

Concept-Based Curriculum and Instruction

Teaching

Beyond the Facts

H. Lynn Erickson

Concept Based Curriculum And Instruction Teaching Beyond The Facts

Patrick Vollmar



Concept Based Curriculum And Instruction Teaching Beyond The Facts:

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

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 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 Curriculum and Instruction* H. Lynn Erickson,2007

Concept-Based Curriculum and Instruction for the Thinking Classroom H. Lynn Erickson,Lois A. Lanning,Rachel French,2017-02-02 Develop students critical thinking abstract reasoning and creative learning skills with concept based teaching Take learning beyond the facts with a teaching approach that develops conceptual thinking and problem solving skills A Concept Based curriculum recaptures students innate curiosity about the world and provides the thrilling feeling of using one s mind well Concept Based teachers 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 **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 *Curriculum for High Ability Learners* Liang See Tan,Letchmi Devi Ponnusamy,Chwee Geok Quek,2016-12-26 Given the increasing speed of change and the information explosion around the world this book draws attention to the practice of teaching for conceptual

understanding which has been heralded as an effective approach within many curriculum frameworks This book is pivotal in documenting and analyzing efforts in creating concept based curriculum and pedagogies for high ability learners Contributors of this book discuss key concepts and trends in their curriculum development efforts for high ability learners as well as the challenges and solutions in their work Drawing from a wide group of educators practitioners curriculum writers administrators and researchers this book has assembled together a range of perspectives on the processes outcomes and implications of using concept based curriculum and pedagogies in a dynamic educational landscape These informed perspectives highlighted by the contributors will prove insightful and inspirational to practitioners policy makers and other stakeholders alike

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

Creating a Caring Science Curriculum, Second Edition Marcia Hills, Jean Watson, Chantal Cara, 2021-01-07 The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science *Creating a Caring Science Curriculum A Relational Emancipatory Pedagogy for Nursing* reflects the paramount scholarship of Caring Science educators This second edition intertwines visionary thinking with blueprints exemplars and dynamic direction for the application of fundamental principles It goes beyond the conventional by offering a model that serves as an emancipatory ethical philosophical educational and pedagogical learning guide for both teachers and students Divided into five units the text addresses the history of the caring curriculum revolution and its powerful presence within nursing Unit I lays the foundation for a Caring Science curriculum Unit II introduces intellectual and strategic blueprints for caring based education including action oriented approaches for faculty student relations teaching learning skills pedagogical practices critical reflective creative approaches to evolving human consciousness and power relation dynamics Unit III addresses curriculum structure and design the evolution of a caring based college of nursing caring in advanced practice education and the development of caring consciousness in nurse leaders It also features real world exemplars of Caring Science curricula Unit IV includes an alternative approach to clinical and course based evaluation and the text concludes with an exploration of the future of the Caring Science curriculum as a way of emancipating the human spirit Each chapter is structured to maximize engagement with reflective exercises and learning activities that encourage the

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