need to address theoretical questions about the nature of learning in context The need for approaches to the study of learning phenomena in the real world situations rather than the laboratory The need to go beyond narrow measures of learning. The need to derive research findings from formative evaluation. Characteristics of design-based research experiments include: During formative evaluation, iterative cycles of development, implementation, and study allow the designer to gather information about how an intervention is or is not succeeding in ways that might lead to better design. Unlike evaluation research, design-based research views a successful innovation as a joint product of the designed intervention and the context. Hence, design-based research goes beyond perfecting a particular product. The intention of design-based research†is to inquire more broadly into the nature of learning in a complex system and to refine generative or predictive theories of learning. For more information, see: Design experiments in educational research. Educational Researcher, 32 1: Theoretical and methodological challenges in creating complex interventions in classroom settings. The Journal of the Learning Sciences, 2 2: Towards a design science of education. An emerging paradigm for educational inquiry. Putting a stake in the ground. The Journal of the Learning Sciences, 13 1.

With from the most elementary examples to those which are more involved. The arrangement is progressive, so that the book may be used as a text book by those beginning to study the subject, and they will be taken by easy steps right through. Only the simplest problems in mathematics are employed and.

Designing the Transformation of the Decent City: The question has been asked numerous times and many continue to wrestle with it. However, I believe that it is not a very useful question to ask. First, such a question tends to focus on a narrowly defined answer that rests on the status quo. Second, the term urban design conveys an architectural mode of thinking in which the solution is almost always three-dimensional form no matter the challenge being addressed. In this conventional understanding, there are at least nine ways of defining the field: Urban designers are the only practitioners trained explicitly to envision the four-dimensional future of cities, including the dimension of time. The paradox is that while designers possess the capabilities of deploying creative ways of remaking cities, their often-singular obsession with form, space and aesthetics actually reduces their effectiveness. Formal obsessions and project-oriented thinking ensure that designers are at the mercy of more powerful generators of urban form. What is most often missing is a critical engagement with sets of larger urban templates and systems, including underlying political and economic power structures. What can urbanism be? I explore the fuller potential of urban design by rendering it problematic and by reframing it as city-design-and-building processes [with hyphens indicating a continual spectrum of ongoing interventions] and their spatial products. We can further open up the potential of this reframed realm by posing a powerful question: In this context, urban transformation is not only about designing for significant spatial change; it is also about deeper structural changes that have a positive impact on the city and its inhabitants. The potential of urbanism to be transformative emerges out of theory, practice, and the intertwined relationship between the two. The argument for theory is based on the premise that the most powerful means for the design of cities is our imagination and that ideas are powerful agents of change. How we think about thinking about citiesâ€"that is, metacognitionâ€"matters a great deal. However, in order for theory to truly matter for the practice of urbanism, it has to be interrogative rather than definitive. Theorizing urbanism There are three particularly promising areas of interrogative theory. One is a focus on how a city works rather than only on how a city looks. To be effective, urbanists have to understand and engage with all three. Another area of theory is to examine and interact with the underlying human values that dominate the design of cities. In his book, Good City Form, Kevin Lynch offers a theory based on shared humanist values such as biological comfort, social interaction, access to resources, and sense of identity. When values lie unexamined, they are dangerous. What do we truly cherish about our cities, what should we cherish, and why? Both these areas of theory occur within a larger system of spatial political economy, or the decision-making power structures and their underlying values that are enormously influential in city-design-and-building processes. Key interrogations of this area of theory are: Who has the power to actually design cities, why, and what are the design effects of these power dynamics? Pragmatism and urbanism Through my years of practice, research and teaching, I have discovered an area of metacognition that can assist us to not only integrate these three areas of theory but also to articulate significant shifts in practice. The philosophical movement known as Pragmatism originated in the United States in the late 19th century and has continued to evolve and to impact law, education, and social and political theory. While there are various strands of Pragmatist thought, there are also a number of basic principles that characterize it: Anti-foundationalism claims that ideas do not exist in perfect form; they emerge contingently and experimentally in response to the particular needs and practices of people as they live out their lives in a given place and time. For the Pragmatists, the social character of knowledge suggests that beliefs are collective products and that even supposedly solitary geniuses are thoroughly enmeshed in a set of social relations. The principle of contingency states that ideas are dependent on their human carriers and their environment and that since these ideas are responses to particular circumstances, their survival depends not on their immutability but their adaptability. The essence of experimentation is the practice of questioning and testing, with the ideas

