

**Chapter 1 : Understanding by Design - Chapter 9 by Hillary Rodgers on Prezi**

*Understanding by Design o UbD (por sus siglas en inglés) es un modelo curricular que propone analizar el diseño curricular desde una nueva perspectiva.*

He earned his Ed. Grant and his AE colleagues consulted with schools, districts, state and national education departments on a variety of reform matters. He and his colleagues also organized conferences and workshops, and develop print and Web resources on key school reform issues. Dodge Foundation, and the National Science Foundation. Grant is widely known for his work in assessment reform. He was a lead consultant on many state assessment reform initiatives, such as the portfolio project in Vermont and performance assessment consortia in New Jersey and North Carolina. His work is grounded in 14 years of secondary school teaching and coaching. He also played in the Hazbins, a rock band. Client Feedback about Grant "You wanted some feedback regarding our three day training? It was one of the most valuable, timely trainings we have held in the district. Through our work with Grant Wiggins and Denise Wilbur our Student Achievement Coaches really got a good handle and start on the work we are trying to accomplish. The training also took a large group of leaders into the direction that we are thinking about assessment and unit development. I appreciated the fact that Grant gave us undiluted opinions that really seemed to make a difference in the thinking of our teacher leaders and us too. Thanks Carol for your help with all the preparations - the arrangements made ahead of time helped everything run very smoothly. Hope to work with you again soon. His knowledge of assessment and curriculum design had a powerful impact on our educators. They are excited to roll up their sleeves and continue working on the work. His experience, common sense, and insight are remarkable. At both the faculty saw it as a powerful tool that would help them develop a stronger curriculum The backward design model has fundamentally changed the way we think. The issues we discussed were thought-provoking, and the materials used enabled us to clarify the direction that we need to take as a district Thanks for all of your help! The response of the faculty was very promising. I think Grant had a good impact on all of us. Wiggins adapted his presentation well to meet the needs of our college faculty and it was appreciated. I hope we can work with him again in the near future. Grant really covered a lot of information. Today, faculty were talking about what he said and from their comments, I know they were listening. I must also say that working with you all was a pleasure. It was an exciting and thought provoking day! It was a good beginning to a new look at assessment Wiggins and Associates provide critical friend work for us. The chance to have one of the foremost educational experts and his team provide us with both insights and important external validation was well worth the nominal fee.

**Chapter 2 : Understanding by Design (UbD): un nuevo modelo curricular**

*Understanding By Design [Grant Wiggins, Jay McTighe] on calendrierdelascience.com \*FREE\* shipping on qualifying offers. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in*

Curriculum design, and instructional design[ edit ] Backward design is often used in conjunction with two other terms: Curriculum design is the act of designing or developing curricula for students. Curricula may differ from country to country and further still between provinces or states within a country. Curriculum is based on benchmark standards deemed important by the government. Typically, the time frame of attainment of these outcomes or standards is set by physical age. Many of the models are quite similar in that they essentially all address the same four components in some form or another: Based around those components, the instructor then has the opportunity to choose the design model and stages that work best for them in their specific situation. This way they can achieve the appropriate learning outcomes or create a plan or strategy for improvement. As learners and instructors may vary, instructional design must be a good fit for both and therefore different models can have behavioral , cognitive or constructivist roots. History[ edit ] Ralph W. Tyler introduced the idea of "backward design" without using this particular term in when referring to a statement of objectives. A statement of objectives is used to indicate the kinds of changes in the student to be brought about so that instructional activities can be planned and developed in a way likely to attain these objectives. The somewhat idiosyncratic term is ultimately due to James S. Coleman, who in his Foundations of Social Theory used it to parallel the term "backward policing" which he coined for a policy which he found in the production process in Honda factories. Advantages[ edit ] According to Doug Buehl , [10] advantages of backward design include: Students are not as likely to become so lost in the factual detail of a unit that they miss the point of studying the original topic. Instruction looks toward global understandings and not just daily activities; daily lessons are constructed with a focus on what the overall "gain" from the unit is to be. Assessment is designed before lesson planning, so that instruction drives students toward exactly what they need to know. The second part of curriculum planning with backward design is finding appropriate assessments. It can be difficult for "traditional" educators to switch to this model because it is hard to conceptualize an assessment before deciding on lessons and instruction. H stands for hooking the students on the topic of study. R stands for providing opportunities for students to rehearse, revise, and refine their work. E stands for student evaluation. This model is purposely not designed to be followed in a linear step-by-step fashion, but rather is circular so that it is possible to re-trace steps once data have been collected and analyzed. The Dick and Carey model focuses on the interrelationship between context, content, learning and instruction, and addresses instruction as an entire system. The model includes the following components: Both the Dick and Carey model and the backward design model are goal and objective oriented; assessment is created based on learning objectives and goals, and instruction is created based on evaluation and assessment. The Dick and Carey model, however, is a more systemic model in that making changes to components affects other components and, therefore, the changes occur in parallel. In the more linear backward design model, the steps are non-flexible which means that skipping or changing steps is not an option. Kemp instructional design model also known as the Morrison, Ross and Kemp Model [ edit ] The Kemp instructional design model is a holistic form of instructional design, taking into account all factors of the learning environment. The Kemp model is much more focused on the individual learner needs and goals by following nine components: The largest difference between backward design and the Kemp model is that the Kemp model is meant to be used on a smaller scale. This allows for easier adaptations to be made for individual lessons and individual learners. It also places more emphasis on support and service for learners and instruction. The experience appears to have allowed the pre-service teachers to do exactly that after using both the backward design model and a modified backward design. These pre-service teachers became more excited about their teaching profession and became better prepared as student teachers through the backward design that they had experienced. Jorgenson, , Souhegan High School followed the steps of a backwards design model to reach all levels of

