# Pike County Schools
Concept-Based Learning

Right click hyperlinks to open in a new tab.

Definition/Purpose

A concept is a "big idea"—a principle or notion that is enduring and is not constrained by a particular origin, subject matter or place in time (Erickson 2008). Concepts represent ideas that are broad, abstract, timeless and universal. Concepts add depth and rigour in student thinking to the traditional "two-dimensional" curriculum consisting of facts and skills. Concepts place no limits on breadth of knowledge or on depth of understanding, and therefore are accessible to every student.

- Concepts are powerful, broad and abstract organizing ideas that may be transdisciplinary or subject-based.

- Concepts help to build understandings across, between and beyond subjects.

- Key concepts provide a lens for conceptual understandings within a transdisciplinary unit of inquiry; related concepts provide a lens for conceptual understandings within a specific subject.

From: https://www.inspiringinquiry.com/
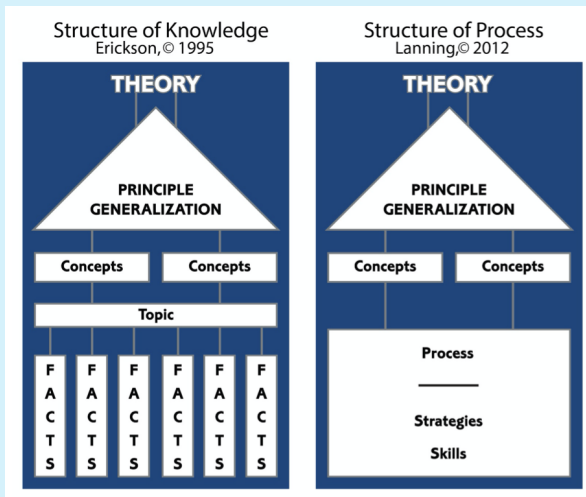
Resources and Tools

- Teaching approaches to support concept-based learning

- Short video about the structure of knowledge vs. structure of process

- Erickson Chapter: The Structure of Process

- Book Chapter: Essential Elements of Concept-Based Curriculum Design (includes Structure of Knowledge)

- Getting the Big Idea handout

- AAA+ A Playbook of Learning and Concept-Based Learning: (over 100 strategies for conceptual teaching and learning)

- What is Concept-Based Learning? blog

Examples

Structure of knowledge examples for Math.

Teacher planning for Concept-Based Literacy (8-minute video):