

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

UbD TEMPLATE-Maria Chavez

Stage 1 – Desired Results	
<p>Content: Topic for Lesson</p> <ul style="list-style-type: none"> Battling Imposter Syndrome 	
<p>Understanding (s)/goals Participants will understand that:</p> <ul style="list-style-type: none"> <i>Feelings of insecurity and doubt are common experiences. Releasing yourself from this mindset can provide relief from guilt and the confidence to help you succeed.</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> What is imposter syndrome? Do I have imposter syndrome? How bad is my imposter syndrome? What kind of imposter syndrome do I have? How is this affecting my life? How can I overcome this? How do other people manage this?
<p>Lesson objectives (outcomes): Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> <i>KNOWLEDGE: Seventy percent of people experience imposter syndrome at some point in their lives, but everyone experiences it in a different way and to a different extreme. This is a shared, universal experience.</i> <i>SKILLS: Ability to identify and cope with imposter syndrome. Be able to relate to their peers as they go through similar struggles.</i> 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Fill out pre assessment about how imposter syndrome affects them Take quiz to determine degree of imposter syndrome Take quiz to determine type of imposter syndrome Group up based on type and discuss what they think this means As a group evaluate resources and develop best mechanisms for overcoming imposter syndrome Have each group present on their insights Fill out post assessment about how imposter syndrome affects them 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Determines current understanding of imposter syndrome Determination of imposter syndrome Determination of imposter syndrome type Connection with peers and Awareness of the universal nature Gains access to resources and develops strategies to assist Shared group learning Altered/unaltered understanding determines efficacy of module
Stage 3 – Learning Plan	

Learning Activities:

- Engage participants with short presentation on imposter syndrome
- Explore the topic with questions from participants and pre assessment
- Explain the quizzes and facilitate as participants take quizzes
- Elaborate within new groups what was learned from the quizzes.
Discuss resources provided to overcome specific type. Consider how these could be applied in every day lives.
- Evaluate as a whole group insights that were gained in small groups and with a final post assessment

Keywords

imposter syndrome, fraud, perfectionist, expert, super-person, soloist, natural genius

References

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