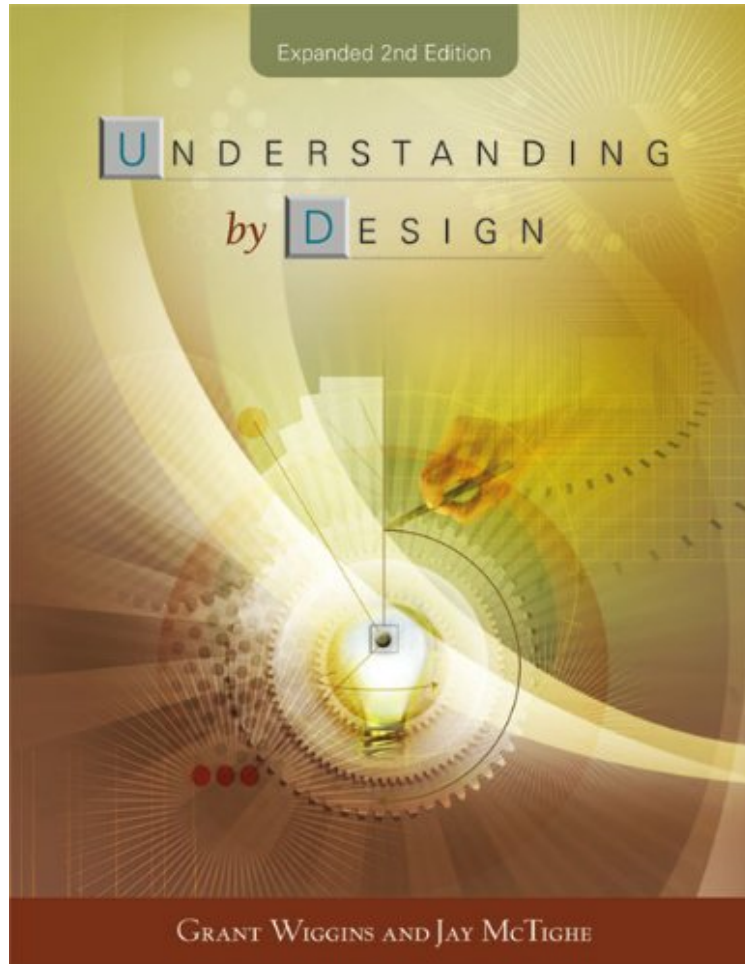


Understanding by Design, Expanded 2nd Edition

Grant Wiggins, Jay McTighe

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Grant Wiggins, Jay McTighe : Understanding by Design, Expanded 2nd Edition before purchasing it in order to gage whether or not it would be worth my time, and all praised Understanding by Design, Expanded 2nd Edition:

1 of 1 people found the following review helpful. Every educator needs this book!By ABCKidsDefinitely 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.3 of 3

people found the following review helpful. Five Stars
By Customer
For anybody developing curriculum, this is the Go To manual for the beginnings of Course Construction.
0 of 0 people found the following review helpful. Decent content, but really wordy.
By D. Wu
I think the ideas are valid, but it seems the authors are overcomplicating the content and concepts. Everything that needs to be said could be done in half as many pages. It's ridiculously redundant.

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.

From the Inside Flap
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About the Author
GRANT P. WIGGINS is the president and director of programs for the Center on Learning, Assessment, and School Structure (CLASS), a nonprofit educational research and consulting organization in Pennington, New Jersey. Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he directed the development of the Instructional Framework, a multimedia database on teaching. Jay is well known for his work with thinking skills, having coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George's County, Maryland, as a classroom teacher, resource specialist, and program coordinator. He also directed a state residential enrichment program for gifted and talented students.