that new arrangements, techniques, devices, institutions, methods, scientific or artistic endeavors and design strategies will further human flourishing. Pluralism refers to the fact that the worldâ€"including the cityâ€"is more complicated than any totalizing theory can articulate; thus, differences and otherness are to be juxtaposed in conversation, as challenging as that can be. Underlying this exploration of Pragmatism is that theory and practice are to be considered simultaneously. How we think about designing cities often determines how we act. So, we have to seriously reconsider about how we think about city-design-and-building processes. Shifts in theory and practice Through an examination of theory, practice, their interrelationship and outcomes, I derive three conceptual shifts and their attendant practices: I now describe how these shifts were inspired by Pragmatism and illuminate them through investigative practices I have conducted: The core of this method is the habit of questioning and exploring, testing answers and discoveries in relation to empirical evidence. In the design fields, there tends to be overwhelming attention paid to intentions at the cost of truly understanding consequences, including unexpected ones. What this conceptual shift argues for is to pay close attention to consequences of designâ€"whether intended or unexpected, whether historic or contemporaryâ€"and to continually reintegrate those insights in our creative thinking. A practice that investigates and illuminates this conceptual shift is the India Habitat Centre in New Delhi. I was a member of the design team, lead by Joseph Stein. The premise was to design the city by redesigning institutions. Thus, what could have been a standard-issue government office building became instead an ecological campus shared by government agencies, research institutes, and non-profit organizations. Further, shared spaces and facilities such as landscaped courtyards, meeting rooms, library, parking and food services ensure social and policy interaction. The addition of exhibition spaces and cultural performances further enriches its role as a vibrant urban center where the future of cities is advocated, researched, debated and created on an ongoing basis. The design and management of institutional structures is as just important to the effectiveness of the projects as the design and management of its spaces. Urbanism as creative political act: In this context, a discussion of what to do is in fact a discussion about what is worthwhile to do, for example in urban practice. The implications for urbanism are a shift away from narrowly-defined professional practice towards a broader and more savvy interaction with the politics of the city, which are not only the governing structures of the city but also the everyday intricacies of decision-making, resource allocations and group dynamics. One of the unique abilities of urbanists is the power of imagination enabled by their training in creative thinking and visualization skills, especially to envision radically alternative realities inspired by ideas of moral progress. The interdisciplinary nature of urbanism uniquely positions it to redesign city-design-and-building processes beyond established norms of rigid disciplinary boundaries and cutting-edge spatial configurations. An example of a practice that investigates urbanism as this kind of creative political act is the Uptown Whittier Specific Plan in Los Angeles. I worked as the project leader with Stefanos Polyzoides and his team. We focused on two creative political acts: We designed parking structures and management systems to address the automobile culture of southern California in strategic ways, such that people would in fact walk more, small pedestrian-oriented businesses would benefit, and revenue from parking would be used to maintain and improve public space. We designed an extremely open and transparent design process around an intensive week-long public workshop so that residents could directly influence policy decisions and design outcomes. Reality falls in passing into conceptual analysis; it mounts in living its own undivided life â€" it budges and burgeons, changes and creates. Reconceiving the city as flux is not only a deeply intellectual exercise of grasping the city as ongoing processes and changes, a stream of interactions and a flow of situated initiatives, but also a deeply practical one of engaging with this flux via practice. In the realm of practice, a fairly common yet narrow view of urbanism is as a noun; that is, as a complete project [e. While the city may be designed, built and experienced as sets of three-dimensional objects, spaces and infrastructures, the fourth dimension of time requires that it be more appropriately conceptualized as flux; that is, constant change. A broader view of urbanism is as a verb; that is, to engage with the city as an ongoing and often unpredictable process, from conception of an initiative, to multiple alternatives and iterations, to an agreed-upon strategy, to ongoing refinement and implementation, and beyondâ€"in a possibly endless series of actions and outcomes. How does one train future urbanists to design the city as flux? I developed this pedagogy based on my training and performances in comedy

