

Backward Design Planner

Using Backward Design to Integrate Essential Skills

Design	Elements	
Identify Desired Results To maximize flexibility, learning goals should not be overly prescriptive.	<i>Learning Goals</i> Specify the learning outcome, knowledge, and essential skills that students will acquire Learning goals, essential skills, and knowledge should be specific and measurable. They should also apply to more than one context (e.g., class, prospective workplace, higher-level learning experiences or projects)	Learning Outcome: Knowledge Gained: Essential Skill(s) Taught:
Determine Acceptable Evidence Specific and measurable criteria without being overly prescriptive (e.g., Explaining a specific fact in the instructor-determined context in an instructor-determined way.)	<i>Assessment</i> Specific and measurable without being overly prescriptive. Students can apply a unique lens through which to identify, understand, apply, analyze, evaluate, or create content.	
Plan Learning Experiences & Instruction Ensure that competence is supported by scaffolding learning experiences and other low-stakes, open-type practice activities that familiarize students with these assignments and activities.	<i>First Experience</i> Identify in-class or pre-class homework to introduce basics and prepare students for the assignment or learning assessment. <i>Activities</i>	

Instructor-provided examples are also helpful. The TILT method can support the planning process.	Building from the first experience, identify teaching and learning activities to promote the learning goals and enable student success related to the essential skill. <i>Content</i> Describe (open) content, resources, and materials that will be used for first experience and activities related to the essential skill.	
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Adapted from Reynolds, H. L., & Kearns, K. D. (2017). A planning tool for incorporating backward design, active learning, and authentic assessment in the college classroom. *College Teaching*, 65(1), 17-27; and Quality Matters.