EDTE 226 Agenda –
Friday (6/26) PM Session: 1 to 3:15

1. From **Understandings** about Big Ideas to . . .
2. **Enduring Outcomes** emerging from the Big Ideas
3. Team work on Enduring Outcomes
4. A look at next module

Thanks to Grant Wiggins for the use of some of his slides from the UbD Summer Workshop and to Robert Sternberg and the Pace/Aurora Teams for many of the Triarchic slides
Understanding

Key Questions –

- How can we promote “understanding” more by design than by good fortune?
- What should a unit look like in light of “understanding”?
- How can we - can we?? - teach for understanding in a world of content standards and standardized tests?
Design (with an understanding focus)

What should students come away understanding?

What is evidence of that understanding?

What activities will develop the understandings?
Another Way to use the funnel
(No, not as a martini glass!) . . .
Enduring Outcomes

From Big Ideas to . . .

Big Ideas

Enduring Outcomes
What is an Enduring Outcome?

Think of an Enduring Outcome as a rephrasing of the Big Idea into a statement of what students will walk away with by the time you move onto the next unit.
Difference between **Enduring Outcome** & **Learning Objective**?

- **Enduring Outcomes** are general expectations for students to hold onto by the end of the unit.
- An **objective** is a lesson-specific statement of what the student should know or be able to do as a result of the instruction (**Instructional Blueprint**)
Middle School Unit

Enduring Outcome: Students will learn how the stock market works.

Objectives:

- Students will define the basic components of a corporation
- Students will demonstrate their ability to read the Saturday stock market weekly report by finding information about specific stocks in an actual weekly report
Use the Triarchic Model to Develop Enduring Outcomes

Practical  Memory

Creative  Analytical
ANALYTICAL SKILLS

Logical Problem Solving

Comparing & Contrasting

Deducing

Classifying

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CREATIVE SKILLS

Imagine

Design

Invent

Compose

Pretend

Think of New Solutions
**Knowledge Applied:** Real-Life Understanding, Learning, Adapting

**The Classroom:** A wide range from navigating the social environment to building a machine

*Tacit Knowledge:* Understanding how to behave, what decisions to make, how to achieve a goal in practical situations without explicit direction.
Thought Exercise

What would be some examples of teaching/assessing for memory in your classroom?

Remember:
- Who?
- What?
- Where?
- When?
- Why?
- How?
Analytical intelligence is evoked when we:

- analyze
- compare and contrast
- evaluate
- explain
- judge
- critique
Analytical instruction and assessment should enable students to:

- Identify the existence of problems
- Mentally represent the problems
- Formulate strategies for solving the problems
- Monitor their strategies while problem solving
- Evaluate their solutions after they are done
Thought Exercise

What would be some examples of teaching/assessing for analytical thinking in your classroom?
Applications of the Concept of Analytical Intelligence

- **ANALYZE** (a literary plot, a theory in the sciences, a mathematical problem)
- **COMPARE AND CONTRAST** (two characters in a novel, two systems of government, the styles of two artists)
- **EVALUATE** (a poem, a cultural custom, a strategy in tennis)
- **EXPLAIN** (your interpretation of an historical event, the solution to a scientific problem)
Creative instruction and assessment should enable students to:

- Redefine problems
- Ensure that they are solving good problems and have good solutions
- Sell their ideas
- Develop a sense of perspective on themselves and their work
- Defy the crowd
Thought Exercise

What would be some examples of teaching/assessing for creative thinking in your classroom?
Applications of the Concept of Creative Intelligence:

• CREATE (a poem, a sculpture, a new game)

• DESIGN (a new system of government for the classroom, a scientific investigation, a comfortable home)

• IMAGINE (what life would be like in another country, what it would be like to be president of a country, how bees communicate with each other)

• SUPPOSE (worldwide temperatures increased 5 degrees on average..., people were paid to inform on neighbors who do not support the political party in power...)

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Practical intelligence is involved when we:

Use
Apply
Implement
Employ
Contextualize
Thought Exercise

What would be some examples of teaching/assessing for practical thinking in your classroom?
Applications of the Concept of Practical Intelligence:

- **USE** (a lesson that a literary character learned in your life, a mathematical lesson in the supermarket, a lesson learned on the playing field in everyday life)

- **APPLY** (what you learned in a foreign-language class to an interaction with a foreigner, a lesson from history to the present, a scientific principle to everyday life)

- **Put problems in real-world context**
1. Instruction & assessment should involve teaching for analytical, creative, and practical thinking, as well as for memory learning.

2. Instruction and assessment should enable students to identify and capitalize on their strengths.

3. Instruction and assessment should enable students to identify, correct, and as necessary, compensate for weaknesses.
Put your enduring outcomes to the test of these 4 questions

1. Will the enduring outcome help “uncover” a “big idea” that has enduring value beyond the unit?
2. Is the enduring outcome central to an understanding of the unit topic?
3. To what extent will the enduring outcome engage students and encourage inquiry?
4. Do the outcomes collectively form a cohesive and connected set of outcomes representing analytical, creative and practical thinking abilities?
Module 2:

1. Work with your group on Enduring Outcomes today, then finish online.

2. Based on the reading, join the online discussion of the various aspects of assessment, how these fit into your unit design and instructional decisions.

3. Choose 1 person to submit your Big Ideas/Enduring Outcomes/Evidence draft to me by July 4 (cc everyone in your group so I can reply to all).


5. More detailed instructions will be available in SacCT, Module 2.