Understanding By Design (UbD)– Backwards Design Process

(Modified from Grant Wiggins and Jay McTighe, 2002 for Self-Evaluation of RMAIS lessons)

Stage 1 – Desired Results

Content: Topic for Lesson

- Leadership

Understanding (s)/goals	**Essential Question(s):**
Participants will understand that: - *The evolution of leadership styles* - *How transformational and adaptive leadership styles apply to mentor/mentee relationships in academia* - *Gender biases/prejudices associated with leadership*	- How has the past shaped todays biases in leadership? - Why were transformational and adaptive leadership chosen to represent the academic world? - How do we overcome the biases associated with gender and leadership

Lesson objectives (outcomes):

Participants will be able to demonstrate:

- *KNOWLEDGE:*
    - *The general evolution of leadership styles*
    - *How transformational and adaptive leadership relate to academia*
    - *How gender bias is associated with leadership*
- *SKILLS:*
    - *How to identify gender bias associated with leadership*
    - *"Fight moves" to combat these biases*

Stage 2 – Assessment Evidence

Performance Task(s):	**Other Evidence:**
- Participate in discussion	- Take self-assessments that are in <u>Leadership: Theory and Practice</u> 7th edition

Stage 3 – Learning Plan

Learning Activities:

Part A: Gaining knowledge about leadership styles

- Learn the history of leadership styles
- Define a number of current leadership styles
- Focus on transformational and adaptive leadership
- Identify the gender biases and prejudices associated with leadership

Part B: Discussion

- Identify the short comings of previous leadership styles
- Determine how "new" leadership styles compare to previous
- The relationship between transformational and adaptive leadership in academia
- What can be done to combat gender biases

References:

Northouse, P. G. (2015). Leadership: theory and practice. Seventh edition. Los Angeles: SAGE Publications, Inc.