

Backwards Course Design

Dr. Eli Collins-Brown,
Director

Center for Innovative and Transformative
Instruction



WINSTON-SALEM
STATE UNIVERSITY

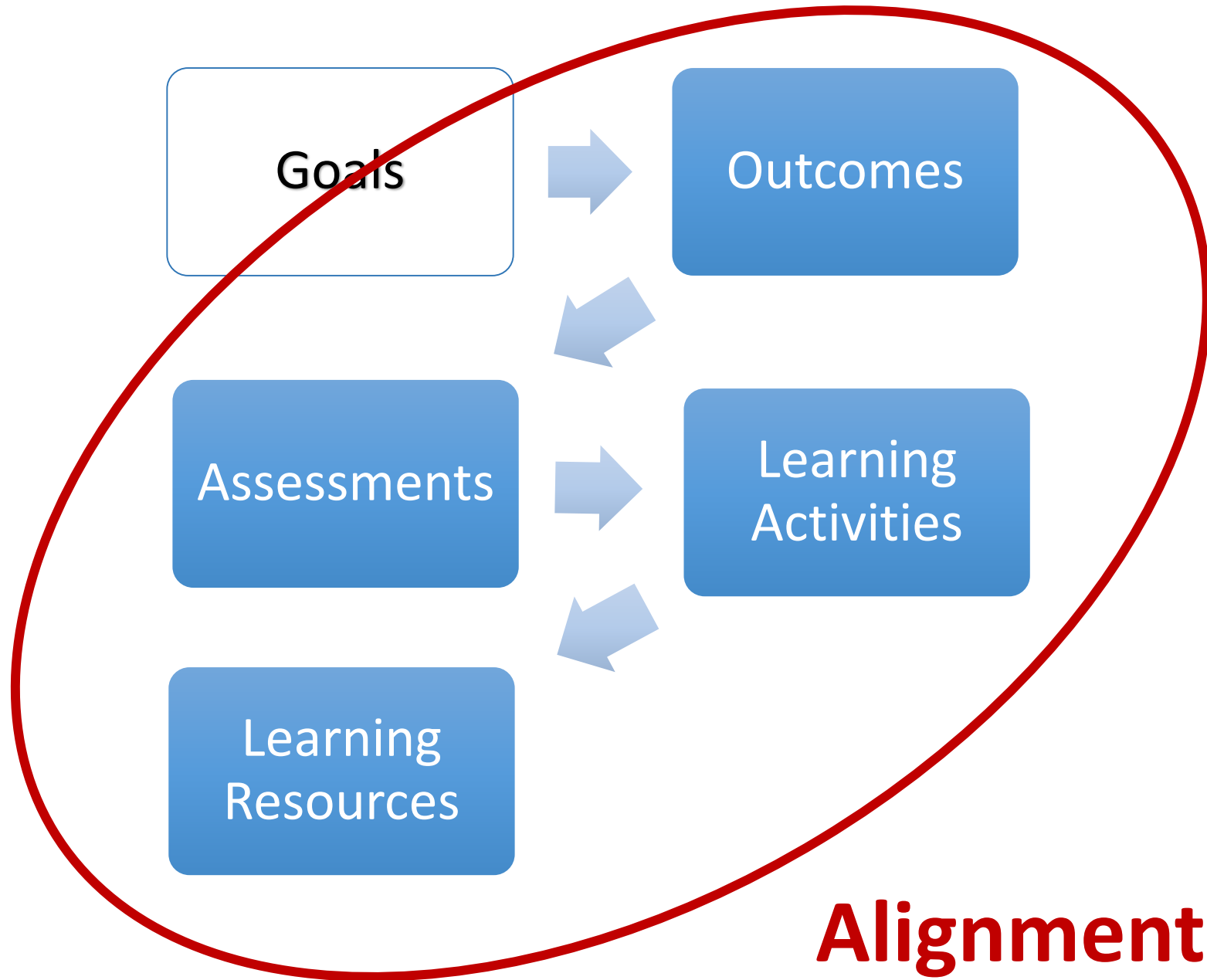




WSSU







Assessments

Learning
Activities

Outcomes

Learning
Resources



WSSU

What is our destination or TARGET?

- Goals

2 – 5 years after completing your course, what do you want them to still remember and apply?



WSSU

Outcomes

- From your Goals

At the end of this course,
you (the student) will be
able to...



WSSU

Assessments

- Evidence of achieving outcomes

How will the student show you and themselves that they have met the outcomes?



WSSU

Learning Activities

- Helps students learn how to achieve outcomes

What types of practice do the students need in order to do well on the assessments?



