

# Course title: Creating Innovative Business Models

Lecture 12. Pursue big ideas

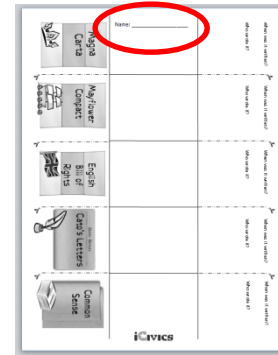
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# What's the big idea?

- **Rule of Law**
  - All people must follow the laws, and the laws should be enforced fairly.
- **Self Government**
  - People can make decisions on how their government should work.
- **Due Process**
  - People have the right to fair and reasonable laws. Officials have to follow rules when enforcing laws and need to treat all people in the same way.
- **Limited Government**
  - A government that has been limited in power by a constitution, or written agreement.
- **Rights**
  - A set of things that people believe they should be free to do without restrictions.

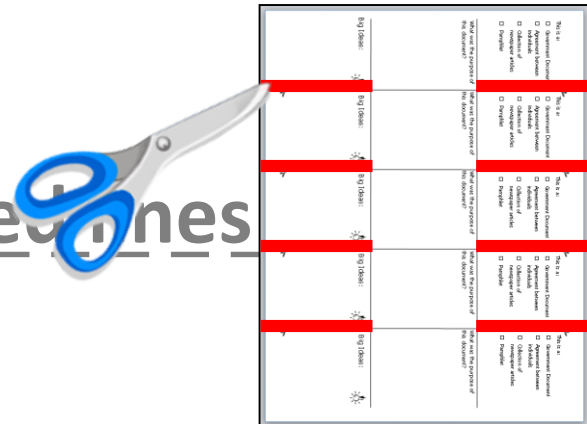
# Cut-and Fold Instructions

1. Put your name on the paper.



2. Flip the page over to see the side with the check list.

3. Carefully cut along the dashed lines

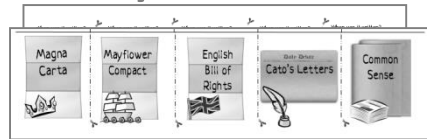


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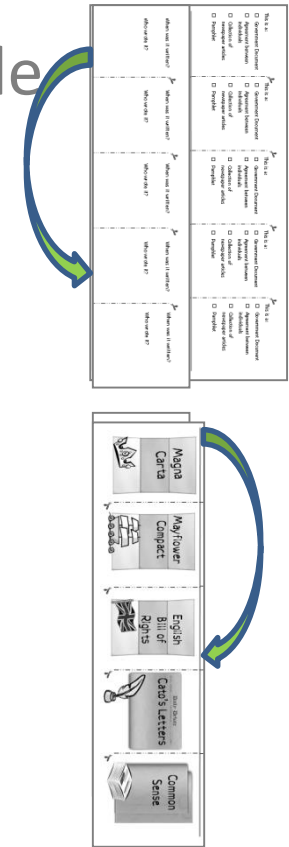
4. Fold the tabs towards the middle on the left side on the solid line.

5. Fold the tabs towards the middle on the right side on the solid line.

6. Turn the paper so you see a row of images.

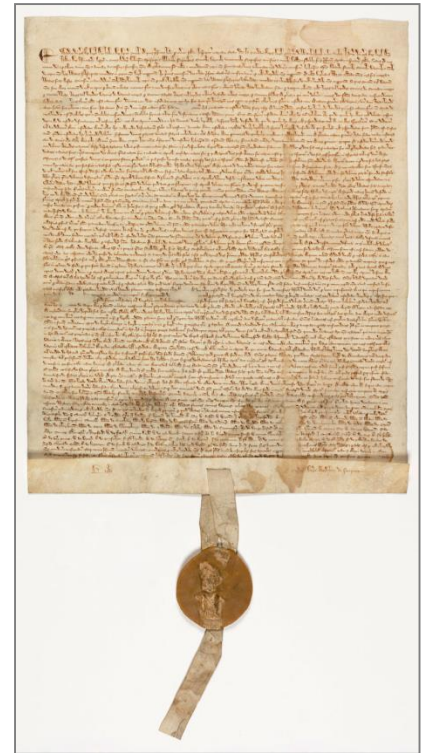


7. Use the reading and class discussion to complete all the fields in this activity.



# Magna Carta

The Magna Carta was a government document that limited the power of the king of England and protected the rights of the nobility. It was written by the English nobility in 1215.



