

**Understanding By Design (UbD)– Backwards Design Process**  
 (Modified from Grant Wiggins and Jay McTighe, 2002 for Self-Evaluation of RMAIS lessons)

UbD TEMPLATE

Stage 1 – Desired Results	
<p><b>Content: Topic for Lesson</b></p> <ul style="list-style-type: none"> <li>Identifying Personal Competencies to Address Research Challenges</li> </ul>	
<p><b>Understanding (s)/goals</b>            Participants will understand that:</p> <ul style="list-style-type: none"> <li>Each member of a team brings different qualities to a project</li> <li>Divergent thinking by a team strengthens project outcomes</li> </ul>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How do people work together to accomplish a large research project?</li> <li>Recognize strengths/weaknesses in self &amp; others Leverage strengths and talents to accomplish</li> <li>Why are diverse groups more successful</li> </ul>
<p><b>Lesson objectives (outcomes):</b>            Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> <li><i>KNOWLEDGE:</i> Strategies for working with a diverse group - what did your group come up with</li> <li><i>SKILLS:</i> Communicating your strengths with others</li> </ul>	
Stage 2 – Assessment Evidence	
<p><b>Performance Task(s):</b></p> <ul style="list-style-type: none"> <li>Generate a list of personal qualities or gifts</li> <li>Written strategies for working together</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Engagement in discussion with group</li> </ul>
Stage 3 – Learning Plan	
<p><b>Learning Activities:</b></p> <p>Part A: Acknowledging my qualities</p> <ol style="list-style-type: none"> <li>This activity is designed to help participants recognize and appreciate the competencies/strengths they have and share those with their research triad. This is an exercise to focus on who you are inside and how that contributes to who you are as a researcher.</li> <li>Identify at least 6 competencies or strengths that you have (ex. Patient, loyal, honest, calm, thoughtful, etc.) by writing them on small slips of paper.</li> <li>Identify at least 3 areas or qualities that you feel you struggle with or would like to develop further.</li> <li>Share what you wrote with your research triad. Share a story about yourself where one or more of your gifts was helpful or describe why you chose a certain gift and how it exemplifies you. Share an area where you struggle and how you would like to be supported as you work to improve.</li> <li>If you already know the members of your research triad, take time to share what gifts you see in each other. How do these qualities and gifts contribute to personal resilience or the ability to recover from adversity?</li> <li>Optional – envelope for all together</li> </ol> <p>Part B: Self-assessment on a research project – take away</p> <p>This activity is designed to help participants think realistically about how they did on a particular task, learn how to improve in the future, and devise strategies for working on a research team. In order to develop resilience, it's important to be realistic about setting and striving toward goals, learn from mistakes, and</p>	

try again.

1. Participants should think about a project or multipart assignment they have completed or are currently working on. How were your gifts utilized?
2. Use the attached worksheet of How I Work statements, to mark how you performed or feel about the statements related to the previous project.
3. Share your results with your research triad.
4. Questions for discussion in your research triad:
  - What aspects of the work brought you satisfaction?
  - Where could you devote more attention on future projects?
  - How can you stretch your thinking and skills?
  - How can this information be used moving into a collaborative research project?
  - What strategies can we use as a group during the research project?
  - How will these strategies help to build personal and group resilience to potential research set-backs?

What does it mean if I don't mark strongly agree?

Adapted from <https://positivepsychologyprogram.com/resilience-activities-worksheets/>

