

Thinking about a Structure

As a scaffold between the students' prior K-12 learning and the learning expectations of our undergraduate courses, we position our Learning Design Ecosystem within the **Know-Do-Understand** (KDU) model used to support a concept-based competency-driven approach to learning (<https://curriculum.gov.bc.ca/rethinking-curriculum>).

Learning Design Interns (LDI) are encouraged to help their Faculty Course Authors chunk course content, drawing on the KDU model's three interconnected components and using the LDI Learning Design template.

UNDERSTAND

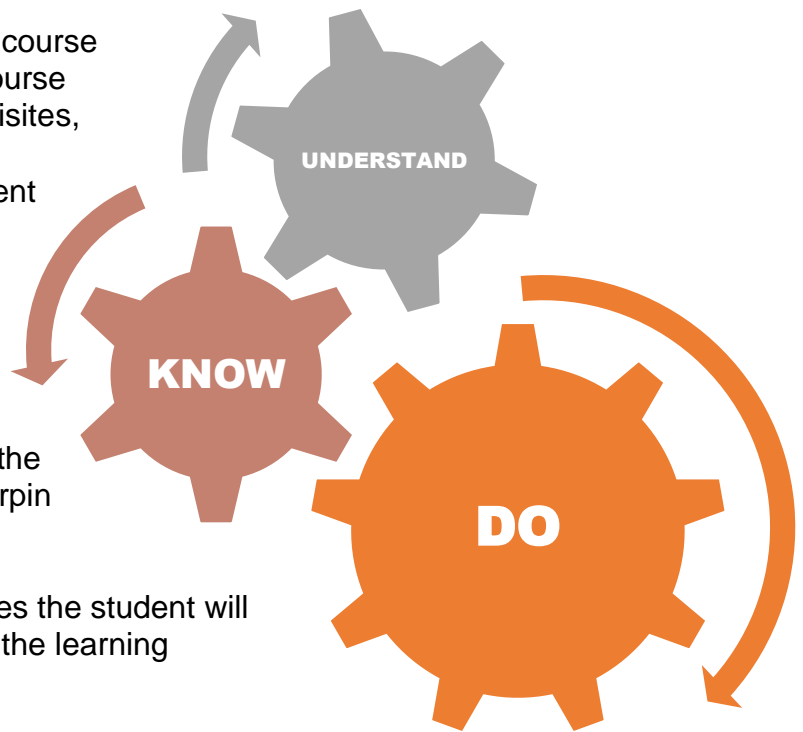
- The **BIG IDEAS** that underpin the course topic(s) and help to position the course within a specific program (prerequisites, core courses, etc.)
- The key ideas / concepts the student will come to understand through completing the course

KNOW

- The Learning Objectives / Outcomes to be addressed in the course. These come directly from the approved course outline and underpin the **BIG IDEAS** they need to **UNDERSTAND**
- These are the outcomes / objectives the student will come to know through completing the learning experiences in course

DO

- The actual learning experiences that the students will engage with that will help them meet, exceed, and come to **KNOW** the course objectives / outcomes and gain **UNDERSTANDING**
- The learning experiences the course work the student will **DO** to develop and demonstrate their understanding. These experiences reflect a range of instructional strategies, some of which may be domain specific (i.e., labs, case studies, etc.).



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