## Big Ideas:

- Limited Government
- Rights
- Rule of Law
- Due Process

# Mayflower Compact

The Mayflower Compact was an agreement between individuals that created a government that would provide order and protect the rights of the colonists. It was written by a group of English Puritans as they traveled to Massachusetts in 1620.

## Big Ideas:

- Self Government
- Rule of Law



# English Bill of Rights

The English Bill of Rights was a government document that expanded the powers of the English Parliament and expanded the rights of the people, as well as further limited the rights of the king. It was written by the members of the English Parliament in 1689.

## Big Ideas:

- Limited Government
- Rights
- Due Process
- Rule of Law



# Cato's Letters

Cato's Letters were made up of a collection of newspaper articles published to convince people to support the freedom of expression and to fight against the heavy handed rule of the British government. They were written by two anonymous English journalists in the 1720's.

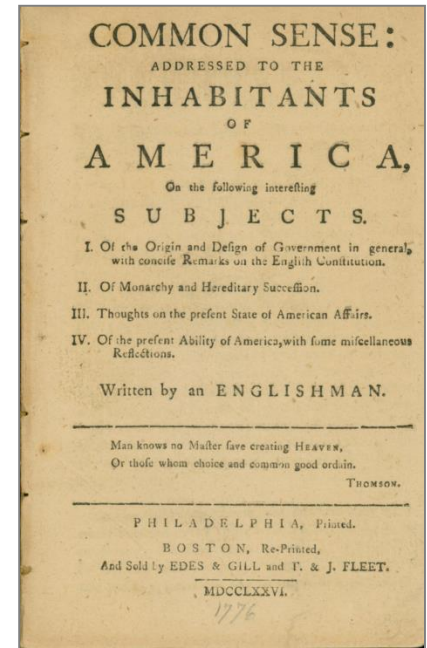
## Big Ideas:

- Rights
- Rule of Law



# Common Sense

Common Sense was a pamphlet written to convince the American colonists to support becoming independent from England. It was written by a colonial journalist and circulated in 1776.



## Big Ideas:

- Self Government
- Rights

# From Big Ideas to the Constitution

The movers and shakers in the colonial period spent a lot of time thinking about these big ideas, and how to put them into practice.

Give it a try yourself by matching each aspect of the U.S. Constitution to the big ideas that you just learned about.

# From Big Ideas to the Constitution

A

“This Constitution and the laws of the United States ... shall be the supreme law of the land.” All government officials “shall be bound by an oath to support this constitution.”

U.S. Constitution, Article VI

## **Self– Government:**

popular or representative system where the people create and run their own government

**Rule of Law:** the idea that all people must follow the laws, and that the laws are enforced fairly

A

**Due Process:** People have the right to fair and reasonable laws. Officials have to follow rules when enforcing the laws and to treat all people in the same way.

**Rights:** A set of things that people believe they should be free to do without restrictions

**Limited Government:** the power of government is limited by the Constitution, and each branch is limited in what it can do

# From Big Ideas to the Constitution

B

The first ten amendments in the Bill of Rights guarantees certain rights and freedoms that include:

- Freedom of speech, the press, and religion
- Right to petition the government and to bear arms
- Prohibition of excessive bail or fines, or cruel and unusual punishments for crimes

## **Self– Government:**

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**Limited Government:** the power of government is limited by the Constitution, and each branch is limited in what it can do

# From Big Ideas to the Constitution

C

The U.S. Constitution created three branches of government. Each branch is given the power to check, or limit the power of the other two. The system of checks and balances keeps any one branch from getting too powerful.

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C

# From Big Ideas to the Constitution

D

No person shall...be deprived of life, liberty, or property, without due process of law"

U.S. Constitution, 5th Amendment

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popular or representative system where the people create and run their own government

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**Limited Government:** the power of government is limited by the Constitution, and each branch is limited in what it can do

# From Big Ideas to the Constitution

E

"WE THE PEOPLE of the United States...do ordain and establish this Constitution for the United States of America."

