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

WHERE TO 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?
What is the responsibility of disabled people toward society?
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