improvisation, which is by far the most powerful form of creative collaboration I know of. The project was to develop a design strategy for a 9-block area just south of Chinatown in Boston. The project was in fact a vehicle to experiment with comedy improvisation as a design methodology for flux. The group of students worked as one team, producing design strategies and scenarios that adapted to changing circumstances and allowed for the incorporation of new ways of thinking and new technologies in the future. Designing urban transformation Designing urban transformation requires these kinds of fundamental shifts towards interrogative theories and meta-theories of urbanism, as well as towards investigative forms of practice. Thus, I argue for a teleological approach to the design of cities rather than a morphological one. In this approach, while the material city [i. For example, while more inclusive and participatory processes may yield to better design outcomes, an even more significant outcome would be the other way around: Urban transformation and the decent city I conclude this paper by turning to the relationship between design, urban transformation and the decent city. First, as illustrated by the three case studies touched upon in this essay, one of the most promising aspects of the notion of the decent city is the idea of mundane urbanism. We can gain much by understanding how the everyday banality of the decent city is designed, represented, produced, occupied, experienced, and ultimately, transformed to benefit increasing numbers of citizens. Second, there is much to be gained through the examination of case studies of urbanism, not necessarily as best practices or models for emulation, but rather as realms of critical insight regarding how different modes of design practice yield different types of outcomes. These require fine-grained analyses to help us grasp a more complex understanding of the many contextual variations of the circulation of capital, the works of state bureaucracy, or the dynamics of stakeholder interests in city-design-and-building processes. While broader patterns can and do emerge, we should also not shy away from discordant conversations where differences and contradictions are juxtaposed through more fruitful conversations. Third, the notion of design itselfâ€"especially in the urban contextâ€"needs to be further challenged and reconsidered, as I have done in this essay. While there is some truth to the notion of urbanism as a kind of designed setting for economic exchange, political expression, or social interaction and to the idea that particular types of design can inspire particular types of behavior, the greatest potential lies in the notion of design as a practice that is deeply engaged with the power structures, economic realities and social dynamics of the city. Examples of such engagement includes processes of urbanism that politically empower communities, designing the invisible structures that shape the material city [e. Fourth and finally, a number of critical research questions emerge out of this discussion. Who actually designs the city? Who wields greater influences on the shape of the city and through what kinds of mechanisms? What role does power and its uneven distribution play in the shaping of cities? How do these power imbalances manifest themselves spatially? How are these spaces designed and produced institutionally, and occupied and modified over time? Scales could include a specific piece of land, a neighborhood, an agglomeration of neighborhoods, a city, a metropolitan region, multiple counties, a state, nation, a global scale, and a whole range of intermediate scales. What are some of the critical scalar relationships in urbanism, and why? The notion of informality continues to be defined, redefined and debated, but do we truly understand its multifaceted nature? Some work has been done of these types of research questions, but much more needs to be done. The MIT Press, , page 1. Blackwell, , page Harvard University Press, , volume 5, paragraph 9. Penguin Books, , pages xxvii-xxix. Longmans Green and Co.

