

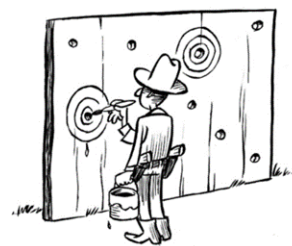


THE WEXNER FOUNDATION CURRICULUM DESIGN TREE


BACKWARDS DESIGN
Do you know what you want to teach/provide? Do you have clear Goals and Learning Outcomes?




EMERGENT DESIGN
Do you have a certain experience that you know is rich and valuable in which to immerse participants (i.e., speaker, cultural artifact, protocol, etc.)?

PROBLEM BASED DESIGN
Do you or the participants have an authentic problem to be managed or solved?




RIGOR & RISK ACROSS THE 3 DESIGN MODELS

RIGOR

BD: Drains the muddy swamp of what counts as deep and relevant understanding, clarifying what was/n't learned in any particular learning experience; applies scientific method (hypotheses, concrete variables, and evidence) to yield intended outcomes (precision engineer).

ED: Sophistication and depth of the immersive experience and the connoisseurship honed to make the meaning visible and shared (discerning artist).

PBD: Authenticity of the problem – real world/life demonstrates success (resourceful inventor).

RISK

BD: Stifle learners and limit what is deemed teachable to what is observable/measurable, falling prey to the conceit that we can control humans and their learning.

ED: Garbage in, garbage out; failure to deconstruct the experience critically and/or convey it richly.

PBD: Problem not significant (artificial or too little at stake) and/or limited or unavailable expertise/resources, and/or insufficient time and feedback.

LEGEND

■ First phase of the design model

■ Second phase of the design model where relevant

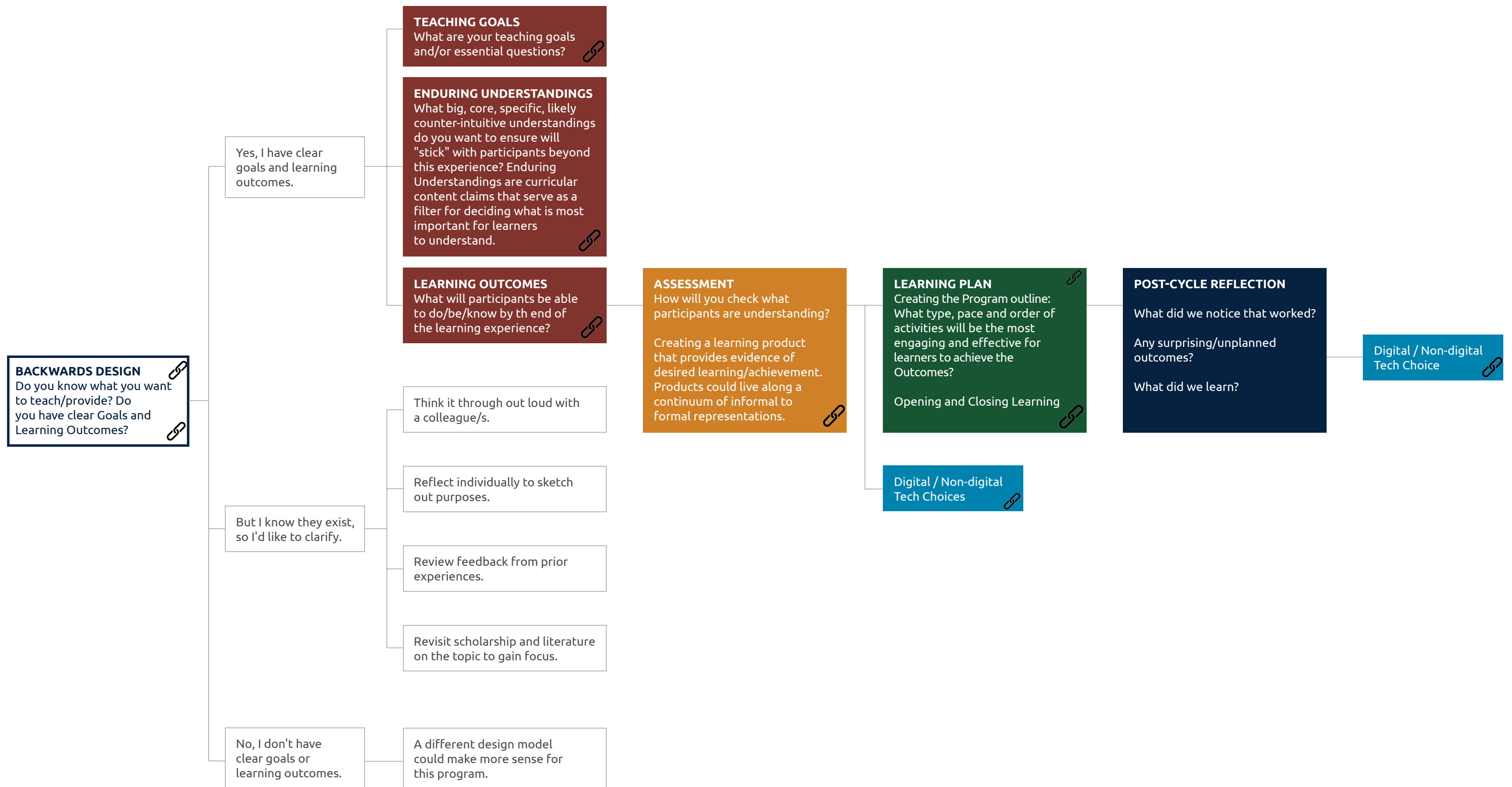
■ Third phase of a design model where relevant

