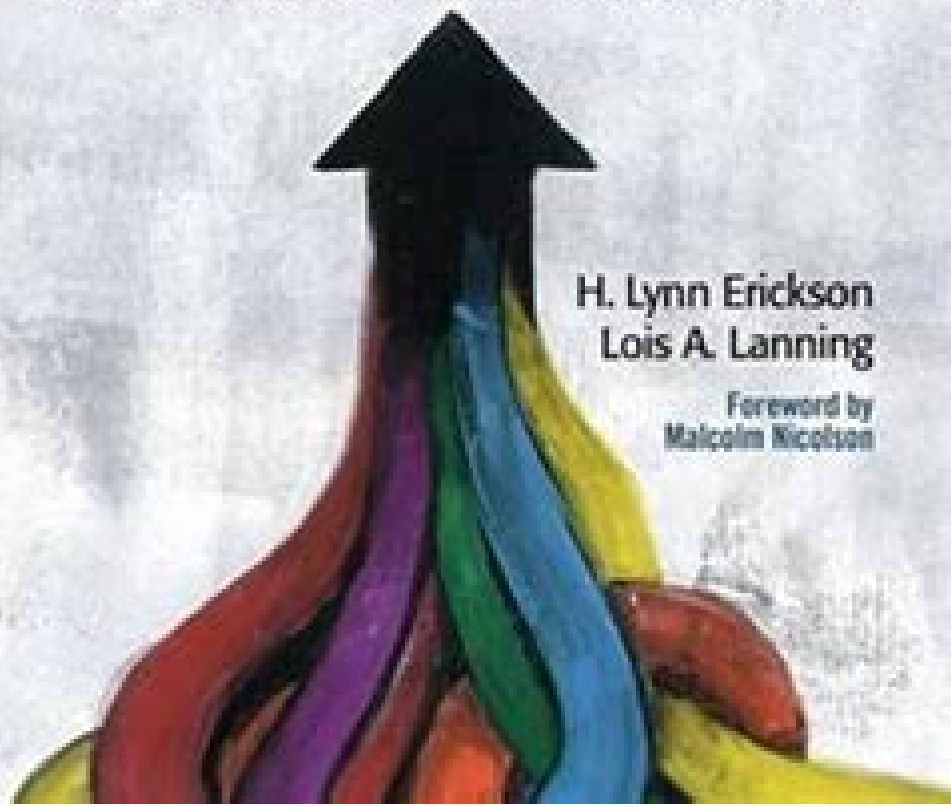


Transitioning to **CONCEPT-BASED CURRICULUM** and **INSTRUCTION**

HOW TO BRING CONTENT AND PROCESS TOGETHER

H. Lynn Erickson
Lois A. Lanning

Foreword by
Malcolm Nicolson



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Transitioning to Concept-Based Curriculum and Instruction H. Lynn Erickson, Lois A. Lanning, 2013-12-10 A cutting edge model for 21st century curriculum and instruction How can you spot a thinking child Look at the eyes they'll light up signaling that transformative moment when your student has finally grasped that big idea behind critical academic content If experiences like this are all too rare in your school then you need a curriculum and instruction model that's more inquiry driven and idea centered Now H Lynn Erickson and Lois Lanning demonstrate how through concept based curriculum you can move beyond superficial coverage and lower level skills practice to effect intellectually engaging pedagogy where students engage in problem finding and problem solving New insights include How to design and implement concept based curriculum and instruction across all subjects and grade levels Why content and process are two different but equally important aspects of any effective concept based curriculum How to ensure students develop the all important skill of synergistic thinking We're all looking for the best curriculum and instruction model to meet the changing demands of the 21st century This is it With the onset of the Common Core and new national content standards concept based learning is now more crucial than ever Erickson and Lanning are ahead of the curve in providing teachers and curriculum leaders with rich instructional strategies to meet these challenging standards This is an essential book for planning tomorrow's curricula today Douglas Llewellyn Educational Consultant and Author of *Inquire Within* Third Edition Powerful teaching engages minds with powerful ideas At its core such transformative teaching is neither transmission of information nor practice with inert skills Rather it is a careful choreography between a mind and an idea such that the mind comes to own the idea in a form that is true to the discipline and expansive for the learner Erickson and Lanning teach teachers to be choreographers of learning understanding both what makes content worth knowing and how to engage young minds with that content in ways that extend their capacities to understand it at a deeper level use it transfer it and ultimately create with it Carol Ann Tomlinson Ed D Chair of Educational Leadership Foundations and Policy Curry School of Education University of Virginia