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

See other articles in PMC that cite the published article. Abstract Background Although the poor oral health of adults with intellectual and developmental disabilities IDD constitutes a significant health disparity in the United States, few interventions to date have produced lasting results. Moreover, there is minimal application of planning models to inform and design a theory-based strategy that has the potential to be effective and sustainable in this population. The PRECEDE component involves assessing social, epidemiological, behavioral, environmental, educational, and ecological factors that informed the development of an intervention with underlying social cognitive theory assumptions. The PROCEED component consists of pilot-testing and evaluating the implementation of the strategy, its impact on mediators and outcomes of the population under study. We have developed a strategy consisting of a planned actions, capacity building, environmental adaptations, and caregiver reinforcement within group homes. The strategy is designed to increase caregiver self-efficacy, outcome expectancies, and behavioral capability, and also to create environmental influences that will lead to improved self-care behavior of the adult with IDD. It is anticipated that this strategy will improve the oral health and quality of life, including respiratory health, of individuals with IDD. The planned PROCEED component of the planning model includes a description of an in-process pilot study to refine the oral health strategy, along with a future randomized controlled clinical trial to demonstrate its effectiveness. Efforts have been made to develop and evaluate various strategies to improve the oral hygiene and oral health of this vulnerable population with minimal to moderate success 3 - 7. None of these interventions used a planning model or theory-based behavior change intervention for caregivers of individuals with IDD. To the best of our knowledge there are only a few reports of how a planning model is used in dental public health 8 , 9 , but these reports are not used to develop a theory-based oral health strategy or intervention for individuals with IDD. Planning, designing, and evaluating interventions to impact public dental health can be a challenging and time-consuming undertaking. Mechanisms of action are causal explanations for behavior. These are distinguished from correlates, predictors, risk and protective factors, etc. The PRECEDE component allows a researcher to work backward from the ultimate goal of the research distal outcomes to create a blueprint to instruct the formation of the intervention or strategy The model has been used by Watson and colleagues to design an oral health promotion program in an inner-city Latino community 12 ; by Cannick and colleagues to guide the training of health professional students 13 ; and by Sato 9 and Dharamsi 14 to analyze attitudes and prediction factors regarding oral health. Although this planning model has been applied in oral health, there are others such as RE-AIM 15 and the Stage Model of Behavioral Therapy 16 that achieve the same goal of organizing the framework for an oral health promotion program. It is important to remember that planning models are not health behavior theories because they cannot test mechanisms of action or causal relationships We believe it is important to develop a planned intervention for oral health that draws from multiple theories. Several behavioral change theories have reportedly been used in designing oral health intervention strategies. The literature suggests that interventions designed to impact these three factors are more likely to produce desired changes in outcomes 17 - The reciprocal nature of these determinants of human functioning make it possible to design interventions to impact personal, behavioral, or environmental factors. This approach provides a framework for prediction of behavior and reflects the assumed causal mechanisms of behavior change HAPA has been used to describe, explain, and predict changes in health behaviors in a variety of settings 21 including oral health Although an eight-phase planning model as presented in the literature is being used, we have tweaked the PROCEED component phase 5 to include pilot testing for revising the original strategy before implementing and evaluating the intended processes, impact, and outcomes of the intervention. Soliciting input from key informants of the community actively involved with the population of interest is important in all phases of assessment. In total, interview

data were collected from 10 IDD and dental care persons. Each of these participants engaged in an informal discussion that posed questions central to the assessment of phases A content analysis of the literature and discussions produced the results presented later. Phase 2 - Epidemiological, Behavioral, and Environmental Assessment We searched the literature and asked questions of the selected community leaders and healthcare staff noted above about what problems or issues affect the oral health-related quality of life for persons with IDD? This phase determined epidemiological, behavioral, and environmental factors that may well have an impact on the oral health and quality of life of individuals with IDD. This phase contributed to the identification of the factors that an oral health strategy needs to impact mediating outcomes in order to achieve the primary outcomes. Phase 3 - Educational and Ecological Assessment This phase determined factors that, if modified, would be most likely to result in behavior change and to sustain this change process. These factors are generally classified as predisposing, enabling, and reinforcing factors Change theory ies for designing the intervention after this assessment includes individual, interpersonal, and community theories. Individual-level theories are best used to address predisposing factors, while interpersonal-level theories, such as social cognitive theory, address reinforcing factors well; community-level theories are most appropriate for addressing enabling factors. Phase 4 - Intervention Alignment and Administrative and Policy Assessment Phase 4a - Intervention Alignment This phase matched appropriate strategies and interventions with the projected changes and outcomes identified in phases Using assessment results from phases , the oral health strategy presented in the results section emerged as our intervention of choice. Phase 4b - Administrative and Policy Assessment In this phase, resources, organizational barriers and facilitators, and policies that were needed for the strategy or intervention implementation and sustainability were identified The organizational and environmental systems that could affect the desired outcomes enabling factors were taken into account. The administrative diagnosis assessed resources, policies, budgetary needs, and organizational situations that could hinder or facilitate the development and implementation of the strategy or program The policy diagnosis assessed the compatibility of the oral health strategy with those of the organizations providing services to individuals with IDD. These results and lessons learned are important to revising both the pilot oral health strategy and its evaluation for an efficacy study. To this end, we have provided a description of our inprogress pilot study in the results section of this article. Phase 6 - Implementation This phase presents a description of the implementation of the oral health strategy in an efficacy study. Key roles in the implementation phase are highlighted. Phases 7 and 8 - Process and Outcome Evaluation Our planned efficacy study is designed as a cluster randomized control trial that includes a process and outcome evaluation. The study of both the implementation process and outcome achievements is important. The implementation process assessment should address the amount of intervention exposure of the oral health strategy dosage , extent to which an intervention is implemented as designed fidelity , and participant appraisal of intervention quality or usefulness participant reaction , all of which are discussed in the evaluation literature In addition, we measured adequacy of implementation by recruiting an expert panel who has published implementation articles to assess the adequacy of our implementation The outcome evaluation should be composed of an assessment of oral health strategy direct effects on outcomes, mediation of outcomes designated as mechanisms of change, and moderation of contextual factors. Our evaluation plans are highlighted in the results section of this article. During this planning phase, we solicited input from the community direct care staff, administrators, and dental professionals who care for persons with IDD , and they all stated that poor oral health is one of the greatest unmet health care needs of their population The community was also becoming aware of the association of aspiration of bacteria from the mouth into the lungs with respiratory infections, and it wanted to improve oral health and oral health-related quality of life including respiratory health. Epidemiological Assessment Historically, children and adults with mild to profound intellectual and developmental disabilities IDD either lived at home or were placed in large state institutions with fully staffed medical and dental facilities and stable, well-trained workers. Over the past several decades, a major effort to deinstitutionalize these individuals and place them in smaller community residences has been successful. Although overall quality of life may have been improved for this vulnerable population, their access to dental care has become limited or non-existent, and their oral health has suffered A majority of persons with IDD are

