Backward Design Forward Progress



Maureen-Ellis-Davis, Associate Professor of Sociology Dr. Amarjit Kaur, Director, Center for Innovation in Teaching and Learning





All -O Deliver to Paramus 07652 Your Amazon.com Early Black Friday Deals Gift Cards Whole Foods Registry Sell Help Orders Try Prime - V Cart Search Orders Try Prime - V Cart





Your student passes the course. Did he/she meet the course outcomes? What are your unit goals? Did your unit meet the unit outcome? What are some examples of end goals from your area? (Acad/Admin)



What should participants hear, read, view, explore or otherwise encounter? Are there any change in processes/workflow? How would you assess you have achieved these goals?



What knowledge and skills should participants master? What are some of the changes in your unit? What are some evidence to know you are reaching goals?



Step 1: Identify desired results

- What should participants hear, read, view, explore or otherwise encounter?
- What knowledge and skills should participants master?

Step 2: Are they "getting it?"

Consider a wide-range of assessments:

- Tests
- Term papers
- Demonstrations
- Presentations
- Group work
- Homework

Be sure the assessment tool is the right one for the outcome.

Step 3: Plan learning experiences and instruction

- Devise active and collaborative exercises that encourage students to grapple with new concepts in order to "own" them.
- Foster increasing understanding, not rote memorization.

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

-Stephen R. Covey, The Seven Habits of Highly Effective People



Skills employers value most

91%

Percentage of employers who say that critical thinking, communication, and problemsolving abilities are more important than a potential employee's undergraduate major



Percentage of employers who say they give hiring preference to college graduates who have completed a senior project

Source: Hart Research Associates, *Falling Short? College Learning and Career Success* (Washington, DC: Association of American Colleges and Universities, 2015), https://www.aacu.org/leap/public-opinion-research/2015-survey-results.

Employers give college graduates low scores for preparedness across learning outcomes; students think they are better prepared.

Employers Students Working with others 37% in teams 64% Staying current on technologies 37% 46% Ethical judgment and 30% decisionmaking 62% Locating, organizing, evaluating information 29% 64% Oral communication 28% 62% Working with numbers/ 28% statistics 55% Written communication 27% 65% Critical/analytical 26% thinking 66% Being innovative/ 25% creative 57% Analyzing/solving 24% complex problems 59% Applying knowledge/ skills to real world 23% 59% Awareness/experience of 21% diverse cultures in US 48% Staying current on developments in science 21% 44% Working with people from diff. backgrounds 18% 55% Staying current on global developments 18% 43% 16% Proficient in other language 34% Awareness/experience of 15% diverse cultures outside 42% 116

Proportions saying they/recent college graduates are well prepared in each area*

The Essential Learning Outcomes

• Knowledge of Human Cultures and the Physical and Natural World

Focused on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills

Practiced extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility

Anchored through active involvement with diverse communities and real-world challenges

LEAP

Integrative and Applied Learning

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems





- 1. Plan learning experiences and instruction
- 2. Determine acceptable evidence
- 3. Identify desired results



1. Identify desired results

2. Determine acceptable evidence

3. Plan learning experiences and instruction





Demonstrate the head and neck examination using correct technique and a systematic sequence of examination.



Determine Acceptable Evidence

- Students will be given a rubric for the creation of a head and neck video.
- Students will create a video where they must locate and identify the regions and associated surface landmarks of the head and neck by demonstrating manual, bimanual, digital, bidigital, bilateral, and circular methods of palpation.





Plan Learning Experiences and Instruction

- Assign readings that correspond to locating and identifying surface anatomy of the face and neck.
- Locate and identify the regions and associated surface landmarks of the head and neck on a diagram and a patient.
- Discuss how the surface anatomy of the face and neck may impact dental clinical procedures.
- Watch an instructional video demonstrating the extraoral examination.

Program level Outcome	Course Objective	Activity
Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy.	Demonstrate the cultural sensitivity necessary for working with diverse student populations	
Institution Outcome	Linit Objective	Activity
Institution Outcome	Unit Objective	Activity

Program level Outcome	Course Objective	Activity
Analyze, through observation and reflection, a variety of educational philosophies and approaches and develop personal learning styles and an individual teaching philosophy	Demonstrate the cultural sensitivity necessary for working with diverse student populations	Assignment: Writing a Personal Teaching Philosophy

Institution Outcome	Unit Objective	Activity
Enhance information technology to support student learning and the educational experience	Assure all students have equal access to technology tools that impact their learning and success	Track usage of free time computer labs and applications

