

Backward Design Worksheet for Planning a Project-Based Learning Activity/Module

What is your problem statement? *How can we mobilize people to take actions on an issue using social media?*

What is the “enduring understanding” you hope your students achieve as a result of your project? *I want students to be conscious of the messages of the visuals and other messages that they encounter on social media. I also want students to learn how they can use their voice (on social media) to move others.*

What are the content-based learning outcomes of your project (these should be based on your course’s student learning outcomes or student performance outcomes)?

1. *Generate ideas of how to overcome an obstacle to critical thinking (LOs 3, 5)*
2. *Identify the value and descriptive assumptions in an argument (LO 4)*
3. *Evaluate advocacy campaigns based on the effectiveness and clarity of their conclusion, reasons, and value and descriptive assumptions (LOs 8, 9, 10)*
4. *Evaluate the quality of evidence in an argument (LOs 8, 10, 11)*
5. *Recommend and explain a reasonable conclusion (LOs 1, 5, 9, 10)*

What are the skill-based learning outcomes of your project?

- A. *Critical thinking*
- B. *Problem-solving*
- C. *Visual information/digital literacy*
- D. *Creativity*
- E. *Communication*

Think about what students will be doing to work toward the learning outcomes. If you can, try to list these activities in sequential order based on your vision for how the project should unfold.

Learn: I haven’t decided if they’re going to do this assignment for one of their weekly readings or the issue and stance assignment

Evaluate: 1. What are some patterns/trends? 2. Who is affected the most? 3. What have you found that really made you take notice? 4. What feels urgent? 5. What can you do to help? ([Delacruz](#))

Formulate: Personas of opponents and why they may not be against or possible supporters

Create: Find models and analyze them to get ideas. Find copyright free images to use. Consider the composition of the media, your message, and audience impact. Besides pictures, you may use statements, headlines, data, etc.

- Concept: Is it memorable? Does it have a call to action? POSITIVE ACTION MESSAGES are best.
- Content: It must be original. Original headline, body copy (you MUST take the time and write it yourself), Do NOT go online, rework an existing poster or meme and expect credit. This is YOUR message - not a re-hash of someone else's.
- Execution of concept: Is your layout of elements compelling?
- Use of Typography: Readability and Legibility.
- Use of Color: Are the color choices random, or did you develop a color palette/scheme ([Durkin](#))

Peer review: After a draft has been created, review another group's prototype

Share: Post your media on social media (maybe with a hashtag). After a week or so report some of the conversations it created (if any).

What are the content or skill based learning outcome(s) of this project?	How might you assess each of these outcomes?	What activities will support student learning of these outcomes? (e.g. lecture, game, discussion, research, reading, team planning, reflection, peer review)	Which activities will occur during class? Which will occur outside of class?	Is the learning activity or outcome challenging for students? What additional scaffolding might you need to consider?
Briefly describe your opening activity to introduce and generate interest in the project.		1. Think-pair-share: What is the impact of social media on your views on social issues? 2. Reflect on schedule 3. Identify questions		
<i>Content: Identify the value and descriptive assumptions in an argument (LO 4), Evaluate the quality of</i>	Summary of topic research	Research about topic 1. What are some patterns/trends? 2. Who is affected the most?	In class (and outside of class if needed)	Provide websites, refer to module on researching topics, library database

evidence in an argument (LOs 8, 10, 11) <i>Skills: Critical thinking, communication</i>		3. What have you found that really made you take notice? 4. What feels urgent? 5. What can you do to help? (Delacruz)		
Content: <i>Generate ideas of how to overcome an obstacle to critical thinking (LOs 3, 5), Identify the value and descriptive assumptions in an argument (LO 4)</i> <i>Skills: Critical thinking, problem solving, communication</i>	Assignment, whole group discussion/sharing	Discussion: Formulate personas of: 1. Possible supporters 2. Possible opponents 3. Strategies to persuade either or both	In class	Modeling
Content: <i>Generate ideas of how to overcome an obstacle to critical thinking (LOs 3, 5), Identify the value and descriptive assumptions in an argument (LO 4), Evaluate advocacy</i>	Discussion, written reflection	Research: Find models and analyze them to get ideas. Reflection: Consider the composition of the media, your message, and audience impact.	In class (and outside of class if needed)	They may need help finding examples of campaigns of their issues, relevant organizations

<i>campaigns based on the effectiveness and clarity of their conclusion, reasons, and value and descriptive assumptions (LOs 8, 9, 10), Evaluate the quality of evidence in an argument (LOs 8, 10, 11), Recommend and explain a reasonable conclusion (LOs 1, 5, 9, 10)</i> <i>Skills: Critical thinking, problem solving, digital/visual information literacy, communication</i>				
<i>Content: Generate ideas of how to overcome an obstacle to critical thinking (LOs 3, 5), Identify the value and descriptive assumptions in an argument (LO 4), Evaluate the quality of evidence in an</i>	Walk around for feedback, whole discussion	Create visual considering these: • Concept: Is it memorable? Does it have a call to action? POSITIVE ACTION MESSAGES are best. • Content: It must be original. Original headline, body copy (you MUST take the	In class (and outside of class if needed)	

<i>argument (LOs 8, 10, 11), Recommend and explain a reasonable conclusion (LOs 1, 5, 9, 10)</i> <i>Skills: Critical thinking, problem solving, digital/visual information literacy, creativity, communication</i>		time and write it yourself), Do NOT go online, rework an existing poster or meme and expect credit. This is YOUR message - not a re-hash of someone else's. • Execution of concept: Is your layout of elements compelling? • Use of Typography: Readability and Legibility. • Use of Color: Are the color choices random, or did you develop a color palette/scheme (Durkin)		
<i>Content: Identify the value and descriptive assumptions in an argument (LO 4), Evaluate advocacy campaigns based on the effectiveness and clarity of their conclusion, reasons, and value and</i>	Tuning protocol assignment, whole discussion	Evaluate another group's visual based on the questions above (content, execution of content, typography, color)	In class	

<i>descriptive assumptions (LOs 8, 9, 10), Evaluate the quality of evidence in an argument (LOs 8, 10, 11)</i> <i>Skills: Critical thinking, problem solving, digital/visual information literacy, communication</i>				
<i>Content: Evaluate advocacy campaigns based on the effectiveness and clarity of their conclusion, reasons, and value and descriptive assumptions (LOs 8, 9, 10)</i> <i>Skills: Critical thinking, problem solving, digital/visual information literacy, communication</i>	Whole class discussion and/or discussion board	Discussion/reflection: After posting the visual on social media, discuss engagement, types of conversations, other ideas to improve engagement.	In class or outside of class	
Briefly describe the final product your students will create for the summative assessment. Content:		Create a social media visual to promote a call of action regarding an issue of their choice.		

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Skills:

- A. *Critical thinking*
- B. *Problem solving*
- C. *Visual information/digital literacy*
- D. *Creativity*
- E. *Communication*