Designing Effective Instruction and Significant Learning Experiences

Learning the basics of backward design
Jody Monk
Instructional Designer
Agenda

• How to start planning
• The basics of backward design
• The benefits
• Application
Intro to Instructional Design

The systematic process of designing, developing, and delivering instructional experiences.
How do you start planning a course?
First Steps

• What should students be able to do after they complete your course?
• What goals do you have for your students?
• 5 years from now, what do you want students to remember from your course?
• Who are your students?
The Backward Design Process

Chance favors the prepared mind.

- Pasteur

Goals/Outcomes → Assessment → Learning Activities
Why use backward design?

“Backward design results in more clearly defined
and wisely blended short -term and long -term goals,
more appropriate assessments, and more
purposeful teaching than typical planning.”

-GRANT WIGGINS & JAY McTIGHE
Benefits

**Alignment and Connectivity**
Students are able to see the relationship between the course goals, assessment, and the content.

**Focus on Transfer**
The backward design process focuses on the attainment of long-term goals instead of short-term content acquisition.

**Remove Redundancies**
Helps avoid the processes of “textbook coverage” and “activity-oriented teaching”.

**Learner Centric**
The backward design process puts the learner first instead of content.
Alignment

Outcomes

Assessment

Learning Activities
Questions?
Comments?
Thoughts?
Activity
How do you make toast?
Your Outcome

Upon completion of your 60 minute lesson, students will be able to prepare toast.

Your Task

In thinking of the desired result, determine the acceptable evidence your students will demonstrate.

- For example, how will you know if students have achieved the desired results?

Plan the learning experience and instruction for students.

- What activities, content, or resources will equip students with the needed knowledge and skills to make toast?
BACKWARD DESIGN IN PRACTICE
Organize your course outcomes

- Scaffold your outcomes in a logical way for students to learn.
- Consider acceptable evidence for each outcome.

Create units/modules

- Break up your course level outcomes into units or modules.
- Within each module/week you will create module level outcomes.
- Use a course map to backward design your course and each module.
Scaffolding
Bloom’s Taxonomy Revised

- **Remember**
  - Recall facts and basic concepts
  - Define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - Appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate
Organize Outcomes
Course Level Learning Outcomes

1. Students will be able to cook a breakfast that contains toast and eggs.

• **Module 1** – Cooking and kitchen basics
  • Week 1 – Tools of the trade and kitchen safety

• **Module 2** – Toast – Students will be able to successfully prepare toast using a variety of techniques
  • Week 2 – All about bread and toast
  • Week 3 - Toast techniques

• **Module 3** – Eggs – Students will be able to successfully prepare eggs using a variety of techniques
  • Week 4 – All about Eggs
  • Week 5 – Egg cooking techniques

• **Module 4** – Breakfast – Students will be able to cook eggs and toast to create a breakfast.
  • Week 6 – Egg and toast combinations
  • Week 7 – Make breakfast!
Questions?
Comments?
Thoughts?
## Course Map

<table>
<thead>
<tr>
<th>Course Level Learning Outcome</th>
<th>Module Learning Outcomes</th>
<th>Supporting Learning Activities</th>
<th>Assessment of Mastery</th>
<th>Grading Method</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this column to indicate the Module Title, overview, and which course level outcome(s) are addressed.</td>
<td>Us this column to write module level learning outcomes that support the course level outcome and topic.</td>
<td>Use this column to list the specific learning activities that teach the objectives listed. This could include graded work.</td>
<td>Use this column to identify the specific assessment(s) within this module assess mastery of an objective.</td>
<td>Identify how you will grade the assessment; Rubric, check list, none...</td>
<td>Use this column to provide notes; future assessments that need to be mentioned, ideas, alignment</td>
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<tr>
<td>Week 1 Module 1 Topic(s): Module Overview: Course Outcomes:</td>
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<tr>
<td>Week 2 Module 2 Topic: Module Overview: Course Outcomes:</td>
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Course Map

Course Level Learning Outcomes:
1. Students will be able to cook a breakfast that contains toast and eggs.

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<tbody>
<tr>
<td>Week 3</td>
<td>Module 2</td>
<td>Topic(s): Cooking Toast</td>
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<td>Module Overview: Students will be introduced toasting techniques</td>
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<tr>
<td>Course Outcomes: 1</td>
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<td></td>
<td></td>
<td>• Students prepare toast using a variety of techniques</td>
<td>• Read chapter 4 in Breakfast Basics (author)</td>
<td>1. Presentation of two toast techniques with group. 2. Quiz breads types and toasting techniques.</td>
<td>1. Rubric for presentation 2. Self-graded online quiz</td>
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<td></td>
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<td>• Toast mini lecture</td>
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<td>• Watch toast preparation demonstration</td>
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<td>• Toast taste test</td>
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<td>• Practice basic Toast techniques with teams</td>
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<td>• Prepare 5 min presentation with group.</td>
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<td>• Review presentation with teacher prior to delivery for feedback</td>
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<td>• Group feedback during presentation.</td>
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-Shop prior to class for breads - create group roles so each student has a job for the week.
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<tr>
<td><strong>Module/Unit 2</strong></td>
<td><strong>Week 2</strong></td>
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<tr>
<td><strong>Topic:</strong> The Cardiovascular System</td>
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<td><strong>Module Overview:</strong></td>
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<td>Describe the cardiovascular system and use the application of this knowledge to evaluate physiological scenario</td>
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<td><strong>Course Outcomes:</strong> 2</td>
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### Module/Unit 2 Week 2

**Course Outcomes:** 2

**Module Overview:**
Describe the cardiovascular system and use the application of this knowledge to evaluate physiological scenario