Concept-Based Curriculum and Instruction for the Thinking Classroom H. Lynn Erickson, 2006-07-11 Teach higher order thinking while you're teaching concepts skills and content This indispensable guide combines proven curriculum design with teaching methods that encourage students to learn concepts as well as content and skills for deep understanding across all subject areas Synthesizing Lynn Erickson's past 15 years of field work with teachers curriculum developers teacher educators and instructional leaders this resource offers a complete guide for designing curriculum and instruction to foster the continuous growth and development of students critical abstract and creative learning skills Educators will learn how to Bring coherence and clarity to high quality curriculum design and instructional planning Teach the way that students minds learn best Encourage students creative and abstract thinking regardless of level or subject area Gain the support of principals and district administrators

Concept-Based Curriculum and Instruction H. Lynn Erickson, 2002-04-18 In

this book the author provides specific strategies for designing and developing a seamless learning programme that teaches students to grasp broad concepts and integrate the information they have learned This is a companion volume to the author s *Stirring the Head Heart and Soul* Second Edition and an ideal resource for teachers curriculum developers and staff developers who must guide students toward higher academic standards for content knowledge process abilities quality performance and school to work transitions

Stirring the Head, Heart, and Soul H. Lynn Erickson, 2008 This book is a potent reminder of what it means when teachers teach whole human beings their minds hearts and souls Erickson helps us recall what all great teachers know quality teaching is about building young lives Carol Ann Tomlinson Professor University of Virginia Author *The Parallel Curriculum* Erickson sets the standard for concept based curriculum Her work offers a theoretically rich and eminently practical approach for constructing curriculum around rich transferable concepts The third edition extends this seminal work for the benefit of educators and their students Jay McTighe Educational Consultant McTighe and Associates Author *Understanding by Design* Help students analyze and synthesize information for a deeper understanding of big ideas This updated edition of the classic bestseller on curriculum design for quality instruction provides practical structures planning tools and specific classroom examples of effective teaching strategies The author focuses on the need for curriculum and instruction that allows students to move beyond factual learning to a level of understanding where knowledge transfers readily to new situations and thinking becomes integrated The book s wide ranging topics include Aligning local curriculum with state and national content standards Using brain based teaching methods Developing higher order thinking skills Assessing and reporting student progress Creating a lifelong love of learning in students This invaluable resource encourages teachers to create an educational environment that challenges students personal intellect engages their spirits and fosters a greater understanding of the world around them

Transitioning to Concept-Based Curriculum and Instruction H. Lynn Erickson, Lois A. Lanning, 2013-12-10 A cutting edge model for 21st century curriculum and instruction Looking for that one transformative moment when a student s eyes light up signaling he or she has finally grasped that big idea behind critical academic content Concept based curriculum and instruction is a way to make those moments many H Lynn Erickson and Lois Lanning offer new insight on How to design and implement concept based curriculum and instruction across all subjects and grade levels Why content and process are two equally important aspects of any effective concept based curriculum How to ensure students develop the all important skill of synergistic thinking

Concept-Based Curriculum and Instruction for the Thinking Classroom H. Lynn Erickson, Lois A. Lanning, Rachel French, 2017-02-02 Think Beyond the Facts Knowing the facts is not enough If we want students to develop intellectually creatively problem solve and grapple with complexity the key is in conceptual understanding A Concept Based curriculum recaptures students innate curiosity about the world and provides the thrilling feeling of engaging one s mind This updated edition introduces the newest thought leadership in Concept Based Curriculum and Instruction Educators will learn how to

