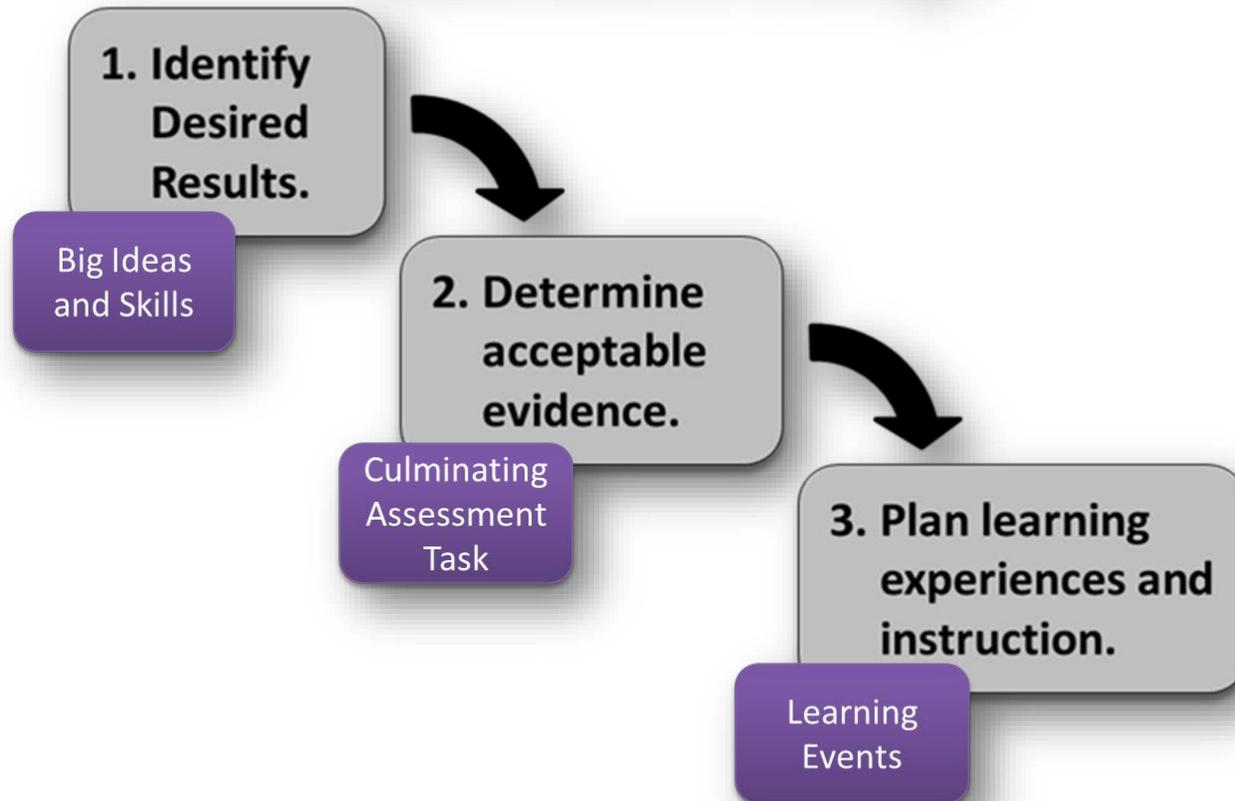# BRICKS Workshop Series

Backwards Design

What is Backward Design?

Backward design *(n):* a process that educators use to design learning experiences and instructional techniques to achieve specific learning goals (Glossary of Education Reform, 2013)
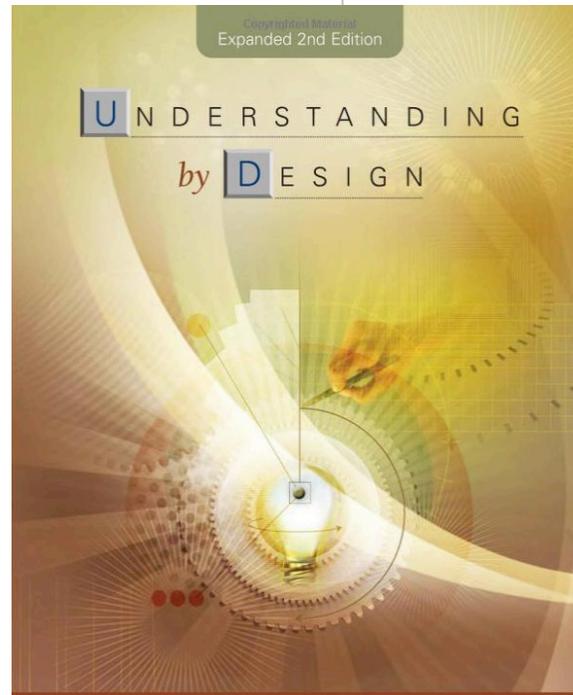
Backward Design

1. **Identify Desired Results.**

Big Ideas and Skills

2. **Determine acceptable evidence.**

Culminating Assessment Task

3. **Plan learning experiences and instruction.**

Learning Events

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Backward Design Text

Wiggins and McTighe (2005)
Understanding by Design

[Understanding by Design](#)

Stage 1

Identify desired results

1: Identify desired results

2: Determine acceptable evidence

3: Plan experiences and instruction

Stage 1: Identify desired results.

