

Title of Session: Targeting Librarians! - Designing Backwards

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Started recording in Oasis Cafe (#271)[TappedIn] at Thu Apr 24 16:23:23 2003 PDT.
BJB drops 2003/04/24 targeting librarians (recording).

LesleyF says, "While we're waiting for a couple more bodies, let me give you a good URL on designing backwards, by McTighe, the guru on the topic."

KathyB says, "Okay."

LesleyF says, "It's very texty."

<http://www.ascd.org/readingroom/books/wiggins98book.html#ch> ap1"

DaveSa [HelpDesk] asks, "Why don't you project it Lesley?"

LesleyF says, "Just rolls off the tongue."

LesleyF says, "Sure"

KathyB exclaims, "Thanks!"

LesleyF projects mctighe.

design backwards

LesleyF projects the URL:

<http://www.ascd.org/readingroom/books/wiggins98book.html#chap1>

KathyB says, "No, I'm just getting a background in how to discuss this by reading this website while we wait for others."

LesleyF says, "Kathy, I'm finishing writing a book on instructional design and technology, so I'm using this approach in the book."

LesleyF says, "It's coming out from Scarecrow Press."

KathyB asks, "How soon?"

KathyHB arrives from nowhere.

KathyhicksbrooksH's personal recorder follows KathyHB to here.

LesleyF says, "Well, probably next fall."

LesleyF exclaims, "Ah, another Kathy!"

KathyHB says, "hi"

KathyB says, "We're the best! Welcome, Kathy."

LesleyF asks, "So, KathyHB, are you here to talk about instructional design?"

KathyHB says, "yes"

LesleyF asks, "So what do you 2 Kathys want to know about design concepts?"

KathyB says, "I want to better design instruction with assessment built in at multiple and early stages."

KathyB says, "I'm still learning how to envision this process."

LesleyF says, "SO, let's start off with some definitions. What I mean by designing backwards is starting with the outcomes and deciding what content and approach to use. It forces assessment throughout the process."

LesleyF says, "Let me give you 2 scenarios."

KathyB says, "Okay."

KathyHB says, "Ok"

LesleyF says, "The classic one goes as follows..."

LesleyF says, "I want teachers to get the idea of media literacy, and I want them to use it with their students."

LesleyF says, "I also want them to infuse technology."

LesleyF says, "SO, I start with the idea of visual language."

LesleyF says, "then I think about ways to convey that. IN the process, I need to find out what they already know about visual language so I might start with a couple of good advertisements and ask them what the tacit and implicit messages are."

KathyB says, "Please define visual language."

KathyHB says, "yes"

LesleyF says, "When I ask them how they read the message, I can find out if they understand visual language -- which I'll define now."

LesleyF says, "The best example is Orson Welle's movie about Hearst."

LesleyF says, "When the camera level is low and looking UP at a figure, that figure looks powerful."

LesleyF says, "In the movie the Graduate, there's a classic scene where Dustin Hoffman is in the corner of the swimming pool, with the camera looking DOWN at him -- and then showing him alone, isolated. It makes him seem powerless and unsupported."

KathyB says, "I remember that scene."

LesleyF says, "Color has language -- connotations. In mainstream America, red/white/blue connotes patriotism, for instance."

LesleyF says, "Dark = somber and serious."

KathyB says, "Okay, I'm on your wavelength now."

LesleyF says, "Light IS a wave..."

KathyHB says, "ok"

LesleyF says, "OK, so ads and mass media in general know how to use visual language to persuade."

KathyB says, "Definitely."

KathyHB says, "exactly"

LesleyF says, "What we're doing now would be very much what I'd do in a workshop with classroom teachers."

LesleyF says, "Next step."

LesleyF asks, "I'd show them the Center for Media Literacy -- which I'll show you now. OK?"

KathyHB says, "ok"

KathyB says, "Okay."

LesleyF says, "For today, I'm just going to point you there. With teachers, I'd walk through some of the major areas and have them brainstorm how they might use the sight."

LesleyF projects the URL:

<http://www.medialit.org>

LesleyF says, "Note the upper right hand where you can approach the topic in several ways. Very cool."

