

Resources

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Understanding by Design

Key Design Question	Design Considerations	Filters (Design Criteria)	What the Final Design Accomplishes
Stage 1. What is worthy and requiring of understanding?	National standards. State standards. District standards. Regional topic opportunities. Teacher expertise and interest.	Enduring ideas. Opportunities for authentic, discipline-based work. Uncoverage. Engaging.	Unit framed around enduring understandings and essential questions.
Stage 2. What is evidence of understanding?	Six facets of understanding. Continuum of assessment types.	Valid. Reliable. Sufficient. Authentic work. Feasible. Student friendly.	Unit anchored in credible and educationally vital evidence of the desired understandings.
Stage 3. What learning experiences and teaching promote understanding, interest, and excellence?	Research-based repertoire of learning and teaching strategies. Essential and enabling knowledge and skill.	WHERE Where is it going? Hook the students. Explore and equip. Rethink and revise. Exhibit and evaluate.	Coherent learning experiences and teaching that will evoke and develop the desired understandings, promote interest, and make excellent performance more likely.

Learning For Use

Table 1

The three steps in the Learning-for-Use model with descriptions of the processes that can comprise each step

Step	Process	Design Strategy
Motivate	Experience demand	Activities <i>create a demand</i> for knowledge when they require that learners apply that knowledge to complete them successfully.
	Experience curiosity	Activities can <i>elicit curiosity</i> by revealing a problematic gap or limitation in a learner's understanding.
Construct	Observe	Activities that provide learners with <i>direct experience</i> of novel phenomena can enable them to <i>observe</i> relationships that they encode in new knowledge structures.
	Receive communication	Activities in which learners receive direct or indirect <i>communication</i> from others allow them to build new knowledge structures based on that communication.
Refine	Apply	Activities that enable learners to <i>apply</i> their knowledge in meaningful ways help to reinforce and reorganize understanding so that it is useful.
	Reflect	Activities that provide opportunities for learners to retrospectively <i>reflect</i> upon their knowledge and experiences retrospectively, provide the opportunity to reorganize and reindex their knowledge.