

## UbD™ Template 2.0

### Transcript

**Jay McTighe:** The updated Understanding by Design template is described in our most recent book, *The Understanding by Design Guide to Creating High-Quality Units*. In that book, we describe version 2.0 of our backward design template. We like to think of this as somewhat like software, a software upgrade. This is 2.0. Like a software upgrade, it includes some new features and some refinements to help make Understanding by Design more effective for users. [A] couple of main emphases in our new template: One is an increased emphasis on transfer as an explicit goal. And in teaching, using transfer, meaning making an acquisition, AMT or TMA, as a particular frame. The template also emphasizes alignment, and you'll see how it does that in just a moment. So I'd like to introduce this template through an example, and I'm going to ask you to think about this and make some notes by yourself initially. The example I'd like to use is something that we've all had experience with, no doubt, and that is driving.

And so imagine that we are planning a driver's education course, and we want to think about the plan for the course, beginning with our goals. So I'd like to ask you to jot down by yourself, what should a beginning driver come to know and be able to do? In other words, what are some basic knowledge and skills for a beginning driver? You don't have to make an exhaustive list, but give some thought to a few of those. OK, I'd like you to think of a second question, and the second question has to do with understandings. What is it that an experienced or effective driver understands that a beginner, a novice, or a lousy doesn't? In other words, what's the difference between a driver who has really important understandings about driving, and a beginner who doesn't yet have those?

And one final question on this topic: if you were to summarize the ultimate goals of a driver's education program, what is the long-term goal of such a course? Describe it in one or two sentences. What's the ultimate goal of a driver's education course? Clearly, for driving and for mathematics and English language arts and other subjects, there are things that students should know and do, and we identify those as part of our desired results. But just knowing facts or being able to execute particular skills is insufficient. There are also understandings that are important, in this case, to effective drivers. And we can identify important understandings. Here are a couple, my guess in line with some of the ideas that you listed.

One understanding is that you may be a good driver yourself, but other drivers may do unpredictable or dangerous things. Therefore, an understanding to cultivate in a driver is the idea of being a defensive driver, and try to anticipate sudden moves or unexpected actions by other drivers. Another big idea is that driving conditions vary, traffic conditions and weather conditions, and that influences how one drives.

One-size-fits-all driving is not always safe. Those are big ideas to be understood, and they're specified in the template. We can also invoke essential questions to engage the learner in coming to these understandings. Here are two such questions related to driving. The final question I asked you, what's the ultimate goal of a driver's program?, is really meant to address the transfer goals.

This is the ultimate outcome that we seek, and arguably the goal in a driver's program is to equip drivers to drive safely, courteously, and defensively in a wide range of driving conditions, and to do so on their own, without an instructor next to them. This is the transfer goal that we seek. Standards, as Grant indicated, are like the building code, we must meet them.

And so, for a driver's education program, like academic subject areas, we have standards. Here's a list from a national driver's education organization. But we want

to make sure that simply covering the standards is insufficient, it's not our goal. Our goal is to understand the standards and play them out, in terms of not only knowledge and skills to be acquired, but important understandings to be attained, ultimately with a transfer goal in mind, and we plan backward from these.