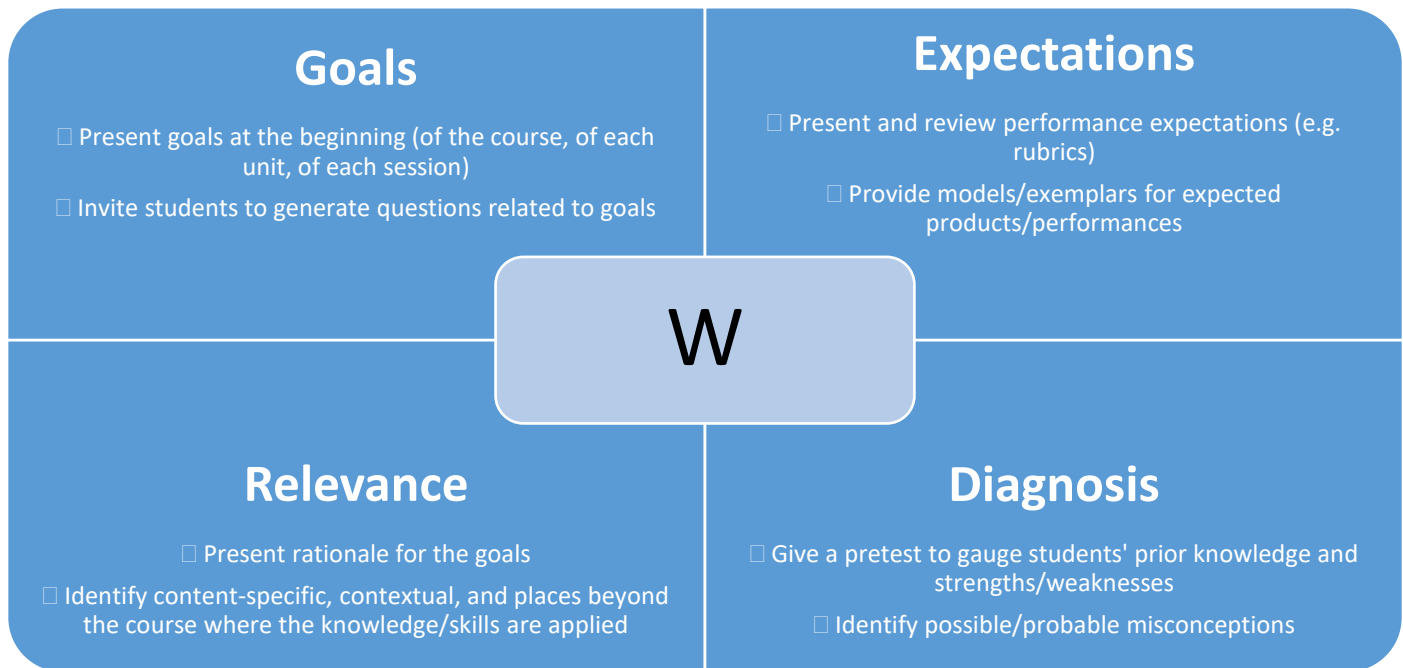


WHERE TO Walkthrough (Stage III of UbD: Learning Plan)

W – Where/Why

Review the various ideas to help learners understand the learning goals, the purpose and relevance of the content, and what is expected of them. Also, consider how you will diagnose prior knowledge and misconceptions about the topic(s).



H – Hook/Hold

Effective instruction engages learners by ensuring they are cognitively interacting with course aims. Consider specific efforts to hook them, drawing them into cognitive engagement, and holding their interest on the specific learning objectives. You don't need to address all, and given the context some are more appropriate but this list can help you get started.

