Pre-Workshop Activity

Imagine you have been tasked with teaching a new course this fall. In about one written page, describe how you would design the course. How would you start? What must be included in the course? Don't look up any best practices; we are just curious about what your approach might be before you start learning more about course design.

On a second page, offer a brief outline of the course, including proposed assessments and activities.

Before We Begin…

How transparent should you be with your students that you are trying something for the first time?

Overview of the Series

What You Need to Know:
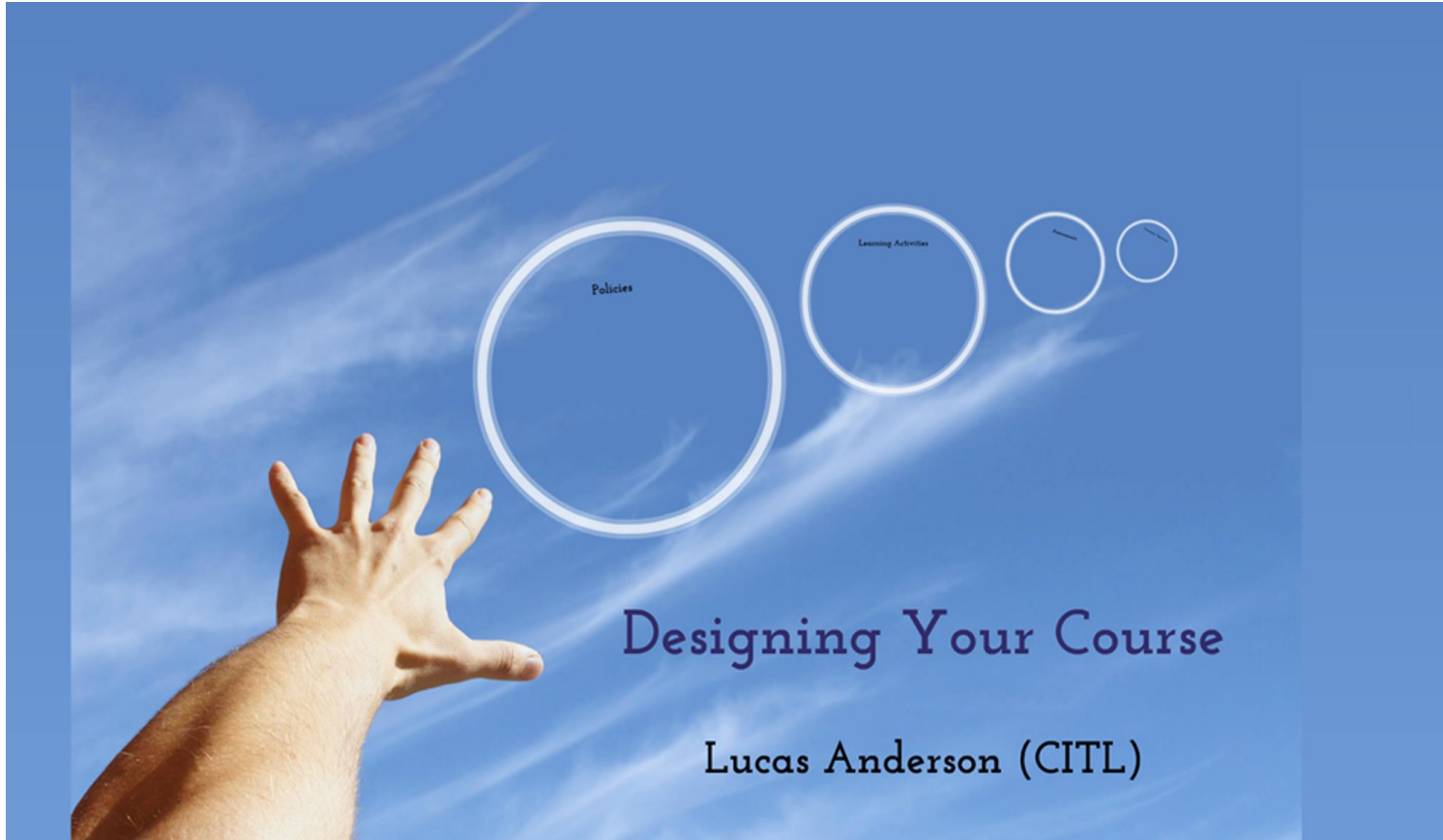## Essentials of
Effective Teaching