insured by Medicaid, and many dentists either do not accept Medicaid or do not believe they are adequately trained to treat special-needs patients. The oral hygiene provided or supervised by caregivers is thus critical to maintaining oral health and reducing the need for extensive restoration or extraction of teeth. Providing oral care for individuals with IDD is challenging, not only because they may have physical impairments but also because they exhibit uncooperative behaviors Caregivers often only clean the anterior teeth, ignoring the posterior teeth and causing the posterior oropharyngeal area to be at risk for colonization with bacteria and infection 31 - Swallowing disorders dysphagia are common in persons with developmental disabilities, putting them at risk for aspiration and respiratory infections, a major cause of morbidity and mortality in this population 34 , Similar to what occurs with elderly persons residing in nursing homes and patients in intensive care units, 36 , 37 potentially pathogenic bacteria colonize the oropharyngeal area of people with IDD. Behavioral Assessment We determined key behavioral factors of the individual with IDD that affect mechanisms impacting their oral health and quality of life. Individuals with IDD have physical, behavioral, and cognitive disabilities that negatively impact their ability to perform their own oral hygiene practices at an optimal level Those with mild disability, who are capable of performing their oral hygiene, frequently do not prioritize brushing or flossing their teeth on a regular basis and often do not know how to perform these practices optimally. Like the parents of very young children, caregivers also play a key role in shaping the behavior of adults with IDD, who frequently have a mental age lower than that of a 5-year-old child without disability. Adults with disabilities generally do not achieve an acceptable standard of oral health on their own. However, Shaw and colleagues demonstrated that if these IDD persons are supervised, encouraged, and motivated by caregivers, their oral hygiene can be improved Environmental Assessment We identified environmental barriers or influences that are key factors in social cognitive theory. First, the physical environment in group homes is frequently not conducive to optimal oral hygiene practices. Second, our assessment of the social environment in the group homes determined that there were no policies or procedures in place concerning oral health or oral hygiene practices. Implementation of policies and procedures related to oral health by the organizations that manage the group homes would provide all caregivers with guidelines for and expectations of their performance. As such, they are the primary persons responsible for determining what the residents eat and drink while in their care and they hold the responsibility of ensuring the availability of an appropriate diet in the group home setting to reduce the risk of tooth decay. Predisposing Factors We identified potential factors that may need to be modified to effect changes in caregiver behavior. We identified these factors based on discussions with our community leaders and a review of the literature. These social cognitive factors-self-efficacy, outcome expectancies, and behavioral capability-may be important because merely providing education to caregivers in oral hygiene provision for dependent persons has been shown to be minimally effective in improving oral health 5 , Self-efficacy in oral hygiene, or the perceived ability or confidence of an individual to perform good tooth brushing and flossing, has been shown to be important in previous oral health studies 45 - Caregivers reported to us that they had knowledge of the importance of oral health but stated that they were not comfortable supervising or assisting the residents in oral hygiene procedures. Demonstrations of oral health behaviors by a dental hygienist and the subsequent modeling of the behavior by the caregivers may impact their outcome expectancies of providing oral health support. A caregiver must know what oral health support behavior is and have the skills to perform it. Informal interviews conducted with caregivers direct care staff in the group homes revealed that they received virtually no training or support in supervising or providing oral health services or dietary supervision for their adults with IDD. As previously stated, we know that providing only didactic training to caregivers does not result in improved resident oral health 5 , which suggests that building behavioral capability is also necessary. Enabling Factors Our literature review identified factors external to the caregivers and adults with IDD that could be impacted by our strategy to improve oral health. These factors-planned action, capacity building, and environmental adaptation-would be antecedents to the behavior change we hoped to impact. We believe these enabling factors should be intervention components of our oral health strategy. Planned action is an enabling factor that has been shown to impact caregiver behavior and is a key construct of the Health Action Process Approach In addition, young children whose parents had set goals using an action plan demonstrated significantly reduced

