

Understanding by Design: A Conceptual Framework

EQ: How might the conceptual framework of “Backward Design” improve the learning among students?

Stages in Backward Design:

ONE – Identify the desired results (The enduring understanding)

TWO – Determine acceptable evidence(s)

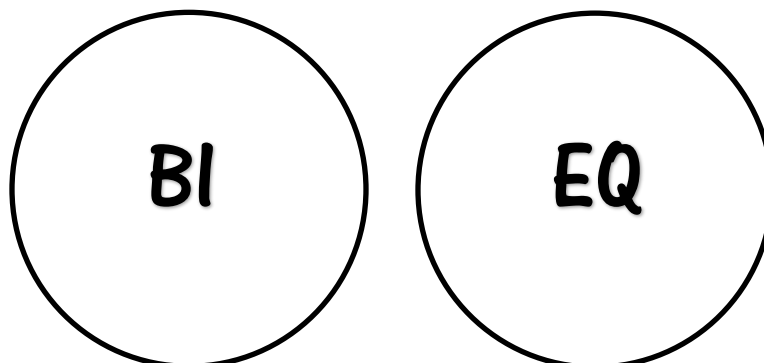
THREE – Plan learning experiences and instruction

Gant Wiggins & Jay McTighe, *Understanding by Design*

The BIG Idea is a concept, theme, or issue that gives meaning and connection to discrete facts and skills.

A BIG Idea is . . .

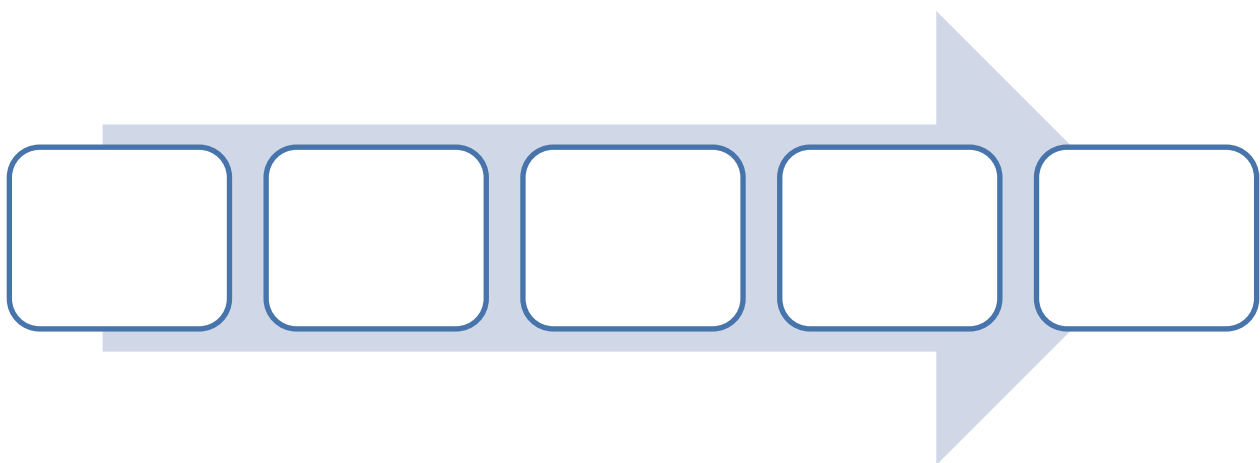
- Broad and abstract
- Represented in one or two words
- Universal in application
- Timeless – carry through the ages
- Providing a focus conceptual lens for the study
- Providing a breadth of meaning by connecting and organizing
- Pointing to ideas at the heart of understanding
- Requiring “uncoverage”
- One that has great transfer value



The Essential Question is...

- Open ended
- Thought provoking and intellectually engaging
- Unable to be answered with pure recall
- Transferable
- Promotes inquiry
- Requires support and justification
- Needs to be revisited

The BIG Idea	The Essential Question



Heekap Lee,
*Faith-Based Education that Constructs:
A Creative Dialogue between Constructivism and Faith Based-Education.*



Instruction Following the Framework

1. Determine the desired outcomes.
2. Design the assessment of those outcomes.
3. Select the strategies and techniques to achieve those outcomes.
4. Define the content necessary to reach those outcomes.
5. Sequence the activities to engage the learners.

Knowledge	Understanding

Concepts: Describe what students should KNOW (key knowledge) as a result of the specific grade level instruction.

Competencies: Describe what student should be able to DO (key skills) as a result of the specific grade level instruction.

The SIX Facets of Understanding

1. Explanation
2. Interpretation
3. Perspective
4. Self-knowledge
5. Empathy
6. Application

Cause the student to think deeply, identify truth
and discern deception.

Desired Outcome	Big Idea	Essential Question	Assessment Choice	Instructional Strategies	Resources
Comprehend and evaluate complex texts across a range of types and disciplines.	Effective readers use appropriate strategies to construct meaning.	How do strategic readers create meaning informational and literary texts?	Concept map of information gained from the text read.	Read the passage independently; complete first draft of concept map; compare results with partner explaining the strategies used.	Text: Anthology