

The background of the image shows three hikers in silhouette as they ascend a steep, rocky mountain trail. They are using ropes and carabiners for safety. The hiker at the top is pulling the rope for the one below, who is in turn helping the third hiker. The landscape is filled with layers of misty, rolling mountains under a warm, golden sunset sky with a bright sun low on the horizon.

Making Disciples

ABHE ANNUAL MEETING

FEBRUARY 19-21, 2025

ROSEN PLAZA HOTEL | ORLANDO, FL

BACKWARD DESIGN

Beginning With the End in Mind

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ABHE - Retired

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Learning Task

Designate:

- A specific course you will work on today
- Write down basic syllabus heading
- Show your neighbor(s)

Backward (reverse/flip)

➤ Shift

- From teaching ...

Backward (reverse/flip)



Teaching to Learning

➤ Shift:

- From getting the subject into my students ...
to

Teaching to Learning

➤ Shift:

- From getting the subject into my students ...
to
- Getting my students into the subject.

Backward (reverse/flip)

➤ Shift

- From teaching ... to **learning**
- From **content** ...

Backward (reverse/flip)

➤ Shift

- From teaching ... to **learning**
- From **content** ... to **design**

Learning Task

Choose

design variables you typically consider

Arrange

design variables in the order you should consider them

Design

We naturally gravitate to What

Who

Why

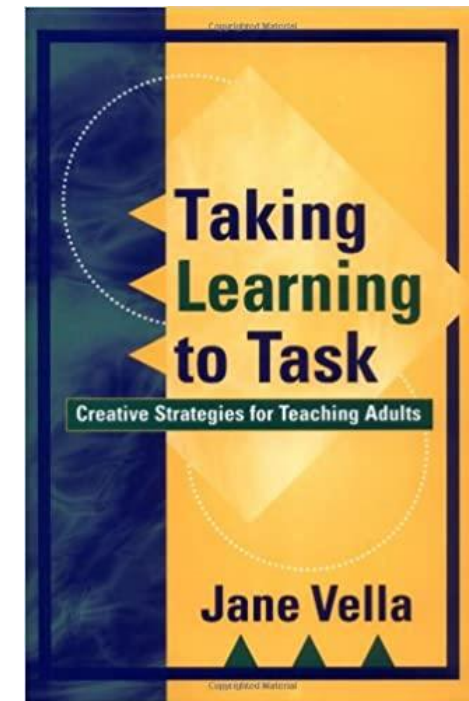
Where

When

What

What for

How



Vella, Jane M. Taking Learning to Task: Creative Strategies for Teaching Adults. San Francisco. Jossey-Bass, 2000.

Design

Learning design begins with Who

Who

Why

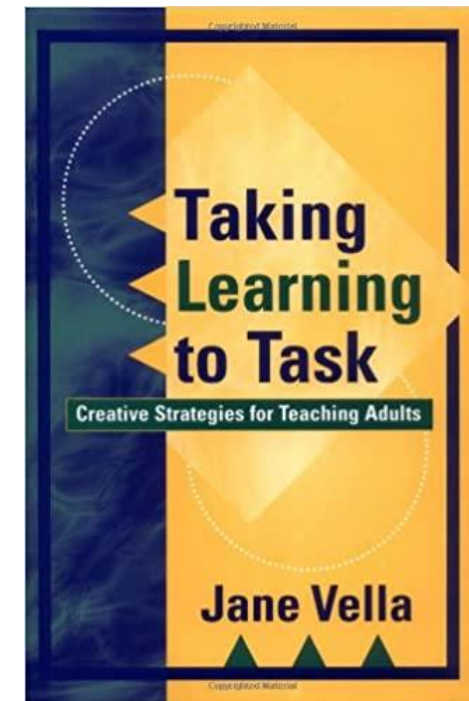
Where

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Vella, Jane M. Taking Learning to Task: Creative Strategies for Teaching Adults. San Francisco. Jossey-Bass, 2000.

