

Understanding By Design

Understanding by Design by Grant Wiggins and Jay McTighe (2005) focuses on a second lesson design approach Creating a more detailed look at instruction. The UbD consists of 3 stages of planning STAGE 1: the instructor looks at the goals, understanding while creating essential questions and objections for the lesson. This stage sets the tone for the lesson allowing and giving the student time to be able to do and understand the lesson by the end of instruction. STAGE 2: focuses on the evidence and performance task. Giving and allowing the students to show what they have learned similar to show and tell mastering what was learned from the first stage while making sure the goals and assessments are aligned properly. STAGE 3: the ultimate plan and final stage maps out each individual activity that the learner has participated in allowing the student to achieve desired outcomes and results of lesson. The learning plan includes an acronym, WHERTO, which indicates each activity's importance to the lesson.

STAGE 1- DESIRED RESULTS

ESTABLISHED GOAL (s):

Students will understand the importance of Implementing Blended Learning into current curriculum.

1A: Students are expected to create their own way of learning. (COVA)

1D: Students will collaborate with peers.

UNDERSTANDING (s)

- Students will understand what blended learning is.
- Students will understand that blended learning will allow them to still learn without an instructor present.
- Students will understand the importance of working collaboratively.
- Students will understand they have a choice.

ESSENTIAL QUESTION (s)

- What is Blended Learning?
- What is face to face learning?
- How are you able to take ownership over how you learn?
- Why forming a learning community is important?
- What is COVA?

STUDENTS OBJECTIVES (OUTCOMES)

STUDENTS WILL KNOW:

- Students will know why blended learning is needed.
- Students will know why COVA is important
- Students will know the importance of working with peers.

- Students will know the difference between face-to-face learning and blended learning.
- Students will know the steps to creating own learning community.

STUDENTS WILL BE ABLE TO:

- Students will be able to create own learning community.
- Students will be able to solve problems within learning community.
- Students will be able to help one another (Peers helping Peers)

STAGE 2- ASSESSMENT EVIDENCE

PERFORMANCE TASKS: • Students will work collaboratively with peer learning community to create a learning game that will help them learn more effectively. • Self-assessment on project. • Taking ownership of learning ability.	OTHER EVIDENCE: • Skill Check, Overview of what has been learned. Quizzes. • Observation of effective collaboration group • Written assessment, describing how working with peer learning community benefited overall learning experience. • Providing samples of work.	STUDENT SELF-ASSESSMENT AND REFLECTION: • Self-access what has been learned. • Reflect on objectives and goals. Now vs. Then. • What has been learned.
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STAGE 3- LEARNING PLAN AND EXPERIENCES

LEARNING ACTIVITIES:

1. Begin with a video that shows the student different ways of learning, hooking the attention of the students. **H**
2. Introduce the essential questions and discuss what each student will be creating (performance tasks). **W**
3. Ongoing practice and skills through out lesson. **E**
4. Quizzes over material learned (review) **E2**
5. Students will learn and practice new computer terms. **E**
6. Demonstrate computer skills learned. **E**
7. Presents own lesson. **E**
8. Show how authentic learning can be beneficial. **E**
9. Students reflect on difference between face-to-face learning and blended learning. **R**
10. Students will showcase skills, putting video together to create own learning game. **E2**

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| <ol style="list-style-type: none">11. Students will create a KWL chart about how they think/know they shall learn and what the actually know about learning. Students will then share with their peer group learning community. T12. Students will rethink and revised what they have learned. R13. Students will personalize and create their own way of learning and receiving information learned. T14. Students will organize their own learning communities 2-3 members. O15. Students will collaborate within those groups to create choice. E |
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Both the UbD template and the 3-column table start with a larger picture of what the ultimate goal for the learner is as well as a guide for the instructor to work backwards while developing the lesson that will be provided to the students. Looking at the UbD template, it requires a lot more details than the 3-column table, the UbD has a narrower focus on a specific goal and is intended to prevent activity and coverage-based lesson where the learners receive direct instructions whereas the 3-column table design requires looking into the nature of the classroom, characteristics of the teacher and learner, knowing background knowledge of the intended audience.

Giving the chance to create both sets of lessons plan I can realize that each approach is different and is for two totally different situations. The 3-column table in my opinion will work better in a semester long unit the details of the 3-column table give extra time to a teacher who has already established the bigger picture and the ultimate goal of the learner similar to a refresher course. The UbD template is ideal for a brand-new teacher who just got on the scene of teaching because it focuses more on essential questions, objectives, and the learning plan giving the new teacher a broader opportunity to get started in their new career. Personally, I like both approaches and plan to use both to finish creating my innovation plan. Both of these lesson design approaches have impacted my approach on how I will continue to create a significant learning environment and community for the students I come in contact with. I have become more aware that having different approaches where I the teacher is learning and so are the students it's just more beneficial when you have more than one approach since everyone learns differently. Being able to create a 3-column table as well as the UbD template I am now able to see a clearer/bigger picture as I continue to build my innovation plan. Through both lessons I was able to design and create activities that will be beneficial when getting both the district and its students to understand the importance of incorporating blended learning into the current curriculum which is indeed beneficial for the new culture of learning making sure our students get the best education possible which is the main focus of my innovation plan. Moving forward I plan to continue to use Fink's 3-column table as well as UbD to help get my innovation plan in the right hands so that our students will be ready for whatever life throws at them.

References:

Fink, D (2003). A Self-directed guide to designing courses for significant learning. San Francisco, Jossey-Bass

Wiggins, G & McTighe, J. (2005). *Understanding by Design* (expanded second ed.) Alexandria, Virginia; Association for Supervision and Curriculum Development.