KathyHB says, "Nice"

KathyB says, "Yes, helps to tie it in to different curricular areas."

LesleyF says, "So if they got the idea right off, then I'd go to the next step, dealing with technology."

LesleyF says, "And if they DIDN't, then I'd fill in with some more examples and discussion."

KathyB asks, "And where is the next step leading?"

LesleyF says, "this point is an example of the second way of designing backwards."

LesleyF says, "Hold the thought, Kathy."

KathyB says, "Sorry."

LesleyF says, "In the second approach, you give the barebones -- sort of the end game. If one needs more guidance, then you BACKtrack/BACKfill until you get to the point that they understand. Then, from that point, you can go FORWARDS with the instruction."

LesleyF says, "Library example. Kids finding magazine articles. Start by showing the library web page with the list of online databases."

LesleyF says, "For some, that's all they need. For most, you need to open up one of the databases, and show a simple search."

KathyHB says, "yahooligans is good for this"

LesleyF says, "That takes care of another 50% of the class. Some are stuck with the concept of keywords. For that smaller group, then, you can give more details about that part of the process."

LesleyF says, "By teaching in that way, you spend the most time with the kids who need the most help. You're finding out/assessing their pre-requisite skills and getting them at that point."

LesleyF says, "Those who get it can zoom forward."

KathyB asks, "So you have an entry point, a bare bones and a way to break down the process into specifics for strugglers. Correct?"

LesleyF exclaims, "Exactly!"

LesleyF says, "Now the reason I would show teachers the URL on media literacy (oh, yes, them), is that the advanced folks will start clicking merrily along, and those who don't get it will wait for me to help them get the drift."

KathyHB says, "question, how do you move ahead without losing the weaker ones, with one teacher"

LesleyF says, "You sort of "peel" them off as they get it -= and you need to give short directions so those who are clueless won't turn off."

LesleyF says, "that is, give up before you get back to where they are ..."

LesleyF says, "Another trick is to have the advanced crew explain to the uninformed..."

KathyHB says, "great idea"

LesleyF says, "One approach for middle schoolers is to find out who gets it -- and then you have them partner with someone who doesn't."

KathyB asks, "Can a worksheet (not that it's my preferred mode) keep the advanced users moving while you help the uninformed?"

KathyB says, "I really like using the informed and uninformed partner approach."

LesleyF says, "For others, a guidesheet may be enough. They get the idea by reading. Fine. Those who want coaching aren't waiting for the others to read."

LesleyF says, "Mindreader, Kathy."

LesleyF says, "Now, then, back to the grand design."

LesleyF asks, "Next step with those teachers was to be technology. I want them to explore visual literacy with technology. And I want them to use something they can share with kids. So I think -- hmm -- what technology is visually-centered and easy to manipulate? How about a digital camera?"

LesleyF says, "So I would have digital cameras around, show teachers how to use them -- with the <angle> of using that tool to express a point of view/ or to persuade."

LesleyF says, "I'd show them some examples, have them explore the immediate area, and then have them upload their images for others to explain their connotations/meanings."

KathyB says, "So essentially, the way some web sites are set up to persuade visually, you would teach teachers to do that with their digital camera."

LesleyF says, "Sure."

LesleyF says, "They could also explore with camcorders, but then that uses another aspect of persuasion: movement. So I'd want to start simply to isolate the main idea."

KathyB says, "Camcorders is what I've used, both for filming student commercials and plays."

LesleyF says, "So we look at camera angle, the chosen image, the lighting, etc. as critical factors."

LesleyF says, "And that goes for still AND motion..."

KathyB exclaims, "Wow! This is sounding like my Directing and Acting classes!"

LesleyF says, "The next main element/step is that of distortion of the original image. For digital cameras, it's easiest with PhotoShop or the like. With film/video, it's editing."

KathyB says, "Distorting to what purpose? I do use Photoshop."

LesleyF says, "Both cases: editing. Which can also relate to the written word. A nice tie-in for language arts teachers. And they can use that principle with their kids because the kids often think visually so they'll actually go in the OTHER direction to make the mental connection."

