**Backward Design Worksheet Stage 3: Student Learning and Teaching Activities**

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.

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| **Student Learning Activities** | **Teaching Activities** |
| What will the students do outside class to learn? | What will the professor do outside class to prepare students to learn? |
| What will the students do inside class to learn? | What will the professor do inside class to prepare students to learn? |
| **Having composed the learning and teaching activities, put them to the test:**   * Will the activities and assessments achieve the desired results (a.k.a. alignment)? * What are your best uses of in-class and out-of-class time? * What kinds of activities can you employ to provide students with minds-on or hands-on opportunities? * Have you found ways to review and preview so students see the big ideas and essential questions? * Have you designed activities that allow students to “do” the discipline? * What will students read, study, practice? * Have you created multiple opportunities to practice? * Have you scaffolded the workload so that the difficulty increases over time? * Have you developed ways to help students learn how to learn, to decode the discipline, make learning transparent, or unveil the hidden curriculum? * How will you help students reflect upon their learning? * Have you made your learning goals, learning, and teaching transparent and accessible to all? * Have you found ways to help students learn how to learn? * How might you check in with students periodically to evaluate your teaching effectiveness? | |

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

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**Resources to Consult:**

I could recommend many books and articles to ponder assessment and grading procedures; they are written by individuals who have extensive classroom experience and are involved in faculty development. Below is my short list of monographs.

Elizabeth Barkley and Claire Howell Major, *Interactive Lecturing: A Handbook for College Faculty* (2018)

The lecture is not dead, and this is the best single book to encourage faculty to ponder how they lecture, why they lecture, structure of lecture, how to create content, etc…

Elizabeth Barkley and Claire Howell Major, *Student Engagement Techniques: A Handbook for College Faculty*, 2nd ed. (2020)

I have not had a chance to look at the new edition (original was published in 2010), which offers very useful explanations of a variety of teaching techniques, step-by-step guidelines, variations, etc. The variety of examples overall help faculty visualize how they might adapt.

John Bean, *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 2nd ed (2011)

Puts forth a case for using writing to learn and encourages writing across the discipline with many ideas that can be adapted by any discipline.

Jose Antonio Bowen and C. Edward Watson, *Teaching Naked Techniques: A Practical Guide to Designing Better Classes* (2017)

In each chapter, faculty are “exposed” to science-based teaching techniques. The authors offer their own advice and the ideas of other teaching faculty.

Jennifer Herman and Linda Nilson, *Creating Engaging Discussions: Strategies for ‘Avoiding Crickets’ in any size Classroom and Online*

Shows many ways to promote discussion and how to ensure that the discussions are meaningful and will fulfill your learning goals.

James Lang, *Small Teaching: Everyday Lessons from the Science of Learning* (2016)

Brief explanation of the science behind different aspects of learning are followed by some models and examples that you can implement without taking on a complete overhaul of your teaching.

Saundra Yancy McGuire with Stephanie McGuire, *Teach Students How to Learn: Strategies you can Incorporate into any course to improve Student Metacognition, Study Skills, and Motivation* (2015)

How to study and thrive in university in order to create greater equity is McGuire’s goal, and her ideas are very useful and easy to comprehend. Her area of expertise is chemistry so faculty in social sciences and STEM will find the ideas most adaptable.

Linda Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*, 4th ed (2016)

If you only have time for single chapters on a variety of teaching subjects from motivation, to syllabi, to a variety of teaching activities, Nilson is a good place to go. She brings years of teaching and faculty development to help you develop.