

<https://www.samatters.com/begin-with-the-end-in-mind/>



Beginning with the End in Mind

Using Backward Design to develop your classes and programs

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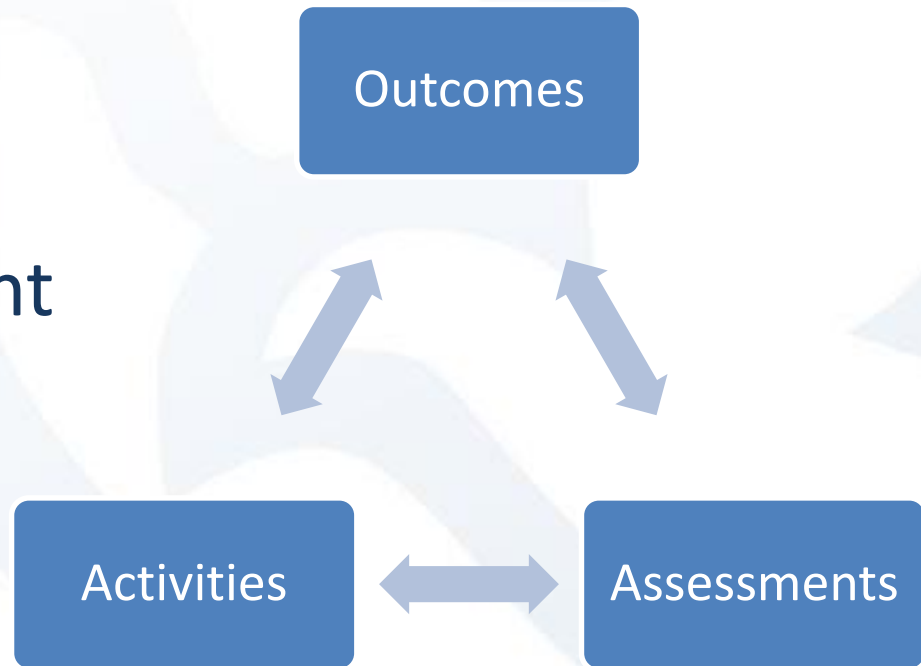
Session Learning Outcomes

As a result of this session, you should be able to...

- Demonstrate your ability to write a high quality learning outcome
- Identify/create an assessment that can measure students' progress towards an outcome
- Choose/create an activity that will facilitate students' progress towards an outcome

Backward Design Overview

- 3 Steps to this Process:
 - Learning Outcomes
 - Assessments
 - Activities
- Think Alignment



Beginning with the End

- The end might include:
 - Big Ideas
 - Main Concepts
 - Core Skills
 - Key Questions
 - Important Attitudes/Dispositions
 - Etc.
- Father Guido's 5-year University



<http://www.nbc.com/saturday-night-live/video/weekend-update-father-guido-sarducci/n10398?snl=1>

Beginning with the End

- Teaching Objectives vs. Learning Outcomes
- Handout: Difference between goals, objectives, and outcomes



Beginning with the End

- Characteristics of quality outcomes (see goals and objectives handout)

The skill that the learner demonstrates.	Conditions under which the learner demonstrates the skill.	Criteria for measuring success.
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- SMART Outcomes: Specific, Measurable, Achievable, Relevant, & Timely

Session Learning Outcomes

As a result of this session, you should be able to...

- Demonstrate your ability to write a high quality learning outcome
- Identify/create an assessment that can measure students' progress towards this outcome
- Choose/create an activity that will facilitate students' progress towards the outcome

**Do these outcomes meet these criteria?
If not, what needs to be changed?**

Now it's Your Turn...

- Choose a class
- Work with a partner to develop a high quality learning outcome
- Be sure that this outcome address each of the characteristics



<http://acrobatiq.com/learning-outcomes-adaptive-learning/>

Assessments: Outcome Evidence

- Wiggins & McTighe's Stage 2 questions...
 - Authentic Performance Tasks?
 - Evaluation Criteria?
 - Additional Evidence?
 - Student Reflections & Self-Assessments?

Assessments: Outcome Evidence

- Ed System Guidelines' quality assessment considerations (Handout: Checklist)
 - Multiple Types
 - High Impact Feedback:
 - Positive
 - Detailed
 - Constructive
 - Timely
 - Validity & Reliability
 - Peer/Self-Assessments

Assessments

1. Draws on multiple & varied assessments

2. Uses

Now it's Your Turn...

- Using the outcome that you developed earlier
- Choose/develop one or more assessments that can measure this outcome



<https://www.usca.edu/distance-learning/course-development/assessments.dot>

Choosing Activities

- Wiggins & McTighe's WHERETO acronym:

Stage 3—Learning Plan

Learning Activities:

L

What learning experiences and instruction will enable students to achieve the desired results? How will the design

W = Help the students know **Where** the unit is going and **What** is expected? Help the teacher know **Where** the students are coming from (prior knowledge, interests)?

H = **Hook** all students and **Hold** their interest?

E = **Equip** students, help them **Experience** the key ideas and **Explore** the issues?

R = Provide opportunities to **Rethink** and **Revise** their understandings and work?

E = Allow students to **Evaluate** their work and its implications?

T = Be **Tailored** (personalized) to the different needs, interests, and abilities of learners?

O = Be **Organized** to maximize initial and sustained engagement as well as effective learning?

- Handout: High Impact Teaching Strategies (pp. 8-9)

Now it's Your Turn...

- Using the outcome and assessment you have developed...
- Create/choose an activity to help students to achieve the outcome
- Be sure that this activity addresses the **WHERE TO** criteria



<http://blog.scientix.eu/2015/07/mobile-learning-activities-applying-tablets-in-lithuania/>

Ready to Go Pro?

