



Friends University
Clerestory Learning Professional Development Series

Title of Workshop: The Architecture of Learning Basic Course

Course #: EDUC 5614

Term: Summer 2019 (May13-August 18, 2019) transcript will reflect summer 2019 term

Delivery: On Ground

Credit Hours Offered: Two Graduate Credits

Dates/Locations: varies

Times: 21 hours (3 days) of formal instruction.

8:30 a.m.-3:30 p.m.

Instructor Name(s): Kevin Washburn

Instructor Contact Information: Kevin D. Washburn, Ed.D.

Clerestory Learning

kevin@clerestorylearning.com

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Instructor Bio: Kevin D. Washburn holds an Ed.D. in Educational Leadership with an emphasis in Instruction and Curriculum, an M.A. in Elementary Education, a B.S. in English, and a B.S. in Elementary Education. His experience as a teacher in elementary through college level classrooms and leadership positions in curriculum and instruction combine with his penchant for reading and research in both educational and scientific areas to uncover important implications for learning. He is the creator of the Architecture of Learning instructional design model and author of its training program, which he has used with hundreds of teachers now implementing the model. Dr. Washburn is also the co-author of Foundations & Frameworks, an instructional reading program used by schools across the country, and the creator of the Writer's Stylus instructional writing program and the lead author of all its training and instructional materials. He is a member of the International Mind, Brain & Education Society and the Learning & the Brain Society.

Workshop 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.

Standards Addressed

KEPP Standards Addressed:

- Standard 3: Learning Environment*
The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.
- Standard 4: Content Knowledge*
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.
- Standard 5: Application of Content*
The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.
- Standard 6: Assessment*
The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.
- Standard 8: Instructional Strategies*
The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

Learning Forward Standards Addressed:

- Standard 1: Learning Communities*
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Standard 5: Learning Designs*
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Workshop 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. Reading of the first six chapters of *The Architecture of Learning: Designing Instruction for the Learning Brain* (9780984345908; Kindle and Nook versions also available) prior to the first day of formal instruction (Submission of chapter summaries is one of the required assignments. See “Work Submission and Grading” for more details.)

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 at all levels and disciplines.

Learning Goals

Knowledge of:

- the core processes of learning: experience, comprehension, elaboration, and application
- how focus determines outcomes, and how these outcomes enable constructing new learning
- subject matter types and the characteristics of each: content, skill, and combination
- the characteristics of effective instructive feedback
- the stages of a research-based instructive feedback cycle

Understandings:

- the relationship of learning's core processes to the structure and function of working memory
- the relationship of subject matter type to selection of focus processes and instructional strategies
- the relationship of pattern recognition to cognitive processing and learning
- the relationship of learning to teaching to assessment
- the relationship of formative assessment (i.e., instructive feedback) to student learning and achievement
- the relationship of modeling in skill instruction to findings from neurocognitive research on how the brain learns
- the relationship of the "critical intersections" of an Architecture of Learning Blueprint to instructional completeness
- the relationship of the "critical intersections" of an Architecture of Learning Blueprint to types of learning and forms of assessment
- the relationship of learning, teaching, and assessment alignment to integrity

Applications:

- use of a single instructional activity, restructured to address specific points in constructing new learning
- classification of subject matter types based on what is really being taught rather than just on topic identification
- sequence instructional strategies according to focus and core process relationships
- present thorough skill instruction, including skill definition and steps, modeling skill use, student sorting and labeling of skill steps, and initial guided practice with feedback
- develop complete Blueprints for instruction, both collaboratively and individually, based on subject matter type and understanding how the brain learns
- use a formative feedback cycle to deepen student learning
- develop assessments that align with instruction based on learning, including material's knowledge, understanding, and utility components
- use of tools, such as descriptive rubrics, in instruction, feedback, and summative assessment

Required Texts

The *Architecture of Learning Basic Course Book* and *The Architecture of Learning: Designing Instruction for the Learning Brain* (9780984345908; Kindle and Nook versions also available) are **both** mandatory for all participants.

Copies may be ordered from Make Way for Books via telephone (888-622-6932), email (julia@mwfbooks.com) or the internet (www.mwfbooks.com).

Work Submission and Grading

All assignments given during the class sessions should be completed as directed. These will not be collected by the instructor but will partially form the basis for in-class participation.

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 on the part of the learner.

All post-class work must be submitted as directed below. Grading will be based on the following:

1. Class attendance and participation, including the pre-course video-based activities (25%).
2. Submission of 3-5 sentence summaries of Chapters 1-6 of *The Architecture of Learning: Designing Instruction for the Learning Brain* (25%). Summaries may be created and submitted in any of the following formats: Apple Pages, Microsoft Word, or Adobe Acrobat (pdf file).

EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> All the Proficient descriptors, plus... Summaries include at least one sentence suggesting how the student will apply the chapter's concepts 	<ul style="list-style-type: none"> All the Adequate descriptors, plus... Summaries capture the critical concepts of each chapter 	<ul style="list-style-type: none"> Summaries indicate completion of the required reading 	<ul style="list-style-type: none"> Summaries provide insufficient evidence of the student's reading of the required material

3. Submission of an 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:

- 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 must 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.
- 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.

All submissions **must be original work, created and completed by the individual requesting credit**. Unit and assessment submissions 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 materials must be submitted **by the due date given during the formal instruction**. NOTE: Any work submitted **at least two weeks before the deadline** may be reviewed and resubmitted based on instructor feedback.

Submission Checklist

- Summaries of Chapters 1-6 of *The Architecture of Learning: Designing Instruction for the Learning Brain*, submitted to Dr. Washburn via email: kevin@clerestorylearning.com. (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/draftingtable>). (See details above.)

Course Policies

- Participants must attend all class sessions and participate actively
- Participants must complete all assignments and submit them as directed (see Work Submission & Grading)
- Participants must demonstrate a willingness to learn, an eagerness to grow, and diligence in completing the tasks that will foster such growth. These are ungraded elements, but they distinguish professional educators and are expected traits of graduate students.

References

See exhaustive lists in required texts.

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Friends University Contact Information

For questions or needed assistance regarding your Friends University accounts, please contact Graduate Workshops during business hours at 316-295-5516 or email at educationworkshop@friends.edu. Please provide your full name and the course in which you are enrolled. We are happy to help!