



# Design with the end in mind

Dilemma, Issue or Question (DIQ)  
What is the “big idea”?



Learning Goals  
What do you want your students  
to know and do?



Tasks  
What assignments/activities will  
your students do?



Assessment  
How will you know if your students  
are successful?

Reflect  
What worked? What can be improved?

Adapted from Understanding by Design by Wiggins & McTighe

G: What is the real-world goal in the scenario?

R: What is the student's role?

A: Who is the audience?

S: What is your situation or audience?

P: What product will the student generate?

S: What are the standards for evaluation?

**Sample A**

1. Select a professional in your prospective academic discipline and/or career field that is considered an expert in an area in which you are interested.
2. Secure an interview with the professional for a date and time that is convenient for both of you.
3. Prepare 8-10 questions to ask the professional about their knowledge of a particular academic discipline/career /field
4. Conduct a 20-30 minute, face-to-face interview to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission
5. Prepare a typed transcript of the questions and answers using the audio/video recording.
6. Write a 400-500 word reflection paper in which you address the following items:
  - a. Who you selected and why?
  - b. What you learned from them that is most interesting?
  - c. What this assignment helped you learn about your major/career decision?
  - d. What questions you still have?
7. Submit the typed transcript and reflection paper to your instructor.

**EXAMPLES: Less Transparent**

**Sample B**

**MATH 181**

$$y(x) = x^{2/3} - 3x^{2/3}$$

For the given function

Find and simplify the first derivative

Identify any critical points

Find and simplify the 2<sup>nd</sup> derivative

Identify any inflection points

Indicate where the function is increasing/decreasing, concave up/down (ie. Make a sign diagram)

Make a rough sketch of the shape of the graph, and label the critical points and inflection points (x value only)



COLA100E Interview Assignment, UNLV  
Katharine Johnson

Due dates:

- Draft interview questions – September 30, 2014
- Transcript of interviews – October 15, 2014
- Report - November 17, 2014

**Purpose:** The purpose of this assignment is to help you make an informed decision about the major/career you are considering.

**Skills:** The purpose of this assignment is to help you practice the following skills that are essential to your success in school and your professional life beyond school. In this assignment you will:

- Access and collect needed information from appropriate primary and secondary sources.
- Synthesize information to develop informed views.
- Compose a well-organized, clear, concise, report to expand your knowledge on a subject in your major.

**Knowledge:** This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- Issues facing professionals in a field
- Scholarly research formats for documenting in-text sources and creating reference pages (i.e., bibliographies).

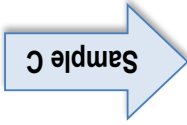
**Task:** To complete this assignment you should:

1. Select two professionals in your prospective academic discipline and/or career field that are considered experts in an area in which you are interested.
2. Secure an interview with the professionals for a date and time that is convenient for both of you.
3. Prepare 8-10 questions to ask the professionals about their expertise in a particular academic discipline/career field. The questions must be based on a review of the field using 5 credible sources as defined by the librarian in our research module. Sources should be cited using APA formatting.
4. Conduct a 20–30 minute, face-to-face interview with each professional to gather knowledge that will help you make an informed decision about the major/career you are considering. You will want to audio/video record the interview with the interviewee's permission.
5. Prepare a typed transcript of the interviews
6. Compare and contrast the information provided by both professionals in an 8 page (1.5 spaced, 12 point Times New Roman font, 1 inch margins) report that documents the advantages and disadvantages of a career in the selected field.

**Criteria for success:** Please see the attached rubric.

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**EXAMPLES: More Transparent**



Science 101

Exercise 3: Scientific Evidence

Allison Sloat

Sample D

**Purpose:** The purpose of this assignment is to analyze a past poster to help you research, design, and create your own effective poster with sufficient scientific evidence that supports your conclusion.

**Skills/Knowledge:** As a result of completing this assignment, you will be able to identify and judge the success of the important parts of a scientific poster: the sources of scientific information, the interpretation of the results, and the scientific merit of the conclusion.

**Task:** Read through your example scientific poster and answer the following questions. You will be graded based on how completely you address the following:

1. Identify the ethical question that is being asked.
2. List the evidence the authors provide in support of and in opposition of their question.
3. Examine the pieces of evidence listed in #2 above. Identify whether they are from popular (Pop), scientific peer-reviewed (SPR), or non-scientific peer-reviewed (NSPR) sources, and note each statement above as (Pop), (SPR), or (NSPR). Do you think there is enough scientific evidence from peer-reviewed articles? Why or why not?
4. Describe how the pieces of evidence are presented (e.g., numbers, graphs, tables, figures).
5. Explain how the pieces of evidence are analyzed in the Discussion section.
6. Identify the ethical conclusion.
7. After analyzing the content of the poster, do the pieces of evidence support their conclusion? Explain why or why not.
8. After assessing the scientific merit of their evidence, are you convinced of their ethical conclusion? Explain why or why not.
9. List the questions you still have after reading this poster. What could they have done better?

**Criteria for success:**

Your responses should be as complete as possible. After completing this assignment, you will have increased your understanding of how to identify the essential parts of a scientific poster and how to evaluate its use of evidence.

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# Transparent Teaching

## What is Transparency?

Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.

## Transparency in Learning and Teaching (TILT) Project

*Mary-Ann Winkelmes, University of Nevada – Las Vegas*

- national research project
- faculty implement transparent teaching
- promotes college students' success
- greater benefits for underserved and first-generation
- join project at <https://www.unlv.edu/provost/teachingandlearning>

## How transparent are your assignments?

- Pair with someone outside your discipline.
- The less they know about what you teach the better.

### Person A:

Describe assignment to your partner(s).

### Person B:

Listen as if you are a novice student. Provide feedback using these prompts:

#### Purpose

Five years after taking the course ...

- What essential **knowledge** should students retain from doing this assignment?
- What **skills** should students be able to perform from doing this assignment?
- Why are these important to students?

#### Task

As a novice, list the steps you'd take to do the assignment

#### Criteria

As a novice ...

- Are you confident you are doing the task effectively?
- Are you confident you are doing excellent work?
- Do you have annotated good examples?

SWITCH & REPEAT

# Transparent Assignment Design

**Assignment:**

**Due Date:**

**Purpose:**

Skills

Knowledge

**Task:**

**Criteria for Success:**