

Title: Architecture of Learning Basic Course

Credits: 3 Graduate Credits

24+ hours (3 full days) of formal, in-person instruction plus text reading and summarizing, and a major curricular project with follow-up via technology

Description: Architecture of Learning, is an instructional design model developed from neurocognitive and educational research findings. It equips teachers to design instruction based on a thorough understanding of learning.

Instructional design grids, or “Blueprints,” align methods, subject matter, and student thinking to produce learning. The type of subject matter to be taught—skill, content, or a combination—dictates the type of Blueprint selected, customizing the teaching-learning process. The Blueprint guides the selection and sequence of learning activities that compose an instructional unit.

The Architecture of Learning Basic Course is a three-day professional development event that explores:

- the neurocognitive process of constructing knowledge, understanding, utility, and integration
- the concept of cognitive blending and its relationship to learning
- the relationships between experience, comprehension, elaboration, application, and intention
- the various types of subject matter and the learning processes and transformations associated with each
- instructional design using Architecture of Learning Blueprints
- the development of assessments based on the process of teaching, which is based on the process of learning, creating instructional coherence and validity

Prerequisites: An acceptable undergraduate degree (e.g., a bachelor’s degree in education) that would qualify the student for entry into a graduate education program.

It is also highly recommended that students read at least the first six chapters of *The Architecture of Learning: Designing Instruction for the Learning Brain* (9780984345908) prior to the first day of the Basic Course.

Rationale: Authentic learning produces understanding and enables transfer. Effective instruction moves learners from knowing the details of content or skills to understanding how they fit together so that intentional application can be made.

However, not all learning involves the same cognitive processes. The identification of what is being taught influences the choice of instructional methods.

Architecture of Learning enables teachers to identify the type of subject matter they are teaching (content, skill, combination), identify the underlying patterns that support that subject matter, develop instruction that engages mental processes appropriate for developing understanding, identify the form and content of appropriate assessments and develop those assessments, and teach with an emphasis on understanding, utility, and integration.

Intended Audience: Educators responsible for designing and presenting effective instruction at all levels, early childhood to post-graduate.

Goals & Objectives

1. To become knowledgeable in the theory of conceptual blending, its connection to working memory, to the development of understanding, and to the transfer of learning.
2. To understand the processes of experience, comprehension, elaboration, application, and intention; how each process contributes to learning; and understand the role of pattern recognition in the transfer of learning.
3. To differentiate between comprehension and elaboration and develop instructional activities that engage each process.
4. To understand the interrelationship of the five learning processes in producing true learning and mastery.
5. To identify instructional subject matter type, identify the processes involved in learning such material, and develop instruction on a "Blueprint" that emphasizes those processes
6. To recognize the direct connections between instruction and the form and content of assessment as indicated by the critical intersections on an Architecture of Learning Blueprint.
7. To understand the necessity of instructive feedback in promoting optimal learning and to recognize the role well-constructed assessment instruments play in such formative assessment.
8. To develop assessments that match the form and content of instruction, including the development of rubrics for use in grading.
9. Learn to increase student understanding in learning by increasing the amount and quality of student thinking.

Instructional Modalities

The course is taught by qualified, certified Architecture of Learning instructors, usually during 3 consecutive, full days of instruction. Each day of instruction has been designed using Architecture of Learning and appropriately models the processes of experience, comprehension, elaboration, application, and intention. Sessions are intense and require high levels of participation and critical thinking.

Required Texts & Materials

- *The Architecture of Learning Basic Course Book*
- *The Architecture of Learning: Designing Instruction for the Learning Brain* (9780984345908)

Assignments/Grading: Grades awarded will be A, B, C, I, or F. It is expected that ALL student work will reflect high standards and a high degree of effort from the learner. Grades will be based on the following elements:

- Students will contribute to **all** sessions. Due to the intensity of the course, students **must attend every session** and participate in all activities (25% of the final grade).
- Students will read *The Architecture of Learning: Designing Instruction for the Learning Brain* in its entirety and **submit 3-5 sentences summaries for Chapters 1-6** (25% of the final grade). **Submit electronically via email** to Dr. Kevin D. Washburn at kevin@clerestorylearning.com. Summaries may be created and submitted in any of the following formats: Apple's Pages, Microsoft Word, or Adobe Acrobat (pdf file).
- Students will submit 1 original, complete unit plan and associated assessments developed using Architecture of Learning (50% of the final grade) **in an area of instruction other than reading**. Specifically, **all the following items should be submitted:**
 1. An outline of the unit and detailed plans for each activity in the unit (see examples on pages 118-119, 120-121, 122-124, 126-127, 128-129, 130-131, 132-133, 134-136 138-140, and 142-143 of the *Architecture of Learning Basic Course Book*) These should be written with the detail of a teacher's edition, as if the author were developing the unit so that someone who has never seen it before would know exactly what to do. **Both the outline and detailed explanation should be submitted via the Architecture of Learning Drafting Table online tool** (<http://architectureoflearning.com/drafting-table>). Detailed plans for each activity should be typed right into the Blueprint cells and not submitted as separate documents. In the NOTES section at the top of the Blueprint, include the following: Submitted for Graduate Credit, Your Name, Your School, Your E-mail Address. When the Blueprint is complete, click the SHARE button at the bottom of the page and type in the email address kevin@clerestorylearning.com. **Work submitted via other methods will not be reviewed and will not qualify for grading or credit.**

2. Appropriate assessment instruments, including rubrics, that have obvious connections to the critical intersections on the Architecture of Learning planning grid. See pages 93-96 of the *Architecture of Learning Basic Course Book* for examples. **Rubrics should be developed and submitted via the Architecture of Learning Drafting Table online tool** (<http://architectureoflearning.com/drafting-table>). In the NOTES section at the top of the rubric, include the following: Submitted for Graduate Credit, Your Name, Your School, Your E-mail Address. When the rubric is complete, click the SHARE button at the bottom of the page and type in the email address kevin@clerestorylearning.com. **Work submitted via other methods will not be reviewed and will not qualify for grading or credit.**

All of the above **must be original work, created and completed by the individual requesting credit**. All work will be evaluated using the rubrics featured on pages 252-253 and 254-255 of *The Architecture of Learning: Designing Instruction for the Learning Brain*. All completed work **must be submitted within twenty-one days** of the last day of the Basic Course in which the student is participating.

Questions regarding requirements and/or submission may be directed to Dr. Washburn at kevin@clerestorylearning.com.

Submission Summary

Within 21 days of the last day of the Basic Course in which the student is participating, the following must be submitted:

- Summaries of Chapters 1-6 of *The Architecture of Learning: Designing Instruction for the Learning Brain*, submitted to Dr. Washburn via email (see details above).
- A complete and detailed Architecture of Learning unit, submitted via the Architecture of Learning Drafting Table online tool (<http://architectureoflearning.com/drafting-table>) (see details above).
- Assessment instruments (i.e., rubrics) for the submitted unit. Rubrics should be submitted via the Architecture of Learning Drafting Table online tool (<http://architectureoflearning.com/drafting-table>) (see details above.)

References: See exhaustive lists in required texts.