Backward Design

MOOC Camp on TESOL Methodology, Brazil – Fall, 2020

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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 student demonstrate learned skills

→

3. Meaningful Learning Experience – What should I teach? What activities should students do?

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:

Beginner	• Sentence level writing
High beginner	• Paragraph
Low Intermediate	• Short composition
High Intermediate	• Essay
Advanced	• Research Paper

Beginner Writing - Goal 1: Sentence Level Writing

Student Learning Outcomes:

 - recognize parts of speech

- know and use basic word order

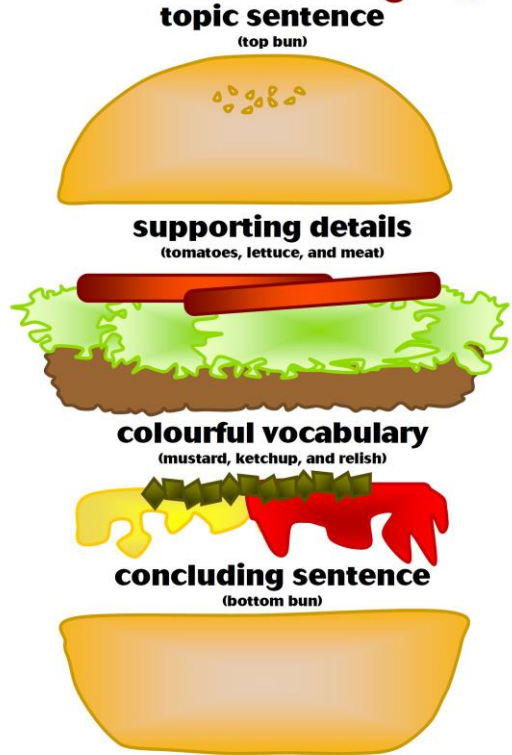- know and use basic rules of punctuation.

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

Parts of a Paragraph

topic sentence (top bun)

supporting details (tomatoes, lettuce, and meat)

colourful vocabulary (mustard, ketchup, and relish)

concluding sentence (bottom bun)

The levels rely on each other and develop skills

English Language Program   **MOOC Camp on TESOL Methodology**

- Create and assessment system that can evaluate student achievement based on SLOs

 tests

- interviews

- essay writing

- portfolio
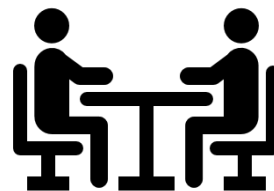
3.Course Mapping and Lesson Planning

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

- 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)

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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

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

- 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)

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,

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 realative clausee

- Students will be able to write definitions

Learning Experience

- playing taboo in class

- listening to music with relative clauses

- 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)
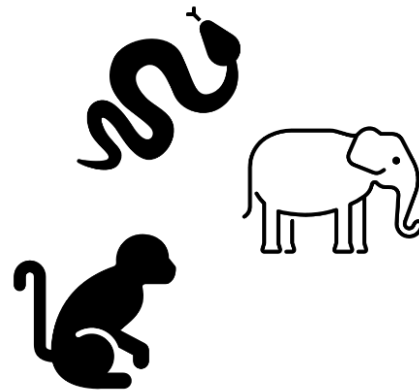
Learning Experience - Music

- **Maroon 5 – Memories:**

https://www.youtube.com/watch?v=SlPhMPnQ58k

- **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:

- Bowen, Ryan S., (2017). Understanding by Design. Vanderbilt University Center for Teaching. Retrieved on October 16, 2020 from https://cft.vanderbilt.edu/understanding-by-design/.

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

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