




UNIVERSITY

OF

LOUISIANA
L a f a y e t t e[™]



Using the Backward Design Model and Formative Assessment to Develop and Refine Online Courses



By the end of this presentation you will develop a better understanding of:

- How to use the Backward Design Model to plan and design courses which are guided by learning standards (also known as learning outcomes)
- The basics of Face-to-Face, Hybrid, and Online course design
- How online forums, online learning activities, and assessments are used to inform instruction and provide valuable feedback to the learner
- The fact that there is little, if any, difference between creating online and traditional face-to-face courses

The basics of Face-to-Face, Hybrid, and Online course design

- Except for the need to create a course in a Learning Management System (LMS) such as Moodle, Blackboard, Brightspace or any other LMS, and using technology tools such as video conferencing, online assessments, group editing of documents, and other technological tools too numerous to mention, there are relatively few differences in planning and designing courses for online use or for those created to be delivered according to traditional face-to-face methodologies.
- All courses, whether delivered online or traditionally in face-to-face settings, have a great deal in common. The creation of courses, whether online or traditional, involves similar processes and procedures.



The Backwards Design Model

The research of Wiggins and McTighe [1] describes an approach to the course and lesson design process which begins by an examination of learning standards or outcomes.

- The learning standards or outcomes are best described as the specific knowledge and skills the learner is expected to acquire by the end of a course or series of courses which are part of a program of study.
- The learning standards or outcomes serve as the foundation upon which to build curricula, learning activities, and assessments.



Learning Standard: An Example

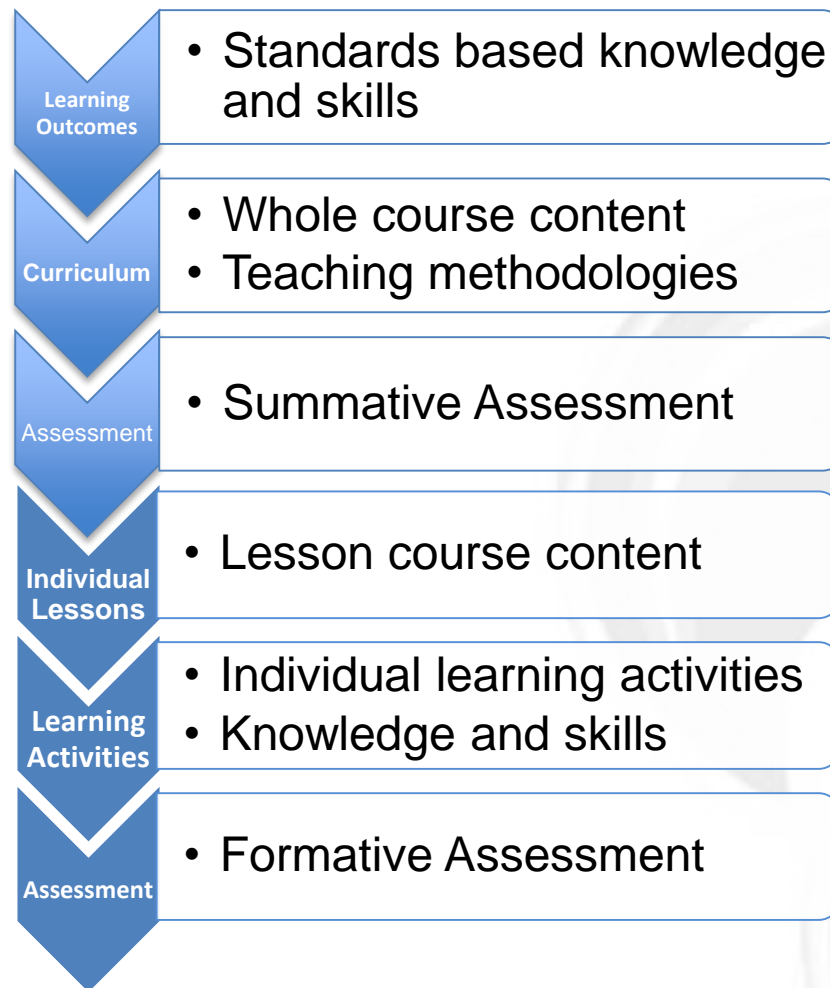
(ELCC BUILDING LEVEL STANDARDS)

