



Backward Course Design Resources

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Course Map Template

Course Learning Objectives

Start by listing your course learning outcomes/objectives. Begin each with an action verb that relates to Bloom's Taxonomy. See the example for a proposed Digital Marketing Analytics course below:

DESCRIBE	Describe the value of making data-informed decisions and fostering a culture of analytics in the workplace.
DIFFERENTIATE	Differentiate various business measurement models and tools based on their benefits, limitations, and uses.
ILLUSTRATE	Illustrate an understanding of leveraging customer data while complying with privacy regulations.

APPLY	Apply the decision-making framework (question, curate, analyze, optimize) to various data sets and scenarios.
ANALYZE	Analyze digital marketing analytics across paid, earned, and owned media.
PRODUCE	Produce a digital marketing analytics and strategic recommendations report for a real-world organization.

A. *Start drafting your CLOs here...*

Course Modules

Second, list each of your course modules or weeks/weekly topics in your course. See the example below for an 8-week Digital Marketing Analytics Course:

<ol style="list-style-type: none"> 1. Digital Consumers & Brands 2. Measurement Models 3. Data-driven Decisions 4. Paid Media 5. Earned & Owned Media 6. Analyzing Data & Optimizing Results 7. Competitive Research 8. Strategic Analyses
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1. *Start drafting your modules here...*

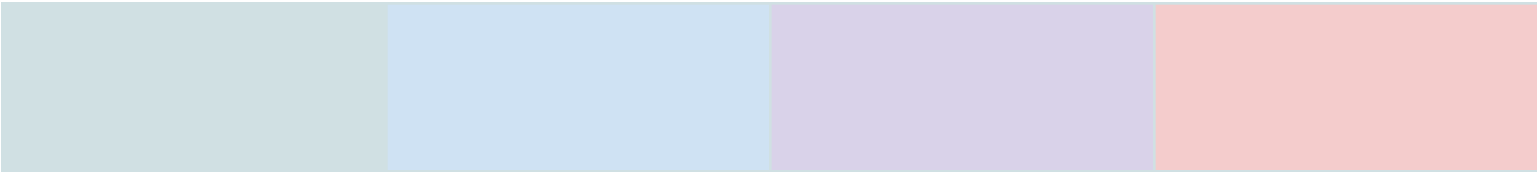
Module Map Template

Make a copy of the table below for each of your modules.

1. In the first column, Insert the Course Level Objectives (CLO) first.
2. In the second column, specify Module Level Objectives (MLO) that relate to each CLO.
3. In the third column, list the learning readings, discussions and other resources the student will need to review and complete to prepare for assessments.
4. In the final column, list all assignments that will be used to enable the student to demonstrate outcomes.

Repeat for each module, making adjustments as needed.

CLOs	MLOs	Preparation	Assessments
Upon <i>successfully completing this course</i> , you will be able to:	Upon <i>successfully completing this part of the course</i> , you will be able to:	You will <i>prepare to do these things</i> through each of the following:	You will <i>demonstrate you can do these things</i> through the following:



Module Map Example

Let’s put it all together. View the sample module map below. A full course map would include a map for each module.

● *Week 6: Analyzing Data & Optimizing Results*

CLOs	MLOs	Preparation	Assessments
Upon <i>successfully completing this course</i> , you will be able to:	Upon <i>successfully completing this part of the course</i> , you will be able to:	You will <i>prepare to do these things</i> through each of the following:	You will <i>demonstrate you can do these things</i> through the following:
Analyze digital marketing analytics across paid, earned, and owned media.	<ul style="list-style-type: none">• Distinguish vanity metrics from key performance indicators.• Interpret individual performance metrics, compare them to each other, and relate them to marketing efforts.• Aggregate and visualize raw data by producing an analytics dashboard.• Assess the effectiveness of paid, earned, and owned tactics.	<ul style="list-style-type: none">• Read Chapters 6-8• Read: Amazon Case Study• Discussion: Measuring What Matters• In-Class Activity: GA4 “Treasure Hunt”	<ul style="list-style-type: none">• Quizzes for Chapters 6-8• Individual Assignment: Google Merchandise• Store Case Study Project• Group Project: Brand Analysis Presentation & Report
Produce a digital marketing analytics report for a real-world organization.	<ul style="list-style-type: none">• Propose a digital marketing analytics project for a local business.		

More on Backward Course Design

[Backward Course Design](#)
Indiana University Bloomington
Center for Innovative Teaching and Learning

[Understanding by Design](#)

Creating Course Outcomes & Bloom's Taxonomy

[Bloom's Taxonomy \(Covers the New & Revised Versions\)](#)

Vanderbilt University Center for Teaching

[A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives](#)

Abridged Edition 2nd (second) Edition by Anderson, Lorin W., Krathwohl, David R., Airasian

Types of Learning Assessments

[Matching Assessments to Learning Outcomes](#)

Hunter College, City University of New York

[Different Types of Assessment and What You Need to Know About Them](#)

Eduastic

More Examples & Tools

[HubSpot's Education Partner Program](#)

Access amazing tools and resources to complete student texts and simulations from HubSpot. Create teams of users for each class, monitor progress on certifications and more.

[Digital Marketing Analytics Practical Experience](#)

Baldwin Wallace University focuses on applied learning. To assist students in meeting their experiential learning requirements, I developed this self-paced practical experience that involves various analytics-related certifications and application projects with the clients of our Digital Marketing Center.

[Flipping the Classroom \(Presentation by Tim Marshall\)](#)

- [Recording](#)
- [Resources](#)
- [Slides](#)

Stressed about planning upcoming courses? Don't flip out -- flip the classroom instead. The flipped classroom approach turns the tables on traditional classroom management and lesson planning. Students review lecture content and complete quizzes and exams on their own. During class time, students do what would typically be considered "homework" in structured, guided activity sessions. The flipped classroom is an active learning strategy that employs various blended learning concepts, making it an option for many courses regardless of delivery method.



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