Meet the demands of rigorous academic standards Use the Structure of Knowledge and Process when designing disciplinary units Engage students in inquiry through inductive teaching Identify conceptual lenses and craft quality generalizations Explore deeper levels of learning and become a Master Concept Based Teacher This book is smart wise and energizing It honors the disciplines we teach by reminding us of their inherent meaning It honors teachers with the belief that they grow as human beings through understanding the power of what they teach It honors students by expecting them to become thinkers capable of reasoned stewardship of the world they live in and will inherit Carol Ann Tomlinson William Clay Parrish Jr Professor University of Virginia Curry School of Education As factual and procedural knowledge are a click away education needs to foster contextualization and higher order thinking through a focus on transferable conceptual understandings This essential book translates the needed sophistication of concept based learning into actionable classroom practices Charles Fadel Author of Four Dimensional Education and 21st Century Skills Founder Center for Curriculum Redesign Visiting Scholar Harvard Graduate School of Education

Concept-Based Mathematics Jennifer T.H. Wathall, 2016-01-14 Give math students the connections between what they learn and how they do math and suddenly math makes sense If your secondary school students are fearful of or frustrated by math it s time for a new approach When you teach concepts rather than rote processes you help students discover their own natural mathematical abilities This book is a road map to retooling how you teach math in a deep clear and meaningful way to help students achieve higher order thinking skills Jennifer Wathall shows you how to plan units engage students assess understanding incorporate technology and there s even a companion website with additional resources

Tools for Teaching Conceptual Understanding, Elementary Julie Stern, Nathalie Lauriault, Krista Fantin Ferraro, 2018 Teachers will learn Why conceptual learning is a natural fit for young minds Strategies for introducing children to conceptual learning Instructional strategies to help students uncover and transfer concepts How to write concept based lessons How to assess for conceptual understanding How to differentiate in a concept based classroom How CBCI aligns with other current best practices and initiatives like PBL CCSS etc

Mastering Concept-Based Teaching Jean Foret Giddens, Linda Caputi, Beth L. Rodgers, 2019-02-02 Get all the strategies and guidance you need successfully implement conceptual learning with Mastering Concept Based Teaching 2nd Edition Written specifically for nursing faculty renowned educators Dr Jean Foret Giddens Dr Linda Caputi and Dr Beth Rodgers walk you through the background and benefits of using a concept based learning approach how to plan develop and deliver an effective concept based course and how to improve and evaluate student learning with concepts This new second edition also features two new chapters one on how to conduct concept based clinical experiences and another chapter on the future of concept based interprofessional learning You ll also find updated content and more of the highly helpful Misconceptions and Clarifications boxes So whether you re teaching in an LPN ADN BSN or MSN program this insightful book is here to ensure a smooth execution concept based teaching Framework for developing a concept based curriculum provides guidance throughout the

general steps associated with developing a CBC Strong foundation in how to teach within a concept based curriculum dives into the nature of concepts their function in the process of learning and the importance of being consistent in the selection and implementation of concepts Balanced teaching strategies illustrate ways to enhance the conceptual approach through engaging learning activities and an open environment Success evaluation criteria explains the importance of analyzing evaluation data to determine the effectiveness of a new curriculum on meeting program learning outcomes NEW Updated content reflects the latest research in the neuroscience of learning insightful illustrations and best practices in concept based curriculum design and instruction NEW Expanded use of Misconceptions and Clarifications boxes also reflects the latest research in conceptual learning to help clarify important concepts NEW Added color improves teaching and learning value UNIQUE New chapter on concept based clinical experiences includes simulation and lab experiences live clinical experiences and clinical learning activities for inpatient outpatient community and health systems level experiences UNIQUE New chapter on thinking conceptually and the future of concept based interprofessional learning covers both the ways CBC is spreading beyond just nursing and how to encourage faculty to shift their thinking to develop reasoning and critical thinking skills in students versus rote learning of content

Tools for Teaching Conceptual Understanding, Secondary Julie Stern, Krista Ferraro, Juliet Mohnkern, 2017-02-02 Students become experts and innovators through Concept Based teaching Innovators don't invent without understanding how the world works With this foundation they apply conceptual understanding to solve problems We want students to not only retain ideas but relate them to other things they encounter using each new situation to add nuance and sophistication to their thinking Discover how to help learners uncover conceptual relationships and transfer them to new situations Teachers will learn Strategies for introducing conceptual learning to students Four lesson frameworks to help students uncover conceptual relationships How to assess conceptual understanding and How to differentiate concept based instruction