LesleyF says, "So why do you want to distort/change an image? To persuade, to convey an idea, to make a visual statement. Think of cropping, think of making images darker, think of blurring images, making old people look younger by wiping out the wrinkles..."

KathyB says, "Okay."

LesleyF says, "Or putting in an extra image. My son told me of a buddy of his who is going to paste in his photo into an event that he's supposed to attend for school. the photo will be his evidence --"

KathyHB says, "cool"

KathyB says, "Uh-oh..."

LesleyF says, "Cool for cheating..."

LesleyF says, "Think of Forrest Gump."

KathyHB says, "is he really going"

LesleyF says, "But the more interesting question is "What is truth??"

LesleyF says, "No, that's why he's pasting in his photo from a family shot."

KathyB exclaims, "You can say that again!"

KathyHB says, "oic"

LesleyF asks, "So if the idea is to examine truth/authenticity, don't you think that images are a good way to go?"

LesleyF says, "That's the idea of designing backwards. And the assessment of whether they understand is to see their photos and their commentary."

KathyB says, "Yes. Especially since images are regularly tampered with."

LesleyF says, "Another way to get at authenticity, which was hinted at earlier, is to look at some of the fallacious web sites. there you get to understand both textual and image manipulation."

KathyB says, "Because they shot the photo and edited it, they know what they were going for"

LesleyF says, "Starting with the objective, identifying content, and thinking about an effective means to convey the idea, and figuring out how to assess learning."

KathyB exclaims, "This is a doorway into fascinating thinking!"

LesleyF says, "It also makes technology a lot more meaningful than saying "today we're going to learn how to do camera zooming...""

KathyB asks, "Does this differ or is it the same as the standard lesson plan?"

KathyB asks, "Madeline Hunter, I mean?"

KathyHB asks, "As the instructor, do you show what the end product "can" look like upfront?"

LesleyF exclaims, "Well, it's coming to be the standard way to do lessons, but strangely seems to be new to some folks. When McTighe came out with his Understanding by Design, people were really wowed!"

LesleyF says, "Experience helps, Kathy. And education isn't exactly cutting edge most of the time..."

LesleyF says, "Hunter really doesn't design backwards in as strong of a way."

KathyB says, "It makes so much more sense and seems more inherently worth learning or teaching this way."

LesleyF says, "It's one of those Duh things..."

KathyB says, "This is when I feel a lot of excitement about being able to communicate authentically in our teaching."

LesleyF says, "What makes this kind of designing so important is that incorporation of technology because people get so caught up in the tool aspect that they forget WHY they're using a technology."

KathyHB says, "did you answer my question"

KathyB says, "Libraries of all kinds have seemed to get stuck in the tool concept of technology."

LesleyF says, "You mean knowing the desired product? Well, that was the statement of experience. usually we've seen similar products before SOMEwhere."

KathyHB says, "I was relating it to teaching young students"

LesleyF says, "And librarians sometimes get caught in the tool-making part of the research process. Keywords, for instance."

KathyB says, "Touche"

LesleyF says, "So tell me more what you're thinking about, Kathy, with young students."

KathyHB says, "In this backwards approach, would you model the end product, or what it could look like"

LesleyF says, "The REAL reason for keywords is to locate information -- and to determine what a subject domain's vocabulary consists of because that's a clue as to how they think."

LesleyF says, "That's an important question."

LesleyF says, "There are two schools of thought."

LesleyF says, "1 -- we now think kids should have rubrics so they can tell if they're in the right ballpark."

KathyHB says, "I do not understand how experience relates to my question at all"

KathyHB says, "exactly, they need something to go on"

LesleyF says, "2 -- some folks fear that if teachers show the ideal/exemplar, then the kids will just copy rather than produce something original."

LesleyF says, "Now if a teacher really has something definite in mind, then I think kids deserve to know what that is and to see it."

KathyHB says, "I always tell students this is an example, I would not like to see anything that resembles it"

LesleyF says, "That's right, Kathy."

LesleyF says, "And if kids have choices in the topic and approach and resources to work with, then that should enable them to be creative AND address the essential features."

