

CURRICULUM PLANNING THROUGH BACKWARD DESIGN

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Creating a relevant and accountable curriculum

HOW DO I INSURE
ACCOUNTABILITY?

CURRICULUM ALIGNMENT

- Philosophy
 - Outcomes
 - Assessment
 - Content
 - Instructional strategies
 - Reporting
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RUSSIAN DOLLS



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ACCOUNTABILITY - BACKWARD DESIGN

- 1. What do we want students to know, do and be? (KDB)
 - 2. How will we know when the students have learned the KDB?
 - 3. What learning experiences will facilitate the students to demonstrate the KDB?
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SHIFT IN FOCUS

- Instructors often focus on lessons/lectures first when they plan curriculum. This can lead to a series of lessons/lectures that have no meaningful purpose.
 - In backward design, teachers decide what is most important to know, do and be.
 - The focus is on assessment first, rather than lessons/lectures/activities.
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DIFFERENCE?

- What difference does it make when assessment is the primary focus?

- One of the problems with accountability and the emphasis on assessment is that instructors may teach to the test.
 - Why?
 - What is often missing with this approach?
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HOW DO I INCREASE
RELEVANCE?



HOW DO I INCREASE RELEVANCE?

Create a KDB Umbrella that is relevant to the students and is also embedded in the expectations for the course

Create meaningful assessment tasks

Choose valid, reliable and suitable assessment tools.

BACKWARD DESIGN STEPS

1. What is most important to KNOW, DO and BE?
 2. How do I know when they know the KDB?
 3. What do I teach each day so that they can demonstrate the KDB?
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HOW DO I FIND THE
KDB?

ALIGNING WITH THE BIG PICTURE

- Quality Assurance Framework
(UDLES, undergraduate to doctoral)
 - Disciplinary Vision
(DLEs, undergraduate to doctoral)
 - Course outcomes
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BIG IDEAS – THE KNOW

- These are the BROAD CONCEPTS that underlie the disciplines. Include interdisciplinary concepts such as:
 - Systems
 - Patterns
 - Cause-Effect
 - Change and Continuity
 - Interactions
 - Culture
 - Diversity
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BIG IDEAS – THE KNOW

- There are also disciplinary concepts which can be Big Ideas in discipline-based units including:
 - Equilibrium, Energy, Matter, Force in Science
 - Number, Ratio, Probability, Symmetry in Math
 - Line, Colour, Texture, Form in the Visual Arts
 - Melody, Harmony, Timbre, Tempo in Music
 - Civilization, Migration, Populations in Social Studies
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21ST CENTURY SKILLS - - THE DO

- Problem Solving
 - Critical Thinking
 - Higher Order Thinking (Analysis, Synthesis, Evaluation)
 - Communication – includes subskills :
 - presentation, reading, writing, speaking, multimedia
 - Collaboration
 - Design Thinking and Creativity
 - Research
 - Technological
 - Social
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THE BE

- These include things like:
 - Values
 - Responsible
 - Collaborative
 - Ethical
 - Active Citizens
 - Effective Problem Solvers
 - Good Communicators
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CONNECTING THE KNOW, DO AND BE

- Literate – in the 21st century sense :
 - Technologically literate,
 - Critically literate,
 - Financially literate,
 - Media literate,
 - Visual literate,
 - Traditional literate
 - Disciplinary literacies (e.g. scientific, artistic, historical, movement)
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CREATE THE KDB UMBRELLA OVER YOUR CURRICULUM UNIT



KDB UMBRELLA



GUIDING QUESTIONS

Rich complex questions that emerge from the KNOW.

Not one right answer.

Requires higher-order thinking.

GUIDING QUESTIONS

- What is love?
 - When should society control individuals?
 - What causes change?
 - What is good writing?
 - How can we stop the spread of infectious disease.
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ACTIVITY - CREATE YOUR KDB UMBRELLA

- Determine the KNOW (Big Ideas), the DO (21st century skills), and the Overarching Be (Values)
 - Create your Guiding Question(s)
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CREATE YOUR RICH PERFORMANCE TASK

How The Students Demonstrate the KDB of Your Unit

RICH PERFORMANCE TASK

Looking at your KDB Umbrella design a rich performance task that allows your students to demonstrate the KDB of your unit.

RICH PERFORMANCE TASK

- Create a concept map as you brainstorm ideas for your big culminating task
 - The task should be *relevant* and *accountable*
 - Write out the instructions for the task that you would give to your students
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SAMPLE TASK – EMOTIONAL LIVES OF CHILDREN AND ADOLESCENTS COURSE

- KNOW
 - Theories in the areas of emotion and learning
 - Theories of social cognition
- DO
 - Research
 - Critical Thinking
 - Communication
 - Metacognition
- BE
 - Ethical
 - Informed Consumers and Producers of Knowledge

SAMPLE TASK – EMOTIONAL LIVES OF CHILDREN AND ADOLESCENTS COURSE

- You have been invited to present at the *Emotional Lives* conference coming to Brock University at the end of the semester. The conference organizers would like you to present on a topic we will be covering this semester in the course. You need to submit your topic to them no later than January 22. Topics are reserved on a first-come first-served basis.
- Presentations can be one of the following:
 - Report on an action research study you conduct in your own classroom that deals specifically with your topic. Make sure you critically situate the results in terms of the literature.
 - Do a comparative presentation on how your topic is presented in the academic literature and in the media. Make sure to highlight similarities and differences
 - After thoroughly reviewing the literature on your topic propose an intervention that would alleviate a negative aspect of your topic. Outline in detail what the intervention consists of and how you would test its efficacy.

SAMPLE TASK – EMOTIONAL LIVES OF CHILDREN AND ADOLESCENTS COURSE

- Conference attendees will be providing feedback to each conference presenter based on the criteria developed by the conference presenters themselves
 - Each conference presenter will also be asked to provide a self-evaluation of their presentation.
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ACTIVITY – DESIGN A RICH PERFORMANCE TASK

- Using your KDB and Guiding Questions create a rich performance task
 - Remember it needs to include all the elements in your KDB
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ASSESSING THE TASK

- Once you have decided on a task you need to assess it using appropriate tools
- Your assessment tools must provide evidence that your students have attained the KDB of your unit
- You can use one tool or several tools
- Also remember – you DO NOT assess things that are NOT in your KDB

NEXT STEPS

You need to design the instructional activities/embedded assessments to teach the students the KDB required to accomplish your Rich Performance Task
