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.)?



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





THE WEXNER FOUNDATION





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

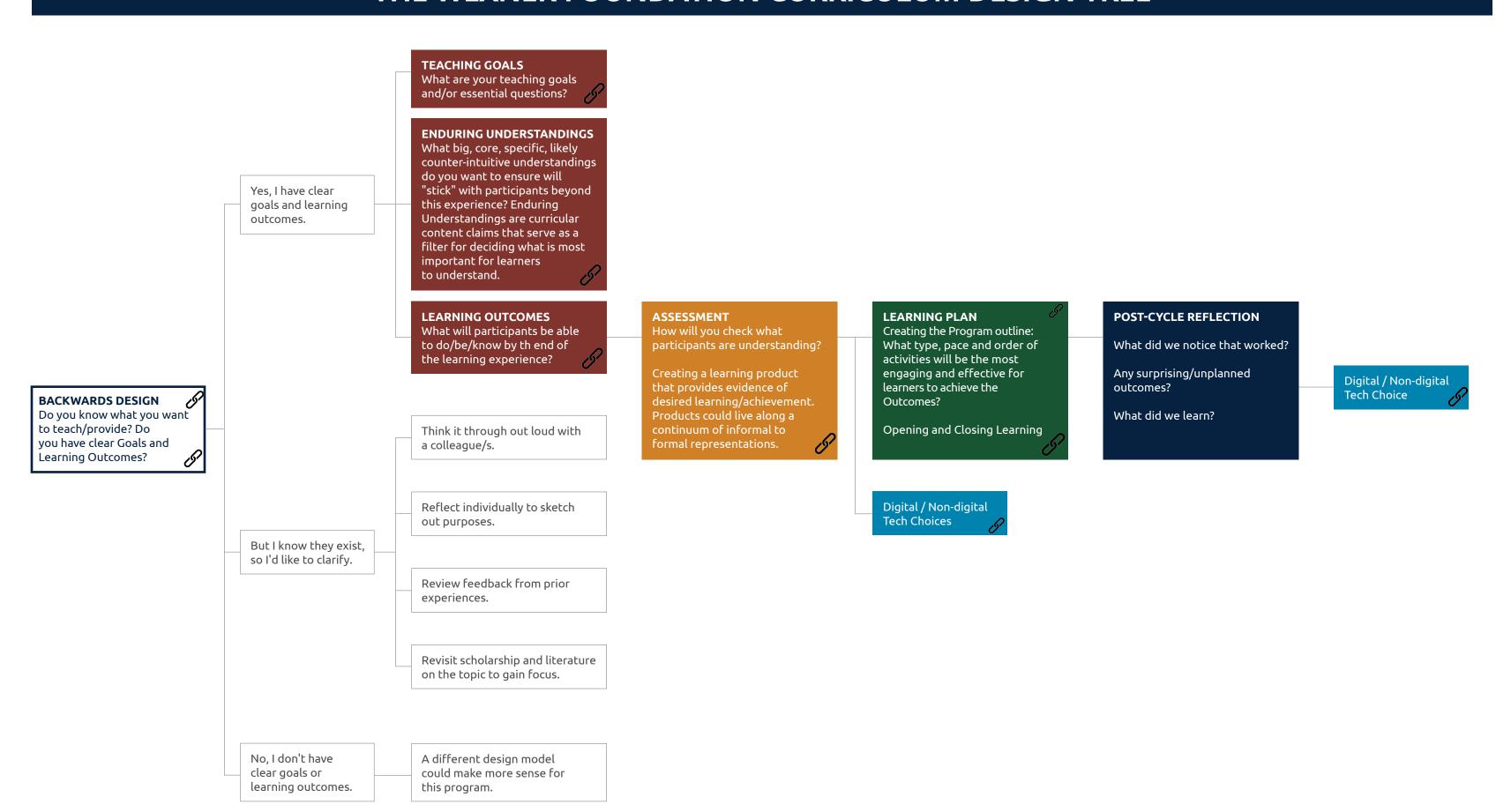
First phase of the

Second phase of the design model where relevant

■ Third phase of a design model where relevant

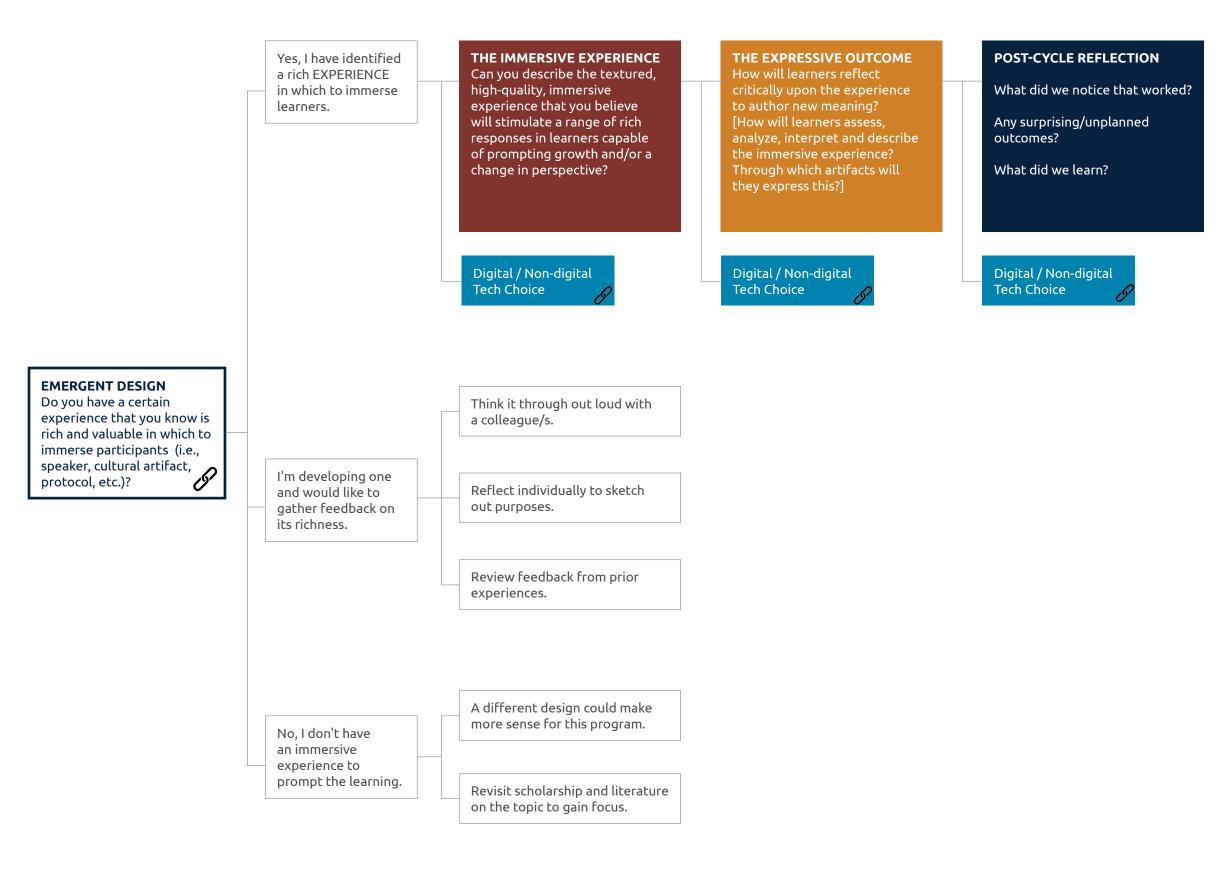
■ Post-Cycle Reflection for Educator

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



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Yes, we have an 1. CHALLENGING PROBLEM OR 2. SUSTAINED INQUIRY: authentic. real-world **QUESTION:** The project is framed Participants engage in a rigorous, dilemma to explore by a meaningful problem to be extended process of posing solved or a question to answer, at questions, finding resources and and solve, and the scope of my learning the appropriate level of challenge. applying information. context would allow participants to engage in the cycle of inquiry and innovation. 8. POST-CYCLE REFLECTION **3. AUTHENTICITY:** The project involves real-world context, tasks and tools, What did we notice that worked? quality standards, or impact, or the project speaks to personal concerns, 8 Any surprising/unplanned outcomes? interests and issues in the learners'/ participants' lives. What did we learn? Digital/Non-digital tech choices at each step 7. PUBLIC PRODUCT: Participants 4. PARTICIPANT VOICE AND CHOICE: make their project work publicly Participants make some decisions by sharing it with, presenting and about the project, including how they launching it among people and in work and what they create, and express communities beyond the program/ their own ideas in their own voice. learning setting. 5 6 6. Critique and Revision: 5. Reflection: Participants and facilitators reflect on the learning, Participants give, receive and apply feedback to improve their process the effectiveness of their inquiry and products. and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them. No, we do not have an authentic, real-

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PROBLEM BASED

LEARNING DESIGN

Do you or the participants have an authentic problem

to be managed or solved?

world dilemma

to explore and

solve, or the time for an inquiry and innovation cycle. A different design could make

more sense for this program.

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