Instructional Design for Information Literacy: Using the “Understanding by Design” Model to Achieve Learner Success

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Instructional design is a systematic practice for developing high quality instructional programs. Using the "Understanding by Design" model (developed by Grant Wiggins and Jay McTighe), this presentation will introduce a systematic approach to designing information literacy learning experiences (one-on-one consultations, one-time group instruction, credit courses, etc.) through a focus on learning outcomes. This model is also known as a "backwards" design model. Learning activities, instructional strategies, and embedded assessment methods are all derived from the outcomes in order to create a cohesive and effective learning design. The presentation will explore this instructional design approach and include discussion on how the principles apply in attendees own teaching scenarios.
To begin ...

- Think for a moment about a learning experience that was memorable because of its effectiveness.

- Identify one or two characteristics that particularly influenced the effectiveness.
Learning …

“A change in human disposition or capability that persists over a period of time and is not simply ascribed to processes of growth.”

Teaching ...

“Any activity that has the conscious intention of, and potential for, facilitating learning in another.”

Robert Leamonson, 1994, Thinking About Teaching and Learning:
Developing Habits of Learning with First Year College and University Students
Good teaching ...

“Good teaching is the creating of those circumstances that lead to significant learning in others.”

When we truly understand we ...

- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge
“As experts, we understand ... but we must not fall into thinking we can transfer our understanding directly to others.”
Goal is not to cover content but to uncover it!
Some errors to avoid ...

Activity-focused - starting with fun and interesting per se rather than intellectually rich (primarily a problem in elementary education)

Coverage-focused - starting with the information to be conveyed rather than the results to be attained (primarily a problem in secondary and post-secondary education)
SDRAWKCAB Design Process

Stage 1 – Identify desired results.

Stage 2 – Determine acceptable evidence.

Stage 3 – Plan learning experiences and instruction.
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Note though that the process is in actuality iterative and messy. This is the final design structure and not necessarily a linear process.
UbD: Stage 1 – Identify desired results.

Goals →

Understandings (big ideas) and Predictable Misunderstandings →

Essential Questions (to foster inquiry, understanding, transfer of learning) →

Learners will know and do!
UbD: Stage 2 –
Determine acceptable evidence.

- Performance tasks and criteria for judging performance
- Other evidence
- Student reflection and self-assessment
UbD Continuum of Assessments

- Informal checks for understanding
- Observations and dialogues
- Tests and quizzes
- Academic prompts
- Performance tasks
UbD: Stage 3 – Plan learning experiences and instruction.

<table>
<thead>
<tr>
<th>W</th>
<th>Where instruction going? What expected? Where students coming from?</th>
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<tbody>
<tr>
<td>H</td>
<td>Hook all learners? Hold interest?</td>
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<tr>
<td>E</td>
<td>Equip learners? Experience key ideas? Explore the issues?</td>
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<td>R</td>
<td>opportunities to Rethink and Revise</td>
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<td>E</td>
<td>learner self-Evaluate?</td>
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<td>T</td>
<td>Tailored to different needs, interests, abilities?</td>
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<tr>
<td>O</td>
<td>Organized to maximize initial/sustained engagement and learning?</td>
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Thank You!