Teaching Chinese Language in the International School Context Jia-Fei Hong, Chung-Mou SI, 2023-11-29 This book explores the learning and teaching of K 12 Chinese language in international schools The authors of this book are scholars from teaching training institutions and universities as well as professional frontline teachers With a combination of the works and insights from both perspectives of theory and practice the book presents how theories of teaching can be operated in classroom to improve the effectiveness of language teaching It covers curriculum setting design of teaching materials teaching principles methods strategies and evaluation The book also discusses issues and concepts such as concept driven learning identity change and recognition of L1 and L2 Chinese teacher pinyin teaching Chinese character teaching evaluation for learning improvement and integration of South Asian non Chinese speaking students into local schools It emphasizes empirical action research methods This is a highly informative and carefully presented book providing high value insights to scholars from university and teacher training institutions and teachers from kindergartens primary and secondary schools around the world

Concept-Based Literacy

Lessons Lois A. Lanning, Tiffanee Brown, 2019-01-10 For literacy teachers looking for practical ways to implement a Curriculum and Instruction Model that's more inquiry driven and idea centered look no further than this book This resource helps bridge the divide between conceptual curriculum and actionable practice and provides practical support for teachers implementing Concept Based literacy lessons Readers will find Step by step help with lesson planning for conceptual understanding and transfer Ideas for supporting inductive learning Classroom Snapshots that showcase familiar literacy practices in Concept Based classrooms Strategies to promote critical reflective and conceptual thinking Model elementary and secondary Concept Based lesson and unit plans A chapter devoted to answering frequently asked questions

Teaching and Learning in a Concept-Based Nursing Curriculum Donna Ignatavicius, 2017-09-01 Teaching and Learning in a Concept Based Curriculum A How To Best Practice Approach provides specific practical tools and strategies for teaching and evaluating students in the conceptbased curriculum model The text includes sample lesson plans and study guides to show how a concept is taught in the classroom clinical teaching activities that connect classroom and clinical learning and clinical evaluation tools to assess student competence in a concept based curriculum **Concept-Based**

Inquiry in Action Carla Marschall, Rachel French, 2018-05-30 Create a thinking classroom that helps students move from the factual to the conceptual Concept Based Inquiry is a framework for inquiry that promotes deep understanding The key is using guiding questions to help students inquire into concepts and the relationships between them Concept Based Inquiry in Action provides teachers with the tools and resources necessary to organize and focus student learning around concepts and conceptual relationships that support the transfer of understanding Step by step the authors lead both new and experienced educators to implement teaching strategies that support the realization of inquiry based learning for understanding in any K 12 classroom Key Competences and New Literacies Maria Dobryakova, Isak Froumin, Kirill Barannikov, Gemma Moss, Igor

Remorenko, Jarkko Hautamäki, 2023-08-22 This edited book is a unique comprehensive discussion of 21st century skills in education in a comparative perspective It presents investigation on how eight very different countries China Canada England Finland Poland South Korea the USA and Russia have attempted to integrate key competences and new literacies into their curricula and balance them with the acquisition of disciplinary knowledge Bringing together psychological sociological pedagogical approaches the book also explores theoretical underpinnings of 21st century skills and offers a scalable solution to align multiple competency and literacy frameworks The book provides a conceptual framework for curriculum reform and transformation of school practice designed to ensure that every school graduate thrives in our technologically and culturally changing world By providing eight empirical portraits of competence driven curriculum reform this book is great resource to educational researchers and policy makers *Mastering Concept-Based Teaching and Competency Assessment - E-Book*

Jean Foret Giddens, 2022-12-20 Selected for 2025 Doody's Core Titles in Education Learn how to develop and implement a successful concept based curriculum and competency assessment Written specifically for nursing faculty by thought leader