Standard 1: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- 1.1: Candidates **understand** and can collaboratively **develop, articulate, implement, and steward** a shared vision of learning for a school.
- 1.2: Candidates **understand** and can **collect and use data to identify** school goals, **assess** organizational effectiveness, and **implement** plans to achieve school goals.
- 1.3: Candidates **understand** and can **promote** continual and sustainable school improvement.
- 1.4: Candidates **understand** and can **evaluate** school progress and **revise** school plans supported by school stakeholders.



The Backwards Design Model



Designing With The End in Mind

Starting with specific learning standards (learning outcomes), the answers to the following questions can serve as a guide one can use while planning and designing a course:

1. **What do I want my students to know (knowledge) and be able to do (skills) by the time they complete this course?** (The answers will form your course goals and objectives.)
2. **What do I need to plan for my students so that they can master the knowledge and skills that I want my students to acquire?** (The answers will help you create your curriculum and develop your course materials.)
3. **How will I know the extent that my students have acquired the appropriate knowledge and skills?** (The answers will help you create your course assessments.)
4. **What do I have to teach my students so that they can be successful on my assessments?** (The answers will help you create your lesson plans and learning activities.)



Formative Assessment: The Impact on Teaching and Learning Through the Use of Online Forums and Assignments that Inform Instruction and the Learner

A noted psychologist and theorist in the area of learning, Lev Vygotsky believed that learning is a social activity and that we learn from each other. Online discussion forums provide students with the opportunity to interact and share their thoughts and ideas.



An Example of a Typical Online Learning Activity:

Forum Instructions:

The purpose of this forum is for you to review and refine your knowledge of Bloom's Taxonomy of the Cognitive Domain. Please realize that Louisiana's learning standards are based on this taxonomy and that teachers and educational leaders need to be fluent with the cognitive domain when planning and/or supervising instruction.

After you have read the articles posted in Moodle, please post your thoughts and comments (400-500 words) in this forum. ALSO, please read all the postings of your colleagues AND reply in writing (150 to 200 words) to at least two of their postings.

As always, I look forward to following the discussion and reading your initial posts and responses to your colleagues.



The Benefits of Online Student Discussion Forums

After reading assigned journal articles, textbook chapters, viewing videos, or reviewing presentations students post to the forum and submit to the professor a 500 word essay based on the online assignment. They also read and reply to the postings of their student colleagues.

These activities provide the students and the professor with the following:

1. The professor, by reading the forum posts and grading the essays, is able to provide feedback on the quality of the essay. This informs the learner regarding the extent of their mastery of the material—**INFORMS THE LEARNER**
2. The professor, by reading the forum posts and grading the essays, is able to determine the extent that the students have mastered the material. With this information, the professor may choose to reteach the material, progress to the next learning topic, and/or identify which student(s) may need extra help—**INFORMS INSTRUCTION**



The Benefits of Online Student Discussion Forums

3. By reading their colleagues' posts and replying in writing to them, the students experience social learning as theorized by Vygotsky—**INFORMS THE LEARNER**
4. Students use and apply the professor's feedback and the comments of their fellow students as they prepare future posts—**INFORMS THE LEARNER**
5. It is this presenter's opinion that students, knowing that their work will be posted to a public audience for all to see, tend to be more critical of their own work and are more careful as they prepare their posts.

References

- [1] Wiggins, G., McTighe, J. “Understanding by Design”, Expanded 2nd Edition, Alexandria, Virginia ASCD, 2005, 370 pages.

For additional discussion, please contact me at:

fdelfavero@louisiana.edu

Thank You!





UNIVERSITY

OF

LOUISIANA
L a f a y e t t e[™]