Backward Design

MOOC Camp on TESOL Methodology, Brazil – Fall, 2020
Agnes Chikan
English Language Program, Kansas State University
Introductory Questions -

Why do you think your students should study English?

How can and/or will your students use English?
Backward Design = Forward Thinking

Curriculum Design Focusing on the End Goals
Why is it backward?- Opposite to traditional

1. **Material** - choose/get a course book

2. **Teach** - plan and teach the lessons

3. **Test** - create the assessment based on what you taught

4. **Accomplish** - get as far as you can in the material
Steps of Backward Design Planning

1. Desired Goal (whole education experience, a course, a lesson) - What should students know?

2. Evidence of Learning – How can students demonstrate learned skills

3. Meaningful Learning Experience – What should I teach? What activities should students do?
<table>
<thead>
<tr>
<th>Level</th>
<th>Design Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>Program Design</td>
</tr>
<tr>
<td>Course</td>
<td>Course Designing</td>
</tr>
<tr>
<td>Lesson</td>
<td>Lesson Planning</td>
</tr>
</tbody>
</table>
Program Goal and Mission Statement:

- "Provide intensive English instruction to students who are admitted to a degree program at K-State but who has not demonstrated English proficiency"
- orienting students to American culture and the academic environment
Main Goals of Writing Courses:

<table>
<thead>
<tr>
<th>Level</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner</td>
<td>Sentence level writing</td>
</tr>
<tr>
<td>High beginner</td>
<td>Paragraph</td>
</tr>
<tr>
<td>Low Intermediate</td>
<td>Short composition</td>
</tr>
<tr>
<td>High Intermediate</td>
<td>Essay</td>
</tr>
<tr>
<td>Advanced</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>
Beginner Writing - Goal 1: Sentence Level Writing

Student Learning Outcomes:
- recognize parts of speech
- know and use basic word order
- know and use basic rules of punctuation.

This Photo by Unknown author is licensed under CC BY-SA.
Student Learning Outcomes for High Beginner Writing

Upon the successful completion of this course, the student will be able to

- Write simple sentences, compound sentences (but, so, and, or) correctly
- Write complex sentences with time clauses (after, before, when, while)
- Write a paragraph (8-10 sentences)
  - that has correct paragraph format
  - that has a topic sentence, supporting sentences and a concluding sentence
- Recognize and correct mistakes
The levels rely on each other and develop skills.

This Photo by Unknown author is licensed under CC BY.
2. Evidence of Learning – Assessment

• Create and assessment system that can evaluate student achievement based on SLOs
  - tests
  - interviews
  - essay writing
  - portfolio
3. Course Mapping and Lesson Planning

Select the materials that cover the SLOs

Course Mapping - Plan ahead that you can cover all the SLOs – course map

Choose and develop activities that match SLOs

Create homework assignments and quizzes
Assessment and Course Mapping at the ELP

• Curriculum chairs:
  – create coordinated tests before the semester (exercise types are known, but not the questions)
  – create weekly plans
  – create testing schedule

• Books are selected in committees

• Standardization for Accreditation
Drawbacks of this Approach

- less freedom for teachers
- no extra time for struggling students

(solution: tutoring)
Templates for Backward Design

• Course template with goals, student learning outcomes, assessment tools, and activities

• Lesson plan templates with class objective, student learning outcome, and assessment
Not for me. I follow a book and national curriculum

This Photo by Unknown author is licensed under CC BY-SA.
Further Application of Course Design

• Organizing any special programs:
  - English Club
  - Theater in English
  - English camps during vacation time
  - Mauricio and Renata – MOOC Camp
  - For me – all the short programs
3. Lesson Planning with Backwards Design

• 1. Lesson Objective(s)
• 2. Demonstration of learning (What will the students be able to do after the successful completion of class?)
• 3. Learning Experience (Activities and Exercises)
Guiding Question:

Why should students learn today's lesson?

How will students use today's material in life and in further education?
Backward Design as a form of Student Centered Teaching

Grab opportunities to teach vocabulary and skills the students will use:

• **Elementary and middle school** - meeting with tourists, listening to music
• **High school** – talking to tourists and exchange students, watching movies, English for potential job, English for college application
• **College** – English for Academic Purposes, English for jobs,
Example - Relative Clauses

**Lesson Objectives:** Students will be able to understand create sentences with relative clauses (I like people who are kind)

**Assessment**
- Students will understand the meaning of relative clause
- Students will be able to write definitions

**Learning Experience**
- playing taboo in class
- listening to music with relative clauses
Learning Experience – Playing Taboo

• Cards with well-known vocabulary words (place, person, animals; abstract noun is hard)
• A student comes in front, picks a card, and tries to define the word
• Whoever guesses will be the next
• (also in groups)
Learning Experience - Music

• Maroon 5 – Memories:
  https://www.youtube.com/watch?v=SIPhMPnQ58k

• Maroon 5 – Memories – One Voice Choir Version:
  https://www.youtube.com/watch?v=XB6yjGVuzVo&list=RDXB6yjGVuzVo&start_radio=1

• Lyrics:
  https://www.azlyrics.com/lyrics/maroon5/memories.html
References:


• English Language Program, K-State Website: https://www.k-state.edu/elp
Contact Information

Agnes Chikan
agnesc@ksu.edu
English Language Program
Kansas State University