



Understanding by Design

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Curriculum Design

- *Design Questions*
- *Design Considerations*
- *Design Criteria*
- *Design Accomplishments*
- *Wiggins cite*

Curriculum Design - Stages

- *Identify Desired Results*
- *Determine Acceptable Evidence*
- *Plan Learning Experiences and Instruction*

Stage 1 Design Questions

- ***What Should Students***
 - Know
 - Understand
 - Be able to do
- ***What enduring understandings are desired***
- ***Which core values can frame the learning?***

Stage 1 Design Considerations

- *National, State, local standards*
- *Regional Concerns*
- *Teacher Expertise/Interest*

Stage 1:

Design Criteria

- ***Focused on core values/challenges***

Stage 1:

Design Accomplishments

- ***Unit Framed around***
- ***Enduring Understandings***
- ***Essential Questions***
- ***Related to clear goals and standards***

Stage 2:

Design Questions

- ***What is evidence of desired results?***
- ***What is appropriate evidence of the desired understanding?***

Stage 2:

Design Considerations

- ***Facets of Understanding***
- ***Continuum of Assessment Types***
- ***Teacher Expertise/Interest***

Stage 2:

Design Criteria

- *Design must be*
 - Valid
 - Reliable
 - Sufficient

Stage 2:

Design Accomplishments

- ***Anchored in credible and useful evidence of the desired results***

Stage 3:

Design Questions

- *Enabling Knowledge*

- Facts
- Concepts
- Principles

- *Skills*

- Processes
- Procedures
- Strategies

Stage 3:

Design Considerations

- ***Research-based repertoire of learning and teaching strategies***
- ***Appropriate and enabling knowledge and skill***

Stage 3:

Design Criteria

WHERETO elements:

Where and Why

Hook and Hold

Explore, Enable, Experience, Equip

Rethink, Reflect, Revise

Evaluate

Tailor and Personalize

Organized

Stage 3:

Design Criteria

WHERE and WHY

- ***Where are we headed?***
- ***Where have we come from?***
- ***What are the performance obligations?***
- ***What are the criteria for evaluation?***

Stage 3:

Design Criteria

HOOK and HOLD

- ***How best to engage students interests?***
- ***Which experiences can make fundamental understandings of clear importance?***
- ***What approaches will generate interest?***
- ***Which experiences will sustain interest, especially when things become difficult?***

Stage 3:

Design Criteria

EXPLORE, ENABLE, EQUIP

- ***How will students be engaged in the essential questions?***
- ***What learning activities will prepare students for their performance?***
- ***What extracurricular activities can deepen student conceptions of important ideas?***

Stage 3:

Design Criteria

REFLECT, RETHINK, REVISE

- ***How will students be guided to rethink their understandings?***
- ***How might revision improve student performance?***
- ***How can students be encouraged to reflect on their performance?***

Stage 3:

Design Criteria

EVALUATE

- ***How will students be guided in self-assessment and self-evaluation?***
- ***How will students be helped to recognize what they have learned and what needs further inquiry?***
- ***How will students engage in final self-evaluation to set future goals?***

Stage 3:

Design Criteria

TAILOR and PERSONALIZE

- ***How will instruction be individualized according to learning style, ability level, and prior knowledge?***
- ***How can the learning be tailored to maximize engagement and effectiveness?***

Stage 3:

Design Criteria

ORGANIZED

- ***What sequence of learning experiences will best develop and deepen student understanding?***
- ***How can the teaching and learning be organized to maximize engagement and effectiveness?***

Stage 3:

Design Accomplishments

- ***Coherent learning activities and teaching***
- ***Promotes interest***
- ***Make success more likely***

Knowledge / Understanding

Knowledge

- Individual Facts
- Facts in Context
- Verifiable Claims
- I know something to be true
- I respond on cue with what I know

Understanding

- The meaning
- The theory that provides coherence
- I understand why it is, what makes it knowledge
- I judge when and when not to use what I know

Example---

What is disability?

What is the responsibility of society towards its disabled members?

What is the responsibility of disabled people toward society?

Facets of Understanding

- *Can Explain*
- *Can Interpret*
- *Can Apply*
- *Sees in Perspective*
- *Demonstrates Empathy*
- *Reveals Self-Knowledge*

Can Explain

- *Demonstrates sophisticated insights*
- *Can provide reasons, theories, principles*
- *Can avoid common misunderstandings*
- *Can offer sound arguments and evidence*

Can Interpret

- *Is able to effectively interpret texts, data, and situations*
- *Can offer meaningful and illuminating account of complex issues*

Can Apply

- *Is able to apply knowledge effectively in diverse contexts*
- *Can extend what is known in effective ways*
- *Can effectively adjust performance*

Sees in Perspective

- *Can place facts and theories in context*
- *Can infer assumptions upon which a theory is based*
- *Knows the limits/power of an idea*
- *Can refute biased, partisan, or ideological arguments*

Sees in Perspective

***We are likely to better understand
when we believe when others doubt
and doubt when others believe.***

- Peter Elbow

Demonstrates Empathy

- *Can feel and appreciate another's situation or point of view*
- *Can see when flawed or incomplete ideas are plausible*
- *Can watch and listen sensitively*

Reveals Self-Knowledge

- *Can recognize own biases and prejudices*
- *Can engage in effective Metacognition*
- *Can question own convictions*
- *Can accurately self-assess and self-regulate*
- *Can accept feedback and criticism*

Example---

What is disability?

What is the responsibility of society towards its disabled members?

What is the responsibility of disabled people toward society?

Essential?

- ***Important questions that recur through our lives***
- ***Core ideas/inquiries within a discipline***
- ***Promotes student inquiry***
- ***Engage a specific (and diverse) group of learners***

Mission Statement

The American Sign Language Program is dedicated to preparing individuals who can interact in a positive and supportive manner with members of the American Deaf Community. The Program does this by providing a wide array of course offerings as well as volunteer, internship and practicum opportunities.

Example---

What is disability?

What is the responsibility of society towards its disabled members?

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Service Learning

ASL at Work

GRASPS Task Design

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product, Performance, Purpose**
- **Standards and Criteria for Success**

GRASPS Task Design

GOAL

- Your task is...
- The goal is to...
- The problem or challenge is...
- The obstacles to overcome are...

GRASPS Task Design

ROLE

- You are...
- You have been asked to...
- Your job is...

GRASPS Task Design

AUDIENCE

- Your clients are...
- The target audience is...
- You need to convince...

GRASPS Task Design

SITUATION

- The context you find yourself in is...
- The challenge involves dealing with...

GRASPS Task Design

PRODUCT, PERFORMANCE, PURPOSE

- You will create a _____ in order to _____.
- You need to develop _____ so that _____.

GRASPS Task Design

STANDARDS/CRITERIA FOR SUCCESS

- Your performance needs to _____.
- Your work will be judged by _____.
- Your product must meet the following standards _____.

Rubrics

A rubric is a criterion-based scoring guide consisting of a fixed measurement scale and descriptions of characteristics for each score point.

Rubrics

Rubrics provide answers to key assessment questions:

- What does understanding look like?
- What differentiates levels of understanding?
- What does the range of performance, from sophisticated to naïve look like?

Sample Rubrics...

- ASL Competence
- English-to-ASL Interpreting
- ASL-to-English Interpreting
- Voice Production