LesleyF says, "I think the concept of "essential features" is a key to providing a goal without stifling imagination."

LesleyF says, "Of course, we're mixing process and product, you know."

KathyHB says, "So many students are visual learners and I just think a visual idea would level the playing field for those students"

KathyHB says, "yeah, we are"

LesleyF says, "What you want people to learn (outcome) and HOW they are to demonstrate it (indicator) can be a bit like process and product. The Product is an indication that they understand the process. Hopefully."

LesleyF says, "Then there are the kids who know how to do research but their product is a mess...."

KathyHB says, "right"

LesleyF says, "So the closer the process and product can be, the more likely that the assessment will be accurate."

KathyHB says, "I love groups in the media center for this reason, everyone brings something different to the table"

LesleyF says, "Yes, and that provides the means to do more complex and meaningful projects (product/process)."

LesleyF says, "Let's face it, collaboration can help in a number of educational issues..."

KathyB says, "Lesley, help me envision how this concept of image manipulation would be presented in the backwards way for say K-3."

LesleyF exclaims, "OK, in fact I have a great story about that!"

LesleyF says, "A teacher gave Navajo 2d graders video cameras to document a typical day in their lives. He was expecting to see images of home, then cuts to school. What he got were several products that showed long stretches of walking. That was because they was the way kids thought about their daily lives -- the journey was as important (or more so) than their destination."

LesleyF says, "In this case, the teacher learned more about visual language than the kids. The Kids learned how to EXPRESS their realities, and the teacher learned what the kids' way of thinking was -- through a visual means."

KathyB says, "Getting to experience the kids' perspectives."

LesleyF says, "Little kids often love to take pictures of their worlds. They can use the camera to think in different ways -- learning about point of view, for instance."

LesleyF asks, "How does my dog view life? How would an ant view life? How does my baby brother view life?"

KathyB says, "Today we used 2 different picture books to illustrate bird's eye view versus eye level view."

LesleyF says, "So the kids can generate their own picture books."

LesleyF says, "Kids can take photos of emotions (dark alley, puppies rolling over, dead flowers, ..."

KathyB says, "And be more informed of the presentation that is being made to them. Does it include you or give an other than human perspective."

KathyB says, "oops."

LesleyF says, "I think I get your idea."

LesleyF says, "The nice thing about cameras is that you don't have to draw well..."

LesleyF says, "You DO have to observe and think well..."

KathyB asks, "What is it called we talk about this level of thinking and learning to think and observe?"

LesleyF says, "critical thinking"

LesleyF says, "metacognition"

KathyB says, "Duh". I should know that."

LesleyF says, "sometimes the naming slips by -- the use of keywords/synonyms..."

LesleyF asks, "So does that give you some ideas to play with?"

KathyHB says, "yes"

KathyB says, "Yes, it does. I also want to learn more about teaching metacognition."

LesleyF says, "Thoughts about next time? I have one in case you're dazed at this point -- library technology for administrators."

LesleyF says, "We can certainly focus on metacognition as our topic next time. I have some tips for that."

KathyHB says, "funding for libraries"

KathyHB says, "hehe"

LesleyF says, "well that topic is eternal..."

KathyB says, "Metacognition and then library tech for admins and teachers. Teachers seem so scared of computers. Some do."

LesleyF says, "How about administrative metacognitive thoughts about funding? ;)"

KathyHB says, "yes, they do seem to be"

KathyB exclaims, "Hahaha!"

LesleyF says, "Seriously, we can do metacognitive approaches to technology and learning."

KathyHB says, "And it is across all lines-equally"

BJB . o O (this is for May 21?)

LesleyF asks, "Using technology to facilitate metacognition?"

KathyHB says, "Urban, rural, suburban.."

KathyB says, "Okay. Sounds good."

KathyHB says, "ok"

LesleyF says, "So May 21. 4:30"

LesleyF says, "Tell your friends and cyberneighbors about this"

LesleyF exclaims, "Glad we could have an interesting discussion!"

KathyHB says, "bye"

LesleyF exclaims, "Ciao!"

KathyB says, "Thank you once again, Lesley and BJ."

KathyB exclaims, "I am so jazzed!"