EDTE 226
Agenda – June 11, 2009

1. From Big Ideas to . . .
2. Understandings about those Big Ideas to . . .
3. Enduring Outcomes emerging from the Big Ideas
4. Group work on Stage 2
5. A look at next week
Stage 2: Establishing Priorities around “Big Ideas”

worth being familiar with

important to know & do

Big ideas

"nice to know"

foundational knowledge & skill

“big ideas” worth exploring and understanding in depth

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
A Structure of Knowledge

Big Ideas

- overarching principles and generalizations
- key concepts and core processes
- discrete facts and skills

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Understanding

Key Questions –

- How can we promote “understanding” more by design than by good fortune?
- What should a unit look like in light of “understanding”?
- How can we - can we?? - teach for understanding in a world of content standards and standardized tests?

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
Design (with an understanding focus)

Stage 2. What should students come away understanding?

Stage 3. What is evidence of that understanding?

Stage 4. What activities will develop the understandings?

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
From Big Ideas to Understandings about them

An understanding is a “moral of the story” about the big ideas

- State understandings as full-sentence generalizations about the desired learning

- What specific insights will students take away about the big ideas?

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Big Ideas stated as Understandings...

- Great artists often break with conventions to better express what they see and feel.
- Friendships can be deepened or undone by hard times
- History is the story told by the “winners”
- Might does not make right
- The storyteller rarely tells the meaning of the story

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Understandings

Avoid truisms, definitions, and vague generalizations:

- what genuine, unobvious, and important insights do you want students to leave with about the subject?

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
An understanding is a non-obvious generalization about a big idea

- it cannot be adequately understood by being stated! “Coverage” and mentioning will not yield insight into the un-obvious or abstract.
- An understanding is an inference that requires inquiry and student “construction” (or confirmation) if it is to be understood.

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
“Uncoverage” of big ideas needed for Misunderstanding

We must anticipate likely student misunderstandings - by design and through research.

- ‘Big Ideas’ are often counter-intuitive
- What is now “obvious” to you isn’t obvious to them
- Designs must reflect likelihood of misunderstanding

Thanks to Grant Wiggins for the use of many of his slides from the Ubd Summer Workshop
Indicators of Understanding

i.e. You really understand when you can:

- explain, connect, systematize, predict it
- show its meaning, importance
- apply or adapt it to novel situations
- see it as a plausible perspective, question its assumptions
- avoid and point out common misconceptions, biases, or simplistic views

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
Another Way to use the funnel
(No, not as a martini glass!) . . .
Enduring Outcomes

From Big Ideas to . . .
What is an Enduring Outcome?

Think of an Enduring Outcome as a rephrasing of the Big Idea into a statement of what students will walk away with by the time you move onto the next unit.

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Difference between **Enduring Outcome** & **Learning Objective**?

- Enduring Outcomes are general expectations for students to hold onto by the end of the unit (Stage 2)
- An objective is a lesson-specific statement of what the student should know or be able to do as a result of the instruction (Stage 4)

*Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop*
Enduring Outcome: Students will learn how the stock market works.

Objectives:

- Students will define the basic components of a corporation
- Students will demonstrate their ability to read the Saturday stock market weekly report by finding information about specific stocks in an actual weekly report
Use the Triarchic Model to Develop Enduring Outcomes

Practical → Memory

Creative ← Analytical

Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop
Putting Big Ideas & Enduring Outcomes together

Big Ideas

Content

Practical Outcomes

Memory Outcomes

Nature Of The Field

Creative Outcomes

Analytical Outcomes

Inquiry
Put your *enduring outcomes* to the test of these 4 questions

1. Will the enduring outcome help “uncover” a “big idea” that has enduring value beyond the unit?
2. Is the enduring outcome central to an understanding of the unit topic?
3. To what extent will the enduring outcome engage students and encourage inquiry?
4. Do the outcomes collectively form a cohesive and connected set of outcomes representing analytical, creative and practical thinking abilities?

*Thanks to Grant Wiggins for the use of many of his slides from the UbD Summer Workshop*
To do …

1. Work with your group on Stage 2
2. Choose 1 person to submit Stage 2 draft to me by Sun. night (cc everyone in your group so I can reply to all)
3. Based on the reading, be prepared to discuss the various aspects of assessment, how these fit into your unit design and instructional decisions
4. Be ready to work on Stage 3

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