■ Post-Cycle Reflection for Educator

■ Juncture for deciding which digital and/or non-digital tools will best support learning

This tree was developed in partnership with Mindy Gold, Founder and Lead Consultant of EdtechMMG.

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BACK TO TOP

LEGEND

■ First phase of the design model

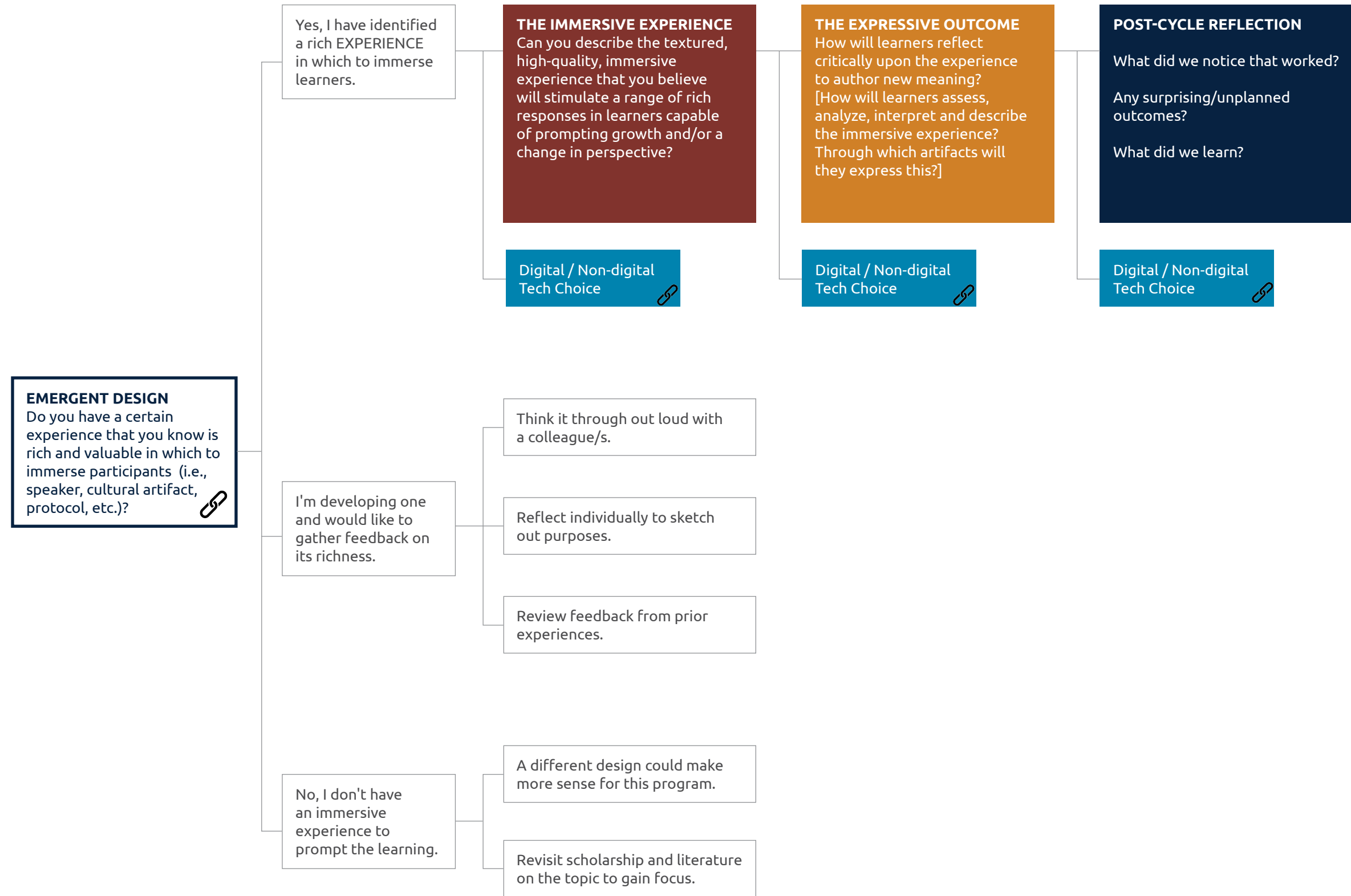
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BACK TO TOP

