



Component: Knowledge Mastery

ILO: To help students be aware of the learning outcomes for a topic

TOOL

Assessing what you Know, Understand, and need to be able to Do. This tool helps students to be aware of the learning requirements for a topic. By using KUD to unpack the learning outcomes, it gives students a clear break down of learning and can be used as a check for progress and a framework to give feedback on.

Know - A piece of declarative knowledge that students need to remember

Understand - Experience of using that knowledge to produce a deep level of awareness of it (functioning knowledge)

Do - The skills required to achieve the deep understanding

This activity is based on Carol Ann Tomlinson's KUD in *The Bridge Between Today's Lesson and Tomorrow's* (see below).

ACTIVITY

For each topic generate, with student input, a KUD list to show expectations and relevance to students and also to use as a measure for learning.

HOW

- You could run this activity at the start of some learning as you unpack the learning outcomes. You could ask students to generate the list but they may need help to do so. Being explicit about not only what they will learn but also what they will be able to do helps with relevance of the topic and practical application. It also sets the expectations for study and allows for discussion about how the students feel about the challenges they may face.
- At the end of a topic, you can use the same list it to revise learning and as a piece of formative assessment.

EXAMPLE

In *Research Methods* - students discuss the list of knowledge and skills they need to complete the first stage of their research. They use this list to plan studying and use it in action learning sets to keep track of progress.

In *Songwriting on writing a blues* - students discuss what they know about a blues - the 12 bar basic structure, how they need to understand the feel, intention and extra harmonic devices and the skills they need to write a blues - instrumental skills, music notation, etc.

LARGE GROUP TEACHING

This can work well with large groups, with small groups discussing the KUDs before contributing to a central list.

SUCCESS

Students will feel confident that they know what is expected of them in the module and can use the KUD to monitor learning.

NEXT STEPS

You may want to base a formative assessment on the list generated or review and revise the list at the end of a topic.

REFERENCES

Tomlinson, C. A. (2014). *The Bridge Between Today's Lesson and Tomorrow's*. *Educational Leadership*, 71(6), 10–14.