

Integrate RIASEC into UBD Planning

Creating Lesson Plans with Understanding by Design (UBD) and Integrating RIASEC

Understanding by Design (UBD) is an instructional design framework that prioritizes backward planning to ensure effective learning outcomes. Integrating Holland's RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) adds a valuable layer by considering students' interests and preferences.

This one-page summary outlines a streamlined approach to creating lesson plans by combining UBD and RIASEC.

1. Identify Enduring Understandings and Essential Questions:

UBD emphasizes starting with the end in mind. Define the overarching goals (enduring understandings) and essential questions that guide the learning process.

- RIASEC may be helpful here as a way to **backplan from a question that incorporates the RIASEC themes.**

2. Determine Learning Objectives:

Break down the enduring understandings into specific, measurable learning objectives. These objectives should align with the desired outcomes and provide clarity on what students should know and be able to do.

- RIASEC may be helpful as a way to **frame and clarify the relevance** of the learning objectives.

3. Assessment Design:

Develop assessments that authentically measure the stated objectives. Include formative assessments for ongoing feedback and summative assessments for overall understanding.

- One possibility is to **align assessments with the RIASEC** model to tap into students' diverse interests.
 - Differentiate product

4. Plan Learning Experiences:

Design learning experiences that cater to various learning styles and preferences.

- Teachers may incorporate RIASEC elements by **integrating activities that appeal to Realistic, Investigative, Artistic, Social, Enterprising, and Conventional** learners.

5. Differentiation Strategies:

Implement differentiation strategies to address the varied needs and preferences within the classroom.

- Teachers may plan to provide options for students to explore topics through realistic applications, investigative inquiries, artistic expressions, social interactions, enterprising projects, and conventional methods of completing tasks.

6. Resource Selection:

Choose instructional resources that support the objectives and cater to different modalities.

- RIASEC could be used as a method of providing diverse resources, tools, and experiences so students can better understand their preferred working environments and tasks.

7. Reflect and Revise:

Regularly reflect on the effectiveness of the lesson plan. Collect feedback from students and adjust the plan accordingly.

- Consider how well RIASEC elements are integrated and if adjustments are needed to better cater to diverse learner interests.

8. Culminating Activities:

Include culminating activities that allow students to showcase their deep understanding of the content.

- RIASEC preferences could be incorporated into the project, presentation, or performance, providing an opportunity for individual expression.
- A reflection on a traditional assessment could also be added to ask students to name and claim which phases of the learning process they preferred, using the RIASEC themes as a way to describe that work.

By combining the structured approach of UBD with the personalized touch of the RIASEC model, educators can create lesson plans that not only address curriculum goals but also engage students through activities that resonate with their unique interests and preferences. This integrated approach fosters a more inclusive and effective learning environment.

Below is a SAMPLE list of essential questions based on the Understanding by Design (UBD) framework, tailored for the RIASEC Social Theme. These questions are examples to inspire teachers to modify or create their own questions as they encourage exploration of social aspects through the lens of Realistic, Investigative, Artistic, Social, Enterprising, and Conventional preferences:

Realistic (R)

- How do real-world social interactions impact individuals in different professions or industries?
- What role do practical skills play in building and maintaining social connections in various careers?

Investigative (I)

- How can research and data analysis enhance our understanding of social dynamics and relationships?
- In what ways do social scientists investigate and study societal structures and behaviors?

Artistic (A)

- How can artistic expressions, such as literature, visual arts, or performances, reflect and shape social values and norms?
- What role do creative endeavors play in fostering social awareness and change?

Social (S)

- How do different cultures contribute to the richness of social interactions, and how can we appreciate and respect cultural diversity?
- What are the key components of effective communication and collaboration in social settings?

Enterprising (E)

- How do entrepreneurial skills contribute to successful social initiatives and community engagement?
- In what ways can individuals with enterprising qualities drive positive social change and innovation?

Conventional (C)

- How do established social norms and conventions influence our behavior in professional and personal settings?
- What are the benefits and challenges of adhering to or challenging conventional social expectations?

These essential questions provide a foundation for designing lessons that explore the social theme within the context of the RIASEC model, encouraging students to analyze, reflect, and engage with social concepts in ways that align with their unique preferences and interests.