**Goals and Course Design**

**[~Information taken and adapted from Grant Wiggins & Jay McTighe (2006).** *Understanding by Design* (2nd Ed.),Pearson Education, Inc. Upper Saddle River, NJ.]

Three Stages of Backward Design

Stage 1: Identify desired results

* What should students know and be able to do as a result of your course and curricular innovation (knowledge domains and skills)?
* What *enduring* understandings are desired?

Stage 2: Determine acceptable evidence

* How could you or will you know you’ve been successful or reached your goal?
* How will you know if students have achieved the desired results?
* What will you accept as evidence of student understanding and proficiency?

Stage 3: Plan what needs to happen for desired results

* What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?
* What activities will equip students with the needed knowledge and skills?
  + Consider what needs to happen in the classroom, outside of the classroom, and in lab (if applicable)
* What will need to be taught and coached, and *how* should it be taught, in light of performance goals?
* What materials and resources are best suited to accomplish your goals?

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| **Design Questions** | |
| **Stage 1: Identify desired results** | |
| Established Goals:   * What relevant goals (e.g., content, course or program objectives, student learning) will your design address? | |
| Understandings:   * What are the big ideas? * What specific understandings about them are desired? * What misunderstandings are predictable? | Essential Questions:   * What provocative questions will foster inquiry, understanding, and transfer of learning? |
| *Students will know . . .*   * What key knowledge and skills will students acquire as a result of this innovation? * What should they eventually be able to do as a result of such knowledge and skills? | *Students will be able to . . .* |
| **Stage 2: Determine acceptable evidence** | |
| Evidence:   * How will students demonstrate the desired understandings? (Strive to identify authentic tasks.)   + By what criteria will student understanding be judged? * Through what other evidence (e.g., quizzes, texts, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results? * How could students reflect upon and self-assess their learning? | |
| **Stage 3: Plan what needs to happen for desired results** | |
| Learning Activities:  What learning experiences and instruction will enable students to achieve the desired results? How might your design:   * Help students know what is expected? * Help you understand students’ prior knowledge (or lack thereof) and interests? * Gain and hold student interest? * Equip students to explore the issues and experience key ideas? * Provide opportunities to demonstrate, rethink, and revise their understanding of the course ideas and their work? * Allow students to evaluate their work? * Help you tailor the course to students’ different needs, interests, and abilities? * Be organized to maximize engagement and learning? | |