AUTHENTIC EDUCATION

Understanding by Design®

Lecture Resources for

University of San Francisco

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Is My Question Truly Essential?

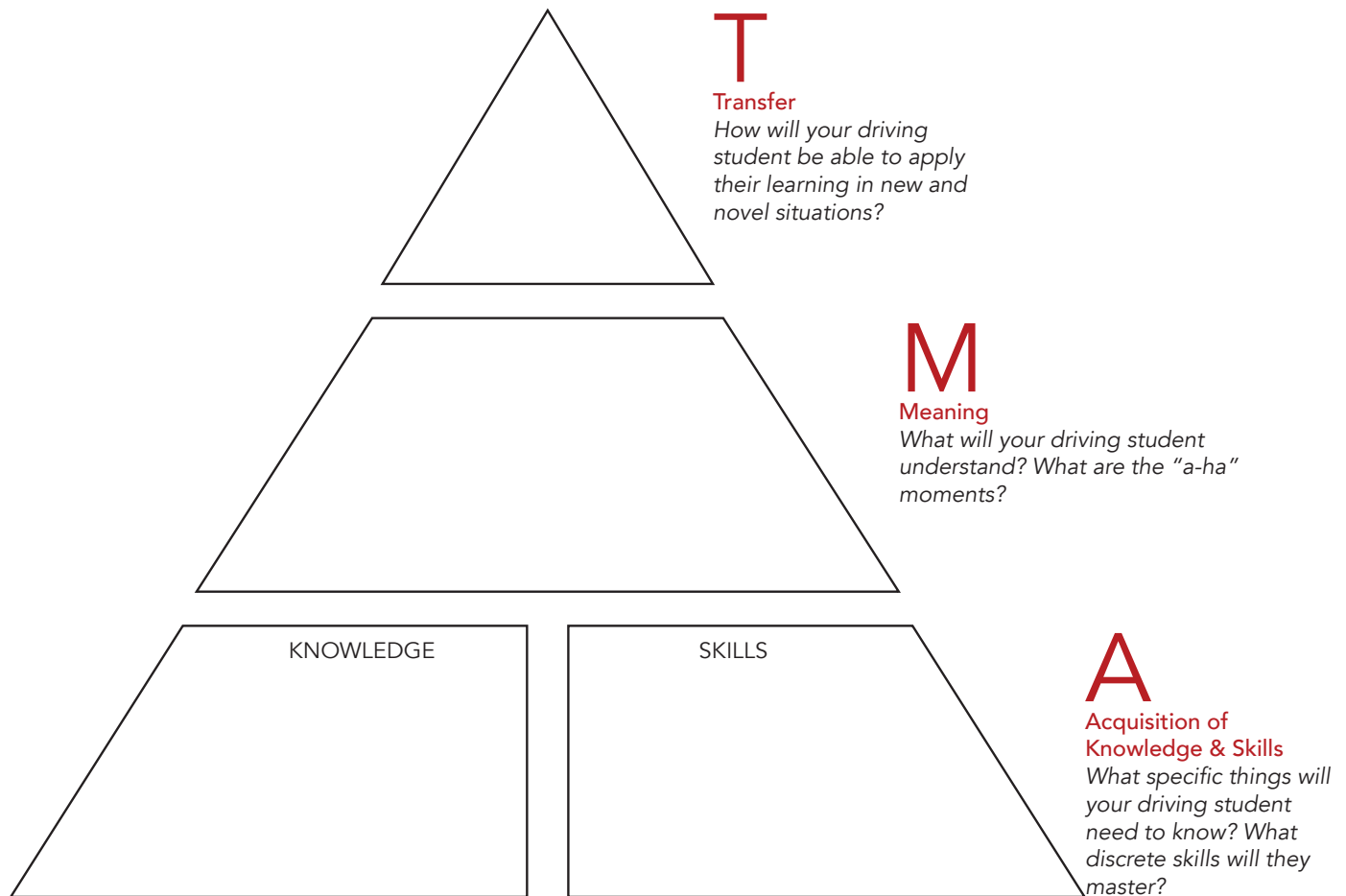|	Yes	Sort of	Not yet
Will my EQ spark ongoing thinking and inquiry?			
Does my EQ have multiple possible answers?			
Will my EQ spark discussion and debate?			
Does my EQ raise further questions?			
Does my EQ demand evidence and reasoning because varying answers exist?			
Will my EQ guide students to the Enduring Understanding(s)?			
Is my EQ worth revisiting throughout the unit and beyond?			
Will students' answers change and evolve in light of new experiences and deepening understanding?			
Is my EQ written in engaging and student-friendly language?			

Adapted from McTighe & Wiggins, (2013)

Answers in the "Sort of" and "Not yet" columns point to opportunities for revising your Essential Question.