plaque scores and improved gingival health compared to a control group who had no planned actions Similarly, children with plans for asthma and obesity actions showed marked improvement in their health 60 , Glassman and colleagues recommend that adults with IDD should have an oral health care action plan Capacity building is the process through which the abilities to do certain things are obtained, strengthened, adapted, and maintained over time Capacity building was used by community health workers to promote oral health among women and mothers, and this resulted in significant changes in oral health expectancies, self-efficacy, and oral health behaviors We believe that the strategy must include a comprehensive capacity-building component that will provide not only didactic training but also observational learning and skill development throughout the duration of the strategy. Environmental adaptation utilizing oral hygiene aids, such as special toothbrush handles for individuals who have poor coordination or diminished ability to grip, mouth props, multi-surface brushes Surround or Collis , powered brushes, dental floss alternatives, and flavored toothpaste, may also improve caregiver behavioral capability and the oral health of adults with IDD Caregivers may also need to alter the physical environment where they provide oral hygiene for residents who are partially or fully dependent by performing these procedures in an area of the home other than the restroom Reinforcing Factors Reinforcing a desired behavior is an important construct in social cognitive theory, and it encourages a behavior to be repeated and sustained. We identified two intervention components-coaching and monitoring oral health practices-that could impact caregiver self-efficacy, outcome expectancies, behavioral capabilities, and environmental influences. The literature suggests that ongoing coaching of the caregiver and resident is essential to the success of an oral health strategy for persons with IDD 5.

Chapter 4 : Design Anthropology: Theory and Practice: Wendy Gunn: Bloomsbury Academic

Understanding by Design Portfolio Project Understanding by Design (Overview) Understanding by design (UbD) "represents a synthesis of research-based best practices that are associated with improving student achievement.".

Knowing the facts is a fundamental step which establishes thinking; however, understanding the meaning of the facts is where true learning begins. UbD equips teachers with the ability to communicate the usefulness and rationale behind every learning. Additional resource References McTighe, J. Upper Saddle River, NJ: Pearson Prentice hall McTighe, J. Integrating differentiated instruction and understanding by design: ASCD Backward Design, Stage 1 Unpacking the standards With the advance in technology, the distance between countries is increasingly becoming digitally smaller. For those transactions to be successful and meaningful online and face-to-face, one has to be able to communicate, effectively and proficiently. Language and communication are at the heart of the human experience. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least in one other language, modern or classical. Children who come to school from non-English-speaking backgrounds should also have opportunity to develop further proficiency in their first language. To study another language and culture gives one the powerful key to successful communication: Knowing how, when and why to say what to whom. Standards for Foreign Learning: The following standards prepare learners with adequate knowledge and strategies transferable to other areas of learning throughout their life. Novice-Low approaching Novice-Mid retrieved from http: Guides to the Colorado Academic Standards K K standards, curriculum and instruction. Unpacking the Essential Standards: Teaching for the test or teaching for understanding One popular complaint among educators is too much content and not enough time. The Goldilocks approach in teaching and learning seems quite challenging. Teachers are often time left with one option, to cover materials as fast as they can. For most educators, teaching for the test is what they must do. Schools receive funding partly based on standardized test results. The better the results the more funding they receive. Additionally, they are evaluated based on those results; how effective they are as teachers is contingent upon that variable. Based on this, they fill pressured to make sure they cover all the materials contained in the textbook. Teaching for the test or teaching for understanding are not mutual exclusive, in fact, they can be used together to enhance learning. If the assessments can prove that they have mastered the content, then this information can be used to go higher and deeper well beyond the standards, which are only guidelines. This is why unpacking standards correctly is important. The process allows teachers to prioritize and put an emphasis on what students really ought to learn and be able not only to remember but to own and utilize in real life years down the road. After all, what is the primary purpose of school? What motivates ones does not necessarily get another one to learn. Students need specific, attainable goals to be motivated to learn. It is crucial that they see value in their goals and show confidence in achieving those goals, believing they are capable of succeeding Ambrose, S. A growth mindset towards learning is an unfailing attitude that acts as a compass to guide, direct and build stamina as well as resilience. Likewise, previous studies have documented that students learn better and are more motivated a when emphasis is placed on mastery of the demands of learning and on individual progress, and not on competing for good grades and b when lessons are cognitively stimulating and encourage cognitive autonomy e. Personally, what motivates me the most as a lifelong learner, is a combination of interest and purpose. Becoming a human resource within my family or my community, simply helps me achieve higher. Before starting this program with CSU global I was already educating my child at home, using the old ways of teaching involving rote memorization and flash cards that Einstein never used. Thinking about the group of students I aspire to teach, there will be various motivational learning opportunities. Next, establishing and fostering a student-centered stress-free environment, offering choices, autonomy and control is equally important because it allows them to decide however they want to learn a particular content. It will be up to then to come up with those ideas based on choices, as long as they show understanding at the end of the lesson. Potentially, as a class, getting some perspective and helping them discover the value in their learning can be achieved by using examples from the most disadvantage places in the world where young children face

