

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>Content: Topic for Lesson</p> <ul style="list-style-type: none"> Tooting your Horn (promoting yourself) 	
<p>Understanding (s)/goals Participants will understand that:</p> <ul style="list-style-type: none"> <i>Your best advocate can sometimes be yourself. Identifying your accomplishments so that you can convey them to others is a critical step for being recognized.</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> How will colleagues and other stakeholders know what you do and what your accomplishments are?
<p>Lesson objectives (outcomes): Participants will be able to demonstrate:</p> <ul style="list-style-type: none"> KNOWLEDGE: <ul style="list-style-type: none"> Know what the tools are for self-promotion (e.g. CV, short-story, website, blog site, twitter) Know how to be a team-player or professional citizen (e.g., volunteering as a meeting session moderator, participating in professional organizations and clubs) SKILLS: <ul style="list-style-type: none"> How to evaluate a curriculum vitae (that promotes their strengths) How to develop and deliver a professional “short story” 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> Evaluate a curriculum vitae for “Tabitha,” a fictional RMAIS undergraduate student Collaboratively (undergrad and grad) design a story arc Six-word story about research experience/interests 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Class discussion
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <p><u>SECTION I: CV Building</u> [20 min]</p> <ul style="list-style-type: none"> <i>Interrupted Case study:</i> PowerPoint displaying images of different aspects of “Tabitha’s” professional activities. Pass out “general” CV. [5min] <i>Think-pair-share:</i> participants review CV and determine how well it reflects what Tabitha has done. If not, what is missing? [10min] <i>Wrap-up Presentation:</i> Why are CV’s important? What are the differences between a CV & resume? Does your CV target the appropriate audience? [5min] <i>Homework:</i> Work on developing your CV; Meet as a triad to go over and compare CVs [Bonus: helps triad members know more about each other’s professional history] <p><u>SECTION II: Preparing your “Short Story”</u> [15 min]</p>	

- Interrupted Case study: PowerPoint of Tabitha's mentor, Phoebe, at a meeting, after a seminar, meeting a colleague. "Quote" of her short story. Merge into...[3min]
- Framing Presentation: What is a "short-story"? Why is it important? How does it help with self-promotion? Why is it important for your mentor to know your story? Introduce Story Arc. [5min]
- Development: pair mentors-mentees; use story arc (graphic organizer) to start developing your story based on your joint research project [7min]
- Homework: meet as triad to flesh this out (for each of you) [Bonus: helps with communication between triad members and helps with promotion of colleagues]

SECTION III: 6-word Story [10 min]

- Framing Presentation: Part of self-promotion is creativity (webpage design, twitter posts, blogs); End on stretching your creative side!
- Examples: Hemingway ("For sale: baby shoes, never worn."); (<http://science.sciencemag.org/content/353/6294/22>); (<https://www.americanscientist.org/blog/science-culture/science-books-reviewed-in-six-words>) [3min]
- Development: Work on developing your 6-word story for [research; background; current goal; professional goal] [3min]
- A Time for Telling: 5+ people share their 6-word stories

Other considerations:

- Seek peer-review
- Who is your audience
- Gender bias in CV evaluation
- Perceptions of self-promotion (e.g. arrogance)