Preamble to the Constitution, 1787

## **Self– Government:**

popular or representative system where the people create and run their own government

E

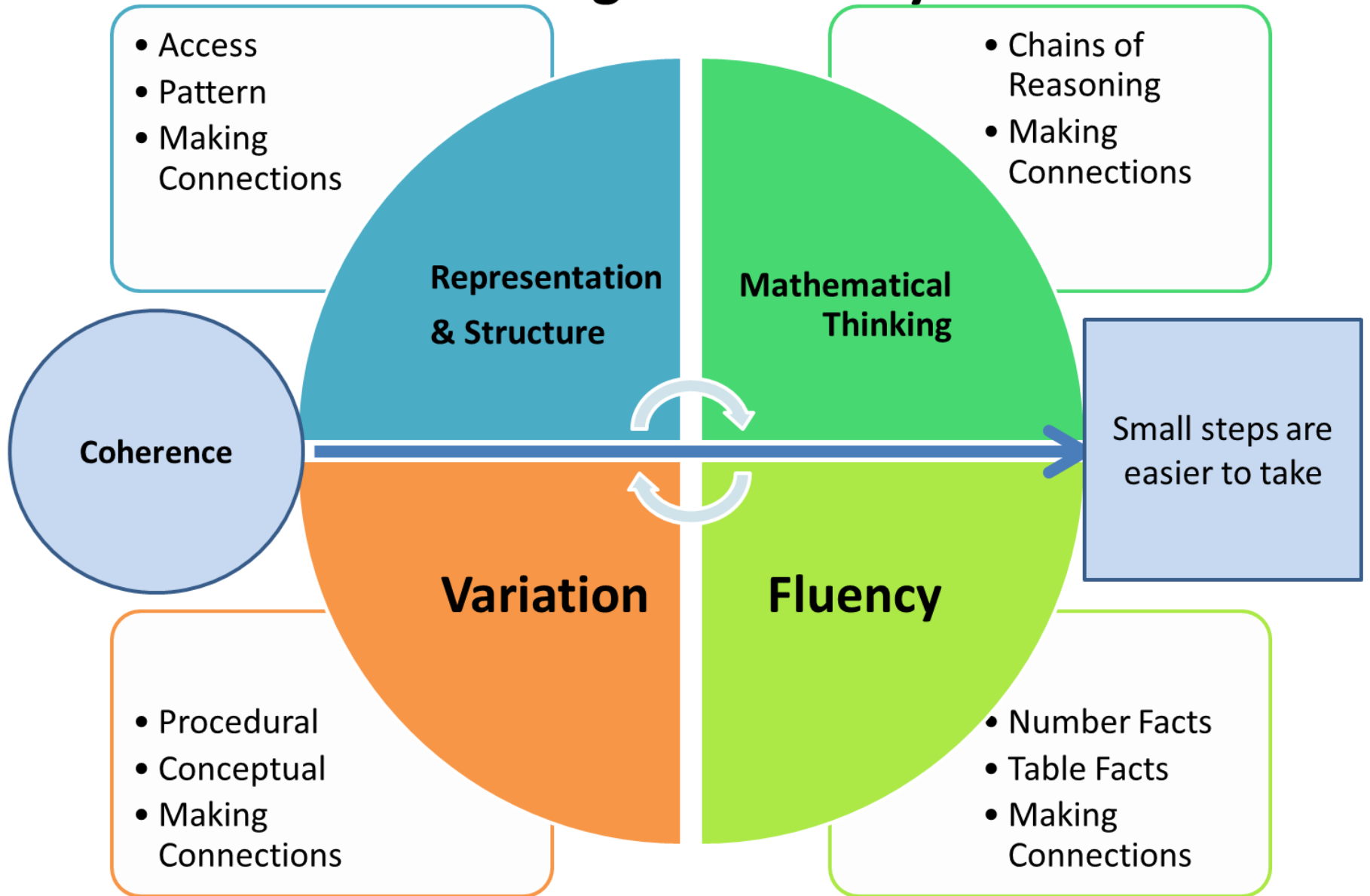
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# Five Big Ideas Teaching for Mastery



# Five Big Ideas: Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Planning and sequencing of ideas across lessons provides a connected, coherent mathematical journey.

# Five Big Ideas: Representation and Structure

Representations used in lessons expose the mathematical structure being taught, to help students to achieve deep understanding.

# Five Big Ideas: Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned with and discussed with others

# Five Big Ideas: Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.

# Five Big Ideas: Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding.

# Five Big Ideas: Variation

It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow-up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

# But where's the evidence?

“Pedagogy underpinning mastery approaches is grounded in theory and action research that has been espoused by those in mathematics teacher education for many years” (Jain & Hyde, 2020, p.2)

# But where's the evidence?

The NCETM's 'Supporting Research, Evidence and Argument' webpage provides an overview and links.