student ability and create a school that promoted full inclusion. They concluded that all involved had experienced a richer experience because of the implementation of the backward design model. Educators are provided with an integrated framework and more importantly a case study of the backward lesson planning in action. The research targets the depth of understanding for all learners. The fact that much research avoids the inclusion of special needs students is noted. The traditional instructional approaches that fail to engage disabled students were not an issue when backward design was implemented. The backward design was found to provide meaning and relevance to all levels of students. Determine acceptable evidence The teacher has created an authentic task in which students will design a 3-day meal plan for a camp that uses food pyramid guidelines. The goal is a tasty and nutritionally balanced menu. Plan learning experiences and instruction The teacher first considers the knowledge and skills that students will need in order to complete the authentic assessment. Specifically, students will need to know about different food groups, human nutritional needs carbohydrates, proteins, sugars, vitamins, minerals etc. They will need to know how to read nutrition labels. Teaching methods will include direct instruction, inductive methods, cooperative learning, and group activities. Although this approach is widely accepted, the following are criticisms of the backward design approach: Thus, lack of concern with social and cultural differences within the classroom This process promotes lesson design through deductive reasoning. It does not fit in well in a constructivist ontology where the multifaceted nature of each student warrants consideration in planning. Similarly, it leaves little room for improvisation. Teachers who know their curriculum and lesson trajectory that was led by Backwards Design may find that over adherence depletes their agility to focus on the learning experience and, with students or colleagues, induce new routes towards learning goals. A focus on principles of creative development such as contextual probing, improvisation, and juxtaposition may lead students to discover and know that which was unanticipated by the teacher or curriculum developers. In this, BD is incomplete or a potential recipe for student boredom. Desired results may fall short of student potential. This model assumes the relative level of students, yet students may have the capacity to go beyond desired results. In assuming an end goal, students are not empowered to reach for their own goals or to follow a process that may lead to results that surprise both the student and the teacher. For the master teacher, it would be worthwhile to move past fixed goals and establish processes and student choices that lead them to relevant yet indeterminate locations.

### Chapter 3 : Staff Development Workshops on Understanding by Design - American School of Valencia

*Understanding By Design is a framework and accompanying design process for thinking decisively about unit lesson planning. The concept was developed by Jay McTighe and Grant Wiggins, and as part of their principles they state that UBD " is not a philosophy of education".*

### Chapter 4 : UbD Chapter - Jessica Mast by Jessica Mast on Prezi

*UbD es un marco para el diseño y la planificación de la enseñanza que nos ayuda a mantener los objetivos a largo plazo a la vista y a relacionarlos con las a.*

### Chapter 5 : Classroom Unit Plan Lessons of UbD at Internet 4 Classrooms

*Set of Two Books - Understanding by Design Professional Development Workbook and Understanding by Design (Expanded 2nd Edition) by Jay McTighe and Grant Wiggins.*

### Chapter 6 : Understanding by Design - Wikipedia

*Thousands of educators across the country use the Understanding by Design (UbD ®) framework, created by the late Grant Wiggins and Jay McTighe, to get a handle on standards, align programs to assessments, and guide teachers in implementing a standards-based curriculum that leads to student.*

**Chapter 7 : Understanding by Design® framework - Videos, Articles, Resources, Experts**

*Understanding by Design / Edition 2 Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in , the authors have greatly revised and expanded their original work to guide educators across the K spectrum in the design of curriculum, assessment, and instruction.*

**Chapter 8 : Backward design - Wikipedia**

*Understanding by Design, or UbD, is an educational planning calendrierdelascience.com is an example of backward design, the practice of looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.*

**Chapter 9 : Resources “ McTighe & Associates**

*& 2& The&second&chapter,&"Understanding&Understanding"&explores&the&definition&of&understanding&and&its&significance&in&design&of&courses.&Understanding&is&one.*