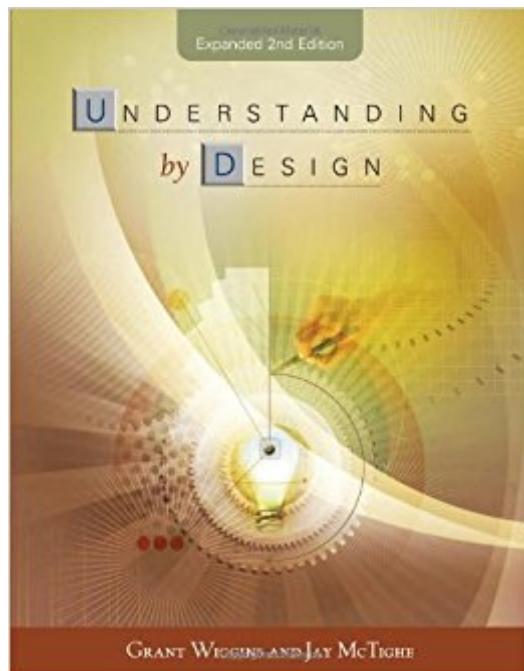


The book was found

Understanding By Design



Synopsis

Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks.

Book Information

Paperback: 370 pages

Publisher: Assn. for Supervision & Curriculum Development; 2nd Expanded edition (March 15, 2005)

Language: English

ISBN-10: 1416600353

ISBN-13: 978-1416600350

Product Dimensions: 8.5 x 0.9 x 10.9 inches

Shipping Weight: 1.6 pounds (View shipping rates and policies)

Average Customer Review: 4.2 out of 5 stars 168 customer reviews

Best Sellers Rank: #1,486 in Books (See Top 100 in Books) #2 in Books > Textbooks > Education > Curriculum & Instruction #3 in Books > Education & Teaching > Schools & Teaching > Curriculum & Lesson Plans > Curricula #4 in Books > Textbooks > Social Sciences > Psychology > Cognitive Psychology

Customer Reviews

What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such

key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage-and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of Understanding by Design offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

Definitely a must have for any educator. Wiggins and McTighe are almost the pioneers in this field and thought of backwards design (Robert Tyler first thought of the concept in his published work from 1947) and their concepts are easy to implement and are what I would call a no-brainer. As in it should be something that all teachers are already implementing in their lesson and unit planning already. However, we all know that it is not already in the forefront of every educators mind or else there would not be a need for this book. This book will definitely teach the educator or potential educator how to start to think about the goals of a lesson and then to plan the lessons on how to get each student to those specific goals (backwards design). It is an easy concept and once understood and fully grasped by the educator he/she can start to educate their students in a way in which the students will benefit by truly gaining meaningful knowledge from the course they are taking with the educator and be able to apply the knowledge and demonstrate understanding.

I had high hopes for this book, as the concept makes sense - start lesson planning from the destination and work backwards to build the lessons that will get your students where you want them to be. The book, however, isn't as simple as it sounds. It uses language that is much too lofty for an instructional text. To really understand backward design, it requires someone who is versed in this method to teach it as you read through the chapters to explain what it really means in practice.

For anybody developing curriculum, this is the Go To manual for the beginnings of Course Construction.

This book covers an eminently critical topic in contemporary education practice -- developing curriculum that covers all the essential concepts in a course in an engaging and measurably effective manner. Wiggins and McTighe expertly present a lot of great material, both theoretical and

practical to help teachers, administrators, schools, and districts to develop their own Understanding by Design units. No serious educator should be able to walk away from this book with nothing new to add to their pedagogical arsenal. Still despite its strengths, this book is very dense, so it's a slow (but worthwhile) read. It's also a bit ponderous in presentation style at times. The authors can be a bit long-winded at times, sometimes belaboring points too much. Still, despite minor flaws, this book is a very important work in modern education research that educators need to understand and practice to enhance the quality of student achievement in our schools today.

Boring as hell, and over my head!

This book was recommended to me by people I consider to be excellent teachers. It really opened my eyes to a different way of approaching my teaching. This is a comprehensive resource for those that want to focus on ensuring that learning goes on in the minds of students, instead of a simple transfer of substantive knowledge from teacher to student. It is aimed at all grades, from elementary to college. The book is written in a way that makes it engaging to read, and reassures that you don't have to do every suggestion right away. I am looking forward to re-reading it and perhaps getting the companion workbook.

This was an excellent book. Used for many years, what's old is new. My school district will implement its strategies to improve student performance this fall 2016. Get ready, many people are going to be searching for this Gem!

This is an excellent book on backward design. I liked the organization and layout, as well as the useful templates for curriculum planning. Not only do Wiggins and McTighe do a thorough job of explaining the concepts of backward design, they also include extensive background information that justifies the "why" of backward design. They further provide realistic examples that illustrate backward design in action. I would highly recommend this as a resource for educators and curriculum planners who wish to design curricula that incorporate best practices and promote deep understanding among their students.

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