"Pre-Theoretic" Course Design

- Find syllabi from / talk to other instructors

- Gather content

- Create a logical flow for the material

- Consider timing / chunking of material

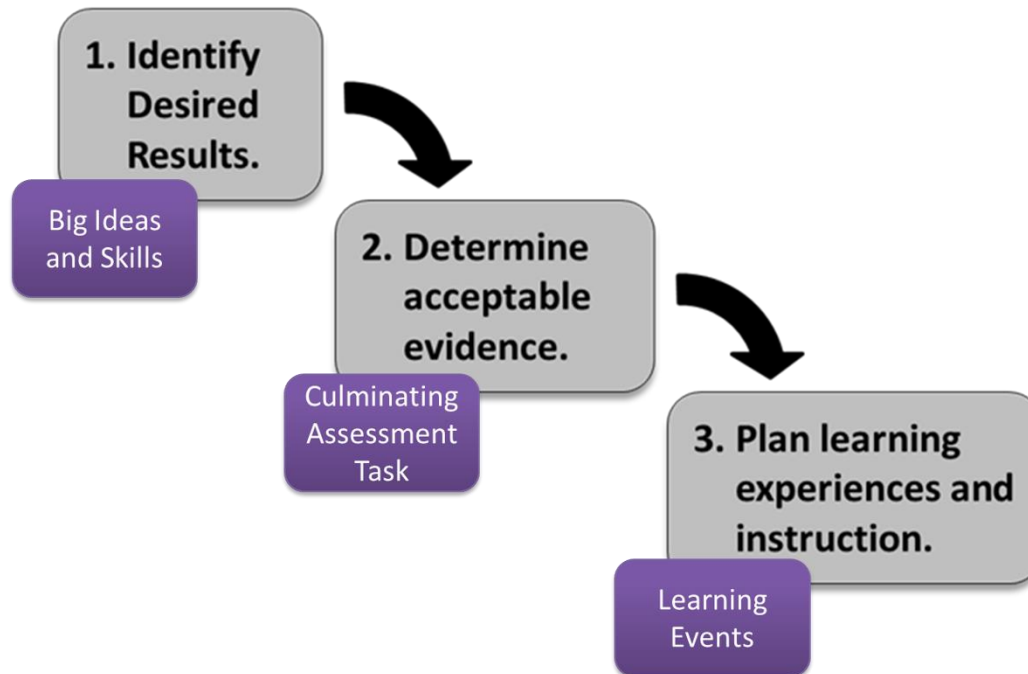- Think about your students

- Who? What? Where? When? How? Why?

Backward Course Design

Designing Your Course

Lucas Anderson (CITL)

Backward Course Design

Backward Design

1. Identify Desired Results.
   - Big Ideas and Skills
2. Determine acceptable evidence.
   - Culminating Assessment Task
3. Plan learning experiences and instruction.
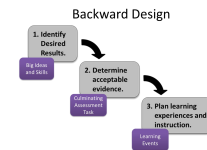   - Learning Events

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

Identify Desired Results

- To what extent does the idea, topic, or process represent a "big idea" having some enduring value outside of the classroom?

- To what extent does the idea, topic, or process reside at the heart of the discipline

- To what extent does the idea, topic, or process require uncoverage?

- To what extent does the idea, topic, or process offer potential for engaging students?

Backward Design

1. Identify Desired Results.
Big Ideas and Skills
2. Determine acceptable evidence.
Culminating Assessment Task
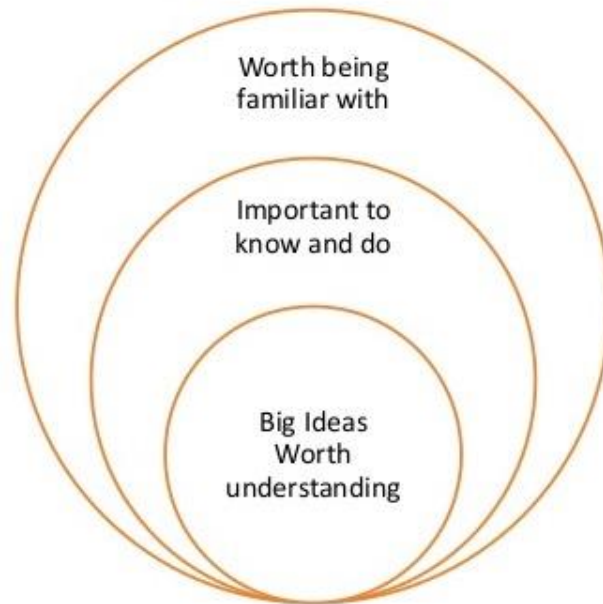3. Plan learning experiences and instruction.
Learning Events

