**Backward Design Worksheet Stage 1: Desired Results & Situational Factors**

For a reminder of the stages consult CTL’s Teaching Tip: **Backward Design: A Powerful Course Design Method with Guidelines**

This worksheet can be used to develop a course and units or modules, then consulted to take a comparable approach for daily class meetings.

|  |  |
| --- | --- |
| **Desired Results** | |
| Compose “Big Ideas” | Essential Questions |
| Having composed “big ideas,” review the Teaching Tip, and ask yourself if your Big Ideas achieves the following:   * Provides a conceptual lens * Facilitates organization of facts, skills, actions * Transfers to other contexts (promises significant learning experiences) * Sheds light on disciplinary thinking * Requires un-coverage | Having composed essential questions, review the Teaching Tip, and ask yourself if they achieve the following:   * Creates a framework for daily classes, units, semester * Provokes inquiry * Authentic for the discipline * Compels un-covering of assumptions * Memorable even a year or more later |
| **Develop Student Learning Objectives or Outcomes (SLOs)**  Consult CTL Teaching Tip: **Making Student Learning Outcomes Relevant and Transparent** | |
| Translate the big ideas and essential questions into statements with action or performance verbs that point out relevance. (You may have course-level SLOs that are more broadly phrased, and then unit-or-daily-lesson SLOs that are more specific and explain **how** the SLO will be achieved.) | |
| **Clarify Content Priorities**  Use the SLOs and consult Big Ideas and Essential Questions to complete this stage | |
| Important to Know and Do (prerequisites or enabling knowledge) | Worth Being familiar with (can be googled with ease) |
| **Situational Factors** | |
| “Specific Context of the Teaching and Learning Situation” (enrollment, course level, length and frequency of class meetings, modality) | “Expectations of External Groups” (accrediting bodies, program goals, societal expectations) |
| “Nature of the Subject” (convergent, divergent, relatively stable, physical or performative skills) | “Characteristics of the Learners” (prior knowledge, skills, attitudes, motives for taking the course, responsibilities outside of class) |
| “Characteristics of the Teacher” (expert or marginal familiarity with subject, experience taking a comparable course, first time teaching, confidence and competence in the subject matter) | How will the situational factors impact your design choices? |

Adapted from Wiggins and McTighe, Understanding by Design, and L. Dee Fink, *Creating Significant Learning Experiences*. Updated: 20XII2022