One of the ways that we can teach with rigor is to take a careful approach to course design. This means ensuring that we have clear, measurable, and appropriately challenging learning outcomes or objectives and that all design decisions,eeogoal, see this guide

_____.)

Consider your current approach to designing a course (or preparing a syllabus). Where do you start? Do you decide which textbook to use? Do you think about how to fit in everything you "need to cover"? Maybe you design the course to look like the one you took on the same topic when you were a student. Or maybe you design around the chapter topics and sequence provided by the author(s) of the text you've chosen. While none of these represents a "bad" way to design a course, a more rigorous approach to design starts from a different place: the end, or the results you desire for student learning.

Backwards Design, a course design approach articulated by Wiggins & McTighe (2005), tells us that starting from the learning outcomes and goals that you have for students will lead to a focus on the most significant content as well as the design of purposeful assessments, learning methods, and learning and materials. Furthermore, designing backwards will ensure alignment among these course elements. In other words, if we begin with the target in mind, we're much more likely to hit the mark!
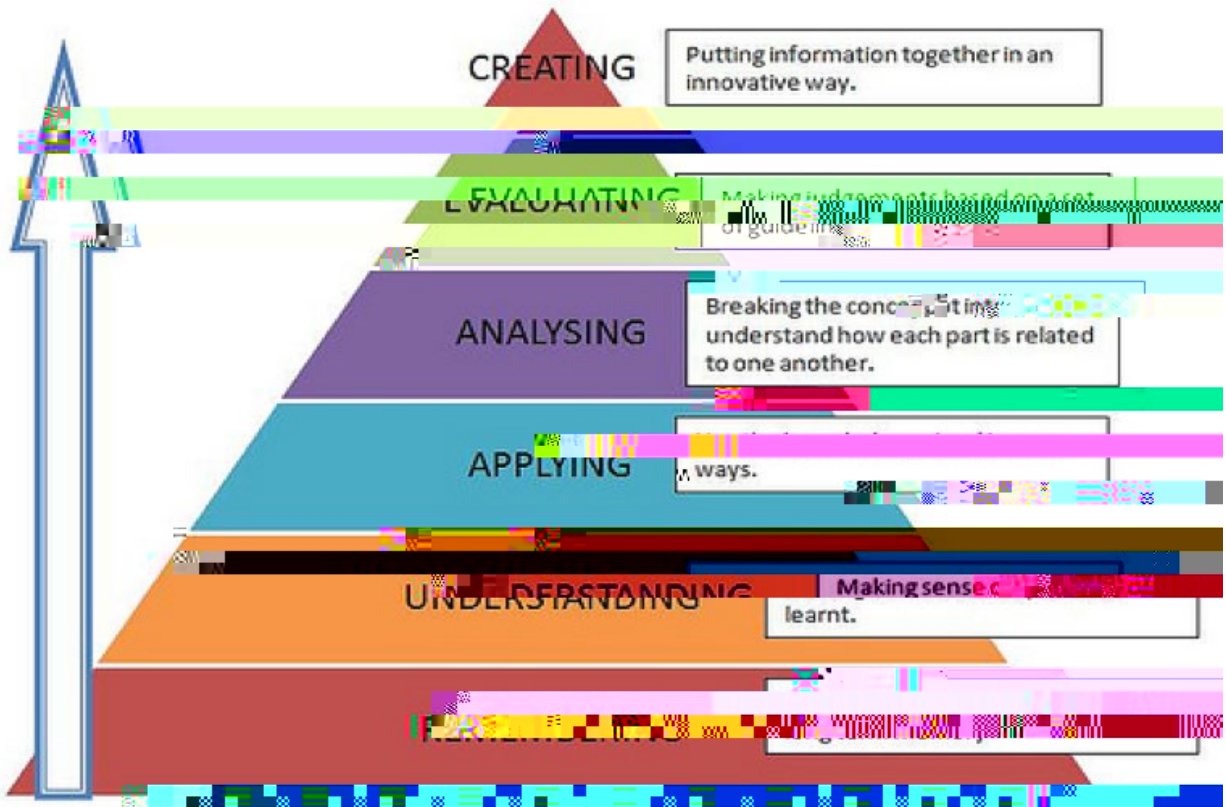
For a more thorough but still succinct overview of Backwards Design, take a few minutes to watch this Learning Academy tutorial: Backwards Course Design.

After watching the video, try to list 3 things that you learned about Backwards Design that you can incorporate into your approach to course planning. Consider employing this method the next time you are designing a new course or preparing to teach one you've taught before. If you've already started the semester and you're interested in making small teaching changes to enhance rigor in your course design, we recommend checking for gaps in alignment among your course elements. If you find one or more gaps, you can make adjustmen (rs)9.a (in)2.3 (g)2.5 (srial3 (t)-3 (m)-6.4 (e)-3 (n)b.7 (u)2)-1.9 (h)13.1 (e-2.9 (h)2.2 (

Do you see any gaps here? Is the assessment well-aligned with the outcome? Would a multiple-

CREATING — Putting information together in an innovative way.

EVALUATING — Making judgments based on a set of guidelines.

ANALYSING — Breaking the concept into parts and understand how each part is related to one another.

APPLYING — ... ways.

UNDERSTANDING — Making sense of ... learnt.

REMEMBERING — ...

Review Bloom's Revised Taxonomy to help you to write or revise your learning outcomes, visit this resource to help you with associated verbs to use, and review the examples provided below.

Mathematics

Apply mathematical knowledge, skill, and reasoning to solve real-world problems.

Writing

Effectively write for various audiences to explain (narrative, expository), entertain (creative), persuade (persuasive), and help others perform a task (technical).

History

Describe the chief political, social, economic and/or cultural characteristics of important ancient and pre-modern civilizations, cultures, and societies.

Sculpting

Use the formal elements and principles of 3-

We hope that this teaching strategy information encouraged you to check for gaps in your alignment among all elements in your courses to help enhance rigor and improve student learning. If you have any questions or wish to receive feedback on your ideas for the practice activities, please contact your R.I.S.E. scholar or the Learning Academy.

Armbruster, P., Patel, M., Johnson, E., & Weiss, M. (2009). Active