Rather than just activities that help teachers engage their students more actively, thinking routines are tools that students can use to support their own thinking. The routines exist both as public practices that can be useful in groups at school and as private practices to be used by individuals.

All instructions takes place within a context, and routines contribute to the establishment of that context through the creation of socially shared, scripted slices of behavior.

What kinds of thinking do you value and want to promote in your classroom?

### THINKING MOVES – *Making Thinking Visible*

1. Observing closely and describing what's there.
2. Building explanations and interpretations
3. Reasoning with evidence
4. Making connections
5. Considering different viewpoints and perspectives
6. Capturing the heart and forming conclusions
7. Wondering and asking questions
8. Uncovering complexity and going below the surface of things.

Routine	Key Thinking Moves	Notes
<b>Routines for SYNTHESIZING &amp; ORGANIZING IDEAS</b>		
8. Headlines	Summarizing, Capturing the heart	Quick summaries of the big ideas or what stands out
9. CSI: Color, Symbol, Image	Capturing the heart through metaphors	Non-verbal routine that forces visual connections
10. Generate-Sort-Connect-Elaborate: Concept Maps	Uncovering and organizing prior knowledge to identify connections	Highlights the thinking steps of making an effective concept map that both organizes and reveals one's thinking
11. Connect-Extend-Challenge	Connection making, identify new ideas, raising questions	Key synthesis moves for dealing with new information in whatever form it might be presented: books, lecture, movie, etc.
12. The 4 C's	Connection making, identifying key concept, raising questions, and considering implications	A text-based routine that helps identifies key points of complex text for discussion. Demands a rich text or book.
13. Micro Lab	A protocol for focused discussion	Can be combined with other routines and used to prompt reflection and discussion
14. I used to think	Reflection and metacognition	Used to help learners reflect on how their thinking has shifted and changed over time.

## Routines for DIGGING DEEPER INTO IDEAS

15. What makes you say that?	Reasoning with evidence	A question that teachers can weave into discussion to push students to give evidence for their assertions.
16. Circle Viewpoints	Perspective taking	Identification of perspectives around an issue or problem.
17. Step Inside	Perspective taking	Stepping into a position and talking or writing from that perspective to gain a deeper understanding of it.
18. Red Light, Yellow Light	Monitoring, identification of bias, raising questions	Used to identify possible errors in reasoning, overreaching by authors, or areas that need to be questioned.
19. Claim Support Question	Identifying generalizations and theories, reasoning with evidence, counter arguments	Can be used with text or as a basic structure for mathematical and scientific thinking.
20. Tug of War	Perspective taking, reasoning, identifying complexities	Identifying and building both sides of an argument or tension/dilemma
21. Word-Phrase-Sentence	Summarizing and distilling	Text-based protocol aimed at eliciting what a reader found important or worthwhile. Used with discussion to look at themes and implications.

“I would teach a mathematics lesson in one teacher’s classroom with other teachers from the same grade level observing. After we had debriefed the lesson, the observing teachers were encouraged to teach the lesson and share their experience with the group in our next session together. Invariably, at these follow-up sessions a teacher would remark, ‘I wrote down all the questions you asked, and I was very careful to ask the same questions, but my students didn’t respond the same way as when you did it.’ This happened enough times among the teachers with whom I was working that I decided to investigate what was happening.”

# Reference

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2. Reimagining Innovation: The Future of Exponential Leadership by Aaron Bare and N. Forbes Shannon | Aug 20, 2020
3. Testing Business Ideas: A Field Guide for Rapid Experimentation (The Strategyzer Series) by David J. Bland and Alexander Osterwalder | Nov 12, 2019
4. Unlocking the Customer Value Chain: How Decoupling Drives Consumer Disruption by Thales S. Teixeira, Greg Piechota, et al.
5. Build a Business, Not a Job: Grow Your Business & Get Your Life Back by David Finkel and Stephanie Harkness | Jun 21, 2017
6. The Insider's Guide to Culture Change: Creating a Workplace That Delivers, Grows, and Adapts by Siobhan McHale | Feb 11, 2020
7. The Prosperity Paradox: How Innovation Can Lift Nations out of Poverty by Clayton M. Christensen, Efosa Ojomo, et al.
8. Competing Against Luck: The Story of Innovation and Customer Choice by Clayton M. Christensen, Taddy Hall, et al.