An Iterative Process



Source: www.globallearningpartners.com

Backward (reverse/flip)

➤ Shift

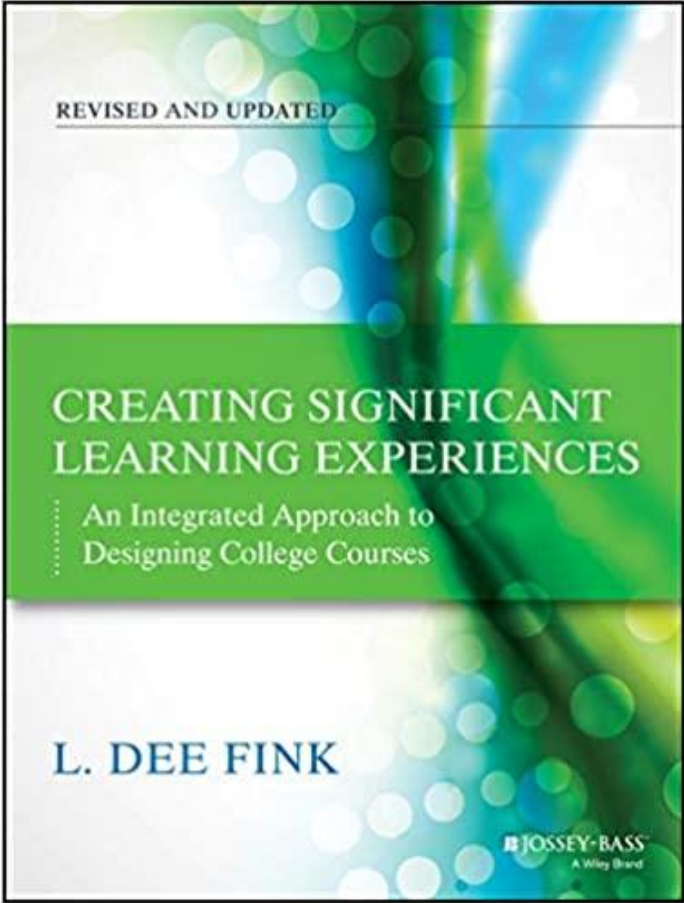
- From teaching ... to learning
- From content ... to design
- From **aims** ...

Backward (reverse/flip)

➤ Shift

- From teaching ... to learning
- From content ... to design
- From **aims** ... to assessment

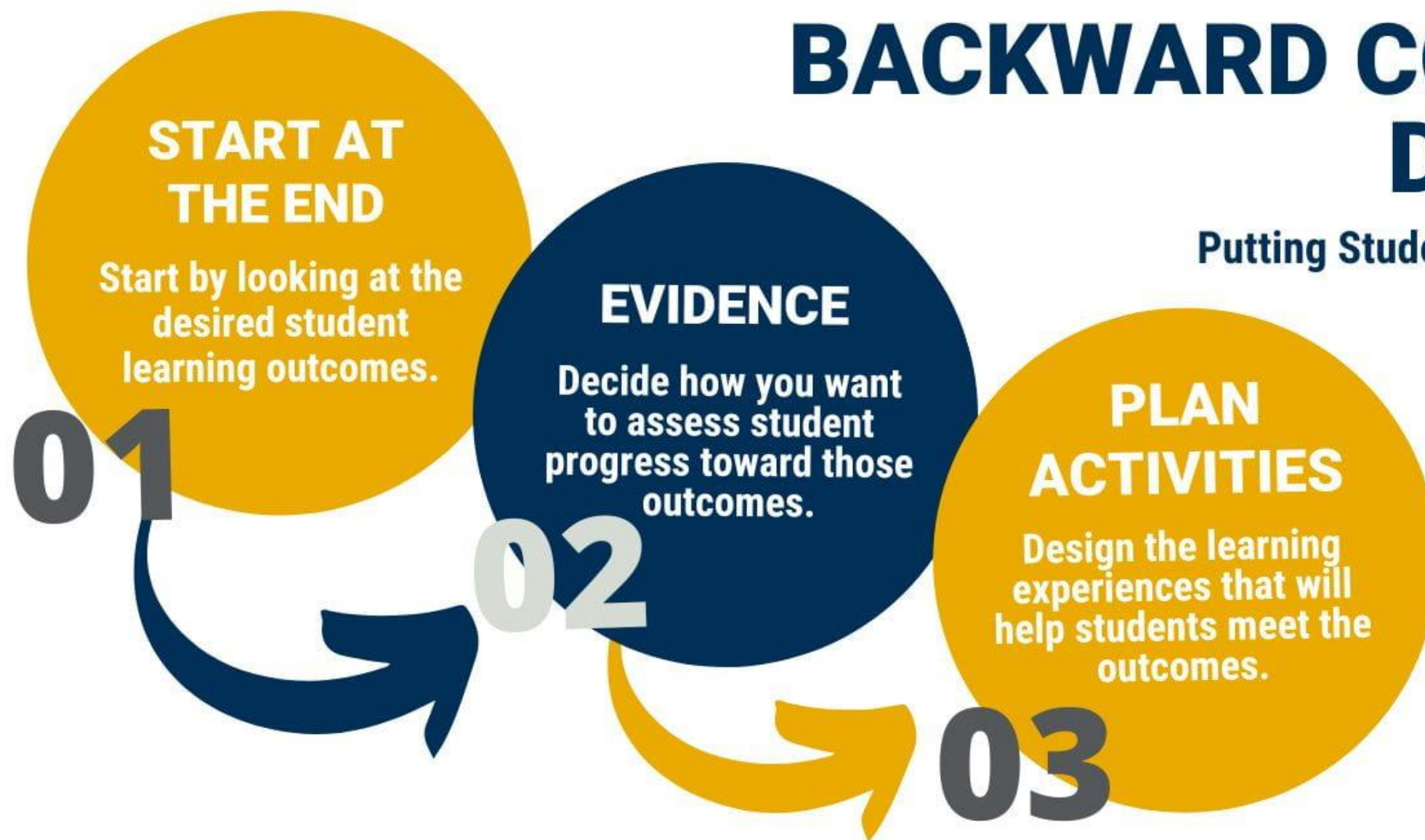
Design backward (from learning outcomes to teaching inputs).