Tip: You may find it useful to keep track of all of the questions you come up with as you design your unit. While you only want a small number of EQs (often 1 or 2), the other questions may help you hook student interest, guide students towards higher level thinking, or assess knowledge and skills.
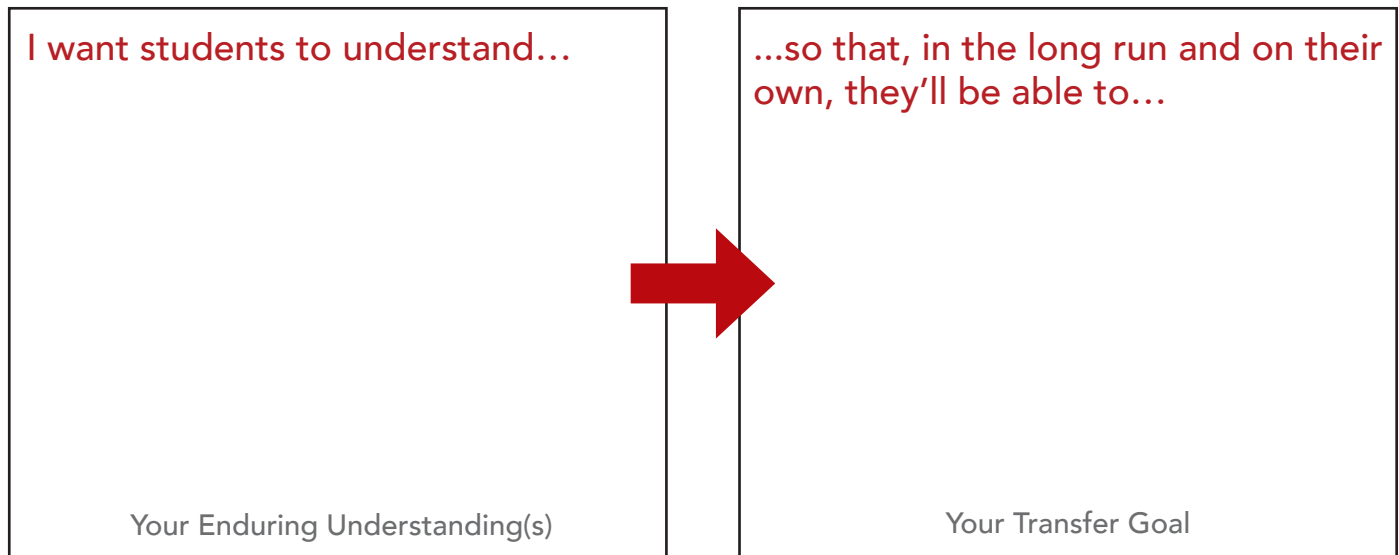
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A-M-T Hierarchy Activity

Scenario: You've been asked to teach a child, friend, or family member how to drive. You'll be teaching them over the course of several sessions. Use the A-M-T hierarchy to brainstorm key knowledge, skills, understandings, and transfer applications that will guide your teaching them how to drive.

T
Transfer
How will your driving student be able to apply their learning in new and novel situations?

M
Meaning
What will your driving student understand? What are the "a-ha" moments?

KNOWLEDGE

SKILLS

A
Acquisition of Knowledge & Skills
What specific things will your driving student need to know? What discrete skills will they master?

Alignment Check

I want students to understand…	...so that, in the long run and on their own, they'll be able to…
Your Enduring Understanding(s)	Your Transfer Goal

☐ Are your EUs and Transfer Goals aligned?

    ☐ Do they work together to make a compelling statement about the big ideas of your unit and why they matter?

☐ Is your EU truly enduring?

    ☐ Is it an "aha moment" that students will have to come to and can't just be told?

    ☐ Does it require the synthesis of knowledge and/or skills?

    ☐ Is it relevant to your students today? Will it be relevant in the future?

    ☐ Is it written in student-friendly language?

☐ Is your Transfer Goal…

    ☐ Relevant both today and tomorrow?

    ☐ An action?

    ☐ Grounded in real-world application?

    ☐ A compelling answer to "why do we have to learn this?"

GRASPS Framework

Use the GRASPS Framework to construct a Transfer Task. You may wish to use the stem statements from the "Possible idea starters" column to help you with each part of GRASPS.

	Possible idea starters...	Your Transfer Task
G A real-world GOAL	• *Your task is...* • *Your goal is to...* • *The problem/challenge is...* • *The obstacle(s) to overcome is (are)...*	
R A meaningful ROLE	• *You are...* • *You have been asked to...* • *Your job is...*	
A An authentic (or simulated) AUDIENCE	• *Your client(s) is (are)....* • *The target audience is...* • *You need to convince...*	
S A contextualized SITUATION that involves real- world application	• *The context you find yourself in is...* • *The challenge involves dealing with...*	
P A student- generated culminating PRODUCT	• *You will create a... in order to ...* • *You need to develop... so that ...*	
S STANDARDS for judging success	• *Your performance needs to...* • *Your work will be judged by...* • *A successful result will...*	

GRASPS possible idea starters adapted from McTighe & Wiggins, (2010)

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Planning to Teach for AMT

You'll use the ideas you generate using this graphic organizer to build out Stage 3 of your unit. AMT is not a linear progression. Rather, you'll weave together and organize learning events in a way that leverages your expertise and the work you did in Stage 1 to help students build understanding and the ability to transfer.

	Acquisition	Meaning	Transfer
Aim	• Accurate, efficient, and timely recall • Fluent use of skills	• Uncover and develop a coherent big idea (in anticipation of being able to transfer) • Integrate and synthesize ideas • See the bigger picture	• Independently, efficiently, and appropriately apply learning in novel situations to show growing competency
Teacher's Role	• Instruct • Lecture • Deliver direct instruction • Demonstrate	• Facilitate • Provoke inquiry	• Coach • Provide feedback • Offer decreasing cues/prompts
Student Actions	• Taking in information • Repeating a rehearsed performance • Practicing • Memorizing	• Grappling with big ideas • Making connections • Hypothesizing/testing • Considering strategies • Synthesizing ideas	• Facing new situations • Receiving decreasing cues/prompts • Encountering an increasing complexity • Developing strategies
Instructional ideas for your unit			

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