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

Content: Topic for Lesson

- **<u>Gender bias in cover letters (CL) / letters of recommendation (LoR)</u>**

Understanding (s)/goals	Essential Question(s):
Participants will understand that: - **Gender bias is present in CL / LoR**	- **Do you use certain words to describe why you are an excellent job candidate? Do these words change if you were describing a male candidate? Do you write differently about the accomplishments of men and women?**

Lesson objectives (outcomes):

Participants will be able to demonstrate:

- *KNOWLEDGE:* **will have information to recognize types of words/phrases in CL / LoR. There will be a specific list of words provided that can be easily retained or referred to (in powerpoint and brainstormed with the class).**
- *SKILLS:* **participants will be able to modify statements to avoid certain types of bias (grindstone words, reinforcing nurturing female stereotypes, not focusing on ability).**

Stage 2 – Assessment Evidence

Performance Task(s):	Other Evidence:
- Participants will write 1-2 sentences about something they are really proud of, that they are likely to include in a cover letter. Participants will then pair up with a partner and discuss one of their accomplishments. Each participant will then write 1-2 sentences about their partner as if they were recommending them for a job. After the education part of the module with examples, participants will reconvene to adjust their sentences using the online bias tool. Participants will be able to assess changes to their statements (if any).	- Participants will assess changes to their statements by using the bias tool before and after the education portion of the module.

Stage 3 – Learning Plan

Learning Activities:

- Participants will write a personal and recommendation sentence. We will work to modify these from their original statements after learning about specifically biased phrases/words.
- Education (based off of University of Arizona topics)
- Brainstorm biased words with the whole group – can draw connection lines between related words to try and pull out groups of words (e.g., "grindstone" words)
- Learn more about recommendation materials such as using an "Excel resume" (time permitting)
- After the self-assessment using the online bias tool, we can also have a group discussion focused on what was most challenging and

easiest to address. We can also brainstorm ways to be conscious of these words/phrases.

Explanation of UbD Template

Stage 1 – Desired Results

Content: Topic for Lesson

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Understanding (s)/goals Participants will understand that: • *[this is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know]*	**Essential Question(s):** • *[What leading questions can you ask of participants to get them to understand the Goals? There are no "right" or "wrong" answers to this question]*

Lesson objectives (outcomes):

Participants will be able to demonstrate:

- *KNOWLEDGE: [These are observable, measurable knowledge outcomes that participants should be able to demonstrate and that you can assess.]*
- *SKILLS: [These are observable, measurable skills outcomes that participants should be able to demonstrate and that you can assess.]*

[Remember that your Assessment Evidence (stage 2) should align with objectives.]

Stage 2 – Assessment Evidence

Performance Task(s): • *[Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding.]* • *[Consider how to integrate low-order (recall) knowledge and higher order (application/evaluation) knowledge]* • *[Rubrics can be used to guide participants in self-assessment of their performance]*	**Other Evidence:** • *[includes pre-assessment, formative (ongoing) assessment, and summative assessment evidence]* • *[Can be individual or group based]* • *[Can be informal assessment: thumbs up/down, one-minute index card responses, etc.]*

Stage 3 – Learning Plan

Learning Activities:

[List what is happening during your lesson; the following 5E model may be useful as a guide]:

- *Engage participants:*
- *Explore topic with participants:*
- *Explain to participants/ participants explain to one another:*
- *Elaborate: build new knowledge on prior knowledge/skills*
- *Evaluate as a group what new knowledge/skills were gained*