BACKWARD COURSE DESIGN

Putting Student Learning First



Assessment

Design question:

What would it take to convince me?

- Choose most authentic evidence vehicle



Implicit Curriculum

Shift from:

- Artificial
- Independent
- Competitive
- Conventional

Shift to:

- Authentic
- Interdependent
- Collaborative
- Creative



Authentic Alternatives to Tests

- Learning Portfolio
- Individual or Group (Cooperative) Projects
- Simulations/case study
- Oral Interview
- “Jury”

Assessment

Design question:

What would it take to convince me?

- Choose most **authentic** evidence vehicle
- Consider providing **alternatives**

Indescribable (Laura Story)



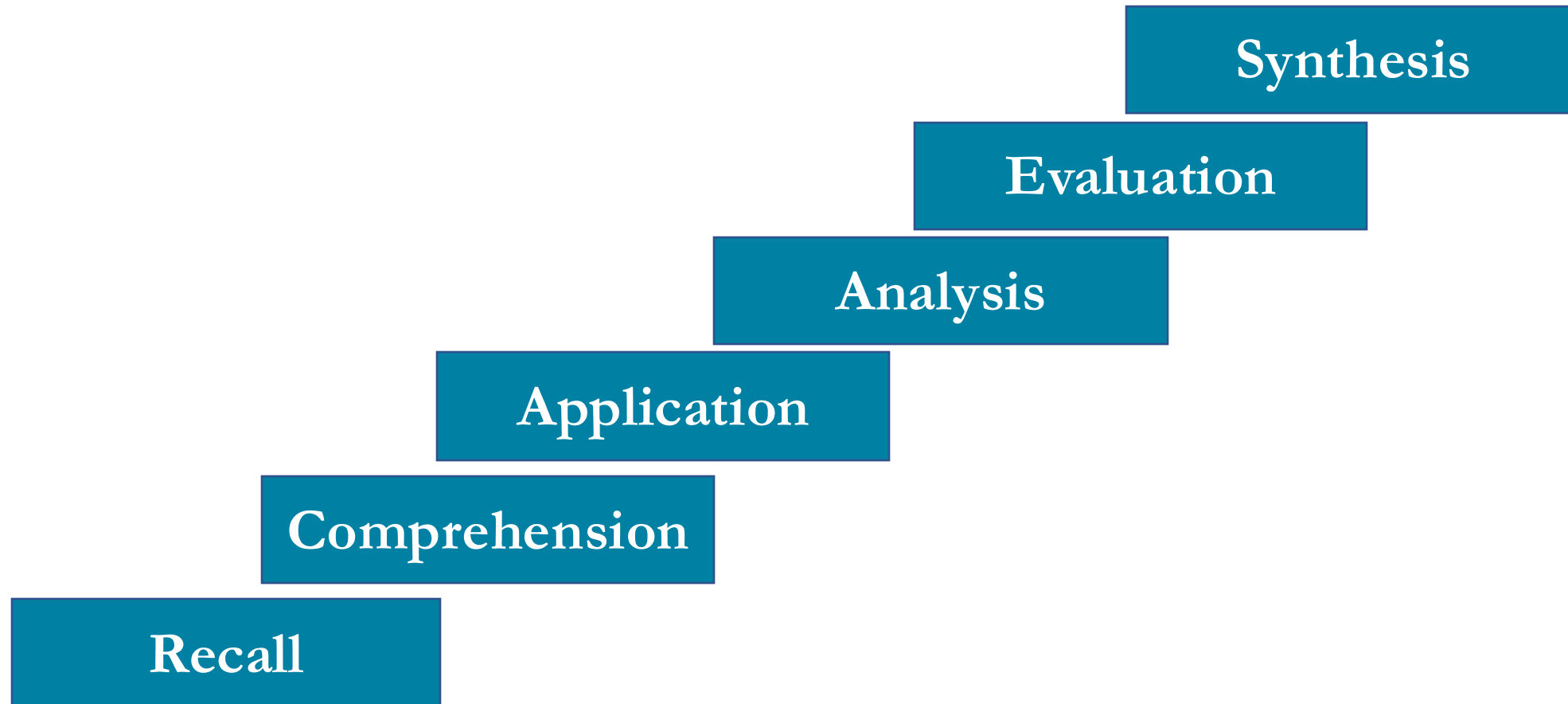
Assessment

Design question:

What would it take to convince me?

- Choose most **authentic** evidence vehicle
- Consider providing **alternatives**
- Ensure assessment means commensurate with target learning **domain** and learning **level**.

Cognition Levels (Bloom)



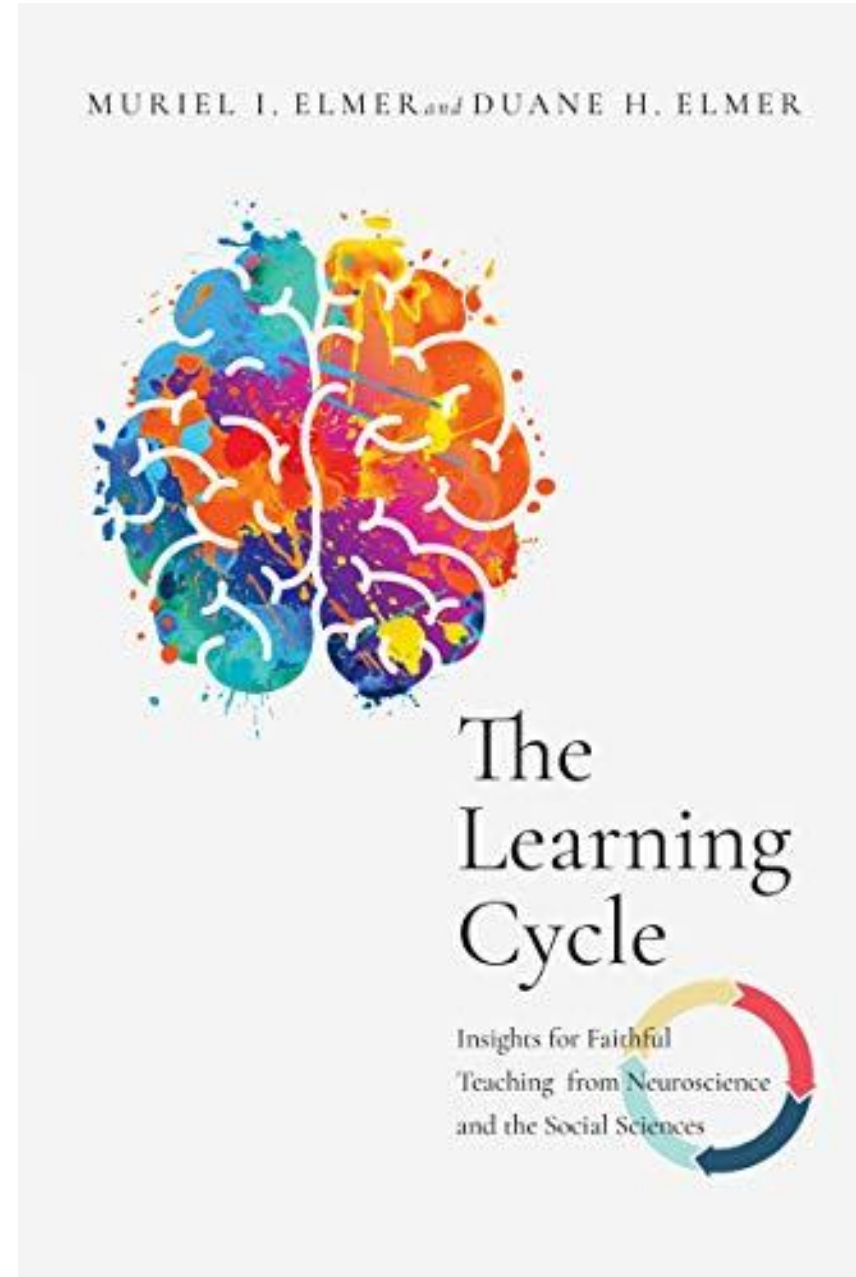


Affective Domain

- **Receiving** – attentiveness, receptivity, motivation to learn
- **Responding** – active learner participation
- **Valuing** – evidence of appreciation of worth, significance of information
- **Organizing** – integrating into, developing one's value system
- **Internalizing** – lifestyle assimilation