What specific ways will you <i>hook</i> and <i>hold</i> student interest on learning objectives?
<input type="checkbox"/> Counterintuitive example/Anomaly
<input type="checkbox"/> Provocative early question
<input type="checkbox"/> Mystery
<input type="checkbox"/> Challenge
<input type="checkbox"/> Problem or Issue
<input type="checkbox"/> Simulation
<input type="checkbox"/> Personal experiences
<input type="checkbox"/> Allow student choice for
<input type="checkbox"/> Emotional connection

E – Equip

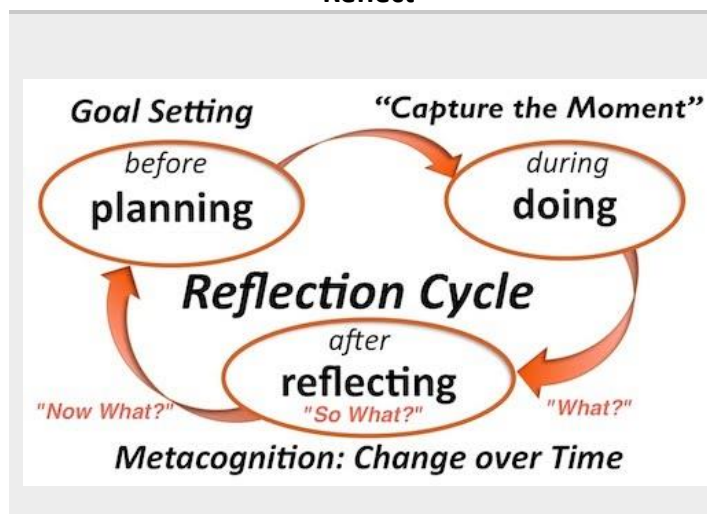
Effective instructional design allows students to work in the right cognitive conditions. Central to that is ensuring the necessary knowledge and skills are in place before putting ideas into action. Refine course design as necessary based on questions below:

Question	Instructor Reflections
What knowledge/skill am I assuming that students have? Have I checked to ensure these are in place?	
Considering projects, have I introduced them at times where they already have sufficient knowledge to move forward effectively? Can I spread out the experiences to help with this?	
Considering other performance tasks have I built in specific scaffolds to help students move from understanding ideas/rules/requirements accurately and then to putting them into action?	
Others?	

R – Reflect/Revise and E - Evaluate

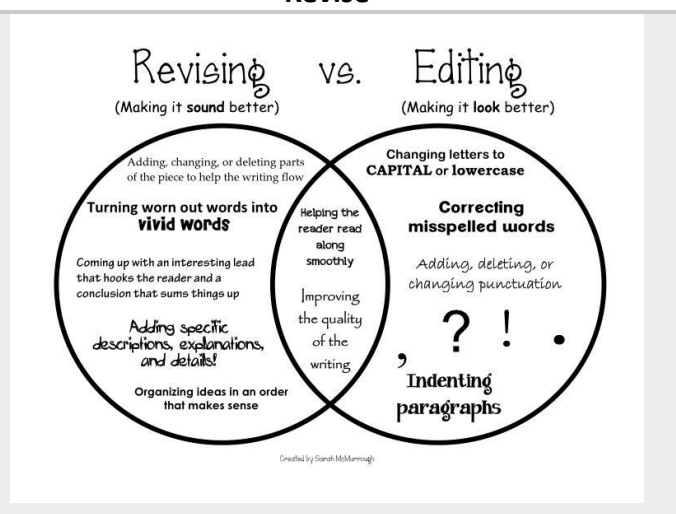
Consider the various ideas below to help learners reflect on their learning experience and revise their work/thought.

Reflect



- ☐ Reflective Journals
- ☐ Self-Assessments
- ☐ Think-Alouds
- ☐ Consider New Information
- ☐ Confront Assumptions
- ☐ Confront Alternative Perspectives

Revise



- ☐ Drafting Sessions
- ☐ Peer Review/Critique
- ☐ Practice Sessions
- ☐ Comparison of Exemplars
- ☐ Instructor grades/evaluations reflect final depth of learning
- ☐ Self/Peer Evaluation using rubrics and/or checklists

T – Tailor Design for Unique Students

- (1) Build in *diagnostic assessments* to check prior knowledge and adjust accordingly
- (2) Provide opportunities for individual and collaborative work as well as some choice in product where appropriate
- (3) Ensure opportunities are provided for students to develop/pose their own questions about the material

O – Organize the Learning

- (A) When should material in this course be presented logically and systematically? (Best for teacher-led; Include some)
- (B) When are opportunities for material to be explored in an unfolding story form, or permitting reasonable unstructured experience, or allowing for diverse dives into specific elements for depth? (Include some of these, too!)