

24.S95 Linguistics in K–12 Education

Session 2: Linguistics in Secondary Education | Understanding by Design (UbD)

Plan for today:

- Spring Spark update
- Discuss February 8 topic: Rationale for Linguistics in K-12 Education
- Discuss Understanding by Design (UbD) framework
- 3:15-3:30 Break
- Discuss Linguistics in Secondary Education
- Develop an initial sketch of Stage 1 for Spring Spark
- Wrap-up

Spring Spark update

Linguistics: The Science of Language

Did you know that language, like all natural phenomena, can be observed and investigated in a scientific way? What is unique about language is that everyone has their own personal and infinite data set living inside their brain. Learn to examine that data the way a linguist would, and puzzle over things that you may not realize you know about the language that you use every day. Learn how linguistics, the science of language, relates to your world and what you're interested in.

Sat., March 18 after 1 pm; two 50-minute sections of 20 students, grades 7 & 8

Rationale for linguistics in K-12 education

- Why linguistics?
 - ...in science, social studies, language arts
 - ...in K-12
- What purpose might linguistics education serve?
- What might it mean to be linguistically literate?
- What is the goal of education?

Understanding by Design (UbD)

- What is *understanding*?

Understanding by Design (UbD)

- What is *understanding*?
 - You know that someone really understands when...
 - You know that someone really doesn't understand when...

Understanding by Design (UbD)

- What is *understanding*?
 - You know that someone really understands when...
 - You know that someone really doesn't understand when...
- What is *understanding*? will be an *essential question* for our work.

Understanding by Design (UbD)

Stage 1 – Identify **desired results** (transfer goals; essential questions)

Stage 2 – Determine acceptable **evidence** of understanding

Stage 3 – Plan **learning experiences** and teaching that align with Stage 1 and Stage 2

Understanding by Design (UbD)

The Logic of Backward Design (Wiggins & McTighe 2011: 9, Figure A.1)

- Stage 1: If the desired end result is for learners to...
- Stage 2: then you need evidence of the learners' ability to...
- Stage 3: then the learning events need to...

Sketch a lesson about something you know how to do well, applying the UbD stages.

Understanding by Design (UbD)

Overview of **The UbD Template, Version 2.0** (Figure B.1 in Wiggins & McTighe 2011: 16-17)

Linguistics in secondary education

Consider the case studies with the UbD framework in mind. Do the authors:

- Identify **desired results**
- Present **evidence of understanding** (e.g., transfer)
- Present a **learning plan with learning events**

Linguistics in secondary education

Does the UbD framework help us assess the work described in the case studies?

- If so, how?
- If not, why not?

Back to UbD...Simple Stages Template

Stage 1 – Desired Results: What should students learn as a result of this unit?

Stage 2 – Evidence: What evidence will show that students have met the Stage 1 goals?

Stage 3-Learning Plan: What key learning events will help students reach the goals and be successful on the assessments?

Work with a partner to sketch your ideas for Stage 1 for Spring Spark.

For next class:

Introductory Linguistics: Desired Results | UbD, continued

- Before you do the reading, reflect on the question, **What are the essential questions in linguistics?** What essential questions would you want students to take away with them from an introductory course?
- Contrary to the syllabus, no linguistics teaching materials will be assigned for review.

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