(O) What is the learning outcome(s)?	Identify one or more <u>established learning outcomes (O)</u> that the design intends to target.
(U) What understandings are desired?	Identify the <u>enduring understandings (U)</u>, based on the transferable big ideas that give the content meaning and connect the facts and skills.
(Q) What essential questions will be considered?	Frame the <u>essential questions (Q)</u> to guide student inquiry and focus instruction for uncovering the important ideas of the content.
(K & S) What key knowledge and skills will students acquire as a result of this unit?	Identify <u>key knowledge (K) and skills (S)</u> we want students to be able to know and do. (*Note*: K & S can be (1) building blocks for desired understanding, (2) stated or implied in goals, and/or (3) enabling K or S needed to perform complex assessment task in Stage 2.)

Wiggins, G. & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. Association for Supervision and Curriculum Development.

Example for Intercultural Explorations

Professor Rufus' desired result is for the learners to demonstrate cultural self-awareness, as a part of intercultural competence

(O) What is the learning outcome?

Students will be able to articulate insights about their own cultural rules and biases *(i.e., Intercultural Knowledge & Competence: Learning Outcome #1)*

(U) What understandings are desired?

Culture is the lens through which we see the world and the blueprint that guide our own behaviors.

(Q) What essential questions will be considered?

How does my own cultural lens influence my perceptions of the world and how I interact with others?

(K & S) What key knowledge and skills will students acquire as a result of this unit?

K: Theoretical framework for culture.

S: Articulate insights about one's own culture.

S: Able to identify one's own cultural rules and biases.

Stage 2

Determine acceptable evidence

1: Identify desired results

2: Determine acceptable evidence

3: Plan experiences and instruction

Stage 2: Determine acceptable evidence.

What evidence can show that students have achieved the desired results – including enduring understandings?

What specific characteristics in student responses, products, or performances should we examine to determine the extent to which the desired results were achieved?

Does the proposed evidence enable us to infer a student's knowledge, skill, or understanding?

Wiggins, G. & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. Association for Supervision and Curriculum Development.

Example for Intercultural Explorations

Professor Rufus' desired result is for the learners to demonstrate cultural self-awareness, as a part of intercultural competence

Evidence
Students will submit t-table with key terms related to culture and self-awareness on the left and examples of these from their own lives or hypotheticals on the right. Students will explain their reasoning for these examples in comments on the table

Characteristic
In their responses, Rufus will look for accuracy (are they correct? Did they apply the terms correctly?) and their rational in the comments (are they able to explain their response coherently?)

Inference
These tables will document students' knowledge and understanding.

Stage 3 Plan experiences and instruction	1: Identify desired results
	2: Determine acceptable evidence
	3: Plan experiences and instruction

Stage 3: Plan learning experiences.

W • Ensure students understand WHERE the unit is headed and WHY

H • HOOK students in the beginning and HOLD their attention throughout

E • EQUIP students with experiences, tools, knowledge, and skills to meet goals

R • Provide opportunities to RETHINK ideas, REFLECT on progress, and REVISE work.

E • Build opportunities for students to EVALUATE progress and self-assess.

T • Be TAILORED to reflect individual talents, interests, styles, and needs

O • Be ORGANIZED to optimize deep understanding as opposed to superficial

Wiggins, G. & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. Association for Supervision and Curriculum Development.

Example for Intercultural Explorations

Professor Rufus' desired result is for the learners to demonstrate cultural self-awareness, as a part of intercultural competence

W
- Start the discussion reminding students WHERE the unit is headed and WHY. Check for understanding.

H
- Share a compelling video conversation on cultural self-awareness to HOOK students in the beginning and HOLD their attention

E
- Assign a short passage to read to EQUIP students with tools and knowledge on cultural self-awareness and biases

R
- End of class CAT will ask students to RETHINK ideas. Assignment for next class is a REFLECTION on progress, and in class they will REVISE work after peer-to-peer conversation

E
- On Blackboard, students EVALUATE progress and self-assess self-awareness via reflection questions.

T
- Assignment demonstrating cultural self-awareness is customizable and thus TAILORED to reflect individual talents, interests, styles, and needs

O
- This content builds on course materials and is ORGANIZED to optimize deep understanding as opposed to superficial

Thank You