challenges to obtain an education. For instance, they must do all their chores before walking several miles to go to the nearest school; and when they get there, they have nowhere to write nor sit but on the floor with a hundred other kids their age. They have no access to technology to enhance their learning experience. Perhaps, this will get them to see the value of learning and appreciate the resources they have. When students enter the school-ground, they come with a diverse background. This is why culturally responsive teaching is extremely important. All students in a classroom, cannot be motivated the same way because they have different interests, different learning preferences, not to mention a different level of maturity, personality and prior experiences, etc. They each require a personalized strategy to awaken the learner in them and cultivate intrinsic motivation. It can be challenging to overcome all these issues. What to do to motivate students? Colorado State University-Global Campus Theory and practice in backward design. The 12 Touchstones of good teaching: Essential Questions A key element in the UbD model entails planning units around essentials questions. A good essential question is the basis inquiry-based learning. The authors admonish against coverage. Instead aiming for in-depth knowledge, meaning and purpose, should be the driving force behind a unit of study. Think like an Assessor â€" stage 2 Tests vs Assessments In , Wiggins makes a clear distinction between tests and assessments and explains what they entail. He then describes what assessment looks like in the UbD. Assessments allow students to understand their progress in learning, and also help evaluate teaching. They remain consistent in both articles. The best way to assess such degree of understanding is through ongoing feedback and formative assessments. There is definitely an expansion in assessment strategies. Educational contexts should change. Stage 2 â€" Assessment Evidence Performance Task s: Students recreate a social gathering that mimics a real situation. The purpose of this task is for students to demonstrate interpersonal communication skills in the target language. In this scenario, each student goes around the room, carrying simple conversations with each other. Students introduce themselves to their classmates. Learners interact with one another as they would in a real context. To complete this task successfully students must: Listen actively to hear what the other person is saying, 2. Practice eye contact, 4. Be aware of their gestures and body language, 5. Avoid interrupting their peers, 6. Wait their turn to speak, 7. Be genuinely interested in the other person, 9.

Chapter 5 : Theory and Practice in Designing

About Design Anthropology. Design is a key site of cultural production and change in contemporary society. Anthropologists have been involved in design projects for several decades but only recently a new field of inquiry has emerged which aims to integrate the strengths of design thinking and anthropological research.