Wiggins, G. P., & McTighe, J. (2005). Understanding by design. Association for Supervision & Curriculum Development

Identify Desired Results
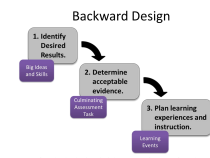
Stage 1. Identify desired results
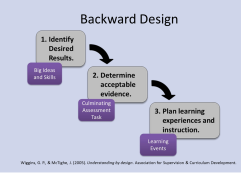Establishing Curricular Priorities

Worth being
familiar with

Important to
know and do

Big Ideas
Worth
understanding

Wiggins & McTighe, p. 10

Backward Design

Determine Acceptable Evidence

Backward Design	No design philosophy
What would be sufficient and revealing evidence of understanding?	What would be fun and interesting activities on this topic?
What performance tasks will anchor the unit and focus the instructional work?	What projects might students wish to do on this topic?
What are the different types of evidence required by my goals?	What tests should I give, based on the content I taught?
What criteria will I use as I examine student work and assess levels of quality?	How will I give students a grade?
Did the assessments distinguish between those who really understand and those who only seem to? Am I clear on reasons behind learner mistakes?	How well did the activities work? How did the students do on the test?

Backward Design

1. Identify Desired Results.
Big Ideas and Skills

2. Determine acceptable evidence.
Culminating Assessment Task

3. Plan learning experiences and instruction.
Learning Events

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design.* Association for Supervision & Curriculum Development

Plan Learning Experiences and Instruction

- What knowledge and skills will students need to achieve the learning objectives?

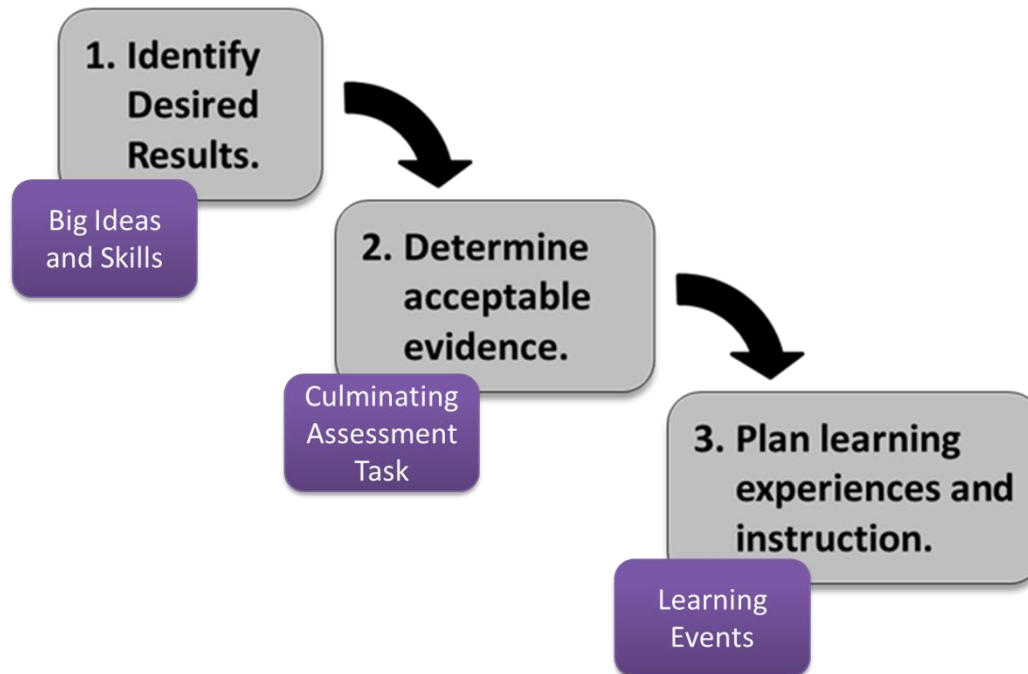- What activities will prepare students to handle the assessments?

Group Discussion

- What are the potential downsides of backward design for a course?

- Can those be addressed effectively?

Backward Course Design

Backward Design

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development.

References and Further Reading

- Wiggins, G., Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Ascd.

- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.

Preview: Learning Objectives

Overview of Backward Design

Lucas Anderson and Slav Dvoretskiy