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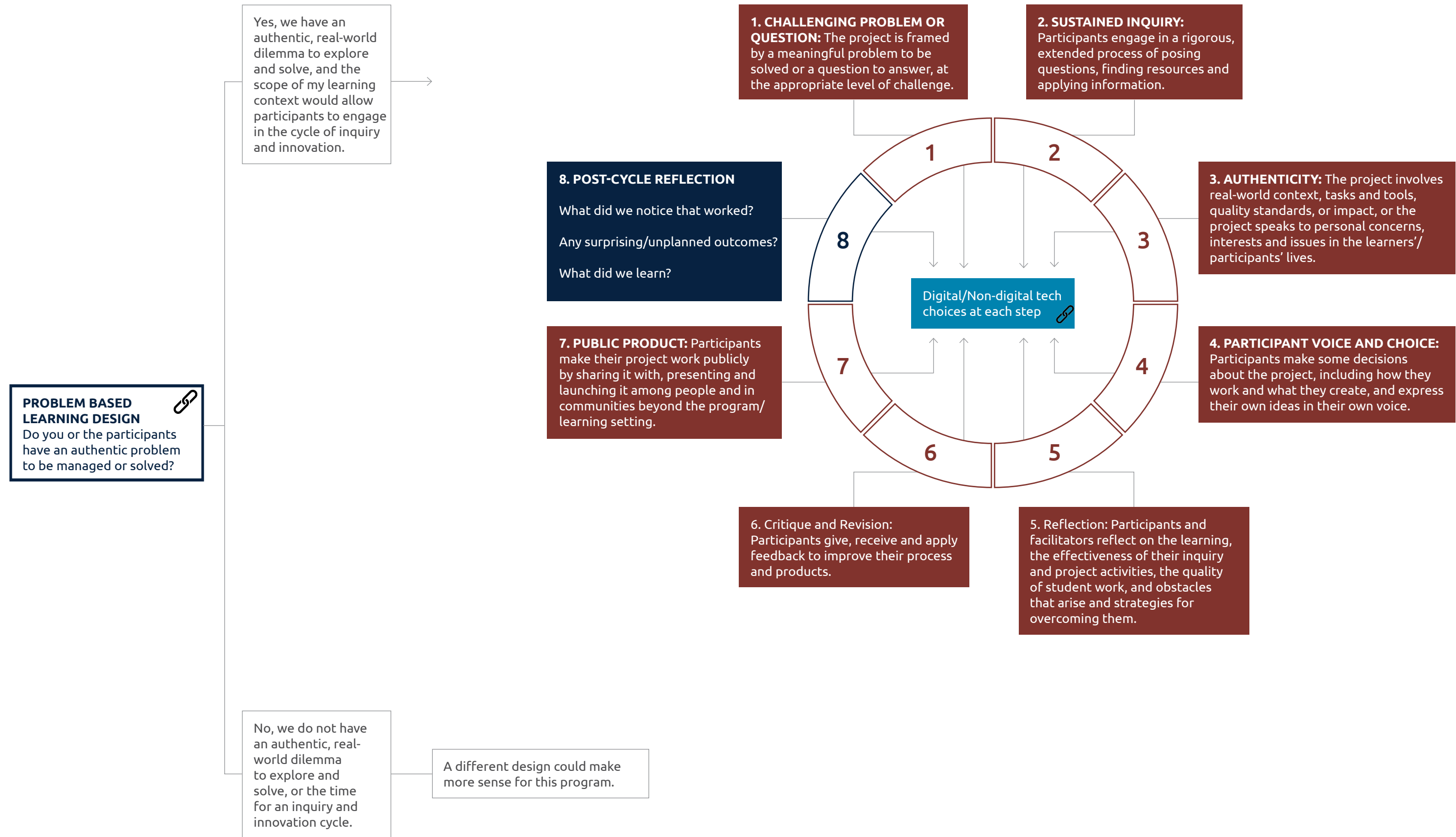
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