**Backwards Course Design Template**

## Planning Your Course - Starting with the End First

When moving your course activities to the online environment, it’s a great opportunity to “**get back to basics**” of planning using Backwards Course Design. Backwards course design is a way of designing your course by starting at the END first. Here’s how. Ask yourself:

1. **What do my students NEED to know or be able to do by the end of the quarter?**

*You are in luck! We already have the course learning outcomes listed on our website!*

***TO-DO:*** *Find your course (s) learning outcomes! Follow the steps below:*

You can **find your course outcomes** in the online catalog.

1. Go to: http://catalog.lwtech.edu
2. In the right-hand navigation, click on Course Descriptions
3. In the Course Filter box, select the prefix for your course (e.g., ENGL&)
4. Click on your specific course in the list of results to access the course information, including outcomes.
5. Highlight and Copy the outcomes listed.
6. Paste them into Step 1 in template below. Now that you are refreshed on what they NEED to know, the next question is:
7. **How will I have them DEMONSTRATE to me what they know or can do?   
   (This is sometimes referred to as acceptable evidence of learning.)**

***TO-DO:*** *Use template on following page to fill out Evidence of Learning column for each learning outcomes. Follow the steps below:*

*Before you start thinking of learning activities to plan, in this second step you are still thinking of the END game. What will your students do to show you (evidence) their learning. This is where you may need to start thinking outside the box more than you would with your traditional classroom/lab teaching:*

* *Is it necessary to have a big FINAL TEST at the end of the quarter? Instead, consider ways to evaluate their learning throughout the quarte. Instead of a big final, consider activities that scaffold and lead up to a cumulative final product that shows their learning. This way, they can grow, learn from mistakes (that IS a part of learning) and have opportunities to improve.*
* *If you do proctored tests now, is there another way a student can demonstrate their learning? If your program allows, there are ways you can have students prove their learning in other meaningful ways. (We know some of you cannot get away from proctored tests.)*
* *Get creative with ways your students can demonstrate the final assessment of their learning. Can they create a video or PowerPoint presentation? Invite them to a Zoom meeting and ask questions for understanding? (I will be interested in collecting ideas from you! Your ideas may help and inspire other fellow LWTech professors.)*

1. **Plan learning activities to meet the learning outcomes.**

***TO-DO:*** *Use template columns to start devising your weekly lessons with engaging lessons and activities.*

**TIP: In the current situation we are in, it can be VERY overwhelming to think about how to make your course an online course. Start by concentrating on planning out your first couple of weeks.** That will get you started and on a roll of how to plan your online activities. A great option in Canvas, is that you can release each week of material as you are ready to. So you can still be working on the remaining weeks, but have your first few showing and ready to go.

## Backward Design Template

1. **Course Outcomes (What do my students NEED TO KNOW or be able to do at end of quarter.)**

Go to <http://catalog.lwtech.edu> , click **Course Descriptions** link and search for your course. Highlight and copy the course Learning Outcomes.

* [Paste the list of learning outcomes here.]

1. **Acceptable Evidence of Learning (How will my students DEMONSTRATE to me their learning?)**

In the **Evidence of Learning** column, type **HOW** your students will **DEMONSTRATE** their final learning related to each learning outcomes. Does it have to be a final test? Can they prove their learning along the way in the quarter?

| **Course Outcome** | **Evidence of Learning** | **Learning Activites** | **Materials You Need** |
| --- | --- | --- | --- |
| Paste learning outcome here. |  | (see Step 3 below) | (see Step 3 below) |
| Paste learning outcome here. |  |  |  |
| Etc. |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Weekly Planning (What learning activities will my students do this week.)**

Use the **Learning Activities** and **Materials you Need** columns above to plan for what you will need to create, gather and post to Canvas. Use these questions to guide you filling in those areas:

* What will your students be DOING to learn? (such as: reading, watching, writing, discussing, group work, simulations, labs)
* What materials do you need to prepare? (find/create videos, [scholarly articles](https://www.lwtech.edu/campus-life/library/), simulations, [ask librarians for resource guidance](https://www.lwtech.edu/campus-life/library/))
* Where/How will they be displaying their learning? (discussion, assignment, quiz, video, simulations, Zoom meeting etc.)