WSSU

Learning Resources

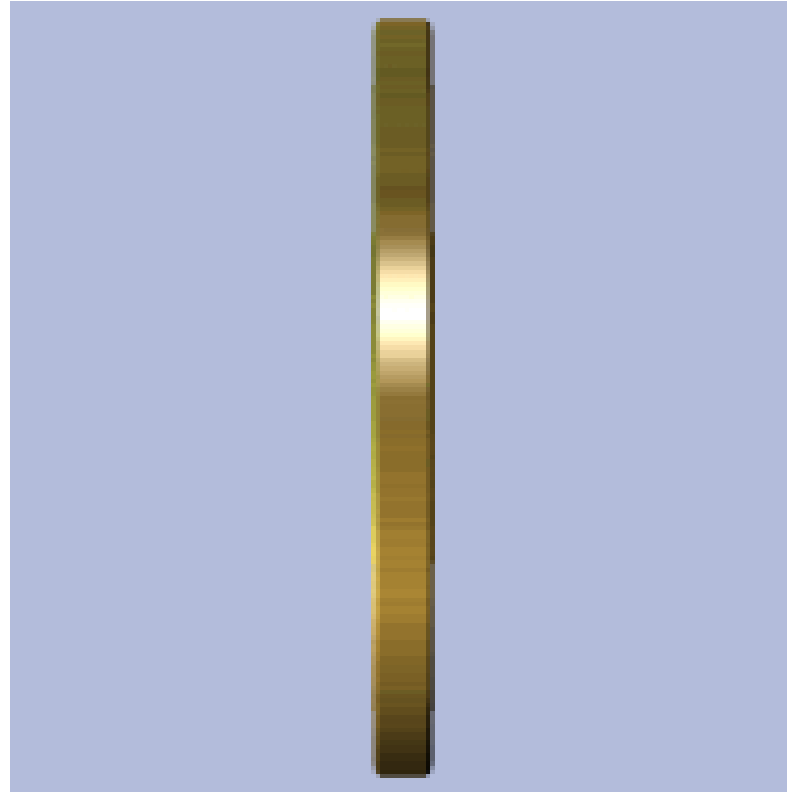
- Content

What resources do the students need to be able to gain foundation knowledge, practice, and do well on the assessments?



WSSU

Goals, Outcomes, and Objectives...Oh my!



Two sides of the same coin



WSSU

Goals

- Your goal for the course
- Or the Program's goal for the course
- Or the University's goal for the course
- Can be overarching and general



WSSU

Outcomes

- Know and be able to do
- At the end of the course or program
- Essential and Enduring knowledge, skills, abilities, attitudes, values, dispositions needed by a graduate of a course or program
- Must be observable and measurable



WSSU

Outcomes or Objectives

- Suggestion:
 - Use either course outcomes or course objectives, but not both
 - Use course outcomes, but then use objectives for sections of the content (i.e.. module or unit objectives).
 - Write as observable and measureable



WSSU

Why are we doing this?

- Is this familiar?

Can you tell me what's
on the test?

Just tell me
what I need to
do to get an A!



WSSU

What are they REALLY asking for?

- Expectations
- Clarity
- A map



WSSU

Syllabus

- What am I going to learn?
- What am I going to learn?
- How am I going to learn?
- How will I know that I've learned?



WSSU

Why Learning Outcomes?

- Connects content and assessment around learning
- Helps unify and integrate content
- Guides selection of learning activities

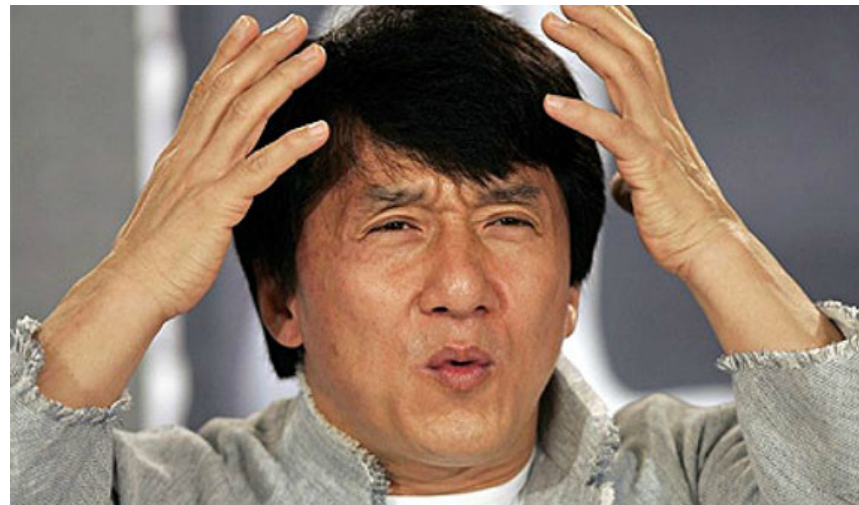


WSSU

Start with...

By the end of this course, you will be able to...

- Specific knowledge, skills, attitudes
- **For the learner, not the instructor or curriculum committee**



WSSU

What is observable and measurable?

- You can observe the learning in practice
- You can measure the level of performance
- Use descriptive action verbs
- Avoid vague, ambiguous terms like understand, learn, know, use, gain knowledge of
- Attainable
- Targeted to learner and level of learning



WSSU

Dig beyond knowing

- Ask why the student needs to know or understand. What will they need to do with the knowledge or understanding?
- How will they use what they are learning in real life?
- Is it a learning activity – they will write a 3 page report – why?
- Compare and contrast two health equity issues in the population of Appalachia (in a 3 page report)
- Use Bloom's or Fink's to determine the appropriate, descriptive action verb



WSSU

Backwards Design worksheets

- Write 5 – 7 course outcomes
- Include at least 1 SLO outcome in this list
- One by one, ask:
 - Is it observable?
 - Is it measurable?
 - Is it a learning activity?
 - Is it an assessment?



WSSU

Example

- ✘ You will read one journal article on trade flows.
- ✓ Apply the analysis presented in a journal article on trade flows and predict the effect that higher commodity prices will have on the U. S. trade deficit.



WSSU

Let's try it!



WSSU