**Redesigning an Existing Course with Backward Design**

Below are examples of how students may provide evidence of each of the six facets of understanding (Wiggins & McTighe, 2005). This chart is useful for redesigning learning experiences and performance assessments in existing courses. Not all of the six facets of understanding will be applicable to every course or unit. Use this worksheet to plan how your students might demonstrate any or all of the six facets of understanding in your course.

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| **The Six Facets of Understanding** |
| **Explanation*** Provide complex, insightful, credible reasons
* Substantiate views with sound argument and evidence
* Avoid or overcome common misunderstandings
 | How might students explain their reasoning or provide evidence to support their arguments? |
| **Interpretation*** Make connections to subject matter
* Tell meaningful stories
* Read between the lines
* Provide context to a complex situation
 | How might students interpret the content? |
| **Application*** Employ and adapt knowledge in a diverse situation
* Invent or innovate
* Self-adjust through a performance task
 | How might students apply their knowledge? |
| **Perspective*** Recognize another point of view
* See the big picture
* Display skepticism and test theories
* Know context or significance of an idea
* Recognize limitations to an idea
 | How might students demonstrate their recognition of other perspectives? |
| **Empathy*** Feel and appreciate another’s situation, affect, or point of view
* Recognize insight in what appears odd or obscure
* Explain how a theory is misunderstood by others
* Listen and hear what others do not
 | How might students demonstrate their appreciation or empathy for other viewpoints? |
| **Self-Knowledge*** Recognize how prejudices can color one’s understanding
* Engage in metacognition
* Question personal convictions
* Self-assess and regulate
* Accept feedback and criticism
 | How might students engage in self-reflection and self-assessment?  |