

January 24, 2014

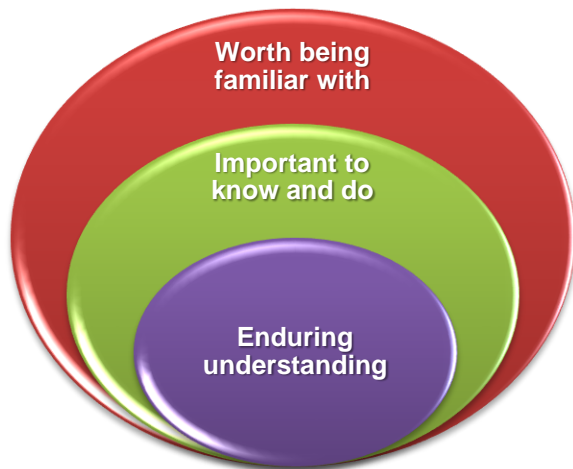
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Lancaster Bible College

Office of Teaching Effectiveness  
Dr. Penny Clawson

## **[BACKWARD DESIGN: THE CHOICE OF METHODS BASED ON THE DESIRED OUTCOMES]**

## Steps in Backward Design



What are your desired results?

## The Six Facets of Understanding

1. **Explanation** – sophisticated and apt explanations and theories, which provide knowledgeable and justified accounts of events, actions, and ideas.
2. **Interpretation** – interpretations, narratives, and translations that provide meaning.
3. **Application** – ability to use knowledge effectively in new situations and diverse contexts.
4. **Perspective** – critical and insightful points of view
5. **Empathy** – the ability to get inside another person’s feelings and worldview
6. **Self-knowledge** – the wisdom to know one ignorance and how one’s patterns of thought and action inform as well as prejudice understanding

Wiggins, Grant and Jay McTighe. *Understanding by Design*

## Characteristics of Essential Questions

- Is open-ended; that is, it will not typically have a single, final, and correct answer.
- Is thought-provoking and intellectually engaging, often sparking discussion and debate.
- Calls for high-order thinking, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- Points toward important, transferable ideas within (and sometimes across) disciplines.
- Raises additional questions and sparks further inquiry.
- Requires support and justification, not just an answer.
- Recurs over time; that is the question can and should be revisited again and again.

Jay McTighe and Grant Wiggins.

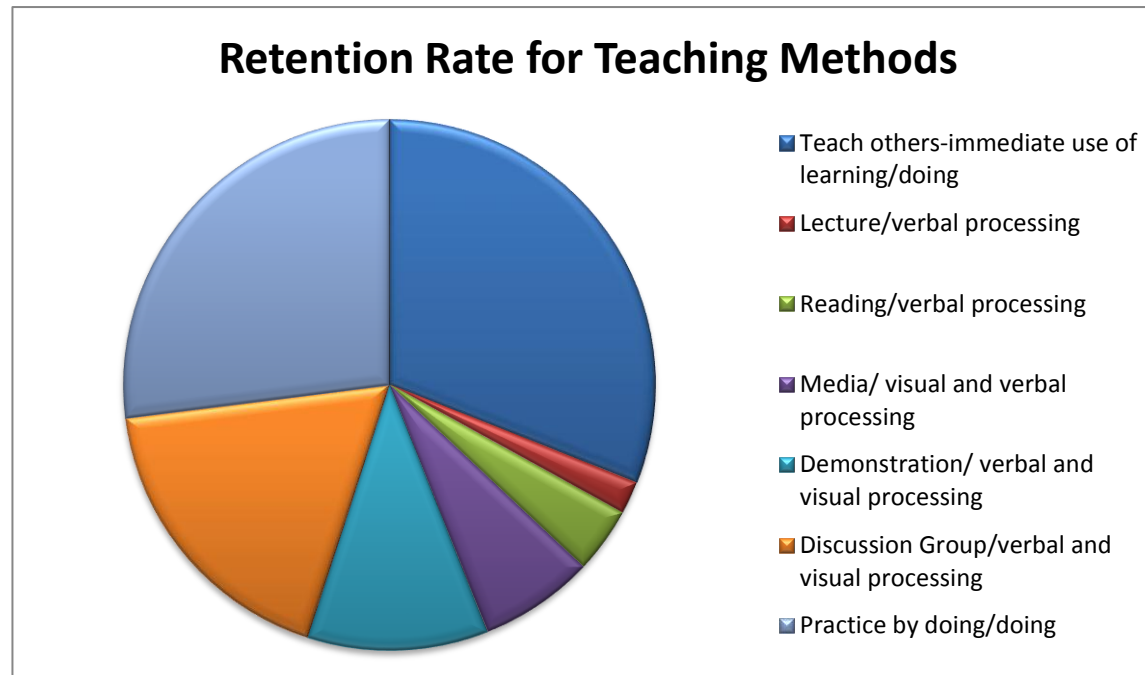
*Essential Questions: Opening Doors to Student Understanding.*

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Sousa, D. A. *How the Brain Learns*. P95

## Teacher Tasks ~

1. Determine the enduring understanding to be achieved.
2. Post the essential question for the students to consider.
3. Design the instruction for teaching to decrease and learning to increase.
4. Answer less and ask more.
5. Teach so that students use multiple processing modes.
6. Incorporate multiple levels and domains.
7. Select methods for student engagement.

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**Example:** *Reading Seminar*

Students prepare for the discussion by reading an assigned and distributed article. Make copies with a wide right hand margin for students to record questions and issues prior to class. Include your essential question for the class period to follow. In class group students to question one another about the material and record three conclusions about the material. The students may not participate in a group without showing the read and marked up article, but may observe the group working. Following the 20 minute seminar discussion, students record on the back a response to the essential question and submit to the professor.

**Example:** *Team Concept Maps*

Student teams draw a diagram that conveys the members' combined ideas or understanding or a complex concept, procedure, or process. Choose a concept, procedure or process that is rich in association or connections. Provide students with a large poster paper and markers. Allow the students to choose the graphic image that best represents the relationships in the concept, e.g.: spoked wheel, flow chart, network tree, fishbone, etc.

**Example:** *Lecture T Chart*

Provide students with a handout that includes a T Chart, with the left column used to record the notes from the lecture, and the right column to record the summary thoughts or answers to the essential question and its supporting ideas. Distribute the chart at the onset of the lecture, and then have students share with "elbow" partner at the conclusion of the class period by comparing the contents in the right column. Then before dismissing class, ask them to predict the content and direction of the following lecture.

**Additional Examples:**

Barkley, Elizabeth. *Student Engagement Techniques: A Handbook for College Faculty*, San Francisco: Jossey Bass, 2010.

Himmele, Persida and William Himmele. *Total Participation Techniques*, Alexandria, ASCD, 2011.