Jean Giddens Mastering Concept Based Teaching and Competency Assessment 3rd Edition provides the understanding and expertise you need to make the transition from traditional content focused instruction to a conceptual approach to teaching and learning and from knowledge assessment to competency assessment New to this edition is a new chapter on differentiating concept based and competency based approaches A perfect complement to Giddens student oriented textbook Concepts for Nursing Practice this book is ideal for both undergraduate and graduate faculty and also serves as a helpful study tool for faculty preparing for the Certified Nurse Educator exam Framework for a concept based curriculum CBC begins with an overview of the conceptual approach and then discusses the steps used in developing a CBC using concepts as the infrastructure for the curriculum Strong foundation in how to teach within a CBC examines the nature of concepts their function in the process of learning and the importance of being consistent in the selection and implementation of concepts Balanced teaching strategies engage students with an open environment and learning activities demonstrating the application of information to multiple situations Success evaluation criteria explain the importance of analyzing evaluation data to measure the achievement of student learning and for evaluating a CBC program Misconceptions and Clarifications boxes reflect the latest research in conceptual learning to help clarify important concepts NEW Differentiating Concept Based and Competency Based Approaches chapter explains the close interrelationship of concepts and competencies NEW Updated content reflects the latest evidence and literature on the conceptual approach and the application of competencies within the conceptual approach NEW Improved graphic design and layout makes the content more visually appealing and promotes understanding

Educational Reform and International Baccalaureate in the Asia-Pacific Coulson, David Gregory, Datta, Shammi, Davies, Michael James, 2021-02-19 The need to reform secondary level education to prepare young people for new economic realities has emerged In an age of constant career changing cognitive flexibility is a top priority skill to develop in today's students This shift requires methodological innovation that enhances children's natural abilities as well as updated focused teacher education in order to prepare them adequately Educational Reform and International Baccalaureate in the Asia Pacific is a collection of innovative research that examines the development and implementation of IB curricula Highlighting a wide range of topics including critical thinking student evaluation and teacher training this book is ideally designed for educators curriculum developers instructional designers administrative officials policymakers researchers academicians and students

The Frontier of Education Reform and Development in China Dandan Guo, 2023-01-02 This book covers education theory and philosophy basic education education economy management and other fields focusing on the hot and frontier issues of Education reform and development in China 2020 The articles in this book have been translated from Educational Research the top academic journal in the field of education research in China It addresses the current issues and status of Chinese education and pays a close attention on it Educational researchers in the college and university educational policymakers and frontline teaching staff would be interested in it By focusing on the

current hot issues and frontier education issues we want to explore the deep theoretical basis behind the phenomenon so as to establish in the reader's mind the connections between theory and practice China and world **Student-Focused**

Learning Darrel W. Staat, 2020-06-15 Learning methods for the twenty first century will include those which are student centered learning focused and digitally enhanced Teaching will become learning management the lecturer will become a learning guide and students will become learning inventors This book provides chapters describing a number of methods to be used in higher education in the twenty first century Some methods have been in existence for a period of time others are literally at the front edge of development Trying them out piloting them and experimenting with them for the benefit of the student is well worth the effort It is best to be as prepared as possible for future changes rather than waiting to see what is going to happen Those who try and are successful will be the leaders in learning management of the near future In the digital world being at the leading edge has definite advantages No matter which method is used it should focus on the student as learner with the faculty member as a learning guide To survive in the twenty first century students will need to become continuous learners developing with changes at an exponential velocity Educators need to keep this critical concept in mind

Concept-Based Curriculum and Instruction for the Thinking Classroom (Multimedia Kit) H. Lynn Erickson, 2009-03-23 Give educators the essential tools for developing students ability to think beyond the facts Complete with video of teachers using concept based instruction with their students this comprehensive multimedia kit offers staff developers all the tools for helping educators engage students minds and emotions and nurture critical and creative learning skills Facilitators can demonstrate how conceptual thinking increases depth of learning and lead discussions about Comparing traditional two dimensional curriculum instruction with a concept based three dimensional model Using a conceptual approach to motivate students and stimulate higher levels of thinking Applying the structure of knowledge to improve teaching and learning Scaffolding thinking to promote understanding and knowledge transfer Includes DVD 102 min Facilitator's Guide CD ROM Companion Book

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