### Guide to Backward Design of Courses

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<th>Identify overall goals</th>
<th>Specify learning outcomes</th>
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#### Goals describe the instructor’s aims, wishes, or aspirations for students in the course.
- Goals are **general**: What new capacity is being sought? What big ideas are worthy of understanding? What provocative questions are worth pursuing?
- What do you want your students to have retained 3 years after the course?
- What does the program or outside agency specify as required goals for the course?

Each goal is then broken into more specific learning outcomes.

#### Learning outcomes provide concrete descriptions of people performing a task.
- Student learning outcomes (SLO) are concrete and observable and fall into one of three categories: knowledge, skills, and attitudes.
- There is a logical relationship between goals and outcomes: outcomes make progress toward goals observable by identifying the actions that signify successful completion or performance of a task.
- Is each SLO specific and observable? Is it a result of learning?

#### How will you know if your students have achieved the learning outcomes?
- How will you know that students really understand? How will you ask students to demonstrate their learning? What will you accept as evidence to document and validate that a learning outcome has been achieved?

- **How will you ensure that the assessment methods and media you choose provide equitable opportunity for all your students to demonstrate what they have learned?**

- **Remember that multiple measures give a more valid assessment.**

#### What instruction and experience do you need to provide your students in order for them to achieve your learning outcomes?
- What information do students need in order to be prepared for the assessments? What do they need to do or experience or practice?
- How will you make learning both effective and engaging given your SLOs and needed evidence?

- **What sequence of activity will best prepare students to achieve your desired results?**

- **Ensure accessibility of all information and activities.**

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