**Course Outcomes:** 2

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<thead>
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<th>Module Learning Outcomes</th>
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</thead>
</table>
| 1) List and describe the components of a cardiac cell (Remembering and understanding) | Lecture  
Read Vander’s Chapter 12  
Journal article PDF – TBD | Multiple Choice formative assessment questions  
Data Analysis (DAQ) formative assessments | Weekly tutorials (formative assessment): Peer graded following discussion of problem set | TA training required |
| 2) Describe cardiac muscle cell contraction (Understanding) | SLO1: pp 368-369,  
SLO2: pp 377-381  
SLO3: pp 381-381 |  
FOR ALL OUTCOMES: WEEKLY TUTORIALS (problem sets given) & DISCUSSIONS | Summative Assessment: 1) MCQ – machine reader of bubble sheet 2) DAQ – instructor/TA graded according to instructor model answer | |
| 3) Describe how cardiac muscle cells work together to eject blood into the arteries (Understanding) | | | | |

### Module/Unit 2 Week 3

**Course Outcomes:** 2

**Module Overview:**
Describe the cardiovascular system and use the application of this knowledge to evaluate physiological scenario

**Course Outcomes:** 2

<table>
<thead>
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<th>Module Learning Outcomes</th>
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</thead>
</table>
| 4) Calculate cardiac output and blood pressure (Application)  
5) Analyze the Wiggers Diagram and identify the related pathology (Analysis)  
6) Evaluate clinical case scenarios and suggest a treatment (Evaluation) | SLO4: pp387-390  
SLO5: Journal article PDF  
SLO6: Case studies | Multiple Choice formative assessment questions  
Data Analysis (DAQ) formative assessments | Weekly tutorials (formative assessment): Peer graded following discussion of problem set | TA training required |
| | | | Summative Assessment: 1) MCQ – machine reader of bubble sheet 2) DAQ – instructor/TA graded according to instructor model answer | |

**TA training required**
<table>
<thead>
<tr>
<th>Course Level Learning Outcome</th>
<th>Module Level Learning Objective</th>
<th>Supporting Learning Activity</th>
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<tbody>
<tr>
<td>Use this column to indicate which course-level outcome(s) are being taught in this module.</td>
<td>Use this column to indicate which module-level objectives support the course-level outcome listed to the left.</td>
<td>Use this column to list the specific learning activities, within this module, that teach the objective listed to the left.</td>
<td>Use this column to identify the specific assessment(s), within this module and within the course that will assess mastery of the objective.</td>
</tr>
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**Module 1**

The FASB’s Conceptual Framework Project (CFP)

Students will be able to analyze and evaluate the usefulness and limitations of financial accounting information.

1) Read, describe and understand the Conceptual Framework for the underlying guidance for the making of accounting rules;
2) Identify the objectives and characteristics of the framework;
3) Discuss the qualitative characteristics of useful accounting information and related enhancing characteristics and benefit/cost constraint;
4) Define the elements of the financial statements (i.e., assets, liabilities, revenues, expenses, gains, losses, etc.) and explain how they are recognized and measured;
5) Explain the benefits and shortcomings of the Conceptual Framework.

Week 1:

- Read: Text (Wolf, Dodd, and Rozycki) Chapter 7 – The FASB’s Conceptual Framework; Emphasis on SFACs 1, 2, 3, 5, 6, and 8.
- See Narrated Overview or Lecture Review PPT Slides & Other Notes
- Read and Critique the Following Articles using the Conceptual Framework:
  3) “Accounting Standards: Their Economic and Social Consequences,” *Accounting*

Week 1:

- Quiz 1 (online, multiple choice) Due Sunday night by 11:59 pm *(5% of Grade)*
- Complete Individual Homework Assignment 1 (Questions and MC) – Due by Sunday night 11:59 pm *(5% of Grade)*
- Complete Group Case, Problem or Writing Assignment 1 and submit - Due Sunday night by 11:59 pm *(10% of Grade). Peer Reviews Participation Assessment Required.*
- For On-Campus Course - Points Are Assigned for In-Class participation *(5% of Grade).*
- For Online Course – Class Participation on Blackboard Discussion Board (4 points)
### Course: OCOM 8055: Psychiatry

#### Description:

#### Overall Course Map

<table>
<thead>
<tr>
<th>Week and Major Topics</th>
<th>Goals</th>
<th>Learning Objectives</th>
<th>Assessment(s)</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>The Psychiatric Interview Process: Attitudes/skills, Components of the psychiatric assessment, Components of the Mental Status Exam.</td>
<td>Elicit, record, and present a Psychiatric Assessment with complete Mental Status Examination</td>
<td>Demonstrate attitudes and interview skills that facilitate information gathering and the therapeutic alliance.</td>
<td>Week 2 Psychiatric Assessment, week 4 Psychiatric Assessment Preceptor skills checklist Preceptor Skills Checklist Quiz, Preceptor Skills Checklist Preceptor Skills Checklist</td>
<td>Read: The Therapeutic Alliance: What It Is, Why It’s Important and How to Establish It (Carlat 17-24) Read: Psychiatric interview, History, and MSE, Medical Assessment and Laboratory Testing In Psychiatry (KS 9-21) Read: Mental Status Examination (Carlat 137-158) View: Mental Status Examination (30 minute video to be created) Read: Anxiety Disorders (KS 88-115) Read: Anxiety Disorders of Infancy, Childhood and Adolescence (KS 821-828)</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
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Questions?

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Jody Monk
monkj@ohio.edu

https://outlook.office365.com/owa/calendar/OfficeofInstructionalInnovation@catmail.ohio.edu/bookings/