# Backward Design

Instructions: This organizer is designed to help apply the principles of backward design in a blended course. Use the syllabus template and assessment chapter information to complete the questions and chart below.

1. For the "Ultimate Goal," imagine what success would look like at the end of the course and write out your goal.
2. Under "Goals," write SMART goals for the course. For example, By the end of the academic year, students in the biochemistry course will demonstrate their understanding of key biochemical processes by researching and presenting a 15-minute oral presentation on a specific metabolic pathway, scoring a minimum of 85% based on the course's presentation rubric, which assesses content accuracy, organization, delivery, and visual aids.
3. Next, select an assessment that will measure each goal. For the sample goal above, the presentation will be the evidence or assessment.
4. Finally, identify learning activities that will help students to achieve the goals that you have set. Consider the in-class and out-of-class activities that will prepare students for success.

| Ultimate Goal: What is your ultimate goal for student learning? | |
|---|---|
| **Goals: What does learning look like?** | **Evidence (Assessment): How will I measure learning?** |
| Students will be able to:<br>1.<br>2.<br>3.<br>4.<br>5. | 1.<br>2.<br>3.<br>4.<br>5. |

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| **Learning Activities: What activities will be utilized so that students can achieve their goals?** | |
| 1. <br> 2. <br> 3. <br> 4. <br> 5. | |