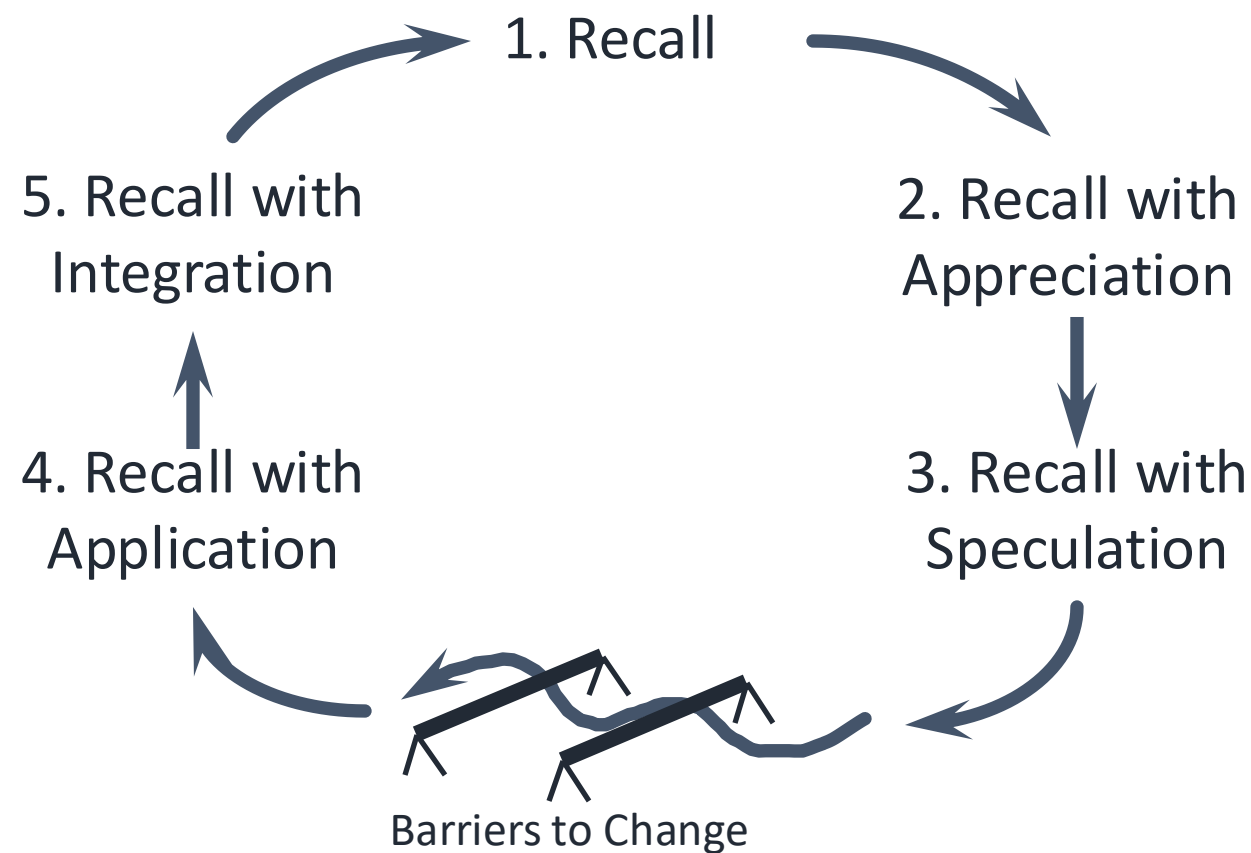
Adapted from: Gronlund, N.E. (2004). *Writing Instructional Objectives for Teaching and Assessment*. (2nd. Ed.). Upper Saddle River, NJ: Prentice-Hall.

Elmer, Muriel L. and
Elmer, Duane H. *The
Learning Cycle: Insights for
Faithful Teaching from
Neuroscience and the Social
Sciences*. IVP Academic,
2020.



The Learning Cycle

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Shulman's Table of Learning

- Engagement & Motivation
- Knowledge & Understanding
- Performance & Action
- Reflection & Critique
- Judgment & Design
- Commitment & Identity

Source: Shulman, L.S. (2002, November-December). *Change*. pp. 37-44.

Backward (reverse/flip)

➤ Shift

- From teaching ... to learning
- From content ... to design
- From **aims** ... to assessment