It turns out that I have been thinking in the backward design way from the start. I was unaware there was a specific name for it, but I have always wanted to know where we were going with each lesson. Having said that, there are a lot of planning ideas I was missing or I have not developed that I am still working on implementing in my classroom. The benefits of using the backward design method will forever change the way I teach. We all have an idea about understanding as a goal for students, but what really stood out as a benefit is how it relates to the UbD idea as a whole. We have standards and tests and other things we tend to use as a goal for showing student achievement or understanding, but "understanding is about transfer, in other words. This concept is true no matter how you design a lesson or unit, that is true, but to base the goals on that, not a test or book, is the real change and key for this method. So often we are chained to a book or test as our end goal that even though we want to teach the students how to use the knowledge, it forever remains just out of reach for our lessons. UbD throws out that idea and puts transfer at the forefront of the planning process. Which leads into and lays the foundation for the next benefit. In other words, we need to figure out what understanding looks like and develop the evidence we need to show the students have understood, then design the assessments before the actual lessons. This seems to be the basis of the design methods name - backward. So often the summative assessments are written based on what was taught in class after designing the lessons for that first, or the tests were designed by an outside firm and is not in alignment with the learning outcomes of the students, teacher, or school. It is not just the way the assessments are thought about, but the design itself. The assessment itself must adapt to fit the evidence needed to show transfer. That means, in the case of Wiggins and McTighe, performance based assessments, rather than a traditional, ubiquitous fill-in-the-bubble test. This is something I am trying to adapt to an even larger scale mixing it with a flipped classroom by having the performance assessment be the bubble in which all the learning is done. Framing units around essential questions puts the information into context and makes it relevant for students. The words and phrases I know in Korean the best are the words and phrases I use often. Because they are the words and phrases that have had the most relevance to my life. Because I learned them without context off of a sheet of paper and never used them in my life. Since studying this, I have been using essential questions as often as I can to frame my lessons and create more motivation for the kids to internalize the content with great results. There are always catches. Even though I plan to use this method, or at least an adapted version, I do see certain problems with implementing it on a larger scale. Some veteran teachers prefer to stick with what they know and want to be lone teachers. Perhaps they want to be the hero of their own personal "Stand and Deliver" movie. Still some teachers remind me of a history class I took in college, the history of science, where we discussed the importance and relevance of "secret knowledge" to the scientific movement. Craftsmen, tradesmen, and artisans before scientists were a thing would keep their skills, recipes, tools, etc Before books were common, they would write things down only to be passed on to their apprentices or off-spring. This hindered development for the whole society. This time in Europe was known as the Dark Ages, when knowledge was for the elite and controlled heavily by the governing bodies. This may seem like an extreme example, but it highlights the major downfalls in keeping your good ideas to yourself. It may seem harmless to help yourself look better than your co-workers, like only throwing a little trash in the ocean, but it contributes to an overall depletion in effective learning possibilities that help the students - the goal of teaching in the first place. This is a challenge the UbD method must overcome to better plan these units. Which brings us to the next challenge. Thinking about doing this for every unit in every subject I teach multiple subjects to multiple levels seems impossible. Wiggins and McTighe want to solve this problem with collaboration , but as I pointed out, that in and of itself is a challenge. How can we actually implement this planning model without collaboration? It seems like a dead end without help. Those high-stakes tests are the

focal point for money, pride, and future success in college or career. How can we work around the testing when the testing should be designed with the goal in mind? In a utopian world, the tests would align perfectly with the standards and be based on authentic tasks showing transfer, but we all know that is a dream model. Challenges or no challenges, however, this method is useful for me. I have been working on implementing it as best as I can in my class and it has really helped me orient myself in the larger picture, rather than stumbling through a unit trying to figure out what the main points are the students need to know. This orientation, using essential questions, helps me focus discussion towards the learning goals for the class because I have the end in mind before I started. Click below to see standards relevant to my class unpacked to help figure out what skills and understandings the students need for achieving the classroom goals.

Chapter 6 : Full text of "Theory and practice in designing"

Project finance is a fast-growing area of capital investment for major infrastructure and other large projects. Financing such projects as EuroDisney, airports, highways, tunnels, schools, hospitals, and other large projects presents a complex and interesting challenge that the specialty of project finance takes on wholeheartedly, combining financial engineering with legal and contractual.

Chapter 7 : Application of the PRECEDE-PROCEED Planning Model in Designing an Oral Health Strategy

Search the history of over billion web pages on the Internet.

Chapter 8 : The Shape of Preaching: Theory and Practice in Sermon Design - Logos Bible Software

An architect has a view of the world, preferred images and sources in mind, and must deal with designing buildings for real clients. The architect tries to transform abstract ideas about the world into principles that will guide his or her actions in practice.

Chapter 9 : Nursing Research and Theories

Stefano Gatti is the Antin Infrastructure Partners Chair Professor of Infrastructure Finance and Professor of Practice in Finance. He is the Director of the Full Time MBA and former Director of the International Teachers' Programme at SDA Bocconi School of Management.